Manuela Wagner

First Steps to Communication

A Pragmatic Analysis



Content

ACK	NOWLEDGEMENTS	- 5 -
		- 12 - - 15 -
		I. LITERATURE REVIEW - 2
I.1	Why is it important to study preverbal communicative development?	<i>-</i> 23 -
I.2	What is pragmatics?	27 - 31 -
I.3	Studies on Pragmatic Development	
I.4	Investigating Communication in Preverbal Infants I.4.1 Why is it problematic to compare studies on preverbal	
I.5	communicative development	l
I.6	Important Concepts of Infants' and Children's Means of Communication from Birth to 24 Months	45 -
	I.6.2 Communicative Tools from Six to 24 Months	48 - 48 -
	I.6.2.3 Vocalizations	52 -
	I.6.3 Other Important Concepts Related to Communication I.6.3.1 Intentionality	53 - 55 -
I.7	Theories on Language Development Related to Preverba Communicative Development and Pragmatic	ı
то	Development	
I.8	Maternal Input	59 -

	1.8.1 How do mothers interact with their infants and children	n? 59 -
	1.8.2 What is the relationship between child-directed speech	
	and language development?	61 -
	I.8.3 Do parents across cultures vary in their input to infan	ts
	and children?	62 -
I.9	Is preverbal communicative development continuous	
	with subsequent language development?	63 -
	I.9.1 Proponents of the Continuity View	
	1.9.2 Proponents of the Discontinuity View	
	I.9.3 Alternative View	67 -
I.10	Joint Visual Attention	
II. SPE	CIFIC FRAMEWORK	- 78 -
П.1	Interdisciplinary Nature of Approach	
II.2	Definition of Meaningful Verbal Communication	
	II.2.1 What qualifies as intentional preverbal speech act?	
	II.2.2 Categorization of Speech Acts	83 -
	II.2.3 The INCA-A: Inventory of Communicative Acts-	
	Abridged	86 -
	II.2.3.1 The Interchange Level of the INCA-A Coding	
	Scheme	
	II.2.3.2 The Utterance Level of the Taxonomy	
	II.2.4 General Remarks on Interchanges	
	II.2.4.1 Discussions	92 -
	II.2.4.2 Negotiations	92 -
	II.2.4.3 Markings and Performances	93 -
	II.2.5 General Remarks on Speech Acts	
	II.2.6 Remarks on the Development of Conversational Skills	94 -
	II.2.7 Studies Using the INCA-A Coding Scheme	95 -
III. M	ETHODS	- 97 -
III.1.	Participants	97 -
	General Procedure	
111.3	Methods of Analysis	
	III.3.1 Transcription and Coding	
	III.3.2 Data AnalysesIII.3.2.1 What qualifies as an intentional preverbal	101 -
	communicative intent?	_ 102
	III.3.2.2 Reliability of Coding	
	III.J.4.4 KEHADIHIY DI CUUHIZ	TOZ- '

IV. RE	SEARCH QUESTIONS AND HYPOTHESES STUDY I -	103 -
IV.2 IV.3	Research Questions: Infants	103 - 104 -
V. RES	SULTS STUDY I -	105 -
V.1	Results: Infants	
	interchanges and speech acts? Is there a core set of	
	interchanges and speech acts that infants use?	109 -
	V.1.2.1 Interchanges	109 -
	V.1.2.2 Speech Acts	
	V.1.2.3 Interchange-Speech Act Combinations	- 113 -
	•	121 -
	V.1.4 What is the proportion of nonverbal and verbal speech acts in the different age groups?	
	V.1.5 What is the proportion of mother and child turns in the different age groups?	
V.2.	Results: Mothers	
	V.2.1 How many different interchanges, speech acts and interchang-speech act combinations did mothers in the	
	different groups use? V.2.2 Is there a core set of interchanges, speech acts, and	
	interchange-speech act combinations mothers use?	
	V.2.2.1 Interchanges	
	V.2.2.2 Speech Acts	
VI. DI	SCUSSION	- 142 -
VI.1	Infants	
	communication?	- 143 -
	VI.1.2 Is there reason to code precursors to communicative intents?	- 145 <i>-</i>

	VI.1.3 Discussion Joint Visual Attention	148 -
VI.2	Caregivers -	159 -
	VI.2.1 Did mothers adapt their communicative repertoire to	
	the abilities of their very young infants?	159 -
	VI.2.2 Do the mothers with younger infants use more	
	directives than with older infants?	165 -
UTT CT	TUDY II (PRECURSORS TO COMMUNICATIVE	
		168 -
A	CTS)	100 -
VII.1	Introduction	168 -
VII.2	Precursors	170 -
VII.3	Methods	172 -
	VII.3.1 Participants	
	VII.3.2 Procedure	
	VII.3.3 Methods of Analysis	
	VII.3.3.1 Transcription and Coding	174 -
	VII.3.3.2 What qualifies as a precursor to	
	communicative act (PCA)?	- 174 -
	VII.3.3.3 Analyses	· 175 -
	VII.3.3.4 Reliability	· 175 -
	Research Questions: Study II	
VII.5	Results: Study II	- 176 -
	VII.5.1 What qualities are missing in a precursor to	
	communicative acts (PCA) such that it is not coded as	
	an intentional communicative intent?	- 176 -
	VII.5.2 Do children in all age groups engage in PCAs?	- 179 -
	VII.5.3 What is the proportion of PCA in the different age	
	groups?	- 180 -
3777 (
V11.0	Discussion Studies I and II	- 182 -
	VII.6.1 How did the introduction of the code precursor to	
	communicative acts influence the portrayal of infant	
	participation in the various age groups?	- 182 -
	VII.6.2 How are precursors to communicative acts related to	
	intentional communicative acts?	- 187 -
	VII.6.3 What contribution can the current study make to the	
	debate on continuity versus discontinuity between	
	preverbal and verbal communicative behavior?	- 194 -
	VII.6.4 How do the results of the present study fit into results	
	in literature on pragmatic development using the	
	INCA-A Coding Scheme?	- 197 -
	G G	

	VII.6.5 What contribution can methods make to the study of	
	communication?	206 -
VIII.	CONCLUSIONS AND FURTHER PERSPECTIVES	- 208 -
IX. REFERENCES		
X. AI	PPENDIX	- 233 -
X.1	CHILDES (MacWhinney, 2000)	- 233 -
	X.1.1 Transcript (1 minute)	233 -
	X.1.2 Analyses with CLAN (CHILDES, MacWhinney, 2000).	236 -
X.2	Statistical Analyses	- 239 -
	X.2.1 Samples of ANOVAs with Follow-up Post-hoc Analyses	i
	(Duncan's Multiple Range Test)	239 -
X.3	Sample of Descriptive Statistics Children	246 -
X.4	Sample of Descriptive Statistics Mothers	247 -
X.5	Example of Transcribed and Coded File of Fifteen	
	Minutes Mother-Infant Interaction in the Youngest Age	
	- -	250 -
X.6	Interchange and Speech Act Codes of the Inventory of	
	Communicative Acts Abridged (INCA-A) (Ninio, Snow,	
	Pan, & Rollins, 1994)	