



JOINT PICTURE BOOK READING IN MONOLINGUAL AND BILINGUAL PARENT-CHILD DYADS: THE ROLE OF PARENT-CHILD INTERACTIONAL QUALITY



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INTRODUCTION

- With nearly two-thirds of children around the world raised in a bilingual linguistic environment, (Werker & Byers-Heinlein, 2008) there exists a demand for psychological research into how acquisition of multiple languages occurs simultaneously.
- Past research has shown that parents frequently point, describe and question during book reading sessions with their infants (Reese et al., 2003; Murphy, 1978)
- However, little to no research exists on joint book reading sessions between monolingual and bilingual parent-child dyads, and how parent-child interactions may change with infant age or language exposure.

METHOD

Participants: Thirty five 18-month-old infants (17 monolingual, 18 bilingual)

Seventeen longitudinal participants (11 monolingual, 6 bilingual)

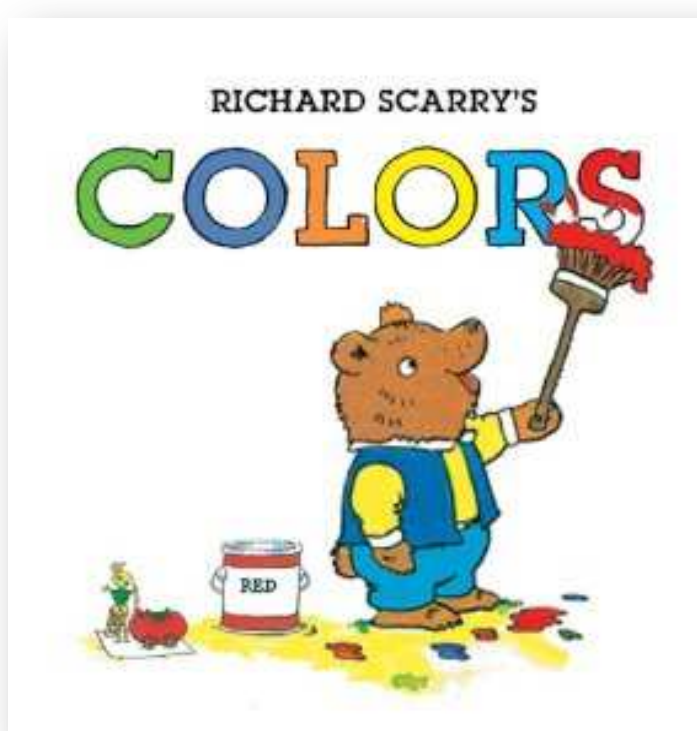
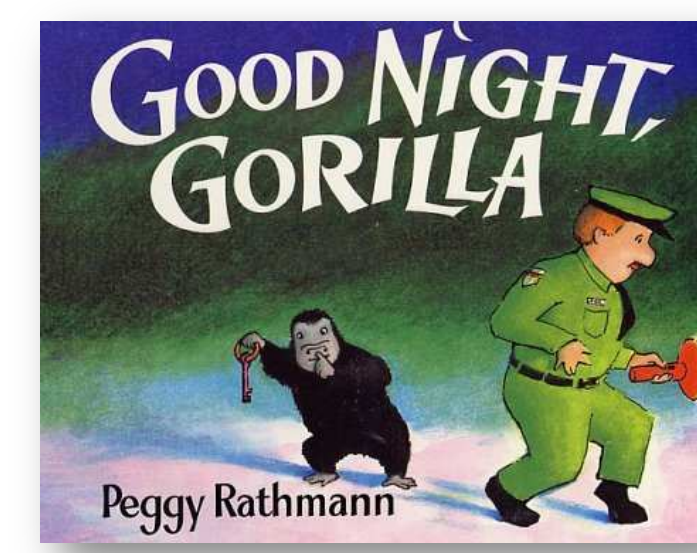
Procedure: Parents and their infants read any to all of three preselected picture books in their homes under naturalistic conditions for 5 minutes



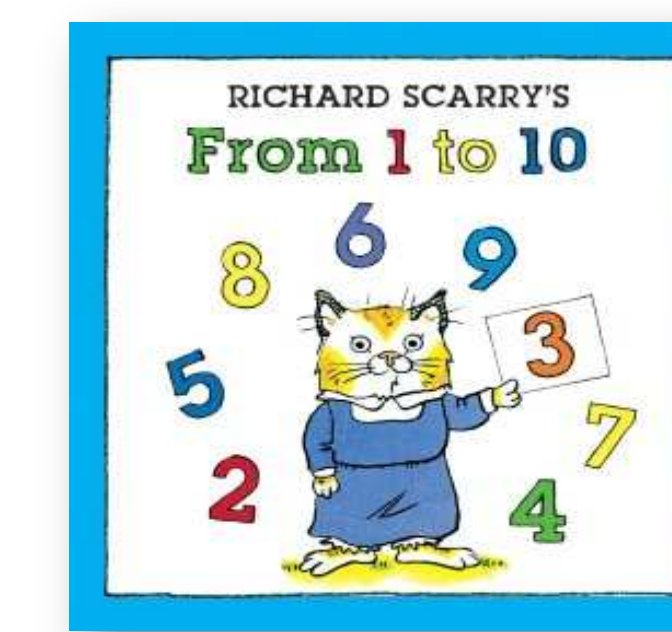
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Parental Interactional Behaviors	
Labels	Single referent provided to the infant (i.e. animals, objects, colors)
Questions	Open-ended "wh-" questions, yes-no questions, tag questions
Attention Getting	Attempts to engage the infant's attention verbally ("Look!")
Experiential Reference	Reference to prior or future experience shared between parent and child
Story Telling	Narrative-based utterance tying together portions of the book
Praise	Positive utterance in reaction to infant success ("Great job!")
Pointing	



Parental Global Measures			
PCI Responsivity		PCI Cognitive	
Shared Focus	Sense of togetherness and meaning during task	Amount of Structure	Degree of structure provided during task (involvement & attention)
Turn Taking	Amount of back-and-forth between parent and child	Strategy Use w. Verbal Support	Amount of strategy usage with verbal support
Parental Warmth	Degree of sensitivity & positive affect towards infant		



RESULTS

Parent Interactional Quality Clusters

Measures	Cluster Type	
	Low Scaffold (n = 19) M	High Scaffold (n = 16) M
Mono/Bilingual	10 / 9	7 / 9
Questions	13.32	31.75
Labels	28	63
Parent Pointing	17	26

- Three types of interactional measures common in book reading sessions (DeLoache & DeMendoza, 1987) were entered into a cluster analysis
- Two distinct clusters emerged with contrasting levels of PCI quality at 18 months

Predictors of Infant Pointing and Words

Model	Infant Pointing		Infant Word	
	B	t	B	t
Cluster Type	0.33	2.15*	0.32	-1.98*
PCI Responsivity	0.67	3.70**	0.48	2.53
PCI Cognitive	-0.35	-1.83	0.10	0.50

*p < .05, **p < .01

- Cluster type was a significant predictor of both infant pointing (+) and word frequency (-) at 18 months
- PCI Responsivity (SF, TT, PW) quality significantly predicted infant pointing

Longitudinal Correlations

MEASURES	ADULT				INFANT
	1	2	3	4	5
1. Questions 18	--				
2. Questions 24	.33	--			
3. PCI Cog 18	.50*	.49*	--		
4. PCI Cog 24	.62**	.40	.65**	--	
5. Infant Word 18	.01	.38	.35	.43	--
6. Infant Word 24	.02	.65**	.41	.36	.62**

*p < .05, **p < .01

DISCUSSION

- Results suggest that there are no significant differences between monolingual and bilingual dyads in the frequency of behavioral measures, nor in the quality of parent-child interactions.
- At 18 months, parents provide different amounts of scaffolding, which in turn predict the frequency of their infants' pointing and words.
- The longitudinal data suggests that PCI remains fairly stable during toddlerhood (Reese et al., 2003)

Implications:

- Book reading serves as an intimate linguistic setting wherein parents speak their native tongue and for bilinguals, do not code switch
- Parent-child interactions are bidirectional between infant word usage and parental scaffolding
- Picture books can serve as a means of cultural transmission wherein infants are exposed to cultural features early in life

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