How reading books fosters language development around the world

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Abstract

Research on literacy development is increasingly making clear the centrality of oral language to long-term literacy development, with longitudinal studies revealing the continuity between language ability in the preschool years and later reading. The language competencies that literacy builds upon begin to emerge as soon as children begin acquiring language; thus, the period between birth and age three also is important to later literacy. Book reading consistently has been found to have the power to create interactional contexts that nourish language development. Researchers, pediatricians, and librarians have taken notice of the potential for interventions designed to encourage parents to read with their children. This article reviews research on the connections between language and later reading, environmental factors associated with language learning, and interventions developed in varied countries for encouraging book use by parents of young children.
Reading stories in books is a basic way for children to obtain knowledge and open their minds. Although watching TV and playing computer games are also popular educational methods among children, I believe that reading books is better and offers more advantages than watching TV and playing computer games. Learning by reading is more effective compared to TV and games because it is an active activity. Furthermore, reading stories also helps children master language development, as by reading stories, children learn pronunciation and vocabulary. It also increases a child's attention span, and develops the ability to concentrate. It develops children's ability to express themselves more confidently, easily, and clearly in spoken and written terms.