

Parent-Child Repeated shared book reading interactions: Variability and stability in mother-child discourse

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INTRODUCTION

- Storybook reading with young children is considered a recommended parent-child interaction, particularly in western culture.
- Studying the nature of shared book reading, researchers have focused on the characteristics of a single book reading interaction.
- Parents often read the same book to their children multiple times.
- A few studies investigated repeated reading the same book to children and majority of them examined the impact of repeated reading on the development of children's language and pre-literacy skills (Horst, Parsons & Bryen, 2011; Leung, 2008; Ziolkowski & Goldstein, 2008).
- yet the characteristics of repeated shared book readings and the nature of the conversations following them have yet to be examined.
- Repeated reading to children serves as an opportunity for the parent and child to have a conversation about multiple themes and allow/facilitate for the child to be partner in the interactions (Adamson & Deckner, 2005; McDonnell, Fariel-Patti & Rollins, 2003; Ratner & Olver, 1998).
- In addition, the few studies that have evaluated the quality of parental mediation during book reading have not considered the child's contribution to the conversation during or after the book reading.

The purpose of the study was to examine the variability and stability of the characteristics of maternal mediation across repeated book readings, and the contribution of the child to conversations during and after repeated readings, while controlling for mothers' level of education and child's language level.

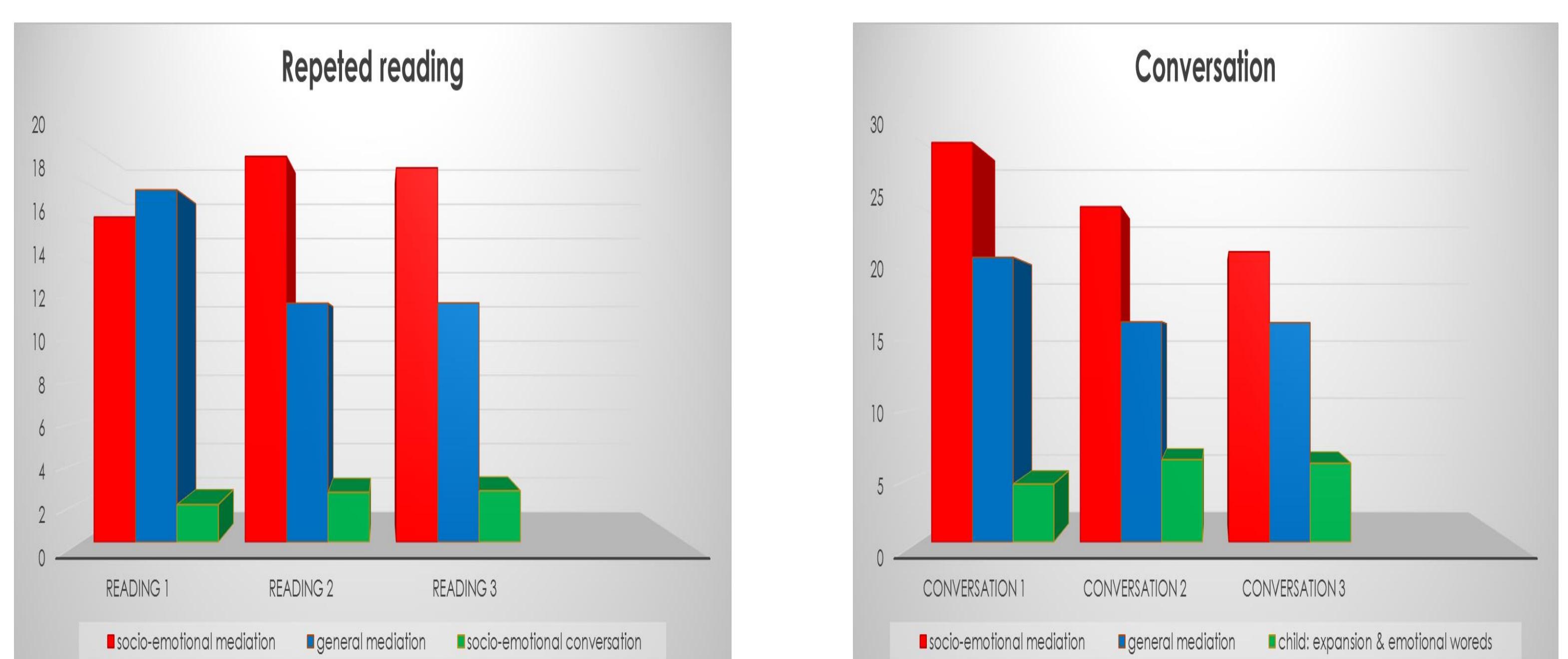
METHOD

- Participants in the study were 50 children aged 4-5 years old, and their mothers.
- Mothers and children were recorded three times during a two-week period examining repeated readings of a previously unknown book dealing with a socio-emotional situation.
- The discussions both during and following the repeated readings reading were analyzed.
- The analysis focused on the characteristics of the mothers' socio-emotional mediation and general (but not socio-emotional) mediation, the contribution of the child's socio-emotional conversation and general (but not socio-emotional) conversation.
- socio-emotional mediation\conversation-** utterances and question relating to socio-emotional aspects of the characters, the plot, and the life of the child. for example, "Why is Billy sad?" "Billy and Gordy are happy because they are good friends."
- general (but not socio-emotional) mediation\conversation-** utterances and questions relating to characters, plot, and the life of the child. for example, "Billy and Gordy went to the library, we're also going to the library," or "What happened to Billy and Gordy?"

RESULTS

- Via Negative Binomial Distribution regressions (controlling for the mother's education, child's language).
- Repeated reading**
- During repeated book readings mothers tend to provide **general mediation** during the first reading compared to the subsequent readings.
- In contrast, mothers tend to provide more **socio-emotional mediation** during the second and third readings compared to the first.
- Similarly, children contribute more to the **socio-emotional conversation** during the second and third readings compared to the first.
- Along with this variability, there was also stability in maternal mediation and child conversation across the three readings.
- conversations following repeated reading**
- Mothers conversed more with their children following the first reading of the book compared to conversations following the second and third readings. This was true both of **general maternal mediation** as well as **socio-emotional mediation**.
- There was little variability in the contribution of the child to the repeated conversations following the readings. children contribute more to the second and third conversation in two measures only: expansions, emotional words compared to the first.
- There was also stability of mother-child conversations following book readings in that mothers and children who conversed more in the first post-reading conversation also conversed more after the other conversations.
- In generally The differences that were found between the three book readings and the conversations following were thus between the first and second conversations; no differences were found between the second and third conversations, either during the reading or after.

Variability



Stability

Repeated reading	socio-emotional mediation\conversation	0.19	0.31
	General mediation/conversation	0.19	0.18
Conversion	socio-emotional mediation\conversation	0.15	0.14
	General mediation/conversation	0.21	0.25

DISCUSSION

- The results of this study extend the scope of our examination of a day-to-day interaction common in Western society, that of repeated joint book readings.
- The variability in the characteristics of mothers' mediation teaches us about the full reading experience support Bruner's (1986) "dual landscape" model of storybook reading.
- During a first reading of a book, mothers' focus on the plot occurrence, while during the second the third readings, they focus more on deeper levels of the book -- the socio-emotional situations of the characters and the children's personal lives.
- Repeated readings thus permit mothers to conduct conversations that move from the visible layers of the story to the hidden layers.
- Children seem to follow their mother's mediation during repeated readings, such that they participate more during the second and third readings of the book compared to the first reading.
- The joint conversations that occur following a reading provide an opportunity to enrich the conversation with the child in both general, as well as socio-emotional, aspects.
- Repeated conversations allow a return to the plot, to analyze what occurs, to teach morals and to focus on the emotions and social situations without being glued to the actual text.
- The variability in mothers' mediation during repeated conversations demonstrates that the first conversation is the most meaningful.
- There was only some variability in the contribution of children's conversation to repeated conversations, but this variability shows them delving into the emotion (via expansions, emotional words) of the story. Repeated conversations surrounding a book reading allow children to become partners during the conversation, to deepen their understanding of the story, and to extend their contribution to the conversation.
- Along with variability in mother's mediation and children's contribution during repeated readings and conversations, that there was also stability across the interactions. mothers and children who conversed more during the first book reading continued to converse during subsequent readings. This stability highlights the characteristic discourse style of mother and child during repeated readings and conversations.
- Repeated shared book reading interactions serve as an opportunity for parents and children to jointly discuss life on various levels.