

Children's Emotional Development Through Parent-child Bilingual Picturebook Reading

Wan-Chien Wang

National Taiwan Normal University, Taipei, Taiwan

Abstract

This case study investigates how parent-child reading of English picturebooks impacts emotional development of a 3-year-old Taiwanese child, whose L1 is Mandarin. On the journey of bilingual reading of picturebooks, not only has biliteracy been acquired, but emotional development also comes to the forefront. For young kids whose language abilities and life experiences are still developing to comprehend the world, picturebooks present various social and emotional situations. By reflecting on the characters' behavior and their underlying motivations, parent-child reading encourages children to perceive emotions and help them express and regulate their own emotions (Colwell, 2001). Based on the existing research, this study explores the impact of parent-child reading on children's emotional development in bilingual contexts. Qualitative interviews and focused observations are conducted to delve into how bilingual picturebook reading facilitate the child's emotional perceptions and to what extent the parent's assumptions and attitudes affect the perception formation through parent-child reading.