

Cultural Variation In Book-sharing Between U.s. And Nigerian Parents And Their Children

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Abstract : This study examined parents ways of supporting and facilitating their first-grade children in a book-activity in Nigeria and the United States. Seventy-five parent-child dyads (38 from Nigeria and 37 from the U.S.) were video recorded constructing narratives around a wordless picture book. Analyses focused on identifying parents' means of facilitating children's involvement as well as parents and children's reliance on questions and statements during the shared activity. Nigerian parents assumed a sole narrator approach, guiding the narratives and providing most of the information to their children through referential questions and referential and behavioral statements. Unlike the Nigerian parents, US parents engaged in a shared narrator approach, encouraging and building more on their children's contributions, asking more inferential and yes/no questions, and making more inferential and yes/no statements. Nigerian and US children's extent and types of questions and statements made during their involvement in the activities varied and their contributions resembled those of their parents in their respective cultural groups. These findings highlight significant cultural variations and similarities in book-sharing practices between parents and children, underscoring the role of parental approaches to children's narrative construction and their impact on their learning.

Keywords : book-sharing, cultural differences, parent-child interactions, narrative contributions, Nigeria, united states

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