

Parents' Goals and Attitudes toward Shared Reading with Young Children: A Scoping Review

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Abstract

Parents' goals and attitudes toward shared reading play a significant role as they can affect how parents perform shared reading with their children. The review aims to discover parents' goals and attitudes toward shared reading using a framework suggested by Arksey and O'Maley. Published articles were searched using electronic databases from Scopus, ScienceDirect, and Google Scholar. A total of 94005 titles were extracted from electronic databases. Of that number, selection for the qualified articles was done following the inclusion criteria, consisting of English or Malay articles that were published between 2000 and 2022 and have information about parents' goals and attitudes toward shared reading. After eliminating ineligible articles, only 16 articles were selected for review. The articles were eliminated when they did not contain the keywords "shared reading", "parents", "goals", and "attitudes" in the title, abstract, or method. Following the analysis, it was found that different parents have different goals and attitudes toward shared reading. Parents show positive attitudes when performing shared reading with their children. Sociodemographic factors also correlate with the parents' goals and attitudes toward shared reading. There is emerging evidence of parents' goals and attitudes toward shared reading, although this is still very limited in Asia.

Keywords : *Shared reading, parents' goals, parents' attitudes, children*

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Introduction

Shared reading is a type of early literacy exercise. It is an activity that promotes early learning in which an adult shares text and creates an instructional conversation that guides the children to apply their knowledge and strategy to decode the information available in the text (Ahmad et al., 2018). According to Dexter and Stacks (2014), early shared book reading helps to develop language and literacy skills. Studies have found consistent relationships between early shared reading in the home and later literacy and language skills (Burgess et al., 2002; Levy et al., 2006; Weigel et al., 2006). Numerous studies (e.g., Bus et al., 1995; Scarborough & Dobrich, 1994; Simmons et al., 2022) reported positive associations between preschool literacy experience and language and literacy development. Therefore, shared reading should be implemented for children at a young age in order to enhance their language and literacy development.

Researchers have shown that shared reading can provide numerous advantages for children in different aspects and enhance children's development. For example, shared reading that was practised in naturalistic instruction led children with poor literacy skills to develop phonemic awareness (Ukrainetz et al., 2000). Sim et al. (2014) reported significant effects on emergent literacy (expressive language, rhyme, and concepts about print) when children were exposed to dialogic reading and dialogic reading with print referencing as compared to the children who did not receive any intervention. According to Gonzalez et al. (2014), children actively participating in shared reading gain significant language and literacy growth. National Early Literacy Panel (2008) also reported an association between shared book reading and children's oral language outcomes, including vocabulary performance. Piasta et al. (2012) indicated that increasing young children's contact with print during shared reading represents an empirically validated approach to fostering children's short-term gains in print knowledge.

Shared storybook reading might also make a unique contribution to children's socioemotional competencies through connecting emotionally with characters in a story and through models of problem-solving and interaction presented by children during shared storybook reading (Wirth et al., 2020). Dyer et al. (2000) found that a mental state reference

that referred to the character's thoughts, feelings or intentions occurred on average every three sentences in children's books. While listening to stories, children could learn to make inferences about another person's mental states by drawing connections between characters' actions and underlying emotions that were not explicitly stated (Kozak & Recchia, 2018). Consequently, shared reading interventions focusing on reading and discussing children's books with emotional content and language related to an individual's mental state enhanced children's emotional understanding (Grazzani & Ornaghi, 2012; Kumschick et al., 2014; Ornaghi et al., 2011).

Parents' contributions to shared reading have been investigated for two complementary domains: parents' establishment of home literacy practices and parents' communicative behaviour during shared reading. Home literacy practices were typically investigated through parents' reports in which the results indicated that parents who reported reading to their children at younger ages and provided a rich range of literacy materials (Payne et al., 1994) had children with superior expressive and receptive language development (Bus & van Ijzendoorn, 1995; Sénéchal & Lefevre, 2002) and higher levels of school readiness (Huebner & Payne, 2010). Shared reading is also one of the intervention methods used for children with special needs, such as children with hearing loss (DesJardin et al., 2017). Early intervention efforts focusing on shared book-reading interactions will be essential for children with hearing loss to acquire a language.

When performing shared reading, numerous elements of adult speech are used with the children. Adult speech is thought to foster children's linguistic development such as the frequent use of open-ended questions (Honig, 2007), the provision of familiar linguistic routines in which children can become progressively more active agents, and the elaboration of the children's current focus (Akhtar et al., 1991). Moreover, adults' speech elements can foster children's linguistic development at an accelerated rate during shared reading between the children and their caregivers (Hoff-Ginsberg, 1991; Honig, 2007). In general, caregivers who engaged in communicative strategies that directed their children's attention to language during shared reading demonstrated superior language development (Honig, 2007; Sénéchal, 1997). Hence, it is vital to understand parents' goals and attitudes on shared reading to develop a better intervention design for parent-child reading activity.

According to Baker (2003), tracking the influences of shared reading on early literacy development can inform parents on where to focus energy when employing shared reading strategies. The quality of interactions during shared reading has been a focus of research in the effort to increase motivation and interest in reading for young or struggling readers. Having said that, children benefit when parents engage in quality shared reading, which gives a perspective that parents' goals and attitudes toward shared reading partly contribute to quality shared reading. Therefore, it is vital to investigate parents' goals and attitudes toward shared reading. However, there is a lack of studies regarding parents' goals and attitudes toward shared reading. Thus, the authors aim to comprehend this topic better. The current study will summarise the current literature (beginning from 2000) about parents' goals and attitudes toward shared reading to identify their goals and attitudes. This will provide information and guidance for future studies in producing more comprehensive interventions and applying them to clinical recommendations and guidelines.

Method

A scoping review examines the quantity of research conducted on a particular topic, obtains an estimated potential value of a systematic review on the topic area, identifies remaining gaps in the literature, and summarises previous research findings (Pham et al., 2014) without giving a concrete answer on a distinct research question (Sucharew & Macaluso, 2019). This review utilised the five-stage framework by Arksey and O'Malley (2005).

Scoping reviews are particularly advantageous for mapping the breadth of literature and clarifying concepts, making them suitable for emerging fields (Munn et al., 2018; Pollock et al., 2024). Moreover, it also allows researchers to explore a wide range of literature without the need for stringent quality assessments, making them ideal for preliminary investigations (Coelho et al., 2021). As the current study is considered a topic of an emerging field, and the study focuses on both parents' shared reading goals and attitudes, which encompasses a broader research area, hence, the scoping review is considered appropriate in the current

study by answering the following research questions.

Stage 1: Identifying the Research Questions

This scoping review's questions included: (i) what are parents' goals for shared reading? (ii) what are the parents' attitudes toward shared reading? and (iii) what demographic variables are associated with parents' goals and attitudes toward shared reading?

Stage 2: Identifying Relevant Studies

This scoping review used research articles published online as its source of material. Electronic databases from Scopus, ScienceDirect, and Google Scholar were used to search for articles related to the topic of study. The keywords used to search for the articles included “Shared reading AND Parents AND Goals”, “Shared reading AND Parental AND Goals”, “Shared reading AND Parents AND Attitudes”, and “Shared reading AND Parental AND Attitudes”. As for inclusion criteria, this review focused on articles published from 2000 to 2022 and written in English or Malay (articles in other languages are omitted since the authors do not comprehend them); and research articles involving parents' goals and attitudes toward shared reading.

Stage 3: Study Selection

A total of 94005 articles were retrieved from three databases (ScienceDirect, Scopus, and Google Scholar). These consist of 24594 articles from ScienceDirect, 111 articles from Scopus, and 69300 from Google Scholar. Next, a screening of articles was performed. The articles were eliminated when they did not contain the keywords of “shared reading”, “parents”, “goals”, and “attitudes” in the title or abstract and did not fit the inclusion criteria. At this stage, a large number of irrelevant studies were excluded ($n = 93636$). Hence, only 369 articles were left, which were next checked for duplicates. A total of 340 articles were found to be duplicates and were removed from the study, leaving 29 articles to be assessed

for eligibility. The eligibility stage involved 29 articles assessed in full (full-text review) to eliminate studies that did not answer the current research questions and fit the inclusion criteria in the results section. As a result, only 16 articles were eligible and included in the study. The remaining articles in the final stage included five articles involving parents' goals for shared reading and 11 articles involving parents' attitudes toward shared reading. The flow chart of this scoping review is presented in Figure 1.

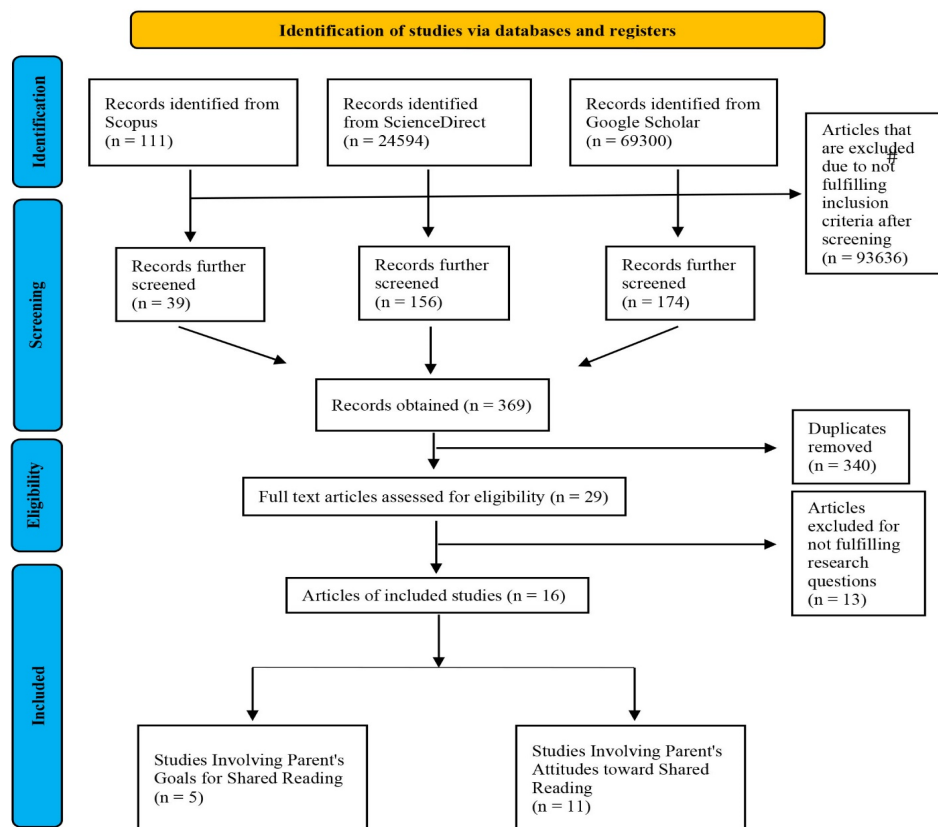


Figure 1. Flow chart of scoping review (adapted from the framework by Arskey and O'Malley 2005)

Stage 4: Charting the Data

This stage was carried out using Microsoft Excel. The information in this stage consisted of the author(s) and year of publication, research location, research design, the purpose of the study, participants (children's age range), and the findings relevant to the current study's objectives.

Stage 5: Collating, Summarising, and Reporting the Results

The relevant data from the articles included in the final stage were extracted, summarised, and tabulated systematically. Finally, the study's findings were presented and explained in the results section.

Findings

Data Extraction and Synthesis

The final number of articles included in this scoping review is 16, which were published between 2000 and 2022. There are five articles related to parents' goals for shared reading (see Table 1), and 11 articles were about parents' attitudes toward shared reading (see Table 2). All articles were research articles. The research design of the studies includes longitudinal, cross-sectional, intervention, and multi-case study methods. Regarding the studies about parents' goals for shared reading, one study took place in both Western and Asia countries (i.e., the USA, Germany, and India), and four studies were done in Western countries (i.e., Canada and the USA). As for studies related to parents' attitudes toward shared reading, seven studies were carried out in Western countries (i.e., the USA, Australia, Germany, and Norway), three studies were performed in Asia countries (i.e., India, Pakistan, and Taiwan), and one study did not state where it was conducted. Among all the studies, none were done in Malaysia. The participants in all studies are primarily parents and their children.

Table 1. Summary of Studies on Parents' Goal for Shared Reading

No.	Author (year)	Research Location	Research Design	Study Purpose	Participants (Children Age Range)	Findings
1.	Audet et al. (2008)	Canada (Study 1)	Cross-sectional	- To investigate parents' goals for shared book reading. - To investigate how parents' goals for shared book reading differed between junior kindergarten to Grade 3. - To investigate whether parents' goals for shared book reading related to beliefs that one had on the importance of learning to read.	294 parent-child's dyads (children age: 4;0 – 9;0 years old)	- Five goals subsets ('enjoy books', 'bond with child', 'fostering reading', 'stimulating development', and 'soothe child') were identified in the Survey of Goals for Shared Reading questionnaire. 'Enjoy books' and 'bond with child' were rated the highest at each grade (junior kindergarten to Grade 3), followed by 'foster reading', 'stimulate development', and 'soothe child'. - Parents' goals for reading with their children were independent from their beliefs about the development of skilled reading. - Parents' age was negatively correlated with parents' goals ratings.
				To investigate parents' behaviour in shared reading with junior kindergarten children and relate the parental behaviour with the parents' goals for shared book reading.	119 parent-child's dyads (children age: 4;0 – 7;0 years old)	- Parents rated the goals more equally, unlike Study 1, in which the goals like 'bond with child' and 'enjoy books' predominated over the goal of 'fostering reading' in the junior kindergarten year (4 years old). - Some parents placed the 'enjoy book' and 'stimulating development' ahead of 'foster reading' even within the junior kindergarten group. - Parents who rated 'fostering reading' high would engage in more print-referencing behaviours and echo more reading.
2.	Audet (2013)	Canada (Study 1)	Longitudinal	To investigate the goal subsets for a longitudinal sample of children observed from junior kindergarten to grade one.	92 parent-child's dyads (children age: 4;0 – 7;0 years old)	- Four goal subsets were identified. 'Enjoyment' had the highest rating from parents, followed by 'fostering reading', 'stimulation', and 'closeness'. - Parents of children in grade one and senior kindergarten rated the 'foster reading' goal subset higher than parents in junior kindergarten.
				To investigate the relationship between parents' goals for shared book reading, their beliefs about reading development, and their behaviours while reading with their children.	98 parent-child's dyads (children age: 5;0 years old)	- Parents' behaviour during shared book reading was influenced by their goals for shared book reading. - Parents' goals were not necessarily independent from one another, as the goals can influence parents' behaviour and another goal.

Table 1. Summary of Studies on Parents' Goal for Shared Reading (continued)

No.	Author (year)	Research Location	Research design	Study Purpose	Participants (Children Age Range)	Findings
3.	Nowak & Evans (2013)	Canada	• Cross-sectional	• To investigate parents' goals for reading ABC books with children and their perceptions of page features.	225 parents (children age: 4;0 – 5;0 years old)	• Four distinct goal subsets for reading ABC books with children were revealed ('<i>learn to read</i>', '<i>enjoyment and bonding</i>', '<i>learn from books</i>' and '<i>soothe the child</i>'). • The goal of '<i>learn to read</i>' was rated as the most important for alphabet book reading. • Parents who reported having more ABC books at home and reading them with their children more frequently rated the goal of '<i>enjoying books</i>' and '<i>bonding with the child</i>' higher than those with fewer ABC books and who read them less often. • The goals for shared book reading endorsed by parents were discovered to be related to their behaviours when reading to their children. • Parents' ratings of the goal of '<i>learning to read</i>' were correlated with how often parents read ABC books with their children.
4.	Tan (2014)	USA	• Cross-sectional	• To investigate the goals Asian American fathers have for shared book reading with their preschoolers.	24 father-child's dyads (children age: 3;0 to 6;0 years old)	• The mean score for goal '<i>bonding</i>' is the highest, followed by '<i>enjoy book</i>', '<i>foster reading</i>', '<i>stimulate development</i>' and '<i>soothing</i>'.
5.	Leyva et al. (2021)	USA, Germany, India	• Cross-sectional	• To investigate the relationship between maternal book-sharing styles and goals; and children's language skills (i.e., verbal contributions in the interaction) in three communities.	106 mother-toddler's dyads (children age: 1;5 to 2;10 years old)	• Chennai, Münster, and NYC mothers embraced the goal of '<i>learn from books</i>', '<i>soothe the child</i>', '<i>enjoyment and bonding</i>', '<i>learn to read</i>'. • The mothers who embraced the goal of '<i>enjoyment and bonding</i>' were likelier to adopt a follower style. • Chennai mothers embraced the goal of '<i>learning from books</i>' more than NYC mothers. Chennai and Münster mothers did not differ in the goal of '<i>learning from books</i>'. • Münster and NYC mothers did not differ in the goal of '<i>enjoyment and bonding</i>' and '<i>soothe the child</i>'. However, Chennai mothers embraced these goals significantly less. • Associations between maternal book-sharing goals and book-sharing styles.

Table 2. *Summary of Studies on Parents' Attitudes toward Shared Reading*

No.	Author (year)	Research Location	Research Design	Study Purpose	Participants (Children Age Range)	Findings
1.	0	USA	Intervention	To investigate the effects of a literacy-promoting intervention on parent attitudes and behaviours about the importance of reading with young children and on child language.	106 parents (intervention group) & 99 parents (control group) (children age: 1;1 to 2;1 years old)	- During enrolment (before intervention) 15% of parents said that reading together was one of their favourite activities. 16% of parents usually shared books at bedtime. 27% of parents were identified as having CCLO (parents' ability and willingness to engage in literacy-promoting activities with young children). 12% of parents had taken their children to the library. - Parents reported reading with their children 2.5 days/week and sharing books as part of a bedtime routine 2.1 nights/ week. - At follow-up (after intervention) - Intervention group responded with more reading aloud, more enthusiasm for reading together, and more children's books at home. - Intervention group reported an increase in book-sharing as 1 of their 3 favourite things to do with their child. - Intervention group reported a 17% increase in usually sharing books at bedtime. - The CCLO increased by 40% in the intervention group compared with 16% in the control group.
2.	Berkule et al. (2007)	USA	Cross-sectional	To investigate parents' attitudes towards shared reading by discovering mothers' attitudes and resources available for shared reading among at-risk mothers of newborn babies (mothers that received paediatric care at Bellevue Hospital Center).	293 mother-newborn dyads (children age: 0;0 to 1;0 years old)	- Mothers who did not plan to do the shared reading with their infant or own baby books at home consisted of those with lower education and SES, have firstborn baby and are perceived to have reading difficulties. - Only 19.9% of mothers were concerned about the effectiveness of sharing books with their infants.
3.	Berkule et al. (2008)	USA	Longitudinal	To investigate the implications of postpartum mothers' attitudes and resources related to reading activities during the next 6 months.	173 mother-infant dyads (children age: 0;0 to 0;6 years old)	Postpartum mothers' attitudes and resources for shared reading can predict mothers' shared reading behaviours toward infants at the age of 6 months.

Table 2. Summary of Studies on Parents' Attitudes toward Shared Reading (continued 1)

No.	Author (year)	Research Location	Research Design	Study Purpose	Participants (Children Age Range)	Findings
4.	Abu-Rabia & Yaari (2012)	Not Stated	Not Stated	To investigate parental attitudes towards reading, parents' behaviour, and the learning environment that influenced the reading achievement of their first-grade children.	50 parent-child dyads (not stated)	Parental behaviour did not mediate between parents' attitudes and children's reading achievement when the learning environment was less supportive. But when the learning environment was supportive, the parents' behaviour partially mediates.
5.	Wu et al. (2012)	Taiwan	Intervention	To investigate whether the intervention program, Reach Out and Read (ROR) could also achieve good results in Taiwan.	205 families (intervention group) & 210 families (control group) (children age: 0;4 to 1;6 years old)	- During enrolment (before intervention), the higher the primary caregivers' education, the higher the frequency of reading together with their children. - The intervention adopted from the ROR program can change primary caregivers' attitudes toward the importance of reading with their infants and toddlers.
6.	Niklas et al. (2020)	Germany	Longitudinal	To investigate parents' attitudes towards shared reading in Germany.	133 children (children age: 2;2 to 3;9 years old)	- HLE was significantly correlated with parental attitudes toward shared reading. - The effect of parental attitudes on children's linguistic abilities was mediated by the HLE. - Parental attitudes toward shared reading were significantly associated with families' SES.
7.	York (2020)	USA	Intervention	To investigate the influence of a parent workshop designed to increase parents' confidence using shared reading strategies.	20 parents (children age 4;0 to 8;0 years old)	Shared reading workshop had no effect on parents' shared reading attitudes and beliefs.
8.	Hu et al. (2021)	Australia	Multi-case Study Method	To explore shared reading experiences of Chinese Australian children at home.	2 parent-child dyads (children age: 3;9 to 4;5 years old)	- Judy paid extensive attention to Lucas's bilingual development and was concerned about Lucas's English development during his preschool years. - Judy believed that she should maintain Lucas's Chinese skills through Chinese conversations at home. - Ann has a strong desire to maintain Elli's Chinese language. - Ann was aware of the benefit of shared reading and practised it frequently at home.

Table 2. *Summary of Studies on Parents' Attitudes toward Shared Reading* (continued 2)

No.	Author (year)	Research Location	Research Design	Study Purpose	Participants (Children Age Range)	Findings
9.	Sturges et al. (2021)	Pakistan	Cross-sectional	- To investigate the trends of reading storybooks at home in the urban population, the attitude of parents towards reading, and children's interest in listening to books. - To investigate the association between mother and father's qualifications to children's interest and practice of reading at home.	113 parents (not stated)	66.37% of parents believe that reading enhances vocabulary, critical skills, understanding and moral values. - About half of the parents believed in developing reading interest among children, enjoying reading books with their children, and reading stories to the children whenever they asked for it. The parents also agreed that story reading at home helped children read words in school. - Non-academic reading time was significantly associated with child's interest in reading. - Storybook reading practice was significantly associated with father qualification and mother profession. - Parents reported having good proficiency in both the Urdu and English languages. - Parents described SBR as an important activity for the child that they practice at home. - The parents preferred print books when reading with their children and perceived SBR as an intimate and embodied activity. - The parents claimed that print books could enhance parent-child bonding rather than digital book. - The parents perceived that being interested and actively engaged in the reading activity is essential in SBR activity. - Correlation between the child's interest in reading and parents' storybook reading practice in India. - Parents' storybook reading practices contribute to children's language and literacy skills. - Most parents who perceived having a role in reading to their children held positive attitudes and beliefs about reading, as they enjoyed reading with their children.
10.	Kucirkova & Grover (2022)	Norway	Not Stated	To investigate Norwegian parents' attitudes towards reading books with their children.	24 parents (children age: 1;0 to 4;5 years old)	
11.	Pandith et al. (2022)	India	Cross-sectional	- To investigate the children's exposure reading variables (age of exposure and frequency exposure), parental practices, beliefs and attitudes towards storybook reading. - To investigate the association of socioeconomic status (parents' occupation, income, education) and child's age with home literacy environment factors.	100 parents (children age: 3;0 to 5;0 years old)	

Synthesis of Results

The articles were grouped into two important areas regarding parents' shared reading, namely, parents' goals for shared reading ($n = 5$) and parents' attitudes toward shared reading ($n = 11$). Numerous articles were found about parents' goals for shared reading; the earliest article was in 2008, and the latest was in 2021. The research performed by Audet (2008), Audet (2013), Nowak and Evans (2013), and Leyva et al. (2021) reported that parents have different goals for shared reading, and each parent prioritises their goals differently. The parents' goals were classified into learning goals and non-learning goals. According to all five studies regarding parents' goals for shared reading, no association was found between demographic variables and parents' goals for shared reading. However, it was discovered that parents' age was negatively correlated with parents' goal ratings.

More articles were discovered regarding parents' attitudes toward shared reading compared to parents' goals for shared reading. Studies exploring the effectiveness of workshops and interventions regarding parents' shared reading attitudes were done by York (2020), Wu et al. (2012), and High et al. (2006). In other studies, it was found that different parents have different attitudes when performing shared reading with their children (Berkule et al., 2007; Berkule et al., 2008; Hu et al., 2021; Sturges et al., 2021; Kucirkova & Grøver, 2022; Pandith et al., 2022). The review showed that families' SES, father qualification, and mother profession were significantly associated with parental attitudes (Niklas et al., 2020; Sturges et al., 2021).

Discussion

Parents' Goals for Shared Reading

Numerous results regarding parents' goals for shared reading are found in the review. Two studies were conducted on parents' goals for shared reading by Audet et al. (2008). In Study 1, the study identified five goal subsets: '*stimulate development*', '*foster reading*', '*bond with*

child', *'soothe child*', and *'enjoy books*.' The results also indicated that *'enjoy books*' and *'bond with child*' were rated the highest at each grade (junior kindergarten to Grade 3), followed by *'foster reading*', *'stimulate development*', and *'soothe child*'. The findings are almost similar to Tan's (2014), where the highest mean score is *'bonding*', followed by *'enjoy book*', *'foster reading*', *'stimulate development*' and *'soothing*'.

Audet et al. (2008) further conducted principal component analyses separately for the parents of younger children (junior kindergarten, senior kindergarten, Grade 1) and older children (Grades 2 and 3) to determine whether the factor structure would replicate across these two groups. It was found that in the group of younger children, the same main components emerged for the overall sample. For the older children group, the components of *'stimulating development*', *'foster reading*', and *'enjoy books*' still emerged. However, the items under the goal subsets of *'bond with child*' and *'soothe child*' fell under a single component. Analysis of the demographic information provided by the parents revealed that the children's gender and parents' education showed no relation to how parents rated the goal subsets. Only parents' age was negatively correlated with parents' goals ratings. The study revealed that parents' goals for reading with their children were quite independent from their beliefs about the development of skilled reading.

During Study 2 (Audet et al., 2008), parents rated the goals more equally, unlike Study 1, in which the goals like *'bond with child*' and *'enjoy books*' predominated over the goal of *'fostering reading*' in the junior kindergarten year (4 years old). Nonetheless, some parents placed the *'enjoy book*' and *'stimulating development*' ahead of *'foster reading*' even within the junior kindergarten group. The study further discovered that parents who rated *'fostering reading*' high would engage in more print-referencing behaviours and echo more reading.

Audet (2013) conducted another two studies to explore the relationship between parents' goals for, beliefs about, and behaviour during shared book reading. For the first study, four goal (rather than five) subsets were identified in the longitudinal sample. The goal subsets are *'foster reading*', *'stimulation*', *'closeness*', and *'enjoyment*'. It was further discovered that *'enjoyment*' had the highest rating from parents, followed by *'fostering reading*', *'stimulation*', and *'closeness*'. In addition, the study also showed that parents of children in grade one and senior kindergarten (SK) rated the *'foster reading*' goal subset higher than parents in junior

kindergarten (JK); however, they did not significantly differ. For the second study, the results generally supported the notion that parents' behaviours during shared book reading were influenced by the goals they had for shared book reading. Nevertheless, parents' goals are not necessarily independent from one another, as the goals can influence parents' behaviour and another goal (Audet, 2013). For example, parents who rated high for the *'foster reading'* goal were more likely to use strategies that helped their child read misread words than parents with low ratings of *'foster reading'* goal, regardless of how highly they rate the *'enjoyment'* goal.

Regarding Nowak and Evans (2013) findings, only four distinct goal subsets for reading ABC books with children were revealed (*'learn to read'*, *'enjoyment and bonding'*, *'learn from books'* and *'soothe the child'*). The goal of *'learn to read'* was rated as the most important for alphabet book reading. This result shows that parents' priorities for reading ABC books differed from those of Audet et al. (2008) for reading storybooks (Nowak & Evans, 2013). Next, the results revealed that goals rating did not differ between parents of junior and senior kindergarten children, neither by the gender of the child nor by parents' age. Parents who reported having more ABC books at home and reading them with their children more frequently rated the goal of *'enjoying books'* and *'bonding with the child'* higher than those with fewer ABC books and who read them less often. The goals for shared book reading endorsed by parents were discovered to be related to their behaviours when reading to their children. The only demographic variable related to parents' ratings of the goal of *'learning to read'* was how often parents read ABC books with their children.

Leyva et al.'s (2021) study identified two book-sharing styles: follower style (focusing on maintaining the flow of the conversation while requesting and providing some information) and storyteller-follower style (focusing on providing information about the text and maintaining the flow of the conversation while requesting some information). The mothers who embraced the goal of *'enjoyment and bonding'* were likelier to adopt a follower style. The goal of *'enjoyment and bonding'* remained significantly associated with the three communities (New York City [NYC], United States of America [USA]; Münster, Germany; and Chennai, India) and demographic variables (maternal education, mother's age, household size, child age, and child gender; female). Findings also show that mothers varied in their

book-sharing styles and goals regarding book-sharing and that the three-community affiliations contributed to this variation. Chennai mothers embraced the goal of *'learning from books'* more than NYC mothers. Chennai and Münster mothers did not differ in the goal of *'learning from books'*. Münster and NYC mothers did not differ in the goal of *'enjoyment and bonding'* and *'soothe the child'*. However, Chennai mothers embraced these goals significantly less. Chennai mothers viewed book-sharing as an educational activity that prepared children for school. The Leyva et al.'s (2021) findings also aligned with prior research on personal storytelling. Cross-cultural work conducted by Miller et al. (1997) revealed that middle-income European American mothers were more likely to engage in personal storytelling with their toddlers for entertainment purposes, similar to the goal of *'enjoyment'* and *'bonding'* in mothers' book-reading. Leyva et al. (2021) found associations between maternal book-sharing goals and book-sharing styles as well. Table 1 summarises studies on parents' goals for shared book reading. However, very few studies have reported on parents' demographic factors.

According to the goals discovered in this review, to a certain extent, the parents' goals will change according to the different groups of children and using different types of books used in shared reading (Audet, 2008; Audet, 2013; Nowak & Evans, 2013; Leyva et al., 2021). The goals can be categorised into learning goals and non-learning goals. Moreover, the review found that most parents' shared reading goals are non-learning goals. This is due to the parents prioritising increasing bonding with the children and enjoyment of reading books during shared reading. It was also discovered that some parents' shared reading goals would change from non-learning goals to learning goals as the children get older. The review also discovered other remarkable findings showing that parents' behaviours during shared reading were affected by the goals they had for shared book reading (Audet, 2013; Nowak & Evans, 2013).

Parents' Attitudes toward Shared Reading

This review discovered 11 studies about parents' attitudes toward shared reading. York (2020) indicated that the workshop did not affect parents' shared reading attitudes and beliefs.

Regarding home literacy practices, an insignificant correlation was found between the parent-reported frequency of library visits and the minutes spent reading with their child per week. Most parents who attended the workshop already held firm beliefs about their role in their child's reading success. In line with the findings from Pillinger and Wood (2014) and Sloat et al. (2015), York (2020) suggested that parents are more likely to employ interactive reading strategies at home if they have access to information on what works for shared reading and have an opportunity to learn or practice it with support.

Wu et al. (2012) conducted an intervention study consisting of intervention and control groups. The intervention provided to participants is a program modified from Reach Out and Read (ROR). During enrolment, it was shown that there was a trend that the higher the primary caregivers' education, the higher the frequency of reading together with their children: college-educated caregivers were 51% more likely to read together with their children (more than three days/week) compared with those who have lower education. Furthermore, after controlling baseline child-centred literacy score (CCLS; frequency of book-sharing with children, children's interest in book-sharing, and reading as one of the three favourite interaction activities with children), children's gender, and caregiver's education and reading habits, intervention groups (both infant and toddler groups) appeared to increase significantly in CCLS after intervention as compared to the control group. This indicated that parents were open to following a paediatrician's recommendation to read to their young children.

Another intervention study was performed by High et al. (2000) regarding a multicultural group of low-income families. The study established the concept of Child-Centered Literacy Orientation (CCLO), a measure of a family's capacity and eagerness to participate in literacy-promoting activities with young children. Two groups were involved in the study: the intervention and the control group. At enrolment of the study (before intervention), when children were seven months old on average, 15% of parents said that reading together was one of their favourite activities, and 16% of them usually shared books at bedtime. Parents reported reading with their children 2.5 days/week and sharing books as part of a bedtime routine 2.1 nights/ week. Only 27% of families were identified as having CCLO, and 12% of parents had taken their children to the library. The literacy characteristics of parents interacting with their children were virtually identical in the intervention and control groups

during enrolment. At follow-up (after intervention), the intervention group responded with more reading aloud, enthusiasm for reading together, and children's books at home. They reported increased book-sharing as one of their three favourite things to do with their children. The intervention group also showed a 17% increase in sharing books at bedtime compared with control families, which showed a small decline in sharing books at bedtime. The CCLO increased by 40% in the intervention group compared with 16% in the control group. Moreover, the intervention group increased reading to their toddlers by almost two days/week, while the control group reported little change in this activity.

Concisely, workshops and interventions are vital in enhancing parents' positive shared reading attitudes. The above studies: York (2020), Wu et al. (2012), and High et al. (2006) were conducted to discover the effectiveness of workshops and interventions regarding parents' shared reading attitudes. The current review suggested different results regarding the effectiveness of those workshops/interventions in promoting parents' shared reading attitudes. This review revealed that although there is a workshop/intervention on parents' shared reading attitudes that did not improve parents' shared reading attitudes, the majority of workshop/intervention studies showed that parents improved in shared reading attitudes after interventions.

In Hu et al. (2021), there were two child participants: Lucas (4-year-and-5-month-old) and Elli (3-year-and-9-month-old). The study results showed that Lucas's mother (Judy) paid extensive attention to his bilingual development and was concerned about Lucas's English development during his preschool years. Also, Judy believed that she should maintain Lucas's Chinese skills through Chinese conversations at home. Regarding book reading, Judy noted that she collected about a hundred children's books at home, and 95% were Chinese. Occasionally, she guided Lucas to borrow English books from the local library. In addition, Judy read a few books to Lucas every night before sleeping. As for Elli, Elli's mother (Ann) strongly desired to maintain her Chinese language. Ann collected more than 200 Chinese books at home. She was aware of the benefit of shared reading and practised it frequently at home. The language used by Ann during book reading contained substantial informational exchange and logical links. Ann used sophisticated words and complex sentences in her conversations with Elli. In short, the study findings revealed that both mothers (Judy and Ann)

provide rich information in their active interactions with the children during daily shared reading. The Chinese children in the study seemed to have a positive language learning environment at home that the two mothers created.

Concerning children's reading achievement, Abu-Rabia and Yaari (2012) discovered that parents' attitudes showed a significant relationship with parents' behaviour and a direct effect on children's reading achievement. Abu-Rabia and Yaari (2012) findings align with the early McGillicuddy-Delisi (1985) study, depicting a significant positive correlation between parents' attitudes and children's reading achievement. Meanwhile, parents' behaviour does not mediate the influence of parents' attitudes on children's reading achievement. Abu-Rabia and Yaari (2012) concluded that parental behaviour does not mediate between parents' attitudes and children's reading achievement when the learning environment is less supportive. But when the learning environment is supportive, the parents' behaviour partially mediates.

Pandith et al. (2022) portray a correlation between the child's interest in reading and parents' storybook reading practice in India. The parents' storybook reading practices contribute to children's language and literacy skills. They named and talked about pictures in books, pointed their children's fingers to pictures/words/letters, and asked questions, all consistent with positive shared reading practices (Aram & Shapira, 2012; Mol et al., 2008). Pandith et al. (2022) highlighted that most parents who perceived having a role in reading to their children held positive attitudes and beliefs about reading, as they enjoyed reading with their children. The parents also reported that their children were not too young to learn about reading. This parental perception is in line with Weigel et al. (2006) description of parents who enjoyed reading to their children and reported having good memories of reading during their childhood.

A study by Sturges et al. (2021) reported that 66.37% of parents strongly believed reading enhances vocabulary, critical thinking skills, understanding, and moral values. About half of the parents believed in developing reading interest among children, enjoying reading books with their children, and reading stories to the children whenever they asked for it. Moreover, they agreed that story reading at home helped children read words in school. The result shows a significant correlation between non-academic reading time and child's interest in reading,

the father's qualification and storybook reading practice at home, and storybook reading practice and the mother's profession. Parents also reported having good proficiency in both the Urdu and English languages. Considering the high level of qualification and command of the language, parents demonstrated a positive attitude towards reading, and most had recently purchased books and engaged in regular reading.

In the study by Niklas et al. (2020), home literacy environment (HLE) and parental attitudes towards shared reading are correlated. The effect of parental attitudes on children's linguistic abilities was discovered to be mediated by the HLE, and children's age was found to be predictive of linguistic abilities. Moreover, parental attitudes towards shared reading are associated with family socioeconomic status (SES). Concisely, parental attitudes towards shared reading predicted the literacy behaviour of parents in the family context, thus shaping the quality of the HLE (Schwarz & Bohner, 2001; Tambyraja et al., 2017)

Berkule et al. (2007) study indicated that almost 24% of mothers of newborns in Bellevue Hospital Center did not report plans to read books to their children during infancy, and more than 40% did not have baby books in their homes. Mothers who did not plan to do the shared reading with their infant or own baby books at home consisted of those with lower education and SES, have firstborn baby and are perceived to have reading difficulties. The study revealed that only 19.9% of mothers are concerned about the effectiveness of sharing books with their infants. Most of the results on the attitudes toward shared reading practices by low SES mothers (Karrass et al., 2003; Kuo et al., 2004) are consistent with Berkule et al. (2007). In Kuo et al. (2004) study, 28% of low-income mothers engaged in shared reading less than three days per week. Karrass et al. (2003) disclosed that low income was associated with less frequent shared reading among 8-month-olds children. Berkule et al. (2007) found significant associations between mothers who did not plan to do a shared reading during infancy and lower maternal education. The finding was supported by Sanders et al. (2000), showing a lower frequency of shared reading among mothers with lower education among Latina families with children aged two to 60 months and Kuo et al. (2004), depicting an association between maternal education with increased shared reading.

Next, Berkule et al. (2008) performed a study regarding mothers' attitudes and resources related to shared reading during their postpartum period. As reported, mothers' attitudes

(plans for reading as a strategy for school success) and resources (having baby books at home) were significantly associated with reading aloud to the infants and cognitive stimulation in the home environment, during the next six months. Meanwhile, mothers' planning to read to infant were associated with reading aloud to the infants, cognitive stimulation in the home environment, and reading frequency with infant. In short, mothers' attitudes regarding shared reading can influence their shared reading behaviour with their infants.

In Kucirkova and Grøver (2022) study, parents described shared book reading (SBR) as an essential activity for the child that they practice at home. They preferred print books when reading with their children and perceived SBR as an intimate and embodied activity. They claimed that print books could enhance parent-child bonding rather than digital book. To the parents, being interested and actively engaged in the reading activity is essential in SBR activity.

In summary, substantial pieces of information can be concluded. Parents' behaviour toward shared reading is affected by their goals and attitudes. Over learning goals, most parents favour non-learning goals and display positive attitudes toward shared reading. In addition, parents' goals toward shared reading differ between the children's ages. The research performed in this review was done in the Western context, North America (Canada and USA), and only a few studies were conducted in Australia, Europe (Germany and Norway), South Asia (India and Pakistan), and East Asia (Taiwan). Nevertheless, among all the research observed in this review, none of them investigated both parents' goals and attitudes toward shared reading. From the writers' point of view, identifying the association between goals and attitudes towards shared reading with children is crucial. This is because the information can be used to facilitate the development of future intervention plans and provide different viewpoints about shared reading. Hence, the current review findings of parents' goals and attitudes toward shared reading can be used as a stepping stone for future research in identifying the association between parents' shared reading goals and attitudes. Future studies were recommended to include the keyword 'caregiver' when identifying the relevant studies to gain more thorough findings regarding parents' goals and attitudes toward shared reading. Moreover, distinguishing between mother and father within the category of parents could be done in future research, as it may help in discovering more comprehensive information about

parents' goals and attitudes toward shared reading, which are useful in filling the interpretive gaps.

Conclusion

Shared reading is beneficial for children in many aspects. It could enhance children's language and literacy development, fostering a love of reading and spending quality time with children. Shared reading is also important during an emergency or crisis. For instance, during the COVID-19 epidemic, kindergarten children's reading ability rate decreased compared to the non-pandemic period. With many schools and libraries closed or operating at reduced capacity, shared reading can help children continue learning and developing their language and literacy skills at home with their parents. Findings from the studies showed that different parents will have different goals and attitudes when performing shared reading with their children. Overall, most parents prefer non-learning goals and demonstrate positive attitudes when having shared reading. Moreover, parents who underwent intervention increased their positive attitudes after the intervention. Regarding demographic variables, families' SES, father's qualification, and mother's profession were significantly associated with parental attitudes. Further study is needed to investigate different parents' goals and attitudes towards shared reading in different cultures and populations, and help professionals to gain a deeper understanding of parents' needs or motivations for shared reading.

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