1-1-1995

Characteristics of fathers' speech to young children

Ann Galloway
Edith Cowan University

USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

CHARACTERISTICS OF FATHERS' SPEECH
TO YOUNG CHILDREN

BY

Ann Galloway
B.A. B.Ed. Th.C. Grad.Dip.Arts (Lang.St.)

A Thesis Submitted in Partial Fulfilment of the
Requirements for the Award of

Master of Arts (Applied Linguistics)

at the Faculty of Arts, Edith Cowan University

Date of Submission: 19th December, 1995.

Abstract

Children learn language through social interaction, and those with whom they interact will influence their language development in a variety of ways. Different features of adult speech are likely to be facilitative of children's language development in different ways. Parents are one group of adults who play a particularly significant role in children's language acquisition and development, and the nature and role of their speech to children has been an important research emphasis for the past three decades.

Initially mothers' speech was the focus of the studies of parent speech, but since the early 1970s attention has also been given to fathers' speech. Most of the research has investigated fathers' speech by comparing it with mothers' speech. Parents' speech has been found to be very similar in its formal characteristics, but differences are realised in conversational and functional features. Some of this work also suggests that differences in parents' speech may become more evident as children get older.

The present study investigates qualitatively some of the characteristics of parental speech. In particular it seeks to identify characteristics which may predominate in fathers' speech, and thus differentiate it from mothers' speech. The data on which the study is based were collected from five Australian families interacting in a variety of contexts in their own homes. The children were all firstborn, and aged between 2;6 and 3;8 years.

Because of its exploratory nature, this study has used various formal, conversational and functional measures in the analysis. The analysis of formal features

showed fathers' and mothers' speech to be very similar, but differences between parents were evident at the conversational and functional levels. These outcomes were consistent with those of comparable overseas research.

The conversational and functional analyses included investigation of interactional styles, discourse patterns, Locus of Reference, and use of Linking References. Fathers were found to be more oriented to directiveness than to conversation-elicitation when interacting with their young children. Compared with mothers, fathers were also less likely to employ amelioration strategies in using imperatives, or to use linking references when reading books or playing with puzzles with their young children. Several discourse patterns were identified in the book reading and puzzle play contexts. The patterns appear to be associated more with interactional styles than with gender.

The outcomes of the study support the hypothesis that fathers and mothers play complementary roles in children's language development. The differences between fathers and mothers can be seen as assisting in the development of children's communicative competence. Through the experience of interacting with different types of speakers in a variety of contexts children learn how to cope with different conversational demands, how to utilise their conversational resources appropriately, and how to encode meaning in different ways.

The outcomes of this study indicate many possibilities for future research. In particular, it is recommended that future studies include data from a wider variety of interactional contexts and from more diverse participant groups.

Declaration

I certify that this thesis does not incorporate, without acknowledgement, any material previously submitted for a degree or diploma in any institution of higher education, and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

19th December, 1995.

Acknowledgements

I would like to express my thanks and appreciation to my supervisor, Dr Terry Williams, for his guidance throughout the course of this thesis. It has been a real privilege to have been one of his students. My thanks also to Andrew Guilfoyle (Research Consultant) who provided advice about the statistical analyses. The contribution of the families who participated in the study is acknowledged. Without their assistance this research could not have been accomplished. I am grateful also to Gay Tierney and other friends who have given help, and particularly to my parents, for their ongoing interest in my work, and for their encouragement and support as I have undertaken this reseach.

Table of Contents

List of figures and tables

CHAPTER I

INTRODUCTION

The characteristics and role of the adult-child speech register have been a primary emphasis in much of the research in child language acquisition over the past two to three decades. Various names have been given to this register, including babytalk, motherese, caretaker speech, and, more recently, child directed speech (hereafter, CDS). These names all refer to the phonological, morphological and syntactic modifications made by more competent language users when talking to young, language-learning children. The initial CDS studies were carried out in the late 1960s and early 1970s with the aim of identifying the characteristics of mothers' speech to children. Since then the focus has broadened to investigate the role of CDS in language acquisition and development, and to include the speech of significant others with whom young children interact (e.g., fathers, siblings, teachers).

1.1 Background to the study

1.1.1 Reasons for the interest in child directed speech

Historically, the interest in the characteristics and role of the language addressed to children came about as a reaction to innatist theories of language acquisition. One of the foremost proponents of innatism was Noam Chomsky. He rejected behaviourist theories of language learning on the grounds that they provided an inadequate

explanation of how children come to learn language (Chomsky, 1965). Chomsky argued that much of the language children hear is not grammatically well-formed, and that it is characterised by "numerous false starts, deviations from rules, changes of plan mid-course, and so on" (Chomsky, 1965, p. 4) and thus did not provide an adequate basis from which to learn their language. He posited instead the existence of an innate mechanism for language learning. By the late 1960s this very strong innatist view of language learning was being challenged as researchers started to investigate the linguistic environment of young children. Catherine Snow, one of the early researchers in this field, proposed that the language children actually hear should be investigated to see if it was as poor as Chomsky and his colleagues claimed. As a result, "the first descriptions of mothers' speech to young children were undertaken in the late sixties to refute the prevailing view that language acquisition was largely innate and occurred almost independently of the language environment" (Snow, 1977b, p. 31).

1.1.2 Characteristics of child directed speech

One of the earliest studies to draw attention to the characteristics of CDS was that of Brown and Bellugi (1964). Their interest was in the child's construction of language rather than in the nature and role of input language, but they did comment about several aspects of mother-child interaction. Brown and Bellugi noted that the conversations between mothers and children focused on the current activities in which they were engaged, with few or no references to past or future events, or to abstract things. Mothers' speech consisted of short, grammatically well-formed sentences, which included frequent repetition of the child's utterances. These repetitions were seen to expand the child's utterance in some way and to provide a correct form of the utterance which not only included the child's words, but also added missing syntactic

elements and took account of the context of occurrence. For example, a child's utterance "Eve lunch", spoken by the child while sitting with food in front of her, was expanded by the mother to "Eve is having lunch" (Brown & Bellugi, 1964, p. 142). Brown and Bellugi concluded that the child's "introduction to English ordinarily comes in the form of a simplified, repetitive, and idealized dialect" (p. 136). Subsequent researchers confirmed and added to Brown and Bellugi's observations, with the focus initially on identifying the characteristics of adult-child (A-C) speech.

Phonological modifications

It was found that A-C speech shows phonological, syntactic, semantic and lexical differences from adult-adult (casual) (A-A) speech (Snow, 1978). Compared to A-A speech, speech to very young children has been found to be marked by a range of phonological modifications, including higher pitch, exaggerated intonation contours (Blount & Padgug, 1977; Drach, 1969; Garnica, 1977; Gleason, 1973; Phillips, 1973; Sachs, 1977; Sachs, Brown & Salerno, 1976), slower delivery rate (Broen, 1972; Drach, 1969; Vorster, 1975), and more clearly marked utterance boundaries (Broen, 1972; Drach, 1969). Ferguson's (1964) survey of cross-cultural work on A-C speech identified other phonological characteristics such as CVC [consonant vowel consonant] or CVCV syllabic structure, reduplication, and a predominance of stops and nasals together with a limited selection of vowels.

Syntactic modifications

A-C speech is grammatically well-formed and redundant. These syntactic modifications are manifested in a variety of ways. Snow (1972), for example, found that mothers talking to two-year-olds less frequently used subordinate clauses and

3

compound verbs, and that they used sentences which had a shorter preverb length. Broen (1972) reports few broken and incomplete sentences (disfluencies) in mothers' speech to young children.

Drach (1969) investigated syntactic complexity and found A-A speech to be significantly more varied and complex than A-C speech, a characteristic noted also by Phillips (1973) and Snow (1972). A-C speech is also characterised by redundancy, and the use of repetitions of various types (Broen, 1972; Kobashigawa, 1969; Snow, 1972).

Sentences are generally longer in A-A speech than in A-C speech (Drach, 1969; Phillips, 1973), as much as two and a half times as long, Farwell (1973) suggests. Not only are A-C sentences shorter, but there is much less variation in length than is the case in A-A speech (Drach, 1969). Drach also noted that questions and imperatives dominated A-C speech.

A-C speech is focussed on the 'here-and-now'; that is, it is primarily concerned with the activity currently in progress or very recently completed, rather than with abstract matters, or long past or far-off future events (Snow, 1977b; Snow et al., 1976).

Another feature which is widely recognised as characteristic of A-C speech is the nature of pronominal reference employed by adults: the frequent use of third person forms for both speaker and hearer, the use of the nominal rather than the first person pronominal form, and the use of first person plural rather than second person singular pronominals (Snow, 1972; Wills, 1977).

Lexis

The special lexis of A-C speech is probably one of the most noticeable features of the register, especially to non-linguists. Ferguson (1964, 1977) identifies several categories where lexical modifications normally occur: terms for .amily members, body

4

parts and bodily functions, qualities, animals, food, and certain games. Another related vocabulary feature is the use of diminutives in language to children (e.g., 'bunny' for rabbit; 'pussy' for cat). As well as the special vocabulary items, A-C speech is characterised by the use of more concrete vocabulary[1] (Phillips, 1973), and less diversity of vocabulary than A-A speech (Blount, 1972; Broen, 1972; Drach, 1969).

1.1.3 Summary

A-C speech was thus found to be very different from A-A speech. Snow summarises the characteristics of A-C speech, saying that "it is simple and redundant ... contains many questions, many imperatives, few past tenses, few co- or sub-ordinations, and few disfluencies, and ... it is pitched higher and has an exaggerated intonation pattern" (Snow, 1977b, p. 36). As well as identifying and describing the linguistic characteristics of the A-C register, researchers were interested to determine the role that this register might play in language acquisition.

Consistent with the trends in general linguistics of the time, the research emphasis cf the early CDS studies was on syntax and, to a lesser extent, semantics (Snow, 1977b, 1979a). That is, investigation of the formal properties of language rather than its functional characteristics (Wells, 1985). Gradually research emphases shifted to include pragmatics, as child language researchers realised the importance (as an influence in language development) of the relationship between language and the social context in which it occurs. Harris (1992) attributes this shift to the influence of the work of Halliday and Bruner.

---

1. Concrete vocabulary is defned as vocabulary which refers to objects, materials and persons, rather than to abstract concepts (Paivio, Yuille, & Madigan, 1968)

5

1.2 Social interaction in language development

At first researchers concentrated on ascertaining what aspects of CDS might be essential for language development (Garnica, 1977). However, since cross-cultural research showed that the A-C speech described above is culturally specific to middle class Western societies (Snow, 1989; see also, for example, Heath, 1983; Ochs & Schieffe'in, 1984; Pye, 1986), this meant that although CDS was not essential for language acquisition, it might be facilitative. The issue was then addressed in the form 'what role might the special characteristics of parental speech play in language acquisition and development?'.

Underlying the question of the role of the special characteristics of parental speech is the understanding that social interaction with mature language users is vital for language development. Even those who hold an innatist position agree that a certain level of exposure to language is necessary to start the language acquisition process. Innatists and social interactionists differ as to how much language is required, but not as to whether language is required at all (Snow, 1979b).

"A linguistic environment is indispensable if language acquisition is to take place" (Vorster, 1975, pp. 291-2). Children who have very little speech directed specifically to them by competent, mature language users are likely to show retarded linguistic development (Snow, 1984). The importance of social interaction for language acquisition is particularly well exemplified by studies of the effects of the absence of such interaction, and case studies of abnormal language learning experiences provide particularly strong evidence.

A frequently cited example is that of Genie (Curtiss, 1977) who, from early childhood, was kept in appalling conditions and isolated from almost all human contact. When rescued from this situation in early adolescence she could utter few sounds, and

subsequent oral language learning proceeded very slowly, despite intensive specialist help. In Genie's case other factors may also have affected her linguistic achievements. The physical and emotional abuse she suffered make hers a very unusual case. However, other case studies, such as those of the language development of hearing children of deaf parents, also illustrate the importance of social interaction for language acquisition and development.

Sachs and Johnson (1976), and Sachs, Bard, and Johnson (1981) report on their longitudinal study of two hearing children of deaf parents. The children had not been exposed to either oral or sign language at home as their mother believed that it was inappropriate for them to learn to use sign language because they could hear, and therefore could, and should, use oral English (Sachs, Bard & Johnson, 1981). The language development problem was more acute with the older child who was aged 3;9 at the time of the initial intervention; the younger child was 1;8 years and therefore less severely affected. Although the older child had watched television with the sound on, and played with peers occasionally, this did not provide adequate linguistic input for normal language development. Once both children were exposed to speech directed to them their speech developed satisfactorily. By the end of 5 years of intervention results of tests showed their speech to be within age-appropriate limits.

These examples illustrate the importance of social interaction for language acquisition and development. Not only is it helpful for children to have speech specifically addressed to them, but it is also helpful for that speech to be focussed on the activities and objects with which the children are already engaged. Harris (1992) reports on a study she conducted with mothers and their 16 months-old children. She found that the mothers of children who were rated as normal language developers referred nearly

twice as often to objects and activities salient to their children at the time of the interaction as did the mothers of children rated as slow language developers.

The outcome of Harris's (1992) study illustrates the point that both Halliday (1975) and Bruner (1975) make about language acquisition. They maintain that children encounter language in a social context, that is through interaction with other more mature (adult) language users. Further, there is usually a fairly close relationship between the activities in which the children are engaged, and the language that they hear. The language therefore acts as a commentary on what the children are doing, and encodes linguistically what they are experiencing non-linguistically. The closer the relationship between what the children are attending to and the language they hear, the easier it will be for children to learn their language (Edwards, 1978; Wells, 1985). Social interaction also provides children with the opportunity to test their developing linguistic skills and to receive feedback as to the efficacy of their communication. Through both reception and production children learn how language can be used to achieve goals.

1.3 The speech of other caregivers

Another shift in emphasis in CDS research in the early 1970s was from an almost exclusive focus on mothers' speech to investigation of the characteristics and role of the speech of other significant persons in young children's lives, particularly fathers, siblings and teachers. This shift was partially influenced by the social changes of the era which brought changes to family roles, resulting in mothers spending less time with their children, and others, especially fathers, having greater responsibilities for child care (e.g., Bronstein, 1988; Gleason, 1975; Lamb, 1975). Gleason comments that there was concern as to whether people other than mothers could provide the appropriate

8

linguistic environment for language development. It was found that the general characteristics present in mothers' speech to children were not female-specific, and were also present in the speech of men, both fathers and non-fathers:

> This is not to say that men and women, fathers and strangers, all talk alike when dealing with young children but rather that the important features of simplicity, well-formedness, repetition, and immediacy are present in the language of all of them. (Gleason, 1975, p. 294)

This comment also suggests that, while both mothers and fathers modify their speech when interacting with young children, there are also differences between parents in some aspects of their speech. Many of the subsequent studies have been comparative in nature, looking to discover how mothers' and fathers' speech differs. The focus of studies of fathers' speech has generally been the speech of secondary caretaker fathers compared with the speech of primary caretaker mothers from the same families. However, Giattino and Hogan (1975), one of the earlier published studies in the field, studied the speech of one father and compared its characteristics with those of mothers' speech as reported in the early CDS work (in particular, Broen, 1972); and Klink and Klink (1990) investigated the speech of a primary caretaker father. These and other findings will b viewed in the next chapter.

1.4 The purpose and significance of the study

The foregoing discussion provides an overview of the background to research into the characteristics and role of fathers' speech. The present study is intended to be an exploratory and descriptive one. A small participant group was selected so that a fairly broad range of speech characteristics could be investigated. It is recognised that while the use of a small group will limit the generalisability of the outcomes, the study

should open up a range of possible avenues for future research. This present research will contribute Australian data to the body of knowledge in a field where overseas studies predominate, and will also be valuable because of its focus on functional aspects of speech, another area of child language acquisition in which more data are needed.

Four questions have guided the design and conduct of this study:

1. Does the speech of Australian fathers' and mothers' to young children differ in respect of formal, conversational, or functional characteristics?

2. What is the relationship between the findings from this Australian research and comparable overseas studies?

3. What characteristics predominate in fathers' speech, and thereby differentiate it from mothers' speech?

4. What might be the implications of the findings of the study for child language acquisition?

1.5 Outline of the study

Chapter 2 provides a survey of the literature on fathers' speech to children and looks at both outcomes and methodologies of earlier research. Chapter 3 outlines the study, the nature of the participant group, and the data collection procedures used. In Chapters 4 and 5 the analysis of the data is presented. The implications of the outcomes are discussed in Chapter 6, and some suggestions for future research made.

CHAPTER II

LITERATURE REVIEW

2.1 <u>Introduction</u>

The interest in the nature of the speech that fathers address to young children was a natural progression from the research into the characteristics and role of mothers' speech. In 1975 Gleason wrote:

> Now that is it known that mothers' speech to young children has special input features, it is important to determine if these features are limited to mothers' speech or if they are in a more general sense characteristic of adult language to children.... to date there have been essentially no published studies of men's speech to children.... fathers do talk to their children, as do other males, and the nature of that language is the topic of our current investigation. (Gleason, 1975, pp. 289-290)

The accompanying chart (see Table 1) provides an overview of the main studies in the field of fathers' speech. It is of interest to note that much of the work to date has originated from the United States of America, and frequently has been generated by those attached to psychology departments. This suggests that there is value in contributing Australian data, analysed from a linguistic perspective, to the body of knowledge in this field.

An important emphasis of much of the work on fathers' speech is the use of naturalistic data. This has led many researchers to record fathers, mothers and children interacting in their own homes, as Table 1 shows. Where laboratory settings have been

Table 1
Summary of Previous Studies of Fathers' Speech

Date	Author	Country/ Discipline	Context-Location	Context-Activity	Type of Recording	Child-Age	Child-No. Gender
1971	Rebelsky & Hanks	US/Psych	Home	Various	Audio 24hrs ea 2wks	0;0:2-0;3	10 B & G
1973	Bates (DePaulo & Bonvillian)	US/?Psych	?	?	?	1;11	?
1975	Giattino & Hogan	US/Sp Pathology	Home	Various	Audio-O	3;0	G (Case Study)
1975	Gleason	US/Psych	Home	Books Meal	Audio Audio-O	2;0-5;0	3 B & G
1978	Field	US/?Psych	Lab	Play	Video 3 x 3 mins	0;4	36 B & G
1979	Golinkoff & Ames	US/Ed	Lab	Play x 2	Video x 10 mins	1;7	12 B & G
1980b	Engle	US/Psych	Home	Play	Audio x 20 mins	2;0 & 3;0	4 ea B & G
1980	Greif	US/Psych	Lab	Play x 2 Books	Video x 30 mins	2;0-5;0	16 B & G
1980	Masur & Gleason	US/Psych	Lab	Play	Video x 10 mins	2;0-5;0	14 B & G
1980	McLaughlin et al.	US/ ?	?Lab	Game	? Audio 15 - 30 mins	5;0	24 B & G
1980	Rondal	Fr Can/Ed/ Psych	Home	Play, Books Meal	Audio x ? mins	1;6-3;0	5 B
1981	Fash & Madison	US/?Sp Pathology	Home	Various, incl. play	Audio - O x 30 mins	2;3-3;11	9 B & G

Table 1 (cont.)

Date	Author	Country/ Discipline	Context- Location	Context- Activity	Type of Recording	Child- Age	Child-No. Gender
1981	Kavanaugh & Jen	US/Psych	Home	Various, incl. play	Audio 9 x 25 mins	1;2-1;5 to 1;10-2;1	4 B & G
1981	Bredart- Compernol et al.	Belgium/ Psych	Home	Task, Story, Play x 2	Audio 3 x 15 mins 1 x 30 mins	2;5-3;5	12 B & G
1982	Bellinger & Gleason	US/Psych	Lab	Play	Video & Audio x 30 mins	2;0-5;0	10 B & G
1982	Hummel	US/Psych	Home	Play	Audio x 20-26 mins	2;0	16 B & G
1982	Kavanaugh & Jirkovsky	US/Psych	Home	Play	Audio 8? x 25 mins	0;8-1;4	4 B & G
1982	Malone & Guy	US/?	Home	Play	Audio x 10 mins	3;0	10 B
1982	Masur	US/Psych	Lab	Play	Video x 10 mins	2;6-5;0	14 B & G
1982	Wilkinson & Rembold	US/?	Home	Play	Audio & Video x 20-25 mins	2;0 & 2;6	18 B & G
1983	Lipscomb & Coon	US/Psych	Home	Play	Audio x 20 mins	1;7-2;5 & 2;8-3;7	20 G
1983	McLaughlin et al.	US/?	Home	Play	Video x 8 mins	1;6-3;6	24 B & G
1984	Hladik & Edwards	US/Sp Pathology	Home	Any	Audio - O x 30 mins	2;0-3;6	10 B & G
1984	Pieper	Germany/ ?	?Lab	Play	Video	5;3-5;8	5 ?B & G

Table 1 (cont.)

Date	Author	Country/ Discipline	Context-Location	Context-Activity	Type of Recording	Child-Age	Child-No. Gender
1984	Warren-Leubecker & Bohannon	US/Psych	Home	Play Books	Audio x 15-20 mins	2;0 & 5;0	8 ea B & G
1987	Kruper & Uzgiris	US/Psych	Lab	Play	Video x 7-9 mins	0;3 & 0;9 32 x F, 40 x M	B & G
1987	Lewis & Gregory	UK/Psych	Lab	Play x 3	Video x 5 mins	0;10-1;3	12 B & G
1987	Mannle & Tomasello	US/Psych	Home	Play	Video x 15 mins	1;0-1;6	24 B & G
1987	O'Brien & Nagle	US/?Psych	Lab	Play x 3	Video x 4 mins	1;6-2;0	10 B & G
1987	Papousek et al.	Germany/ Psych	Lab	Play	Video & Audio	0;3	14 B & G
1988	Brachfeld-Child et al.	US/Psych	Lab	Task	Video x 3 mins	0;8	16 B & G
1988	Ratner	US/Sp Pathology	?Lab	Play x 2	Video x 45 mins	1;6-2;0	8 B & G
1990	Dopke	Aust/ German	Home	Various	Audio(?-O) 2x2hrs ev. 6 mths	2;4-2;8	6 B & G
1990	Klink & Klink	US/Ed	Home	Various	Audio - O x monthly	0;7-2;0	G (Case Study)
1990	Tomasello et al.	US/Psych	Home	Play x 2	Video x 15 mins	1;3 & 1;9	24 B & G
1992	Pratt et al.	Canada/ Psych	Lab	Tasks Play	Video x 10 mins	3;6 & 5;6	36 B & G
1993	Reese & Fivush	US/ Psych	Home	Talking	Audio-O	3;0	24 B & G

Note. Audio-O means audiorecording without an observer present.

14

used, the emphasis of the research has still been oriented to obtaining naturalistic interaction. Thus researchers such as the Gleason team[1] (see Gleason and Greif, 1983), and O'Brien and Nagle (1987) used laboratories set up as playrooms as the location for their recordings.

2.2 Focus of the Studies

Various approaches have been taken by researchers investigating fathers' speech. Most in some way make a comparison between fathers' and mothers' speech to children. Motherese studies isolated a set of features that marked the adult-child (A-C) register as different from adult-adult casual (A-A) speech (e.g., as summarised in Farwell, 1973; Snow, 1977b; Vorster, 1975). Researchers investigating fathers' speech were interested to determine whether fathers made similar adjustments when talking to their children.

The studies looking at fathers' speech can be divided into one of two broad groups. One group of studies emphasises the characteristics of fathers' speech generally (e.g., Fash & Madison, 1981; Giattino & Hogan, 1975; Gleason, 1975; Gleason & Weintraub, 1978; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Klink & Klink, 1990; Malone & Guy, 1982); the other group has a narrower focus and examines more closely one or a few aspects of CDS, for example, lexis (Masur & Gleason, 1980; Ratner, 1988); prosodic features (Warren-Leubecker & Bohannon, 1984); language teaching function (Rondal, 1980); variables such as context of

---

[1] For convenience, the phrase 'the Gleason team' will be used when referring to the series of studies, conducted under the leadership of Jean Berko Gleason, which compared fathers' and mothers' speech to children aged 2;6-5;0. Her colleagues in this work included David Bellinger, Esther Greif, Elise Masur, Rivka Perlmann and Sandra Weintraub. The studies have been reported in various journals and books, and sometimes, to gain all the details relating to the project, it is necessary to consult several of the reports. Some of the reports also duplicate information given in another source. When specific aspects of the study are discussed the individual reference or references will be given; where 'the Gleason team' is used, the reference is to their work generally.

interaction (Bredart-Compernol, Rondal & Peree, 1981; Lewis & Gregory, 1987), or age of child (McLaughlin, White, McDevitt & Raskin, 1983).

Studies of parental speech have investigated syntactic, semantic and pragmatic aspects, though these terms are not always used in the literature. Researchers tend to refer instead to formal (or structural-linguistic, or grammatical), conversational and functional features of speech. The picture presented by these studies is somewhat unclear, for, as Le Chanu and Marcos (1994) say, "For each aspect of language considered there are conflicting results concerning the similarities and differences between mothers' and fathers' behaviors" (p. 5). Despite this very real problem, it is possible to identify trends in the findings for each of these results.

2.3 General characteristics of fathers' speech

Both mothers and fathers adapt their speech when talking to young children. Gleason (1975) observes that both parents use "a register especially marked for talking to children" (p. 291). This register is characterised by "simplicity, well-formedness, repetition and immediacy" (Gleason, 1975, p. 294). The findings of two case studies (Giattino & Hogan, 1975; Klink & Klink, 1990) corroborate many of Gleason's observations. Giattino and Hogan (1975) report that the father in their study talked *with* (not *to*) his child, describing, explaining and questioning about their ongoing joint activities. The Klink and Klink (1990) study likewise reports evidence of the father using a simplified register, a more restricted vocabulary, having a shorter MLU (compared with that for A-A speech), and talking with his daughter about 'here-and-now' events. These characteristics are very similar to those of motherese. Although fathers and mothers are similar in that they adapt their language when talking to

children, there are nevertheless differences between parents in respect of the degree or proportion of individual speech features used.

2.4 Formal and conversational characteristics of fathers' speech

There are several measures used in the studies investigating formal and conversational aspects of parental speech. These include total language produced (sometimes referred to as 'talkativeness'), which is calculated using total or mean number of utterances, words or morphemes; number of conversational turns per speaker; mean length of utterance (MLU); type token ratio (TTR); and proportions of different sentence or utterance types (e.g., declaratives, imperatives, interrogatives). These will be considered individually before outlining the trend of the majority of the findings.

2.4.1 Amount of Speech

The majority of researchers measuring **total language produced** in a given time (whether measured as number of utterances, words or morphemes), found fathers' and mothers' speech to be very similar (Bellinger & Gleason, 1982; Fash & Madison, 1981; Hummel, 1982; Malone & Guy, 1982; Masur & Gleason, 1980; McLaughlin et al., 1983; Wilkinson & Rembold, 1982). A few reported that mothers talked more than fathers (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Rondal, 1980), but only one study (Brachfeld-Child, Simpson, & Izenson, 1988) found that fathers produced a greater quantity of speech than mothers.

Mean length of utterance (MLU)[2] is probably the most frequently used measure in child language research. The majority of studies of parental speech have found no significant difference between mothers and fathers in respect of MLU (Bredart-Compernol et al., 1981; Fash & Madison, 1981; Gleason, 1975; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Lipscomb & Coon, 1983; Papousek, Papousek, & Haekel, 1987; Pratt, Kerig, Cowan, & Cowan, 1992; Wilkinson & Rembold, 1982). Only three studies reported differences (Malone & Guy, 1982; McLaughlin et al., 1983; Rondal, 1980), and in each case the mothers' MLUs were longer than those of the fathers.

Another measure of language production is number of **conversational turns**. Most researchers using this measure have found mothers and fathers in dyadic interaction with their children to be similar in number of turns (Golinkoff & Ames, 1979; McLaughlin et al., 1983; Tomasello, Conti-Ramsden, & Ewert, 1990; Wilkinson & Rembold, 1982). Golinkoff and Ames (1979) found, however, that in triadic interaction mothers took more turns than fathers.

2.4.2 Sentence types

Before considering the outcomes of studies which have included sentence types in their analysis of parental speech to young children, there are several important points that need to be mentioned in relation to this measure. Although the term 'sentence types' is very widely used in the literature, the term 'utterance types' should be used when spoken language is the focus. However, because 'sentence types' is generally

---

[2] MLU can be calculated using either words or morphemes and this will be discussed later (see Chapter 3) Hereafter, the abbreviation MLU will be used when referring to the general concept of mean length of utterance, regardless of how it is calculated. MLUw will be used when referring to MLU calculated based on words; MLUm will indicate MLU calculated based on morphemes.

used, for convenience that convention will be followed in this section. (The matter of the definitions used in some of the studies will be discussed more fully later [see Chapter 4].)

Some studies do not provide definitions of sentence types at all (e.g., Hladik & Edwards, 1984; Rondal, 1980). In others, where definitions are given, there is no clear distinction made between grammatical/structural form, and function. From a linguistic viewpoint some definitions also lack precision. For example, the definition of a question adopted by Golinkoff and Ames (1979), Malone and Guy (1982), and McLaughlin et al. (1983) was "an utterance ending with a rising intonation" (Malone & Guy, p. 602). Although *yes/no* questions are characterised by rising intonation, this is not true of all question types. For example, *wh*-questions are marked by falling intonation (Quirk & Greenbaum, 1973).

There are also instances of mixing functional and grammatical definitions for sentence or utterance types (e.g., Malone & Guy, 1982; McLaughlin et al., 1983), but considering the contexts and purposes of the studies, the basis of analysis seems to be intended to be functional rather than formal. Only a few studies consistently adopt formal (or grammatical) definitions (e.g., the Gleason team - see Gleason & Greif, 1983). The diversity and lack of precision of definitions makes comparisons of studies more difficult as one cannot be sure the same bases are being applied to the comparison even though the same terms are being used.

Most studies have found that overall there are few or no differences in respect of sentence types used by mothers and fathers (e.g., Bredart-Compernol et al., 1981; Fash & Madison, 1981; Golinkoff & Ames, 1979; Kavanaugh & Jirkovsky, 1982; Hladik & Edwards, 1984; Hummel, 1982; O'Brien & Nagle, 1987; Papousek et al., 1987). It is helpful nevertheless, to consider more specifically the findings in relation to usage of

individual sentence types. Nearly all studies found fathers' and mothers' usage of declaratives to be very similar. One exception is the Gleason team (e.g., Gleason & Greif, 1983; Gleason & Weintraub, 1978) which reported a contrary finding on declarative use in home context studies, with mothers using a much higher proportion of declaratives than fathers. Their laboratory studies, on the other hand, showed parents to use a similar proportion of declaratives.

There is somewhat more variation between studies in respect of directive/imperative and question/ interrogative use, so these studies will be discussed in more detail.

Directives/imperatives

The majority of research has found no difference between fathers and mothers in the frequency with which they use directives in general, or the imperative form of directives (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Hladik & Edwards, 1984; McLaughlin et al., 1983; Papousek et al., 1987; Rondal, 1980). Two studies found fathers to use fewer directives than mothers (Golinkoff & Ames, 1979; Kruper & Uzgiris, 1987). Bellinger and Gleason (1982) looked particularly at directives and commented on the differing forms of directives produced by mothers and fathers. Not only did fathers produce more directives than mothers, but they were also most likely to phrase them in the imperative form, that is fathers were more overtly directing than mothers. Bates (1973, unpublished study cited in DePaulo & Bonvillian, 1978); Engle, (1980b); Gleason (1975); Gleason and Weintraub (1978); and Malone and Guy (1982) all found fathers used more imperatives.

Questions/interrogatives

In respect of question or interrogative types most studies have found usage patterns of mothers and fathers to be very similar (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Papousek et al., 1987; Rondal, 1980). However, Gleason (1975), Gleason and Weintraub (1978), and O'Brien and Nagle (1987) report fathers used more *wh*-questions, which conflicts with Malone and Guy (1982) who report mothers had a higher proportion of *wh*-questions. While Rondal (1980) found no variation with age of child or sex of parent in respect of question types used, he does report that different contexts generate different proportions of sentence types. For example, fathers used more Q-interrogatives (the French equivalent of English *wh*-questions) in free play and story contexts than at mealtimes. In a meal context they used more *yes/no* questions. McLaughlin et al.'s (1983) study which measured fathers' speech in a single context (free play) also found fathers used more *wh*-questions than *yes/no* questions relative to the total number of questions they asked. The authors suggest that *wh*-questions demand more extended responses from children than *yes/no* questions do, and this in turn helps to raise children's linguistic performance. O'Brien and Nagle (1987) report that across two different play situations with boys and girls (1;6-2;0) there were few statistically reliable differences evident, but fathers used more *wh*-questions than mothers. Malone and Guy also found that fathers used fewer questions overall, which corroborates the results of Stein (1973, unpublished manuscript cited in Gleason, 1975).

21

2.4.3 Lexis

Some studies have included analysis of lexis or vocabulary used by parents, frequently measured by type token ratio (TTR), which serves as an indicator of lexical diversity. Most studies using TTR have found mothers' and fathers' speech to be very similar (Hummel, 1982; Lewis & Gregory, 1987; Lipscomb & Coon, 1983; McLaughlin, Schutz, & White, 1980; Ratner, 1988; Wilkinson & Rembold, 1982). Rondal (1980) contradicts the majority finding and reports that the fathers in his study used a more diverse vocabulary than the mothers did.

Several researchers have commented that fathers use less common vocabulary items than mothers do (Kriedberg, 1973, unpublished manuscript cited in Gleason, 1975; Masur & Gleason, 1980; Ratner, 1988), so fathers' and mothers' language may differ in this respect. Fathers' speech has been described as more lexically demanding (that is, children have to work harder to understand it because a greater percentage of words are unfamiliar to them), as a result of its greater lexical diversity, or because it contains more rare items (Giattino & Hogan, 1975; Gleason, 1975; Gleason & Weintraub, 1978; Masur & Gleason, 1980; McLaughlin et al., 1983; Ratner, 1988; Rondal, 1980). Masur and Gleason (1980), and Ratner (1988) focussed on vocabulary selection. Ratner found in her research into noun selection in parental speech to young children that mothers and fathers did not differ significantly in lexical diversity. This supports Hummel (1982). However, in respect of lexical complexity Ratner's data provide evidence of a general tendency for fathers' speech to be characterised by rarer lexis than that noted in mothers' speech. 'Rarer lexis' she describes as "vocabulary less frequently observed in children's texts" (p. 489). Masur and Gleason (1980) found fathers' speech contained a wider range of lexical items than did mothers'. Gleason provides examples of men talking to young children and using the words "aggravating"

and "intimidating" (Gleason, 1975, p. 291), and of another referring to a "construction site" (Gleason, 1987b, p. 195). She marks such words as uncommon in speech to children, but does not indicate the basis for the conclusion. It may be based on intuition, rather than on an objective measure such as Ratner's study used.

2.4.4 Present and non-present references

Several researchers have investigated the level of references to past events in parental speech. Kavanaugh and Jen (1981) found no significant differences between parents. Fash and Madison (1981), however, do report a difference, with fathers making more references to past events when talking with their children. Here the age of child participants may be significant. The children in the Kavanaugh and Jen study were aged 1;2-1;5 at the commencement of the study, and 1;10-2;1 at its completion. In this case the children were only just beginning to use language productively, whereas the participants in Fash and Madison were aged between 2;3 and 3;11 years, and were therefore more mature. This greater maturity means children are more aware of previous events and have the linguistic ability to discuss them, which conversational partners would recognise. This, in turn, means that conversational partners are more likely to choose to talk about non-present events with older children than with younger ones.

2.4.5. Intonation patterns

Warren-Leubecker and Bohannon (1984) analysed the interaction of mothers and fathers with their two- and five-year-olds and focussed on the parents' intonation patterns. They found no gender difference in intonation patterns used with the younger children. Both mothers and fathers used exaggerated intonation when talking with their

two-year-olds, but the fathers' intonation was more exaggerated than mothers. Warren-Leubecker and Bohannon suggest that this may be due to fathers compensating for their infrequent contact with their young children by using exaggerated intonation to maintain the children's attention. Mothers continued to use exaggerated intonation with the older children in the study, but fathers did not.

2.4.6 Summary

In considering the outcomes of studies using the foregoing formal and conversational measures of parental speech, there are few studies which have found significant differences between mothers and fathers. Mannle and Tomasello (1987) comment that:

> results from a variety of studies [suggest] that fathers are very similar to mothers in the way they [adjust] their speech when talking to young children.... These findings of similarity have led many researchers to conclude that fathers are redundant as linguistic interactants. (pp. 25-26)

As Mannle and Tomasello remark, however, those studies which have found little difference between fathers' and mothers' speech have tended to focus more on formal features of speech rather than its functional aspects. It is at the pragmatic or functional level that differences are evident.

2.5. Functional characteristics of speech

Recent studies emphasised the differences in functional characteristics of parental speech over differences in formal characteristics. Because of the smaller range of studies, and the greater diversity in the field, it is not always possible to make direct comparisons between studies because few have used the same measures. However, it is

often possible to identify an overall trend from the outcomes of these studies, and to make comparisons at a general level.

2.5.1 <u>Language teaching aspects</u>

A group of measures used by a number of researchers has been described by Rondal (1980) as language teaching aspects of parental speech. These include corrections, expansions and repetitions of child speech by parents.

Rondal (1980) reported that mothers corrected their children's speech more often than fathers did, whereas Bredart-Compernol et al. (1981) reported the opposite. Neither discusses this outcome specifically, though Rondal implies that it is one of the aspects that reflects the complementary roles parents play in the language acquisition process.

Most studies which included **expansions** of child utterances in their analysis found similar levels between parents (Bredart-Compernol et al., 1981; Fash & Madison, 1981; Golinkoff & Ames, 1979; Kavanaugh & Jen, 1981; McLaughlin et al., 1983; Rondal, 1980; Stein, 1973, cited in Gleason, 1975). Giattino and Hogan (1975) report that the father in their case study rarely used expansions when responding to his daughter. This may reflect an individual stylistic variation, but, as there were no comparative data from the mother, this conflicting finding can only be noted with interest. No other significance can be attributed to it at this point.

The findings are mixed in respect of use of **repetitions**. Several studies report similar levels being used by parents (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Papousek et al., 1987; Rondal, 1980). Others found fathers produced more self-repetitions than mothers did, though on other types of repetitions both parents were very similar in these studies (Fash & Madison, 1981; Kavanaugh & Jirkovsky, 1982;

McLaughlin et al., 1983). Only Kruper and Uzgiris (1987) reported mothers repeated utterances more often than fathers did.

2.5.2 Interruptions

Greif (1980) examined interruptions and simultaneous speech[3] in mothers' and fathers' interactions with their children in several contexts. For each measure fathers scored higher than mothers. That is, fathers interrupted their children more, and fathers' speech more often overlapped their children's. Greif suggests these patterns indicate fathers are less polite to their children than mothers are, and further that fathers use interruptions and simultaneous speech to control conversations.

2.5.3 Initiatives

Engle (1980a; 1980b) researched differences in the language used by parents in a play situation. Her interest was in initiatives, which she defines as "utterances used to direct attention to a new activity or a new variation of an ongoing activity, ... [which] can have either a specific or non-specific intent" (Engle, 1980b, p. 29). She found the mothers in her study to be less directive than the fathers, a qualitative difference pointing to the complementarity of roles of mothers' and fathers' speech.

2.5.4 Joint attentional focus

Mannle and Tomasello (1987) investigated joint attentional focus of parent with child. They found that fathers maintained joint attentional focus with their children less frequently than mothers did. This non-linguistic difference was also evidenced linguistically in that fathers' conversations were less closely related to the child's visual

---

[3] Greif (1980) takes the term 'simultaneous speech' from Sacks, Schegloff and Jefferson (1974). It refers to situations where two or more speakers attempt to take a conversational turn at the same time.

focus than the mothers' conversations were. Fathers responded appropriately to child utterances less often than mothers did, and sought clarification of child utterances more frequently than mothers. Mannle and Tomasello suggest this is evidence that, compared with mothers, fathers are not as closely tuned in to their children's conversations. This corroborates Rondal's (1980), but not Bredart-Compernol et al.'s (1981) findings of differences between parents in the number of clarification requests made. Age of child subjects may be a significant factor here, as Mannle and Tomasello suggest. The children in their study were 1;0-1;6 years old; Rondal's child participants were between 1;6-3;0 years; while Bredart-Compernol et al. used the oldest group, aged 2;5-3;5. As children become more linguistically competent their speech and intentions become easier to understand, and consequently the level of clarification requests drops off.

2.5.5 Breakdown and repair

In a follow-up study to Mannle and Tomasello (1987), Tomasello et al. (1990) investigated breakdown and repair sequences in parent-child speech. They found children's conversations with fathers experienced more breakdowns than those with mothers. Breakdowns were defined as being signalled by a specific or non-specific request for clarification, or by a change of conversational topic. Tomasello et al. found that not only did fathers experience more communication breakdowns with their children, but also that they were twice as likely as mothers to use non-specific requests for clarification. This suggests almost complete failure of comprehension of the child's utterances, while specific clarification requests (more often used by mothers) indicate partial comprehension of the child's utterances. The same study also found that fathers failed to respond to children's utterances (in contexts where a response would be expected) almost twice as often as mothers did. Children were much less likely to

continue to try to get a response after such a breakdown involved fathers rather than after one with mothers. The authors suggest that these differences may indicate that fathers, compared with mothers, are less competent at understanding their children, or that they are less motivated to communicate with their children, or that they demand more of their children than mothers do. Whatever the reason, interacting with their fathers is more challenging for children.

2.6 Summary

The uniqueness of many of the studies investigating functional aspects of parent-child speech indicates a need for further research (including replication studies) in this area. It is, however, possible to identify certain trends from the currently available data. Fathers and mothers do interact differently with their children. While few differences are evidenced in the structural-linguistic, or formal, characteristics of speech (e.g., Golinkoff & Ames, 1979; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Lipscomb & Coon, 1983), differences between fathers and mothers are found in functional features of language (e.g., Bellinger & Gleason, 1982; Greif, 1980; Mannle & Tomasello, 1987; Masur & Gleason, 1980; Rondal, 1980; Tomasello et al., 1990). An important related question is what purpose these differences might serve in language acquisition.

2.7 Roles of parental speech

The majority of studies to date which have investigated differences between fathers' and mothers' speech have drawn their participants mainly from traditional, two-parent, middle-class families. A hypothesis which has been put forward to explain the role of differences between fathers' and mothers' speech was proposed against that

background. The hypothesis has been expressed in two forms, both of which point to the complementarity of roles of parental speech in language acquisition.

The hypothesis was first proposed by Gleason, and has subsequently been named the Bridge Hypothesis:

> Fathers are not as well tuned-in to their children as mothers are in the traditional family situation.... There are probably serious and far-reaching good effects that result from the fact that traditional fathers are not quite so sensitive to the needs and intentions of their children.... Children have to learn to talk to their fathers and other strangers.... [They] try harder to make themselves both heard and understood. In this way, fathers can be seen as a bridge to the outside world, leading the child to change her or his language in order to be understood. (Gleason, 1975, p. 239)

In a later form, called the Differential Experience Hypothesis, it proposes:

> Fathers and mothers play complementary roles in the language development of children.... Mothers are seen to provide more linguistic support for the child, tuning their language to the child's needs, whereas fathers are seen to be less sensitive to the child's linguistic abilities, putting more demands on the child and, in so doing, raising up performance. (McLaughlin et al., 1983, p. 245)

Both versions of this hypothesis suggest that interaction with fathers presents more communicative challenges for children than does interaction with their mothers, for several reasons. Fathers do not adapt their speech as much to the children's developmental level as mothers do (Engle, 1980b; McLaughlin et al., 1983). Mothers are 'warmer' towards their children, and more sensitive to their needs and abilities (Gleason & Perlmann, 1985, p. 91). The differential amounts of time mothers and fathers spend with their children could be an influencing factor here (Gleason & Weintraub, 1978). This also means that both children and fathers are less familiar with each others' interactional styles.

The work of the Gleason team identified a range of differences between fathers' and mothers' speech (e.g., see Gleason & Perlmann, 1985). These are seen to have positive benefits of exerting communicative pressure on the children (Mannle & Tomasello, 1987). Children have to adapt their communication so their fathers will understand them, and also have to adjust to comprehending a different style of communication from the one that they usually hear. This serves to extend their linguistic abilities.

Gleason (1975) suggests that in this way fathers act as a bridge to the outside world for their children. Children talking with their fathers become accustomed to interacting with a somewhat different linguistic style in the supportive context of their own homes, with a person who is familiar to them, though not as familiar as their mothers. This prepares the children for interactions in the wider community outside the home, for example, at school. There children have to interact with people (especially adults) who are generally unknown to them and who do not know them or their background and experiences. This sort of interaction demands the use of a more decontextualised style of language, so these sorts of early interactional experiences in the home with their fathers may also assist in the transition to early literacy skills (Tomasello et al., 1990).

2.8 Methodology

It is important to consider methodological aspects of previous studies, as well as their content and findings. Reference has already been made to several outcomes where child age may have been an important influence. This and other variables need to be considered.

A number of variables have been identified in the literature as possibly impacting on research outcomes, including:

(a) child age;

(b) gender of child;

(c) birth order;

(d) child care arrangements;

(e) parents' educational background and socioeconomic status;

(f) context of interaction; and

(g) method of recording the interaction.

These factors will be considered in turn.

2.8.1 Age of child participants

Studies which have found that the speech of fathers and mothers to their children differs have generally involved older preschoolers rather than infants and toddlers (e.g., Bellinger & Gleason, 1982; Engle, 1980a, 1980b; Fash & Madison, 1981; Gleason & Weintraub, 1978; Greif, 1980; Malone & Guy, 1982; Masur & Gleason, 1980; Rondal, 1980). Studies which report few or no differences between parents' speech have generally been those where the children were under 2;0 years (e.g., Golinkoff & Ames, 1979; Hummel, 1982; O'Brien & Nagle, 1987). However, there are some exceptions to the general pattern. McLaughlin et al. (1983) conducted their research with children aged 1;6-3;6 and investigated whether or not child age was a factor affecting parents' speech. They found that while there were differences between parents' speech, these were consistent across all child age groups in the study. Hladik and Edwards (1984) used children aged 2;0-3;6 and reported finding no differences in mothers' and fathers' speech. Though the picture is not entirely clear-cut, the outcomes of the majority of

studies suggest that differences between fathers' and mothers' speech may become more apparent as children get older, that is beyond approximately 2;6 years of age.

Another factor to be considered is the level of linguistic development the children have attained. Wilkinson and Rembold (1982) suggest 2 years of age as the start of a period of rapid language development. Lenneberg's (1967) table of developmental milestones indicates that by age 2;0 children are in the two-word utterance stage, and by 3;0 years their language is approaching "colloquial adult speech" (p. 130) in terms of its grammatical complexity. Snow (1984) marks 1;6-4;0 as a period of rapid language acquisition. The role played by parents' language in the acquisition process changes over time. Gleason and Weintraub (1978) also identify 4;0 years of age as a transition point in language development, and suggest that around that time parents start to emphasise sociolinguistic aspects of language.

Also relevant to the age factor is the probability that fathers' involvement with their children increases as the children get older (Clarke-Stewart, 1978). Rebelsky and Hanks (1971) reported that fathers in their study spent an average of 37.7 seconds per day interacting with their young infants. In Rebelsky and Hanks' study 'interacting' meant any vocalisation to the infant. Many studies involving young children present a very different picture and indicate that secondary caretaker fathers spend an average of 3-7 hours per day with their children (e.g., Giattino & Hogan, 1975; Golinkoff & Ames, 1979; Hummel, 1982; Mannle & Tomasello, 1987; Tomasello et al., 1990). Of course, as children grow older their waking times may coincide more with the times fathers are at home, so increases in child age naturally increase opportunities for father-child interaction.

2.8.2 Gender of child participants

Some CDS studies have included investigation of differences in parent speech according to gender or sex of child. Reported differences include more conversational turns taken with boys than girls (Golinkoff & Ames, 1979); more complex speech to girls than to boys (Kavanaugh & Jen, 1981); longer MLUs to girls than to boys (Kavanaugh & Jen, 1981); different patterns of vocabulary selection and vocabulary use (Ratner, 1988); more interruptions and more simultaneous speech with girls than with boys (Greif, 1980). In a study of gender differences in mother-child interaction Cherry and Lewis (1976) found mothers talked more and asked more questions with girls, and used more directives with boys. Dunn, Bretherton and Munn (1987) found mothers used more 'affective' words when talking with daughters than with sons.

Research from a slightly wider sphere than language also indicates that "parents, as well as adults in general, act differently towards boys and girls from very early childhood on" (Klann-Delius, 1981, p.14). Frankel and Rollins (1983) found parents' behaviour in a teaching situation differed according to whether they were interacting with a male or a female child; likewise Lewis (1972), and Lewis and Freedle (1973) report differences between mothers' and fathers' behaviour with boys and girls; and Field (1978), and Snow, Jacklin and Maccoby (1983) found fathers interacted differently with boys and girls.

Some of these studies suggest that, as with child age, gender-related differences in parental interaction with children may become more evident as children get older. Mindful of the findings of Cherry and Lewis (1976) of differences in the speech mothers addressed to boys and girls, Golinkoff and Ames (1979) specifically took account of the possible effect of the gender of the child, and concluded there were only very marginal differences between parental interactions in two contexts with girls and boys aged 1;7

(the parents tended to talk longer to girls). Gleason (1987b), summarising many of the studies conducted by her team, which worked with children aged 2;0-5;0, reports some differences in parental speech to boys and girls. For example, Greif (1980) concluded that fathers were more likely than mothers to interrupt their children, especially their daughters. However, Bellinger and Gleason (1982), researching the use of directives, found little evidence of difference in approach by parents to boys or girls aged 2;6-5;0. Several of the studies which reported differences between mothers' and fathers' speech were conducted with boys only (e.g., Engle, 1980b; Malone & Guy, 1982; Rondal, 1980). Rondal (1985) suggested that, based on the available data, it was not possible to determine with certainty whether or not parents differ in speech to boys and girls. Obviously further studies are needed in this area as it is possible that the gender of the child being addressed could lead to differential outcomes.

2.8.3 Birth order

Birth order has been viewed by some researchers as a significant variable to be controlled (Engle, 1980b; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Malone & Guy, 1982; McLaughlin et al., 1983; Rondal, 1980). However, not all of them indicate their reasons for doing so. In Rondal's case it arose from a desire to keep the family context as simple as possible. Malone and Guy based their decision on results of research in other areas which had discovered birth order influences language patterns. In their study involving 32 mother-child pairs ranging from 1;6-6;0, Fraser and Roberts (1975) found that neither birth order nor gender of child was significant as a main effect, but that age and task were significant. The language environment is affected in various ways with different numbers of participants, as dyadic and triadic studies, for example, have shown (e.g., Golinkoff & Ames, 1979; Jones & Adamson,

34

1987; Stoneman & Brody, 1981). Bennett-Kastor (1988) comments that the evidence about the effect of birth order is inconclusive at this stage, and suggests that, until the position is clearer, it is wise to control for it.

2.8.4 Child care arrangements

Rondal (1980) draws attention to the importance of considering family organisational status in CDS studies. 'Family organisational status' seems to mean whether one or both parents are in paid employment outside the home and how child caretaking roles are organised. Rondal attributes at least some of the reasons for the differences between the findings of his study and those of Gleason (1975) to the fact that both parents in his study were employed, at least part-time, outside the home. Gleason's subjects were from families with a more traditional structure, by which Rondal means that the mother cared for the children at home and the father worked full-time outside the home. Closely related to the matter of employment is the amount of time fathers spend with their children, an aspect which Hummel (1982) designed her study to address. Based on the amount of time fathers and mothers were available to their children, she found essentially no difference between their speech to their two-year olds.

All the families in Malone and Guy's (1982) study, which compared parents' speech on a number of syntactic features, were dual-career families. The study found results between the parents' speech were consistent with those reported by Gleason (1975). Formal and structural features were also the focus of Hladik and Edwards' (1984) study, which compared fathers and mothers in individual and joint interaction with their children. This study concluded that the speech of mothers and fathers was essentially the same. In that study, the mothers of the families involved were employed only part-time away from home, the fathers full-time.

Again, although the evidence is somewhat inconclusive, the findings tend to point to child age being more of an influence than the time parents spend with their children, but further investigation with careful control of other variables would be justified.

2.8.5 Educational background and socioeconomic status

Most work comparing the interactions of parents with their language-learning children has been based on middle class Caucasian families who speak a standard dialect of English (e.g., Engle, 1980b; Gleason, 1975, 1987b; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Malone & Guy, 1982; McLaughlin et al., 1983; Ratner, 1988; Stoneman & Brody, 1981). This probably reflects the fact that many studies drew their participants from within the university community, or from its immediate residential vicinity. Naturally, the population in these areas would be predominantly middle class, and often tertiary educated. Even when participants were recruited more widely, lower socioeconomic groups might be wary of participation in such studies, and therefore less likely to volunteer or agree to be involved.

Despite a call from Engle (1980a) to focus on social class differences, very little involving fathers from other social groups has been done as yet. Even in the investigation of mothers' speech comparatively little work has been done in looking at social class differences in mothers' speech to children (e.g., Hoff-Ginsberg, 1991; Snow, Arlmann-Rupp, Hassing, Jobse, Joosten & Vorster, 1976).

2.8.6 Contexts of interaction

Context of interaction can impact on research outcomes, and this needs to be considered as part of the discussion of methodology. There are several aspects covered

by 'Contexts of Interaction', including (a) the activity or activities in which study participants are engaged; and (b) location.

Activities

There are several types of activity, or contexts of interaction, which are widely used in studies of parent-child language. Most commonly parents and children are recorded while playing (e.g., Bredart-Compernol, et al., 1981; Engle, 1980b; Gleason & Greif, 1983; Golinkoff & Ames, 1979; Greif, 1980; Lewis & Gregory, 1987; Masur & Gleason, 1980; McLaughlin et al., 1983; O'Brien & Nagle, 1987; Pratt et al., 1992; Rondal, 1980). Various types of play are used, but these can be divided into two basic categories: structured play and free play. As generally used, the term 'structured play' involves the accomplishment of some task, for example, doing a puzzle or constructing a model, while 'free play' means play with a range of toys, either those supplied by the researcher, or with a selection from the child's own toys. It should be noted, however, that Lewis and Gregory (1987) used these terms differently. They defined 'free play' as play without toys, and play using toys they called 'toy play'.

Another activity used in CDS research is book reading or storytelling, although it is less common than play as a context of interaction in fathers' speech studies as can be seen from Table 1. In studies such as those of the Gleason team (e.g., as reported in Gleason, 1975, and Greif, 1980), and Bredart-Compernol et al. (1981) researchers provided wordless picture books or sets of picture cards and asked the parents to make up a story based on the pictures. Rondal (1980) and Warren-Leubecker and Bohannon (1984) also used books in their studies. Here the books were intended as a support or stimulus for conversation. Parents were not specifically asked to read them with their children. Lewis and Gregory (1987) provided a glossy catalogue for the book segment

in their study. Although not all the reports are explicit on this point, the books used in these studies all appear to have been picture books (i.e., no text or very little text), which meant that parents had to talk about the pictures rather than just read a story to their children.

Caretaking activities, which include mealtime and dressing, are less often used (but see, e.g., Gleason, 1975; Rondal, 1980). There are several possible reasons for these contexts not being so popular: practical difficulties of recording; short duration of these activities, and consequently an insufficient quantity of language produced; lack of variety of language produced; lack of paternal involvement in the caretaking of very young children. However, much of the speech that is addressed directly to children occurs in caretaking situations, so the exclusion of these from research risks limiting the representativeness of outcomes. In non-mainstream, non-middle-class families reading books and playing with toys may not be a very big part of the experience of those young children, and may not serve a significant role in language acquisition (e.g., Heath, 1983; Hoff-Ginsberg, 1991; Tizard & Hughes, 1984).

Several researchers recorded their participant families engaged in their usual daily activities (e.g., Fash & Madison, 1981; Giattino & Hogan, 1975; Hladik & Edwards, 1984; Kavanaugh & Jen, 1981; Klink & Klink, 1990; Wells, 1985). This may well have included all of the above activities and others too. However, it is not possible to determine from the published reports of these studies the full range of activities involved.

Research has consistently found that the context of interaction influences the nature of the speech produced by the interactants. This variation is found within and across activities. Book reading is characterised by use of more complex language, greater range of vocabulary, longer MLUs, low levels of imperatives and directives,

in their study. Although not all the reports are explicit on this point, the books used in these studies all appear to have been picture books (i.e., no text or very little text), which meant that parents had to talk about the pictures rather than just read a story to their children.

Caretaking activities, which include mealtime and dressing, are less often used (but see, e.g., Gleason, 1975; Rondal, 1980). There are several possible reasons for these contexts not being so popular: practical difficulties of recording; short duration of these activities, and consequently an insufficient quantity of language produced; lack of variety of language produced; lack of paternal involvement in the caretaking of very young children. However, much of the speech that is addressed directly to children occurs in caretaking situations, so the exclusion of these from research risks limiting the representativeness of outcomes. In non-mainstream, non-middle-class families reading books and playing with toys may not be a very big part of the experience of those young children, and may not serve a significant role in language acquisition (e.g., Heath, 1983; Hoff-Ginsberg, 1991; Tizard & Hughes, 1984).

Several researchers recorded their participant families engaged in their usual daily activities (e.g., Fash & Madison, 1981; Giattino & Hogan, 1975; Hladik & Edwards, 1984; Kavanaugh & Jen, 1981; Klink & Klink, 1990; Wells, 1985). This may well have included all of the above activities and others too. However, it is not possible to determine from the published reports of these studies the full range of activities involved.

Research has consistently found that the context of interaction influences the nature of the speech produced by the interactants. This variation is found within and across activities. Book reading is characterised by use of more complex language, greater range of vocabulary, longer MLUs, low levels of imperatives and directives,

higher proportion of questions (especially *wh*-questions) and faster rate of speech (Hoff-Ginsberg, 1991; Lewis & Gregory, 1987; Rondal, 1980; Snow et al., 1976).

Free play contexts have been found to stimulate more directives and more, but shorter utterances, to be low in conversation-eliciting utterances, and to generate the least variety of vocabulary (Hoff-Ginsberg, 1991; Lewis & Gregory, 1987; Rondal, 1980). O'Brien and Nagle (1987) studied interactions for three different contexts of play, each of which they found to elicit its own pattern of parental speech. Families in this study were given three different boxes of toys to play with. One box contained dolls, and play with these generated the greatest variety and quantity of language from parents. Doll play was also characterised by a high proportion of questions and of labelling. Another box held two trucks and a car. Vehicle play generated a lower proportion of spoken but a relatively high proportion of imaginative sounds. The third box carried two puzzles (shape-sorters), and the language associated with these was high in directives and much less varied than the language in the other two contexts.

The Gleason team chose three different activities for the play session in their laboratory studies because each called for a different type of speech: wordless books produced narrative speech, a toy shop generated a conversational style, and a pull-apart car resulted in a predominance of directive and instructional language (Gleason & Greif, 1983). Hoff-Ginsberg (1991) established that in caretaking situations of mealtime and dressing (which are goal-directed activities) the rate of mothers' speech was much slower than in any of the other contexts in the study, but the proportion of conversation-eliciting utterances was much higher than in free play or book reading.

These findings indicate the importance of considering contexts of interaction when designing a study, and of utilising an appropriate variety to ensure a balanced

picture is obtained. Within the general trends indicated for each situation, mothers' and fathers' speech has been found to differ also.

Golinkoff and Ames (1979) found that overall fathers talked less than mothers in a free play situation, but in a structured play context they found no significant difference between parents' speech. Lewis and Gregory (1987) reported little difference between mothers' and fathers' speech in the play contexts they used. O'Brien and Nagle (1987) reported few differences in language by parent gender (fathers used more *wh*-questions), but their study confirmed the distinctiveness of the language produced in each context. In their discussion they raise an important point about free play contexts. Where a choice of toys exists, it is quite possible that each parent-child dyad might make a different selection, which in turn might generate different types of interaction. In such cases, differences attributed to gender of parent might, in fact, be due to variation between families in the contexts of interaction because of play with different toys. That is, had all groups used the same toys the outcomes may have been different.

The work of the Gleason team (e.g., as reported in Gleason, 1987), and that of Rondal (1980), was based on multiple contexts - a family meal, books, and play. They found similar trends of differences in parental speech to children being attributed to context or task.

Location

The location or setting of the interaction is another contextual variable that will impact on outcomes. The usual settings for recording sessions are either the participants' homes or specially equipped laboratories (which may be set up like a family living room). The home context is likely to generate more natural data as participants will be much more at ease in familiar surroundings. Barnes, Gutfreund,

40

Satterly, and Wells (1983) comment that home settings have been criticised for lack of control of variables such as physical setting and other participants. It is nevertheless possible to obtain a reasonable degree of control if required (e.g., Rondal, 1980), but it is also the case that people and language are dynamic and changing, and so there will always be the possibility of a variable for which one cannot control. Experimental or laboratory studies also have limitations, for example, all participants may not perceive the situation in exactly the same way, even though they are physically in the same surroundings (Barnes et al., 1983).

A further aspect of the home versus laboratory setting is the private versus public nature of the contexts. These will affect the nature of the interaction, a point made by Engle (1980a), Gleason and Greif (1983), and Gleason (1987b). Engle (1980a) comments that "generally, the laboratory situations have yielded fewer differences between the parents' language than the home-based investigations" (p. 261). And at least one of the reasons for this is that "public behavior is a good deal more polite than private behavior at home" (Gleason, 1987b, p. 195). Laboratory studies may also result in a diminution of role differentiation, as Gleason and Greif (1983) suggest.

It is important that consistency be maintained within a study as lack of consistency makes comparisons more difficult. This is the case with Rondal (1980), and Gleason (1975) and Gleason and Weintraub (1978), for example. Rondal's sessions were audio-recorded (with a researcher as non-participant observer) in the families' homes. The families in the Gleason studies were audio-recorded at home (without an observer present) for the family meal, and for the other contexts were videorecorded in a laboratory. This difference in context of recording means caution must be exercised when comparing outcomes of these studies with those of Rondal's.

2.8.7 Methods of data collection

Another aspect of context to be considered is that of location and means of recording. Of the data collection methods available to child language researchers, the most commonly used have been audio and video recording of interaction. There are advantages and disadvantages to each approach, and no one means is perfect for every situation. A choice has to be made in the light of the purposes of the study and the relative importance of different factors.

Videotaping of interactions is frequently used for studies in which a comprehensive record of both verbal and non-verbal behaviour is important. Video is very helpful in picking up non-verbal behaviour, which in turn assists with the preparation of the transcription and the pragmatic commentary. There are, inevitably, disadvantages as well, which Bennett-Kastor (1988) notes. Video equipment is reasonably expensive, requires some training and expertise to operate properly, is fairly intrusive, and cannot move as rapidly as the human eye, nor is its field of vision as flexible as that of the human eye. As well, some video equipment requires two researchers present, one to operate the equipment, the other to direct the recording operation. This increases the distractions to the participants, and is also likely to inhibit their language. Special or extra lighting may be required in some home contexts too. In reviewing and coding video recordings after an event, there is a risk that greater importance may be attributed to particular non-verbal behaviours than they had in reality. This, of course, can lead to distorted interpretations of interactions.

With both audio and video recording the question of the microphone is a crucial one. Built-in microphones on recording equipment are rarely adequate. This means that videotaped interactions need to be audiotaped as well. This presents further intrusions

and distractions in the recording context and, potentially, additional work on transcriptions.

Audiorecording is much less intrusive, much easier to operate. relatively inexpensive, and very flexible, especially if the tape recorder is battery-operated. However, an audiorecording is likely to be inadequate in providing contextual and non-verbal information. Depending on the purpose of the study this may be a problem when transcribing and interpreting the tapes. There are, though, several ways this problem can be overcome.

One method frequently used is the preparation of a pragmatic commentary to supplement audiorecordings. A pragmatic commentary consists of notes of contextual information taken by a trained observer (either participant or non-participant) during the interaction. These notes are then added to the transcript. Where the same observer also transcribes the tapes, or at least assists with the preparation of the transcription, a rich and accurate data base is obtained. Of course, the presence of an observer inevitably affects and changes the context of the interaction, and the resultant data are likely to be less natural than those obtained without a stranger present. Using an observer who is at least familiar to the participants can help to minimise the inhibition to natural interaction that an almost unknown person might bring.

In the Bristol Project (Wells, 1985), when research assistants went to collect tapes at the end of a day's recordings, they and the family listened to them before the assistants left. This enabled notes to be made about contextual information and any obvious uncertainties could be clarified before the events were forgotten. This assisted with transcriptions, overcame the problem of interpreting the interactions, and allowed very natural data to be collected without the intrusion of an observer.

In reviewing the CDS research focussing on fathers' speech, it is interesting to note that the majority of studies using videorecordings were those undertaken in a laboratory setting (e.g., Bellinger & Gleason, 1982; Gleason, 1975; Golinkoff & Ames, 1979; Greif, 1980; Kruper & Uzgiris, 1987; Lewis & Gregory, 1987; Masur & Gleason, 1980; O'Brien & Nagle, 1987) while those conducted in the participants' homes were more often audiorecorded (e.g., Engle, 1980a, 1980b; Hladik & Edwards, 1984; Hummel, 1982; Klink & Klink, 1990; Malone & Guy, 1982; Rondal, 1980). To a certain extent this may be a matter of history, in that videorecording was a much more specialist undertaking 10-20 years ago when many of these studies were conducted. However, it may also reflect the problem of the potential distraction and intrusiveness of videorecording in a home context. Laboratories are able to be set up with videorecording equipment as a permanent fixture and therefore in an unobtrusive position.

The present study collected data (using audiorecording) from a variety of contexts in participants' homes. The details of the method adopted for the study are outlined in the next chapter.

CHAPTER III

METHOD

3.1 Introduction

There were several general principles which guided decisions about the design of this study:

(a) the need for continuity and comparability with previous research so that comparisons could be made;

(b) the need for data to be ordered, again so that comparisons could be made;

(c) the need to use a homogeneous group so that if any differences were found between mothers and fathers, they would be able to be attributed with confidence to fathers' speech.

In addition, there were other factors relating more specifically to individual aspects of method. The survey of the literature had indicated the value of work which was more broadly based in terms of contexts of interaction fro n which the data were collected. Barnes, Gutfreund, Satterly, and Wells (1983) have suggested that comparisons of studies in CDS are made more difficult by different methodologies and designs; while variation in approach is sometimes inevitable and necessary, where possible the adoption of the consistency principle is likely to be most helpful. These comments were taken into account during the design of this research.

Most of the studies researching fathers' speech have collected data from one context only, or from several variations of the same one. For example, Lewis and

Gregory (1987), and O'Brien and Nagle (1987) each used three different play contexts. Two case studies of girls with their fathers (Giattino & Hogan, 1975; Klink & Klink, 1990) are descriptive studies of fathers' speech and draw data from a wide range of contexts which are typically part of the day to day interactions of middle-class parents and children. However, they did not compare the outcomes with those of the same children interacting with their mothers. In respect of research comparing mother-child and father-child speech, Rondal (1980) and the work of the Gleason team (e.g., as summarised in Gleason & Greif, 1983) are studies that are of most interest as they collected data from several contexts. Rondal looked at the language teaching aspects of parental speech, although in the course of the study he provided insights into other features as well (e.g., MLUs and sentence types). Some of the Gleason work combined data involving the same families but collected in different recording locations (home and laboratory) which means findings are not necessarily comparable. There was, therefore, a need for data to be collected from the same families across a range of activities in the one location.

3.2 Participants

Five Standard English-speaking Australian families participated in this study. They were volunteers recruited through community groups (e.g., child care centres, playgroups, churches), community media, and researcher contacts. All the parents had continued with formal education beyond Year 12 and most had completed at least one university degree. The fathers were employed in professional, technical and business occupations; all the mothers were, or had been, in professional employment. The family structures were traditional, with the mothers identified as the children's primary caregivers and the fathers in full-time paid employment outside the home as the primary

provider for the families. Three of the mothers were in part-time paid employment (equivalent to one or two days full-time per week).

The group comprised 3 boys and 2 girls aged between 2;6 and 3;8 at the time the recordings were made; all were firstborn, healthy and developmentally normal. Four of them had a sibling at least 12-15 months younger. All of the children had opportunities for interaction with other children through community social activities in which their mothers participated. In addition, three of the children attended some form of child care centre for one or two days per week; four had very frequent contact with at least one set of grandparents. The participant profile developed for this study was similar to that of such studies as Gleason (1975), Rondal (1980), and Bredart-Compernol, Rondal and Peree (1981), which allowed for comparisons to be made between this and previous studies.

3.3 Variables

A range of variables was controlled for in this study in order to obtain as homogeneous a group as possible. This was done so that, if differences were found between fathers' and mothers' speech, they would be able to be attributed with confidence to fathers' speech.

Recruitment

Even within a relatively homogeneous group some variables cannot be fully controlled for. For example, the use of volunteers risks biasing data (e.g., some people may offer to participate in a study because they are particularly interested in the subject area of the research), but the requirements of ethical research practice mean that all participants in a study are there voluntarily, and so to that extent there is always an

element of bias. Different ways of recruiting participants can increase or decrease the level of volunteerism involved. In the case of this study, some parents may have responded because of their own educational experiences of needing participants in studies, and therefore being particularly sympathetic to others' needs for the same assistance. This may make such participants somewhat different from the general population. Some volunteers may behave as they think the researcher would wish them to, or in accordance with a stereotypical view of the role. Again, this would bring bias to the data.

Another common method of recruitment, one likely to bring less risk of volunteer bias, is the use of publicly available records to identify people who meet the criteria for participation and then contacting them to invite their involvement. While some may not agree to participate, many are quite willing to assist when asked, but, for whatever reason, would not take the initiative and respond to an advertisement for volunteers. This latter approach enlarges the recruitment pool and may provide a more representative group than complete volunteerism would. There are advantages and disadvantages with each method, and factors such as purpose of the study and number of participants required would influence the method used.

Gender of child participants

Both boys and girls were included in this research to allow for the possibility of gender bias in parent-child interaction and to provide a wider perspective. Some of the earlier studies in this field investigated differences in parent speech according to gender of child. As there is evidence which suggests that, at least in some contexts, mothers and fathers interact differently to sons and daughters (see Chapter 2), it was necessary to

assume that there might be child gender-related differences in parental interactions, and so both boys and girls were included in the study.

Age of child participants

The child age group selected not only reflects what has been done in comparable studies, but also takes account of research with different age groups. Studies reporting differences in mothers' and fathers' speech to children have generally involved older preschoolers (e.g., Engle, 1980a, 1980b; the Gleason team; McLaughlin et al., 1983). The decision to use children in the (2;6-3;8) age group took account of this, and of the comments of Gleason and Weintraub (1978), and Snow (1984) that children of this age were likely to be at the threshold of a new developmental stage, and, further, of the findings of studies such as Engle (1980b) that differences in parental speech are likely to become more evident as children get older (from around 2;6-3;0 years onwards).

As already discussed in Chapter 2, while developmental rates vary, and chronological age is not necessarily a good guide to language development, it is nevertheless a useful and objective starting point. Despite its limitations it is the most widely used selection criteria in this field. Therefore, chronological age was used as a major child selection criterion in this study for several reasons:

(a) for comparability and consistency with previous work;

(b) it is easy and efficient to apply;

(c) drawing from a relatively homogeneous population (in terms of variables such as educational background and family structure) meant that developmental variations were likely to be smaller than those in a more heterogeneous group.

The alternative to using chronological age as a selection criterion would have been to base it on stage of language development. The measure normally used is

49

Brown's MLU (identified here as MLUm), which he described as "an excellent simple index of grammatical development because almost every kind of new knowledge increases length" (Brown, 1973, p. 53). However, there were some problems with its use. Brown saw MLUm as having limited usefulness and not appropriate as a measure of linguistic development after a child attained Stage V (MLUm of 4.0). This is likely to be around a chronological age of 3;0-4;0, or even earlier with above average children. After that MLUm does not accurately reflect what a child knows about language and is therefore no longer a valid measure. For example, children learn a wide range of ways of conveying meaning and as their ability develops, one of the means that may be used is shortening long and complex utterances by ellipsis (Wells, 1985). This means that, while the children's MLUm scores might be lower than they were when the children were younger, their linguistic ability has actually increased.

MLU has also been criticised on a number of grounds, particularly by Crystal (1974). These criticisms include lack of clarity in respect of the rules for calculating MLU, for example, why must the calculations start from the second page of a transcription? how is an utterance defined? (see Crystal, 1974, pp. 295-6). Another of Brown's rules specifies that the calculation should be based on 100 utterances. Assuming the problem of determining what constitutes an utterance has been satisfactorily resolved, the problem arises that in some contexts, and particularly with very young children, it may be impossible to obtain 100 utterances (Bennett-Kastor, 1988). In respect of the last point, it is interesting to note that Gleason and Greif (1983), in a definition of MLU, say it "is computed by counting all of a speaker's words over a period of time" (p. 141). Use of a defined time period would overcome the 100 utterances problem, but may raise others similar to those mentioned by Richards (1987) concerning the basis of standardisation of sample size for calculating TTR.

MLUm is also not particularly quick or easy to calculate; it requires a fair volume of data (which has first to be recorded and transcribed) on which to base the calculation; and it needs a certain level of linguistic expertise to apply the rules for counting morphemes. Despite its limitations and problems MLU is a widely used measure and, as part of a range of measures, is particularly useful for comparative work.

All the studies involving fathers' speech to children have used chronological age as the child selection criterion. Rarely do studies report using MLU as well. (Two exceptions are Kavanaugh & Jen, 1981, and Kavanaugh & Jirkovsky, 1982, both of which were interested in aspects of child linguistic development.) Other work reports either child MLU or the use of one- or two-word utterances. However, MLU indices are given as descriptive information and not as an indication of a selection criterion (e.g., Golinkoff & Ames, 1979; Lipscomb & Coon, 1983; Ratner, 1988; Tomasello et al., 1990).

The present study did not have a developmental focus, therefore while child participants needed to be at a similar level of linguistic development, there was no need for them all to be at exactly the same stage, so MLU was not used as a selection criterion.

The research of Miller and Chapman (1981), and also of Barnes et al. (1983), is relevant here. Miller and Chapman demonstrated that there is a relationship between MLU and chronological age, so that children of similar chronological age are likely to be similar in respect of MLU. Barnes et al. (1983) point out that, as well as the general relationship between linguistic and other kinds of development, child age should also be controlled for, because speech to different age children "is likely to reflect the very considerable differences between them in mobility, physical coordination, social skills and cognitive representations" (p. 67).

3.4 Data collection

3.4.1 Length of Recordings

The amount of data recorded and the length of individual recordings vary between studies. Researchers rarely indicate why they have chosen to record a certain amount of speech, though the purposes of the studies and the context(s) involved undoubtedly have an influence. Some reports do not state the length of recording used (e.g., Gleason, 1975; Rondal, 1980). Gleason and Greif (1983) report on their team's studies of parental speech. They recorded 30 minutes of interaction involving three activities, with each activity session lasting an average of 10 minutes (Masur, 1982). Young children also have short concentration spans, so recording times of 10 minutes' duration per activity are reasonable in respect of the children's ability to maintain interest in a task, although it is recognised that concentration spans may vary somewhat depending on such factors as the child, the context, and the nature of the activity. A small pilot study conducted in preparation for the present research used recording times of 20 minutes per activity. However, the children often were not really focussed on the target activity after about 10-15 minutes, and strong parental coercion was needed to keep the children on task. In the light of these factors, for the present study, a recording time of 10 minutes per context was selected since it was consistent with previous comparable work, and it also took account of the probable optimum concentration span of the target age group. This decision proved satisfactory and wise, because in three cases (Mother 4, Puzzles; Father 4, Books; and Family 2, Meal) the interaction was not able to be sustained for the full time (9 minutes, 7 minutes, and 8 1/2 minutes respectively).

3.4.2 Context of recordings

For this study recordings were made in five contexts in the family home, and here the study followed Rondal (1980):

Mother and child	Reading Books (Books)
Father and child	Reading Books (Books)
Mother and child	Play with Puzzles (Puzzles)
Father and child	Play with Puzzles (Puzzles)

Parents and child together at a meal (Meal)

Where there was a younger child in the family he or she participated in the mealtime, but parents were asked to interact as little as possible with the younger child. This proved to be satisfactory in all cases. For the purpose of analysis conversations between the parents and the younger child were excluded unless the target child became involved in them also.

Different contexts generate different types and quantities of language so several recording contexts were selected. The activities were chosen as ones likely to be familiar to all participating children, and were ones which generate different types of language. Play and book reading are commonly used in child language acquisition research. The language associated with them is different from that produced in a caretaking situation, such as a meal. Hoff-Ginsberg (1991) comments that book reading is characterised by more complex language, longer MLUs, lower levels of imperatives and directives, and a higher proportion of questions; play contexts generate more directives, more but shorter sentences, and are low in conversation-eliciting utterances; while caretaking situations result in the lowest rate of speech and the highest rate of conversation-eliciting utterances. The Gleason team (as reported in Gleason & Greif,

1983, and Gleason & Perlmann, 1985) also addressed this matter in their selection of recording contexts.

3.4.3 Activities

For the book reading and play sessions standard sets of books and toys were provided by the researcher (see Appendix B for details). This was done to control another possible source of variation and to maintain comparability with earlier work. Not only can different contexts give rise to different types of speech, but this can occur also with different materials within the same context, as the study conducted by O'Brien and Nagle (1987) indicates. They found that the language environment experienced by the children in the study varied according to the types of toys used. They found 'doll play' had the greatest volume and variety of language; 'vehicle play' had relatively low amounts of language but many imaginative sounds, while 'shapesorters' generated functional, directive language.

In selecting books and toys for this study the issue of comparability with previous work also had to be taken into account. Few studies using books specifically mention details of titles used. Even if such information had been provided, it may not have been possible to replicate this aspect of the work, as those books might no longer have been commercially available. Bredart-Compernol et al. (1981) report using sets of pictures and asking parents to tell their children a story about them. This suggested a similar style of material to that used by the Gleason team. Gleason (1987b) mentions using Mercer-Mayer's *The great cat chase*. That particular Mercer-Mayer title is currently available, at least from libraries. However, it looks rather dated now and therefore may not have maintained participants' interest for long. Wordless picture books are still being published, and in a more contemporary format, so it was possible to

select books similar to that used in the Gleason research, thereby adhering to the principle of comparability and continuity with previous work. The use of a wordless picture book meant that the participants were 'forced' to talk about the story, and could not simply read the text of a book without interacting linguistically. This was another important consideration because parental language was the focus of the present study. Each dyad was also provided with two other story books in case they finished the wordless picture story before the end of the recording time. Both picture story books had a brief, interactive story line, which meant parents were very likely to extrapolate from the story and talk with the child about what was happening in the pictures. Both the stories and the illustrations in these story books were slightly humorous, so this was considered likely to assist in maintaining the child's interest and also to stimulate discussion.

Unlike the situation with books, many of the reports of earlier studies of parent-child interaction have been more explicit about the types of toys used. They have included vehicles, soft toys, puzzles and blocks. The selection of toys was informed by the outcomes of Gleason and Greif (1983), Gleason and Perlmann (1985), and O'Brien and Nagle (1987). Wooden tray puzzles were selected as the toys for use in this study, because different language was likely to result from interaction during that activity from the language generated during book reading and at a meal-time. Each dyad played with four puzzles of various designs, each comprising 5-16 pieces.

Another variable controlled for was gender-bias in the books and toys used in the study. As far as possible the books and toys selected were gender neutral. Both Garvey (1977) and Caldera, Huston and O'Brien (1989), indicate that children and parents are likely to choose gender-stereotyped toys when given the choice and will show greater involvement with same gender-typed toys (e.g., dolls for girls, trucks for boys). Thus it

was important in the present study to avoid such toys. Because puzzles are one of the types of toys Caldera et al. list as 'neutral' (i.e., they are not stereotyped as specifically feminine or masculine), they were chosen as the toys for use in this study. Care was also taken in selecting the puzzles to ensure that the pictures on them were not stereotypical.

A final aim in the selection of materials was that they be interesting, fresh and enjoyable for the families. If this was achieved it would make their participation in the study more rewarding and increase their co-operation. All the families reported that they had enjoyed using the materials provided, and, in some cases, said that the styles of books provided had opened up new approaches in reading with their children. All the books appear to have been new to the children, and there was only one instance of a child (Family 2) having encountered one of the puzzles before this study. This did not appear to cause any adverse effects. Although the books selected were all graded as suitable for children from about 2;6 years of age, for the youngest child (Family 4) the wordless picture books proved rather too difficult, so that parents concentrated on the other books with which he coped quite satisfactorily.

3.4.4 Equipment

All sessions were audio-recorded on C-60 or C-90 tapes using a Panasonic cassette recorder model RQ2102 and a Realistic Dynamic omnidirectional microphone model 33-2001A with a 2m. cord. This equipment gave good reproduction and satisfactory flexibility in use as the cassette player could run on batteries or from mains power.

3.4.5 Procedure

Following initial contact by telephone with the volunteers to discuss the requirements of the study and to confirm their suitability, the researcher visited the families at home. This discussion was supported by a written summary of the relevant information concerning procedures to be followed, a copy of which was given to each family. During this visit the parents signed a participation consent form. A copy of this was returned to them at the researcher's next visit. They were also asked to provide basic biographical details for the participant information forms. (See Appendix B for copies of these forms.)

The parents were told that the study was looking at aspects of parent-child interaction. They were given opportunity to ask further questions about the study and these were answered as fully as possible. In an effort to avoid biasing the data, no further details of the specific research questions were offered at this stage. If some of the parents assumed that their child was the focus of the study, this may have led, for example, to increased use of questions to get the child to talk during the recording sessions. This risks biasing the data in favour of questions generally, and even of certain types of questions. The meal-time recording for Family 2 seems to reflect this possibility.

Once the recordings had been completed the families were informed more fully of the focus of the study, namely that it was investigating parental speech to children with a view to identifying differences between mothers' and fathers' speech. Families were free to withdraw at this (or any) stage of the study, but all were most willing that their data be included, and were keen to be informed of the study's outcomes.

For this study it was important that the data collected be as naturalistic as possible, so all recordings were made by the families in their own homes without an

observer present. Parents were told to act as they normally would with the child in each context. This procedure follows Fash and Madison (1981), Giattino and Hogan (1975), Gleason, Perlman, and Greif, (1984), Hladik and Edwards (1984), Klink and Klink (1990), and Wells (1985). Audio-recording without an observer was adopted to avoid the distraction and interference that the presence of an (almost) unknown observer might bring.

Having families make the recordings at their convenience over a 2-3 day period (usually a weekend) was advantageous as they could more readily incorporate this into their usual schedules, and so participation in the research was less intrusive to family life. This also served to increase participant cooperation, and provided more naturalistic data. The order of recordings was counterbalanced across families, as were the sets of books and toys used (see Appendix B for details). All families were asked to make the mealtime recording during an evening meal. Few of the earlier comparable studies appear to have controlled recording times (Gleason, 1975, and Rondal, 1980, controlled for mealtime only; Hummel, 1982, involved only one context but did control recording time), therefore the decision to control for mealtime only was consistent with previous work.

Providing some flexibility of recording time within the overall schedule risked introducing another variable into the study. However, this was considered less of a problem than requiring that all recordings be made at set times. These times might have coincided with participants being tired or pressured which could have other problems. However, there was a need to balance the collection of natural, normal, representative interactions with the need to have an adequate amount of usable data, and good cooperation from participants.

3.5 Preparation of transcripts

The tapes were transcribed using standard English orthography (see Appendix A for transcription guidelines, and Appendix C for transcriptions). Generic identifiers were used to protect participants' identities. Normally one of the reasons for the presence of an observer during data collection sessions is to capture non-linguistic aspects of the interactions. However, these aspects were able to be adequately captured from the content, background noises, and intonation on the recordings which provided a good amount of contextual information.

Once a rough, initial transcription had been completed (within a few days of each recording session), a return visit was made to each family at a time when both parents were present. The parents listened to their tapes, and clarified any sections which the researcher found difficult to comprehend. The parents also provided additional contextual information, where appropriate, to assist with transcription and interpretation of data.

This approach was a variation on that used in the Bristol Project (Wells, 1985). In that study, when the research assistants went to collect tapes at the end of a day's recordings, they listened to them with the families and took contextual notes to assist with transcription and interpretation. This method avoided the need for an observer to be present during the recording sessions, yet it provided the team with necessary contextual information, although it is possible that this approach might have led to parental reconstruction of events and as a result bias might have come into the study from this source.

There were several reasons behind the decision to vary the Wells' approach. It was considered likely to be helpful to have identified in advance of the meeting with the parents any sections of the recordings which had caused difficulty in terms of

comprehension. Any problem sections were able to be highlighted on the draft transcription so that particular attention could be given to them by the parents. Having an initial transcription available made checking easier for both parents and researcher, and notes could be made directly on to the transcript at the point to which they referred, rather than transferring them later. This approach improved accuracy of the transcript and sought to lessen the chance of bias from parental reconstruction. A second visit from the researcher also meant that participant families had an opportunity to see a little more of the research process and to discuss the project further if parents wished to do so. The parents in Family 4 were not able to undertake this phase of the project because of the unexpected and prolonged hospitalisation of the mother.

At least one week after the initial work had been completed by the researcher and checked by the parents, the researcher checked all the transcriptions again. Later they were also subjected to spot-checking by another experienced child language researcher. Very few errors were found at this stage. This process ensured accurate data on which to base the analyses. Because of Family 4's inability to check their transcripts, additional attention was given to them during this phase of the checking process.

Not all research indicates whether or not transcripts are checked before further analysis is undertaken (e.g., Engle, 1980b; Fash & Madison, 1981; Gleason, 1975; Greif, 1980; Hladik & Edwards, 1984; Rondal, 1980). However, those that do adopt various methods for checking the accuracy of transcripts. The most commonly used method is that of sampling or spot-checking, where at least one other researcher takes a randomly selected sample of the transcripts and checks their accuracy. This may be done by transcribing from the original tapes and cross-checking the two transcripts; the alternative is that of checking the original transcriptions against the tapes and noting any discrepancies. The level of accuracy or agreement between researchers is then

comprehension. Any problem sections were able to be highlighted on the draft transcription so that particular attention could be given to them by the parents. Having an initial transcription available made checking easier for both parents and researcher, and notes could be made directly on to the transcript at the point to which they referred, rather than transferring them later. This approach improved accuracy of the transcript and sought to lessen the chance of bias from parental reconstruction. A second visit from the researcher also meant that participant families had an opportunity to see a little more of the research process and to discuss the project further if parents wished to do so. The parents in Family 4 were not able to undertake this phase of the project because of the unexpected and prolonged hospitalisation of the mother.

At least one week after the initial work had been completed by the researcher and checked by the parents, the researcher checked all the transcriptions again. Later they were also subjected to spot-checking by another experienced child language researcher. Very few errors were found at this stage. This process ensured accurate data on which to base the analyses. Because of Family 4's inability to check their transcripts, additional attention was given to them during this phase of the checking process.

Not all research indicates whether or not transcripts are checked before further analysis is undertaken (e.g., Engle, 1980b; Fash & Madison, 1981; Gleason, 1975; Greif, 1980; Hladik & Edwards, 1984; Rondal, 1980). However, those that do adopt various methods for checking the accuracy of transcripts. The most commonly used method is that of sampling or spot-checking, where at least one other researcher takes a randomly selected sample of the transcripts and checks their accuracy. This may be done by transcribing from the original tapes and cross-checking the two transcripts; the alternative is that of checking the original transcriptions against the tapes and noting any discrepancies. The level of accuracy or agreement between researchers is then

ascertained (the usual range is 85-90% or higher). In some studies (e.g., Brachfeld-Child, Simpson, & Izenson, 1988), more stringent criteria are applied.

Another means of verifying accuracy of transcriptions is by researchers checking their own work. When this method is used, all transcriptions are reviewed against the tapes after a certain period of time has elapsed since the completion of the original work, and any necessary corrections are then made. This was the method adopted for the present study, and follows Malone and Guy (1982), and Lipscomb and Coon (1983). As Bennett-Kastor (1988) points out, this method has certain problems associated with it, particularly the possibility that single researchers may "repeatedly [apply] their own biases or other errors, and may learn to agree with themselves" (p. 93). However, inter-rater reliability measures are by no means problem-free either, she notes. For example, a high level of agreement between raters may occur simply because they have "the same biases, operating definitions, and expectations for categories" (p. 93), and not because of the high quality of their coding.

The possibility of single researcher bias cannot be ruled out in this study, but a range of steps was taken to minimise its effects. Operational definitions were rigorously prepared (with examples) and refined before the data were coded; any anomalies identified in the initial phase of coding were discussed and resolved with an experienced child language researcher; a period of time was allowed to elapse between the initial and later codings to provide a more objective view; and finally, a random check of final codings was made by an experienced child language researcher. No disagreements were identified at this stage.

Once the transcriptions were completed the data were coded for analysis and the codings checked in a manner similar to that adopted for the transcription phase.

CHAPTER IV

ANALYSIS

4.1 Introduction

There are a variety of approaches that may be taken when analysing linguistic data. The choice of analysis used for this study was determined by the objectives guiding the research. Some of the measures needed to be used for reasons of comparability with previous work in the same field. Others were selected because they captured functional aspects of language use, the area which the literature review indicated as being the one where differences were most likely to be evidenced (see Chapter 2). While the emphasis of this study was on a qualitative rather than a quantitative approach, for some sections of the analysis simple frequency counts of features were prepared. The frequencies were converted to percentages of the total number of utterances or sequences in the sample. Non-parametric tests of significance were also applied to the data. The Mann-Whitney U Test was selected for use with the data in Tables 2 and 3. There were several reasons for this decision. Because of the small sample size, the median rather than the mean was seen to be the best measure of central tendency. The Mann-Whitney U Test also takes account of the distribution of the scores and thus is sensitive to outliers in the data (Hinkle, Wiersma, & Jurs, 1988). For Tables 4-8 tests of proportions for two independent samples were applied rather than the Mann-Whitney, because these data contained too many tied ranks to allow the

Mann-Whitney *U* Test to be reliably used. The quantification of data in this manner helped to highlight particular outcomes for further qualitative analysis.

Because one of the objectives of this study was to compare mothers' and fathers' speech it was important to consider the average outcomes for all participants to enable comparisons to be made with previous work. However, approaching the data only in this way risks obscuring or overlooking intra-group differences which might indicate important aspects of parent-child interaction worth further investigation, either during the course of the present study or in a later one.

The implications of the outcomes of the present research will be discussed in Chapter 6, although in some cases preliminary comments will be made as part of the analysis. An outline of the coding criteria used for each measure is given in this chapter. A copy of the complete transcription and coding guidelines used in the study may be found in Appendix A.

4.2 Formal and Conversational Measures

As already indicated in the Literature Review (see Chapter 2), various measures have been used to compare mothers' and fathers' speech. Mean length of utterance (MLU), various measures of 'talkativeness' (including number of utterances per minute, number of turns, and mean length of conversational turn), and sentence (or utterance) types are very widely used in child language research, and were included in this study.

The majority of work reporting results of MLUs and sentence types found little or no significant difference between mothers' and fathers' speech on these indicators (see Le Chanu & Marcos, 1994, for a summary). Nevertheless it was important to include them in this study to conform with the principles of consistency and comparability with previous work. Further, it would have been unwise to *assume* that

Australian outcomes on these measures would be similar to those of previous work conducted overseas.

Definition of Utterance

For the purposes of calculation of MLUs and other measures, the transcripts needed to be divided into utterances. This necessitated an operational definition of 'utterance'. The definitions adopted by various researchers have a number of features in common, but there are also some important differences, and further, some definitions have particular weaknesses. Golinkoff and Ames (1979) defined an utterance as "a word or a string of words identified by a pause or by grammatical completeness" (p. 29). This definition was later used by Hummel (1982), Lewis and Gregory (1987), McLaughlin, White, McDevitt, and Raskin (1983), and Wilkinson and Rembold (1982). In considering the application of this definition the question arises as to the meaning of "grammatical completeness", as it is not defined by Golinkoff and Ames.

Another definition of 'utterance' used was one based on Siegel's (1963) definition of a vocal response unit. Rondal (1980), and Malone and Guy (1982), used it for their work, defining an utterance as "a unit of spoken language marked off on either side by a pause or by some change in inflection" (Siegel, 1963, p. 101). Bredart-Compernol, Rondal, and Peree (1981) extended this definition by adding "and/or forming a clear semantic or grammatical unit" (p. 152). If one wishes to apply the Rondal (1980) version of this definition the question arises as to the nature of "some change in inflection." The extended version needs some elaboration as to how "a clear semantic or grammatical unit" is to be defined or identified. Other researchers mention the use of phonetic cues in determining an utterance but do not provide a formal operational definition (e.g., Kavanaugh & Jirkovsky, 1982; Lipscomb & Coon, 1983).

64

Given the problems with these definitions, it was not possible in this case to follow the principle of comparability with earlier work and to use one of those definitions. It was important that this study used a definition which was more linguistically rigorous. Crystal (1991) comments that it has proved difficult to define an utterance satisfactorily. His definition of utterance (which derives from Lyons', 1968, discussion of 'utterance') has formed the basis for the analysis in this study: "a 'stretch of speech preceded and followed by silence or a change of speaker' " (Crystal, 1991, p. 367).

In some cases this definition by itself, however, proved an inadequate basis for determining utterance boundaries, thereby illustrating Crystal's (1991) comment about the difficulty of defining an utterance. It was necessary, in addition, to identify the underlying grammatical units of utterances as clause (containing a finite verb and, usually, a finite subject) and phrase (containing no finite verb) (Richards, Platt, & Weber, 1985). and also to take account of intonation which, as Crystal comments, has an important function in marking utterance boundaries. To supplement Crystal, the guidelines for determining utterances developed by Wells and his team for the Bristol Project were also utilised here. Wells indicates that in determining utterance boundaries, meaning, form and intonation should all be considered, and mentions the treatment of several special cases:

(1) Paratactic sentences (linked by 'and') are treated as one utterance where there is a clear semantic link between the sentences, but where a string of sentences are linked by 'and' and 'and then' (as in child narratives) each one is treated as a separate utterance.

(2) 'Yes', 'No' in initial position are treated as part of an utterance if they simply reinforce the meaning of the utterance; otherwise they are treated as separate utterances.

(3) Tags of all kinds (e.g., 'isn't it?', 'see', 'you know?') and Vocatives are included in the utterance to which they are attached.

(4) Reasons and Justifications ... given in support of Commands and Statements, etc. should be included with the utterance they support, unless they are separated from this utterance by an intervening utterance or a long pause. (Wells, 1975, p. 30)

All of the structural, or formal, measures of parents' speech were based on this conception of utterances, as were several of the functional measures. Details are provided with each analysis.

4.2.1 Amount of Speech

Mean Length of Utterance (MLU)

MLU is a common measure of language production which Cazden (1972) defined as "the average number of words or morphemes in an utterance" (p. 303). When used as a measure of the linguistic development of very young children, the number of morphemes per utterance is used as the basis of the calculation (i.e., MLUm). However, for adult speech, the focus of this study, the MLU calculation is based on words per utterance (i.e., MLUw). This is consistent with Brown's (1973) intended usage of MLUm, and with the approach cf those studies comparable to the present one (e.g., Rondal, 1980; Gleason & Greif, 1983; McLaughlin et al., 1983).

Brown (1973) sets forward rules for the calculation of MLUm and, where possible, the principles underlying those rules were adopted for the calculation of MLUw. In some instances Brown's original formulation of the rules lacks precision and

hence this makes their application difficult. Crystal (1974) raises a number of problems regarding the application of MLUm rules and some of these problems are still evident when attempting to use the rules for MLUw. For example, Brown's Rule 1 says, "Start with the second page of the transcription" (Brown, 1973, p. 54). However, he does not indicate what form his transcription pages took, nor how long a page of transcription was, nor, indeed as Crystal questions, why the calculations should not start at the beginning of the transcript. As Brown gives no reasons for omitting the opening utterances of an activity when calculating MLUs, and, mindful also of Crystal's comments, that rule was not observed in this study.

It was necessary to decide whether to count catenatives and contractions as one word or two. In giving rules for counting morphemes, Brown (1973) determined these should be counted as one morpheme, based on the assumption that they function as such for young children. A similar problem arises when calculating MLUw and catenatives form part of the data. Some adults might understand such constructions as two words, while others might understand them as one. As Brown was working with child language, and obviously a developmental factor is involved in the interpretation of such utterances, it was necessary to turn to sources other than Brown for a guiding principle. Lewis and Gregory (1987) had addressed this problem in respect of adult speech and coded "standard constructions, like 'isn't' ... as single words, while unusual constructions like 'put 'em' [were] defined as two words" (p. 205). That principle was followed in the present study also. Expressions such as 'oh', 'yeah' and 'mm' presented another dilemma. They may simply serve as 'fillers', or they may have semantic content as exclamations, acknowledgements, markers of agreement, and so on. The principle of coding according to communicative function was therefore adopted for this study.

Thus, for example, if 'mm' was being used to mean 'yes', it was counted as a word; if it was intended as a filler, or interpreted as such, it was not counted at all.

According to Brown (1973) MLUm calculations should be based on 100 utterances, though he does not indicate why. A number of researchers have used different numbers of utterances in the calculations. Scarborough, Wyckoff, and Davidson (1986) comment that "because MLU is an arithmetic mean, greater reliability can usually be obtained by averaging over larger numbers of utterances" (p. 396). However, Rondal and DeFays (1978) report that they found that increasing the sample size above 50 utterances resulted in very little improvement to the reliability of the MLU score. They concluded that the use of 50 utterances would be suitable for most research purposes. Miller and Chapman (1981) based their research on a minimum of 50 utterances from each participant. Both Rondal and DeFays, and Miller and Chapman, were investigating child speech. Longhurst and Stepanich (1975), measuring adult speech, calculated MLUs based on number of words in a 50-utterance sample, while Gelman and Shatz (1977) used 75 utterances in the calculation of maternal MLUs in their study.

With very young children, it is often difficult to obtain 100 utterances in a given context. Even if their linguistic productivity is at a level to generate this quantity of speech, they often do not maintain interest in one activity long enough to achieve 100 utterances in one session. This same problem can arise with adult speech also. In the Meal context of the present study only one parent (Mother 3) had more than 100 utterances, and several had less than 50 (Fathers 2, 3, & 5); in the Books context, both Father 4 and Mother 4 used less than 100 utterances each. Thus, to base MLU calculations on 100 utterances would not have been possible. To have extended the length of recording time would not necessarily have overcome the problem either, and

may well have led to deterioration in the overall data quality due to participant restlessness or boredom (see Chapter 3 for further comments on this point). However, previous work has indicated that satisfactory MLU results can be obtained from using 50-utterance samples, and therefore that sample size was adopted for this study. Where any participants generated less than 50 utterances in a context MLUw was calculated on the total number of utterances produced.

MLUw was calculated for each parent's speech in each context. The results are shown in Table 2. As can be seen from this table, the average MLU of fathers across all contexts is only marginally less than that of mothers (4.09 vs. 4.46). This same pattern is evident in Books (4.02 vs. 4.63) and Puzzles (4.06 vs. 4.29), but reversed in the Meal context (4.19 vs. 4.47). None of these differences is statistically significant. Considering the families individually, it is notable that there is only one instance (Family 1) in which the overall pattern is reversed.

This finding of little difference between mothers' and fathers' MLU scores is consistent with outcomes from some previous studies, but differs from others of the same type. Kriedberg (as reported in Gleason & Weintraub, 1978), Bredart-Compernol et al. (1981), Fash and Madison (1981), and Lipscomb and Coon (1983), for example, all report no difference or no significant difference between mothers and fathers on MLU, while Rondal (1980), Malone and Guy (1982), and McLaughlin et al. (1983) did find differences between mothers and fathers on this measure.

Measures of amount of speech

Various measures have been used in previous studies to provide indications of quantity of speech produced, or 'talkativeness'. Number of utterances per turn and number of speaker turns are measures commonly used to provide an indication of

69

Table 2
Amount of Speech

All Contexts

	Total Utterances	MLU	Total Turns	MCT	Utterances per Minute
F1	479	5.21	70	2.21	15.97
F2	406	4.06	59.33	2.28	13.71
F3	364	4.43	53	2.11	12.13
F4	272	3.28	53.67	1.63	10.25
F5	325	3.46	38.67	2.77	10.83
Av.	369.2	4.09	54.93	2.2	12.58
M1	469	4.89	62	2.43	15.63
M2	364	4.67	58	2.19	12.56
M3	578	5.25	66.33	2.89	19.26
M4	225	3.55	42	1.84	7.91
M5	378	3.95	60	2.07	12.60
Av.	402.8	4.46	57.67	2.28	13.59
sd	103.5331	.7238	9.8863	.3833	3.2429
U	10.5	8.0	9.0	12.0	10.0
p	.6752	.3472	.4647	.9168	.6015

Books

	Total Utterances	MLU	Total Turns	MCT	Utterances per Minute
F1	199	4.90	95	2.09	19.90
F2	178	4.34	66	2.70	17.80
F3	189	4.40	68	2.78	18.90
F4	83	2.82	53	1.57	11.86
F5	186	3.66	36	5.17	18.60
Av.	167	4.02	63.6	2.86	17.41
M1	191	5.68	76	2.51	19.10
M2	164	4.64	74	2.22	16.40
M3	236	4.42	65	3.62	23.60
M4	53	4.24	48	1.10	5.30
M5	188	4.18	60	3.13	18.80
Av.	166.4	4.63	64.6	2.52	16.64
sd	55.6059	.7466	16.3398	1.1359	5.0563
U	12.0	8.0	12.0	12.0	12.0
p	.9168	.3472	.9168	.9168	.9168

Table 2 (cont.)

Puzzles

	Total Utterances	MLU	Total Turns	MCT	Utterances per Minute
F1	209	4.66	74	2.82	20.90
F2	198	4.16	90	2.20	19.80
F3	137	4.60	64	2.14	13.70
F4	136	3.60	69	1.97	13.60
F5	122	3.26	67	1.82	12.20
Av.	160.4	4.06	72.8	2.19	16.04
M1	207	4.14	64	3.23	20.70
M2	128	4.38	72	1.77	12.80
M3	204	5.70	74	2.76	20.40
M4	110	3.48	39	2.82	12.22
M5	132	3.74	78	1.69	13.20
Av.	156.2	4.29	65.4	2.45	15.86
sd	40.5765	.7169	13.0593	.5416	3.9120
U	10.0	12.0	11.0	11.5	11.0
p	.6015	.9168	.7526	.8340	.7540

Meal

	Total Utterances	MLU	Total Turns	MCT	Utterances per Minute
F1	71	6.08	41	1.73	7.10
F2	30	3.67	22	1.36	3.53
F3	38	4.29	27	1.41	3.80
F4	53	3.42	39	1.36	5.30
F5	17	3.47	13	1.31	1.70
Av.	41.8	4.19	28.4	1.43	4.29
M1	71	4.86	46	1.54	7.10
M2	72	5.00	28	2.57	8.47
M3	138	5.62	60	2.30	13.80
M4	62	2.94	39	1.59	6.20
M5	58	3.94	42	1.38	5.80
Av.	80.2	3.94	43	1.86	8.27
sd	32.9140	1.0299	13.4334	.4353	3.3095
U	2.5	10.0	3.5	4.0	2.5
p	.0361*	.6015	.0593	.0749	.0361*

Note. * significant ($p = .05$)

'talkativeness' but need to be related to a specific time period and, where speakers are being compared, the same context must be used to ensure comparability. For this study mean length of conversational turn (MCT), number of speaker turns, and number of utterances per minute were calculated to ascertain whether fathers or mothers were more talkative. MCT was calculated by dividing "the total number of utterances by the total number of turns" (Golinkoff & Ames, 1979, p. 29) for each parent in each context. The number of utterances per minute was calculated by dividing the number of utterances in the sample by the number of minutes covered by the data (normally 10 minutes per person per context).

For these measures it was necessary to define a 'turn'. The present study adopted the definition given by Cherry and Lewis (1976), and used by Golinkoff and Ames (1979), which states that a turn is "all the utterances of one speaker until the other speaks" (Cherry & Lewis, 1976, p. 280).

The results from these measures are shown in Table 2. Taking all contexts together, fathers take slightly fewer conversational turns than mothers do, but there is no statistically significant difference between fathers and mothers in respect of the number of utterances per minute measure. This pattern, however, is not consistent across all contexts individually. In Books, fathers are similar to mothers, and while in Puzzles fathers take more, but slightly shorter, turns than mothers, none of these differences is statistically significant. In the Meal context, mothers are dominant, taking approximately 1.5 times as many turns as fathers, and mothers' turns are a little longer, as evidenced by their MCT scores (both these differences approach statistical significance), and their utterances per minute score is almost twice that of the fathers, which is a statistically significant difference. The pattern of fathers having fewer but

slightly longer turns than mothers is not the pattern across all families, for example, in Families 1 and 4 the fathers have more but shorter turns. The differences that occur here are essentially between contexts of dyadic and triadic interaction. Golinkoff and Ames (1979), McLaughlin et al. (1983), and Tomasello, Conti-Ramsden, and Ewert (1990), all found that parents take a similar number of turns in dyadic interaction. However, in their study, which included triadic interaction as well, Golinkoff and Ames found that in triadic interaction fathers took fewer turns and produced only about half as many utterances as mothers, an outcome similar to that of the present study.

4.2.2 Sentence Types

Review of existing work in the CDS field indicates that sentence types is a commonly used measure. Although 'sentence type' is the term widely employed it is not strictly accurate to use it when dealing with spoken language, and 'utterance type' should be used instead.

Definitions

As already indicated in Chapter 2, some of the studies comparing mothers' and fathers' speech did not provide definitions of 'sentence types' (e.g., Bredart-Compernol et al., 1981; Hladik & Edwards, 1984; Kavanaugh & Jirkovsky, 1982; Rondal, 1980). Others did not distinguish clearly between grammatical and functional usages of the different types. For example, Malone and Guy (1982) state that "to arrive at a description of the syntatic [sic] aspects of parental speech, each utterance was categorized as a declarative, imperative, or question" (p. 604). However, the definitions on which they based the categorisation did not include grammatical criteria, which would be expected in research of syntactic aspects of speech:

73

Declarative. A declarative was defined as an utterance that demanded no response from a child.
Imperative. An imperative was defined as a statement that commanded a child to act or stop action (Dale, 1972).
Question. A question was defined as an utterance ending with a rising intonation (Robinson, 1977). (Malone and Guy, 1982, p. 602)

A similar situation pertains with Golinkoff and Ames (1979), Fash and Madison (1981), Gleason and Greif (1983), and McLaughlin et al. (1983).

Considering definitions of declaratives first of all, Fash and Madison (1981) defined declaratives as "those utterances used to make a statement" (p. 144), while Gleason and Greif (1983) state that a declarative is "a sentence type that is used for statements or descriptions (e.g., 'The door is shut.')" (p.141). Although Gleason and Greif's definition provides an example, which implicitly suggests that for an utterance to be coded as a declarative it needs to have a subject and a finite verb, the grammatical characteristics are not stated explicitly. Fash and Madison provide no grammatical criteria at all.

Although Malone and Guy (1982) use the term *imperative*, their definition of that sentence (utterance) type focuses on its communicative function rather than its syntactic features. Fash and Madison (1981) follow a similar pattern: "Imperatives: utterances used to command or direct behaviour where you was the implied or stated subject" (p. 144). Gleason and Greif (1983) define an imperative as a "sentence type that expresses an order or command usually without expressing the subject (e.g., 'Shut the door.')" (p. 141). Neither definition mentions that imperative verbs are in the base (or uninflected) form, though once again, Gleason and Greif's example implies that.

The other syntactic category included widely in child language studies is questions. If grammatical characteristics are the focus, the term 'interrogative' should

of course be used instead of 'question', questions being the functional role of interrogatives in discourse (Quirk, Greenbaum, Leech, & Svartvik, 1985). Malone and Guy (1982) use the term *question* rather than *interrogative*. The definition they adopt ("utterances ending in rising intonation") is similar to that employed by Golinkoff and Ames (1979), and McLaughlin et al. (1983). Rising intonation is characteristic of several interrogative types, for example, *yes/no* (or *polar*) and *tag*, but not of *wh*-interrogatives, which have a falling tone (Quirk & Greenbaum, 1973). Fash and Madison (1981) define interrogatives simply as "utterances which indicated a question was being asked" (p. 144), but do not provide grammatical criteria for identifying them. Gleason and Greif (1983) follow a similar pattern to that used with their other definitions in providing examples but not do overtly specify the grammatical features: "Question or interrogative - a sentence type that occurs in two basic forms: the *wh*-question (e.g., 'Where is the dog?') and the *yes/no* form (e.g., 'Did you shut the door?')" (p. 141).

The variation and the lack of linguistic precision in the definitions found in these studies, and the mixing of formal and functional definitions in some cases, has several implications for this study. It indicates that comparisons of outcomes of analyses of these features need to be treated with caution. With a variety of definitions being used it means that researchers are not necessarily identifying and discussing the same characteristics, or doing so in precisely the same way. This problem is exacerbated where reports of studies do not include definitions at all. Secondly, it means that the principle of consistency with previous work could not be followed closely with respect to the analysis of sentence (utterance) types. The purpose of the analysis of sentence (utterance) types in this study was to provide a metric for trying to gauge differences in mothers' and fathers' speech in respect of the grammatical types used. For this to be

accurate, truly linguistic criteria had to be applied in determining type of utterance codings.

These factors led to the adoption in this study of the definitions for *declaratives*, *imperatives* and *interrogatives* given in Quirk et al. (1985), and was supplemented by Quirk and Greenbaum (1973). The fourth major category of utterance types included in this analysis was *Other*, into which was put all utterances not falling into one or other of the three categories. The *interrogative* and *other* categories were subsequently broken down further to assist with other analyses in the current study.

The following definitions for utterance types were used in the present study:

1. *Declaratives*: "sentences in which the subject is present and generally precedes the verb" (Quirk et al., 1985, p. 803). Utterances (such as occur in informal speech) with a finite verb but an elided subject were also included in this category;

2. *Imperatives*: "sentences which normally have no overt grammatical subject, and whose verb is the base form" (Quirk et al., p. 803);

3. *Interrogatives*:

> (a) *yes/no* interrogatives: "usually formed by placing the operator before the subject and giving the sentence a rising intonation" (Quirk & Greenbaum, 1973, p. 192);
>
> (b) *tag* interrogatives: a special class of *yes/no* interrogatives; they are sentences which consist of a declarative sentence to which a tag question is appended; the tag question consists of "operator plus pronoun, with or without negative particle ... the choice and tense of operator are determined by the verb phrase in the superordinate clause" (Quirk & Greenbaum, 1973, p. 194);
>
> (c) *wh*-interrogatives: "formed with the aid of one of the following interrogative words (or Q-words) who/whom/whose, which, when, where, how, why", which

is positioned initially; they are characterised by falling intonation (Quirk & Greenbaum, 1973, p. 196-197);

(d) other interrogatives: all other interrogatives with finite verb which did not fall into one of the other categories (e.g., alternative questions);

(4) *Other - Moodless* - utterances without a finite verb that are not interrogatives; this category also included utterances classified according to Wells (1975) as 'rote-learned' (see Appendix A for a list of those included);

(5) *Other - Moodless Interrogative* - utterances without a finite verb which were interrogatives.

Results

Table 3 indicates the results of the grammatical analysis. Overall, there are only small differences (generally less than 3%) between mothers and fathers in usage of different utterance types, and only two of these differences are statistically significant. This outcome differs from Gleason, who found fathers in a home context used significantly more imperatives than mothers did (Gleason & Weintraub, 1978). However, Bredart-Compernol et al. (1981) and Rondal (1980) report outcomes similar to those of the present study. They appear to have used grammatical definitions of utterance types in their studies, because, in reporting, they refer to *declaratives*, *imperatives*, and *interrogatives*, which are grammatical categories. Further, they included in their study a range of other measures which were designed to focus on the functional aspects of utterances, suggesting that they made a clear differentiation between formal and functional categories.

Table 3
Utterance Types

All Contexts

	Dec	Imp	Int-Y/N	Int-Tag	Int-Wh	Int-Oth	Oth-M	Oth-M-In
F1	18.58	9.81	6.47	8.77	20.25	1.67	27.14	7.31
F2	24.14	8.37	3.20	0.74	27.34	0.49	28.08	7.64
F3	44.78	5.77	4.95	3.85	17.03	0.82	19.78	3.02
F4	31.98	6.62	6.62	0.37	19.11	0.74	31.62	2.94
F5	45.54	11.07	3.08	2.15	5.54	1.23	22.77	8.62
Av.	33.00	8.33	4.86	3.18	17.85	0.99	25.88	5.91
M1	23.67	9.38	8.74	4.05	23.45	0.43	24.95	5.33
M2	34.34	3.57	8.52	2.47	18.68	3.30	25.55	3.57
M3	38.58	10.04	6.57	6.57	7.96	0.87	22.66	6.75
M4	18.67	12.90	10.22	1.33	16.89	2.22	33.33	4.44
M5	34.92	7.41	6.08	2.12	16.14	1.32	23.81	8.20
Av.	30.04	8.66	8.02	3.13	16.62	1.63	26.06	5.66
sd	9.9477	2.7350	2.3116	2.6639	6.4944	.8901	4.1808	2.1916
U	11.0	11.0	3.0	10.0	9.0	8.0	12.0	12.0
p	.7540	.7540	.0472*	.6015	.4647	.3472	.9168	.9168

Books

	Dec	Imp	Int-Y/N	Int-Tag	Int-Wh	Int-Oth	Oth-M	Oth-M-In
F1	23.11	7.03	6.03	7.54	26.13	2.01	19.10	9.05
F2	31.47	3.93	2.81	-	28.65	-	25.84	7.30
F3	45.50	6.35	2.12	4.23	15.87	1.06	21.70	3.17
F4	28.92	2.41	4.82	-	20.48	-	39.76	3.61
F5	63.44	12.37	1.08	1.61	3.76	-	10.75	6.99
Av.	38.49	6.42	3.37	2.68	18.98	0.61	23.43	6.02
M1	28.27	5.76	5.76	3.66	29.32	-	21.99	5.24
M2	31.10	0.60	7.93	3.05	25.61	3.66	23.78	4.27
M3	51.27	7.63	6.78	5.51	8.90	0.42	16.10	3.39
M4	16.98	11.32	16.98	-	28.30	5.66	15.10	5.66
M5	42.55	6.38	4.26	1.60	20.21	0.53	18.62	5.85
Av.	34.04	6.34	8.34	2.76	22.47	2.05	19.12	4.88
sd	14.146	3.6183	4.4548	2.5598	8.8108	1.9223	7.8667	1.9213
U	10.0	12.0	3.0	12.0	10.0	7.5	9.0	9.0
p	.6015	.9168	.0472*	.9158	.6015	.2812	.4647	.4647

Table 3 (cont.)

Puzzles

	Dec	Imp	Int-Y/N	Int-Tag	Int-Wh	Int-Oth	Oth-M	Oth-M-In
F1	13.39	10.52	6.70	10.53	18.18	0.96	32.06	7.66
F2	19.19	12.12	2.02	1.01	26.77	1.01	31.31	6.57
F3	42.33	6.57	7.30	3.65	19.71	0.73	16.79	2.92
F4	38.24	6.62	9.56	0.73	16.91	0.73	25.00	2.21
F5	22.95	8.19	4.10	2.46	8.20	3.28	39.34	11.48
Av.	27.22	8.80	5.94	3.68	17.95	1.34	28.90	6.17
M1	18.84	11.59	6.76	4.35	23.67	0.48	29.00	5.31
M2	28.91	7.03	6.25	2.34	14.06	3.13	33.59	4.69
M3	29.91	10.29	4.41	9.31	6.37	1.47	29.91	8.33
M4	19.09	13.64	7.27	0.91	16.36	0.91	38.18	3.64
M5	25.00	9.09	6.82	3.03	15.91	3.03	28.79	8.33
Av.	24.35	10.33	6.30	3.99	15.27	1.80	31.90	6.06
sd	9.1560	2.4689	2.0980	3.4328	6.2171	1.1165	6.4412	2.8954
U	11.0	8.0	12.0	11.0	7.0	11.0	11.0	11.0
p	.7540	.3472	.9168	.7540	.2506	.7533	.7540	.7533

Meal

	Dec	Imp	Int-Y/N	Int-Tag	Int-Wh	Int-Oth	Oth-M	Oth-M-In
F1	21.13	15.49	7.04	7.04	9.86	2.82	35.21	1.41
F2	13.33	10.00	13.33	3.33	23.34	-	20.00	16.67
F3	50.00	-	10.53	2.63	16.16	-	21.05	2.63
F4	20.75	13.21	1.89	-	22.64	1.89	35.85	3.77
F5	11.76	17.65	17.65	5.88	5.88	-	35.30	5.88
Av.	23.39	11.27	10.09	3.78	14.98	0.94	29.48	6.07
M1	25.35	12.68	22.53	4.23	7.04	1.41	21.13	5.63
M2	51.39	4.17	13.89	1.39	11.10	2.78	15.28	-
M3	29.71	13.77	9.42	4.35	8.70	0.72	23.19	10.14
M4	19.35	12.90	9.68	3.23	8.07	1.61	40.32	4.84
M5	32.76	6.90	10.34	1.72	3.45	-	29.31	15.52
Av.	31.71	10.08	13.17	2.98	7.67	1.31	25.85	7.23
sd	13.805	5.4547	5.6818	2.1092	6.7121	1.1421	8.5875	5.6989
U	6.0	9.0	10.0	10.0	5.0	10.5	11.0	11.0
p	.1745	.4647	.6015	.6015	.1172	.6664	.7540	.7540

Note. 1. Figures in each category are percentages of total utterances.
2. * significant ($p = .05$)

Within the different contexts there are some slightly greater variations between fathers and mothers on several utterance types. In Books fathers used a lower proportion of *yes/no* interrogatives (3.37% vs. 8.34%), a difference which is statistically significant; and more declaratives and moodless utterances than mothers (38.49% & 23.34% vs. 34.04% & 19.12%), but neither of these differences is statistically significant. These outcomes are influenced partially by Father 5 who used a particularly high proportion of declaratives. In Puzzles both parents are remarkably consistent across all sentence types. Two categories from the Meal context show greater differences between fathers and mothers. Fathers have a lower usage of declaratives than mothers (23.39% vs. 31.71%), and a higher proportion of *wh*-interrogatives than mothers (14.98% vs. 7.67%), but neither of these differences achieves statistical significance. Gleason and Weintraub (1978) do not provide details of grammatical usage by activity context, so detailed situational comparisons cannot be made with their outcomes. However, there is no evidence of fathers in the present study using a much higher proportion of imperatives than mothers do, as the Gleason team found in home contexts. Bredart-Compernol et al. (1981) reported a difference between fathers and mothers in their use of *yes/no* questions. In a triadic interaction context mothers used more of this utterance type than fathers, but the reverse was true in a play task situation. Further discussion of these outcomes is provided in Chapter 6.

One reason for coding *tag* interrogatives separately was to investigate whether or not this was a distinguishing characteristic between mothers' and fathers' speech (cf. Lakoff, 1975). As the data indicate, fathers' and mothers' use of tag interrogatives is very similar, and therefore unlikely to be a differentiating feature, a finding supported by studies such as Dubois and Crouch (1975).

4.2.3 Locus of Reference

The measure called 'Locus of Reference' in this study has been used in several forms and for various purposes in other work (e.g., Barnes, Gutfreund, Satterly, & Wells, 1983; Fash & Madison, 1981; Kavanaugh & Jen, 1981; Wells, 1980; Woollett, 1986). Both Fash and Madison (1981), and Kavanaugh and Jen (1981), used it as a basis for father-mother comparisons. For this present study it was used to identify differences in proportions of temporal references used by mothers and fathers. While Fash and Madison found fathers made more references to past events than mothers did, Kavanaugh and Jen reported no differences in parental usage on the same features. Differences in the ages of the children in the study may have been one factor which might account for the different outcomes, as Fash and Madison's child participants were approximately twelve months' older than those in Kavanaugh and Jen's study. Also Kavanaugh and Jen's results were drawn from a longitudinal study involving a wider variety of contexts of interaction than those Fash and Madison had used. Because the fathers in the present study spend less time with their children than the mothers do, it was possible fathers might differ markedly from mothers in the proportions of present, past and future references they use when conversing with their children. The Locus of Reference measure also seemed likely to be of value in identifying differences between parents' speech because the Fash and Madison study (from which the findings of difference had come) involved a similar participant group to that of the present research. In addition, findings of difference between parents' speech to children have generally come from studies using older rather than younger preschoolers (see Chapter 2), so the fact that Kavanaugh and Jen had not found any difference may simply have been attributable to child age and developmental factors.

4.2.3 Locus of Reference

The measure called 'Locus of Reference' in this study has been used in several forms and for various purposes in other work (e.g., Barnes, Gutfreund, Satterly, & Wells, 1983; Fash & Madison, 1981; Kavanaugh & Jen, 1981; Wells, 1980; Woollett, 1986). Both Fash and Madison (1981), and Kavanaugh and Jen (1981), used it as a basis for father-mother comparisons. For this present study it was used to identify differences in proportions of temporal references used by mothers and fathers. While Fash and Madison found fathers made more references to past events than mothers did, Kavanaugh and Jen reported no differences in parental usage on the same features. Differences in the ages of the children in the study may have been one factor which might account for the different outcomes, as Fash and Madison's child participants were approximately twelve months' older than those in Kavanaugh and Jen's study. Also Kavanaugh and Jen's results were drawn from a longitudinal study involving a wider variety of contexts of interaction than those Fash and Madison had used. Because the fathers in the present study spend less time with their children than the mothers do, it was possible fathers might differ markedly from mothers in the proportions of present, past and future references they use when conversing with their children. The Locus of Reference measure also seemed likely to be of value in identifying differences between parents' speech because the Fash and Madison study (from which the findings of difference had come) involved a similar participant group to that of the present research. In addition, findings of difference between parents' speech to children have generally come from studies using older rather than younger preschoolers (see Chapter 2), so the fact that Kavanaugh and Jen had not found any difference may simply have been attributable to child age and developmental factors.

The unit on which this measure was based was that of the Sequence rather than the utterance (see 4.3 for discussion of sequences). Each sequence in each context was coded according to its dominant temporal reference: past, present, or future people, events or activities.

Table 4 gives the outcomes from this analysis and indicates that there is no statistically significant difference between mothers and fathers in their use of non-present references, and also that neither group of parents makes many such references when talking with their children. Only one example of future references occurred in one family, so this category will not be considered in the discussion. Very few past references occurred in Books or Puzzles; most were found in the Meal context. The level of past references varied markedly between families, and low numbers of sequences (e.g., Father 3) risks a bias to the data. These Australian parents are similar to those involved in comparable overseas work, talking primarily with their children about the present activity in which they are engaged, and making few references to non-current matters. The finding of little difference between fathers and mothers in the proportions of past and present references used when talking with their children differs from the outcome reported by Fash and Madison, who found fathers used more past references than mothers. This may be due to differences in the contexts of interaction between the two studies, birth order of the children involved, or changes in societal patterns generally in the past fifteen years with many fathers now more involved with, with, and aware of their children's activities, than was the case when the Fash and Madison work was done.

Table 4
Locus of Reference

All Contexts

	Past	Present	Future
F1	5.63	94.37	-
F2	-	100.00	-
F3	1.43	97.14	1.43
F4	1.56	98.44	-
F5	1.92	98.08	-
Av.	2.11	97.60	.29
M1	7.25	92.75	-
M2	1.75	98.25	-
M3	1.25	95.00	3.75
M4	-	100.00	-
M5	2.74	97.26	-
Av.	2.60	96.65	0.75
sd	1.6465	8.9716	.9661
z	.50	.9231	1.0

Books

	Past	Present	Future
F1	-	100.00	-
F2	-	100.00	-
F3	-	100.00	-
F4	-	100.00	-
F5	3.85	96.15	-
Av.	.77	99.23	-
M1	-	100.00	-
M2	-	100.00	-
M3	-	100.00	-
M4	-	100.00	-
M5	-	100.00	-
Av.	-	100.00	-
sd	.3162	3.8137	-
z	1.17	.88	-

83

Table 4 (cont.)

Puzzles

	Past	Present	Future
F1	-	100.00	-
F2	-	100.00	-
F3	-	100.00	-
F4	-	100.00	-
F5	-	100.00	-
Av.	-	100.00	-
M1	-	100.00	-
M2	-	100.00	-
M3	-	100.00	-
M4	-	100.00	-
M5	7.41	92.59	-
Av.	1.48	98.52	-
sd	.6325	3.8137	-
z	1.50	1.50	-

Meal

	Past	Present	Future
F1	40.00	60.00	-
F2	-	100.00	-
F3	25.00	50.00	25.00
F4	10.00	90.00	-
F5	-	100.00	-
Av.	15.00	80.00	5.00
M1	45.45	54.55	-
M2	12.50	87.50	-
M3	5.88	76.47	17.65
M4	-	100.00	-
M5	-	100.00	-
Av.	12.77	83.70	3.53
sd	1.7670	4.2701	.9661
z	.92	1.25	.952

Note 1. Figures in each category are
percentages of total sequences.
2. $p = .01$

4.3 Functional Measures

As discussed in Chapter 2, previous studies using the groups of formal and conversational measures discussed in the preceding section have generally found few significant differences between mothers' and fathers' speech. The present study showed a similar outcome on these measures. However, research which has included pragmatic or functional features (e.g., the Gleason team, Mannle & Tomasello, 1987; Tomasello et al., 1990) has generally found some differences between fathers' and mothers' speech on these features. It was important, therefore, that the present study included investigation of these aspects of parental speech.

Definition of sequence

Several measures were chosen to assist in identifying pragmatic differences in parental speech. For some of these the utterance was the basic unit of analysis, while other analyses were based on the larger unit of the 'conversational sequence', which derives from the work of Gordon Wells and the Bristol Project (e.g., Wells, 1975, 1985). In Wells' work sequences formed the basis for the coding and analysis of discourse functions, and this measure was used in the present study also. A conversational sequence is defined as "a stretch of conversation having unitary topic and purpose" (Wells, 1975, p. 38).

Wells developed the coding scheme for use in a project where the focus was primarily on child rather than adult language, though he suggested that the coding scheme might be applicable in contexts other than that for which it had been originally designed. As the scheme was being applied in another context, it was necessary to supplement the basic guidelines for determining sequence boundaries given in Wells (1975).

The following criteria (based on Wells, 1975, unless otherwise indicated) guided the division of the transcripts into sequences:

(a) a change of speaker boundary may occur during a speaker's turn, or at its conclusion;

(b) a change of topic can occur without any alteration to the overall purpose of the discourse; where this occurs a change of topic constitutes the start of a new sequence;

(c) sequence boundaries may be overtly marked by use of a discourse marker of some type, or by an extended silence;

(d) intonational cues or 'paratones' (Brown & Yule, 1983) should be used to assist in determining sequences. The beginning of a new paratone in a stretch of discourse is marked by raised pitch, and its conclusion by a low pitch;

(e) the question should be asked " 'Could the conversation have started or stopped quite naturally at this point?' " (Wells, 1975, p. 38), and if the answer to that question is 'yes', then that point is very likely a sequence boundary;

(f) consideration should be given to the illocutionary force of individual utterances (based on MacDonald & Pien, 1982);

(g) intuitive judgement may have to be used on some occasions, in addition to the above criteria, to guide sequence boundary determination.

The following example from the data of Father 3 (Puzzles) illustrates some of the above points (a line indicates a sequence boundary):

	C	The clown.
		You wind the thing round and round
		and then let it um um <inaudible>
		is he?
	F	I haven't seen one of them.
MARKER		OK.
		Shall we take them out?
	C	That's the tortoise's wheel.
		[~1.5 secs]
	F	A tortoise?
		That's not a tortoise.
	C	Yeah.
	F	It's a pram.
	C	Pam.
	F	A pram.
	C	With a face.
SILENCE		[~2 secs]
TOPIC		Dad.
CHANGE	F	Yes.
	C	This time I'll put them back in again
		I'll count.
	F	OK.
		[~1.5 secs]
		It looks pretty hard.
		Do you think you'll be able to do it?
	C	Yes.
	F	Let's mix them up a bit.
		There.

[F3P17-19]

4.3.1 Discourse Functions

Coding

Once the sequence boundaries were established the sequences were coded "according to the dominant purpose they [were] taken to be designed to achieve" (Wells, 1975, p. 37; Wells, 1985, p. 62). Wells' framework of Discourse Functions has five categories (see Appendix A for full details):

(a) *Control*: the control of the present or future behaviour of one or more of the participants.
(b) *Expressive*: the expression of spontaneous feelings.
(c) *Representational*: the requesting and giving of information.
(d) *Social*: the establishment and maintenance of social relationships.
(e) *Tutorial*: interaction where one of the participants has a deliberate didactic purpose. (Wells, 1985, p. 62)

Based on the Wells' criteria alone, at times the categories of Representational and Tutorial proved particularly difficult to differentiate, because much parent speech to children has an implicit didactic purpose. One example is the use of test questions during book reading or while playing a game. It was necessary therefore to develop additional guidelines to assist in determining when a sequence should be coded Representational and when Tutorial. One useful indicator was whether or not a sequence exhibited an initiation-response-feedback (I-R-F) pattern of discourse (as explicated in Sinclair and Coulthard, 1975). If this pattern was evident it was an indication that the sequence might be Tutorial rather than Representational. For example, the following sequence from the data of Mother 1 (Puzzles) was coded as Tutorial because the mother was obviously testing the child's knowledge of the names of the characters in the 'Bananas in Pyjamas' puzzle the child was working on; her responses indicate she knows the answers and is not really seeking information from the child:

M	Who's this one?
C	B1.
M	Very good.
	Who's this one?
C	B1 B2 B2.
M	H-hm. [M1P7]

However, the Father in the same family is obviously unfamiliar with the 'Bananas in Pyjamas' characters and is genuinely seeking that information in the following sequence, and so it was coded Representational:

F	All right.
	You pick out the bear with the little green hat on it.
C	It's Morgan.
	It goes there.
F	Oh sorry.
	It's Morgan is it?
	What's this bear's name here?
C	If you um Amy.
F	Amy is it?
C	Yes.

[F1P12]

Tutorial sequences were often characterised by test questions, calling for a display of knowledge from the child. In Puzzles, sequences displaying those characteristics were normally coded as Tutorial. However, where those same characteristics were evidenced in Books, an additional issue was considered: did the parent appear to be testing the child's knowledge, or was the parent using questions, albeit test questions (which are frequently associated with the I-R-F/Tutorial pattern), as a means of joint construction of the story being presented by the illustrations in the wordless picture books? Where there were reasonable grounds to judge that the motivation of the parent was, in fact, joint construction of the story, then the sequence was coded as Representational rather than Tutorial. The following examples from the data of Father 2 (Books) illustrate this point. The first example was coded Tutorial because he was asking the child to name items in the picture, but this did not serve to advance the story being constructed; the second extract was coded as Representational because, although the questions are of a similar test nature to those in the first example, they serve to advance the story:

(1)	F	And what's this over here?	
	C	Um clock.	
	F	Yeah.	
		And what's these?	
	C	Um glasses.	
	F	And what's this?	
		[~2 secs]	
		What's this?	
	C	Um.	
		[~4 secs]	
		Um the book.	
	F	Yeah.	
		That's right.	[F2B7]

(2)	F	And then they go out	
		and decide to have some breakfast.	
		What's he doing?	
		What's he got there?	
	C	Doing some breakfast.	
	F	Yeah.	
		What's he making?	
	C	Um some cereal.	
	F	Mm.	[F2B10]

This principle also took account of the nature of the activity. If an activity is meant to be 'fun', then any didactic aspects will be secondary. Wells (1985) follows Snow (1977) in regarding book reading as a 'fun' activity, and the same view was adopted for the present study. However, if one views Book reading as primarily didactic, many more sequences might be coded as Tutorial rather than Representational, and a different pattern of discourse functions would follow.

Results

Table 5 shows the results of the analysis of Discourse Functions. The data included no Social sequences and only one example of Expressive sequences (Father 5, Puzzles), so these two categories have been excluded from the discussion. The absence of Social and Expressive sequences was not unexpected. Context of interaction determines the types of speech which will be produced, so while Expressive sequences

Table 5
Discourse Functions

All Contexts

	Sequences	Control	Express	Represent	Tutorial
F1	71	19.72	-	70.42	9.86
F2	80	28.75	-	43.75	27.50
F3	70	10.00	-	77.14	12.86
F4	64	25.00	-	50.00	25.00
F5	52	28.85	3.84	61.54	5.77
Av.	67.4	22.46	0.77	60.57	16.20
M1	69	20.29	-	52 ˙7	27.54
M2	57	12.28	-	71.93	15.79
M3	80	23.75	-	66.25	10.00
M4	58	22.41	-	51.72	25.86
M5	73	15.07	-	78.08	6.85
Av.	67.4	18.76	-	64.03	17.21
sd		6.4985	1.2143	12.2657	8.8862
z		.534		.708	.141

Books

	Sequences	Control	Express	Represent	Tutorial
F1	29	-	-	93.1	6.90
F2	31	12.90	-	80.65	6.45
F3	37	5.41	-	86.49	8.10
F4	28	-	-	78.57	21.43
F5	26	11.54	-	88.46	-
Av.	30.2	5.97	-	85.45	8.58
M1	27	3.70	-	85.19	11.11
M2	24	-	-	91.67	8.33
M3	31	9.68	-	83.87	6.45
M4	27	-	-	81.48	18.52
M5	32	-	-	96.88	3.12
Av.	28.2	2.86	-	87.82	9.50
sd		5.2637		5.8938	6.5304
z		.264		.535	.080

Table 5 (cont.)

Puzzles

	Sequences	Control	Express	Represent	Tutorial
F1	32	31.25	-	53.13	15.62
F2	41	36.59	-	17.07	46.34
F3	29	13.79	-	65.52	20.69
F4	26	38.46	-	26.92	34.62
F5	25	44.00	8.0	36.00	12.00
Av.	30.6	32.82	1.60	39.73	25.85
M1	31	35.48	-	16.13	48.39
M2	25	24.00	-	56.00	20.00
M3	32	31.25	-	50.00	18.75
M4	20	35.00	-	15.00	50.00
M5	27	29.63	-	35.56	14.81
Av.	27	31.07	-	38.54	30.39
sd		8.3681	2.5298	19.2120	15.1512
z		.173		.129	.450

Meal

	Sequences	Control	Express	Represent	Tutorial
F1	10	40.00	-	60.00	-
F2	8	50.00	-	37.50	12.50
F3	4	25.00	-	75.00	-
F4	10	60.00	-	30.00	10.00
F5	1	100.00	-	-	-
Av.	6.6	55.00	-	40.50	4.50
M1	11	18.18	-	72.73	9.09
M2	8	12.50	-	62.50	25.00
M3	17	35.29	-	64.71	-
M4	11	54.55	-	45.45	-
M5	14	21.43	-	78.57	-
Av.	12.2	28.39	-	64.79	6.80
sd		26.0499		24.5797	8.4567
z		2.58*		2.31	.113

Note. 1. Figures in each category are percentages of total sequences.
  2. * significant $(p = .01)$

could have occurred in any of the contexts used in this study, the more structured nature of each context, the comparatively short interaction times, and the method of data collection made it less likely that this would happen. Parents may also have felt constrained by the presence of the tape recorder, and therefore not felt as free to express emotion with their children as they might do when not being observed. In this connection, it is of interest to note that the two Expressive sequences with Father 5 were initiated by the child rather than the parent. It is also not surprising that no Social sequences occurred, given the nature of the contexts in the present study. A different picture might well have emerged had the study been structured to capture any and all aspects of day-to-day interactions between parents and children, as the Bristol Project did.

Overall, fathers are involved in slightly more Control (22.46% vs. 18.76%) and less Representational (60.57% vs. 64.03%) sequences than mothers, but the differences between parents in both cases are small. Both parents are involved in similar amounts of Tutorial sequences (16.20% vs. 17.21%). None of these differences is statistically significant.

As has already been indicated in consideration of the formal and conversational features, as well as the overall pattern, individual contexts and families need to be looked at so that important factors are not lost in the focus on overall trends. In the Books context it is noticeable that only half the parents were involved in Control sequences (Fathers 2, 3, and 5, and Mothers 1 and 3). An inspection of the transcripts shows that these Control sequences occurred only in the opening stages of the activity while it was being organised, so overt Control is not a feature of the activity as a whole. As book reading is essentially an interactive rather than a directive activity, it is not surprising that there is little evidence of Control. The possibility that some of the

strategies used while reading books may act as indirect means of control (e.g., questions about the story) should not be overlooked. However, a different type of measure would be needed to determine this.

Families 1, 2, 3 and 5 are quite similar in the proportions of Representational and Tutorial sequences that occur in their Books data, but both the mother and father in Family 4 show a much higher proportion of Tutorial than the other parents do. The most likely explanation is child age. As previously indicated (see Chapter 3), the child in this family probably found the first book difficult to follow and this is reflected in the way his parents interacted with him. With the wordless picture books they tended to use more test questions and labelling, rather than questions to advance the story. When reading the story books they were not particularly interactive either. This may be due to their personal interactional styles, or it may reflect their strategies in the light of the child's developmental stage.

Unlike Books, Puzzles is an activity where Control (or directiveness) might be expected to predominate, and the data indicate that this is so. Overall in Puzzles fathers and mothers are very similar (only 1-2% difference, which is not statistically significant) in the proportions of Control (32.82% vs. 31.07%) and Representational (39.73% vs. 38.54%) sequences in which they are involved. While Tutorial shows slightly greater variation (25.85% vs. 30.39%) the difference is still not statistically significant. Although there is a very similar pattern for mothers and fathers in the overall data, there is quite a diversity between parents in the relevant proportions of Control, Representational and Tutorial sequences. Mothers 1 and 4 are involved in a much higher proportion of Tutorial sequences and a much lower proportion of Representational sequences than the other mothers. This most probably reflects their backgrounds as teachers. Mothers 2 and 5 are somewhat lower in Control and higher in

Representational sequences than the other mothers. This may be due to child gender (both have daughters, the others have sons), and the possibility that gender of child may influence parental input. That is, fathers' and mothers' interactions may be slightly different depending on whether they are speaking with sons or daughters (cf. Gleason, 1975, 1979; Kruper & Uzgiris, 1987; Masur, 1982; Masur & Gleason, 1980). Another factor could be the mothers' interactional style (see Chapter 5). Father 3 shows a very low proportion of Control sequences relative to the other fathers. Child age may be the influencing factor here, as his child was the oldest in the study (3;8) and therefore very experienced at completing puzzles, so perhaps did not need much overt help with the task. In looking at the relevant transcript it can be seen that much of the time the father is commenting on what the child is doing, rather than telling him what to do, and this accounts for the higher level of Representational sequences. Fathers 2 and 4 show fairly high proportions of Tutorial sequences which may result from their perceptions of the task. In the case of Father 2, because of the low proportion of Representational sequences, it may even indicate some uncertainty about how to interact with his child, at least when being tape-recorded. This conjecture receives some further support from the Meal context data where only about one third of his sequences are Representational.

In shared interaction, as occurred in the Meal context, both mothers and fathers often participate jointly in sequences. As the coding scheme only allows for the attribution of a sequence to one person, sequences were coded to whichever parent was the dominant participator, which frequently meant its initiator.

Overall in the Meal context fathers are involved in more Control and fewer Representational sequences than mothers. As one father (Father 5) was coded as being involved in only one sequence, and that was a Control sequence, it was possible that his score could have biased the outcomes in that direction. However, the proportion of

sequences for fathers was altered very little by the removal of his score, so the overall picture presented by the data is valid, that fathers in this study were involved in more Control sequences than mothers were. The difference between fathers' and mothers' on this measure approaches statistical significance. Tutorial sequences are uncommon in the Meal context generally, and do not occur in all families. The nature of the recording context may in part have influenced that. Because parents had been told the study was about parent-child interaction, and despite being instructed to 'do whatever you would normally do in that situation', they may well have focussed on a general discussion rather than taking up any opportunities to teach the child table manners, for example. There may be instances where sequences could have been coded either as Control or as Tutorial. The following example from Family 1 is illustrative:

M	Ooh what did you get then?
	Did it fall out the bottom?
	[laughs] Tip it upside down.
	And eat the other ⌐ :d.
	The end that's just fallen out.
	Or I'll-
F	Tip it upside down
	and get the other end where the sausage is Mate.
	Like that.
M	Otherwise it will all fall out C
	and you won't have a hot dog you'll just have a bun. [F/M1M12]

This sequence has been coded as Control, but might also be interpreted as Tutorial in that the child was being taught how to eat hotdogs. In this situation, the Tutorial aspect was considered secondary. This same type of comment can be made about Family 4, where tutorial intent is perhaps implicit, but direction or control of the child's behaviour is paramount:

C [grizzles]
F   Don't whinge please.
            What would you like?
            You tell Mummy and Daddy what you would like.
            What would you like?
C [grizzles]
F   I can't understand mmmm.
            Would you like a drink of water?
C   Yes.
F   You say "Can I have a drink of water please Daddy?"
C   Yep.   [F/M4M8]

4.3.2 Parental directives in Puzzles

The outcomes of the analysis of proportions of Discourse Functions indicated fathers were involved in slightly more Control sequences than mothers were. It was therefore of interest to investigate further this aspect of parent speech. The picture from previous studies in respect of this characteristic was somewhat unclear, aggravated by the different methodologies employed in the studies, and particularly by the linguistic imprecision of the definitions used. Most studies had included measures of imperative and/or directive use as a small part of a broader study. However, the study reported in Bellinger and Gleason (1982) was of particular relevance as the researchers had focussed on directive use by a group of parents similar to those involved in the present study, and in a similar activity context (the Bellinger and Gleason study used a 'pull-apart' car). Another advantage of the Bellinger and Gleason work was the recognition that discourse functions can be realised by different syntactic forms. The definition of a directive used by Bellinger and Gleason ("any request for action, regardless of the syntactic form in which the request was phrased" [p. 1128]) was consistent with that of Quirk et al. (1985).

All directives in the Puzzles transcripts of the present study were coded into one of three categories: Conventional Imperative (CI), Conventionalized Indirect Imperative (CID), or Implied Indirect Imperative (IID), according to the criteria given in Bellinger

and Gleason (1982) (see Appendix A for full details). The results were then tabulated and converted to percentages of total utterances and total directives. Table 6 shows the outcomes. Fathers used only slightly more directives overall than Mothers in the Puzzles context (17.83% vs. 16.62% of all utterances). In looking at the three types of directives, the differences between Mothers and Fathers in respect of each of these categories is also small, and none is statistically significant, though it is notable that Fathers used in total a slightly higher proportion of indirect forms of directives than mothers did (37.76% vs. 33.84%).

The overall difference between Fathers and Mothers in directive use in the present study (17.83% vs. 16.62%) is much smaller than that found by Bellinger and Gleason (1982) in their study (28.1% vs. 19.0%). There are several factors which may account for this. One is methodological variation between the two studies, in particular the criteria for inclusion of data in the study. These factors will be discussed more fully in the next chapter.

The grammatical realisations of the various types of directives also show variation between parents, as can be seen from Table 6(c). This group of fathers used grammatical imperatives somewhat less frequently than the mothers did, with a corresponding variation in the proportion of declarative, moodless and interrogative forms. The differences are not great and only one (CI) approaches statistical significance, but the figures may be indicative of a trend. The fathers' lower CI scores and higher CID and IID scores suggest that fathers' directive style may present more of a challenge to their children than the mothers' style does. That is, to understand and act on a directive from their fathers children have to understand that they are being told to do something, rather than being asked a question, for example. (For further discussion on the matter of the relationship between form and function, see Chapter 6.)

Table 6
Directives in Puzzles

(a) Directive utterances as a proportion of total utterances.

	Total Utterances	CI	CID	IID	Prop'n Dir Utterances
Fathers	802	11.1	6.11	0.62	17.83
Mothers	782	11	5.37	0.25	16.62
z		.071	.074	1.23	

Note. 1. All figures are percentages.
     2. $p = .01$

(b) Proportions of different types of directive utterances as a proportion of total directive utterances.

	Total Dir Utterances	CI	CID	IID	Total
Fathers	143	62.24	34.26	3.50	100.00
Mothers	130	66.16	32.30	1.54	100.00
z		.068	1.21	1.05	

Note. 1. All figures are percentages.
     2. $p = .01$

(c) Grammatical Realisation of Directives

	Dec	Imp	Int-Y/N	Int-Wh	Oth-M	Oth-M-In	Total
Fathers							
CI	-	52.45	-	-	9.79	-	62.24
CID	16.08	-	7.69	3.50	-	6.99	34.26
IID	2.80	-	-	-	0.70	-	3.50
Total	18.88	52.45	7.69	3.50	10.49	6.99	100.00
Mothers							
CI	-	62.31	-	-	3.85	-	66.16
CID	12.31	-	7.69	4.61	0.77	6.92	32.30
IID	0.77	-	-	0.77	-	-	1.54
Total	13.08	62.31	7.69	5.38	4.62	6.92	100.00

Note. All figures are percentages.

4.3.3 <u>Linking References</u>

The unit on which this analysis was based is the sequence. A Linking Reference (LR) was defined as one in which the parent makes a connection between something in the activity in which the child is presently engaged, and a person, object, event, or activity, in the child's own experience. By the use of such references the parent makes a connection for the child between the known and the new. For example, from the data of Mother 1 (Books):

M	Let's look back here and see what it is.	
	See that's the front of it.	
C	Books.	
M	Yeah good boy	
	See?	
LR	He's got some books on his bedside table just like Dad.	
	Just like your Dad.	[M1B10]

Table 7 shows the results of the analysis of the outcomes from this study. The figures include only parent-initiated LRs, as the focus of this study was parent language. However, the children in Families 1 and 3 also initiated such references and these were normally taken up by the parents.

Overall, fathers used fewer LRs than mothers (4.23% vs. 11.42%), a pattern consistent across both Books and Puzzles. LRs are particularly a feature of Books, but also occur in Puzzles, though not in the Meal context. In each context fathers used a much lower proportion of these references (Books: 7.06% vs. 16.23%; Puzzles: 1.40% vs. 6.60%). The differences between fathers and mothers in their use of Linking References are statistically significant overall and in Books, and approach statistical significance in Puzzles. However, looking at the data more closely reveals that there are some variations from the overall patterns and these need to be noted. In Books only two fathers (Father 1 and Father 5) use LRs, and Father 1 is particularly high (27.59% of his

Table 7
Linking References

	Books	Puzzles	Meal	All
F1	27.59	3.13	-	15.36
F2	-	-	-	-
F3	-	-	-	-
F4	-	3.85	-	1.93
F5	7.69	-	-	3.85
Av.	7.06	1.40	-	4.23
M1	40.74	9.68	-	25.21
M2	8.33	4.00	-	6.17
M3	25.81	15.63	-	20.72
M4	-	-	-	-
M5	6.25	3.70	-	4.98
Av.	16.23	6.60	-	11.42
sd	14.5280	5.0814		9.2519
z	2.33*	2.17		3.78*

Note. 1 Figures are percentages of total sequences.
2. * significant ($p = .01$)

sequences include an LR). All mothers except Mother 4 use LRs. Both Mother 1 and Mother 3 use a high proportion of LRs. The absence of LRs in Family 4, and the high levels in Families 1 and 3, may be due in part to child age and developmental level. Child 4 was the youngest and most immature of the group, while children 1 and 3 were the oldest in the sample, and also appeared to be the most mature. This suggests that use of LRs may increase as children get older. The high level of LRs in the speech of both parents in Family 1 may be partially attributable to their backgrounds as teachers (anecdotal evidence from practising classroom teachers indicates that LRs are common in classroom teaching situations). Mother 4 was also a teacher, so the fact that she did not use LRs with her child adds support to the idea that their use may be developmentally determined.

An analysis of Interactional Intent (McDonald & Pien, 1982) was also used in this study. The details of this analysis and a discussion of its implications are the subject of the next chapter. The implications of the overall study and suggestions for further research are found in Chapter 6.

CHAPTER V

INTERACTIONAL STYLES AND DISCOURSE PATTERNING

5.1 Interactional Intent

The tapes and transcripts of the interactions between parents and children in this study reveal differences between parents in terms of their interactional styles. The framework developed by McDonald (and reported in McDonald & Pien, 1982, and Olsen-Fulero, 1982) for the categorisation of interactional styles was modified and used in the present study. Although the tool had been developed originally to identify differences within one parent group (mothers), it has proved equally applicable for father-mother comparisons (e.g., Pratt, Kerig, Cowan, & Cowan, 1992).

McDonald and Pien (1982) found two basic types of conversational behaviour exhibited by mothers, and, as Olsen-Fulero (1982) reports, these orientations remained stable in the short-term. Changes in interactional styles can be expected to occur over a longer period, due to maturational factors. However, for a framework like this to be valid, the predominant style has to be stable over the short-term, despite speakers' mood swings and the like. This proved to be the case with this instrument.

Each of the predominant conversational styles identified by McDonald and Pien (1982) has a particular range of verbal behaviours associated with it. Mothers are either primarily concerned to engage their children in conversation (in which case, they use many information-seeking and reflective questions, and take short speaking turns when interacting with their children), or they want to direct their children's physical actions

(in which case they use lots of directives and attention devices, and take long speaking turns). These two groups of styles are categorised as Conversation-eliciting (or Conversational) and Directive, respectively.

The basic unit of analysis for the McDonald and Pien (1982) framework is the utterance. All parent utterances were coded according to their illocutionary force. (Details of all categories in the framework are included in Appendix A). The framework was not used in its entirety because the purposes of this study were different from those of McDonald and Pien. However, coding the data using all the functional categories proved helpful because it assisted in other areas of the study, for example, in elucidating aspects of discourse patterning and for refining sequence boundaries.

The core features for the Conversational style are the use of a high proportion of Real, Verbal Reflective, and Report Questions, and a low proportion of Directives and Attention Devices. The opposite is true of the Directive style. McDonald and Pien (1982) define these features as follows:

1. Real Questions are "information-seeking questions for which the speaker does not have the answer" (p. 344);

2. Verbal Reflective Questions "repeat, reduce, represent, or paraphrase the hearer's previous utterance, without adding new information. They often take the form of *yes/no* questions with rising intonation ... or tag questions with falling or falling-rising intonation" (p. 344);

3. Report Questions "comment upon, and inform the child of an event or fact of which he may or may not be aware, usually in the form of tag questions with falling intonation ... although they may be in *yes/no* question form.... they differ from reflectives in that they provide new information" (p. 345);

4. Directives are "utterances which elicit and constrain the physical behaviour of the hearer" (Searle, 1975) (p. 343);

5. Attention Devices "include a wide range of utterances used to elicit attention.... They may take an imperative ... or an interrogative form ... and also include vocatives and contingent query gambits" (p. 345).

For the purposes of this analysis Bellinger and Gleason's (1982) codings of 'conventional imperatives' and 'conventionalised indirect directives' (which had already been applied to the data) were used for the Directive category in the McDonald and Pien (1982) framework as the criteria are very similar (McDonald and Pien's study was informed by Bellinger's work).

The clusters of Conversational and Directive features differ in the degree of constraint that they impose on a hearer's behaviour. Directives and Attention Devices have a high degree of constraint associated with them, whereas Real, Verbal Reflective, and Report Questions place only a low to moderate degree of constraint on the hearer. Thus, parents who are oriented to directing their child's behaviour will use a much greater proportion of high constraint utterances than will those parents who want to converse with their children. The latter group will use low to moderate constraint utterances.

For each parent in each context, as well as for all contexts together, the frequency of the core features was counted, the data were tabulated and then percentages calculated for each category. The results for the core features of each interactional style were combined and the results are shown in Table 8 and Figure 1. As the tables and graphs show, overall fathers are somewhat more oriented to directiveness and less to conversation elicitation than mothers, but generally these differences are not statistically

Table 8
Interactional Intent

All Contexts

	Direct Comm	Indirect Comm	Atten Device	TOTAL DIRECT	Real Question	Verbal Reflect	Report Question	TOTAL CONV
F1	11.11	1.47	2.52	15.61	13.00	3.14	8.60	24.74
F2	8.64	4.94	3.70	17.28	10.12	1.23	0.50	11.85
F3	3.02	2.47	3.30	8.79	6.04	0.55	3.85	10.44
F4	8.18	9.29	0.37	17.84	4.83	2.97	0.74	8.54
F5	8.59	2.76	7.67	19.02	8.28	1.53	1.84	11.65
Av.				15.61				13.44
M1	8.09	3.19	2.34	13.62	10.21	1.70	3.40	15.31
M2	3.31	1.93	0.83	6.07	11.05	4.42	3.04	18.51
M3	8.49	2.77	3.29	14.55	9.19	0.69	6.76	16.64
M4	13.06	6.31	2.70	22.07	7.21	2.70	-	9.91
M5	4.77	2.39	4.24	11.40	10.08	1.86	3.45	15.39
Av.				13.54				15.15
sd				4.8417				4.8851
z				.066				.60

Books

	Direct Comm	Indirect Comm	Atten Device	TOTAL DIRECT	Real Question	Verbal Reflect	Report Question	TOTAL CONV
F1	2.51	-	5.02	7.53	14.07	3.02	7.54	24.63
F2	1.69	1.69	7.35	10.73	6.21	1.69	-	7.90
F3	1.60	-	5.29	8.49	3.17	0.53	4.76	8 46
F4	2.41	1.60	-	2.41	4.82	3.61	-	8.43
F5	5.85	-	12.23	18.08	3.72	0.53	1.60	5.85
Av.				9.45				11.05
M1	1.06	1.06	4.23	6.35	6.88	0.53	2.65	10.06
M2	-	1.85	0.62	2.47	9.88	8.64	2.47	20.99
M3	3.83	1.28	5.11	10.22	5.96	0.85	5.96	12.77
M4	9.43	3.77	3.77	16.97	16.98	3.77	-	20.75
M5	0.53	-	7.45	7.98	5.32	1.60	2.66	9.58
Av.				8.80				14.83
sd				5.2372				6.6512
z				.50				2.64*

Table 8 (cont.)

Puzzles

	Direct Comm	Indirect Comm	Atten Device	TOTAL DIRECT	Real Question	Verbal Reflect	Report Question	TOTAL CONV
F1	12.98	2.88	0.48	16.34	12.98	3.85	9.62	26.45
F2	14.65	7.58	0.50	22.73	9.09	1.01	0.50	10.60
F3	5.10	2.92	1.46	9.48	7.30	0.73	2.92	10.95
F4	7.35	11.76	-	19.11	4.41	2.94	1.47	8.82
F5	9.92	6.61	1.65	18.18	14.05	2.48	1.65	18.18
Av.				17.17				15.00
M1	11.96	4.78	0.96	17.70	8.61	0.96	3.83	13.40
M2	8.59	1.56	-	10.15	9.38	0.78	4.69	14.85
M3	9.80	4.90	2.94	17.64	4.90	0.49	9.31	14.70
M4	13.64	9.09	1.82	24.55	4.54	1.82	-	6.36
M5	8.40	6.87	1.53	16.80	14.50	1.53	4.58	20.61
Av.				17.37				13.98
sd				4.7118				5.9752
z				.120				.588

Meal

	Direct Comm	Indirect Comm	Atten Device	TOTAL DIRECT	Real Question	Verbal Reflect	Report Question	TOTAL CONV
F1	30.00	1.43	1.43	32.86	10.00	1.43	8.57	20.00
F2	10.00	6.67	3.33	20.00	40.00	-	3.33	43.33
F3	2.63	5.26	-	7.89	15.79	-	2.63	18.42
F4	20.00	18.00	2.00	40.00	6.00	2.00	-	8.00
F5	29.41	5.88	-	35.29	17.66	5.88	5.88	29.42
Av.				27.21				23.83
M1	15.28	4.17	1.39	20.84	23.61	6.94	4.17	34.72
M2	1.39	2.78	2.78	6.95	16.67	1.39	1.39	19.45
M3	14.49	2.17	0.72	17.38	21.01	0.72	4.35	26.08
M4	15.25	3.39	3.39	22.03	3.39	3.39	-	6.78
M5	10.34	-	-	10.34	15.52	3.45	3.45	22.42
Av.				15.51				21.89
sd				11.5599				11.2082
z				2.60*				.422

Note. 1. All figures are percentages.

2. * significant ($p = .01$)

107
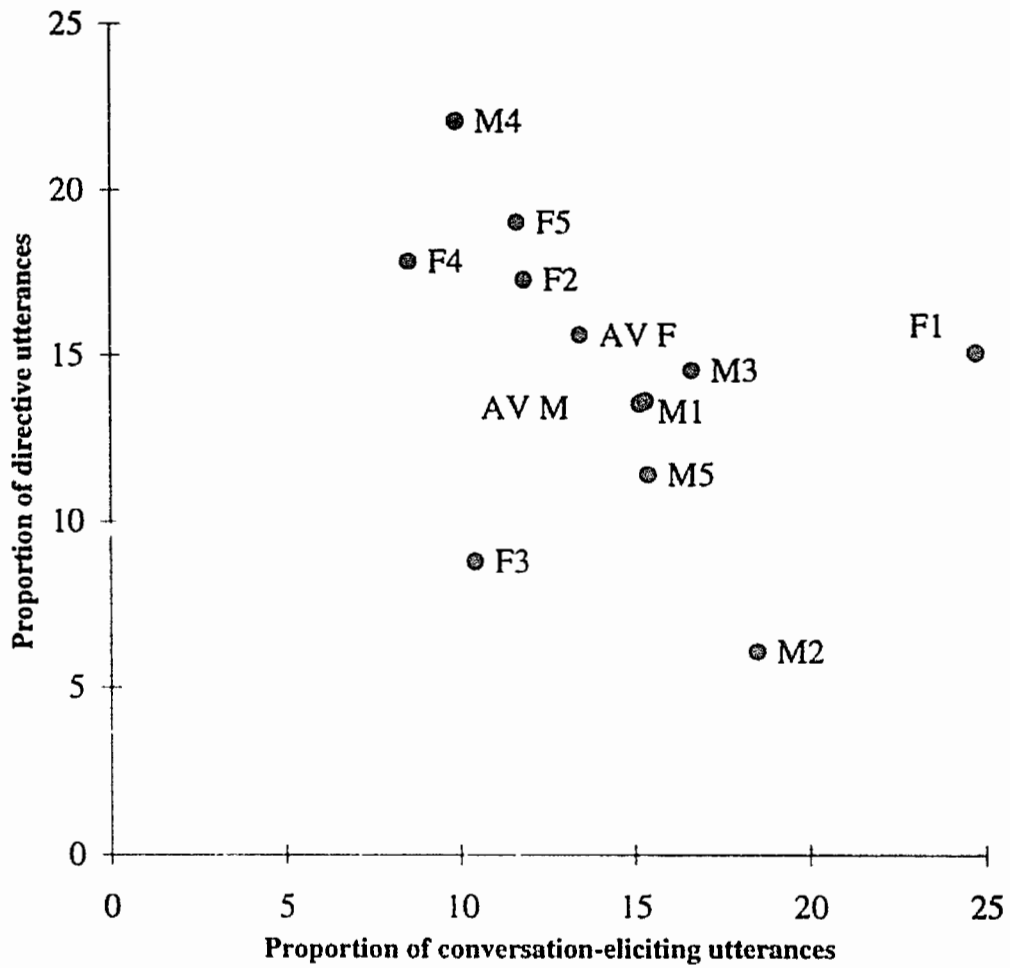
Figure 1a. Father and Mother interactional styles : All contexts.
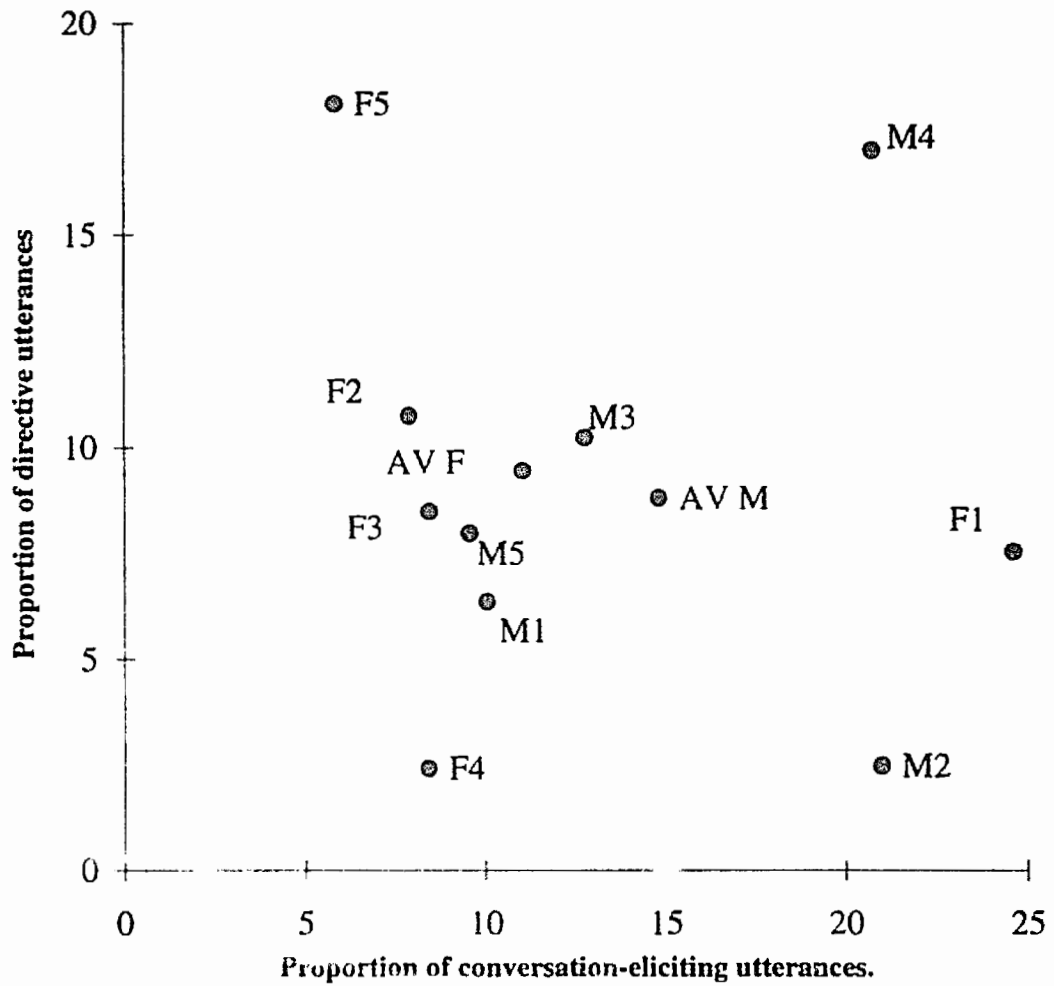
Figure 1b. Father and mother interactional styles: Books.
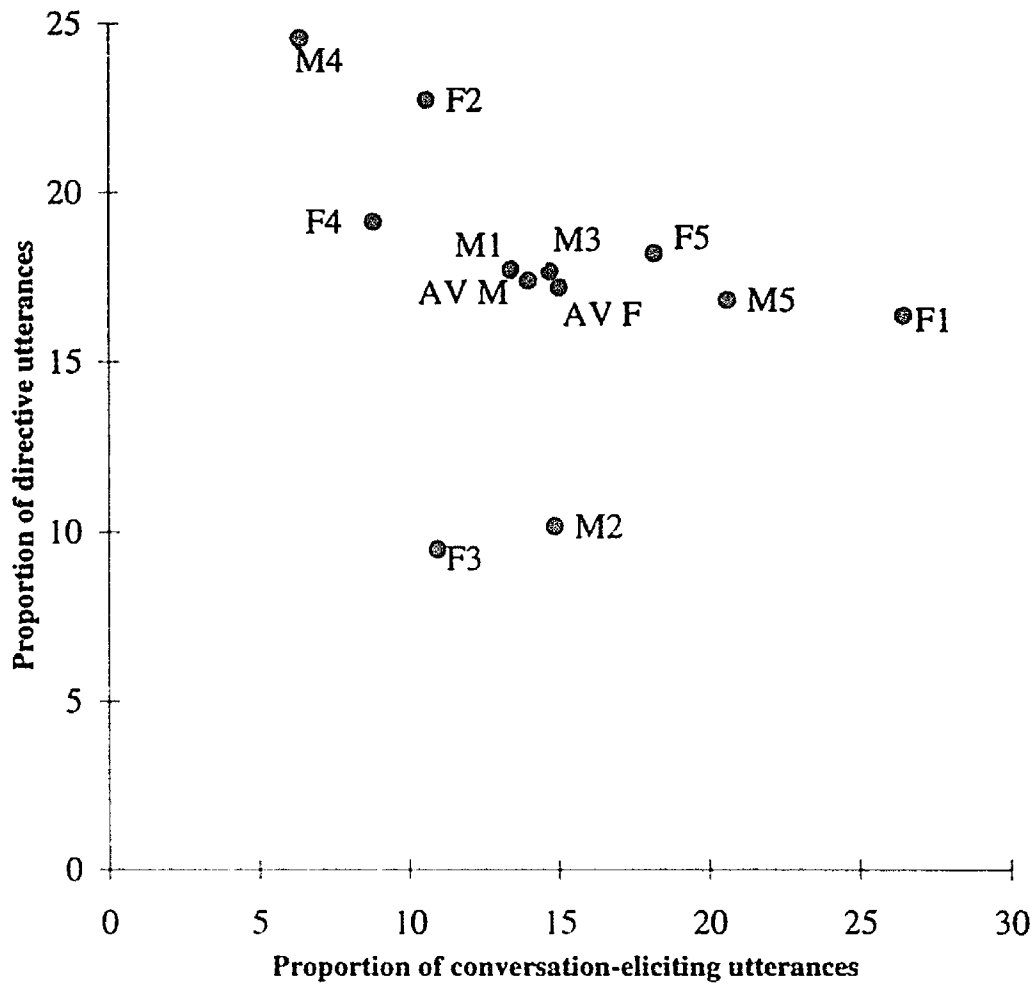
Figure 1c. Father and mother interactional styles: Puzzles.
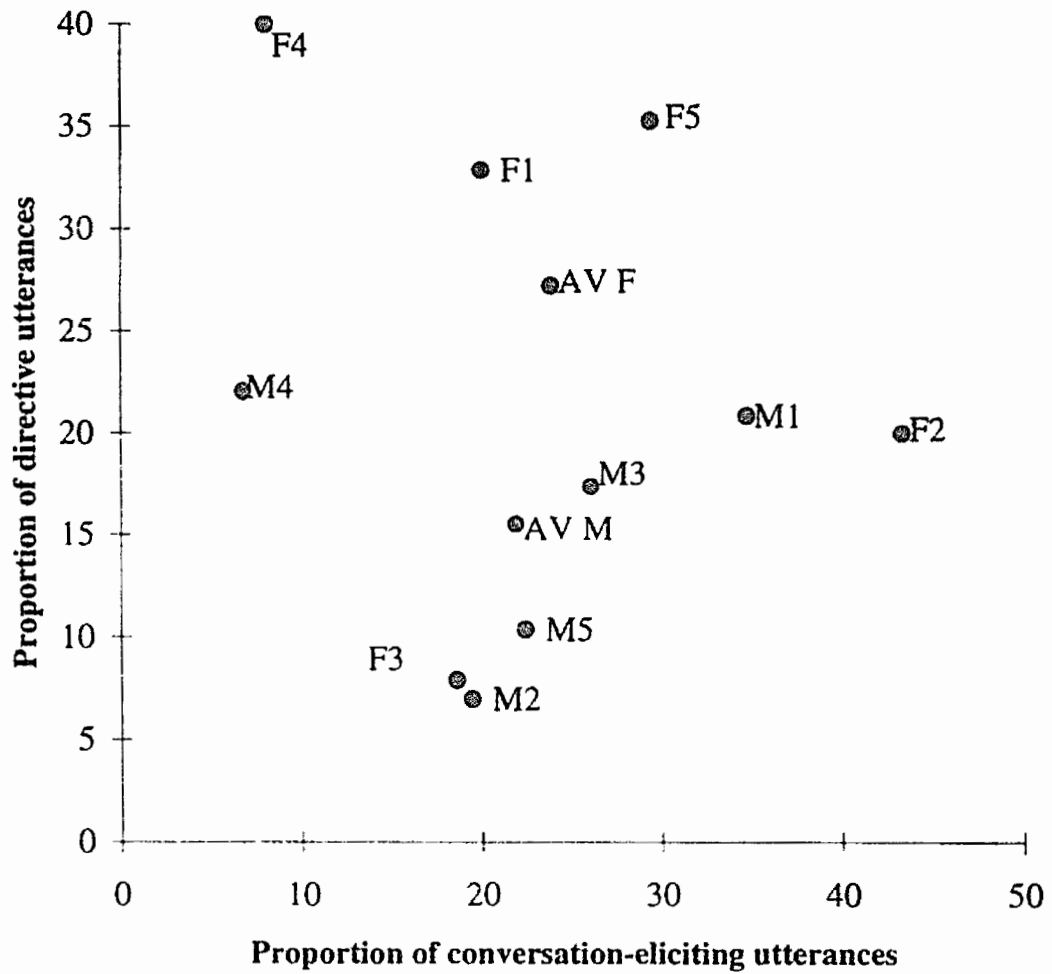
Figure 1d. Father and mother interactional styles: Meal.

significant. In the Meal context fathers are significantly more directive than mothers, and in Books mothers are significantly more oriented to conversation elicitation than fathers. It appears that child gender may be an influence in the outcomes, as Families 1, 3 and 4 (who have sons) are similar in interactional style, as are Families 2 and 5 (who have daughters), but further research with a larger group would be needed to determine whether this is actually the case. These findings concerning greater directiveness on the part of fathers in the Meal context corroborate outcomes from the analysis of discourse functions, which found fathers were involved in more Control sequences than mothers.

In considering individual contexts of interaction, it is obvious that the nature of the speech situation constrains the types of language used, so that in the Books context both fathers and mothers are more conversationally than directively oriented, while the opposite is true of Puzzles. However, the overall father-mother orientations shown in Figure 1a (All contexts) remain constant across all types of interactions, though mitigated in some cases by the particular nature of the individual speech situations. These variations in interactional styles also seem to be evidenced in the different patterns of discourse used by the parents.

5.2 Discourse Patterning

In looking at some of the transcripts, it appeared that within the same context fathers and mothers might be interacting differently with their children, because in some cases there was a different 'feel' to the interaction. This impression led to a closer examination of the patterns of discourse within both Books and Puzzles.

5.2.1 <u>Books</u>

I-R-F Pattern

Work done on a small section of a book reading transcript during a pilot study (conducted in preparation for this present research) had indicated that parental book reading with young children might be characterised by the same tripartite discourse pattern as that which underlies much classroom discourse: the Initiation-Response-Feedback (I-R-F) pattern (as explicated by Sinclair & Coulthard, 1975). Investigation of the present data found this to be so for some, but not all, of the parents in the study (see next section).

The I-R-F pattern is exemplified here in this extract from the data of Father 1:

```
I       F       What- look what's Dad got there in his hand?
R       C       Some fork a fork and and and a knife.
F       F       Yes he has.
I               And what do you think might be in that big bowl there?
        [~2 secs]
R       C       A a lettuce.
F       F       Lettuce.                                          [F1B3/4]
```

Two variations on the basic pattern also occur in the present data. In some cases only Initiation and Response occur, as happens here with Mother 4, for example:

```
I       M       What's the girl got?
R       C       Toys.
        [~2 secs]
I       M       Can you find. the train?
        [~1.5 secs]
                Point to the train.
R       C       There.                                            [M4B6]
```

The other variation is an extended I-R-F-pattern: I-R-F(I)-R. The examples are from Mother 2 and Father 1:

(1) I   M   What happened there?
     R   C   Um she trick her.
     F(I) M   She tricked her?
     R   C   Yes.
     I   M   What's she tricking her with?
     R   C   Um comb.
     F(I) M   A comb?
     R   C   Yes.
                She's bit cross at her   [M2B17]

(2) I   F   What's this girl here doing here?
     R   C   She's sleeping.
     F(I) F   She's sleeping I think isn't she?
     R   C   Yeah.   [F1B2]

As the examples show, Initiation is often realised grammatically by a *wh*-interrogative, and the Feedback as either a declarative or a moodless utterance. Where the extended I-R-F pattern is used, the parent's Feedback is realised in an interrogative form, usually a *tag* or a *yes/no* interrogative (cf. Kaye & Charney, 1980, 'turnabouts'). The use of an interrogative form serves to pass the speaking turn back to the child, because questions require an answer (Sacks, Schegloff, & Jefferson, 1974). This provides the child with another opportunity for participation in the conversation. *Tag* and *yes/no* questions are low constraint questions in McDonald and Pien's (1982) terms, because a minimal answer of yes or no will fulfil the hearer's obligations to the discourse. The use of these interrogative forms functions to extend the parent-child interaction and to provide more opportunity for child participation in the conversation. As the above examples show, parents using the I-R-F pattern also take short speaking turns and allow the child equal participation in the conversation. These are further characteristics of the Conversation-eliciting interactional style.

The I-R-F pattern is characteristic of Fathers 1 and 4 and Mothers 1, 2 and 4. In the case of Father 1 and Mothers 1 and 4 their background as teachers may be influential in their adoption of this discourse pattern in Books, but individual interactional style is also reflected here. It can be seen from Figure 1a (All contexts) that these five parents fall on the conversational side of the mid point. Their interactional style and their discourse pattern indicate an orientation towards conversing with their children.

A-S Pattern

There is another basic discourse pattern which was identified in Books, and the label A-S, or 'Attention Device-Statement', pattern has been adopted for it (the terminology derives from McDonald and Pien's [1982] work on interactional styles). The A-S pattern is used by Fathers 2 and 5. This pattern is much less interactive than the I-R-F pattern. Parents using this pattern use an attention device to direct their child's attention to an aspect of the book. Attention devices (A), generally realised as imperatives, vocatives, or 'see' interrogatives, are then followed by a series of statements (S) (normally in declarative form, but sometimes moodless) from the parent about the story, as the following example from Father 5 shows:

A	F	Look what's happened.	
S		She's reading the little red book	
S		and her Mummy has gone to sleep.	
S		And the little girl is still reading the red book	
S		and her Mummy is still asleep.	
		[~1.5 secs]	
S		Daddy wakes up	
S		and he's in the little girl's bed	
S		but the little girl's not there.	
S		And they go out	
S		and she's with Mummy	
		<in the lounge room>	
Q		She's asleep now though isn't she?	
S		She's gone to sleep	
S		Turn the page.	
S		Ah look that's nice.	
S		And now Mummy and Daddy put her to bed	[F5B21]

There is little opportunity for contributions from the child within this discourse pattern. Questions are rarely used, and even when a parent asks a question there is not necessarily any expectation of an answer, as can be seen in the example above. The A-S discourse pattern in Books appears to reflect the interactional style of these two fathers. Monologuing by the parent and infrequent child turns are also evident in the A-S pattern, and these are also characteristics of the Directive style of interaction. As Figure 1a (All contexts) shows, both fathers are Directive and this trait is evident even when mitigated somewhat by the nature of the speech situation, as Figure 1b (Books) indicates.

Other Patterns

The remaining parents (Father 3, Mothers 3 and 5) use a combination of both I-R-F and A-S patterns when reading books with their children. This is consistent with the picture of their interactional styles presented by the graph, which shows them to be close to the midpoint between Conversational and Directive. Consistent with the overall gender pattern, the mothers are slightly more Conversational and the Father slightly more Directive. Once again, the nature of the speech situation has influenced the type of language used, but the underlying interactional orientations are still evident.

Consideration of interactional styles and discourse patterning for Books suggests that a particular discourse pattern is probably not unique to one gender or the other, but is determined by interactional style. However, given that the nature of the I-R-F pattern (and particularly its variant I-R-F(I)-R) is oriented to eliciting conversation and the A-S pattern is not, it is possible that the I-R-F discourse pattern may be found more commonly in mothers (if they are generally more conversationally oriented than fathers), and the A-S pattern may occur more frequently in fathers (if they are more directive than

mothers). Such a conclusion can only be speculative at the moment. The number of participants in the study is too small to warrant drawing any definite conclusions on this matter, but the outcomes from this study indicate a trend worthy of further investigation.

Before turning to look at the discourse patterns found in Puzzles, it is appropriate to consider how each of these patterns may assist in children's language development. A number of researchers (e.g., Kaye & Charney, 1981; Newport, Gleitman, & Gleitman, 1977; Wells, 1981c, 1985) have suggested that questions may be one of the features of speech that facilitate language development because they encourage participation by the child in conversation. On this basis, in Books the I-R-F style and its variants are likely to be particularly facilitative of language development. Olsen-Fulero (1982) suggests that the behaviours of the directive style (in Books this means the A-S pattern) may be inhibiting to language development. Cross (1978) suggests that too much adult volubility (cf. monologuing [McDonald & Pien, 1982]) may overwhelm the child's processing capacities. As well as this, the A-S pattern does not often pass a speaking turn to the child, thereby decreasing opportunities for participation in the conversation. Both these aspects of the A-S pattern suggest it would be less facilitative of language development. However, this may not necessarily be the case. Children are exposed to a variety of interactional styles, so ultimately the issue of whether or not certain features are facilitative has to be considered as part of a much larger picture, not just on the basis of one example of one context on one occasion. Related to this there is the question of what certain features are facilitating. The I-R-F pattern, for example, is likely to be more facilitative of the development of basic conversational skills. However, there are other competencies that mature language users require, and the attainment of some of these may be better served by other aspects of language use. In the case under consideration here, while the A-S pattern is not as

mothers). Such a conclusion can only be speculative at the moment. The number of participants in the study is too small to warrant drawing any definite conclusions on this matter, but the outcomes from this study indicate a trend worthy of further investigation.

Before turning to look at the discourse patterns found in Puzzles, it is appropriate to consider how each of these patterns may assist in children's language development. A number of researchers (e.g., Kaye & Charney, 1981; Newport, Gleitman, & Gleitman, 1977; Wells, 1981c, 1985) have suggested that questions may be one of the features of speech that facilitate language development because they encourage participation by the child in conversation. On this basis, in Books the I-R-F style and its variants are likely to be particularly facilitative of language development. Olsen-Fulero (1982) suggests that the behaviours of the directive style (in Books this means the A-S pattern) may be inhibiting to language development. Cross (1978) suggests that too much adult volubility (cf. monologuing [McDonald & Pien, 1982]) may overwhelm the child's processing capacities. As well as this, the A-S pattern does not often pass a speaking turn to the child, thereby decreasing opportunities for participation in the conversation. Both these aspects of the A-S pattern suggest it would be less facilitative of language development. However, this may not necessarily be the case. Children are exposed to a variety of interactional styles, so ultimately the issue of whether or not certain features are facilitative has to be considered as part of a much larger picture, not just on the basis of one example of one context on one occasion. Related to this there is the question of what certain features are facilitating. The I-R-F pattern, for example, is likely to be more facilitative of the development of basic conversational skills. However, there are other competencies that mature language users require, and the attainment of some of these may be better served by other aspects of language use. In the case under consideration here, while the A-S pattern is not as

facilitative of certain conversational skills, it may be very useful in helping a child learn how to respond to a different interactional style, which is also important for the development of communicative competence. This point will also be addressed in the next chapter.

5.2.2 Puzzles

There are two basic discourse patterns which have been identified in Puzzles and, as with Books, the patterns adopted by each parent may be more a consequence of overall interactional style than of gender. This would mean that discourse patterns do not serve as a distinguishing characteristic between fathers and mothers in their speech to young children. These two patterns for Puzzles have been labelled C (Common) Pattern, and R (Responsive) Pattern.

C Pattern

The C Pattern contains the following elements:

(a) ORGANISATION of ACTIVITY - This may include questions to the child about what he or she would like to do, who will tip the puzzle out, how the activity will proceed, etc. Linguistically this segment may be realised by declaratives, *wh-* and *yes/no* interrogatives, as well as imperatives.

(b) PRELIMINARY DISCUSSION of PUZZLE - This section frequently has a strong tutorial orientation, and in such cases has an I-R-F format. There is discussion of the puzzle features, often including the child being asked to label the items in the puzzle.

(c) MARKER or DIRECTIVE to start the activity.

(d) COMMENTS/DIRECTIVES/(POSITIVE EVALUATION) - The parent makes a series of comments and directives as the task progresses. The comments can take several forms:

(i) Tutorial orientation - In this case the activity usually starts with the parent directing the child to name the pieces as he or she puts them into the puzzle board. That initial comment is often the only linguistic indication that the puzzle is being completed, that is, there are no other directives as the task progresses. *Wh*-questions figure prominently in this approach.

(ii) 'Running Commentary' - Here the parent describes what the child is doing as the child does the puzzle. Sometimes there are directives or questions, but the majority of utterances are declaratives. Some tag interrogatives are used also, but parents do not necessarily expect a reply to them. They appear to be serving a role of including the child in the interaction, almost as if the parent is speaking on behalf of the child. This 'running commentary' may also have an implicit tutorial purpose because it serves to encode linguistically for the child what he or she is doing (Edwards, 1978).

(iii) Questions - These seem designed to keep the child on track, and may serve as hints to assist in completion of the task. Sometimes positive evaluation is given to the child during this phase, usually at the conclusion of a section of the puzzle.

(e) CONCLUSION (including POSITIVE EVALUATION) - This may simply be a statement that the child has completed the puzzle, but more usually includes commendation of the child's performance.

(d) COMMENTS/DIRECTIVES/(POSITIVE EVALUATION) - The parent makes a series of comments and directives as the task progresses. The comments can take several forms:

(i) Tutorial orientation - In this case the activity usually starts with the parent directing the child to name the pieces as he or she puts them into the puzzle board. That initial comment is often the only linguistic indication that the puzzle is being completed, that is, there are no other directives as the task progresses. *Wh*-questions figure prominently in this approach.

(ii) 'Running Commentary' - Here the parent describes what the child is doing as the child does the puzzle. Sometimes there are directives or questions, but the majority of utterances are declaratives. Some tag interrogatives are used also, but parents do not necessarily expect a reply to them. They appear to be serving a role of including the child in the interaction, almost as if the parent is speaking on behalf of the child. This 'running commentary' may also have an implicit tutorial purpose because it serves to encode linguistically for the child what he or she is doing (Edwards, 1978).

(iii) Questions - These seem designed to keep the child on track, and may serve as hints to assist in completion of the task. Sometimes positive evaluation is given to the child during this phase, usually at the conclusion of a section of the puzzle.

(e) CONCLUSION (including POSITIVE EVALUATION) - This may simply be a statement that the child has completed the puzzle, but more usually includes commendation of the child's performance.

(f) POST-COMPLETION DISCUSSION - This may be of a tutorial nature, similar in format to (b) Preliminary Discussion, or it may be more oriented to discussing the puzzle and the story the pictures portray or suggest.

Some of the elements of the above pattern may appear in a different order. For example, in the basic Puzzles discourse pattern, the order of (a) and (b) may be reversed; and either (b) and/or (f) may not occur at all, especially if (d) has been tutorial in character. This pattern may occur within one sequence, but can often also be identified across several sequences covering the completion of a whole puzzle.

Both fathers and mothers adopt this pattern, as the following examples show. These patterns can occur within one sequence, or they may be realised across several sequences. The following extract from the data of Father 1 illustrates the key elements of the pattern within one sequence (the organisation of the activity occurred in the preceding sequences):

MARKER	F	Okey-dokey.
DIRECTIVE		Away you go.
		[~2.5 secs]
COMMENTS		Bananas!
		You putting them in first are you?
		[~4 secs]
		You sure that one goes there?
		There's lots of holes I think.
		Yeah that's better isn't it?
(P. EVALUATION)		Good boy.
		Didn't even have to turn it round.
DIRECTIVES		Ah ah ah no don't bash it Matey!
		Just move it 'til it fits the right hole
		otherwise try something else.
P. EVALUATION		That's the boy. [F1P23]

The following series of sequences from the data of Mother 3 show the basic Puzzles discourse pattern realised across the whole task. In this example, Preliminary Discussion precedes Organisation of the Activity:

PRELIMINARY	M	And have you noticed=
DISCUSSION	C	Mm.
(TUTORIAL	M	=that the carriages have got numbers
ORIENTATION)		on them?
	C	Mm.
I	M	Do you know what the numbers are?
R	C	1-2-3-4-5.
F	M	Clever boy.
ORGANISATION		OK let's tip 'em out
of		and then I'll see if you can do it.
ACTIVITY	C	I'll-
	M	OK you tip them out.
		And we'll muddle them all up 'cause
		we don't want to make it too easy do we?
		Mix 'em all up.
MARKER/DIRECTIVE		OK let me see what a clever boy you are C.
to START ACTIVITY		[~1.5 secs]
	C	This bit here.
	M	That's right.
		[~6 secs]
COMMENTS		What's in that carriage C?
	C	Camel.
	M	No that's a cow not a camel.
		You always confuse cow with camel don't you?
	C [to self]	Yes no. yes no. yes no.
	M	It's from that zoo book I think.
		[~1.5 secs]
CONCLUSION and		Good boy
P. EVALUATION		Well done. [M3P2-6]

The majority of the parents in this sample followed the same pattern, so it is possible that, like the discourse patterns in Books, there is not a gender-specific pattern to Puzzles either, as the above examples suggest. Further research with a greater quantity of data may reveal that certain elements of Section (d) are more likely to be associated with a particular interactional style. For example, 'running commentary' might be found to be associated more with Directive style, and questions with Conversational style.

There are some linguistic differences between parents within the general pattern with regard to use of markers, directives, positive evaluation, and linking references. Both fathers and mothers use markers in discourse, particularly as their children become

more able conversationalists[1], but their use of markers differs. In fathers' speech markers are more likely to constitute a separate utterance, as the following example from Father 1 shows:

MARKER   Okey-dokey.
UTTERANCE   Away you go.   [F1P23]

In mothers' speech, on the other hand, markers are generally embedded in a longer utterance, as can be seen in the following example from the data of Mother 3:

MARKER/UTTERANCE   OK let's tip 'em out
                     and then I'll see if you can do it.   [M3P3]

The nature and role of discourse markers in parental speech is another area that could profitably be the focus of future research.

Parents also differ in their use of directives. Both mothers and fathers are directive to their children in the Puzzles context, which is probably a consequence of the nature of the activity in which they are involved. However, often fathers' speech 'sounds' more directive than mothers', perhaps because fathers are less likely than mothers to ameliorate their directives, or to provide reasons with them (which also constitute amelioration strategies). For example, from the data of Mother 1:

M   Let's have a look at the Bananas puzzle shall we?
C   Yes
       and I've got little book.
M   Have a good look at it first so you know what the pieces look like.
       Who's this one?   [M1P7]

---

[1] The use of discourse markers appears to be developmentally determined. There are few, if any, examples of their use in the data of the youngest child, in any context, but they appear frequently in the speech of the parents of the older children in the study.

This mother's first directive is ameliorated by the use of the inclusive, first person plural imperative form 'let's', and by the use of a question form. She ameliorates her second directive by providing a reason with it. These amelioration strategies will be discussed more fully in the next chapter. This is very different from the situation with Father 2 who uses unmitigated imperatives:

<pre>
F   All right we'll tip 'em all out.
C   And this is a-
F   Turn the pieces over.
        And you you put the pieces in
        and tell me what they are.   [F2P3]
</pre>

The differences between fathers' and mothers' in their use of Linking References have already been mentioned (see Chapter 4), and will be discussed more fully in the next chapter. A further difference in Puzzles between fathers and mothers is the way each uses Positive Evaluation (PE). Fathers normally give some positive evaluation to their children on completion of a whole puzzle, but do not give much during the course of the activity. Mothers, on the other hand, not only give positive evaluation at the conclusion of the task, but also regularly provide it as the activity progresses. PE may be realised in several ways. The criteria used to determine utterances in which a parent is giving PE to a child were derived from Sinclair and Coulthard's (1975) category 'evaluate'. Sinclair and Coulthard's work was concerned with the analysis of classroom discourse, but the principles underlying that category are equally relevant in the contexts of this study, though the actual phrases used varied from those commonly found in classroom discourse.

Positive evaluation of parents to children may be realised by:

(a) statements and tag questions, including phrases such as 'that's right', 'that's the way';

(b) words such as 'yes', 'mm', and 'OK', when spoken with a high fall intonation;

(c) repetition (with or without some form of expansion) of the child's reply, when spoken with a high fall intonation;

(d) expressions of praise such as 'good girl', 'very good', 'well done'.

The data suggest that fathers and mothers differ in the nature and amount of PE they give, as well as in its positioning through the discourse. Differences in the nature and amount of PE have not been explored in this study. It is possible that the way PE is realised and used will vary with different interactional styles. This may be an avenue for further research at a later date.

R Pattern

All the fathers and three of the mothers in the present study followed the above pattern when interacting with their children in the Puzzles context. Mothers 2 and 5, who are quite conversationally oriented, displayed a somewhat different pattern of discourse in Puzzles. These mothers were much less directive in Puzzles than the other parents and generally allowed their children to take the initiatives in the activity. They also challenged their children to find their own solutions to the tasks, rather than telling them how to solve a problem.

The basic discourse pattern for these parents is:

(a) ORGANISATION OF ACTIVITY (including directives)

(b) QUESTIONS or STATEMENTS from child about the task which serve to get the activity started.

(c) RESPONSES from the mother. These may take the form of a question (e.g., 'where do you think it goes?') or a 'non-specific' or 'prompt' directive (e.g., 'you have to look hard') in answer to the child's question 'where does this go?' Such responses challenge or push the child to work out his or her own solutions to the task.

(d) COMMENTS are usually made by the mother during the activity. Such comments often have a tutorial orientation. There may also be some positive evaluation given during the activity.

(e) CONCLUSION, including POSITIVE EVALUATION.

As with the first Puzzles pattern, elements can occur in a different order from that given here. In particular, (b), (c) and (d) may occur in various orders throughout the activity once it has started.

The following extract from the data of Mother 5 exemplifies this discourse pattern:

PRELIMINARY	C	This bit comes out?
DISCUSSION		Yes.
		What's it called?
		What's it called?
		What's this called?
	M	That's a. bird in the nest.
	C	Yeah.
		[~1.5 secs]
	M	You going to put all the bits in now?
	C	Yes.
		Where's the other one?
DIRECTIVE	M	Let's do this one first.
	C	That's another puzzle.
	M	That's another puzzle.
		Let's do this one.
CHILD QUESTION	C	Where's this one go?
M. RESPONSE	M	You have to have a look.
	C	There.
		There.
		This one.
COMMENTS	M	That's teddy.
.		What's he doing?
		Banana isn't it?
	C	Yes.
		Having a swing.
	M	Having a swing.
		Yeh!
	C	Goose.
	M	Is he a goose?
	C	You a goose.
	M	I'm a goose?
		Oh OK.
	C	No there.
		[~4 secs]
		This bit goes in there
		That goes in there.
		That goes in there.
	M	What's in- what has the teddy bear got?
	C	A apple.
	M	Yeah.
		[~1.5 secs]
CONCLUSION +		Yeh!
P. EVALUATION		You did all that one.

[M5P19-23

Even though this second Puzzles discourse pattern was used only by mothers in these data (and in fact only by mothers of daughters) it is not possible to determine from this study whether this second Puzzles discourse pattern may be gender specific. Like

other discourse patterns, it may be a reflection of interactional style rather than gender. That is, it is possible that some fathers may also be very conversationally oriented, and, if so, would show a similar discourse pattern in a Puzzles context to the one shown by these mothers.

The nature of an activity influences the type of speech produced in a context, so, for example, Puzzles generates a more directive style, and Books a more conversational style. The linguistic demands of a situation cause all speakers to adjust their style. However, these adjustments do not totally override their general interactional orientation, particularly if they are strongly oriented to one or other style.

This investigation of interactional intent and discourse patterning has been exploratory. Further research is needed, using a greater quantity of data from a wider range of contexts and involving more varied participant groups. At present the outcomes suggest the discourse patterns adopted by each parent may be more a consequence of interactional style than of gender. It will also be important to extend the investigation of parental styles to include different age groups. Olsen-Fulero (1982) points out that parental conversational behaviours are likely to change over time as children mature, so no firm conclusions should be drawn on the basis of the present data only.

CHAPTER VI

DISCUSSION

The analysis has shown that there are differences between fathers' and mothers' speech, and that these are revealed more in functional than formal features. This overall trend is consistent with the findings of earlier studies (see Chapter 2). Because the participant group in the present study was small, outcomes cannot necessarily be generalised beyond this group. However, the results indicate a number of possible avenues for future research.

The outcomes from this study will be discussed and compared with previous research, and the implications these have for language acquisition will be considered. The present research was undertaken to address several questions:

1. Does the speech of Australian fathers and mothers to young children differ in respect of formal, conversational, or functional characteristics?

2. What is the relationship between the findings from this Australian research and comparable overseas studies?

3. What characteristics predominate in fathers' speech, and thereby differentiate it from mothers' speech?

4. What might be the implications of the findings of the study for child language acquisition?

Questions 1, 2, and 3 will be dealt with in the first three sections of this chapter as part of the discussion of the outcomes of the present study. Question 4 has not been

researched directly in this investigation, but Section 4 will address aspects of this research question. Suggestions for further research will conclude this chapter.

6.1 Formal Characteristics

6.1.1 Amount of Speech

Previous research has found fathers and mothers to be very similar in the amount of speech they produce when talking with their young children (e.g., Bellinger & Gleason, 1982; Fash & Madison, 1981; Malone & Guy, 1982; McLaughlin, White, McDevitt, & Raskin, 1983). The present study also found that both parents were similar in the amount of speech they produced in interaction with their children. Comparisons of the amount of speech produced need to be made on the basis of the number of **utterances per minute** rather than on the total utterances produced in a context because in three cases participants recorded less than 10 minutes' data for a context (Father 4, Books; Mother 4, Puzzles; Family 2, Meal). Overall the difference between fathers and mothers on this measure (12.58 vs. 13.59 utterances per minute) is not statistically significant. However, while Books and Puzzles are quite similar, the Meal context shows that fathers are much less talkative than mothers (4.29 vs. 8.27 utterances per minute), a difference which is statistically significant. Before discussing some possible explanations of this, the results from several other measures of 'talkativeness' (mean length of utterance, and number and mean length of conversational turns) should also be considered.

Mean Length of Utterance scores are similar overall for both fathers and mothers (4.09 vs. 4.46). This finding of no significant difference also holds true for each individual context in the present study, and is consistent with the majority of

previous studies (e.g., Gleason, 1975; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Lipscomb & Coon, 1983; Pratt, Kerig, Cowan, & Cowan, 1990).

Another measure of talkativeness which has been used in previous research is number of **Conversational Turns**. These earlier studies have found that in dyadic interaction fathers and mothers are very similar in the number of turns produced (e.g., Golinkoff & Ames, 1979; McLaughlin et al., 1983; Tomasello, Conti-Ramsden, & Ewert, 1990; Wilkinson & Rembold, 1982). The present study differs slightly from these outcomes in the dyadic interaction context of Puzzles. While both parents take a similar number of conversational turns in Books, and have a similar **Mean Length of Conversational Turn** (which corroborates earlier work), in Puzzles fathers take more turns than mothers (72.8 vs. 65.4). This difference is not statistically significant, and neither are the differences in the mean length of conversational turn (2.19 vs. 2.45) and number of utterances per minute (16.04 vs. 15.86).

The present study shows that in the Meal context parents have similar MLU scores. There is, however, a statistically significant difference between fathers and mothers in the total number of utterances produced in the Meal context, and also in the amount of speech produced (4.29 vs. 8.27 utterances per minute) in the same context. The differences between fathers' and mothers' scores on total number of speaking turns taken (28.4 vs. 43), and mean length of conversational turn approach statistical significance. Studies of dyadic/triadic interaction have consistently shown that the number of participants affects the interaction patterns (e.g., Clarke-Stewart, 1978; Golinkoff & Ames, 1979; Jones & Adamson, 1987; Stoneman & Brody, 1981; Woollett, 1986). Both Golinkoff and Ames (1979), and Stoneman and Brody (1981), are relevant to the present study. They report that fathers spoke less frequently than mothers in triadic interaction with their children. Like the present study, De Temple and

Beals (1991) also found fathers to be infrequent contributors to mealtime conversation. They do not suggest why this might have occurred, perhaps because this aspect was not directly part of their research focus.

One possible reason for the difference in the amount of speech produced and in the number of turns taken by participants in triadic interaction may be the different roles which each parent occupies within the family. Stoneman and Brody (1981), whose study involved play sessions, comment that when both parents were involved in the interaction fathers seemed to defer to mothers. These researchers suggest that in triadic interaction fathers act as playmates to the children while mothers act as supervisors of the activity. In dyadic interaction, though, parents are very similar in respect of number of utterances and number of turns, a finding also made by Golinkoff and Ames (1979). Golinkoff and Ames suggest that in triadic interaction mother dominance may be related to their role as children's primary caregivers, which in new situations leads them to 'take charge' because they feel they are the ones who can best show off their children. Participation in a research project on children's language development is particularly likely to give rise to this sort of behaviour. Further, both Golinkoff and Ames', and Stoneman and Brody's studies took place in laboratories. A laboratory situation would be unfamiliar to all participants, thereby possibly increasing the mothers' tendency to take the main responsibility for the interaction. However, since the present study differed in terms of both the location in which the recordings were made (in the participants' homes and without an observer present), and in the context of triadic interaction (a meal time rather than play), some further explanation is needed for the difference. It would be wrong to rule out completely the influence of observation (i.e., being tape recorded) as a contributing factor, but the different circumstances of the

present study are likely to make this a less significant factor than for Golinkoff and Ames, or Stoneman and Brody.

The differences in the amount of speech in the Meal context of the present study may reflect the different roles each parent has within the family. The families in this study, as in much of the previous research on fathers' speech (e.g., the work of the Gleason team), all fit the description of 'traditional' families, where mothers have primary responsibility for child care and the home (including meal preparation), and fathers are employed full time outside the home. In an area which is particularly their responsibility mothers are more likely to take initiatives and organise what is to happen, hence their dominance in the mealtime interaction. This may also reflect their conformity to a perception of how mothers and fathers *ought* to behave. Participants in a study are under examination, with their behaviour open to public scrutiny, and therefore some participants may modify their behaviour in conformity to a particular perception of role specific behaviour (Hladik & Edwards, 1984; Lewis & Gregory, 1987).

6.1.2 Utterance Types

Parents' speech is very similar in terms of amount of speech produced, and also very similar in respect of the proportion of different utterance or sentence types used. The problem of the variety of definitions used for utterance or sentence types has already been referred to in Chapter 4. Because of the mix of formal and functional criteria in some definitions (e.g., Fash & Madison, 1981; Golinkoff & Ames, 1979; Malone & Guy, 1982), and the absence of definitions in other studies (e.g., Bredart-Compernol, Rondal, & Peree, 1981; Hladik & Edwards, 1984; Kavanaugh & Jirkovsky, 1982; Rondal, 1980), it is not possible to truly compare the present outcomes with much

of the previous work, because one cannot be sure that the basis of comparison is the same. Nevertheless, there are several studies with which the current work can be more closely compared. The Gleason team (see Gleason & Greif, 1983) used grammatical criteria for defining sentence types, and it is probable that Rondal (1980) and Bredart-Compernol et al. (1981) did also. This assumption about the latter two studies is based on their usage in reporting of the terms *declarative*, *imperative*, and *interrogative*, which refer to grammatical rather than functional classifications of utterance types. For comparative purposes, it was also helpful that the methodology of these studies was similar to that of the present research. Like the present one, these studies found that overall parents used similar proportions of the different utterance types. This is of particular interest as the Bredart-Compernol et al. research involved a much larger number of families than either Rondal (1980) or the present study. The outcomes of Bredart-Compernol et al. thus add significant support to the likelihood that there are few differences at the grammatical level in parents' speech to young children.

Gleason (1975), and Gleason and Weintraub (1978) report that fathers use a much higher proportion of imperatives than mothers when talking with their young children, particularly in a home context (home-based: 38.33% vs. 19%; laboratory-based: 13.5% vs. 8.8%) (Gleason & Weintraub, 1978, p. 195). However, the findings of the present study, and those of Bredart-Compernol et al. (1981), and Rondal (1980), are contrary to the results reported by the Gleason team for the use of imperatives. Gleason associated fathers' higher proportion of imperative use with their role as the authority figure in the family. Rondal (1980) did not find evidence in his study to support this contention. He attributes the similarity between the parents in his group to the fact that they were all employed at least part-time, and therefore could not be considered traditional families in the sense used by Gleason (1975). This seems to imply that, in

133

families where both parents are in paid employment, caregiving and other responsibilities may be differently distributed, with less clear delineation of parental roles. There will be further discussion later on the matter of imperative/directive use, as a number of studies do not concur with Gleason's findings (see 6.2.3). The matter also needs to be the subject of further research.

6.1.3 Summary

This review of the results of the investigation of formal and structural features of parental speech in the present study has confirmed the findings of most previous work. In respect of these speech features children receive similar input from both parents. According to Mannle and Tomasello (1987) "the findings of similarity have led many researchers to conclude that fathers are redundant with mothers as linguistic interactants" (p. 26). However, research which has incorporated pragmatic aspects of speech in its investigations challenges such a conclusion. It was therefore important that this study included conversational and functional characteristics of parental speech, as well as formal features in order to identify differences between fathers' and mothers' speech to children. A number of measures were used to assist in this process. These are discussed in the next section.

6.2 Conversational and Functional Characteristics

6.2.1 Locus of Reference

The Locus of Reference measure has been used in various ways in a number of previous studies. For example, Fash and Madison (1981), and Kavanaugh and Jen (1981), both used Locus of Reference as a basis of comparison between fathers' and mothers' speech in respect of the proportion of non-present (temporal) references used

by each parent. The outcomes from their studies are therefore relevant to the present one which has found no significant difference between fathers' and mothers' speech in the proportion of non-present (temporal) references they used when talking with their children. This result corroborates Kavanaugh and Jen who found the parents in their study to be very similar in the amount of non-present references they used. On the other hand, Fash and Madison found that fathers made significantly more references to past events than mothers did, although there was little difference in the proportion of each parent's use of future references. As was suggested in Chapter 4, this difference between Kavanaugh and Jen, and Fash and Madison, may be accounted for, in part, by the different ages of the children in each study. Those in Kavanaugh and Jen's study were much younger (1;2-1;5 years at the outset) than those in Fash and Madison's (2;3-3;11 years). On this basis it had been expected that the results of the current study (which used children aged 2;6-3;8) would follow Fash and Madison, rather than Kavanaugh and Jen. The reasons for the contrary results are at present unclear.

Fash and Madison (1981) suggest that the differences they found between fathers and mothers may be associated with the fathers' role in the home. All fathers in their study were employed outside the home. Hence, when the fathers returned home they might have been more interested in finding out about activities their children had been involved in while they (fathers) were at work than in the activities in process when they arrived home. While this is a logical and valid conclusion, the same type of family organisational structure probably applied to the families in Kavanaugh and Jen (1981), and certainly applied in the present study. Hence, some other explanation is needed to account for the difference in outcomes between Fash and Madison, and the other two studies.

One explanation may be found in the variations in methodology between the studies. All three recorded participants interacting in their own homes. However, Kavanaugh and Jen's (1981) longitudinal study had an observer present, whereas in the other two studies the recordings were made without an observer present. Both Fash and Madison (1981), and Kavanaugh and Jen, recorded their participant families in unstructured sessions (although both asked that the participants avoid reading books to the children), whereas the present study specified the activities in which the families were to engage. Fash and Madison also allowed families to make their recordings over several sessions if they wished to, in the interests of obtaining more naturalistic data. The lower level of controls in Fash and Madison's approach may have, in some way, brought a bias to their data that was not present in the other two studies. Both Kavanaugh and Jen, and the present study controlled for birth order (firstborns), whereas Fash and Madison did not, and most of their participant children were in fact later borns. Bennett-Kastor (1988) comments that, at present, it is unclear whether or not birth order is a significant variable, and suggests that "Samples which differ significantly with respect to birth order of subject may be one reason why attempts at replication sometimes fail, or why expected results in an original study are not always obtained" (p. 48). Such a situation may be involved here.

None of the reasons advanced thus far is completely satisfactory in accounting for the difference in outcomes. There is, though, another factor which might be relevant, and that is the unit of analysis on which the measure was based. Both Fash and Madison (1981), and Kavanaugh and Jen (1981), used the utterance as their basis for coding, whereas the present study used the sequence. The sequence, being a larger unit than the utterance, may not have provided as fine a level of discrimination as the utterance would have, nor might coding decisions be as unambiguous as those based on

utterances. The coding guidelines in the present study called for sequences to be coded according to their dominant temporal reference. Thus, a sequence such as the following from Mother 1 in Books was coded as Present (because the mother was talking with the child about the pictures they were looking at in the book), even though there are two past references in it:

M OK this book is called *Sunshine*.
    And it's about a little girl who
    gets up very very early in the morning.
    Remember how you used to get up
    very very early in the morning?
    Mummy and Daddy used to say
    'Oh C can't you sleep in just a little bit longer?'
    And there's the little girl.   [M1B2]

Conversely, present references also occur in sequences coded as Past, as this example from the Meal data of Family 1 shows:

M Did you ride your bike fast C?
C No.
F You tell Mummy what side of the
    path you rode on.
[~8 secs]
[F and M laugh]
M When you've fi iished the
    mouthful.
F When you've finished feeding
    your face.
M Sounds like you're enjoying your
    hot dog.
F You tell Mummy what side of the
    path you rode your bike on.
C Don't know Dad.
F Was it the left hand side or the right hand side?
C The left hand side.
F That's the boy yeah.   [F/M1M9]

It is possible that the outcomes might have been different if the present study had used the utterance as the unit of analysis, or if a slightly different interpretation of the coding

criteria had been applied (cf. the discussion in 4.3.1 re coding of Representational vs. Tutorial sequences). However, an informal analysis of the data suggests this is unlikely, for at least two reasons. Firstly, all of the results are reported as proportions of the total scores, not as raw scores, so the bases of comparison are the same. Secondly, even if all three studies had used the same unit as the basis for the analysis, there might still be some variation between studies in respect of the criteria each applied in determining utterances (see discussion in Chapter 4 on this point). This could, in return, lead to variations which might have affected outcomes.

At present it is still uncertain whether or not there are differences between fathers and mothers in respect of the proportions of references to non-present events each parent uses when talking with their children. It may be that there are no significant differences, and that, while the overall level of such references in parents' speech may be expected to increase as children mature and become more capable of engaging in the decontextualised talk that characterises adult conversations (Sachs, 1983; Snow, 1983), the proportions of such references used by each parent may continue to be very similar. This indicates that further research (including data drawn from a wider range of contexts of interaction) is needed to ascertain whether or not fathers and mothers differ in respect of the proportion of references to non-present events they use when talking with their children.

6.2.2 Linking References

Locus of Reference in this study was concerned with temporal reference, but Locus of Reference can also involve spatial reference. That is, reference to objects or people not present or visible at the time of the interaction (e.g., Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Masur, 1982; Sachs, 1983). References to non-present

events or objects have also been called 'displaced references' (Sachs, 1983), 'extrasituational references' (Masur, 1982), and 'decontextualised language' (De Temple & Beals, 1991; Snow, 1983), names which derive from Bloomfield's (1933) 'abstract' or 'displaced speech'.

It is appropriate to consider the outcomes of the 'Linking References' (LRs) analysis in conjunction with those from Locus of Reference because they are both part of the general category of displaced or extrasituational references. LRs were defined as references in which the parent makes a connection between something in the activity in which the child is presently engaged, and a person, object, event or activity in the child's own experience. LRs may make reference to a past event (example 1), or make a connection to an ongoing part of the child's experience (examples 2 & 3):

(1)	M	What's it look like?	
	C	I don't know.	
	M	Remember Nana and Grandpa sent you one of those when they went on their holiday? Can you remember what they sent you?	
	C	No.	
	M	They sent you a postcard. Now there's a picture on the front and they wrote on the back. And they told you and C2 about their holiday.	[M1B15]

(2)	M	What's that called?	
	C	Um clown.	
	M	Λ clown yeah. You know on Playschool when they say jack-in-the-box? [recites] Jack is hiding down in the box until someone opens the lid.	
	C	Boo!	
	M	And then it goes boo jingle jingle jingle jingle like that.	[M2P6]

(3)	M	And look. What's he got under his arm? Daddy takes books to work doesn't he?	
	C	My Daddy.	
	M	Yeah.	[M5B27]

LRs provide a link, a type of scaffolding (cf. Bruner, 1975; Cazden, 1983), in which the parent makes a connection between something the child already knows about, and something new that is being presented (Snow, 1983). Expressed in terms of schema theory, LRs provide a means of activating an existing schema to assist with the processing of new information, which serves to reduce the cognitive processing load for the children (Bickmore-Brand, 1993; Mussen, Conger, Kagan & Huston, 1990; Wilson, 1983). This suggests LRs have an important role in cognitive development, but it is their facilitative role in language acquisition and development that is of interest here.

Among the factors likely to assist language development is the use of strategies which will extend children's opportunities for conversation (e.g., Pine, 1994; Richards & Gallaway, 1993; Wells, 1985). (See 6.3 & 6.4 for further discussion of the role that input language might play.) LRs may be one such facilitative strategy. They can provide an opportunity for children to talk about familiar topics while incorporating new material, or enable children to see how other material can be incorporated into conversation. The assistance given by the known topic provides children with a framework from which they can draw linguistic resources to deal with the new topic (Sachs, 1983).

Linking References may not only assist with oral language development in the short term by providing additional opportunities for talk, but they may also contribute to the development of literacy skills and adult conversational skills. Both these skills rely very heavily on the ability to use language independently of support from the immediate context (De Temple & Beals, 1991; Sachs, 1983; Snow, 1983, 1991). LRs are one means parents use to assist the child to move from discussion solely of the 'here-and-now' to discussion of non-present objects, people, events and activities. This is a forerunner to talking about abstract ideas, which is a characteristic of adult conversation.

The analysis of parental use of LRs in the present study has shown that in both Books and Puzzles mothers use LRs more often than fathers. This difference is statistically significant in Books, and approaches statistical significance in Puzzles. Overall mothers use nearly three times as many LRs as fathers do (11.42% vs. 4.23%), a statistically significant difference. Further, most of the paternal LRs are from one father (F1) in Books (27.59%). His background as a teacher may contribute to this high level of use of this feature, as LRs are commonly used in classroom situations. Without that score the overall proportion of paternal LRs would have been much lower.

This outcome differs from that of Masur (1982), a member of the Gleason team researching the speech of parents to children aged 2;0-5;0 years. Her study included investigation of extrasituational references. The definitions and purposes of the extrasituational reference measures used in her study were a little different from those of LRs in the present study. Nevertheless, they are sufficiently close to allow a general comparison of overall outcomes to be made. Masur reported that the fathers and mothers in her study used very similar proportions of extrasituational references, but were differentiated by the topics to which parents referred with sons and daughters. Masur suggests that this differentiation may be attributable, at least partially, to the nature of the activity in which the families were involved. The families in her study played with a pull-apart car, an activity she suggests may have been perceived by the parents as being of more interest to boys, and this may in turn have led to the differences in the nature of the extrasituational references to the children. For example, fathers' extrasituational references to their sons were most likely to relate the activity in which they were presently engaged to experiences with their own family car; however, mothers with their sons most often discussed experiences with other toys; but with daughters the

extrasituational references both fathers and mothers used were not related to either of these topics.

Masur also reports that 89% of parents (93% of mothers, 85% of fathers) in her study used extrasituational references, whereas in the present study only 70% of parents did so (80% of mothers, 60% of fathers). The most likely explanation for this variation in the proportion of parents in each study using extrasituational references is to be found in the age of the children involved in each one. The average age of the children in the present study was 2;9 years, whereas the children in Masur (1982) were approximately 12 months' older. Sachs (1983) shows that the use of temporal extrasituational references is well-established before children reach 3;0 years of age but those relating to non-present objects are much less common in interaction with very young children. Usage of these references becomes much more frequent from around 3;0 years. Thus it is likely that the older the child the more frequently LRs or extrasituational references will occur in parents' speech. This developmental trend is evident in the present data also, with the usage of LRs increasing with the age and maturity of the children. LRs did not appear at all in the speech of Mother 4 and only once in Puzzles with Father 4. Their child was the youngest in the study. On the other hand, Mothers 1 and 3, whose children were the oldest in the study, used 40.74% and 25.81% respectively in Books, and 9.68% and 15.63% respectively in Puzzles.

This discussion of child participant age has provided a possible explanation for the variation in the proportion of usage of LRs and extrasituational references in the two studies, but it has not directly addressed the reasons for the difference between fathers' and mothers' levels of use of LRs in the present study. Because of the developmental factors involved in onset of use of extrasituational references (Foster, 1990; Sachs, 1983), child age may still provide the explanation. In traditionally structured families

such as those in the present study, primary caretaker mothers spend much more time with their children than do secondary caretaker fathers. It might therefore be that mothers know more specifically than secondary caregivers what their children's abilities and interests are (cf. Barton & Tomasello, 1994). Mothers may therefore perceive somewhat earlier than fathers the readiness of their children to deal with LRs. Secondly, mothers are closely associated with their children's daily activities, and so may also be more aware than fathers of a wider range of their children's experiences, particularly those with which such links are often made. For example, the content of children's television programmes such as *Playschool* or *Bananas in Pyjamas*, which are screened during the day when fathers are at work. This means fathers would rarely see the programmes and would not be very familiar with the characters and activities involved. Hence, they would not have the same breadth of shared experiential base from which to draw when talking with their children (Hladik & Edwards, 1984). Further research would be helpful in this area to determine whether fathers simply start later than mothers in using LRs, or whether differential use of this particular type of extrasituational reference is a distinguishing feature of parental speech. On the basis of the present data, LRs distinguish fathers and mothers, though this is not true of temporal extrasituational references (i.e., Locus of Reference) in this study.

6.2.3 Directiveness

Three aspects of the analysis (Discourse Functions, use of Directives in Puzzles, and Interactional Intent) included consideration of the directiveness of parental speech. Directiveness refers to the control or direction of another person's behaviour (McDonald & Pien, 1982; Searle, 1975; Wells, 1985).

McDonald and Pien (1982) proposed that the conversational behaviours of mothers reflect one of two orientations. One is that of controlling their children's physical behaviour (Directive); the other is eliciting conversational participation from their children (Conversational). As Olsen-Fulero (1982) points out, all mothers display some of each orientation in interaction with their children, but one or other orientation (Directive or Conversational) will be dominant in a person's interactional style. The Interactional Intent measure was applied to the data of both fathers and mothers (thus extending McDonald & Pien, cf. Pratt et al., 1990), and used as a basis of comparison between fathers and mothers. Overall, the differences between the parents in this study are not great, but the data show fathers to be somewhat more oriented towards directing their children's behaviour, while mothers are more oriented towards conversing with their children, as was seen from Figure 1 in Chapter 5.

This tendency of fathers towards directiveness and of mothers towards conversation elicitation is also evident in the different proportions of Control and Representational sequences in the Discourse Functions analysis. Sequences are classified as Control if their dominant purpose is "the control of the present or future behaviour of one or more of the participants" (Wells, 1985, p. 62). This reflects a very similar idea to that of McDonald and Pien's (1982) Directives, which are defined as "utterances which elicit and constrain the physical behaviour of the hearer" (p. 343). Likewise parallels exist between Wells' (1985) Representational category ("the requesting and giving of information", p. 62) and McDonald and Pien's conversation-eliciting category. In his coding manual Wells elaborates further on the characteristics of the Representational category, saying that "representational speech does not have action as the intended outcome" (Wells, 1975, p. 37). Although care must be taken not to push the comparisons between two different systems too far, this gives further

support to the idea of an underlying similarity between McDonald and Pien's Conversation-eliciting and Wells' Representational.

As with the outcomes from the analysis of Interactional Intent, the overall differences between parents in respect of Representational and Control categories are small and generally not statistically significant, but they do show a similar trend to that of the McDonald and Pien (1982) analysis. The Wells' (1985) Discourse Functions show that overall fathers are involved in slightly more Control and less Representational Sequences than mothers (Control: 22.46% vs. 18.76%; Representational: 60.57% vs. 64.03%). The outcomes of these two measures may be indicative of a tendency for fathers to be more oriented to directiveness, while the tendency of mothers is to conversation elicitation when interacting with their children. This possibility would need to be explored further with a larger study, but the idea is consistent with those expressed in studies such as Engle (1980b) and Malone and Guy (1982). Engle (1980b) reports that, in a study involving parents interacting with their two- and three-year-old children, the fathers were more directive and controlling of their children, while the mothers were more nurturant or responsive towards them. Engle describes the mothers as allowing the child more control of the activity, and also allowing them to take more initiatives in the interaction. Malone and Guy (1982) reported that the fathers in their study were more controlling (e.g., using more imperatives) while the mothers were more child-centred (e.g., using more questions). Barton and Tomasello (1994) mention a similar finding reported in a conference paper given in 1987 by Andrews and Bernstein Ratner. Imperatives and questions are core features of McDonald and Pien's (1982) Directive and Conversational styles, respectively. Further research on this aspect using larger and more varied participant groups would be of value to clarify the present findings.

Use of Directives in Puzzles

From the broad picture presented by the outcomes of the Interactional Intent and Discourse Functions analyses, it is helpful to look more closely at how mothers' and fathers' speech differs. The nature of directive use in Puzzles illustrates one aspect of this difference. The framework used for the analysis here was that of Bellinger and Gleason (1982), who coded directives as one of three categories: conventional imperatives (CIs), conventionalised indirect imperatives (CIDs), and implied indirect imperatives (IIDs).

Schneiderman (1983) investigated mothers' use of different forms of action-directives to their children aged 1;6-3;6. Although differently named, Schneiderman's three subtypes of action-directives are very similar to the three categories of directives that Bellinger and Gleason (1982) used. Schneiderman suggests that the more inferences involved in interpreting an utterance, the harder it will be to decode. This means that young children are likely to have more trouble understanding what CIDs and IIDs require of them, than they will have understanding CIs. The reason for this is that the degree of inference required to interpret CIDs and IIDs is greater than that required with a CI. Since the surface structure of CIs matches their illocutionary force the relationship between form and function is clear, but this is not the case for the other two categories of directives (CIDs and IIDs). Their surface syntactic form and their illocutionary force do not match, and therefore they must be interpreted by inference (Searle, 1975).

The following examples from the data of Father 3 (Puzzles) illustrate the different forms of directives. In the first extract, the use of an unmarked imperative makes it very clear to the child that he is required to take all the pieces out of the puzzle:

146

F	OK.	OTH-M		
	Take 'em all out.	IMP	CI	
	And we'll mix them up.	DEC		[F3P3]

The second example includes both a CID and an IID. Although the first utterance is in interrogative form the child has to realise that his father is not asking a question about his ability to undertake the puzzle task, but is actually telling him to do the puzzle. The second utterance appears to be an observation on one of the puzzle pieces, but is actually an indication to the child as to where he ought to put a particular puzzle piece. In neither case is there a direct relationship between the grammatical form of the utterance and its discourse function. The child has to realise this and correctly infer the illocutionary force of his father's utterances.

F	Can you try and put them all in?	INT-Y/N	CID	
	[~2 secs]			
	I think he might be rolling around.	DEC	IID	
	[~3 secs]			
	That's right.	DEC		[F3P15]

As the analysis of directive use in Puzzles has indicated, fathers and mothers are very similar in the proportions of directives they use (17.83% vs. 16.62%). There are, however, small differences between parents in the proportions of different directive types they use. The mothers in the present study used slightly more overt directives than the fathers (66.16% vs. 62.24% of their directive utterances being CIs). These differences between the proportions are small and not statistically significant, so further research is needed on this matter before definite conclusions can be drawn. The indirect forms of directives are more difficult for a hearer to interpret, so, if fathers were found to employ indirect directive forms more often than mothers do, it would be consistent with Gleason & Perlmann's (1985) idea that fathers' speech is more demanding. The findings of the present study differ somewhat from those of Bellinger and Gleason

(1982). They found that fathers used a very much higher proportion of directives overall than mothers did (28.1% vs. 19%), and that fathers used more CIs and IIDs than mothers, whereas mothers used more CIDs.

There are several possible reasons for the differences in outcomes between the studies. One may be the nature of the participant groups. Bellinger and Gleason (1982) selected their data from those collected as part of a large child language study, and they only included data from parents who produced at least 15 directives in the toy car context (about 10 minutes' duration). No such criteria were applicable in the present study. It may be, as Bellinger and Gleason themselves recognise, that "parents who produce fewer directives ... exhibit different form preferences" (Bellinger & Gleason, 1982, p. 1134). The wider age group of the children in Bellinger and Gleason (2;6-5;0 years vs. 2;6-3;8 years in the present study), the different context of interaction (laboratory vs. home), and different activity (pull-apart car vs. puzzles) may also have contributed to the difference in outcomes.

In considering the outcomes of Bellinger and Gleason (1982), and those of the present study it is of help to look at the findings of other studies of fathers' and mothers' speech which have included investigation of the use of directives and/or imperatives. Because of the problem of variations in definitions (see discussion in Chapter 4), any comparisons must be made with caution. However, by grouping together studies which have included proportion of directives and/or imperatives (however defined) in their analysis a general view can be obtained (e.g., Bredart-Compernol et al., 1981; the Gleason team [various, including Bellinger & Gleason, 1982; Gleason, 1975; Gleason & Weintraub, 1978]; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Malone & Guy, 1982; McLaughlin et al., 1983; Papousek, Papousek, & Haekel, 1987). Like the present study

the majority of these studies reported little difference between parents in terms of their overall use of directives and/or imperatives, although the Gleason team found fathers to be more directive than mothers, as did Malone and Guy (1982). The situation is, therefore, still somewhat inconclusive, although the presently available evidence provides more support for a finding of little difference between parents in overall directiveness. Further research on this matter would obviously be justified.

Amelioration of Directives

The parents in the present study are quantitatively similar in the proportions of directives they use, but there are some qualitative differences evident in the data. One of these differences is the use of amelioration with imperative forms of directives. The present data indicate that mothers are more likely than fathers to use ameliorated forms of CIs (39.06% vs. 20.55%, a statistically significant difference [$z = 2.94$]). Directives make some imposition on a hearer (H), and thereby constitute a threat to his or her negative face (Brown & Levinson, 1978, 1987). Speakers (Ss) adopt strategies to minimise or ameliorate such impositions, including "hedges on the illocutionary force of the act" (Brown & Levinson, 1978, p. 75). The imposition of an imperative on H can be ameliorated in a variety of ways. One of these is for S "to suggest that he will share in carrying out the act" (Allan, 1986, p. 25). This strategy involves the use of the "inclusive pronouns and verb forms, 'we', 'us', 'let's', [which] involve speaker and hearer in a joint projected actions" (Coulthard, 1985, p.52; cf. Halliday, 1994).

The following examples from Puzzles data of Mothers 3 and 1 illustrate this use of amelioration:

(1)   M   OK let's tip 'em out
                 and then I'll see if you can do it.   [M3P3]

149

(2)   M   **Let's** have a look at the Bananas
                puzzle **shall** we?   [M1P6]

As well as the use of the inclusive verb and pronoun forms, this second example also shows the use of a tag question to ameliorate the imperative force of the utterance. The use of such a tag gives the appearance of inviting H's consent to the suggestion, thereby giving a choice, and thus reducing the imposition on him or her (Allan, 1986). As this form of amelioration was rare in the present data it will not be discussed further here.

Another amelioration strategy that mothers adopted was to provide a reason, or justification (Snow, Perlmann, Gleason, & Hooshyar, 1990), when giving an imperative. For example:

        M   Have a good look at it first **so you**
                know what the pieces look like.   [M1P6]

This form recognises the imposition of the imperative on H but also implicitly presents the benefit that will accrue for H by compliance, that is he or she will be better able to complete the puzzle. Thus, S is doing H a service by the imposition because of the benefits which will result to H from H's accepting the imposition (Brown & Levinson, 1987).

6.3 Summary

The present study was guided by four research questions. The first asked whether or not fathers' and mothers' speech differs, and the second what the relationship is between the outcomes of this Australian research and earlier overseas work. As the preceding analysis and discussion has shown, fathers' and mothers' speech does differ in some areas. The current study has identified several characteristics which reveal differences between mothers' and fathers' speech at the conversational and

functional levels, but has found parents to be very similar in the formal features of their speech. Both of these findings are consistent with the outcomes of previous overseas research. The identification of these differences was the focus of the third research question which asked what characteristics (or features) predominate in fathers' speech, thereby differentiating it from mothers' speech.

The current study investigated several conversational and functional characteristics of parents' speech. Some reveal differences between mothers and fathers, while other outcomes suggest the possibility of difference but this will need to be confirmed by larger studies. The outcomes may be summarised as follows:

(a) fathers use a significantly lower proportion of Linking References than mothers do;

(b) fathers are significantly less likely than mothers to employ amelioration strategies with imperatives;

(c) in interactional style, fathers are somewhat more directive towards their children, whereas mothers are more conversationally oriented. Although not statistically significant, this difference in interactional styles (Directive vs. Conversational) is consistent with the orientations indicated by two other functional measures of speech used in the present study: McDonald and Pien's (1982) Interactional Intent, and Wells' (1975, 1985) Discourse Functions.

(d) the different interactional styles have different discourse patterns associated with them. These patterns do not appear to be gender-specific. However, if it were found to be the case that fathers are more oriented to Directiveness than mothers, then the discourse patterns reflecting the Directive style might be expected to occur more frequently in fathers' speech than in mothers'. One such example is the A-S pattern in Books. The features of this pattern include the use of a high proportion of declaratives and attention devices, frequent monologuing, and long parent speaking turns, which are

all characteristics of the Directive interactional style. It would also follow that fathers who use the combination pattern of I-R-F/A-S in Books would be likely to use a slightly higher proportion of A-S patterned sequences than I-R-F patterned sequences. Such a situation would be consistent with the orientation of fathers to greater directiveness, but further research is needed to confirm whether or not this is the case.

This leads now to the fourth question which guided the present study: What might be the implications of these outcomes for child language acquisition? The latter part of Chapter 5 and the earlier part of this chapter looked at specific roles that various features of speech might play in language acquisition (e.g., the use of Linking References may assist the development of decontextualised language, which may be important for later literacy skills and for the development of adult conversational skills). The next section will consider at a more general level the implications that differences in parental speech may have for child language acquisition.

6.4 Implications for Child Language Acquisition

In reviewing the literature of the past two decades of CDS research, authors such as Messer (1994), Pine (1994), and Snow (1994) comment on the difficulty of establishing definite relationships between adult input and children's subsequent language development. Pine, and also Richards (1994), and Richards and Gallaway (1993), point to the methodological problems associated with correlational studies which lead to inconclusive results with which to work. It may be, too, that simple correlational studies are not the best approach and that:

> it is necessary not only to look beyond general frequency effects
> towards a more detailed analysis of what the child is hearing and what
> the child is actually saying, but also to give more careful consideration
> to the question of precisely how the child's system is changing over
> the period under investigation. (Pine, 1994, pp. 32-33)

Richards and Gallaway (1993) comment that there is evidence from some studies that "specific aspects of CDS are facilitative" (p. 1911) of language acquisition. Among these they mention that greater quantity of linguistic input increases the rate of children's language growth; frequency of labelling assists semantic and vocabulary development; and the positive role of contingent responses to children's utterances. They also outline eight ways in which CDS could be supportive of language development. For example, providing a conversational model to prelinguistic children; obtaining and focussing the child's attention; providing ways for an increased conversational contribution from the child; providing feedback about the acceptability and correctness of utterances; and explicitly teaching socially appropriate language. In essence, they seem to be suggesting that one of the most important roles that CDS may fulfil is to assist children to become communicatively competent members of their society.

As children grow older they have to interact with a wider range of people and have to learn different ways of encoding meaning. The outcomes of the present study and of earlier work have indicated that there are some differences between fathers' and mothers' speech to young children. Thus, young children interacting with fathers and mothers experience different styles of speech and learn different ways of encoding meaning. For many children this is their first exposure to interaction with different styles of speaking. Garton suggests that:

> a side product, perhaps a benefit, of these individual differences is that any child will be exposed to a range of input languages and learn to extrapolate from different speech styles. Such flexibility will have a practical value in later life. (Garton, 1992, p. 31)

Garton is understood here as referring to the value of experience with different interactional styles for the development of communicative competence (cf. Hymes, 1971). Communicative (or sociolinguistic) competence involves not just knowing the grammar and vocabulary of the language, but also "when to speak, when not, and as to what to talk about with whom, when, where, in what manner" (Hymes, 1971, p. 277). That is, "knowing how to speak in different ways to different people" (Gleason & Weintraub, 1978, p. 181). More specifically this includes being able to:

(a) adjust to, and cope with, different interactional styles and different conversational demands;

(b) utilise conversational resources appropriately for interaction with others;

(c) encode meaning in different ways (Gleason & Weintraub, 1978).

The outcomes of the present study have indicated that there are some differences between fathers' and mothers' speech, both in specific speech features, and in overall interactional style. Fathers in this study appear to be oriented more to directing their children, while mothers are more oriented to conversing with them. It is likely that conversational partners will respond differently to different interactional styles. The Conversational style, with its high proportion of questions, provides many opportunities for participation by a conversational partner, and therefore, it is particularly easy for a child to take part, because speaking turns are regularly passed to the conversational partner. The Directive style, with its lower proportion of questions and greater proportion of directives and statements, may not encourage the same degree of openness and so it may not be quite as easy for a conversational partner to contribute. For example, because speaking turns are less often passed to the hearer, conversational partners have to find ways of signalling their desire for a speaking turn, and, perhaps, also ways of interrupting the conversation in order to gain a speaking turn. As part of

the development of communicative competence, children not only need to learn how to gain a speaking turn, but also how to do so appropriately.

This study has adopted the pattern of earlier work whose participants followed a "traditional pattern" of child care, where the children are cared for at home by the mother who is the primary caregiver, and the father is employed full-time outside the home. For such children, then, the learning of communicative competence initially takes place primarily in the home as they interact with parents in a variety of contexts. At home children spend much of their time with their mothers, and so are very familiar with her interactional style. Fathers' speech appears to provide a slightly different sort of linguistic experience for the child. The experience of interacting with fathers (with whose style they are slightly less familiar, and which may be a little less facilitative of interaction) will be helpful preparation for adjusting to different styles in other contexts as well. That is, fathers, by presenting a different interactional style from that of mothers, are helping children to extend their range into other areas (cf. Barton & Tomasello, 1994). One such area may be the world of school. There appear to be a number of parallels between some of the characteristics of teachers' speech and those of fathers' speech when compared with mothers' speech. Cross (1988) summarises the findings of a number of studies (both from Australia and from overseas) which compared mothers' and teachers' speech.

Amongst the characteristics of teachers' speech which differentiated it from mothers' speech these studies found that (a) teachers use more indirect request and directive forms; (b) teachers are often the dominant participants in both group and individual classroom interactions; and (c) teachers' language is more complex and not as closely adjusted to individual children's levels. The present study has found that, compared with mothers, fathers used a slightly higher proportion of indirect directive

155

forms than mothers did (i.e., fathers' speech is more like teachers' for this feature), and fathers are more oriented to a Directive interactional style, one of the characteristics of which is adult dominance of the interaction (cf. teachers' dominance of classroom interactions). Although the present study did not address the issues of complexity referred to in point (c) above, there is an apparent similarity between that finding reported by Cross, and the outcomes of fathers' speech studies such as Engle (1980b) and McLaughlin et al. (1983). These latter two studies indicate that fathers' speech is more complex and not as closely adjusted to the children's level as mothers' speech is. The possibility of similarities in complexity between fathers' and teachers' speech would warrant further investigation. Thus, children who have experience interacting with fathers may be better able to adjust to the styles of linguistic interaction they will encounter in the classroom. The similarities which have just been outlined between fathers' and teachers' speech (compared with mothers' speech) may be seen as illustrative of one way in which fathers serve, in Gleason's (1975) terms, as a linguistic bridge for children between the world of home and the world outside the home.

The foregoing comments point to fathers and mothers playing different, but complementary, roles in children's language development, a finding also supported by McLaughlin et al. (1983) and Rondal (1980). This idea of complementarity is the essence of Gleason's (1975) Bridge Hypothesis, but it is more clearly expressed in McLaughlin et al.'s formulation of this hypothesis as the Differential Experience Hypothesis, which says:

> *Fathers and mothers play complementary roles in the language development of children* [italics added].... Mothers are seen to provide more linguistic support for their child, tuning their language to the child's needs, whereas fathers are seen to be less sensitive to the child's linguistic abilities, putting more demands on the child, and in so doing, raising up linguistic performance. (p. 245)

The focus of the remainder of this hypothesis is on the role of fathers' speech in relation to children's linguistic production, an aspect this study was not designed to address. While there are indications, such as that just outlined above, which suggest fathers' may provide their children with linguistic experiences which will extend their interactional skills, further research is required to ascertain whether this is the case. It is important that in the future some work be done to investigate whether or not fathers' speech is instrumental in raising up children's linguistic performance. This is one of a number of possibilities for future research in the field of children's language acquisition. This chapter will conclude with an outline of some other possibilities.

6.5 Suggestions for Future Research

The foregoing discussion has indicated several specific areas for more research. These specific suggestions will be discussed first, and then some more general recommendations will be presented.

1. Locus of Reference

At present results are inconclusive on the question of whether or not fathers and mothers use similar or different proportions of non-present (temporal) references. The current study found no significant difference between parents, but Fash and Madison's (1981) research with a similar age group found significant differences between fathers and mothers in the use of past, but not future, references. Further research is needed to ascertain whether this is an area of difference. To assist in any research, data drawn from a wider range of contexts should be included. For example, meal times on weekdays when family members are not likely to have been engaged in the same

activities for much of the day (i.e., fathers have been away at work), and chatting at bedtime are two occasions which may generate more non-present references as the days events are reviewed and plans for the next day discussed. Longitudinal studies, and studies using children of different age groups would also be valuable in providing more data on developmental aspects of non-present reference (cf. Sachs, 1983).

2. Extrasituational references

Additional research on (temporal) Locus of Reference could be linked with investigation of other types of extrasituational references. The present study found fathers used only a very low proportion of Linking References. On the basis of Masur (1982), it is evident that fathers do use extrasituational references, so further research should investigate whether the use of LRs is characteristic of mothers rather than fathers, or whether, as was suggested (see 6.2.2), fathers may not start using LRs with their children quite as early (in terms of the child's age) as mothers do. It would also be helpful to investigate this using data from a wider variety of contexts, and also to include investigation of other types of extrasituational references in the study (e.g., Masur's categories).

3. Imperative/directive use

The situation with regards to parental use of imperatives and directives is unclear. The present study has indicated that fathers and mothers are similar in the overall proportions of directive and imperative utterances they use. However, some earlier studies suggest this is an area where fathers and mothers differ (e.g., Gleason, 1975; Bellinger & Gleason, 1982; Malone & Guy, 1982). The mixture of formal and functional definitions used in some studies (e.g., Malone & Guy) may be part of the

reason for the inconclusiveness of findings to date. Future studies need to provide clear operational definitions of both imperatives and directives, so that there is an unambiguous, principled basis for future comparisons.

As well as looking at overall imperative and directive use, future research could include the investigation of different forms of indirect directives used by each parent, and the extent and nature of their amelioration of imperatives. This could also be linked to research of parental politeness strategies.

4. Interactional Intent and Discourse Patterning

The present research has indicated that the interactional orientation of mothers and fathers may be different, and some preliminary work has been done in the course of this study on the different discourse patterns associated with each interactional style in two contexts (Books and Puzzles). Much more could be done to refine and expand those preliminary findings, as well as to investigate the patterns of other contexts of interaction. One example of what can be done is Pratt et al. (1990), who extended the McDonald and Pien (1982) framework, adding the category of 'responsiveness' (cf. Pine, 1992). Future work in this area could include that category as well. Olsen-Fulero (1982) comments that parental conversational behaviours can be expected to change as children mature, so studies with children of different age groups would be useful too.

5. Other Topics

Another avenue for future research is replication and extension of the measures used in this study with larger and more diverse groups, and including a wider range of contexts of interaction. Because of the absence of Australian data in this field, and the need to be able to make comparisons with previous overseas work at certain points, this

study has used a very similar participant group to those in earlier studies, that is, well-educated, middle-class, two-parent families where the mother is the primary caregiver. This is not the only family constellation in which children grow up, and may even be atypical of the experience of the majority of children in our society. As well, reading books, playing with puzzles, and eating meals together are not the only contexts in which parents and children interact, and may not be typical day to day experiences either for many children. There is therefore a need to look at the nature of fathers' speech to children in other social class groups, from other family constellations (e.g., single parent families, both primary caretaker fathers and access fathers; primary caretaker fathers in two-parent families; two-parent families with children in full-time day care; later born children as well as firstborn), an observation also made by Barton and Tomasello (1994). It would be appropriate to draw data from a wider range of contexts of interaction too (e.g., helping around the home or in the garden; going on outings; unstructured play and non-goal directed chatting). The practicalities of recording have probably limited the use of such contexts but, if researchers are to obtain a representative picture of parent-child interaction, data from contexts other than those traditionally used are important because different contexts generate different types of language, and some types of interaction may not be captured within the contexts CDS research has generally used to date.

At a number of points in the Analysis and Discussion reference has been made to indications that the use of certain speech features may be developmentally determined (e.g., non-present reference; discourse markers). Data from both longitudinal studies and research with children from a wide range of age groups would be valuable to assist in investigation of such aspects.

It may also be appropriate that some future research be cross-disciplinary because many of the outcomes from the present study are likely to be of interest to fields such as early childhood education, child and family services, and developmental psychology. Research incorporating the unique perspectives of each discipline will be needed to extend the outcomes for application in the field. Further investigation comparing the characteristics of fathers' and teachers' speech is one example of research that could be approached from an interdisciplinary perspective.

6.6 In conclusion

As much of the recent research (including the present study) has shown, differences between fathers' and mothers' speech are more likely to be found in functional than formal features, so concentration of research on pragmatic areas will be of most value. It is also evide..: that the overall question of the role of CDS needs to be addressed further (see Gallaway & Richards, 1994). These two aspects provide a framework within which the unique characteristics of fathers' and mothers' speech to young children and their differential contribution to children's language acquisition should be considered. Smith's (1985) comment that "sex differences are subtle and few" (p. 9) is relevant in relation to further research in this field. This suggests that future research may need to investigate aspects of adult speech to children which have not traditionally received much emphasis (cf. Snow, 1994, 'rare events'), and that in future analyses will need to be mo·e fine-grained if parental speech differences are to be identified.

BIBLIOGRAPHY

Achenbach, T. M. (1978). Research in developmental psychology. New York: The Free Press.

Alderman, B. (1989). The Ashton Scholastic guide to the best books for children. Sydney: Ashton Scholastic.

Allan, K. (1986). Linguistic meaning: Vol. 1. London: Routledge & Kegan Paul.

American Psychological Association. (1973). Ethical principles in the conduct of research with human participants. Washington, DC: American Psychological Association, Inc.

Asher, R. E., & Simpson, J. M. Y. (Eds.). (1994). The encyclopedia of language and linguistics. Oxford: Pergamon Press.

Barnes, S., Gutfreund, M., Satterly, D., & Wells, G. (1983). Characteristics of adult speech which predict children's language development. Journal of Child Language. 10, 65-84.

Barton, M. E., & Tomasello, M. (1994). The rest of the family: The role of fathers and siblings in early language development. In C. Gallaway, & B. J. Richards (Eds.), Input and interaction in language acquisition (pp. 109-134). Cambridge: Cambridge University Press.

Bellinger, D. (1979). Changes in the explicitness of mothers' directives as children age. Journal of Child Language, 6, 443-458.

Bellinger, D. (1980). Consistency in the pattern of changes in mothers' speech: Some discriminant analyses. Journal of Child Language, 7, 469-487.

Bellinger, D. C., & Gleason, J. B. (1982). Sex differences in parental directives to young children. Sex Roles, 8, 1123-1139.

Bennett-Kastor, T. (1988). Analysing children's language. Oxford: Basil Blackwell.

Berk, L. E., & Winsler, A. (1995). Scaffolding children's learning: Vygotsky & early childhood education. Washington, DC: National Association for the Education of Young Children.

Bickmore-Brand, J. (1993). Applying language-learning principles to mathematics teaching. In M. Stephens, A. Wayward, D. Clarke, & J. Izard (Eds.), <u>Communicating mathematics: Perspectives from classroom practice and current research</u> (pp. 79-90). Melbourne: ACER.

Blake, J., Quartaro, G., & Onorati, S. (1993). Evaluating quantitative measures of grammatical complexity in spontaneous speech samples. <u>Journal of Child Language, 20,</u> 139-152.

Bloomfield, L. (1933). <u>Language.</u> New York: Holt, Rinehart & Winston.

Blount, B. G. (1972). Parental speech and language acquisition: Some Luo and Samoan examples. <u>Anthropological Linguistics, 14,</u> 119-130.

Blount, B G., & Padgug, E. J. (1976). Mother and father speech: Distribution of parental speech features in English and Spanish. <u>Papers and Reports on Child Language Development, 12,</u> 47-59.

Bornstein, M. H., & Bruner, J. S. (Eds.). (1989). <u>Interaction in human development.</u> Hillsdale, NJ: Lawrence Erlbaum Associates.

Bowey, J. (1994). Language acquisition. In G. Boulton-Lewis, & D. Catherwood (Eds.), <u>The early years: Development, learning and teaching</u> (pp. 103-144). Hawthorn: Australian Council for Educational Research Ltd.

Brachfeld-Child, S., Simpson, T., & Izenson, N. (1988). Mothers' and fathers' speech to infants in a teaching situation. <u>Infant Mental Health Journal, 9,</u> 173-180.

Bredart-Compernol, C., Rondal, J. A., & Peree, F. (1981). More about maternal and paternal speech to language learning children in various dyadic and triadic situational contexts. <u>International Journal of Psycholinguistics, 24,</u> 149-168.

B   , P. A. (1972). <u>The verbal environment of the language learning child.</u> (ASHA Monograph 17). Washington, DC: American Speech and Hearing Association.

Bronstein, P. (1988). Marital and parenting roles in transition: An overview. In P. Bronstein, & C. P. Cowan (Eds.), <u>Fatherhood today: Men's changing role in the family</u> (pp. 3-10). New York: John Wiley & Sons.

Brown, G., & Yule, G. (1983). <u>Discourse analysis.</u> Cambridge: Cambridge University Press.

Brown, P., & Levinson, S. (1978). Universals in language usage: Politeness phenomena. In E. N. Goody (Ed.), Questions and politeness (pp. 56-289). Cambridge: Cambridge University Press.

Brown, P., & Levinson, S. (1987). Politeness: Some universals in language usage. Cambridge: Cambridge University Press.

Brown, R. (1973). A first language: The early stages. London: George Allen and Unwin.

Brown, R. (1977). Introduction. In C. E. Snow, & C. A. Ferguson (Eds.), Talking to children (pp. 1-26). Cambridge: Cambridge University Press.

Brown, R., & Bellugi, U. (1964). Three processes in the child's acquisition of syntax. Harvard Educational Review, 34, 133-151.

Bruner, J. (1975). The ontogenesis of speech acts. Journal of Child Language, 2, 1-19.

Bruner, J. (1979). Learning how to do things with words. In D. Aaronson, & R. W. Rieber (Eds.), Psycholinguistic research: Implications and applications (pp. 265-284). Hillsdale, NJ: Lawrence Erlbaum Associates.

Bruner, J. (1983). Child's talk: Learning to use language. Oxford: Oxford University Press.

Burns, A. & Goodnow, J. (1985). Children and families in Australia (2nd ed.). Sydney: Allen & Unwin.

Calderra, Y. M., Huston, A. C., & O'Brien, M. (1989). Social interactions and play patterns of parents and toddlers with feminine, masculine, and neutral toys. Child Development, 60, 70-76.

Campbell, R., & Wales, R. (1970). The study of language acquisition. In J. Lyons (Ed.), New horizons in linguistics (pp. 242-260). Harmondsworth, UK: Penguin.

Carroll, J. B. (1964). Language and thought. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Cazden, C. B. (1972). Child language and education. New York: Holt, Rinehart and Winston.

Cazden, C. B. (1983). Adult assistance to language development: Scaffolds, models, and direct instruction. In R. P. Parker, & F. A. Davis (Eds.), Developing literacy: Young children's use of language (pp. 3-18). Newark, DE: International Reading Association.

Cazden, C. (1988). Environmental assistance revisited: Variation and functional equivalence. In F. Kessell (Ed.), The development of language and language researchers (pp. 281-297). Hillsdale, NJ: Lawrence Erlbaum Associates.

Cherry, L., & Lewis, M. (1976). Mothers and two-year olds: A study of sex-differentiated aspects of verbal interaction. Developmental Psychology, 12, 278-282.

Cherry, L., & Lewis, M. (1978). Differential socialization of girls and boys: Implications for sex differences in language development. In N. Waterson, & C. Snow (Eds.), The development of communication (pp. 189-197). Chichester, UK: John Wiley and Sons.

Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: The MIT Press.

Clark, R. (1982). Theory and method in child-language research: Are we assuming too much? In S. A. Kuczaj II (Ed.), Language development: Vol. 1: Syntax and semantics (pp. 1-36). Hillsdale, NJ: Lawrence Erlbaum Associates.

Clarke-Stewart, K. A. (1978). And Daddy makes three: The father's impact on mother and young child. Child Development, 49, 466-478.

Cloran, C. (1989). Learning through language: The social construction of gender. In R. Hasan, & J. R. Martin (Eds.), Language development: Learning language, learning culture (pp. 111-151). Norwood, NJ: Ablex.

Clyne, M., & Slade, D. (1994). Spoken discourse studies in Australia. In R. Gardner (Ed.), Spoken interaction studies in Australia. (Australian Review of Applied Linguistics Series S, Number 11). Canberra: Applied Linguistics Association of Australia.

Condry, J., & Condry, S. (1976). Sex differences: A study of the eye of the beholder. Child Development, 47, 812-819.

Coulthard, M. (1985). An introduction to discourse analysis. London: Longman.

Cowan, P. A., Weber, J., Hoddinott, B. A., & Klein, J. (1967). Mean length of spoken response as a function of stimulus, experimenter, and subject. Child Development, 38, 191-203.

Cross, T. G. (1975). Some relationships between motherese and linguistic level in accelerated children. Papers and Reports on Child Language Development, 10, 117-135.

Cross, T. G. (1978) Mothers' speech and its association with rate of linguistic development in young children. In N. Waterson, & C. Snow (Eds.), The development of communication (pp. 199-216). Chichester, UK: John Wiley & Sons.

Cross, T. G. (1979). Mothers' speech adjustments and child language learning: Some methodological considerations. Language Sciences, 1, 3-25.

Cross, T. G. (1981). Parental speech as primary linguistic data: Some complexities in the study of the effect of input in language acquisition. In P. S. Dale, & D. Ingram (Eds.), Child language - An international perspective (pp. 215-228). Baltimore: University Park Press.

Cross, T. (1988). The personal and interpersonal world of the young child - the communication imperative. Paper delivered at Australian and New Zealand First Years of School Conference: Looking Towards 2000 Conference. Melbourne, 1988.

Cross, T. G., & Riach, L. M. (1984). Issues and research in child development. Institute of Early Childhood and Melbourne College of Advanced Education.

Crystal, D. (1974). Review of 'A first language: The early stages', by R. Brown. Journal of Child Language, 1, 289-307.

Crystal, D. (1976). Child language, learning and linguistics: An overview for the teaching and therapeutic professions. London: Edward Arnold.

Crystal, D. (1991). A dictionary of linguistics and phonetics (3rd. ed.). Oxford: Basil Blackwell.

Crystal, D. (1992). An encyclopedic dictionary of language and languages. Oxford: Basil Blackwell.

Curtiss, S. (1977). Genie: A psycholinguistic study of a modern-day "Wild Child". New York: Academic Press.

De Temple, J. M., & Beals, D. E. (1991). Family talk: Sources of support for the development of decontextualised language skills. Journal of Research in Childhood Education, 6, 11-19.

deBlauw, A., Dubber, C., vanRoosmalen, G., & Snow, C. E. (1979). Sex and social class differences in early mother-child interaction. In O. K. Garnica, & M. L. King (Eds.), Language, children and society (pp. 53-64). Oxford: Pergamon Press.

DePaulo, B. M., & Bonvillian, J. D. (1978). The effects on language development of the special characteristics of speech addressed to children. Journal of Psycholinguistic Research, 7, 189-211.

Dopke, S. (1986). Discourse structures in bilingual families. Journal of Multilingual and Multicultural Development, 7, 493-507.

Dopke, S. (1990). Are mothers really the main mediators of language? In M. A. K. Halliday, J. Gibbons, & H. Nicholas (Eds.), Learning, keeping, and using language: Volume 1 (pp. 101-113). Amsterdam/Philadelphia: Johns Benjamins.

Drach, K. (1969). The language of the parent: A pilot study. In K. Drach, B. Kobashigawa, C. Pfuderer, & D. Slobin, The structure of linguistic input to children: Working paper, No. 14, Language-Behavior Research Laboratory. Berkley: University of California.

Dubois, B. L., & Crouch, I. (1975). The question of tag questions in women's speech: They don't really use more of them, do they? Language in Society, 4, 289-294.

Dunn, J., Bretherton, I., & Munn, P. (1987). Conversation about feeling states between mothers and fathers to their young children. Developmental Psychology, 23, 132-139.

Edwards, D. (1978). Social relations and early language. In A. Lock (Ed.), Action, gesture and symbol: The emergence of language (pp. 449-469). London: Academic Press.

Edwards, J. A. (1992). Transcription of discourse. In W. Bright (Ed.), The international encyclopedia of linguistics (Vol. 1, pp. 367-371). New York/Oxford: Oxford University Press.

Einon, D. (1985). Creative play. London: Penguin Books.

Elliott, A. (1981). Child language. Cambridge: Cambridge University Press.

Ellis, R., & Wells, C. G. (1980). Enabling factors in adult-child discourse. First Language, 1, 46-62.

Engle, M. (1980a). Family influences on the language development of young children. Women's Studies International Quarterly, 3, 259-266.

Engle, M. (1980b). Language and play: A comparative analysis of parental initiatives. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), <u>Language: Social psychological perspectives</u> (pp. 29-34). Oxford: Pergamon Press.

Farwell, C. B. (1973). The language spoken to children. <u>Papers and Reports on Child Language Development, 5,</u> 31-62.

Fash, D. S., & Madison, C. L. (1981). Parents' language interaction with young children: A comparative study of mothers and fathers. <u>Child Study Journal, 11,</u> 137-153.

Fassnacht, G. (1982). <u>Theory and practice of observing behaviour.</u> (C. Bryant, Trans.). London: Academic Press.

Ferguson, C. A. (1964). Babytalk in six languages. <u>American Anthropologist, 66(6-2),</u> 103-114

Ferguson, C. A. (1977). Babytalk as a simplified register. In C. E. Snow, & C. A. Ferguson (Eds.), <u>Talking to children</u> (pp. 219-235). Cambridge: Cambridge University Press.

Ferguson, C. A. (1988). Why we study child language. <u>Papers and Reports on Child Language Development, 27,</u> 1-14.

Field, T. (1978). Interaction behaviours of primary versus secondary caretaker fathers. <u>Developmental Psychology, 14,</u> 183-4.

Fletcher, P., & Garman, M. (Eds.). (1979), <u>Language acquisition.</u> Cambridge: Cambridge University Press.

Foster, S. H. (1990). <u>The communicative competence of young children.</u> London: Longman.

Frankel, M. T., & Rollins, H. A. (1983). Does mother know best? Mothers and fathers interacting with preschool sons and daughters. <u>Developmental Psychology, 19,</u> 694-702.

Fraser, C., & Roberts, N. (1975). Mothers' speech to children of four different ages. <u>Journal of Psycholinguistic Research, 4,</u> 9-16.

Freed, A. F. (1995). Language and gender. <u>Annual Review of Applied Linguistics, 15,</u> 3-22.

Friedlander, B., Jacobs, A., Davis, B., & Wetstone, H. (1972). Time sampling analysis of infants' natural language environments in the home. Child Development, 43, 730-740.

Furrow, D., Nelson, K., & Benedict, H. (1979). Mothers' speech to children and syntactic development: Some simple relationships. Journal of Child Language, 6, 423-442.

Gallaway, C., & Richards, B. J. (Eds.). (1994). Input and interaction in language acquisition. Cambridge: Cambridge University Press.

Garnica, O. K. (1977). Some prosodic and paralingusitic features of speech to young children. In C. E. Snow, & C. A. Ferguson (Eds.), Talking to children (pp. 63-88). Cambridge: Cambridge University Press.

Garton, A. F. (1992). Social interaction and the development of language and cognition. Hillsdale, NJ: Lawrence Erlbaum and Associates.

Garton, A., & Pratt, C. (1989). Learning to be literate: The development of spoken and written language. Oxford: Blackwell.

Garvey, C. (1977). Play. London: Fontana Paperbacks.

Gelman, R., & Shatz, M. (1977). Appropriate speech adjustments: The operation of conversational constraints on talk to two-year-olds. In M. Lewis, & L. Rosenblum (Eds.), Interaction, conversation and the development of language (pp. 27-61). New York: John Wiley & Sons.

Giattino, J., & Hogan, J. G. (1975). Analysis of a father's speech to his language-learning child. Journal of Speech and Hearing Disorders, 40, 524-537.

Giles, H., Robinson, W. P., & Smith, P. M. (Eds.). (1980). Language: Social psychological perspectives. Oxford: Pergamon Press.

Gleason, J. B. (1973). Code switching in children's language. In T. E. Moore (Ed.), Cognitive development and the acquisition of language (pp. 159-167). New York: Academic Press.

Gleason, J. B. (1975). Fathers and other strangers: Men's speech to young children. In D. Dato (Ed.), Developmental psycholinguistics: Theory and applications (pp. 289-297). Washington, DC: Georgetown University Press.

Gleason, J. B. (1977). Talking to children: Some notes on feedback. In C. E. Snow, & C. A. Ferguson (Eds.), Talking to children (pp. 199-205). Cambridge: Cambridge University Press.

Gleason, J. B. (1979). Sex differences in the language of children and parents. In O. K. Garnica, & M. L. King (Eds.), Language, children and society (pp. 149-157). Oxford: Pergamon Press.

Gleason, J. B. (1980). The acquisition of social speech routines and politeness formulas. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), Language: Social psychological perspectives (pp. 21-27). Oxford: Pergamon Press.

Gleason, J. B. (Ed.). (1985). The development of language. Columbus, OH: Charles E. Merrill Publishing Co.

Gleason, J. B. (1987a). Language and psychological development. Papers and Reports on Child Language Development, 26, 1-17.

Gleason, J. B. (1987b). Sex differences in parent-child interaction. In S. U. Philips, S. Steele, & C. Tanz (Eds.), Language, gender and sex in comparative perspective (pp. 189-199). Cambridge: Cambridge University Press.

Gleason, J. B., & Greif, E. B. (1983). Men's speech to young children. In B. Thorne, C. Kramarae, & N. Henley (Eds.), Language, gender and society (pp. 140-150). Cambridge, MA: Newbury House.

Gleason, J. B., & Perlmann, R. Y. (1985). Acquiring social variation in speech. In H. Giles, & R. N. St. Clair (Eds.), Recent advances in language, communication and social psychology (pp. 86-111). London: Lawrence Erlbaum Associates.

Gleason, J. B., Perlmann, R. Y., & Greif, E. (1984). What's the magic word? Learning language through politeness routines. Discourse Processes, 7, 493-502.

Gleason, J. B., & Weintraub, S. (1976). Acquisition of routines in child language. Language in Society, 5, 129-136.

Gleason, J. B., & Weintraub, S. (1978). Input language and the acquisition of communicative competence. In K. Nelson (Ed.), Children's language: Vol. 1 (pp. 171-222). New York: Gardner Press.

Gleitman, L. R., Newport, E. L., & Gleitman, H. (1984). The current state of the motherese hypothesis. Journal of Child Language, 11, 43-79.

Goldstein, J. H. (1994). Sex differences in toy play and use of video games. In J. H. Goldstein (Ed.), <u>Toys, play and child development</u> (pp. 110-129). Cambridge: Cambridge University Press.

Golinkoff, R. M., & Ames, G. J. (1979). A comparison of fathers' and mothers' speech with their young children. <u>Child Development, 50,</u> 28-32.

Goodnow, J. J., Burns, A., & Russell, G. (1985). The family context of development. In N. T. Feather (Ed.), <u>Australian psychology: A review of research</u> (pp. 299-329). Sydney: Allen & Unwin.

Goodnow, J., Burns, A., & Russell, G. (1989). Australian families: Pictures and interpretations. In K. Hancock (Ed.), <u>Australian society</u> (pp. 23-43). Cambridge: Cambridge University Press.

Greif, E. B. (1980). Sex differences in parent-child conversations. <u>Women's Studies International Quarterly, 3,</u> 253-258

Greif, E. B., & Gleason, J. B. (1980). Hi, thanks, and goodbye: More routine information. <u>Language in Society, 9,</u> 159-166.

Halle, T., & Shatz, M. (1994). Mothers' social regulatory language to young children in family settings. <u>First Language, 14,</u> 83-104.

Halliday, M. A. K. (1973). <u>Explorations in the functions of language.</u> London: Edward Arnold.

Halliday, M. A. K. (1975). <u>Learning how to mean: Explorations in the development of language.</u> London: Edward Arnold.

Halliday, M. A. K. (1985). <u>Spoken and written language.</u> Deakin University, Vic: Deakin University.

Halliday, M. A. K. (1994). <u>An introduction to functional grammar</u> (2nd. ed.). London: Edward Arnold

Harkness, S. (1976). Mother's language. In W. von Raffler-Engel, & Y. Lebrun (Eds.), <u>Baby talk and infant speech</u> (pp. 110-111). Amsterdam: Swets and Zeitlinger B. V.

Harris, M. (1992). <u>Language experience and early language development: From input to uptake.</u> Hove, UK: Lawrence Erlbaum Associates.

Hatch, E., & Lazaraton, A. (1991). The research manual. New York: Newbury House Publishers.

Heath, S. B. (1983). Ways with words. Cambridge: Cambridge University Press.

Hinkle, D. E., Wiersma, W., & Jurs, S. G. (Eds.). (1988). Applied statistics for the behavioral sciences (2nd ed.). Boston: Houghton Mifflin.

Hirschman, L. (1973/1994). Female-male differences in conversation interaction. Language in Society, 23, 427-442.

Hladik, E. G., & Edwards, H. T. (1984). A comparative analysis of mother-father speech in the naturalistic home environment. Journal of Psycholinguistic Research, 11, 465-483.

Hoff-Ginsberg, E. (1991). Mother-child conversations in different social classes and communicative settings. Child Development, 62, 782-796.

Hoff-Ginsberg, E. (1995). The independence of communication and grammar in development. In D. MacLaughlin, & S. McEwer (Eds.), Proceedings of the 19th Annual Boston University Conference on Language Development: Vol. 1 (pp. 303-312). Somerville, MA: Cascadilla Press.

Howe, M. J. A. (1984). A teachers' guide to the psychology of learning. Oxford: Basil Blackwell.

Hummel, D. D. (1982). Syntactic and conversational characteristics of fathers' speech. Journal of Psycholinguistic Research, 11, 465-483.

Hymes, D. H. (1971) On communicative competence. Reprinted in J. B. Pride, & J. Holmes (Eds.). (1972). Sociolinguistics. Harmondsworth, UK: Penguin Books.

Ingram, D. (1989). First language acquisition. Cambridge: Cambridge University Press.

Jacobs, B. S., & Moss, H. A. (1976). Birth order and sex of sibling as determinants of mother-infant interaction. Child Development, 47, 315-322.

Johnson, S. M., & Bolstad, O. D. (1975). Reactivity to home observation: A comparison of audio recorded behavior with observers present or absent. Journal of Applied Behavior Analysis, 8, 181-185.

Jones, C. P., & Adamson, L. B. (1987). Language use in mother-child and mother-child-sibling interactions. Child Development, 58, 356-366.

Kavanaugh, R. D., & Jen, M. (1981). Some relationships between parental speech and language development. First Language, 2, 103-115.

Kavanaugh, R. D., & Jirkovsky, A. M. (1982). Parental speech to young children: A longitudinal analysis. Merrill-Palmer Quarterly, 28, 297-311.

Kaye, K., & Charney, R. (1980). How mothers maintain "dialogue" with two-year-olds. In D. Olson (Ed.), The social foundations of language and thought (pp. 211-230). New York: W. W. Norton & Co.

Kaye, K., & Charney, R. (1981). Conversational asymmetry between mothers and children. Journal of Child Language, 8, 35-49.

Kess, J. F. (1992). Psycholinguistics: Psychology, linguistics and the study of natural language. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Key, M. R. (1972). Linguistic behavior of male and female. Linguistics, 88, 15-31.

Klann-Delius, G. (1981). Sex and language acquisition: Is there any influence? Journal of Pragmatics, 5, 1-25.

Klink, M., & Klink, W. (1990). The influence of father caretaker speech. Early Child Development and Care, 62, 7-22.

Kobashigawa, B. (1969). Repetitions in a mother's speech to her child. In K. Drach, B. Kobashigawa, C. Pfuderer, & D. Slobin, The structure of linguistic input to children: Working paper, No. 14, Language-Behavior Research Laboratory. Berkley: University of California.

Kramer, C. A., James, S. L., & Saxman, J. H. (1979). A comparison of language samples elicited at home and in the clinic. Journal of Speech and Hearing Disorders, 44, 321-329.

Kruper, J. C., & Uzgiris, I. C. (1987). Fathers' and mothers' speech to young infants. Journal of Psycholinguistic Research, 16, 597-614.

Lakoff, R. (1975). Language & woman's place. New York: Harper & Row.

Lamb, M. E. (1975). Fathers: Forgotten contributors to child development. Human Development, 18, 245-266.

Lamb, M. E. (1981a). Fathers and child development: An integrative overview. In M. E. Lamb (Ed.), The role of the father in child development (2nd. ed.) (pp. 1-70). NewYork: John Wiley & Sons.

Lamb. M. E. (1981b). The development of father-infant relationships. In M. E. Lamb (Ed.), The role of the father in child development (2nd. ed.) (pp. 459-488). NewYork: John Wiley & Sons.

Lamb, M. E., Pleck, J. H., & Levine, J. A. (1985). The role of the father in child development: The effects of increased paternal involvement. Advanced Clinical Child Psychology, 8, 229-266.

Le Chanu, M., & Marcos, H. (1994). Father-child and mother-child speech: A perspective on parental roles. European Journal of Psychology of Education, 9, 3-13.

Lenneberg, E. H. (1967). Biological foundations of language. New York: John Wiley and Sons.

Levinson, J. F. (1980). The relationship between child utterances and parent responses. Papers and Reports in Child Language Development, 19, 129-136.

Levinson, S. C. (1983). Pragmatics. Cambridge: Cambridge University Press.

Lewis, C., & Gregory, S. (1987). Parents' talk to their children: The importance of context. First Language, 7, 201-216.

Lewis, M., & Cherry, L. (1977). Social behaviour and language acquisition. In M. Lewis, & L. Rosenblum (Eds.), Interaction, conversation and the development of language (pp. 227-245). New York: John Wiley and Sons.

Lewis, M. & Freedle, R. (1973). Mother-infant dyad: The cradle of meaning. In P. Pliner, L. Krames, & T. Alloway (Eds.), Communication and affect: Language and thought (pp. 127-155). New York: Academic Press.

Lightbown, P. M., & White. L. (1987). The influence of linguistic theories on language acquisition research: Description and explanation. Language Learning, 37(4), 483-510.

Lipscomb, T., & Coon, R. (1983). Parental speech modifications to young children. Journal of Genetic Psychology, 143, 181-187.

Longhurst, T., & Stepanich, L. (1975). Mothers' speech addressed to one-, two- and three-year-old normal children. Child Study Journal, 5, 3-11.

Lyons, J. (1968). Introduction to theoretical linguistics. London: Cambridge University Press.

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Series Ed.) & E. M. Hetherington (Vol. Ed.), Handbook of child psychology: Vol. 4. Socialization, personality, and social development (4th ed., pp. 1-101). New York: John Wiley & Sons.

Maccoby, E. M., & Jacklin, C. N. (1974). The psychology of sex differences. Stanford, CA: Stanford University Press.

Malone, M. J., & Guy, R. F. (1982). A comparison of mothers' and fathers' speech to their 3-year-old sons. Journal of Psycholinguistics Research, 11, 599-608.

Mannle, S., & Tomasello, M. (1987). Fathers, siblings and the bridge hypothesis. In K. E. Nelson, & A. Van Kleek (Eds.), Children's language: Vol. 6 (pp. 23-41). Hillsdale, NJ: Lawrence Erlbaum.

Masur, E. F. (1982). Cognitive content of parents' speech to preschoolers. Merrill-Palmer Quarterly, 28, 471-484.

Masur, E. F., & Gleason, J. B. (1980). Parent-child interaction and the acquisition of lexical information during play. Developmental Psychology, 16, 404-409.

McDonald, L., & Pien, D. (1982). Mother conversational behaviour as a function of interactional intent. Journal of Child Language, 9, 337-358.

McKee, L., & O'Brien, M. (Eds.). (1982). The father figure. London: Tavistock Publications.

McLaughlin, B., Schutz, C., & White, D. (1980). Parental speech to five-year-old children in a game-playing situation. Child Development, 51, 580-582.

McLaughlin, B., White, D., McDevitt, T., & Raskin, R. (1983). Mothers' and fathers' speech to their young children: Similar or different? Journal of Child Language, 10, 245-252.

McNeill, D. (1970). The acquisition of language: The study of developmental psycholinguistics. New York: Harper and Row.

Meadows, S. (1993). The child as thinker. London: Routledge.

Messer, D. J. (1994). The development of communication: From social interaction to language. Chichester, UK: John Wiley.

Miller, J. F. (1981). Assessing language production in children. London: Edward Arnold.

Miller, J. F., & Chapman, R. S. (1981). The relation between age and mean length of utterance in morphemes. Journal of Speech and Hearing Research, 24, 154-161.

Milroy, L. (1987). Observing and analysing natural language. Oxford: Basil Blackwell.

Mitchell, M., & Jolley, J. (1988). Research design explained. New York: Holt, Rinehart Winston, Inc.

Moerk, E. (1972). Principles of interaction in language learning. Merrill-Palmer Quarterly, 18, 229-257.

Moerk, E. L. (1975). Verbal interactions between children and their mothers during the preschool years. Developmental Psychology, 11, 788-794.

Mussen, P. H., Conger, J. J., Kagan, J., & Huston, A. C. (1990). Child development and personality (7th ed.). NewYork: Harper & Row.

Myhill, M. E. (1988). Functions of maternal speech in children's first language acquisition. Unpublished doctoral dissertation, University of Western Australia, Perth, Western Australia.

Nelson, K. E. (1973). Structure and strategy in learning to talk. Monographs of the Society for Research in Child Language Development, 38, (1-2, Serial No. 149).

Nelson, K. E., & van Kleek, A. (Eds.). (1987). Children's language: Vol. 6. Hillsdale, NJ: Lawrence Erlbaum Associates.

Newport, E. L., Gleitman, H., & Gleitman, L. R. (1977). Mother, I'd rather do it myself: Some effects and non-effects of maternal speech style. In C. E. Snow, & C. A. Ferguson (Eds.), Talking to children (pp. 109-149). Cambridge: Cambridge University Press.

Ninio, A., & Snow, C. E. (1988). Language acquisition through language use: The functional sources of children's early utterances. In Y. Levy, I. M. Schlesinger, & M. D. S. Braine (Eds.), Categories and processes in language acquisition (pp. 11-30). Hillsdale, NJ: Lawrence Erlbaum Associates.

O'Brien, M., & Nagle, K. J. (1987). Parents' speech to toddlers: The effect of play context. Journal of Child Language, 14, 269-279.

Ochs, E. (1979). Transcription as theory. In E. Ochs, & B. B. Schieffelin (Eds.), Developmental pragmatics (pp. 43-72). New York: Academic Press.

Ochs, E., & Schieffelin, B. (1984). Language acquisition and socialization: Three developmental stories and their implications. In R. Schweder, & R. LeVine (Eds.), Culture Theory (pp. 276-320). New York: Cambridge University Press.

Oliver, R. (1990). TESLese: The characteristics of ESL teachers' language. Unpublished master's thesis, University of Western Australia, Perth, Western Australia.

Olsen-Fulero, L. (1982). Style and stability in mother conversational behaviour: A study of individual differences. Journal of Child Language, 9, 543-564.

Oxford, R. L. (1993). Gender differences in styles and strategies for language learning: What do they mean? Should we pay any attention? In J. E. Alatis (Ed.), Georgetown University Round Table on language and linguistics, 1993 (pp. 541-557). Washington, DC: Georgetown University Press.

Paivio, A., Yuille, J. C., & Madigan, S. A. (1968). Concreteness, imagery and meaningfulness values for 925 nouns. Journal of Experimental Psychology Monograph, 76 (1, Pt 2).

Papousek, M., Papousek, H., & Haekel, M. (1987). Didactic adjustments in fathers' and mothers' speech to their 3-month-old infants. Journal of Applied Psycholinguistic Research, 16, 491-516.

Pellegrini, A. D., & Jones, I. (1994). Play, toys and language. In J. H. Goldstein (Ed.), Toys, play, and child development (pp. 27-45). Cambridge: Cambridge University Press.

Peterson, C., & McCabe, A. (1994). A social interactionist account of developing decontextualised narrative skill. Developmental Psychology, 30, 937-948.

Pfuderer, C. (1969). Some suggestions for the characterisation of baby-talk style. In K. Drach, B. Kobashigawa, C. Pfuderer, & D. Slobin, The structure of linguistic input to children: Working paper, No. 14, Language-Behavior Research Laboratory. Berkley: University of California.

Phillips, J. R. (1973). Syntax and vocabulary of mothers' speech to young children: Age and sex comparisons. Child Development, 44, 182-185.

Pieper, U. (1984). Is parental language sexually differentiated? Studia Anglica Posnaniensia, 17, 71-80.

Pine, J. (1992). Maternal style at the early one-word stage: Re-evaluating the stereotype of the directive mother. First Language, 12, 169-186.

Pine, J. M. (1994). The language of primary caregivers. In C. Gallaway, & B. J. Richards (Eds.), Input and interaction in language acquisition (pp. 15-37). Cambridge: Cambridge University Press.

Pratt, M. W., Kerig, P. K., Cowan, P. A., & Cowan, C. P. (1992). Family worlds: Couple satisfaction, parenting style, and mothers' and fathers' speech to young children. Merrill-Palmer Quarterly, 38, 245-262.

Prideaux, G. D. (1984). Psycholinguistics: The experimental study of language. London: Routledge.

Pye, C. (1986). Quiche Mayan speech to children. Journal of Child Language, 13, 85-100.

Quirk, R., & Greenbaum, S. (1973). A university grammar of English. Harlow, UK: Longman.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). A comprehensive grammar of the English language. London: Longman.

Randall, T. (1975). An analysis of observer influence on sex and social class differences in mother-infant interaction. Eric Reports, Ed. No. 114204.

Ratner, N. B. (1988). Patterns of parental vocabulary selection in speech to very young children. Journal of Child Language, 15, 481-492.

Rebelsky, F., & Hanks, C. (1971). Fathers' verbal interaction with infants in the first three months of life. Child Development, 42, 63-68.

Reese, E., & Fivush, R. (1993). Parental styles of talking about the past. Developmental Psychology, 29, 596-606.

Remick, H. (1976). Maternal speech to children during language acquisition. In W. von Raffler-Engel, & Y. Lebrun (Eds.), Baby talk and infant speech (pp. 223-233). Amsterdam: Swets & Zeitlinger B. V.

Renne, C. M., Dowrick, P. W., & Wasek, G. (1983). Considerations of the participant in video recording. In P. W. Dowrick, & S. J. Biggs (Eds.), Using video (pp. 23-32). Chichester, UK: John Wiley and Sons.

Reynolds, P. E. (1989). A comparison of linguistic interaction in three child care situations at the child's first and second birthdays. Unpublished doctoral dissertation, La Trobe University, Bundoora, Victoria.

Richards, B. (1987). Type/Token Ratios: What do they really tell us? Journal of Child Language, 14, 201-209.

Richards, B. J. (1994). Child-directed speech and influences on language acquisition: Methodology and interpretation. In C. Gallaway, & B. J. Richards (Eds.), Input and interaction in language acquisition (pp. 74-106). Cambridge: Cambridge University Press.

Richards, B. J., & Gallaway, C. (1993). Language acquisition in children: Input and interaction. In R. E. Asher, & J. M. Y. Simpson (Eds.), The encyclopedia of language and linguistics (pp. 1907-1912). Oxford: Pergamon.

Richards, J., Platt, J., & Weber, H. (1985). Longman dictionary of applied linguistics. Harlow, UK: Longman.

Rondal, J. A. (1980). Fathers' and mothers' speech in early language development. Journal of Child Language, 7, 353-369.

Rondal, J. A. (1981). On the nature of linguistic input to language-learning children. International Journal of Psycholinguistics, 8, 75-107.

Rondal, J. A. (1985). Adult-child interaction and the process of language acquisition. New York: Praeger Publishers.

Rondal, J. A., & Defays, D. (1978). Reliability of MLU as a function of sample size. Journal of Genetic Psychology, 133, 305-306.

Rondal, J. A., Ghiotto, M., Bredart, S., & Bachelet, J-F. (1987). Age-relation, reliability and grammatical validity of measures of utterance length. Journal of Child Language, 14, 433-466.

Russell, A., & Russell, G. (1992). The socialization of Australian boys and girls in middle childhood for independence and achievement. In J. L. Roopnarine, & D. B. Carter (Eds.), Parent-child socialization in diverse cultures (pp. 53-74). Norwood, NJ: Ablex Publishing Company.

Russell, A., Russell, G., & Midwinter, D. (1992). Observer influences on mothers and fathers: Self-reported influence during a home observation. Merrill-Palmer Quarterly, 38, 263-283.

Sachs, J. (1977). The adaptive significance of linguistic input to prelinguistic infants. In C. E. Snow, & C. A. Ferguson (Eds.), Talking to children (pp. 51-62). Cambridge: Cambridge University Press.

Sachs, J. (1983). Talking about the there and then: The emergence of displaced reference in parent-child discourse. In K. E. Nelson (Ed.), Children's language: Vol. 4 (pp. 1-28). Hillsdale, NJ: Lawrence Erlbaum Associates.

Sachs, J., Bard, B., & Johnson, M. L. (1981). Language learning with restricted input. Applied Psycholinguistics, 2, 33-54.

Sachs, J., Brown, R., & Salerno, R. (1976). Adult speech to children. In W. von Raffler-Engel, & Y. Lebrun (Eds.), Baby talk and infant speech (pp. 240-245). Amsterdam: Swets & Zeitlinger B.V.

Sachs, J., & Johnson, M. (1976). Language development in a hearing child of deaf parents. In W. von Raffler-Engel, & Y. Lebrun (Eds.), Baby talk and infant speech (pp. 246-252). Amsterdam: Swets & Zeitlinger B.V.

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics of turn-taking in conversation. Language, 50, 696-734.

Scarborough, H., Wyckoff, J., & Davidson, R. (1986). A reconsideration of the relation between age and mean length of utterance. Journal of Speech and Hearing Research, 29, 394-399.

Schachter, F., Shore, E., Hodapp, R., Chalfin, S., & Bundy, C. (1978). Do girls talk earlier?: Mean length of utterance in toddlers. Developmental Psychology, 14, 388-392.

Schieffelin, B. B. (1979). Getting it together: An ethnographic approach to the study of the development of communicative competence. In E. Ochs, & B. B. Schieffelin (Eds.), Developmental pragmatics (pp. 73-108). New York: Academic Press.

Schneiderman, M. H. (1983). "Do what I mean, not what I say!" Changes in mothers' action-directives to young children. Journal of Child Language, 10, 357-367.

Searle, J. (1969). Speech acts. Cambridge: Cambridge University Press.

Searle, J. (1975). Indirect speech acts. In P.Cole, & J. L. Morgan (Eds.), Syntax and semantics: Vol. 3: Speech acts (pp. 59-82). New York: Academic Press.

Siegal, M. (1987). Are sons and daughters treated more differently by fathers than by mothers? Developmental Review, 7, 183-209.

Siegel, G. (1963). Adult verbal behaviour in "play therapy" sessions. and Appendix H. JSHD Monograph 10, 29-46, 100-102.

Siegel, G., & Harkins, J. (1963). Verbal behavior of adults in two conditions. and Appendix I. JSHD Monograph 10, 34-38, 103.

Sinclair, J, McH., & Brazil, D. (1982). Teacher talk. Oxford: Oxford University Press.

Sinclair, J. McH., & Coulthard, R. M. (1975). Towards an analysis of discourse. Oxford: Oxford University Press.

Slobin, D. (1969). Questions of language development in cross-cultural perspective. In K. Drach, B. Kobashigawa, C. Pfuderer, & D. Slobin, The structure of linguistic input to children: Working paper, No. 14, Language-Behavior Research Laboratory. Berkley: University of California.

Smith, P. M. (1985). Language, the sexes and society. Oxford: Basil Blackwell.

Smith, F., & Miller, G. A. (Eds.). (1966). The genesis of language: A psycholinguistic approach. Cambridge, MA: MIT Press.

Smith, P. K., & Daglish, L. (1977). Sex differences in parent and infant behavior in the home. Child Development, 48, 1250-1254.

Snow, C. E. (1972). Mothers' speech to children learning language. In L. Bloom (Ed.). (1978). Readings in language development (pp. 489-502). New York: John Wiley & Sons. (Reprinted from Child Development, 43, 549-565)

Snow, C. E. (1977a). The development of conversation between mothers and babies. Journal of Child Language, 4, 1-22.

Snow, C. E. (1977b). Mothers' speech research: From input to interaction. In C. E. Snow, & C. A. Ferguson (Eds.), Talking to children (pp. 31-49). Cambridge: Cambridge University Press.

Snow, C. E. (1978). The conversational context of language acquisition. In R. N. Campbell, & P. T. Smith (Eds.), Recent advances in the psychology of language: Language development and mother-child interaction (pp. 253-269). New York: Plenum Press.

Snow, C. E. (1979a). Conversations with children. In P. J. Fletcher, & M. Garman (Eds.), Language acquisition (pp. 363-375). Cambridge: Cambridge University Press.

Snow, C. E. (1979b). The role of social interaction in language acquisition. In W. A. Collins, W. A. (Ed.), Children's language and communication: The Minnesota symposia on child psychology: Vol. 12 (pp. 157-182). Hillsdale, NJ: Lawrence Erlbaum Associates.

Snow, C. E. (1983). Literacy and language relationships during the preschool years. Harvard Educational Review, 53, 165-189.

Snow, C. E. (1984). Parent-child interaction: The development of communicative ability. In R. L. Schiefelbusch, & J. Pickar (Eds.), The acquisition of communicative competence (pp. 69-107). Baltimore: University Park Press.

Snow, C. E. (1989). Understanding social interaction and language acquisition: Sentences are not enough. In M. H. Bornstein, & J. Bruner (Eds.), Interaction in human development (pp. 83-103). Hillsdale, NJ: Lawrence Erlbaum Associates.

Snow, C. E. (1991). The theoretical basis for relationships between language and literacy in language development. Journal of Research in Childhood Education, 6, 5-10.

Snow, C. E. (1993). Learning from input in L1 and L2. In J. E. Alatis (Ed.), Georgetown University Roundtable on language and linguistics, 1993 (pp. 23-35). Washington, DC: Georgetown University Press.

Snow, C. E., Arlman-Rupp, A., Hassing, Y., Jobse, J., Joosten, J., & Vorster, J. (1976). Mothers' speech in three social classes. Journal of Psycholinguistic Research, 5, 1-20.

Snow, C. E., & Ferguson, C. A. (Eds.). (1977). Talking with children. Cambridge: Cambridge University Press.

Snow, C E., & Goldfield, B. A. (1983). "Turn the page please": Situation-specific language. Journal of Child Language, 10, 551-569.

Snow, C. E., Perlmann, R. Y., Gleason, J. B., & Hooshyar, N. (1990). Developmental perspectives on politeness: Sources of children's knowledge. Journal of Pragmatics, 14, 289-305.

Snow, M. E., Jacklin, C. N., & Maccoby, E. E. (1983). Sex-of-child differences in father-child interactions at one year of age. Child Development, 54, 227-232.

Stoneman, Z., & Brody, G. H. (1981). Two's company, three makes a difference: An examination of mothers' and fathers' speech to their young children. Child Development, 52, 705-707.

Stubbs, M. (1983). Discourse analysis. Oxford: Basil Blackwell.

Summerfield, A. B. (1983). Recording social interaction. In P. W. Dowrick, & S. J. Biggs (Eds.), Using video (pp. 3-11). Chichester, UK: John Wiley and Sons.

Tizard, B., & Hughes, M. (1984). Young children learning. London: Fontana.

Tomasello, M., Conti-Ramsden, G., & Ewert, B. (1990). Young children's conversations with their mothers and fathers: Differences in breakdown and repair. Journal of Child Language, 17, 115-130.

von Raffler-Engel, W., & Lebrun, Y. (Eds.). (1976). Baby talk and infant speech. Amsterdam: Swets and Zeitlinger B. V.

Vorster, J. (1975). Mommy linguist: The case for motherese. Lingua, 37, 281-312.

Vygotsky, L. (1986). Thought and language (A. Kozulin, Trans.). Cambridge, MA: Cambridge University Press.

Warren-Leubecker, A., & Bohannon, J. N. (1984). Intonation patterns in child-directed speech: Mother-father differences. Child Development, 55, 1379-1385.

Waterson, N., & Snow, C. E. (Eds.). (1978). The development of communication. Chichester, UK: John Wiley and Sons.

Weist, R. M., & Kruppe, B. (1977). Parent and sibling comprehension of children's speech. Journal of Psycholinguistic Research, 6, 49-58.

Weist, R., & Stebbins, P. (1972). Adult perception of young children's speech. Psychonomic Science, 27, 359-360.

Wells, C. G., & Robinson, W. P. (1982). The role of adult speech in language development. In C. Fraser, & K. Scherer (Eds.), Advances in the social psychology of language (pp. 11-76). Cambridge: Cambridge University Press.

Wells, G. (1975). Coding manual for the description of child speech (Rev. ed.). Bristol: University of Bristol.

Wells, G. (1978). What makes for successful language development? In R. N. Campbell, & P. T. Smith (Eds.), Recent advances in the psychology of language: Language development and mother-child interaction (pp. 449-469). New York: Plenum Press.

Wells, G. (1979). Variation in child language. In P. Fletcher, & M. Garman (Eds.), Language acquisition (pp. 377-395). Cambridge: Cambridge University Press.

Wells, G. (1980). Adjustments in adult-child conversation: Some effects of interaction. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), Language: Social psychological perspectives (pp. 41-48). Oxford: Pergamon Press.

Wells, G. (1981a). Becoming a communicator. In G. Wells (Ed.), Learning through interaction (pp. 73-115). Cambridge: Cambridge University Press.

Wells, G. (1981b). Language as interaction. In G. Wells (Ed.), Learning through interaction (pp. 21-72). Cambridge: Cambridge University Press.

Wells, G. (Ed.). (1981c). Learning through interaction. Cambridge: Cambridge University Press.

Wells, G. (1982). Influences of the home on language development. In A. Davies (Ed.), Language and learning in home and school (pp. 150-163). London: SSRC/Heinemann.

Wells, G. (1983). Talking with children: The complementary roles of parents and teachers. In M. Donaldson, R. Grieve, & C. Pratt (Eds.), Early childhood development and education: Early readings in psychology (pp. 127-150). Oxford: Basil Blackwell.

Wells, G. (1985). Language development in the preschool years. Cambridge: Cambridge University Press.

Wells, G. (1986). The meaning makers. London: Hodder and Stoughton.

Wells, G., Montgomery, M., & Maclure, M. (1982). Adult-child discourse: Outline of a model of analysis. Journal of Pragmatics, 3, 337-380.

Wells, G., & Robinson, W. P. (1982). The role of adult speech in language development. In C. Fraser, & K. Scherer (Eds.), Advances in the social psychology of language (pp. 11-76). Cambridge: Cambridge University Press.

Wheeler, P. M. (1983). Context-related age changes in mothers' speech: Joint book reading. Journal of Child Language, 10, 259-263.

Whyatt, B. (1994). Baby-talk - The language addressed to language acquiring children. Studia Anglica Posnaniensia, 29, 125-135.

Wilkinson, L. C., & Rembold, (1982). The communicative context of early language development. In J. S. Kuczaj II (Ed.), Language development: Vol 2: Language, thought and culture (pp. 113-129). Hillsdale, NJ: Lawrence Erlbaum Associates.

Willes, M. J. (1983). Children into pupils: A study of language in early schooling. London: Routledge & Kegan Paul.

Wills, D. (1977). Participant deixis in English baby-talk. In C. E. Snow, & C. A. Ferguson (Eds.), Talking with children (pp. 271-296). Cambridge: Cambridge University Press.

Wilson, C. R. (1983). Teaching reading comprehension by connecting the known to the new. The Reading Teacher, 36, 382-390.

Woll, B. (1978). Structure and function in language acquisition. In N. Waterson, and C. Snow (Eds.), The development of communication (pp. 321-331). Chichester, UK: John Wiley and Sons.

Woll, B. (1979). Sex as a variable in child language development. Bristol Working Papers in Language, 1, 71-86.

Woollett, A. (1986). The influence of older siblings on the language environment of young children. British Journal of Developmental Psychology, 4, 235-245.

Zegiob, L. E., Arnold, S., & Forehand, R. (1975). An examination of observer effects in parent-child interactions. Child Development, 46, 509-512.

APPENDIX A

PRINCIPLES GUIDING TRANSCRIPTION AND CODING

The following principles were developed for this study to assist with the preparation of the transcripts and their subsequent coding for analysis. Wherever possible the principle of consistency with previous research was maintained .

1. Layout of transcriptions (adapted from Wells, Montgomery & Maclure, 1979)

(a) Begin each speaker on a new line.

(b) Within each speaker's turn, begin each utterance on a new line.

(c) Place contextual information in square brackets [ ]; square brackets are also used to show approximate length of pauses beyond 1 second, and in such cases are usually placed on a separate line between utterances.

(d) If any interpretation of utterances is needed, e.g., description of tone of voice, place in square brackets [ ].

(e) Place within double square brackets [[ ]] any utterances to be excluded from the analysis, e.g., interaction between parent and second child or spouse, references to tape recorder.

(f) Type in italics the text of poems or books.

(g) Show any doubtful utterances in diamond brackets < >.

(h) Indicate inaudible utterances <inaudible>.

(i) Use standard English orthography and punctuation:

? - interrogative meaning intended (as indicated by contextual, intonational or grammatical cues);

! - exclamatory intent (as indicated by contextual, intonational or grammatical cues);

. - short pause, generally for the purposes of planning or 'composing' the balance or next section of an utterance (usually indicated by intonational, contextual and semantic cues);

_____ - speaker overlap (underlining indicates overlapping portions);

- [hyphen] - indicates an incomplete, abandoned or interrupted utterance, or a fresh start made.

2. Guidelines for coding and analysis (based on Wells, 1975)

(a) The focus of the analysis is the speech of the adults in the interactions. Only parent speech which involves the target child should be included in the analysis. However, where an interaction is between the parent and persons other than the target child but the 'target child' becomes part of the interaction, then the interaction should be included in the analysis.

(b) References to the tape recorder should be excluded from the analysis, on the grounds that a tape recorder would not usually form part of the context, and such references are therefore not representative of normal parent-child interaction.

(b) Each utterance and sequence is coded once only in each analysis; where there is potentially more than one category represented, code according to the dominant feature/purpose of the utterance/sequence.

3. Counting Words (adapted from Brown, 1973; Crystal, 1974; Lewis & Gregory, 1987; Siegel & Harkins, 1963; Wells, 1973)

(a) Count all orthographically different words in the sample.

(b) Catenatives (e.g., 'I'll', 'isn't') are counted as one word (cf. Lewis & Gregory, 1987, "standard constructions").

(c) Words such as 'mm', 'oh' and 'oh dear' are counted if they have a communicative function at the point at which they occur (e.g., if 'mm' means 'yes' at the point at which it occurs, then it is counted as one word in that context).

If such words serve only as 'fillers', they are not counted.

(d) Ritualised reduplications (e.g., 'choo-choo', 'quack-quack') and similar words (e.g., 'bow-wow') are counted as one word.

'Ready-made' utterances are also counted as one word as they are learned as unanalysable wholes (e.g., 'oh dear') - See Appendix A Section 11d(vi) for list.

(e) Repetitions are counted as separate words, but stuttering and partial enunciations/false starts are counted as one word assuming the intended word is subsequently enunciated (e.g., 'dr dried' = one word).

(f) Do not count words in passages read from a book, etc. Titles of books are counted. Where an utterance comprises words from the text of the book and reader interpolations thereof, count the words in the interpolation only.

(g) Count recitations and songs recited/sung from memory.

(h) Do not count any of the words in partially inaudible utterances.

4. Utterances

The basic definition of an utterance is "a stretch of speech preceded and followed by silence or a change of speaker" (Crystal, 1991, p. 367), but the following additional aspects also need to be taken into account in determining utterances:

(a) the basic grammatical units underlying the utterance are the clause (which has a finite verb and, usually, a finite subject) and the phrase (which has no finite verb) (Richards, Platt & Weber, 1985);

(b) intonation;

(c) the guidelines developed by Wells for determining utterance boundaries:

(i) meaning, form and intonation should all be considered;

(ii) (1) Paratactic sentences (linked by 'and') are treated as one utterance where there is a clear semantic link between the sentences, but where a string of sentences are [sic] linked by 'and' and 'and then' (as in child narratives) each one is treated as a separate utterance.

(2) 'Yes', 'No' in initial position are treated as part of an utterance if they simply reinforce the meaning of the utterance; otherwise they are treated as separate utterances.

(3) Tags of all kinds (e.g., 'isn't it?', 'see', 'you know?') and Vocatives are included in the utterance to which they are attached.

(4) Reasons and Justifications ... given in support of Commands and Statements, etc. should be included with the utterance they support, unless they are separated from this utterance by an intervening utterance or a long pause. (Wells, 1975, p. 30)

5. Counting utterances

(a) Do not count text read from a book, but do count recitations/songs recited from memory.

(b) Where an utterance contains interpolations of the text, plus reading of the text, include the utterance(s) in the count. Where the text of the book is used as a question (e.g., child is expected to complete the sentence as per the text in the book), include the utterance in the count and code it as a question (this will usually be INT-WH).

(c) Count restructured/rephrased utterances as one utterance (e.g., 'Now what- this book is called *Sunshine.*' = one utterance), and code according to the final form, not the form commenced.

(d) Include abandoned or interrupted utterances in the count if their propositional meaning can be recovered from the context.

(e) Inaudible and partially inaudible utterances are not counted in the overall tally of utterances in the sample.

(f) Do not count utterances which consist solely of a filler (e.g., 'mm'). If the one word utterance has a communicative function in the context (e.g., 'mm' means 'yes'), then it is counted as one utterance.

6. Turns

(a) A turn is 'all the utterances of one speaker until the other speaks' (Cherry & Lewis, 1976).

(b) Include in the turn count turns consisting only of text read from a book.

7. <u>Sequences</u> (adapted from Wells, 1975, p. 38)

(a) "A sequence is a stretch of conversation having unitary topic and purpose."

(b) "Where there is a change of topic whilst the purpose of the conversation continues unchanged, this is to be treated as the start of a new sequence."

(c) Sequence boundaries may or may not be marked overtly. Markers which may serve as a guide include "utterances which mark a change of topic" (e.g., 'OK'; silence; change of speaker after silence).

(d) Sequence boundaries may occur within a speaker's turn, or at a speaker change.

(e) Account should be taken of the illocutionary force of individual utterances (based on MacDonald & Pien, 1982).

(f) Intonation patterns and paratones of the discourse should be used as a guide in determining boundaries. The beginning of a new paratone in a stretch of discourse is marked by raised pitch, and its conclusion by a low pitch (Brown & Yule, 1983).

(g) The question should be asked " 'Could the conversation have started or stopped quite naturally at this point?' " (Wells, 1975, p. 38), and if the answer to that question is 'yes', then that point is very likely a sequence boundary.

(h) Intuitive judgement may have to be used in addition to the above criteria to guide sequence boundary determination.

8. Mean Length of Utterance

(a) MLU in this analysis is based on words.

(b) Start from the beginning of the transcript and count the first 50 utterances for each speaker in accordance with the rules for counting utterances.

(c) Count all the words in those utterances in accordance with rules for counting words.

(d) Divide the total number of words in the sample by 50 to obtain MLUw score.

9. Mean Length of Conversational Turn:

(a) Count the number of utterances and the numbers of turns of each speaker in accordance with the rules for counting utterances and turns.

(b) Divide the number of utterances by the number of turns.

10. Utterances per Minute

(a) Count the number of utterances in the sample in accordance with the rules for counting utterances.

(b) Divide the number of utterances in the sample by the number of minutes in the sample.

11. <u>Sentence (utterance) types</u> (based on Quirk & Greenbaum, 1973; Quirk, Greenbaum, Leech, & Svartvik, 1985)

(a) The utterance is the basic unit of analysis for this category.

(b) Code all parent utterances included in the overall utterance count according to their formal classification (see [d]).

(c) Tally the number of utterances of each type and calculate the proportion of each as a percentage of the total number of utterances in the sample.

(d) Utterance types:

    (i) *Declaratives*: "sentences in which the subject is present and generally precedes the verb." (Quirk et al., 1985, p. 803). Utterances with a finite verb but an elided subject, such as occur in informal speech, were also included in this category (e.g., 'Here's some puzzles.');

    (ii) *Imperatives*: "sentences which normally have no overt grammatical subject, and whose verb is the base form" (Quirk et al., 1985, p. 803). (e.g., 'Turn it around.', 'Let's start here.');

    (iii) *Interrogatives*:

        (a) *yes/no* interrogatives: usually formed by placing the operator before the subject and giving the sentence a rising intonation; an answer of 'yes' or 'no' is expected (Quirk & Greenbaum, 1973, p. 192) (e.g., 'Shall we do this one again?');

        (b) tag interrogatives: sentences which consist of a declarative sentence to which a tag question is appended; the tag question consists of "operator plus pronoun, with or without negative particle; the choice and tense of operator are determined by the verb phrase in the superordinate

clause" (Quirk & Greenbaum, 1873, p. 194) (e.g., 'That's a nice puzzle isn't it?');

(c) *wh*-interrogatives: formed with the aid of one of the following interrogative words (or Q-words) who/whom/whose, which, when, where, how, why, which is positioned initially; they are characterised by falling intonation (Quirk & Greenbaum, 1973, p. 194) (e.g., "Which one is Amy?"); this category also includes 'completion' or 'frame' questions, because these are sometimes realised with the *wh*-element and sometimes with that element elided (e.g., 'He must get into ?', 'He must get into what?');

(d) other interrogatives: all other interrogatives with finite verb which did not fall into one of the other categories (e.g., alternative questions);

(iv) *Other - Moodless* - utterances without a finite verb that were not interrogatives; this category also included utterances classified according to Wells (1975) as 'rote-learned';

(v) *Other - Moodless Interrogative* - utterances without a finite verb which were interrogatives.

(vi) Code the following 'rote-learned' utterances as 'Other - Moodless':

Away you go.	Here you/we are.	Sorry.
Come on.	Here you/we go.	That's it.
Excuse me.	Hold on.	That's the boy/girl.
Go on.	Just a minute.	There you/we are.
Good grief.	Look at you.	There you/we go.
Hang about.	Off you go.	Wait a minute.
Hang on.	Pardon./Pardon?	

12. Locus of Reference (adapted from Wells, 1980; Fash & Madison, 1981; Kavanaugh & Jen, 1981; Woollett, 1986)

(a) The unit of analysis for Locus of Reference is the sequence.

(b) Each sequence is coded according to its dominant temporal reference, which will frequently, though not exclusively, be determined by the initiator of the sequence:

> (i) *present* - references to activities, events, etc., in which parent and child are engaged at the time of recording;
>
> (ii) *past* - references to activities, events, etc., prior to the time of recording;
>
> (iii) *future* - references to activities, events, etc., which will occur at some point after the time of recording.

(c) Verb tenses will often serve as a guide to the coding to be used.

13. Discourse Functions (based on Wells, 1975, p. 37-8)

(a) The unit of analysis for Discourse Functions is the sequence.

(b) Sequences are coded according to their dominant purpose.

(c) Each sequence is coded according to its dominant focus, which will frequently, though not exclusively, be determined by the initiator of the sequence.

(d) There are five categories:

> (i) *Control*: the control of the present or future behaviour of one or more of the participants. This may concern a particular act or a general disposition to behave in a particular way, and so will include commands and requests for action as well as statements about what ought to be done, and supporting justifications.

197

(ii) *Expressive*: the expression of feelings and attitudes as an affective response to a situation. This category is concerned with spontaneous reaction rather than with considered opinion. Expressive sequences are, therefore, normally brief and contain little structure.

(iii) *Representational*: the exchange of information. Discursive discussion, including considered evaluation of any aspect of experience is covered by this category. Whereas with Control sequences there is the intention that the speech should lead to some eventual action, Representational speech does not have action as the intended outcome, although naturally all information does have implications for action. The expression of affective attitude also enters into most exchanges of information, but unless this is the dominant purpose of the conversation, it is the information aspect that takes precedence and so the sequence is coded as Representational.

(iv) *Social*: conversation concerned chiefly to maintain social relationships. In addition to greetings and ritualistic formulae, social sequences may be concerned with the weather and other conventionally agreed subjects. They also include such games as 'peek-a-boo', the purpose of which is simply to enjoy social interaction.

(v) *Tutorial*: interaction where one of the participants has a deliberately didactic purpose. (Wells, 1975, pp. 37-8)

(d) Tutorial and Representational sequences are sometimes hard to distinguish. The following additional guidelines will assist in the determination but there is still an element of intuition involved in determining the parent's primary motivation and hence the final allocation of a sequence to one or other category.

(i) When questions form part of the sequence, it is likely to be a Tutorial sequence if the questions being asked by the parent are such that the parent probably knows the answer already (e.g., P, pointing to a picture in a book: 'What's this?'. C: 'Dog'). Genuine information-seeking questions, the answers to which the parent could not be expected to know (e.g., P: 'Would you like an apple?'), are likely to indicate a Representational sequence. Questions relating to the characters and content of children's TV programmes and the like may be genuinely seeking information, not testing the child's knowledge. If necessary, use clues from other parts of the transcript to assist in determining probable level of parent knowledge.

(ii) Tutorial sequences may show evidence of an underlying Initiation-Response-Feedback (I-R-F) structure.

(iii) A sequence consisting primarily of book reading, and containing few 'what's this?' type questions is likely to be Representational.

(iv) In Books, a sequence with an I-R-F structure and test questions is coded as Tutorial if the questions are not serving to assist the child to construct the story, but are, for example, simply requiring the child to name objects in the picture. Where the questions are serving to construct the story based on the content of the pictures, the sequence would be coded as Representational.

14. <u>Parental Directives</u> (based on Bellinger & Gleason, 1982, p. 1128)

(a) The unit of analysis for this measure is the utterance.

(b) Only data from the Puzzles context is used in this analysis.

(c) All directive utterances are coded as one of the following:

(i) *Conventional Imperatives.* These include directives of the following forms:

(a) *Do X... .* (b) *You do X... .* (c) *Let's do X... .* (d) Sentence fragments ... which follow conventional imperatives and/or are spoken with imperative intonation ....

(ii)*Conventionalised Indirect Directives* .... [take] a variety of interrogative and declarative forms such as ... (a) *Can you...?* (b) *You can...* (c) *Do you want to...?* (d) *Are you going to...?* (e) *Do you know how to...?* (f) *This one goes here.* (g) *Would you...?* (h) *You need to...?* (i) *You have to...* (j) *Why don't you...?* (k) *How about...?*

(iii) Implied Indirect Imperatives.... these fail to make explicit the act that the child is being directed to perform or even the fact that he or she is being asked to do anything.... Only by engaging in a process of logical inference is it possible to interpret these directives properly.

15. <u>Linking References</u>

(a) The unit on which this analysis is based is the sequence.

(b) A linking reference is one in which a parent relates, compares, or makes a connection with something in the activity in which the child is presently engaged, with a person, object, activity, event, etc. in the child's own experience.

(c) All sequences which include linking references initiated by the parent should be coded with a double asterisk: **.

16. <u>Positive Evaluation</u> (PE) (based on Sinclair & Coulthard, 1975)

(a) The unit on which this analysis is based is the utterance.

(b) All utterances in which PE is given by parents to children are marked +.

(c) Positive evaluation may be realised in any one of several ways:

> (i) statements and tag questions, including phrases such as 'that's right', 'that's the way';
>
> (ii) words such as 'yes', 'mm', and 'OK', if spoken with a high fall intonation;
>
> (iii) repetition (with or without some form of expansion) of the child's reply, if spoken with a high fall intonation;
>
> (iv) expressions of praise such as 'good girl', 'very good', 'well done'.

17. Interactional Intent (based on McDonald & Pien, 1982, pp. 344-346; Olsen-Fulero, 1982, pp. 546-547)

(a) The unit on which this analysis is based is the utterance.

(b) All utterances (except those consisting solely of a discourse marker or organiser) are coded according to their function.

(c) Utterances are coded as one of the following categories:

(i) *Real Questions* are "information-seeking questions for which the speaker does not know the answer" (p. 344);

(ii) *Verbal Reflective Questions* "repeat, reduce, represent, or paraphrase the hearer's previous utterance, without adding new information. They often take the form of *yes/no* questions with rising intonation ... or tag questions with falling or falling-rising intonation" (p. 344);

(iii) *Report Questions* "comment upon, and inform the child of an event or fact of which he may or may not be aware, usually in the form of tag questions with falling intonation ... although they may be in *yes/no* question form.... they differ from reflectives in that they provide new information" (p. 345);

(iv) *Directives* "elicit and constrain the physical behaviour of the hearer" (Searle, 1975) (p. 343);

(v) *Attention Devices* "include a wide range of utterances used to elicit attention .... They may take an imperative ... or an interrogative form ... and also include vocatives and contingent query gambits" (p. 345);

(vi) *Repairs* are "high constraint questions eliciting whole or partial repetition of the hearer's previous utterance (e.g., *Huh?*)" (p. 546);

(vii) *Test Questions* are "high-constraint questions requiring the hearer to provide a specific answer demonstrating his knowledge (e.g., *What colour is the fire engine?*)" (p. 546);

(viii) *Action Reflective Questions* are "low-constraint questions which acknowledge the child's actions while passing the speaking turn (e.g., *You're driving the car aren't you?*)" (pp. 546-547);

(ix) *Prompts* are "an attempt to force a response from the hearer to the speaker's previous utterance (e.g., *Don't you think?*; *Okay?*)" (p. 547). These may be directed towards verbal response (*Question Prompt*) or physical compliance (*Directive Prompt*) (p. 345);

(x) *Responses to questions/directives* "include all utterances judged to be appropriate responses to questions or directives which are not themselves questions or directives" (p. 547);

(xi) *Acknowledgements of child declaratives* are "utterances which specifically acknowledge previous declarative utterances (e.g., *Yeah that's true.*)" (p. 547);

(xii) *Acknowledgements of child actions* are "utterances which specifically acknowledge the previous action of the child, but add no new information" (e.g., *That's the way to do it.*) (p. 547);

(xiii) *Spontaneous declaratives* are "all declaratives which do not provide explicit feedback for preceding utterances or actions" (p. 547).

ABBREVIATIONS USED IN TRANSCRIPTS

UTT	Utterance number
GRAMM	Grammatical classification
II	Interactional Intent
LOC	Locus of Reference
FUNCT	Discourse Function
S	Sequence

DEC/ DECL	Declarative
IMP	Imperative
INT-Y/N	Yes/No (or Polar) Interrogative
INT-TAG	Tag Interrogative
INT-WH	Wh-Interrogative
INT-OTH	Other forms of Interrogative
OTH-M	Moodless Utterances
OTH-M-IN	Moodless Utterances with Interrogative Intonation

P	Past
PR	Present
F	Future

CONT	Control
EXPR	Expressive
REP	Representational
TUT	Tutorial

CI	Conventional Imperatives
CID	Conventional Indirect Directives
IID	Implied Indirect Directives

RP	Repair
TQ	Test Question
RQ	Real Question
VR	Verbal Reflective
AR	Action Reflective
QR	Report Question
PO	Permission Request/Offers of Help
QP	Question Prompt
DP	Directive Prompts
AD	Attention Devices
R	Responses to Questions/Directives
A	Acknowledgements of Previous Declaratives
F	Feedback for Actions
SD	Spontaneous Declaratives

**	Linking Reference
+	Positive Evaluation

M	Mother
F	Father
C	Child
C2	Younger sibling
D	Dog

Other single letters appearing in the transcript represent named people or places being referred to by the interactants.

| M1 | Mother of Family 1, etc. |
| F2 | Father of Family 2, etc. |

B or Books	Book reading context
P or Puzzles	Puzzles context
M or Meal	Meal-time context

| M1B | Mother of Family 1 in Books context, etc. |
| M1B3 | Mother of Family 1 in Books context Sequence 3, etc. |

Standard sets of books and toys were used by each family. The sets of books and puzzles were counterbalanced across families, as was the order of recording.

1. Books

Each family was provided with two equivalent sets of books for use in the Books context:

(a) Set 1

Ormerod, J. (1981). Sunshine. London: Penguin Books.

Hawkins, C., & Hawkins, J. (1986). Tog the dog. London: Penguin Books.

Ziefert, H. (1986). Nicky's noisy night. London: Penguin Books.

(b) Set 2

Ormerod, J. (1982). Moonlight. London: Penguin Books.

Hawkins, C , & Hawkins, J. (1988). Zug the bug. London: Penguin Books.

Hawthorn, P., & Tyler. (1994). Who's making that noise? London: Usborne House.

2. Puzzles

Each family was provided with two equivalent sets of wooden tray puzzles. Three of the puzzles in each set were peg-style tray puzzles. Each of these had a background picture and each puzzle piece was shaped slightly differently and fitted into a separate position in the puzzle. Adults had no difficulty determining where pieces should go. The fourth puzzle in each set was more complex and required shapes to be fitted together within an outline to complete the object. The children generally required more adult help to complete these, and

initially these puzzles also proved challenging to some of the parents, because of the absence of picture clues.

(a) Set 1

Puzzle 1 (5 pieces) - train

Puzzle 3 (12 pieces) -various toys, including a golliwog

Puzzle 5 (6 pieces) - Bananas in Pyjamas in a treehouse

Puzzle 7 (16 pieces) - car

(b) Set 2

Puzzle 2 (5 pieces) - bears

Puzzle 4 (12 pieces) - various toys, including a jack-in-the-box

Puzzle 6 (7 pieces) - Bananas in Pyjamas at the beach

Puzzle 8 (9 pieces) - helicopter

3. Order of Use and Recording

Family	Father	Mother	Record First
1	Set 2	Set 1	Father
2	Set 1	Set 2	Mother
3	Set 2	Set 1	Father
4	Set 1	Set 2	Mother
5	Set 2	Set 1	Father

4. Participant Information and Consent Forms - see over

Information about the Study

Thank you for your interest in participating in this research project which is being undertaken for an MA (Applied Linguistics) thesis at Edith Cowan University. The specific focus of my study is the interaction of parents and their young children. There is very little Australian data in this field, and it is anticipated that the results of this work will have application in a range of areas, including early childhood education, child care services, speech pathology and family studies, as well as applied linguistics.

Several audio-recordings of parent-child interaction are required. The recordings you make will be transcribed and then coded according to a number of criteria. The results from all participants will be combined and outcomes analysed. The family and personal information you provide will enable development of a general profile of participant families. You will not be identified in the reporting of this research. Pseudonyms will be used in all transcripts and family profile information will be reported only in very general terms. All data will be kept in a secure location.

There are five contexts for which recordings are required, and all should be natural interaction between parent and child at home. Please talk and behave with your child as you normally would in these situations. Each recording needs to be of 10 minutes duration and should be made with the parent and child alone together (except the meal). The contexts are:

> Father and child reading books (please use only those supplied)
> Father and child playing with toys (please use only those supplied)
> Mother and child reading books (please use only those supplied)
> Mother and child playing with toys (please use only those supplied)
> Mother, father and child having a meal

The recordings should be made at your convenience over 2-3 days. For your family please record the mother/father and child sessions first. So as not to bias the data it is important that parents do not discuss with each other what they have done in each session until after all recordings have been completed; and please discourage your child from talking about what has been done too. Once all the recordings are completed I will collect the tapes and equipment and will provide further information about the study and the coding and analysis of the data collected.

At th   clusion of the study a copy of your tapes and a brief outline of the research results will be made available to you if you would like them.

If you have any questions about this project, please contact me (Ann Galloway) on 381 7063.

Consent Form

We have read the information and any questions have been answered to our satisfaction. We agree to participate in this research, realising that we may withdraw at any time.

We agree that the research data gathered for this study may be published provided we are not identifiable.

_____

Participant   Date

_____

Participant   Date

_____

Investigator   Date

_____ We would like to receive a copy of our tapes and an outline of the research findings once the study is completed.

<u>FAMILY INFORMATION</u> (to be completed by the researcher in discussion with the family)

All information will remain confidential - names and addresses will not appear in the report of the study, and other information will only be reported in very general terms.

<u>DATE</u>: _____

<u>NAME</u>: _____

<u>ADDRESS</u>: _____

_____ <u>PHONE</u>: _____

<u>FATHER</u>:
<u>AGE GROUP</u>: ___ 21-25 ___ 26-30 ___ 31-35 ___ 36-40

<u>EDUCATIONAL BACKGROUND</u>: _____

<u>OCCUPATION</u>: _____

<u>APPROXIMATE AVERAGE HOURS/DAY WITH CHILD</u>:

(a) weekdays_____ (b) weekends_____

<u>MOTHER</u>:
<u>AGE GROUP</u>: ___ 21-25 ___ 26-30 ___ 31-35 ___ 36-40

<u>EDUCATIONAL BACKGROUND</u>: _____

<u>OCCUPATION</u>: _____

<u>APPROXIMATE AVERAGE HOURS WITH CHILD</u>:

(a) weekdays_____ (b) weekends_____

<u>CHILD</u>: _____

<u>DATE OF BIRTH</u>: _____

<u>CARETAKING ARRANGEMENTS WHEN PRIMARY CARETAKER ABSENT</u>: _____

_____

_____

<u>ANY OTHER RELEVANT INFORMATION</u>:

APPENDIX C

TRANSCRIPTIONS

FAMILY 1

FATHER AND BOOKS

U			GRAMM	II	LOC	FUNCT	S
1.	F	Come up here Buddy.	IMP	CI	PR	REP	1
2.		Ow you're getting a big kid aren't you?	INT-TAG	QR			
	C	Yeah.					
3.	F	Okey-doke.	OTH-M		PR	REP	2
4.		What's this girl here doing here?	INT-WH	TQ			
	C	She's sleeping.					
5.	F	She's sleeping I think isn't she?	INT-TAG	VR			
	C	Yeah.					
6.	F	This book's called *Moonlight*.	DEC	SD			
7.		We'll have a look at this book eh?	INT-TAG	QR			
8.		Mummy takin' C2y away.	OTH-M	SD			
[~4 secs]							
9.		Oh deary me.	OTH-M				
10.		What are these people doing here do you think?	INT-WH	TQ			
	C	Eating.					
11.	F	Eating what?	OTH-M-IN	TQ			
	C	Dinner.					
12.	F	Dinner.	OTH-M	A			
13.		What have they got on the table?	INT-WH	TQ	PR	TUT	3
	C	Lots of things.					
14.	F	Like what for instance?	OTH-M-IN	TQ			
	C	Drinks.					
15.	F	Yeah.	OTH-M	A			
	C	And.					
16.	F	What- look what's Dad got there in his hand?	INT-WH	TQ			
	C	Some fork a fork and and and a knife.					
17.	F	Yes he has.	+ DEC	A			

18.		And what do you think might be in that big bowl there?	INT-WH	RQ	PR	REP	4
[~2 secs]							
	C	A a lettuce.					
19.	F	Lettuce. [laughs]	OTH-M	A			
20.		And what about this?	OTH-M-IN	TQ	PR	REP	5
21.		Are they going to eat that?	INT-Y/N	TQ			
	C	No.					
22	F	Why not?	OTH-M-IN	RQ			
	C	'Cause it's a flower.					
23.	F	It's a flower.	DEC	A			
24.		Don't you eat flowers?	INT-Y/N	TQ			
	C	No.					
25.	F	Don't you?	INT-Y/N	VR			
	C	No.					
26.	F	And what's happening here?	INT-WH	TQ	PR	REP	6
	C	There's the flowers again.					
27.	F	There's the flowers again.	DEC	A			
28.		Now what's Dad doing here?	INT-WH	TQ	PR	REP	7
29.		What do you think he's doing there?	INT-WH	TQ			
	C	Don't know.					
30.	F	Mm what's he got in his hand?	INT-WH	TQ			
	C	Don't know.					
31.	F	What's he got in his hand?	INT-WH	TQ			
[~2 secs]							
32.		What's that there?	INT-WH	TQ			
[~3 secs]							
	C	Plate.					
33.	F	Plate.	OTH-M	A			
34.		So maybe he's packing up the table do you think?	INT-Y/N	QR			
35.		And taking away the dirty dishes.	OTH-M	SD			
	C	He's taking away the dirty dishes.					

216

36.	F	Do you think so?	INT-Y/N	RQ			
	C	Yes.					
37. [~5 secs]	F	Now.	OTH-M		PR	REP	8
38.		Ooh well look look at what this little girl's done.	IMP	CI/AD			
39.		Ooh what's what's she making there?	INT-WH	RQ			
40.		Is it a girl or a boy do you think?	INT-OTH	TQ			
	C	Girl.					
41.	F	A girl.	OTH-M	A			
42.		Why do you think it's a girl?	INT-WH	RQ			
	C	Because I just do.					
43.	F	You just do do you?	INT-TAG	VR			
	C	Yeah.					
		Why has she spilt something?			PR **	REP	9
44.	F	I don't know that she's spilt something.	DEC	R			
45.		See.	IMP	CI/AD			
46.		What do you think this is that she's got in her hand?	INT-WH	RQ			
	C	A bowl.					
	F	Um.					
47.		You sure it's a bowl?	OTH-M-IN	RQ			
	C	Yes.					
48. [~2 secs]	F	Look up here though.	IMP	CI/AD			
49.		What is- what's that like that we eat sometimes?	INT-WH	TQ			
	C	I don't know.					
50.	F	Yes you do.	DEC	A			
51.		It's orange.	DEC	SD			
52.		Or it's not	DEC	SD			
53.		it's orange colour inside	DEC	SD			
54.		and and Mummy cuts it up for you so you can eat it.	DEC	SD			
55.		It's not watermelon	DEC	SD			
56.		but it's like that.	DEC	SD			

	C	Orange.					
57.	F	Not orange	OTH-M	A			
58.		but it's a bit like that.	DEC	SD			
59.		Remember rock melon?	OTH-M-IN	RQ			
	C	Yes.					
60.	F	Yeah.	OTH-M	A			
61.		Well I think maybe this girl's got the rock melon.	DEC	SD			
62.		The the skin of the rock melon	OTH-M	SD			
63.		and she's going to make something.	DEC	SD			
64.		What's she made out of it?	INT-WH	TQ	PR	REP	10
	C	Don't know.					
65. [~8 secs]	F	What's this here?	INT-WH	TQ			
66. [~2 secs]		What do you think it is?	INT-WH	RQ			
	C	Um it's a it's a paper towel.					
67.	F	Paper towel.	OTH-M	A			
68.		And yes.	OTH-M	A			
69.		And she's stuck it on a piece of a straw or something like that.	DEC	SD			
70.		And put it into the rock melon.	DEC	SD			
71.		What do you think she's made out of it?	INT-WH	RQ			
72.		What's this look like here?	INT-WH	TQ			
	C	A flag.					
73.	F	A flag?	OTH-M-IN	VR			
74.		Oh yeah it might be a flag too.	DEC	SD			
75.		Could it be a sailing boat do you think?	INT-Y/N	RQ			
	C	I don't think so.					
76.	F	You don't think so?	INT-OTH	VR			
	C	No.					

77.	F	While she's doing all that what's Daddy doing?	INT-WH	TQ	PR	REP	11
	C	Washing the dishes.					
78.	F	Washing the dishes. +	OTH-M	A			
	C	Just just like my Dad does.					
79.	F	Just like your Dad does.	DEC	A			
80.		Is that right?	INT-Y/N	RQ			
	C	Yes.					
81.	F	Oh what's happening here?	INT-WH	TQ	PR	REP	12
	C	All her clothes have fallen down.					
82.	F	Her clothes have fallen down.	DEC	A			
83.		But look in there.	IMP	CI/AD			
84.		What's in here?	INT-WH	TQ	PR **	REP	13
	C	I don't know.					
85.	F	What's that?	INT-WH	TQ			
86.		What do you think that is there?	INT-WH	TQ			
	C	A bath.					
87.	F	A bath. +	OTH-M	A			
88.		Just like your bath.	OTH-M	SD			
	C	Mm.					
89.	F	I think that this little girl's in the bath	DEC	SD			
90.		and all her clothes are on the floor.	DEC	SD			
91.		It sounds a bit like this place doesn't it?	INT-TAG	QR			
	C	Mm.					
92.	F	What's that up there?	INT-WH	TQ	PR	REP	14
93.		Looks a bit like yours.	DEC	SD	**		
	C	Toothbrush.					
94.	F	A toothbrush. +	OTH-M				
	C	And I saw one just like yours.					
95.	F	One like mine too?	OTH-M	RQ			

219

	C	Yeah and C2's.					
96.	F	And C2's.	OTH-M	A			
97.		A bit shaggy.	OTH-M	SD			
98.		What's that on the floor there near Daddy's thumb?	INT-WH	TQ	PR	REP	15
	C	Paper paper paper towel.					
99.	F	Paper towel?	OTH-M-IN	RQ			
100.		Or is it toilet paper?	OTH-M-IN	TQ			
	C	Toilet paper.					
101.	F	Who pulled that off I wonder?	INT-WH	RQ			
102.		Wonder if they've got a dog.	DEC	SD			
103.		Oh look here.	IMP	CI/AD	PR	REP	16
	C	What?					
104. [~1.5 secs]	F	Look in the bath.	IMP	CI			
105.		That's what she made isn't it?	INT-TAG	QR			
	C	Why is she why is she laying down in the water?					
106.	F	Well because it's probably nice and warm for her.	DEC	R			
107.		Looks lovely and warm doesn't it?	INT-TAG	QR			
	C	Yes.					
108.	F	Well well.	OTH-M		PR	REP	17
109. [~1.5 secs]		Oh-ho look at this.	IMP	CI/AD	**		
110.		What's that remind you of?	INT-WH	RQ			
	C	Don't know.					
111.	F	You don't know?	INT-OTH	VR			
	C	No.					
112.	F	What's she got wrapped around her?	INT-WH	TQ			
	C	'Jamas.					
113.	F	Is that 'jamas do you think?	INT-Y/N	RQ			
	C	No.					

114.	F	What is it?	INT-WH	TQ			
115.		[C coughs] You got a bit of a cough?	OTH-M-IN	RQ			
116.		[C coughs] That's better.	DEC	SD			
117.		What's Mum doing here?	INT-WH	TQ			
	C	I don't know <what?>					
118.	F	Well have a look.	IMP	CI			
119.		Come on.	OTH-M	CI			
120.		What's Mummy doing?	INT-WH	TQ			
121.		She's got a towel in her hand.	DEC	SD			
122.		What do you think she's doing with the little girl?	INT-WH	TQ			
	C	Wrapping her up.					
123.	F	Wrapping her up.	OTH-M	A			
124.		What's Daddy doing when when he gets the towel and does that it on your head?	INT-WH	TQ			
	C	Dr dries.					
125.	F	He dries your hair doesn't he?	INT-TAG	QR			
	C	Yeah.					
126.	F	Oh and here's the little girl.	DEC	SD	PR	REP	18
127.		What's happening here?	INT-WH	TQ	**		
	C	I I think her hair is going brushed.					
128.	F	Yes she's getting her hair + brushed isn't she?	INT-TAG	QR			
	C	Yes.					
129.	F	You like getting your hair brushed don't you?	INT-TAG	QR			
	C	Mm.					
130.	F	And now- oh she's got something just like you.	DEC	SD	PR **	REP	19
131.		Look at this.	IMP	CI/AD			
	C	A teddy bear.					
132.	F	A teddy bear yeah. +	OTH-M	A			
133.		What's your teddy bear called?	INT-WH	TQ			
	C	P B.					

134.	F	P B.	OTH-M	A			
[~1.5 secs]							
135.		Playing with the toys.	OTH-M	SD			
[~2 secs]							
136.		Wowee this is a lot like what happens with us isn't it?	INT-TAG	QR	PR **	REP	20
	C	Yeah.					
137.	F	What's happening here?	INT-WH	TQ			
	C	Reading a book.					
138.	F	Yeah they're reading a book. +	DEC	A			
139.		And the little girl's in bed	DEC	SD			
140.		so I think it might be just about time for her to go to sleep is it?	INT-Y/N	RQ			
	C	Mm.					
141.	F	Giving Dad a kiss and a cuddle?	OTH-M-IN	RQ			
	C	Not yet.					
142.	F	I think she's about to.	DEC	A			
143.		And what about the light?	OTH-M-IN	TQ	PR **	REP	21
[~1.5 secs]							
144.		Who turns the light off?	INT-WH	TQ			
	C	You do.					
145.	F	I do.	DEC	A			
146.		Who's turning the light off in this picture?	INT-WH	TQ			
	C	Um <Dad is>					
147.	F	Daddy.	OTH-M	A			
148.		Oh look at that picture on the wall.	IMP	CI/AD	PR	TUT	22
	C	Camel.					
149.	F	What is it?	INT-WH	TQ			
	C	Camel.					
150.	F	A camel?	OTH-M-IN	RQ			
151.		That one there?	OTH-M-IN	RQ			
	C	Yeah.					
152.	F	I think it might be a big dinosaur.	DEC	A			
[~2 secs]							

153.		Think it might be?	OTH-M-IN	RQ			
	C	Yes.					
154.	F	The camel doesn't have a long tail like that does it?	INT-TAG	QR			
	C	No.					
155.	F	Big fat tail like that.	OTH-M	SD			
[~3 secs]							
		Ooh.			PR	REP	23
156.		Now this little girl's been in bed for a while.	DEC	SD			
157.		And then what's she doing there?	INT-WH	TQ			
	C	She's put two pillows there.					
158.	F	She put two pillows there and sat up didn't she?	INT-TAG	QR			
	C	Mm.					
159.	F	And she got out of bed I think.	DEC	SD	PR	REP	24
160.		Why do you think she got out of bed?	INT-WH	RQ			
	C	I don't know.					
161.	F	And look what she got there?	INT-WH	TQ			
	C	Some milk.					
162.	F	Some milk.	OTH-M	A			
163.		She wanted a drink do you think?	INT-Y/N	RQ			
164.		She was thirsty?	INT-OTH	RQ			
	C	Mm.					
165.	F	Then back to bed.	OTH-M	SD			
166.		Oh hang about.	OTH-M	SD	PR	REP	25
167.		She's out of bed again.	DEC				
168.		What do you think she's out of bed for this time?	INT-WH	RQ			
	C	I don't know.					
169.	F	Well what's happening here?	INT-WH	TQ			
	C	She wants Dad.					
170.	F	Hey?	OTH-M-IN	RP			

223

	C	She wants Daddy.					
171.	F	She wants Daddy.	DEC	A			
	C	Mm.					
172.	F	She's getting a bit of a hug from Daddy isn't she?	INT-TAG	QR			
	C	Yes another hug.					
173.	F	Ah now.	OTH-M		PR	REP	26
174.		Daddy's in bed	DEC	SD			
175.		and I think- what's happened to Dad?	INT-WH	TQ			
	C	I don't know.					
176.	F	Well look at him.	IMP	CI/AD			
	C	He's falling out.					
177.	F	He's falling out.	DEC	A			
178.		I think he's fallen asleep though.	DEC	SD			
179.		Do you think so?	INT-Y/N	RQ			
	C	Don't know.					
180.	F	I think he has.	DEC	SD			
181.		Now the little girl's going to get out of bed again.	DEC	SD	PR	REP	27
182.		What's she putting on her feet there?	INT-WH	TQ			
	C	Slippers just like me.					
183.	F	Slippers just like you.	OTH-M	A			
184.		And what's she doing when she goes out to Mummy?	INT-WH	TQ	PR	REP	28
	C	She's reading another book.					
185.	F	She's reading another book. +	DEC	A			
186.		I don't think this little girl wants to go to bed does she?	INT-TAG	QR			
	C	No.					
187.	F	Now look here.	IMP	CI/AD			
188.		Who's gone to sleep here?	INT-WH	TQ			
	C	Mum.					

224

189.	F	Mum. +	OTH-M	A			
190.		And the little girl's still reading a book.	DEC	SD			
191.		Now.	OTH-M		PR	REP	29
192.		Daddy wakes up.	DEC	SD			
193.		And what's he find?	INT-WH	TQ			
	C	The little girl.					
194.	F	The little girl.	OTH-M	A			
195.		What's she doing?	INT-WH	TQ			
	C	Don't know.					
196.	F	Well have a look and tell me.	IMP	CI			
	C	Don't know..					
197.	F	I think she might be asleep on Mummy's knee is she?	INT-Y/N	TQ			
	C	Mm.					
198.	F	Gee whiz.	OTH-M	SD			
199.		Sleepy heads in this family aren't they?	OTH-M-IN	QR			
	C	Yes. There they're going inside there.					

225

FAMILY 1

FATHER AND PUZZLES

U			GRAMM	II	LOC	FUNCT	S
	C	Teddy bears.			PR	REP	1
1.	F	Teddy Bears.	OTH-M	A			
2.		What have they got in their hand?	INT-WH	TQ			
3.		Let's see what have these ones got.	IMP	CI			
	C	That one's upside down on his bottom.					
4.	F	[laughs] What do you think is in that- is that a a bucket or a jar?	INT-OTH	RQ			
	C	A a ja- a bucket.					
5.	F	A bucket is it?	INT-Y/N	VR			
	C	Yes and that's a jar and that's a jar.					
6.	F	What's in there do you think?	INT-WH	TQ			
7.		What do bears really like eating?	INT-WH	TQ			
	C	Honey.					
8.	F	Honey.	OTH-M	A			
9.		I think it might be honey too.	DEC	SD			
10.		He's trying pretty hard to get at it isn't he?	INT-TAG	QR			
	C	And that and that one put his hand in there. [points to picture on puzzle]					
11.	F	Yeah.	OTH-M	A			
12.		And what's he doing here?	INT-WH	TQ	PR	REP	2
	C	And look there that one sticked the honey on his on his fingers.					
13.	F [laughs and coughs] All right.			OTH-M	A			
14.		Shall we do the puzzle?	INT-Y/N	RQ			
	C	Yep.					
15.	F	OK.	OTH-M		PR	CONT	3
16.		You tip them out. on the floor.	IMP	CI			
	C	<Inaudible> Now you just.					

226

Now you have to see which one
it goes goes in all right.
You just have to pick one up
and and turn it around.

17.	F	All right.	OTH-M	A			
	C	To see which one it goes in all right?					
18.	F	All right.	OTH-M	R			
19.		You do the shapes one.	IMP	CI			
	C	<Not that and that one.>					
20.	F	Not that one?	OTH-M-IN	VR			
	C	Ah ha it goes there.					
21.	F	It goes there does it?	INT-TAG	VR			
22.		That's the one laying down isn't it?	INT-TAG	QR			
	C	Nope nope. That one doesn't go there that one doesn't go there that one doesn't go here. Ah it goes.					
23.	F	Don't put it- don't force it.	IMP	CI			
24.		That's it.	OTH-M	F			
25.		Just find the shape.	IMP	CI			
26.		Move it 'til you find the shape.	IMP	CI			
27.		That's the boy.	+	OTH-M	F		
	C	<What?>					
28.	F	What's he doing in that one?	INT-WH	TQ	PR	TUT	4
	C	What?					
29. [~1.5 secs]	F	What's he doing in that one?	INT-WH	TQ			
30.		What's the bear doing there?	INT-WH	TQ			
	C	Keeping the honey and he's <inaudible>					
		No not there <no not there>			PR	CONT	5
31.	F	Don't think so.	DEC	A			
	C	That goes there.					
32.	F	Wowee!	+	OTH-M	A		

227

33.		That's three.	+	DEC	SD			
	C	No no. It doesn't go there. Ah ha it goes there.						
34.	F	Ah ha it goes there. [laughs]		DEC	A			
35.		Very good.	+	OTH-M	F			
36.		How many left?		OTH-M-IN	TQ	PR	REP	6
	C	One.						
37.	F	One.	+	OTH-M	A			
38.		Well that should be pretty easy to find shouldn't it?		INT-TAG	QR			
	C	Yes.						
39.	F	Finished already?		OTH-M-IN	AR			
	C	Yes.						
40.	F	What do you want to do now then?		INT-WH	RQ	PR	REP	7
	C	Um what about we do this one now?						
41.	F	All right.		OTH-M	R			
	C	[[Why why have you put that there Dad?]]						
	F	[[Oh it's just a little machine Mate.]] [[That's all right.]]						
42.		Now who's this?		INT-WH	TQ	PR	REP	8
43.		This is your favourites aren't they?		INT-TAG	QR			
	C	Bananas.						
44.	F	Bananas in Pyjamas		OTH-M	A			
	C	Can't get the tree out Dad.						
45.	F	No the tree doesn't come out Mate.		DEC	A			
46.		There's lots of lovely colours though isn't there?		INT-TAG	QR			
	C	There's Bananas. Here's here's another Banana. And here's.						
47.	F	See what else comes out.		IMP	CI	PR	TUT	9
	C	Teddies.						

48.	F	How many teddies are there?	INT-WH	TQ			
	C	One. Two.					
49.	F	And?	OTH-M-IN	QP			
50.		And that one already that you've taken out.	DEC	SD			
51.		How many's that?	INT-WH	TQ			
	C	Three.					
52.	F	Three.	OTH-M	A			
53.		Good boy. +	OTH-M	F			
	C	And the umbrella does come out too.			PR	REP	10
54.	F	Ooh it's got lovely colours on it hasn't it?	INT-TAG	QR			
	C	Yeah and that does come out.					
55.	F	All right.	OTH-M	A			
56.		Put the pieces over there.	IMP	CI	PR	CONT	11
57		All right.	OTH-M				
58.		And you put some- what about this time Daddy tells you what to put in	INT-WH	CID			
59.		and you pick it out	IMP	CI			
60.		and put it in.	IMP	CI			
	C	Yes.					
61.	F	All right.	OTH-M		PR	REP	12
62.		You pick out the bear with the little green hat on it.	IMP	CI			
	C	It's Morgan. It goes there.					
63.	F	Oh sorry.	OTH-M	A			
64.		It's Morgan is it?	INT-TAG	VR			
65.		What's this bear's name here?	INT-WH	RQ			
	C	If you um Amy.					
66.	F	Amy is it?	INT-Y/N	VR			
	C	Yes.					
67.	F	And she goes here does she?	INT-TAG	AR			

#	Spkr	Utterance		Col1	Col2	Col3	Col4	Col5
	C	Mm.						
68.	F	Okey-doke.		OTH-M	A			
69.		And what about um B1?		OTH-M-IN	CID	PR	CONT	13
70.		Where does he go?		INT-WH	TQ			
	C	He goes here.						
71.	F	You sure?		OTH-M-IN	RQ			
72.		Don't bash it.		IMP	CI			
73.		Just cha- turn it around until you find the right piece that goes in the right spot.		IMP	CI			
[~1.5 secs]								
74.		Good boy.	+	OTH-M	F			
75.		That's pretty clever.	+	DEC	SD			
76.		What's he doing on the beach?		INT-WH	TQ	PR	REP	14
	C	Sitting.						
77.	F	Sitting in what?		OTH-M-IN	TQ			
	C	A chair.						
78.	F	A chair.		OTH-M	A			
79.		Gee looks like a pretty comfortable chair too doesn't it?		INT-TAG	QR			
	C	Mm.						
80.	F	Do you want to put a piece of umbrella in?		INT-Y/N	CID	PR	CONT	15
[~1.5 secs]								
81.		Just one at a time.		OTH-M	CI			
[~1.5 secs]								
82.		Good boy.	+	OTH-M	F			
83.		What are some of the colours on the umbrella?		INT-WH	TQ	PR	TUT	16
[~1.5 secs]								
	C	Pink blue yellow. [realisation of yellow approaches [wewou]]						
84.	F	Yellow.		OTH-M				
		[realisation of yellow approaches [wewou] imitating C]						
85.		[laughs] Could be.		DEC	SD			
86.		What's that bear's name?		INT-WH	RQ	PR	REP	17
	C	Um Yuyu.						
87.	F	Lulu is it?		INT-Y/N	VR			
	C	Yeah.						

88.	F	And one more Banana to go	OTH-M	SD	PR	REP	18
89.		and he's in.	DEC	SD			
90.		Well that was pretty quick. +	DEC	F			
91.		D'you wanna do that again?	INT-Y/N	RQ			
	C	Yeah.					
92.	F	You sure?	OTH-M-IN	RQ			
	C	Mm.					
93.	F	Which one do you want to do again?	INT-WH	RQ			
94.		The little bear with the honey or the Bananas in Pyjamas puzzle?	INT-OTH	RQ			
	C	What about we do what about we do a race? What about we do this one first and then do the teddy bear teddy bears one?					
95.	F	Do them both do you reckon?	INT-Y/N	QR			
	C	Yeah.					
96.	F	In a race?	OTH-M-IN	QR			
	C	Yeah.					
97.	F	All right.	OTH-M	A			
98.		Well tip the pieces out.	IMP	CI	PR	CONT	19
99.		So we do Bananas in Pyjamas first again eh?	INT-TAG	QR			
100.		You ready?	OTH-M-IN	RQ			
101.		Do you want to turn them over first so you can see them all?	INT-Y/N	CID			
[~2 secs]							
102.		Wowee!	OTH-M	SD			
103.		So who's that one again?	INT-WH	RQ	PR	REP	20
104.		Morgan.	OTH-M	SD			
	C	Morgan.					
105.	F	Hang on.	OTH-M	CI			
106.		And this one is?	INT-WH	RQ			
	C	Lulu.					
107.	F	Lulu.	OTH-M	SD			
108.		And that one's Amy is it?	INT-TAG	RQ			

	C	Yeah.					
109.	F	They're nice names aren't they?	INT-TAG	QR			
110.		And B1 and B2 we know them of course.	DEC	SD			
	C	Oh there's a starfish.			PR	REP	21
111.	F	Ooh yes. +	OTH-M	A			
112.		What else is in the picture?	INT-WH	TQ			
	C	And there's a buried treasure.					
113.	F	Buried treasure. [laughs]	OTH-M	A			
114.		What do you think it might be the buried treasure?	INT-WH	RQ			
	C	There's another one.					
115.	F	What do you think might be buried here?	INT-WH	RQ			
	C	I think it's. Mm I think it's another spade and I think that's another spade.					
116.	F	Under the sand?	INT-M-IN	QR			
	C	Yeah.					
117.	F	They're pretty lucky too aren't they?	INT-TAG	QR	PR	REP	22
118.		What have they got here?	INT-WH	TQ			
119.		If it gets a bit-	DEC	SD			
	C	Drinks.					
120.	F	Yeah.	OTH-M	A			
121.		Yummo.	OTH-M	SD			
122.		In case it gets a bit hot in the sun eh?	INT-TAG	QR			
123.		They can have a lovely drink.	DEC	SD			
124.		A lovely drink.	OTH-M	SD			
125.		Okey-dokey.	OTH-M		PR	CONT	23
126.		Away you go.	OTH-M	CI			
[~2.5 secs]							
127.		Bananas!	OTH-M	SD			
128.		You putting them in first are you?	OTH-M-IN	QR			
[~4 secs]							
129.		You sure that one goes there?	OTH-M-IN	TQ			
130.		There's lots of holes I think.	DEC	IID/SD			
131.		Yeah that's better isn't it?	INT-TAG	QR			
132.		Good boy. +	OTH-M	F			

No.	Spk	Utterance		Type	Code			
133.		Didn't even have to turn it round.		DEC	SD			
134.		Ah ah ah no don't bash it Matey!		IMP	CI			
135.		Just move it 'til it fits the right hole		IMP	CI			
136.		otherwise try something else.		IMP	CI			
137 .		That's the boy.	+	OTH-M	F			
[~1.5 secs]								
138.		Oh heavens above.		OTH-M		PR	REP	24
139.		Finished completely.		OTH-M	SD			
140.		D'you wanna do the bears?		INT-Y/N	RQ			
[~1.5 secs]								
141.		Yeah what about it eh?		OTH-M-IN	RQ			
142.		The bears with the honey all over them.		OTH-M	SD			
[~1.5 secs]								
143.		The bears with the honey all over them.		OTH-M	SD			
144.		There you go.		OTH-M	CID			
[~1.5 secs]								
145.		That one's- what's he doing?		INT-WH	TQ	PR	CONT	25
146.		Remember he's laying down isn't he with the honey on his tummy.		INT-TAG	QR			
147.		That's where he goes.	+	DEC	CID			
148.		Good boy.	+	OTH-M	F			
149.		What's the next one?		INT-WH	RQ			
150.		What's he doin' C?		INT-WH	TQ			
[~2.5 secs]								
151.		What's he doin'?		INT-WH	QP			
[~2.5 secs]								
152.		He's laying down with the honey in his-		DEC	SD			
153.		No this way up.		OTH-M	CI			
154.		That's the way it goes.		DEC	CID			
155.		He's laying down.		DEC	SD			
156.		And how's he holding on to the honey?		INT-WH	TQ			
	C	With his with his with his feet.						
157.	F	With his feet and his hands isn't he?		OTH-M-IN	VR			
158.		With his paws and his little hands.		OTH-M	SD			
159.		What's this bear doing with the honey?		INT-WH	TQ	PR	REP	26
[~3 secs]								
	C	Which one?						
160.	F	This one here.		OTH-M	R			
	C	He's he's putting his hand in it.						
161.	F	[laughs] I get the impression that these this little bear likes that honey very much.		DEC	SD			

162.		What do you reckon?	INT-WH	RQ			
	C	Yeah. And and that one has got honey in his ears and he's ate all his honey.					
163.	F	Has he?	INT-Y/N	VR			
164.		He's finished has he?	INT-TAG	QR			
165.		He's watching all the other ones.	DEC	SD			
166.		Do you think he might go and ask if he can have some of their honey?	INT-Y/N	RQ			
	C	Maybe.					
167.	F	Maybe.	OTH-M	A			
	C	Yeah.					
168.	F	Where do you have honey?	INT-WH	TQ	PR **	TUT	27
	C	I have honey at my table.					
169.	F	Yeah.	OTH-M	A			
170.		What do you have it on?	INT-WH	TQ			
	C	Sandwiches and toast.					
171.	F	Is it yum?	INT-Y/N	RQ			
	C	Yeah.					
	F [~1.5 secs]	[[Don't touch that please Mate.]]					
	C	Dad.			PR	REP	28
172.	F	Do you want to do another puzzle do you?	INT-TAG	RQ			
173.		All right.	OTH-M	SD			
174.		Hang on.	OTH-M	CI			
175.		Dad'll get it.	DEC	SD			
176.		And I'll bring it down hey?	INT-TAG	RQ			
	C	I want to do the helicopter one this time.					
177.	F	All right.	OTH-M	A			
178.		I'll bring the helicopter one down.	DEC	SD			
	C	What about we do that one?					
179.	F	All right.	OTH-M	R			

234

180.		What's the difference between this one and the other ones?	INT-WH	TQ	PR	TUT	29
181.		These pieces haven't got any what?	INT-WH	TQ			
	C	<Any getouts.>					
182.	F	No.	OTH-M	A			
183.		What what's what's this?	INT-WH	TQ			
184.		Look.	IMP	CI/AD			
185.		What are these little things here?	INT-WH	TQ			
	C	I don't know handles.					
186.	F	Yeah little handles. +	OTH-M	A			
187.		These ones haven't got handles.	DEC	SD			
	C	No.					
188.	F	Okey-doke.	OTH-M		PR	REP	30
189.		Shall we try the helicopter one?	INT-Y/N	RQ			
190.		This one might be a little bit harder mightn't it?	INT-TAG	QR			
191.		We'll try our best.	DEC	SD			
192.		Okey-doke.	OTH-M				
193.		Now.	OTH-M		PR	CONT	31
194.		Let's find some of these pieces here.	IMP	CI			
195.		Where's a piece that you think that might go in here first of all?	INT-WH	RQ			
196.		See how that's got those little pieces all around it.	DEC	SD			
	C	This one					
197.	F	That's the boy. +	OTH-M	F			
198.		Good boy. +	OTH-M	F			
199.		All right.	OTH-M		PR	CONT	32
200.		Now let's see if we can find a piece that goes down here.	IMP	CI			
201.		It's going to be long and skinny isn't it?	INT-TAG	QR			
202.		If it's not that one it will be another one.	DEC	SD			
203. [~1.5 secs]		Let's try another one.	IMP	CI			
204.		No maybe not that one.	OTH-M	SD			
205.		So let's try maybe this one here	IMP	CI			
206. [~4 secs]		See it's pretty close to the shape.	DEC	SD			
207.		Down here?	OTH-M-IN	RQ			
208.		Does it fit there?	INT-Y/N	RQ			

		C	Yeah.				
209.	F		Good boy.	+	OTH-M	F	

FAMILY 1

MOTHER AND BOOKS

U			GRAMM	II	LOC	FUNCT	S
1.	M	Do you want to sit up sit up on the chair with Mum?	INT-Y/N	CID	PR	CONT	1
	C	I sit on the mat.					
	M	[[Oh can you sit up here Matey]] [[because it's closer to the]] [[microphone if you sit up here.]]					
2.		Come and sit up sit up on Mum's lap.	IMP	CI			
[~5 secs]							
		[M lifts C up] Oof.					
	C	OK.					
3.	M	Good boy. +	OTH-M	F			
4.		OK this book is called *Sunshine*.	DEC	SD	PR	REP	2
5.		And it's about a little girl who gets up very very early in the morning.	DEC	RQ	**		
6.		Remember how you used to get up very very early in the morning?	OTH-M-IN	RQ			
7.		Mummy and Daddy used to say 'Oh C can't you sleep in just a little bit longer?'	DEC	SD			
8.		And there's the little girl.	DEC	SD			
9.		And what's she doing here?	INT-WH	TQ	PR	TUT	3
	C	Pulling pulling the skirt off Daddy.					
10.	M	Skirt?	OTH-M-IN	A			
11.		What is it she's pulling off her Dad?	INT-WH	TO			
	C	I don't know skirt.					
12.	M	What what do you wear around your neck?	INT-WH	TQ			
	C	I don't know.					
13.	M	That's called a scarf.	DEC	SD			
14.		Can you say <u>sc-</u>?	INT-Y/N	CID			
	C	<u>I can</u>.					
15.	M	Yes.	OTH-M	A			

237

	C	Scarf.					
16.	M	OK.	OTH-M	A			
		There's-			PR	REP	4
17.		Oh look at all the pictures here.	IMP	CI/AD			
18.		What's she doing here in these pictures?	INT-WH	TQ			
	C	Sleeping.					
19.	M	Mm.	OTH-M	A			
	C	And getting up.					
20.	M	Good boy. +	OTH-M	A			
21.		And what's she doing here?	INT-WH	TQ	PR	REP	5
	C	She's she's yawning.					
22.	M	Yep.	OTH-M	A			
	C	Reading a book.					
23.	M	Mm-huh.	OTH-M	A			
24.		And now what's she doing here?	INT-WH	TQ	PR	REP	6
	C	Getting her dolly.					
25.	M	Hhm.	OTH-M	A			
26.		And what else has she got with her?	INT-WH	TQ			
27.		What else is in her hand?	INT-WH	TQ			
	C	A book.					
28.	M	Actually it's not in her hand is it?	INT-TAG	QR			
29.		It's under her arm.	DEC	SD			
30.		It's in her hand there.	DEC	SD			
31.		And who's this here do you think?	INT-WH	TQ	PR	REP	7
	C	Mummy. Mummy-					
32.	M	Mummy and?	OTH-M-IN	TQ			
	C	Daddy.					
33.	M	Yeah. +	OTH-M	A			
34.		So she's sneaking into Mummy and Dad's room.	DEC	SD			

35.		And whose side of the bed has she decided to climb up on?	INT-WH	TQ	PR	REP	8
	C	Mum and Dad's.					
36.	M	Yeah.	OTH-M	A			
37.		Whose side though?	OTH-M-IN	TQ			
38.		Daddy's side or Mummy's side?	OTH-M-IN	TQ			
	C	Daddy's side.					
39.	M	Yeah. +	OTH-M	A			
40.		And look how she's waking Daddy up.	IMP	CI/AD	PR	TUT	9
41.		What's she doing to wake Daddy?	INT-WH	TQ			
	C	I don't know.					
42.	M	What's she look like she's doing there?	INT-WH	TQ			
	C	<I. I. a kiss>.					
43.	M	Yeah.	OTH-M	A			
44.		And what's this here sitting on her Dad's bedside table do you think?	INT-WH	TQ	PR **	REP	10
45.		It's the back of it.	DEC	SD			
	C	Fish.					
46.	M	No not fish.	OTH-M	A			
47.		Let's look back here and see what it is.	IMP	CI			
48.		See that's the front of it.	DEC	SD			
	C	Books.					
49.	M	Yeah good boy. +	OTH-M	A			
50.		See?	OTH-M-IN	AD			
51.		He's got some books on his bedside table just like Dad.	DEC	SD			
52.		Just like your Dad.	OTH-M	SD			
53.		Ooh does he look tired there?	INT-Y/N	TQ	PR	REP	11
	C	Yes.					
54.	M	Yeah.	OTH-M	A			
55.		What else does he look like?	INT-WH	TQ			
[~4 secs]							
56.		He looks a bit tired and?	INT-WH	TQ			
	C	Grumpy.					

#		Utterance					
57.	M	Yes.	OTH-M	A			
58.		He's putting on his dressing gown.	DEC	SD			
59.		And what's happening here?	INT-WH	TQ	PR	TUT	12
	C	Don't know.					
60.	M	Well what's the little girl wearing there that she's not wearing in this picture?	INT-WH	TQ			
	C	A dressing gown.					
61. [~2 secs]	M	What else?	OTH-M-IN	TQ			
62.		Do you know what these are?	INT-Y/N	RQ			
	C	Slippers.					
63	M	Good boy. +	OTH-M	A			
64.		Oh look!	IMP	CI/AD	PR	REP	13
65.		She does what you do in the morning.	DEC	SD	**		
66.		What do you do in the morning to help Daddy?	INT-WH	TQ			
	C	Um get the paper and don't don't take the pape and don't take the the plastic off. But she did.					
67.	M	Yeah.	OTH-M	A			
68.		I wonder why she did that.	DEC	SD			
69.		And what's her Dad doing for her there?	INT-WH	TQ	PR	REP	14
	C	Getting her breakfast.					
70.	M	Mm. +	OTH-M	A			
71.		Wonder what cereal she's having.	DEC	SD			
72.		What's her dolly doing here?	INT-WH	TQ			
	C	Looking after the paper.					
73.	M	[Laughs] Yes. +	OTH-M				
74.		She's got something tucked under her dressing gown there.	DEC	SD	PR **	REP	15
	C	Mm.					
75.	M	What's it look like?	INT-WH	TQ			
	C	I don't know.					

76.	M	Remember Nana and Grandpa sent you one of those when they went on their holiday?	OTH-M-IN	RQ			
77.		Can you remember what they sent you?	INT-Y/N	RQ			
	C	No.					
78.	M	They sent you a postcard.	DEC	SD			
79.		Now there's a picture on the front	DEC	SD			
80.		and they wrote on the back.	DEC	SD			
81.		And they told you and C2 about their holiday.	DEC	SD			
82.		So maybe where this little girl lives no one collected the mail the day before	DEC	SD			
83.		so she went to the letterbox	DEC	SD			
84.		and got the postcard out	DEC	SD			
85.		and picked up the newspaper off the grass.	DEC	SD			
86.		And now her dolly's looking after it.	DEC	SD			
87.		O. what's her Dad making here?	INT-WH	TQ	PR **	REP	16
	C	I don't know.					
88.	M	What's this here do you know?	INT-Y/N	RQ			
	C	No.					
89.	M	It's a toaster.	DEC	SD			
90.		Is that because it doesn't look like our toaster?	INT-Y/N	RQ			
	C	Yeah.					
91.	M	It looks like he's putting some wholemeal bread into the toaster.	DEC	SD			
92.		And what are these things doing up here?	INT-WH	RQ	PR **	REP	17
	C	Coffee cups and and she put puts the milk in all on her own.					
93.	M	Yeah. +	OTH-M	A			
94.		She might be a bigger girl than you do you think?	INT-Y/N	RQ			
	C	Probably is.					
95.	M	Yeah.	OTH-M	A			
96.		But she's got a white bowl like	INT-TAG	QR			

241

		you hasn't she?					
	C	Yeah.					
97.	M	And what's her Daddy doing now?	INT-WH	TQ	PR	REP	18
	C	Um the paper is all dirty.					
98.	M	Yeah.	OTH-M	A			
99.		What's happening?	INT-WH	TQ			
100.		You look in the order of the pictures	IMP	CI			
101.		and what's happening behind her Dad?	INT-WH	TQ			
	C	I don't know.					
102.	M	What's this here?	INT-WH	TQ			
103.		Can you remember?	INT-Y/N	RQ			
	C	No.					
104.	M	It's smoke.	DEC	SD			
105.		And look.	IMP	CI/AD	PR	REP	19
106.		Look what her Daddy's got hold of here.	IMP	CI	**		
	C	What?					
107.	M	A black piece of toast.	OTH-M	R			
108.		[laughs] It's burnt in the toaster.	DEC	SD			
109.		He forgot to flip it up	DEC	SD			
110.		or maybe the pop-up.	OTH-M	SD			
111.		See our toaster's a pop-up toaster.	DEC	SD			
112.		And when it's finished cooking the toast it goes pop.	DEC	SD			
113.		And out comes the toast.	DEC	SD			
114.		Maybe his doesn't do that.	DEC	SD			
115.		And look the little girl's trying to tell him.	DEC	SD			
116.		What do you think she might be saying in this picture?	INT-WH	TQ			
	C	I don't know.					
117.	M	She might be saying 'Daddy. Look you're burning my toast.	DEC	SD			
118.		Poor Dad.	OTH-M	SD			
119.		They're not doing too well with breakfast.	DEC	SD			

120.		Ooh what might they be doing here?	INT-WH	TQ	PR **		REP	20
	C	I don't know.						
121.	M	What's the little girl carrying?	INT-WH	TQ				
	C	A big drink.						
122.	M	Mm.	OTH-M	A				
123.		Who do you think she might be giving it to?	INT-WH	TQ				
[~1.5 secs]								
124.		Who's still asleep in bed?	INT-WH	TQ				
	C	Mum.						
125.	M	Mm. +	OTH-M	A				
126.		So they might be taking their Mum-	DEC	SD				
[~2.5 secs]								
127.		They are too.	DEC	SD				
128.		What's Mum doing here?	INT-WH	TQ				
	C	Taking some two two cups for Mum and Dad.						
129.	M	Yeah good boy. +	OTH-M	A				
130.		Do you know a song about a little teapot?	INT-Y/N	RQ				

C [sings] I'm a little tea pot short
Here my handle here my spout
When I get my steam up
Then I shout tip me over pour me out.

131.	M [laughs] Good boy. +		OTH-M	A				
132.		Ooh and look.	IMP	CI/AD	PR		REP	21
133.		She's a lucky girl.	DEC	SD				
134.		She jumps into bed.	DEC	SD				
135.		And what's she given her Mum to read?	INT-WH	TQ				
	C	Um a card.						
136.	M	Mm.	OTH-M	A				
137.		And what's her Mum need to read just to read the card properly?	INT-WH	TQ				
	C	I don't know glasses.						
138.	M	Yeah.	OTH-M	A				

139.		Who do you know has to wear glasses to read with you?		INT-WH	TQ	PR **	REP	22
	C	Grandpa.						
140.	M	Yeah.	+	OTH-M	A			
141.		Good boy.	+	OTH-M	A			
	C	And Nana.						
142.	M	Yeah that's right.	+	DEC	A			
143.		Nana wears hers all the time doesn't she?		INT-TAG	QR			
144.		And Grandpa puts his on when he wants to read a book with you.		DEC	SD			
145.		And what's her Dad doing here?		INT-WH	TQ	PR **	REP	23
	C	Reading the paper.						
146.	M	Bit like your Dad eh?		OTH-M-IN	QR			
147.		Oh she's reading her little book		DEC	SD			
148.		and Mum decides she wants to go back to sleep.		DEC	SD			
149.		Her Mum must be very what?		INT-WH	TQ			
	C	Tired.						
150.	M	Yeah.	+	OTH-M	A			
151.		I'd say so.		DEC	SD			
152.		And what do you think the little girl's doing here?		INT-WH	TQ	PR	REP	24
	C	Falling off the bed but I I think she might fall.						
153.	M	Do you think?		INT-Y/N	RQ			
	C	Mm.						
154.	M	Why what makes you say that?		INT-WH	RQ			
	C	Because I fall sometimes.						
155.	M	You do sometimes.		DEC	SD			
156.		Why do you fall off the bed sometimes?		INT-WH	RQ			
	C	Because I jumped off a bed and I didn't hurt myself.						
157.	M	What a clever boy.	+	OTH-M	A			
	C	I did too but I laughed.						

244

158.	M	Ooh that's the way to go isn't it to laugh.	INT-TAG	QR			
159.		And what's her dolly watching her do?	INT-WH	TQ	PR **	REP	25
	C	I don't know.					
160.	M	What's she sitting on here?	INT-WH	TQ			
	C	A a toilet.					
161.	M	Mm.	OTH-M	A			
162.		So what might she be doing on the toilet?	INT-WH	TQ			
	C	A poo.					
163.	M	She might be too mightn't she?	INT-TAG	QR			
164.		Because you sit on the toilet to do a poo don't you?	INT-TAG	QR			
	C	Mm.					
165.	M	Oh and here's she's washing her hands after going to the toilet.	DEC	SD			
166.		What a good girl.	OTH-M	SD			
167.		And what's she doing here?	INT-WH	TQ	PR	REP	26
168.		What's she got in in her mouth?	INT-WH	TQ			
	C	Toothpaste.					
169.	M	Mm in her hand's toothpaste.	DEC	A			
170.		And what's she got in her hand?	INT-WH	TQ			
	C	The brush.					
171.	M	Yeah.	OTH-M	A			
172.		What colour brush has she got?	INT-WH	TQ			
	C	Yellow.					
173.	M	Mm.	OTH-M	A			
	C	And and she I think she's putting putting all toothpaste on I think.					
174.	M	Do you think so do you?	INT-TAG	VR			
	C	Yeah.					

[~2 secs]

175.	M	Oo she's a clever girl just like C. +	DEC	SD	PR	REP	27
176.		Because what's she what's she doing in this series of pictures?	INT-WH	TQ			
	C	I don't know.					
177.	M	You look here.	IMP	CI/AD			
178.		What's she got on here?	INT-WH	TQ			
[~2 secs]							
179.		What's she got on in this picture?	INT-WH	TQ			
	C	A dressing gown and a slippers and her sleeping.					
180.	M	And her pyjamas.	OTH-M	SD			
181.		And what's she here?	INT-WH	TQ			
	C	I don't know.					
182.	M	What's she wearing in this picture?	INT-WH	TQ			
	C	No.					
183.	M	Nothing.	OTH-M	A			
184.		Look what she's doing.	IMP	CI/AD			
185.		She's taking them all off	DEC				
186.		and now what is she doing?	INT-WH	TQ			
	C	Don't know putting them on.					
187.	M	Putting what on?	OTH-M-IN	TQ			
188.		She's taken her pyjamas off	DEC	SD			
189.		and now what is she putting on?	INT-WH	TQ			
	C	I don't know.					
190.	M	What's this look like?	INT-WH	TQ			
	C	More pyj. Are they more pyjamas?					
191.	M	No I don't think so darling.	DEC	R			
	C	They're tracky pants.					

MOTHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS	
	C	And Mum and Mummy um look here. This this this crow is called Maggie.			PR	REP	1
1.	M	Oh is it?	INT-Y/N	VR			
	C	Yes.					
	M	Oh.					
2.		Listen.	IMP	CI	PR	REP	2
3.		Would you like to do the train one first?	INT-Y/N	RQ			
	C	Yes.					
4.	M	Look there's lots of different things on it.	DEC	SD			
5.		These are numbers.	DEC	SD			
6.		See the numbers on them?	OTH-M-IN	AD			
	C	Yeah and and they're they're the carriage this one.					
7.	M	Yes	OTH-M	A			
8.		and let's see the numbers 1-	IMP	CI			
	C	2-3-4-5.					
9.	M	OK.	OTH-M		PR	CONT	3
10.		You had a good look?	OTH-M-IN	RQ			
11.		Mummy'll tip them all out	DEC	SD			
12.		and see if you can put them in again.	IMP	CI			
13.		You ready?	OTH-M-IN	RQ			
	C	Mm.					
14.	M	You've had a good look and seen which one goes where?	INT-OTH	RQ			
	C	Yep.					
15.	M	OK.	OTH-M	A			
16.		Let's see how you go.	IMP	CI			
17.		What do we do first?	INT-WH	TQ			

18.		Turn them over so we can see what's on them.		IMP	CI			
19.		Oh very good C. [laughs]	+	OTH-M	F			
20.		What's this one?		INT-WH	TQ	PR	TUT	4
[~1.5 secs]								
21.		What colour's this carriage?		INT-WH	TQ			
	C	Blue.						
22.	M	Mhm.	+	OTH-M	A			
	C	And that's yellow.						
23.	M	Mhm.		OTH-M	A			
	C	And that's red.						
24.	M	Mhm.		OTH-M	A			
[~4 secs]								
	C	And green.						
25.	M	And what's this one?		INT-WH	TQ	PR	REP	5
	C	What colour?						
26.	M	Yes.		OTH-M	R			
27.		And what what does this part do?		INT-WH	TQ			
	C	Steam.						
28.	M	Yeah it's a steam up.		DEC	A			
29.		What does it do?		INT-WH	TQ			
	C	Steam out things.						
30.	M	Yeah.		OTH-M	A			
31.		What are all these?		INT-WH	TQ			
32.		These are all carriages		DEC	SD			
33.		and what's this one?		INT-WH	TQ			
	C	And and I forgot something but Thomas has got one of these.						
34.	M	Yes.		OTH-M	A			
35.		Can you remember what they're called?		INT-Y/N	RQ			
	C	No.						
36.	M	Me neither. [laughs]		OTH-M	A			
37.		Maybe a bumper.		OTH-M	SD			

248

	C	There's a apple there's a apple=				PR	CONT	6
38.	M	Yeah.	+	OTH-M	A			
39.		All right.		OTH-M				
	C	=that I've got.						
40.	M	Let's have a look at the Bananas puzzle shall we?		IMP	CI			
	C	Yes and I've got little book.						
41.	M	Have a good look at it first so you know what the pieces look like.		IMP	CI			
42.		Who's this one?		INT-WH	TQ	PR	TUT	7
	C	B1.						
43.	M	Very good.	+	OTH-M	A			
44.		Who's this one?		INT-WH	TQ			
	C	B1 B2 B2.						
45.	M	Hhm.		OTH-M	A			
46.		Ooh what's- who's this?		INT-WH	TQ	PR	TUT	8
	C	Morgan with the patch on his eye.						
47.	M	What do you think he might be with a pa-?		INT-WH	TQ			
	C	A pirate.						
48.	M	Yes.	+	OTH-M	A			
49.		Good boy.	+	OTH-M	SD			
50.		And look he's got a telescope		DEC	SD			
51.		and he's looking out to see if th e's anybody coming on his ship.		DEC	SD			
52.		And who's this?		INT-WH	TQ	PR	TUT	9
	C	Yuyu.						
53.	M	Hhm		OTH-M	A			
	C	And Amy.						
54.	M	What's Amy got in her hand?		INT-WH	TQ			
	C	Apple.						
55.	M	And did you say this was Maggie		INT-Y/N	RQ			

the crow?

| | C | Ye:ah. | | | | | |

56.	M	Aha.	OTH-M	A			
57.		OK.	OTH-M		PR	CONT	10
58.		Let's tip them all out.	IMP	CI			
59.		And what do you do first?	INT-WH	TQ			
[~2 secs]							
60.		Turn them up the right way don't you so you can see what's on them	IMP	CI			

	C	He's running.			PR **	REP	11

61.	M	Yes. +	OTH-M	A			
62.		I wonder why.	DEC	SD			
63.		It would be good to know the story wouldn't it?	INT-TAG	QR			

| | C | She's sitting. | | | | | |

64.	M	Hhm.	OTH-M	A			
65.		It's a tree house they'll have there isn't it?	INT-TAG	QR			
66.		What's B2 doing?	INT-WH	TQ			

| | C | Swinging. | | | | | |

| 67. | M | Mm. | OTH-M | A | | | |

| | C | And there- | | | | | |

68.	M	Oh well maybe B1 do you think?	INT-Y/N	RQ			
		What could B1 be doing?	INT-WH	RQ			

| | C | I don't know. | | | | | |

| 69. | M | What's Lulu got in her hand? | INT-WH | TQ | | | |

| | C | A bowl. | | | | | |

70.	M	Mm.	OTH-M	A			
71.		What so what do you think Lulu and B1 might be doing?	INT-WH	RQ			

| | C | I don't know. | | | | | |

| 72. | M | What do we sometimes do? | INT-WH | TQ | | | |

[Tape runs out - turned over]

| | C | [[Just what is the tape called?]] |

| | M | [[Oh I don't understand what you mean]] |

[[Matey.]]
[[It's just called a tape.]]
[[And it just ran out so Mummy flipped]]
[[it over.]]

73.	M	And here's one of the other puzzles A gave us.	DEC		SD	PR	TUT	12
74.		What are all the things in this puzzle?	INT-WH		TQ		
75. [~2 secs]		What are these here?	INT-WH		TQ		
76.		What are these here?	INT-WH		TQ		
	C	Blocks.					
77.	M	Mm.	OTH-M		A		
78.		Mummy mix them all up.	DEC		SD		
79.		What's this one?	INT-WH		TQ		
	C	It's a boat. Sailing boat.					
80.	M	Mm good boy.	+	OTH-M	A		
81.		And what about this here?	INT-WH		TQ	PR **	TUT	13
	C	Paint.					
82.	M	That reminds me.	DEC		SD		
83.		We gotta get you some more paint don't we?	INT-TAG		QR		
84.		Seeing as though you ran out the other day.	DEC		SD		
85.		What about this?	INT-WH		TQ		
	C	Ball.					
86.	M	Hhm.	OTH-M		A		
87.		Ooh what's this one?	INT-WH		TQ	PR	TUT	14
	C	S sand and a shovel.					
88.	M	And what else?	OTH-M-IN		TQ		
89.		What's what's the pink thing?	INT-WH		TQ		
	C	A bucket.					
90.	M	Bucket.	OTH-M		A		
91.		Good boy.	+	OTH-M	SD		
92.		What's this here?	INT-WH		TQ	PR **	TUT	15
	C	Train.					
93.	M	Yeah.	OTH-M		A		

251

94.		Oh cute.	OTH-M	SD			
	C	Doll.					
95.	M	What's this one called?	INT-WH	TQ			
	C	Doll.					
96.	M	Yeah	OTH-M	A			
97.		A special sort of a doll.	OTH-M	SD			
98.		It was in the Noddy book.	DEC	SD			
99.		Can you remember what they were called?	INT-Y/N	RQ			
	C	No.					
100.	M	The little black dolls were called golliwogs.	DEC	SD			
101.		Can you say golliwog?	INT-Y/N	CID			
	C	Yeah golliwog.					
102.	M	What's this here?	INT-WH	TQ	PR	TUT	16
	C	Car.					
103.	M	What colour car?	OTH-M-IN	TQ			
	C	Yell yellow and and red and black and pink and=					
104.	M	What colour is its wheels?	INT-WH	TQ			
	C	=and brown.					
105.	M	Good boy.	+	OTH-M	A		
106.		What are these things?	INT-WH	TQ	PR	TUT	17
	C	Drum.[makes drumming sounds]					
	M	[laughs]					
107.		And what's this smiling?	INT-WH	TQ			
	C	A bear.					
108.	M	Yeah.	+	OTH-M	A		
	C	A shape.					
109.	M	Ooh what's this?	INT-WH	TQ	PR	TUT	18
	C	Bi bicycle.					

110.	M	Or a tricycle.		OTH-M	A		
111.		See it's got three wheels.		DEC	SD		

	C	Bi bi.

112.	M	Oh and what's this?		INT-WH	TQ	PR	TUT	19

	C	Shapes.

113.	M	Yeah.	+	OTH-M	A		
114.		Good boy.	+	OTH-M	SD		
115.		It looks like a game of shapes.		DEC	SD		
116.		OK Clever Dick Kid.	+	OTH-M		PR	CONT	20
117.		You see if you can put them back in their right spots.		IMP	CI		

[~2 secs]

118.	Look at the shape of the card		IMP	CI
119.	and see what looks like that shape.		IMP	CI
120.	Try another one.		IMP	CI
121.	If you can't find where that goes try another shape.		IMP	CI

[~2 secs]

122.	Do you want to try another one?		INT-Y/N	CID
123.	Maybe. where. the tricycle goes.		DEC	CID

[~2 secs]

124.	Good boy.	+	OTH-M	F

[~2 secs]

125.	Let's look at the paints.		IMP	CI

	C	No doesn't go there.

126.	M	Good boy.	+	OTH-M	F
127.		It doesn't does it?		INT-TAG	VR
128.		What about teddy?		OTH-M-IN	CID
129.		Oh clever!	+	OTH-M	F
130.		Put teddy in.		IMP	CI

[~2 secs]

131.	That was a pretty easy one 'cause he's pretty obvious with his legs and his arms.		DEC	SD
132.	What have you got?		INT-WH	RQ
133.	Paint set.		OTH-M	SD
134.	That's the boy.	+	DEC	F
135.	This should be easy.		DEC	SD
136.	What shape are the balls?		INT-WH	IID/TQ

[~2 secs]

Mm.

[~4 secs]

137.	Yeah.	+	OTH-M	F

[~3 secs]

138.	Look at the shape.		IMP	CI
139.	That's the boy.	+	DEC	F

[~6 secs]

140.		Mm. Train set's rounded isn't it like it's running on a curve.	INT-TAG	QR			
141.		What about this one?	OTH-M-IN	CID	PR	CONT	21
142.		Oh right.	OTH-M	F			
143.		You can do that.	DEC	SD			
144.		All right.	OTH-M	SD			
145.		It's pretty straight forward isn't it?	INT-TAG	QR			
146.		It's even got a blue background as if it was on the ocean.	DEC	SD			
		Ah.			PR	CONT	22
147.		Now we know where the car goes.	DEC	SD			
	C	There.					
148.	M	Yeah. +	OTH-M	A			
149.		Go on keep moving it around 'til 'til it fits into the shape.	IMP	CI			
[~3 secs]							
150.		There you see it's a funny one isn't it because it looks like it's going to crash out the bottom of the puzzle.	INT-TAG	QR			
151.		Good boy. +	OTH-M	F			
	C	Well.					
152.	M	Ah here we go.	OTH-M	SD	PR	REP	23
153.		Now this one. is a tricky one.	DEC	SD			
154.		That's a bit like the helicopter.	DEC	SD			
[~2 secs]							
	C	The helicopter isn't.					
155.	M	This is the?	INT-WH	TQ			
156.		And look how the little pieces are all different sizes.	IMP	CI			
157.		There's curved ones and-	DEC	SD			
[~3 secs]							
158.		Good boy. +	OTH-M	F			
159.		That's the way. +	DEC	F			
160.		What do you think these are here?	INT-WH	TQ	PR	TUT	24
	C	Don't know.					
161.	M	What have we got in our cars?	INT-WH	TQ			
162.		Turn-	IMP	CI			
	C	Windows.					
163.	M	Mm that's right.	DEC	A			

No.	Spk	Utterance	Form	Func			
164.		Turn the pieces around if they don't first fit in.	IMP	CI	PR	CONT	25
[~4 secs]							
165.		Or maybe do- would you like to do pieces that are a bit more obvious?	INT-Y/N	CID			
166.		Oh all right.	OTH-M	SD			
167.		That's a good one. +	DEC	F			
168.		What shape's this one?	INT-WH	TQ	PR	TUT	26
	C	I don't know.					
169.	M	Triangle.	OTH-M	SD			
170.		It's a triangle.	DEC	SD			
171.		Do you wanna do the obvious ones?	INT-Y/N	CID	PR	CONT	27
172.		See down here?	OTH-M-IN	AD			
173.		What do you think- what shape do you think will go in there?	INT-WH	RQ			
174.		Do you think a triangle will go in there?	INT-Y/N	RQ			
[~2 secs]							
175.		Or a curve?	OTH-M-IN	RQ			
176.		What shape do you think will go in there?	INT-WH	RQ			
[~2 secs]							
177.		I'll just leave that one for a little while Matey.	DEC	SD	PR	CONT	28
178.		What what pieces do you think are the wheels?	INT-WH	TQ			
[~2 secs]							
179.		Could be there.	DEC	SD			
180.		What goes at the bottom of the car here?	INT-WH	TQ			
	C	The wheels.					
181.	M	Yes.	OTH-M	A			
182.		So why don't you put those in?	INT-WH	CID			
183.		And then that will help you with some of the other bits that are curved won't it?	INT-TAG	QR			
184.		Oops-a-daisy.	OTH-M	SD			
185.		Good boy. +	OTH-M	F			
186.		Where might there be another curve to go over this wheel?	INT-WH	TQ			
187.		That's the boy. +	OTH-M	F			
188.		Very good. +	OTH-M	F			
	C	The helicopter one has got one of these hasn't it?			PR	REP	29
189.	M	Oh I don't know darling.	DEC	R			
190.		I didn't have a look at the helicopter	DEC	SD			

	one.					
191.	I was just noting that you had one.	DEC	SD			
192.	What about. a shape that will fit in there?	OTH-M-IN	CID	PR	CONT	30
193.	Look at all your shapes up there.	IMP	CI			
194.	Ah good boy. +	OTH-M	F			
195.	What about in here?	OTH-M-IN	CID			
196.	Which one do you think will go in there?	INT-WH	RQ			
197.	Maybe turn it around.	IMP	CI			
[~1.5 secs]						
198.	So it's a snug fit.	DEC	SD			
199.	Yes.	OTH-M	F			
200.	So.	OTH-M				
201.	There's the windows done.	DEC	SD			
[~2 secs]						
202.	I think you had the right idea when you first had it there didn't you?	INT-TAG	QR	PR	CONT	31
203.	How about turn it around	IMP	CI			
204.	and see how you go.	IMP	CI			
205.	Maybe we've got these in the wrong spot.	DEC	SD			
206.	Do you want to try them on the other wheels?	INT-Y/N	RQ			
207.	Or are you quite happy to leave it like that?	INT-Y/N	RQ			
C	I'm quite happy to leave it like that.					

FAMILY MEAL

U			GRAMM	II	LOC	FUNCTS	
	F	[[What do you want to do this]] [[for tonight?]]			PR	REP	1
	M	[[Oh just see how it goes.]]					
[~2 secs]							
		[['scuse me D[family pet]]].					
1.	M	Do you like your hot dog C?	INT-Y/N	RQ			
	M	[['scuse me D please.]] [[D.]]					
	F	[[Why don't we do it then to get it]] [[done eh?]]					
	M	[[Yeah well all right.]] [[We've got it on now.]] [[How are you going C2yC2?]]					
	C2 [vocalises]						
	M	[[Yes that's a tape recorder isn't it?]]					
[~1.5 secs]							
		[[A tape recorder.]]					
2.	M	How's your hot dog Big Kid?	INT-WH	RQ			
	C	Um <inaudible>.					
3.	M	Have you tasted your own hot dog?	INT-Y/N	RQ			
4.		Oh I gotta get Dad's. [[What am I doing sitting here]] [[looking at you C2?]]	DEC	SD	PR	REP	2
1.	F	That's a bit unlucky isn't it?	INT-TAG	QR			
2.		Just for something different Daddy's last.	DEC	SD			
5.	M	Oh hang on!	OTH-M	AD			
6.		I think it's me last isn't it?	INT-TAG	QR			
	C	No Daddy last Mum.					
7.	M	Hey?	OTH-M-IN	RP			
	C	No Daddy last.					
8.	M	I'm after Dad.	DEC	SD			
3.	F	Poor old D misses out though doesn't she?	INT-TAG	QR			

257

	C	Mm.					
	F	[[Good girl D.]]					
4.	F	What have you got C2y?	INT-WH	TQ	PR	REP	3
	C2 [vocalises]						
	C	It's a hot dog.					
	F	[[Do you want some more hot dog?]] [[Or you got some orange?]]			PR	CONT	4
	M	[[H I got two cooked for you.]] [[Do you want two?]]					
	F	[[Two.]] [[How big?]]					
	M	[[Well.]] [[The the size of C's joined together.]]					
	F	[[Yeah oh well just give us what you give gave C first of all.]]					
5.	F	Are they yum C?	INT-Y/N	RQ			
6.		When are you going to eat yours?	INT-WH	RQ			
7.		I might end up eating yours too Little Man.	DEC	SD			
	C	No Dad.					
8.	F	No Dad.	OTH-M	A			
9.		Two hands.	OTH-M	CI			
10.		And a big bite.	OTH-M	CI			
[~3 secs]							
11.		Yummo!	OTH-M	SD			
12.		Did Mummy put some sauce on it for you?	INT-Y/N	RQ			
	C	Um I think so.					
13.	F	Bring your plate over a little bit closer so it doesn't tip over on the floor.	IMP	CI	PR	CONT	5
9.	M	Do you want a serviette on your neck C so it doesn't-	INT-Y/N	CID			
10.		On no-	OTH-M	SD			
11.		Good boy. +	OTH-M	SD			
12.		That's the way to eat it. +	DEC	F			
	F	[[Look at this one!]]			PR	REP	6
	M	[[How are you going C2yC2?]]					
	F [laughs]						
	C2 [vocalises]						
	M	[[Yeah.]] [[Do you want some more?]]					

14.	F	How big's that?	INT-WH	RQ			
	M	[[Has C2 had a sausage yet or not?]]					
	F	[[Yeah yeah <inaudible>.]]					
	M	[[Good boy.]]					
		[[And here's some with the tomato]]					
		[[sauce on.]]					

[~4 secs]

		[[That's all you were upset about C2y.]]					
		[[You look like you'd had fall on your]]					
		[[face.]]					
		[[Did you fall over at the lake?]]					
	F	[[Where?]]					
	M	[[On his right hand side.]]					
		[[It's all sort of <inaudible>.]]					
	F	[[He had that redness blotchy stuff before]]					
		[[we went to the lake.]]					
	M	[[Oh right.]]					

13.	M	So what did you see at the lake Big C?	INT-WH	RQ	P	REP	7
	C	Lots and lots of swans.					
14.	M	Did you?	INT-Y/N	VR			
15.		Were they feeding?	INT-Y/N	RQ			
	C	Yeah. And I saw the pelicans too and they were asleep Mum.					
16.	M	Where were they sleeping?	INT-WH	RQ			
	C	On on the pipe.					
17.	M	On the pipe?	OTH-M-IN	VR			
15.	F	Yeah.	OTH-M	R			
16.		There's a about a pipe about four inches diameter.	DEC	SD			
18.	M	Is that all?	INT-Y/N	RQ			
17.	F	Yeah.	OTH-M	R			
18.		Running out from the bank out into the water.	OTH-M	SD			
19.		And sitting up above the water not in the water but up above it you know a good coupla feet	OTH-M	SD			
20.		and there there's three of them asleep on there.	DEC	SD			
19.	M	Good grief.	OTH-M	A			

259

21.	F	With their necks tucked in weren't they C?	OTH-M-IN	QR			
	C	Mm.					
20.	M	Were they in the sun?	INT-Y/N	RQ			
	C	Um no.					
21.	M	They were in the shade were they?	INT-TAG	QR			
	C	Yes.					
22.	F	And what happened when that girl went over near them?	INT-WH	TQ	P	REP	8
	C	What?					
22.	M	Pardon.	OTH-M	CI			
23.	F	Pardon.	OTH-M	CI			
24.		What happened when that girl went over near them?	INT-WH	TQ			
	C	And and and a girl went over near the pelicans and they stood up.					
	F	And then-					
23.	M	Do you think they might have been a little bit frightened?	INT-Y/N	RQ			
	C	Yes.					
25.	F	And what did they do then?	INT-WH	TQ			
	C	They swim away.					
26.	F	Yeah.	OTH-M	A			
27.		They were looking for a bit of peace and quiet weren't they?	INT-TAG	QR			
	C	Mm.					

[~4 secs]

24.	M	Did you ride your bike fast C?	INT-Y/N	RQ	P	REP	9
	C	No.					
28.	F	You tell Mummy what side of the path you rode on.	IMP	CI			

[~8 secs]

[F and M laugh]

25.	M	When you've finished the mouthful.	DEC	CID
29.	F	**When you've finished feeding your face.**	**DEC**	**CID**
26.	M	Sounds like you're enjoying your hot dog.	DEC	SD
30.	F	**You tell Mummy what side of the path you rode your bike on.**	**IMP**	**CI**
	C	Don't know Dad.		
31.	F	**Was it the left hand side or the right hand side?**	**INT-OTH**	**TQ**
	C	The left hand side.		
32.	F	**That's the boy yeah.** +	**OTH-M**	**A**

M [laughs] [[That'll need interpreting I'll bet.]]
C2 [vocalises]
M [[Mm Mummy's got a hot dog too.]]
 [[Mm just like C2y.]]
C2 [vocalises]
M ₁[Mm.]]

33.	F	**It was pretty easy**	**DEC**	**SD**
34.		**It was just walking in front of Daddy.**	**DEC**	**SD**
27.	M	Oh that's good.	DEC	F
35.	F	**Riding your bike in front of Daddy rather.**	**OTM-M**	**SD**

	M	[[You were away such a long time I]] [[thought- I wasn't expect-]]			P REP	10

C2 [vocalises]
 [[expect-]]
C2 [vocalises]
 [[Mm?]]
 [[You want some more sausage do you]]
 [[C2y?]]
 [[There you go.]]
 [[I wasn't expecting you to be away for]]
 [[that long.]]
 [[I thought you'd-]]
F [[Oh I ran into a guy I taught with at]]
 [[X back in the early eighties.]]

	C	And Mummy and Mum.					
F		[[Really good fellow.]] [[Haven't seen him for years.]]					
	C	And Mummy and Mummy.					
28.	M	Mm.	OTH-M	A			
	C	And and and some guys were kicking a footy and and and it just about went in the yake. [lake, realised as [jeIk]]					
29.	M	Oh no.	OTH-M	A			
36.	**F**	**It did go in the yake.** **[imitating C [jeIk]]**	**DEC**	**SD**			
30.	M	Did it? [laughs]	INT-Y/N	VR			
	C	Yes. Lake.					
31.	M	Good boy.	+	OTH-M	A		
32.		That's the way to say lake.	+	DEC	A		
37.	**F**	**Do you like your hot dog Mate?**	**INT-Y/N**	**RQ**			
	C	Yep.					
33.	M	You are getting getting clearer with your clls aren't you?	INT-TAG	QR			

[~3 secs]

	F	[[How you going C2?]]			PR	REP	11
	M	[[Mm good.]]					
	F	[[Do you like that sausage?]] [[Is it yum?]]					
	[laughs]	[[He's not crying anyway.]]					
34.	M	He was hungry I think.	DEC	SD			
	C	What?					
35.	M	Pardon. C2y was hungry I think Mate and that's why he was a bit upset when he came home.	OTH-M DEC	CI SD			

	C	Ooh.		PR	CONT	12

36.	M	Ooh what did you get then?	INT-WH	RQ	
37.		Did it fall out the bottom?	INT-Y/N	RQ	
38.		[laughs] Tip it upside down.	IMP	CI	
39.		And eat the other end.	IMP	CI	
40.		The end that's just fallen out.	DEC	SD	
41.		Or I'll-	DEC	SD	

38.	**F**	**Tip it upside down**	**IMP**	**CI**
39.		**and get the other end where the sausage is Mate.**	**IMP**	**CI**
40.		**Like that.**	**OTH-M**	**CI**

42.	M	Otherwise it will all fall out C	DEC	SD
43.		and you won't have a hot dog	DEC	SD
44.		you'll just have a bun.	DEC	SD
[~2 secs]				

41.	**F**	**C.**		**OTH-M**	**AD**
42.		**That's it.**	**+**	**OTH-M**	**F**
43.		**Turn it over.**		**IMP**	**CI**

45.	M	Put it on your plate	IMP	CI
46.		and turn it over.	IMP	CI

44.	**F**	**Look I'll show you.**	**DEC**	**SD**
[~2 secs]				
45.		**Oh that way.**	**OTH-M**	**CI**
46.		**Grab it now.**	**IMP**	**CI**
47.		**Put your other hand on it.**	**IMP**	**CI**
48.		**OK now bite the sausage.**	**IMP**	**CI**
	M [laughs]			
[~2.5 secs]				
49.		**Bite it off.**	**IMP**	**CI**
[~2.5 secs]				

47.	M [laughs] Ooh it's not an icecream.		DEC	SD
48.	You don't lick it.		IMP	CI
[~2 secs]				

	C2 [vocalises]		P	REP	13

50.	**F**	**Did you tell Mummy you went to the playground?**	**INT-Y/N**	**IID/RQ**	

49.	M	Want some more sausage?	OTH-M-IN	RQ

	C	We went to the playground.

50.	M	Which one?	OTH-M-IN	RQ

	C	Um the one near the lake [jeIk].

263

51.	M	But there's about four near the lake. DEC		A			

	F	[[<inaudible>]]					
	M	[[Which one?]]					
	F	[[<inaudible>]]					
	M	[[Oh right <inaudible> oh.]]					

51.	F	We saw all the birds didn't we?	INT-TAG	QR	P	REP	14
52.		We saw seagulls and ducks and swans and pelicans and waterfowl.	DEC	SD			

	M	Mm.					
52		Did you see Jamesy at all?	INT-Y/N	RQ	P	REP	15
53.		Was he over at the lake having a play?	INT-Y/N	RQ			

	C	No he wasn't.					

54.	M	No.	OTH-M	A			

53.	F	There were lots of people there though weren't there?	INT-TAG	QR	P	REP	16

	M	[[Mm it was the nicest part of the]] [[afternoon wasn't it really?]]					

54.	F	Stacks of people out walking and jogging and stuff.	OTH-M	SD			
55.		And riding.	OTH-M	SD			
56.		Carpark was full.	DEC	SD			

	C2 [coughs]						
	M	[[Ooh.]]					

	C	Carparks were full Mum.					

[M and F laugh]

55.	M	Were they darling? Um.	INT-Y/N	VR			

57.	F	Ooh that sausage has nearly come out.	DEC	SD	PR	CONT	17

	C	Oh no.					

	C2 [vocalises]						
	M	[[Would you like some orange my]] [[Man?]] [[Here you go.]]					

58.	F	Bite it off	IMP	CI			

264

59.		**And chew it up.**	**IMP**	**CI**				

M [to C2] [[<u>Like some orange?</u>]]
        [[<u>No?</u>]]
        [[<u>OK.</u>]]
        [[You have some orange.]]
        [[Suck on some orange and make your]]
        [[throat feel better.]]
[to F] [[Andrew- you were right.]]
        [[Andrew McGovern wasn't playing.]]
        [[Well or unless he's on the bench and]]
        [[hasn't come off yet.]]
        [[But.]]
        [[So that's probably why he was able to]]
        [[go to J's fete.]]

[~1.5 secs]
     F   [[C2y you got some Snowmilk there?]]

[~2 secs]
        [[Oh get it down you Kid.]]

[C is playing with toy road signs on the floor near the table]

56.	M	What sign's that C?	INT-WH	TQ	PR	TUT	18
	C	Go. Mm go Mum.					
57.	M	Is it?	INT-Y/N	VR			
60.	F	**Walk it is Mate.**	**DEC**	**SD**			
	C	No go.					
61.	F	**What's the man in the picture doing?**	**INT-WH**	**TQ**			
	C	He's going.					
	M [laughs]						
62.	F	**He's walking.**	**DEC**	**SD**			
	C	He's walking. And and this man and he's not walking at all.					
63.	F	**Yeah.**	**OTH-M**	**A**			
64.		**He's stop.**	**DEC**	**SD**			
	C	The green man's stop.					

| 65. | F | Excuse me. | OTH-M | CI | PR | CONT | 19 |
| 66. | | Have you finished your dinner? | INT-Y/N | RQ | | | |

| | C | Yes. | | | | | |

| 67. | F | You have? | INT-OTH | VR | | | |

58.	M	Is that all you want?	INT-Y/N	RQ			
[~1.5 secs]							
		Oh I can't believe it.	DEC	SD			

| | C | No no no not yet. | | | | | |

59.	M	Well come on	OTH-M	CI			
60.		sit up to the table	IMP	CI			
61.		and finish it please	IMP	CI			

68.	F	Up at the table	OTH-M	CI			
69.		and finish it please.	IMP	CI			
		[[I think you're in for a bit of a feast tonight D.]]					

[~2.5 secs]

C2 [vocalises]
M   [[Good boy C2.]]

[~4 secs]

C2 [vocalises]
M   [[You'd like some more would you]]
       [[Little Man?]]
       [[Here here's some with tomato sauce on.]]
F   [[What have I gotta do up here W?]]
M   [[Um there's a bun in the oven.]]
       [[You can just split that.]]
       [[Put the butter-]]
       [[Just be careful 'cause the oven is hot]]
       [[that's why obviously I put them in.]]
       [[And grab what you want out of the-]]
F   [[Are these the right buns?]]
M   [[Pardon?]]
F   [[Are these the right buns?]]
M   [[Yeah they were great]].
       [[They're better than I expected because]]
       [[I prefer the ones with sesame seeds]]
       [[on rather than-]]
F   [[Oh do you?]]
M   [[Yes.]]

[~2.5 secs]

| 62. | M | Did you pick the buns out shopping C or did Daddy? | INT-OTH | RQ | P | REP | 20 |

[~2 secs]

| | C | I did. | | | | | |

63.	M	Ah.	OTH-M	A		
70. [~2 secs]	**F**	**Oh you fibber ribber.**	**OTH-M**	**SD**		

	M	[[Here you go Little Man.]]				
	F	[[What did you do put two in it]] [[did you?]]				
	M	[[One and a half.]] [[Just to fill up the length of the bun]] [[for you.]]				

	C	I'm eating this one up now.		PR	CONT	21
[~2 secs]						

64.	M	Yeah.	OTH-M	A		
65.		Careful of the tomato sauce Matey.	OTH-M	CI		
66.		That's a good idea. +	DEC	F		
67.		Do you want to sit a little bit closer to the table so the sauce doesn't drip?	INT-Y/N	CID		
[~2 secs]						
68.		Here.	OTH-M	SD		
69.		I'll push your chair in.	DEC	SD		
[~3 secs]						
70.		There you go.	OTH-M	SD		
[~2 secs]						

		[[You're on the scavenge there are you]] [[D?]]				

	C2 [vocalises]					
	M	[[Good boy C2.]] [[Well done Little Man.]]				

FAMILY 2

FATHER AND BOOKS

U			GRAMM	II	LOC	FUNCTS	
	C	This.			PR	REP	1
1.	F	OK.	OTH-M				
2.		Now what- this book is called *Sunshine*.	DEC	SD			
[~3 secs]							
3.		OK?	OTH-M-IN	RQ			
[~6 secs]							
		[[Seven thirty on er Friday night the second of June. [spoken for tape]]]					
4.		OK now C look look.	IMP	CI/AD	PR	CONT	2
5.		No sit down.	IMP	CI			
	C	I going get another book.					
6.	F	No no we're going to read this book.	DEC	SD			
7.		No no no.	OTH-M	CI			
8.		That's for later.	DEC	SD			
9.		We'll read those book-	DEC	SD			
10.		C.	OTH-M	CI/AD			
11.		Look.	IMP	CI/AD			
12.		We'll read those books later.	DEC	SD			
13.		Come on we'll read this one first.	DEC	SD			
14.		Come on.	OTH-M	CI			
	C	OK. They're those lovely books.					
15.	F	Lovely books.	OTH-M	A			
16.		Yeah.	OTH-M	A			
	C	Yeah.					
17.	F	OK now we'll see what this one is.	DEC	SD	PR	CONT	3
18.		Now this in this book you have to help make up the story.	DEC	CI			
19.		All right?	OTH-M-IN	DP			
	C	And.					
20.	F	OK look.	IMP	CI/AD	PR	REP	4
21.		See this this is about a little girl who wakes up in the morning.	DEC	SD			
22.		See?	OTH-M-IN	CID/AD			
23.		She's getting out of bed.	DEC	SD			

24.		And what's that coming through the window?	INT-WH	TQ	PR	TUT	5
	C	Some sun.					
25.	F	Yeah. +	OTH-M	A			
26.		When is it sunny?	INT-WH	TQ			
	C	Um clouds.					
27.	F	Yeah.	OTH-M	A			
28.		OK.	OTH-M				
29.		And she's decided-	DEC	SD	PR	REP	6
30.		Who's who's that she's got under her arm?	INT-WH	TQ			
	C	Um her.					
31.	F	No what's what's that she's got under her arm?	INT-WH	TQ			
	C	Um what is it?					
32. [~1.5 secs]	F	I think it's a doll.	DEC	R			
33.		Anyway she decides to come up to see Mum and Dad in the room.	DEC	SD			
34.		See?	OTH-M-IN	AD			
35.		There's Mum	DEC	SD			
36.		and then there's Dad.	DEC	SD			
37.		And what's this over here?	INT-WH	TQ	PR	TUT	7
	C	Um clock.					
38.	F	Yeah.	OTH-M	A			
39.		And what's these?	INT-WH	TQ			
	C	Um glasses.					
40. [~2 secs]	F	And what's this?	INT-WH	TQ			
41.		What's this?	INT-WH	QP			
	C [~4 secs]	Um.					
		Um the book.					
42.	F	Yeah. +	OTH-M	A			
43.		That's right. +	DEC	SD			
44.		So she decides to wake them up.	DEC	SD	PR	REP	8
45.		So she gets into bed with ?	INT-WH	TQ			
46. [~2 secs]		Who's that?	INT-WH	QP			

269

	C	Who's that?					
47.	F	That's the father.	DEC	R			
48.		She's in bed with her father.	DEC	SD			
49.		So the father decides he's going to get up out of bed	DEC	SD			
50.		and leaves Mum in bed.	DEC	SD			
51.		See?	OTH-M-IN	AD			
[~2 secs]							
52.		See she's helping him-	DEC	SD			
53.		What's he putting on?	INT-WH	TQ	PR	REP	9
	C	Um jumpsuit.					
54.	F	What is it?	INT-WH	RQ			
	C	A jumpsuit.					
55.	F	Jumpsuit?	OTH-M-IN	VR			
56.		Oh.	OTH-M	A			
	C	Yeah.					
57.	F	And then they go out	DEC	SD	PR	REP	10
58.		and decide to have some breakfast.	DEC	SD			
59.		What's he doing?	INT-WH	TQ			
60.		What's he got there?	INT-WH	TQ			
	C	Doing some breakfast.					
61.	F	Yeah. +	OTH-M	A			
62.		What's he making?	INT-WH	TQ			
	C	Um some cereal.					
63.	F	Mm. +	OTH-M	A			
64.		And what's the doll got in her hands?	INT-WH	TQ	PR	REP	11
	C	The paper.					
65.	F	Mm yes +	OTH-M	A			
66.		And look.	IMP	CI/AD			
67.		He's reading the paper.	DEC	SD			
68.		And what's he making here?	INT-WH	TQ	PR	REP	12
[~3 secs]							
69.		What's he making?	INT-WH	QP			
	C	Um toast.					
70.	F	Mm +	OTH-M				

270

	C	For.					
71.	F	And what's- actually what's the girl's name?	INT-WH	RQ	PR **	REP	13
	C	Um C.					
72.	F	C is it?	INT-Y/N	VR			
	C	Yeah.					
73.	F	That's like you.	DEC	SD			
[~2.5 secs]							
74.		And they're making breakfast in bed for?	INT-WH	TQ	PR	REP	14
75.		Who's that?	INT-WH	QP			
	C	Mum.					
76.	F	Yeah. +	OTH-M	A			
77.		Look everyone gets back into bed.	DEC	SD	PR	REP	15
78.		What's the Dad reading?	INT-WH	TQ			
	C	Um a paper.					
79.	F	Mm. +	OTH-M	A			
80.		And what's the Mum- what's she got there?	INT-WH	TQ			
	C	Um a drinky.					
81.	F	What sort of drink?	OTH-M-IN	RQ			
	C	Um tea.					
82.	F	Mm. +	OTH-M	A			
83.		Then it's time to and finish for breakfast.	DEC	SD	PR	REP	16
84.		And what does the little girl do then?	INT-WH	TQ			
	C	Do some wees.					
85.	F	Mm.	OTH-M	A			
86.		And then what does she do?	INT-WH	TQ			
	C	Um spilt.					
87.	F	Yeah.	OTH-M	A			
88.		And what is she doing. what is she doing at the basin?	INT-WH	TQ			
	C	Cleaning teeth.					

271

Cleaning her teeth.

89.	F	Yes.	OTH-M	A			
90.		Oh and then what's it time to do?	INT-WH	TQ	PR	REP	17
[~2 secs]							
91.		What is she doing now?	INT-WH	TQ			
	C	Yes.					
92.	F	Getting out of her pyjamas. into her?	OTH-M-IN	TQ			
	C	Into her. pants.					
93.	F	Mm. +	OTH-M	A			
94.		Now what else is she putting on?	INT-WH	TQ			
	C	Um a jumpsuit.					
95.	F	Mm.	OTH-M	A			
96.		And what has she got here?	INT-WH	TQ			
97.		She might be getting ready to go to day centre do you think?	INT-Y/N	RQ			
	C	Mm.					
[~2.5 secs]							
98.	F	Oh look it looks like- what are Mum and Dad doing?	INT-WH	TQ	PR	REP	18
[~3 secs]							
99.		What are they getting?	INT-WH	TQ			
100.		What are they doing?	INT-WH	QP			
[~6 secs]							
101.		Looks like they may be getting dressed to go to work.	DEC	SD			
102.		See there- what does the Mum do here?	INT-WH	TQ			
[~6 secs]							
103.		What does she do here?	INT-WH	QP			
	C	Um um hair comb.					
104.	F	Yeah. +	OTH-M	A			
105.		Hairdryer.	OTH-M	SD			
	C	Hair dryer.					
106.	F	And what's Dad doing here?	INT-WH	TQ	PR	REP	19
	C	Um give two books.					
107.	F	Two books.	OTH-M	A			
[~3 secs]							

108.		And it looks like Dad gone to work.	DEC	SD			
109.		See and then Mum's taking her out the door.	DEC	SD			
[~3 secs]							
110.		And they're walking down the road.	DEC	SD			
111.		Must be going to school I think.	DEC	SD			
	C	Go to day centre.					
112.	F	Day centre ah.	OTH-M	A			
113.		And that's the end of the book.	DEC	SD			
	C	Mm.					
[~2.5 secs]							

114.	F	Would you like to- would you like to read another book?	INT-Y/N	RQ	PR	CONT	20
	C	Yes. I'm getting another book myself.					
115.	F	We'll get this one.	DEC	CID			
	C	This one. No another one.					
116.	F	No we're going to read this one now.	DEC	CID			
117.		It's called *Tog the Dog*.	DEC	SD			
	C	Yes. Tog Dog.					
118.	F	There it is.	DEC	SD			
119.		See?	OTH-M-IN	CI/AD			
120.		It's a big woolly dog.	DEC	SD			
121.		Right?	OTH-M-IN	QP			
[~10 secs]							
		[[*Have you heard of Tog the dog?*]]		PR	REP	21	
122.		Look there's Tog.	DEC	AD			
123.		Here he is.	DEC	SD			
		[[*Funny dog. Yes, that's Tog.*]]					
124.		What are these down here?	INT-WH	TQ			
	C	Um worms.					
125.	F	Worms ?	OTH-M-IN	VR			
126.		Oh.	OTH-M	A			
[~3 secs]							
127.		I wonder what happens.	DEC	SD	PR	REP	22
128.		See Dog.	IMP	CI/AD			
		[[*One day Tog went for. jog.*]]					

273

	C	Jog.						
129.	F	Yes.		OTH-M	A			
		[[*I'm a dog who likes to jog.*]]						
130.		What is- what do you do when you jog?		INT-WH	TQ			
[~3 secs]								
131.		Do you know what jogging is?		INT-Y/N	RQ			
	C	Um 'scaping.						
132.	F	Yeah it's run- like running.	+	DEC	A			
	C	Um.				PR	REP	23
	F	[[*Got lost in a fog.*]]						
133.		See?		OTH-M-IN	AD			
134.		There's fog.		DEC	SD			
		[[*How can I jog in a fog?*]]						
[~5 secs]								
	C	Aye mud.				PR	REP	24
135.	F	Mud.		OTH-M	A			
136.		It's bog.		DEC	SD			
		[[*Fell into a bog.*]]						
[~3 secs]								
137.		It's dirty.		DEC	SD			
	C	Yuck.						
138.	F	[laughs] Yeah.		OTH-M	A			
[~4 secs)]								
139.		[[*And frightened a*]] ?		INT-WH	TQ	PR	REP	25
	C	A frog.						
140.	F	Yeah.	+	OTH-M	A			
		[[*Bog monster.*]]						
141.		See?		OTH-M-IN	AD			
142.		Tog looks like a monster.		DEC	SD			
	C	He 's a monster actually.						
143.	F	Yes baby.		OTH-M	A			
144.		[[*Along came a big fat*]] ?		INT-WH	TQ	PR	REP	26
	C	Pig.						
145.	F	Er um.		OTH-M	A			
	C	He thought you a monster.						

146.	F	That's right.	+	DEC	A			
147.		But all the mo- the bog's all the mud's gone now.		DEC	SD			
148.		He's all clean.		DEC	SD			
	C	He thought you a monster.						
149.	F	And then he picked up a?		INT-WH	TQ	PR	REP	27
150.		What's this?		INT-WH	QP			
	C	There's one.						
151.	F	A log.		OTH-M	A			
152.		That's right.	+	DEC	A			
153.		You know you know which one the word is.	+	DEC	SD			
	C	And <inaudible>						
154.	F	[[*And pulled out of the bog*]] [[*the dog called*]] ?		INT-WH	TQ			
155.		[whispered] What was the dog called?		INT-WH	QP			
	C	Dog.						
156.	F	Tog.		OTH-M	A			
157.		Yeah.		OTH-M	SD			
	C	Tog.						
158.	F	And then they sat on a log with the little caterpillars.		DEC	SD	PR	REP	28
159.		Or what did you call them?		INT-WH	RQ			
	C	The caterpillars.						
160.	F	Yes.		OTH-M	A			
161.		That's all. [[*Tog's a dog. He sure is.*]]		DEC	SD			

[~2 secs]

	C	Do it again.				PR	CONT	29
162.	F	Do- shall we do the other book?	INT-Y/N	RQ			
	C	Yeah.						

[~4 secs]

		I'm going going to.						
163.	F	This called this called *Nicky's Noisy Night*.	OTH-M	SD			
164.		What's this?	INT-WH	TQ			

275

	C	Um a cat.					
165. [~2 secs]	F	A cat.	+	OTH-M	A		
166.		OK here's the mum cat and the baby cat. [["*Mama,*" *Nicky says,* "*I can't sleep because it's too noisy.*"]]		DEC	SD	PR	REP	30
167.		Why do you think it might be noisy?		INT-WH	RQ		
168.		[[*Something is blowing. What*]] [[*is it*]] ?		INT-WH	TQ		
	C	A wind.					
169.	F	The wind yeah.	+	OTH-M	A		
170.		Ooh look.		IMP	CI/AD		
	C	Oh lots of wind.					
171.	F	Yeah.	+	OTH-M	A		
172.		And what's what's that outside the window?		INT-WH	TQ	PR	REP	31
	C	Um trees.					
173.	F	Yeah.	+	OTH-M	A		
174.		Branches.		OTH-M	SD		
	C	A window					
175.	F	[[*Someone is nibbling. Who*]] [[*is it*]] ?		INT-WH	TQ		
	C	A mouse.					
176.	F	A mouse.		OTH-M	A		
177.		He's in the cupboard.		DEC	SD		
178.		[[*Someone is banging. What*]] [[*is it*]] ?		INT-WH	TQ		
	C	Dog.					

FATHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS	
	F	[[OK now we're going to do the puzzles.]]					
	C	Ready set go.			PR	REP	1
1.	F	There's the zip.	DEC	SD			
2.		Now we're going to do puzzle number one.	DEC	SD			
	C	One.					
	F	[[Yeah hang on.]] [[We'll just move this recording thing a]] [[bit so it's a bit better placed.]]					
3.		Now.	OTH-M		PR	TUT	2
4.		What's this what's this first puzzle about?	INT-WH	TQ			
	C	Um Paul. It's Paul.					
5.	F	Yes.	OTH-M	A			
6.		But what's what's it a picture of?	INT-WH	TQ			
	C	Um a train.					
7.	F	A train yeah. +	OTH-M	A			
8.		All right we'll tip 'em all out.	DEC	SD	PR	CONT	3
	C	And this is a-					
9.	F	Turn the pieces over.	IMP	CI			
10.		And you you put the pieces in	IMP	CI			
11.		and tell me what they are.	IMP	CI			
	C	There. That there. That one goes here. Where's it where's it is going?					
12.	F	That's it	DEC	F			
13.		Now what's it a picture of?	INT-WH	TQ	PR	TUT	4
	C	Um um um three.					
14.	F	Yeah. +	OTH-M	A			
	C	And one go in here.					

15.	F	And what's that what's that a picture of?	INT-WH	TQ	PR	TUT	5
	C	Um green. Um blue one.					
16.	F	What's what's what's number one?	INT-WH	TQ			
17.		What is this?	INT-WH	TQ			
	C	Um a train.					
18.	F	Yeah. +	OTH-M	A			
	C	And that one that's two and four. That's three go in here. Yeah.					
19.	F	And what's this a picture of?	INT-WH	TQ			
	C	Um a cow.					
20.	F	Oh.	OTH-M	A			
	C	And this go here.					
21.	F	What's this the last one?	INT-WH	TQ			
	C	A five.					
22.	F	Mm.	OTH-M	A			
23.		And it's got a man in it.	DEC	SD			
24.		That was a good one wasn't it?	INT-TAG	RQ	PR	REP	6
25.		Shall we do the other puzzle?	INT-Y/N	RQ			
	C	This one this is not my new one.					
26.	F	Yeah you've seen this one before haven't you?	INT-TAG	QR			
27.		What's this?	INT-WH	RQ			
28.		This is puzzle number three	DEC	SD			
29.		but I think you've seen puzzle number three before.	DEC	SD			
30.		That doesn't matter.	DEC	SD			
31.		Hang on.	OTH-M	CI	PR	CONT	7
32.		We'll put all the pieces in.	DEC	CID			
33.		You tell me what they are when you put them in.	IMP	CI			
	C	Turn over this turn over this turn over this.					
34.	F	OK.	OTH-M	A			

35.		Now what are they?	INT-WH	TQ	PR	REP	8
36.		What's this one?	INT-WH	TQ			
	C	Um motorbike. Um here. Yeah.					
37.	F	No.	OTH-M	A			
	C	Here here here here here here. Here. Ha. [giggles] It's funny doing that.					
38.	F	That's it. +	OTH-M	F			
39.		Now what have you got?	INT-WH	RQ	PR	TUT	9
	C	Um there.					
40.	F	What is it?	INT-WH	TQ			
	C	Um block.					
41.	F	All right.	OTH-M	A			
42.		And what have the blocks got on them?	INT-WH	TQ	PR	TUT	10
	C	Um X [realised as [ek]]					
43.	F	What's this one?	INT-WH	TQ			
	C	Um Y.					
44.	F	No b.	OTH-M	A			
	C	b. And number two.					
45.	F	Mm.	OTH-M	A			
46.		And what's this number?	INT-WH	TQ			
	C	There.					
47.	F	Good girl. +	OTH-M	F			
	C	There.			PR	TUT	11
48.	F	What is that?	INT-WH	TQ			
	C	Um a dog.					
49.	F	Mm.	OTH-M	A			

279

	C	<Cover them>			PR	CONT	12
50.	F	Mix them all up.	IMP	CI			
51.		Now put one in.	IMP	CI			
	C	Woh it's there.					
52.	F	Yeah.	OTH-M	A			
53.		What is that?	INT-WH	TQ	PR	TUT	13
54.		What's it a picture of?	INT-WH	QP			
	C	Um. a bucket. And there are two bits.					
55.	F	Yeah.	OTH-M	A			
56.		And what's this?	INT-WH	TQ	PR	TUT	14
	C	A spade.					
57.	F	Mm.	OTH-M	A			
	C	Um there.					
58.	F	And what's that a picture of?	INT-WH	TQ	PR	TUT	15
	C	Um .. surfing board.					
59.	F	A surfing board.	OTH-M	A			
60.		Yes.	OTH-M	A			
[~2 secs]							
61.		And what's this?	INT-WH	TQ	PR	TUT	16
62.		What you've just put in?	INT-WH	QP			
63.		What is it?	INT-WH	QP			
	C	A drum.					
64.	F	And what?	OTH-M-IN	TQ			
	C	And little drums.					
65.	F	Mm.	+ OTH-M	A			
[~4 secs]							
	C	<Inaudible> There.			PR	TUT	17
66.	F	What's that one?	INT-WH	TQ			
[~4.5 secs]							
67.		What are these things?	INT-WH	QP			
68.		What's that?	INT-WH	QP			
	C	Um.					
[~3 secs]							

280

There's moon.

69.	F	Yeah.	OTH-M	A			
70.		And what's this?	INT-WH	TQ	PR	TUT	18
	C	There moon. Moon. And where star? There is a star. There is a star.					
71.	F	They're called shapes.	DEC	SD			
72.		See you've got that shape pairs with that shape.	DEC	SD			
73.		Then the green one	OTH-M	SD			
74.		and then the red one.	OTH-M	SD			
[~3 secs]							
75.		OK.	OTH-M		PR	TUT	19
76.		Now what else have you got?	INT-WH	RQ			
77.		What have you got in that?	INT-WH	TQ			
	C	That red one.					
78.	F	That's right. +	DEC	A			
	C	Put it in there.					
79.	F	That's just painted on.	DEC	SD			
80.		Can't move it.	DEC	SD			
81.		All right what else have you got C?	INT-WH	RQ	PR	TUT	20
	C	Um this one.					
82.	F	What's that?	INT-WH	TQ			
	C	A teddy.					
83.	F	Yeah.	OTH-M	A			
	C	And a car.					
84.	F	Mm.	OTH-M	A			
	C	And I'm doing it myself.					
85.	F	Mm.	OTH-M	A			
86.		And what's that?	INT-WH	TQ			
	C	Um a chain.					
87.	F	Yeah.	OTH-M	A			

	C	And where's other one?			PR	CONT	21
88.	F	Must be still inside.	DEC	SD			
	C	There. There's Bananas Bananas					
89.	F	Yeah the Bananas.	OTH-M	A			
	C	Bananas.					
90.	F	Hang on.	OTH-M	CI			
91.		Hang on.	OTH-M	CI			
92.		We'll we'll find the other one first.	DEC	CID			
93.		Find the missing piece.	IMP	CI			
94.		Here it is.	DEC	SD			
95.		Here it is.	DEC	SD			
	C	<I hid it.>					
96.	F	What is it?	INT-WH	TQ	PR	TUT	22
	C	Um a ball.					
97.	F	And what's that one?	INT-WH	TQ			
98.		What's that one?	INT-WH	QP			
	C	Um a painting.					
99.	F	Painting. +	OTH-M	A			
100.		That's very good. +	DEC	SD			
101.		No hang on.	OTH-M	CI/AD	PR	CONT	23
102.		We'll do we'll do this one here.	DEC	CID			
103.		We'll do the Bananas one first.	DEC	CID			
	C	That Banana.					
104.	F	Yeah. +	OTH-M	A			
105.		And you you can tell me what all the pieces are	DEC	CID			
106.		and what they're doing.	DEC	SD			
107.		Yes.	OTH-M	A			
108.		There's no more. <What do you want to do then?>	DEC	SD			
	C	The car.					
109.	F	Ready?	OTH-M-IN	RQ	PR	CONT	24
110.		Hang on we'll do this one first.	DEC	CID			
111.		You tell me- you put the pieces in	IMP	CI			
112.		and tell me who they are.	IMP	CI			
	C	B1.					

282

		That's B1.					
113.	F	Yeah.	OTH-M	A			
	C	And and.					
114.	F	And what's he doing?	INT-WH	TQ	PR	TUT	25
	C	Um running.					
	F	<Good>					
[~1.5 secs]							
115.		What else?	OTH-M-IN	RQ	PR	REP	26
	C	Um Maggie. This is Maggie. laying some eggs.					
116.	F	Oh.	OTH-M	A			
	C	<Inaudible>					
117	F	So is Maggie a boy bird or a girl bird?	INT-OTH	RQ			
	C	Um girl.					
118.	F	Why why is she a girl?	INT-WH	RQ			
	C	Um she's laying eggs.					
119.	F	Ah.	+ OTH-M	A			
120.		So only girls lay eggs?	INT-OTH	VR			
	C	Yeah.					
121.	F	Oh.	OTH-M	A			
	C	And Amy.			PR	REP	27
122.	F	Amy yeah.	+ OTH-M	A			
	C	Um.					
123.	F	What's what's Amy doing?	INT-WH	TQ			
	C	Um um picking. picking apples from Maggie's tree.					
124.	F	Oh.	OTH-M	A			
125.		And who did you just put in then?	INT-WH	RQ	PR	TUT	28
	C	Um Morgan.					

283

126.	F	What's Morgan doing?	INT-WH	TQ			
	C	Looking out.					
127.	F	What's he looking out?	INT-WH	TQ			
	C	This is B2.					
128.	F	And what's Morgan looking out?	INT-WH	TQ			
	C	Um that.					
129.	F	What's that called?	INT-WH	TQ			
	C	What is it?					
130.	F	It's called a telescope.	DEC	R			
131.		And who was this one?	INT-WH	RQ	PR	TUT	29
	C	Um Looloo.					
132.	F	What's Looloo doing?	INT-WH	TQ			
	C	Um not firing not firing apples.					
133.	F	What has she got then?	INT-WH	TQ			
	C	Um ball.					
134.	F	Oh.	OTH-M	A			
135.		So do you want to do the last puzzle?	INT-Y/N	RQ	PR	REP	30
136.		What's that a puzzle of?	INT-WH	TQ			
	C	Um a car.					
137.	F	Ah. +	OTH-M	A			
	C	Tip it out.			PR	CONT	31
[~3 secs]							
138. [~16 secs]	F	Turn the pieces over.	IMP	CI			
	C	Have turned them over.					
139.	F [laughs] OK.		OTH-M	A			
140.		Now.	OTH-M		PR	CONT	32
141.		Let's do the car.	IMP	CI			
142.		How about the roof?	OTH-M-IN	CID			
	C	Where is the roof? This one?					

143.	F	Yeah.	OTH-M	R			
144.		Try that one.	IMP	CI			
145.		Let's grab one of those.	IMP	CI			
	C	Yeah.					

[~8 secs]

		Oh it's broken.			PR	CONT	33
		This is broken.					
146.	F	No it's not.	DEC	SD			
147.		Try it in there.	IMP	CI			
	C	You do it.					
148.	F	Well try it up here.	IMP	CI			
149.		What about there?	OTH-M-IN	CID			
	C	Yeah that's better.					
150.	F	That's the roof.	DEC	SD			
151.		Now how about some windows?	OTH-M-IN	CID	PR	CONT	34
	C	This one should be.					
152.	F	Yeah that's a window.	DEC	SD			
153.		Try a different one.	IMP	CI			
154.		That's the one. +	DEC	F			
155.		What about another one?	OTH-M-IN	CID			

[~4 secs]

156.		That's it.	DEC	F			
157.		And. what about the last one?	OTH-M-IN	CID			

[~4 secs]

158.		Mm.	OTH-M	A			
159.		Now what sha- what shall we try?	INT-WH	RQ	PR	REP	35

[~4 secs]

160.		Oh what have you got there?	INT-WH	RQ			
	C	Um a a wheel.					
161.	F	Mm.	OTH-M	A			
	C	Drive car.					

[~6 secs]

		Um 'nother one.					
		[[Have stopped it.]]					
	[to tape recorder]	[[Bye bye.]]					
	F	[[No leave it.]]					
		[[It's all right.]]					
162.		No you you keep doing it.	IMP	CI	PR	CONT	36
163.		You put the other wheel on.	IMP	CI			

[~8 secs]

164.		Mm.		OTH-M	SD			
165.		Very good.	+	OTH-M	F			
166.		Now what what else have we got?		INT-WH	RQ	PR	CONT	37
167.		What about something like this shape?		OTH-M-IN	CID			
168.		Can you find something that has that shape?		INT-Y/N	CID			
	C	What is it?						
169.	F	You look for one of these pieces that has has like a bend like that.		IMP	CI			
[~2 secs]								
170.		Mm that's good.	+	DEC	F			
[~5 secs]								
171.		Oh.	+	OTH-M	SD			
172.		Very good.	+	OTH-M	F			
173.		What about a little bit like that?		OTH-M-IN	CID	PR	CONT	38
174.		You find me a piece.		IMP	CI			
[~2 secs]								
	C	No no no.						
175.	F	No it doesn't matter.		DEC	SD			
[~4 secs]								
	C	Last one.						
176.	F	Go on.		OTH-M	CI			
177.		Put it on.		IMP	CI			
178.		That holds the back of the car.		DEC	SD			
179.		Aah.	+	OTH-M	F			
180.		Just move it here.		IMP	CI			
	C	I love Bananas. I watch Bananas. They go downstairs.				PR	REP	39
181.	F	Do they?		INT-Y/N	VR			
	C	Yes. And B2 and B1. They're big Bananas. They big people aren't they?						
182.	F	They are.		DEC	R			
[~3 secs]								
183.		What's that a part of?		INT-WH	TQ	PR	CONT	40
	C	Um of car.						
184.	F	Mm.		OTH-M	A			
185.		Let's try it try it in here.		IMP	CI			

286

186.		Where does it go?	INT-WH	RQ			
187.		That might be the door.	DEC	SD			
	C	Yeah 'tis.					
188.	F	Mm.	OTH-M	A			
	C	Yeah. It fits doesn't it?					
189. [~6 secs]	F	Mm.	OTH-M	R			
190.		What about this little piece here?	OTH-M-IN	CID	PR	CONT	41
	C	There. That round thing.					
191. [~3 secs]	F	Mm?	OTH-M-IN	RP			
192.		Like that?	OTH-M-IN	RQ			
193. [~2 secs]		There you go.	OTH-M	SD			
194. [~4 secs]		Looks like the front of the car.	DEC	SD			
195.		Put it in.	IMP	CI			
196.		Hang on.	OTH-M	CI			
197.		That must be the light at the front of the car.	DEC	SD			
198.		Only two more pieces now.	OTH-M	SD			
	C	Yes.					
[~2 secs]							
	F	<There>					
	C	Do it again.					

MOTHER AND BOOKS

U			GRAMM	II	LOC	FUNCTS	
	C	I going read book.			PR	REP	1
1.	M	Are you going to read the book are you?	INT-TAG	VR			
2. [~2 secs]		Right.	OTH-M	SD			
	C	Ooh nice.					
3.	M	What's that got on the front of it?	INT-WH	TQ			
	C	Um some people. That's shadow.					
4.	M	Is it a shadow?	INT-Y/N	VR			
	C	Yes.					
5.	M	Oh.	OTH-M	A			
6.		And what what what's that look like?	INT-WH	TQ	PR	REP	2
	C	My bed.					
7.	M	Your bed is it?	INT-Y/N	VR			
	C	Yes.					
8.	M	Who's this?	INT-WH	TQ			
	C	Um C.					
9.	M	That's C?	INT-OTH	VR			
10.		Oh.	OTH-M	SD			
11.		OK.	OTH-M	SD			
	C	That's C's mum and dad					
12.	M	Oh right.	OTH-M	A			
13.		Are you going to- do you want to read it?	INT-Y/N	RQ	PR	REP	3
	C	Um yes.					
14.	M	Do you want Mum to read you the book?	INT-Y/N	RQ			

	C	Um no.					
		[[No want to do testing.]]					
	M	[[No no we'll do it we'l! do that later C.]]					
		[[Put it down.]]					
		[[We're just having a look at the book]]					
		[[now.]]					
		[[We'll listen to it later.]]					
15.		Now.	OTH-M		PR	REP	4
16.		All right.	OTH-M				
17.		This is called *Moonlight*.	DEC	SD			
18.		And it's about a little girl.	DEC	SD			
	C	Called C.					
19.	M	Called C?	INT-OTH	VR			
	C	<u>Yes.</u>					
20.	M	<u>What's she what's</u> she doing in that picture?	INT-WH	TQ	PR	REP	5
[~1.5 secs]							
	C	Playing.					
21.	M	What with?	OTH-M-IN	TQ			
22.		Can you see?	INT-Y/N	RQ			
	C	Yes.					
23.	M	What is it?	INT-WH	TQ			
	C	[[Testing one two three.]]					
	M	[[Testing one two three.]]					
		[[Right.]]					
24.		There she is with her little doll.	DEC	SD	PR	REP	6
25.		And there there's- what's this a picture of?	INT-WH	TQ			
	C	Um um Mum and Dad.					
26.	M	And what are they doing?	INT-WH	TQ			
	C	Cutting up.					
27.	M	Mm.	OTH-M	A			
28.		Cutting up what?	OTH-M-IN	RQ			
	C	Fruit.					
29.	M	Mm.	OTH-M	A			

30.		I think they might be having their dinner.	DEC	SD	PR	REP	7
	C	No.					
31.	M	They're not having their dinner?	INT-OTH	QR			
	C	No.					
32.	M	What do you think they're doing?	INT-WH	RQ			
	C	Um cutting up lunch.					
33.	M	Cutting up their lunch.	OTH-M	A			
34.		Oh right.	OTH-M	SD			
35.		Must- looks nice.	DEC	SD			
36.		Lots of things to eat.	OTH-M	SD			
37.		And there's Dad.	DEC	SD			
38.		And he's got some dishes in his hand.	DEC	SD			
[~2 secs]		And um-			PR	REP	8
[~2 secs]							
	C	C					
39.	M	There's C.	DEC	A			
40.		What colour shirt's she got on?	INT-WH	TQ			
	C	Um blue.					
41.	M	Mm. +	OTH-M	A			
42.		And what do you think she's doing there?	INT-WH	TQ			
	C	Um. playing.					
43.	M	Playing again?	OTH-M-IN	VR			
44.		Oh.	OTH-M	A			
45.		There's some flowers. in a vase	DEC	SD	PR	REP	9
46.		and they look like they're in the kitchen.	DEC	SD			
47.		There's some there's some glasses and cups of drink	DEC	SD			
48.		and there's a big glass bowl. < And the light>	DEC	SD			
49.		And I think this book might be telling you a story about what's happening	DEC	SD	PR	REP	10
50.		but it hasn't got any words in it.	DEC	SD			
	C	It's got some words in it.					
51.	M	No you just have to make up the	DEC	CID			

		story.					
52.		So what do you think's happening?	INT-WH	TQ	PR	REP	11
	C	Um. Oh no. She's tipping it out.					
53.	M	She's tipping it out yeah. +	DEC	A			
54.		That looks like a bowl and um.	DEC	SD			
	C	Oh no glass tipped. Glass broked.					
55.	M	It broke?	INT-OTH	VR			
56.		and you think that's a bit of broken glass?	INT-OTH	RQ			
	C	Yes.					
57.	M	I think it might just be a sort of scraps of food.	DEC	SD			
58.		It looks like a leaf. <inaudible>	DEC	SD			
59.		What did she make?	INT-WH	TQ			
60. [~2 secs]		Here.	OTH-M	AD			
	C	Um boat.					
61.	M	A boat. +	OTH-M	A			
62.		Yeah. +	OTH-M	SD			
63.		That's very clever of her isn't it?	INT-TAG	QR			
64.		And what do you think the Dad's doing back there?	INT-WH	TQ	PR	REP	12
65.		What does he look like he's doing?	INT-WH	QP			
	C	Um he's I don't know.					
66.	M	Don't you?	INT-Y/N	VR			
	C	There's Mummy					
67.	M	's a Mummy is it?	INT-TAG	VR			
	C	Yes.					
68. [~2.5 secs]	M	And what's the Mummy doing?	INT-WH	ᵣQ			
	C	Um. that Dad.					
69.	M	Yeah that's the Dad.	DEC	A			

70.		Well who's this then?	INT-WH	TQ			
71.		Isn't that the Dad too but he's just got his back to you?	INT-Y/N	QR			
72.		Whereas that's his front.	DEC	SD			
73.		That's his back.	DEC	SD			
74.		He's got- what's he got in his hand here?	INT-WH	TQ			
	C	Um that's that's Mum.					
75.	M	That's Mum is it?	INT-TAG	VR			
76.		Oh.	OTH-M	SD			
77.		Well I think she's got some dishes in her hand.	DEC	SD			
78.		We'll turn over the page.	DEC	CID			
	C	That's that's Mum.					
79.	M	Oh there's the Mum.	DEC	SD			
80.		She's doing wiping the dishes.	DEC	SD			
81.		And now-	OTH-M	SD			
	C	There's bathroom.			PR	TUT	13
82.	M	Yes.	OTH-M	A			
	C	And who's that?					
83.	M	Who's that?	INT-WH	VR			
84.		What is it?	INT-WH	TQ			
[~ 2 secs]							
85.		It looks like the bathroom.	DEC	SD			
86.		What does this look like?	INT-WH	TQ			
	C	Um toilet.					
87.	M	Mm.	OTH-M	A			
	C	The toilet.					
88.	M	The toilet yeah.	OTH-M	A			
	C	Basin.					
89.	M	A basin.	OTH-M	A			
90.		What do you see on the basin?	INT-WH	TQ			
	C	Um lots of things.					
91.	M	Like what?	OTH-M-IN	RQ			
92.		What's this?	INT-WH	TQ			
	C	Um toothpaste.					

93.	M	Toothbrush.	OTH-M	A			
	C	Toothbrush.					
94.	M	And it looks like she's got in the bath. I think. with her shower cap on.	DEC	SD	PR **	REP	14
95.		You don't have a shower cap though do you?	INT-TAG	QR			
	C	No.					
96.	M	You just let your hair get wet.	DEC	SD			
97.		And she's playing with what?	INT-WH	TQ	PR	REP	15
	C	Washing.					
98. [~2 secs]	M	She's washing yeah.	DEC	A			
	C	And she's not got her cap on.					
99.	M	No. +	OTH-M	A			
100.		And she got her hair wet.	DEC	SD			
101.		Then she's playing with the boat.	DEC	SD			
102. [~2.5 secs]		Then she's washing her face.	DEC	SD			
103.		We'll turn over	DEC	CID	PR **	REP	16
104.		and we'll see what's on the next page. Um.	DEC	SD			
105.		What happened?	INT-WH	TQ			
106.		Then the mum comes in.	DEC	SD			
107.		Oh look she's got. a towel on her head like I do with your hair sometimes.	DEC	SD			
	C	[laughs] Yeah she's bit cross.					
108.	M	Do I do that put a-?	INT-Y/N	TQ			
109.		Do you think she's a bit cross?	INT-Y/N	RQ			
110.		What's she saying?	INT-WH	RQ			
	C	Oh don't do it again.					
111.	M	[laughs] Don't do it again.	IMP	A			
112.		Does your Mum say that a lot?	INT-Y/N	RQ			
	C	Yes.					
	M	Oh.					

293

	C	Oh no!			PR	REP	17
113.	M	What happened there?	INT-WH	TQ			
	C	Um she trick her.					
114.	M	She tricked her?	INT-OTH	VR			
	C	Yes.					
115.	M	What's she tricking her with?	INT-WH	RQ			
	C	Um comb.					
116.	M	A comb?	OTH-M-IN	VR			
	C	Yes. She's bit cross at her <inaudible>.					
117.	M	I think perhaps she's just- Mum's combing her hair	DEC	SD			
118.		and it's pulling her hair a bit.	DEC	SD			
119.		That's why she's making a face.	DEC	SD			
120.		And what's happening here?	INT-WH	TQ	PR	REP	18
121.		Then she went and did something else.	DEC	SD			
122.		What's she doing in this bit?	INT-WH	TQ			
	C	Combing that.					
123.	M	Yes. +	OTH-M	A			
	C	Hmm.					
124.	M	What is that?	INT-WH	TQ			
	C	Um a doll.					
125.	M	A doll with her hair.	OTH-M	A			
126.		And I think she's got her teddy.	DEC	SD			
127.		That a teddy?	OTH-M-IN	TQ			
	C	Mm.					
128.	M	And what's she put over them?	INT-WH	TQ			
	C	Um a blanket.					
129. [~1.5 secs]	M	Mm.	OTH-M	A			

294

130.		And what's in this picture?	INT-WH	TQ	PR	TUT	19
	C	Um Dad there.					
131.	M	Dad.	OTH-M	A			
	C	He's <pointing at>					
132. [~2 secs]	M	Mm.	OTH-M	A			
	C	And a apple there.					
133.	M	Apple.	+ OTH-M	A			
134. [~3 secs]		Yeah.	+ OTH-M	SD			
135.		And what else?	OTH-M-IN	TQ			

[Door bell sounds]

	C	Who's that?			PR	REP	20
136.	M	Oh I think it might be Nana and Des.	DEC	R			
	C	<Inaudible>					
137.	M	And then there's um Dad reading a book.	DEC	SD	PR	REP	21
	C	There's book.					
138.	M	And what do you think it is?	INT-WH	RQ	PR	REP	22
139.		Do you think it's day time?	INT-Y/N	RQ			
	C	Um no.					
140.	M	Do you think it's night time?	INT-Y/N	RQ			
	C	Um no.					
[~2 secs]		There isn't a day time.					
141.	M	Oh.	OTH-M	A			
142. [~3 secs]		What what do you think it is?	INT-WH	RQ			
143.		It's night time.	DEC	SD			
	C	Yeah.					

144.	M	And. and what do you think happened here?	INT-WH	RQ	PR	REP	23
	C	Um. Oh no. She. she. put her head up.					
145.	M	Yeah.	OTH-M	A			
	C	She put her head up.					
146.	M	And what do you think it's in the night time.	DEC	SD			
147.		And then she went-	DEC	SD			
148. [~2 secs]		And what did she want?	INT-WH	TQ			
149. [~3 secs]		What's she doing here?	INT-WH	TQ			
150.		What's happening?	INT-WH	QP			
	C	Um she's drinking.					
151.	M	Mm.	OTH-M	A			
	C	Upstairs.					
152.	M	Upstairs is she?	INT-Y/N	VR			
	C	Yes.					
153.	M	And. and what's this one?	INT-WH	TQ	PR	REP	24
	C	C. C.					
154.	M	C.	OTH-M	A			
155.		And what's C doing there?	INT-WH	TQ			
	C	I'm C.					
156.	M	Yes.	OTH-M	A			
157. [~3 secs]		What are you doing here?	INT-WH	TQ			
158.		What are you doing?	INT-WH	QP			
	C	Um hugging.					
159.	M	Hugging.	OTH-M	A			
160.		Yeah.	OTH-M	SD			
161.		Perhaps she got a bit frightened	DEC	SD			
162.		and she came to have a hug from her mum.	DEC	SD			

| 163. | And then then she went back to bed again. | DEC | SD |
| 164. | And then I think she got frightened again. | DEC | SD |

MOTHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS
	C	\<I better pull it out\>			PR	REP 1
1. [~2.5 secs]	M	So you're doing that puzzle.	DEC	SD		
	C	And and this baby.				
2.	M	A baby?	OTH-M-IN	VR		
	C	Mm.				
		And what's this go? What's this go? What's this go?			PR	CONT 2
3.	M	Where does it go?	INT-WH	QR		
[~2 secs]	C	Where this go?				
4. 5. [~4 secs]	M	Let's see. There's all the shapes.	IMP DEC	CI IID/SD		
	C	That one?				
6.	M	Mm.	+ OTH-M	R		
	C	That one? And. And what's this go? What's this go?				
7.	M	Where where do you think?	INT-WH	QR		
[~2 secs]	C	That one goes there.				
8. 9.	M	Yes. That was good.	+ OTH-M + DEC	A F		
	C	And this go here. This go here.			PR	CONT 3
10. 11.	M	Good girl. You got to turn it round.	+ OTH-M DEC	F CID		
	C	I have turned this one.				

		What's this called?						
	M	\<Um\>						
	C	This goes here.						
12.	M	Mm.	+	OTH-M	F			
	C	What's this go?						
13.	M	What do you think you have to do?		INT-WH	RQ			
	C	There.						
14	M	Good girl.	+	OTH-M	F			
15.		Is it finished?		INT-Y/N	TQ			
	C	Yes.						
		Do Bananas one too.				PR	CONT	4
16.	M	No not Bananas one.		OTH-M	SD			
17.		We have to do this one first.		DEC	CID			
	C	OK.						
18.	M	You can do the Bananas one next.		DEC	SD			
	C	Do Bananas. I want Bananas.						
19.	M	You like the Bananas don't you?		INT-TAG	QR			
	C	There's Bananas on this.						
20.	M	Well that's that's the next one.		DEC	SD			
21.		Do do this one first.		IMP	CI			
22.		Shall I tip it out?		INT-Y/N	RQ			
	C	Yes. I want tip it out.						
23.	M	OK you tip it out.		IMP	CI			
24.		All right.		OTH-M	SD			
	C	I go.						
25.	M	Now turn all of them over so you can see what's on the pictures.		IMP	CI			
	C	I turn this over.						
26.	M	OK now you do it.		IMP	CI			

299

	C	That's teddy. And g'raffe.				PR	REP	5
27. [~2 secs]	M	Mm.	+	OTH-M	A			
	C	Here? Yeah.						
28.	M	What's what's that called?		INT-WH	TQ	PR	TUT	6
	C	Um bat.						
29.	M	A bat.		OTH-M	A			
	C	Yeah.						
30.	M	It's called a tennis racket.		DEC	SD			
	C	And a ball.						
31.	M	And a ball yeah.		OTH-M	A			
	C	Yeah. And doll.						
32. [~2 secs]	M	And a doll.		OTH-M	A			
	C	And a duck.						
33. [~3.5 secs]	M	And a duck.		OTH-M	A			
34. [~5 secs]		Yep.		OTH-M	F			
35.		What's that one?		INT-WH	TQ			
	C	Mm clown.						
[~3 secs]		That fits.						
36.	M	Mm.	+	OTH-M	A			
37.		That was good.	+	DEC	F			
	C	There yeah.						
38.	M	Yeah that one was an easy one.		DEC	SD			
39.		What's that called?		INT-WH	TQ			
	C	Um lion.						
40.	M	Yeah that's a lion.		DEC	A			

41.		But what's this one that you've just put in before?	INT-WH	TQ			
42.		What's that called?	INT-WH	QP			
	C	Um clown.					
43.	M	A clown yeah.	OTH-M	A			
44.		You know on Playschool when they say jack in the box?	INT-OTH	QR	PR **	REP	7
45.		[recites] Jack is hiding down in the box until someone opens the lid.	DEC	SD			
	C	Boo!					
46.	M	And then it goes boo jingle jingle jingle jingle like that.	DEC	SD			
47.		What's that?	INT-WH	TQ	PR	TUT	8
	C	Um a um a um a um what is it? Um.					
[~1.5 secs]							
		Um a train.					
48.	M	Yeah. +	OTH-M	A			
	C	And a motorbike.					
49.	M	Is that a motor-?	INT-Y/N	TQ			
50.		Yeah motorbike.	OTH-M	SD			
51.		Yeah tricycle.	OTH-M	SD			
	C	Do Bananas one.			PR	REP	9
52.	M	That's finished.	DEC	SD			
53.		You want to do the Bananas one?	INT-OTH	QR			
	C	Yes.					
54.	M	OK.	OTH-M	A			
	C	And teddies!					
[~4 secs]							
		And, one there.					
55.	M	Where are the Bananas do you think?	INT-WH	TQ	PR	TUT	10
[~1.5 secs]							
56.		Where's this picture?	INT-WH	TQ			
	C	Um Bananas!					
57.	M	Yeah.	OTH-M	A			
58.		But where are they?	INT-WH	TQ			

301

59.		Where does this look like?		INT-WH	QP		
	C	Um beach.					
60.	M	Mm.	+	OTH-M	A		
	C	And Bananas there. Bananas. And it's sunny day. And <inaudible>					

61. [~3 secs]	M	<u>That says- what</u> does that say?	INT-WH	TQ	PR	TUT	11
62. [~2 secs]		What's what's that word say C?	INT-WH	QP			
63.		That says that says Bananas in Pyjamas.	DEC	SD			
64. [~2 secs]		All along the top.	OTH-M				

	C	That's B2.			PR	REP	12

65.	M	Mm.	+	OTH-M	A	
66.		That's right.	+	DEC	SD	
	C	And B1.				
67. [~4 secs]	M	Yes.	+	OTH-M	A	

	C	And what's this? And what's this?			PR	TUT	13

68. [~4 secs]	M	That's a part of the umbrella.	DEC	SD	
69.		See it makes a whole umbrella.	DEC	SD	
70.		It's good isn't it?	INT-TAG	QR	
	C	What's this?			
71. [~1.5 secs]	M	Yeah.	OTH-M	F	
72.		What colours are in the umbrella?	INT-WH	TQ	
	C	Um blue and yellow.			
73.	M	And?	OTH-M-IN	TQ	
	C	And it fit there. And it fits there. Yeah.			

74.	M	Is that Amy is it?		INT-TAG	RQ	PR	REP	14
	C	Yes. And Looloo. And Looloo.						
75.	M	Looloo.		OTH-M	A			
	C	And Morgan.						
76.	M	Who's Morgan?		INT-WH	TQ			
	C	Um little teddy.						
77.	M	Yep.	+	OTH-M	A			
78.		You need a tissue?		OTH-M-IN	RQ	PR	REP	15
	C	No.						
79.	M	I think you do.		DEC	A			
80.		I'll just I'll just get I'll just get a tissue.		DEC	SD			
	C	No.						
81.	M	Just a minute.		OTH-M	SD			
	C	A helicopter a helicopter.				PR	REP	16
82.	M	A helicopter.		OTH-M	A			
83.		Are you doing the next one now?		INT-Y/N	RQ			
	C	Yeah.						
84.	M	Now just blow your nose for me.		IMP	CI	PR	CONT	17
85.		Blow.		IMP	CI			
[C blows nose]								
86.		Good girl.	+	OTH-M	F			
87.		And another one.		OTH-M	CI			
[C blows nose again]								
88.		Big blow.		OTH-M	CI			
[C blows]								
89.		That's a good girl.	+	DEC	F			
90.		Right.		OTH-M				
[~3 secs]								
91.		Helicopter.		OTH-M	SD	PR	REP	18
[~2 secs]								
92.		Hey I think we'd better muddle these all up 'cause otherwise it's too easy.		DEC	SD			
93.		There.		OTH-M	SD			
	C	There.						

94.	M	That's a bit hard.	DEC	SD			
	C	Nothing on there.					
95.	M	Let's have a look at that bit.	IMP	CI			
	C	Nothing on there.					
96.	M	Oh that's just 'cause it's a clear- it's a wood colour. I don't know about the \<inaudible\>	DEC	SD			

[~3 secs]

	C	Gimme a new book.			PR	REP	19
97.	M	Pardon?	OTH-M-IN	RP			
98.		A new book?	OTH-M-IN	RP			
	C	Yes. Read me a new book.					
99.	M	A new what- you want one of the new books?	INT-OTH	RQ			
	C	Mm.					

[~1.5 secs]

		What's this go?					
100.	M	Did you like the books we read today?	INT-Y/N	RQ			

[~2 secs]

	C	What's this?			PR	REP	20
101.	M	That's um. I think it's part of the. the cockpit of the helicopter.	DEC	R			
102.		That goes in the front 'cause that's where the the people sit where they're in when they're in a helicopter.	DEC	SD			
103.		I think it goes round like that.	DEC	SD			
104.		That's a bit hard to do that.	DEC	SD			

[~4 secs]

	C	There. What's this?			PR	CONT	21
105.	M	Um we might leave it 'til the very end 'cause we're not sure where it goes.	DEC	R			
106.		Do the bigger bits first.	IMP	CI			
	C	Does this go there?					

107.	M	Yeah.	+	OTH-M	R			
108.		That's right.	+	DEC	F			

[~2.5 secs]

	C	And what's that go there?				PR	REP	22
109.	M	Mm.	+	OTH-M	R			

	C	The square. No. The square and the square.						

110.	M	Mm.		OTH-M	A			
111.		That's called a rectangle.		DEC	SD			
112.		Like sort of a square.		OTH-M	SD			
113.		Oh I think it goes this way.		DEC	SD			
114.		Upside down.		OTH-M	SD			
115.		Here we are.		OTH-M	SD			

[~2 secs]

	C	Do't again.				PR	CONT	23
116.	M	Have you finished?		INT-WH	RQ			

	C	Mm. Do't again.						

117.	M	See it fits in there.		DEC	SD			
118.		That was good.	+	DEC	F			

	C	Do't again.						
119.	M	Do you want to do it again?		INT-Y/N	RQ			

	C	Yeah.						
120.	M	Well are you going to tip it out?		INT-Y/N	RQ			

	C	Yeah. Do this one first.						

121.	M	Which what?		OTH-M-IN	RQ			
122.		You want to do the one at the very beginning again?		INT-OTH	RQ			

	C	Turn them over.						

123.	M	So which which one's this called?		INT-WH	TQ	PR	REP	24

	C	Um teddy bear.						
124.	M	This is puzzle two.		DEC	SD			

305

[~2.5 secs]

	C	This is going to work in minute.					
125.	M	This is going to work in a minute.	DEC	A			
	C	Peek a boo. Peek a boo.					

[~2 secs]

		There.					

[~6 secs]

126.	M	Oh that's a bit of a hard one.	DEC	SD	PR	REP	25
	C	This is not a hard one.					
127.	M	No.	OTH-M	A			
128.		Not a hard one.	OTH-M	SD			

[~10 secs]

	C	That's lying down.					

FAMILY MEAL

U			GRAMM	II	LOC	FUNCT S	
	C	[[I go push it again.]]					
	F	[[There you go.]]					
	M	[[Right.]] [[So this is our meal.]] [[<inaudible>]]					
1. [~2 secs]	F	**You going to have some meat C?**	**OTH-M-IN**	**RQ**	**PR**	**REP**	**1**
	M	[[H I'll just leave that meat just sitting there]] [[and I'll do it later.]]					
	F	[[Yep.]]					
	M	[[Now C2 might like a pea.]]					
[~3 secs]							
1.		Now do you know what they're called C?	INT-Y/N	RQ	PR	TUT	2
2.		What's this?	INT-WH	TQ			
[~3 secs]							
3.		What's these called?	INT-WH	QP			
[~2 secs]							
4.		They're a bit crunchy aren't they?	INT-TAG	QR			
[~3 secs]							
2.	F	**What are they called C?**	**INT-WH**	**TQ**			
5.	M	Do you know what they're called?	INT-Y/N	RQ			
	C	Baked beans.					
6.	M	No they're not baked beans.	DEC	A			
7.		They're called snow peas.	DEC	SD			
[~2 secs]							
8.		Can you say snow peas?	INT-Y/N	CID			
	C	I can't.					
9.	M	Snow peas.	OTH-M	SD			
10.		They're little peas.	DEC	SD			
11.		Do you like them?	INT-Y/N	RQ			
12.		Mm we don't have them very often.	DEC	SD			

3.	F	And what's this?	INT-WH	TQ	PR	TUT	3
	C	Um rice.					
4.	F	Rice.	+ OTH-M	A			
		It's yellow rice isn't it?	INT-TAG	QR			
[~3 secs]							
13.	M	Mm.	OTH-M	SD	PR	REP	4
14.		C2 likes it.	DEC	SD			
[~7 secs]							
	C2 [vocalises]						
	M	[[Mm.]]					
[~2 secs]							
15.		That tastes very nice.	DEC	SD			
[~8 secs]							
6.	F	You eat some rice C.	IMP	CI	PR	CONT	5
7.		You try that.	IMP	CI			
[~5 secs]							
	M	[[Mm.]]					
	F	[[C2 might be struggling.]]					
	M	[[Am I?]]					
	F	[To bite through that.]]					
	M	[[<inaudible>]]					
[~4 secs]							
	M [to C2]	[[Ooh um what's in there?]]					
		[[C2's got little peas in it.]]					
16.		Look.	IMP	CI/AD	PR	REP	6
17.		I'll show you something C.	DEC	SD			
18.		Mum'll open up this one.	DEC	SD			
7.	F	She's got one there.	DEC	SD			
19.	M	Mm.	OTH-M	A			
20.		Look.	IMP	CI/AD			
21.		You get it.	DEC	SD			
22.		And you can- if you bite the end off then you can open it up	DEC	SD			
23.		and there's the little peas in the pod.	DEC	SD			
24.		Like peas in a pod.	OTH-M	SD			
[~8 secs]							
25.		She's already had some meat	DEC	SD	PR	REP	7
26.		and. um what else what else did you eat before C?	INT-WH	RQ			

27.		Oh a piece of ham. and some beef and-	OTH-M	SD		
	C	I finished this one.				
28.	M	What else did you have?	INT-WH	RQ		

9.	F	**No eat that too.**	**IMP**	**CI**	**PR**	**CONT 8**
	M	Mm.				
29.		That's nice and crunchy.	DEC	SD		
30.		You just eat it all like this C.	DEC	SD		
31.		Mm does that taste nice? <inaudible>	INT-Y/N	RQ		

	F	[[Any more of that left?]]				
	M	[[Yes.]] [[<inaudible>]] [[There's rice too.]] [[But we'll save a bit because they they]] [[might like some tomorrow night.]]				

[~6 secs]

32.		Can you say risotto C?	INT-Y/N	CID	PR	TUT 9
	C	'sotto.				
33.	M	That's risotto.	DEC	SD		
34.		That's like yellow rice.	DEC	SD		

[~2 secs]

	C	That's not 'stotto.				
35.	M	No that's that's snow pea.	DEC	A		

[~2 secs]

36.		But the yellow bit's risotto.	DEC	SD		

[~10 secs]

	F	[[You made a mess C2.]]				
	M	[[Oh dear.]]				

[~4 secs]

10.	F	**Have you had some rice?**	**INT-Y/N**	**CID**	**PR**	**CONT 10**
11.		**C.**	**OTH-M**	**CI/AD**		
12.		**Have you tried some rice?**	**INT-Y/N**	**CID**		
	C	No.				
13.	F	**It's nice.**	**DEC**	**IID/SD**		
14.		**It's got onion in it.**	**DEC**	**IID/SD**		
	M	[[She's too busy fiddling with the peas to]] [[say anything.]]				

[~10 secs]

		C	I opening it up.					
37.	M		Would you like a drink of water?	INT-Y/N	RQ	PR	REP	11
	C		I want drink cordial.					
38.	M		No Mum might- I might make myself a water	DEC	A			
39.			and you can have water too.	DEC	SD			
[~15 secs]								
	C		You got water?					
15.	F		Mm.	OTH-M	R			
[~2 secs]								
16.			And you're going to have some.	DEC	SD			
17.			Do you want some of this?	INT-Y/N	RQ	PR	CONT	12
18.			Want some of this meat?	OTH-M-IN	QP			
	C		No.					
19.	F		Want to try some?	OTH-M-IN	RQ			
	C		No.					
20.	F		Just a little bit?	OTH-M-IN	RQ			
	C		No.					
40.	M		There you are. <inaudible>	DEC	SD	PR	REP	13
41.			Do you want more snow peas?	INT-Y/N	RQ			
	C		Yes.					
[~2 secs]								
42.	M		You do?	INT-OTH	VR			
43.			You can have these.	DEC	SD			
44.			There's two more.	DEC	SD			
45.			And I'll have that one.	DEC	SD			
[~2 secs]								
			[[Mm.]]					
			[[They're quite nice.]]					
[~1.5 secs]								
			[[They almost taste a bit minty.]]					
	F		[[Do you think so?]]					
	M		[[Well that one did.]]					
	F		[[Probably left over from the last time]]					
			[[the peas were cooked.]]					
	M		[[No it's not.]]					

[Tape turned over]

21.	F	What's that?	INT-WH	RQ	PR	REP	14
	C	Clay.					
22.	F	What's clay?	INT-WH	RQ			
	C	Cway.					
23. [~3.5 secs]	F	Clay?	OTH-M-IN	RQ			
	C	I not cway.					
46.	M	You're not crying?	INT-OTH	VR			
	C	No. I not crying. I <inaudible>					
24.	F	Mm.	OTH-M	A			
47.	M	Is that what you meant C you're not cry?	INT-Y/N	RQ			
[~4 secs] 48.		Well what do you mean you didn't cry?	INT-WH	RQ			
[~6 secs] 49.		Don't understand.	DEC	SD			
[~2 secs]							
		Mm.			P	CONT	15
50.		Tell Dad. tell Dad what did you do. what you did today.	IMP	CI			
51.		Where did who did we go and see?	INT-WH	TQ			
	C	B.					
52.	M	No we didn't see B.	DEC	A			
53.		No.	OTH-M	A			
25.	F	Did you go and see-	INT-Y/N	RQ			
54.	M	We went to see L	DEC	SD			
55.		and L's got a little girl called called?	INT-WH	TQ			
[~3 secs]							
	C2 [vocalises]						
26. [~2 secs]	F	What's her girl called?	INT-WH	RQ			
56.	M	Who did you play with?	INT-WH	TQ			
57.		And she had her hair in bunches.	DEC	SD			

311

27.	F	**What was her name C?**	**INT-WH**	**RQ**			
	C	What's her name?					
58.	M	G.	OTH-M	R			
	C	G.					
28.	F	**Oh.**	**OTH-M**	**A**			
59.	M	G.	OTH-M	SD			
29.	F	**How old's G?**	**INT-WH**	**RQ**	**PR**	**REP**	**16**
60.	M	Um. three and a half.	OTH-M	R			
61.		Um. she's ten months older than C.	DEC	SD			
62.		And um. and L looks after a little girl called G2	DEC	SD			
	C	G2					
63.	M	G2	OTH-M	A			
		and she's um.					
		[[oh. [to C2]]]					
64.		and she's um two.	DEC	SD			
65.		She's just turned two.	DEC	SD			
		So they're -					
	C	I'm two three					
	M	a bit of a-					
	C	I'm two.					
66.	M	Two.	OTH-M	A			
67.		Yeah two	OTH-M	A			
68.		and you're nearly three.	DEC	SD			
	C	I nearly three.					
69.	M	You're three in three months.	DEC	SD			
70.		Or is it three months?	INT-Y/N	RQ			
71.		It's actually June July August.	DEC	SD			
72.		It's actually two months.	DEC	SD			
30.	F	In a couple of days.	OTH-M	SD			
		[[C.]]					
		[[C.]]					
	M	[[And did I tell you-]]					

F   [[C.]]
      [[Say say good bye to the tape.]]

   C [[Bye bye.]]

FAMILY 3

FATHER AND BOOKS

U			GRAMM	II	LOC	FUNCTS	
1.	F	OK.	OTH-M		PR	REP	1
2.		So now we're going to have some books.	DEC	SD			
	C	Yeah.					
		Dad.			PR	CONT	2
		Daddy.					
3.	F	Yes.	OTH-M	A			
	C	You squash my leg.					
4.	F	We're going to have this one first.	DEC	CID	PR	CONT	3
5.		Oo look at that.	IMP	CI/AD			
	C	Daddy I want this one.					
6.	F	No.	OTH-M	A			
7.		We'll read this one first Mate.	DEC	CID			
	C	Birdie.					
8.	F	We've got time for two books.	DEC	SD			
	C	This one's got a bird.					
9.	F	So. what can we see here?	INT-WH	TQ	PR	TUT	4
10.		Who's on the cover?	INT-WH	TQ			
	C	He. <he's in the bed>.					
11.	F	And who's that in the doorway?	INT-WH	TQ			
	C	That's the mummies and daddies.					
12.	F	That's right.	DEC	A			
13.		This is called *Moonligh*.	DEC	SD			
	C	Moonlight.					
14.	F	OK.	OTH-M		PR	REP	5
15.		I think this might be a little girl.	DEC	SD			
[~1.5 secs]							
16.		OK.	OTH-M		PR	REP	6
17.		There's no words.	DEC	SD			
18.		It's all pictures this time.	DEC	SD			

	C	Mm.					
19.	F	Now.	OTH-M		PR	REP	7
20.		Mummy and Daddy are sitting down to dinner.	DEC	SD			
21.		There's. the little girl sitting in her . chair.	DEC	SD			
22.		What's that there?	INT-WH	TQ			
	C	That's bread.					
23.	F	Is that bread?	INT-Y/N	RQ			
	C	Mm.					
24.	F	No that's a glass.	DEC	A			
25.		Now.	OTH-M		PR	REP	8
26.		What can we see in this picture?	INT-WH	TQ			
	C	Daddy look. That's a glass and that's bread.					
27.	F	Right.	OTH-M	A			
28.		They're having bread for dinner are they?	INT-TAG	QR			
	C	Mm.					
29.	F	What's happening now. in this picture here?	INT-WH	TQ	PR	REP	9
[~2 secs)]							
30.		See Daddy cleaning away all the food?	OTH-M-IN	RQ			
31.		See they've had dinner. And Daddy-	DEC	SD			
	C	Yeah I can see a bowl there and there.					
32.	F	The bowl's empty isn't it?	INT-TAG	QR			
	C	Mm.					
33.	F	So Daddy's cleaning up all the plates.	DEC	SD			
	C	It's not empty in there is it?					
34.	F	No.	OTH-M	R			
35.		So clearing away all the food.	OTH-M	SD			

315

36.		Now what's happening in this picture?	INT-WH	TQ	PR	REP	10

[~1.5 secs]

| | C | Hey there's a vase. | | | | | |
| 37. | F | A vase of flowers. | OTH-M | A | | | |

| | C | Look.
There's lines
And a line and a line and a line and a line. | | | | | |

38.	F	OK.	OTH-M	A			
39.		Now in this picture.	OTH-M	SD	PR	REP	11
40.		Daddy's doing the washing up.	DEC	SD			
41.		But the little girl- what happens?	INT-WH	TQ			
42.		She's getting ready to do something.	DEC	SD			
43.		Look.	IMP	CI/AD			
44.		She's got a bit of paper.	DEC	SD			
45.		She's got a straw.	DEC	SD			
46.		What's she doing here?	INT-WH	TQ			
47.		She's got a bowl.	DEC	SD			
48.		Maybe it's a bit of melon.	DEC	SD			
49.		Anyway she's going to put things in there.	DEC	SD			
50.		What's that?	INT-WH	TQ			

| | C | A flag. | | | | | |

51.	F	So there's a flag.	DEC	SD			
52.		Or it might be a sail.	DEC	SD			
53.		Let's see.	IMP	CI	PR	REP	12
54.		Is Daddy still washing up?	INT-Y/N	TQ			

| | C | Mm.
There lots of daddies in this picture. | | | | | |

55.	F	That's right.	+ DEC	A			
56.		Now look.	IMP	CI/AD	PR	REP	13
57.		She's walking off to. where?	INT-WH	TQ			
58.		Where's this?	INT-WH	QP			

| | C | In a bath tub. | | | | | |

| 59. | F | All the clothes are scattered on the floor aren't they? | INT-TAG | QR | | | |

| | C | Mm that's a bit naughty to put the clothes in the floor everywhere. | | | | | |

| 60. | F | They'll get wet mightn't they? | INT-Y/N | QR | | | |

61.		Now.	OTH-M		PR	REP	14
62.		Let's see what else happens. So-	IMP	CI/AD			
	C	There's a long paper-					
63.	F	I think there's someone. someone sitting in the bath isn't there?	INT-TAG	QR			
	C	With a shower cap.					
64.	F	That's right. +	DEC	A			
65.		Now.	OTH-M		PR	REP	15
66.		Look what's happening here.	IMP	CI/AD			
	C	The thing is sailing. Look.					
67.	F	That's right. +	DEC	A			
	C	That's a little boat with a paper sticking out.					
68.	F	This one?	OTH-M-IN	RQ			
	C	Um that's that's a little boat.					
69.	F	That's right. +	DEC	A			
70.		What else is floating in the bath?	INT-WH	TQ	PR	REP	16
	C	That's the same boat as that one.					
71.	F	What else is floating?	INT-WH	TQ			
72.		You don't know?	INT-OTH	RQ			
	C	That broke didn't it?					
73.	F	What's this one?	INT-WH	TQ			
74.		The?	OTH-M-IN	QP			
	C	That's a shower cap.					
75.	F	It's floating. isn't it?	INT-TAG	QR			
76.		What what- this one broke did it?	INT-TAG	VR			
77.		Yeah 'cause I can see the leaf there.	DEC	SD			
	C	No that's the <toy>.					
78.	F	Oh that was over here wasn't it?	INT-TAG	QR			
	C	Mm.					

317

61.		Now.	OTH-M		PR	REP	14
62.		Let's see what else happens.	IMP	CI/AD			
		So-					
	C	There's a long paper-					
63.	F	I think there's someone. someone sitting in the bath isn't there?	INT-TAG	QR			
	C	With a shower cap.					
64.	F	That's right. +	DEC	A			
65.		Now.	OTH-M		PR	REP	15
66.		Look what's happening here.	IMP	CI/AD			
	C	The thing is sailing. Look.					
67.	F	That's right. +	DEC	A			
	C	That's a little boat with a paper sticking out.					
68.	F	This one?	OTH-M-IN	RQ			
	C	Um that's that's a little boat.					
69.	F	That's right. +	DEC	A			
70.		What else is floating in the bath?	INT-WH	TQ	PR	REP	16
	C	That's the same boat as that one.					
71.	F	What else is floating?	INT-WH	TQ			
72.		You don't know?	INT-OTH	RQ			
	C	That broke didn't it?					
73.	F	What's this one?	INT-WH	TQ			
74.		The?	OTH-M-IN	QP			
	C	That's a shower cap.					
75.	F	It's floating. isn't it?	INT-TAG	QR			
76.		What what- this one broke did it?	INT-TAG	VR			
77.		Yeah 'cause I can see the leaf there.	DEC	SD			
	C	No that's the <toy>.					
78.	F	Oh that was over here wasn't it?	INT-TAG	QR			
	C	Mm.					

79.	F	That was floating there.		DEC	SD		
	C	And look. It's a long \<string\>.					
80.	F	That's right.	+	DEC	A		
81.		What's happening now?		INT-WH	TQ	PR	REP	17
	C	She's getting dry.					
82.	F	That's right.	+	DEC	A		
83.		Drier.		OTH-M	SD		
84.		And what's happening here?		INT-WH	TQ	PR	REP	18
	C	Combing drier.					
85.	F	Combing her hair.		OTH-M	A		
86.		Oo and now it's time to?		INT-WH	TQ	PR	REP	19
	C	(laughs) Bath the dollies. \<Inaudible\>					
87.	F	That's a teddy.		DEC	SD		
88.		Look I think Daddy's saying something here.		DEC	SD	PR	REP	20
89.		Daddy's saying. that it's time to put all the toys away.		DEC	SD		
90.		Because look at the mess.		IMP	AD/CI		
91.		All these toys all over the floor.		OTH-M	SD		
	C	There was the um doll sleeping near teddy.					
92.	F	That's right.	+	DEC	A		
93.		They're sleeping next to the drawers.		DEC	SD		
94.		Look.		IMP	CI/AD	PR	REP	21
95.		What's happening here?		INT-WH	TQ		
	C	They're reading a book.					
96.	F	That's right.	+	DEC	A		
97.		They're reading a book.	+	DEC	A		
98.		And she's in her bed.		DEC	SD		
99.		What's this picture of?		INT-WH	TQ	PR	REP	22
	C	That's her Daddy turning off the light.					
100.	F	Right.		OTH-M	A		
101.		So Daddy's saying good night		DEC	SD		
102.		and he's going out the door.		DEC	SD		

	C	And look.					
103.	F	And the little girl has to go to sleep.	DEC	SD			
	C	And look.					
[~1.5 secs]							

	F	Oo.			PR	REP	23
104.		And it's all dark.	DEC	SD	**		
105.		See it's all dark?	OTH-M-IN	AD			

	C	Mm.
		She's got off- she's got out of her cupboard didn't she?
		Now look she's peeping into them.

106.	F	So first of all she's sleeping.	DEC	SD
107.		Then she's got her eyes open.	DEC	SD
108.		Then she's. sitting up in the bed.	DEC	SD
109.		Where's she gone?	INT-WH	TQ
[~1.5 secs]				
110.		She's gone walking out her?	INT-WH	QP

	C	Door.

111.	F	Door to find Mummy.	OTH-M	A
112.		C does that sometimes doesn't he?	INT-TAG	QR

	C	Daddy I'm not getting up.
		But I walk out the door because I need to do wees.

113.	F	OK.	OTH-M	A			
114.		Now.	OTH-M		PR	REP	24
115.		What's happening here?	INT-WH	TQ			
116.		She's having a drink.	DEC	SD			
117.		I think Mummy's trying to say maybe you need to have a nice little drink and go back to bed.	DEC	SD			
118.		So she's having a drink.	DEC	SD			
119.		and a hug	OTH-M	SD			
120.		and getting back into bed.	OTH-M	SD			
121.		The lights are out	DEC	SD	PR	REP	25
122.		and it's all dark again.	DEC	SD			
123.		It's dark.	DEC	SD			
124.		She's got one eye out.	DEC	SD			
125.		She's looking around.	DEC	SD			
126.		Two eyes out	OTH-M	SD			
127.		and?	OTH-M-IN	TQ			

	C	Gone.

No.	Spk	Utterance		Code1	Code2			
128.	F	Gone again.	+	OTH-M	A			
	C	There.						
129.	F	She's run in to find Daddy this time.		DEC	SD			
130.		So Daddy gives her a hug.		DEC	SD	PR	REP	26
131.		turns the light off.		DEC	SD			
132.		and puts her back to bed.		DEC	SD			
133.		What's happened here?		INT-WH	TQ			
	C	Daddy's sleeping on- with the arm down.						
134.	F	Daddy's fallen asleep.		DEC	A			
135.		And the little girl's getting up again.		DEC	SD	PR	REP	27
	C	And putting her bedroom slippers on.						
136.	F	And now she's gone off to read?		INT-WH	TQ			
	C	A book with Mummy.						
137.	F	With Mummy.		OTH-M	A			
138.		That's right.	+	DEC	SD			
139.		They're sitting on the couch. reading books.		DEC	SD			
	C	Mm.						
140.	F	Now what's happened?		INT-WH	TQ	PR	REP	28
	C	Oh. The one page is in the book.						
141.	F	That's right.	+	DEC	A			
142.		The book is nice and colourful.		DEC	SD			
143.		But I think Mummy might have fallen asleep as well.		DEC	SD			
144.		But the little girl is still reading.		DEC	SD			
145.		Now.		OTH-M		PR	REP	29
146.		Daddy wakes up.		DEC	SD			
147.		And Mummy wakes up.		DEC	SD			
148.		And the little girl's gone to sleep.		DEC	SD			
149.		[whispered] They carry the little girl back into bed.		DEC	SD			
150.		Tucking round the covers.		OTH-M	SD			
151.		Turning off the light		OTH-M	SD			
152.		and walking down the hallway.		OTH-M	SD			
153.		She's fast asleep.		DEC	SD			

	C	And look there's a picture.					
154.	F	There.	OTH-M	SD			
155.		Now everyone's happy.	DEC	SD			
	C	Now now two.			PR	REP	30
156.	F	You want the next book?	INT-OTH	RQ			
	C	Where the um let me-					
157.	F	This one?	OTH-M-IN	RQ			
158.		You have to have this one. [[*Zug the Bug.*]]	DEC	CID			
	C	Zug the bug.					
	F	[[*I'm Zug the bug give me a hug.*]]					
159.		Ug.	OTH-M	SD			
	C	He's got shoes on and a hat. Horns sticking out of the hat. Umbrella.					
160.	F	Put your feet down.	IMP	CI			
161.		OK. [[*Zug the bug.*]]	OTH-M		PR	REP	31
	C	Zug the bug.					
162.	F	[[*Have you heard of Zug the*]] [[*bug*]] ?	INT-Y/N	RQ			
	C	No.					
	F	[[*I'm Zug the bug.*]] [[*That's Zug.*]] [[*What a big bug.*]]					
	C	That's two caterpillars.					
163.	F	Two little caterpillars that's + right.	DEC				
164.		And that says- what's that? INT-WH	TQ	PR	TUT	32	
	C	Bug.					
165.	F	Bug.	OTH-M	A			
166.		That's right. +	DEC	SD			

321

185.		And the little caterpillars are saying [[*What's down there?*]] on the end of the string.	DEC	SD	PR	REP	37
[~2 secs]							
186.	F	[[*Out of the water popped a big fat*]] ?	INT-WH	TQ			
	C	Caterpillar.					
187.	F	No he's a big fat slug.	DEC	A			
188.		Look [[*It's a slug! Look at that!*]]	IMP	CI/AD			
189.		[[*Isn't it fat?*]] say the caterpillars.	DEC	SD			

FATHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS	
1.	F	Let's see what puzzles we have to do.	IMP	CI	PR	REP	1
	C	I got this out.					
2.	F	It says to do Puzzle 2. then Puzzle 4.	DEC	SD			
3.		Can you see which one's Puzzle 2?	INT-Y/N	CID			
[~1.5 secs]							
4.		What number's this one say?	INT-WH	TQ			
	C	Ummm.					
5.	F	That's Puzzle 2.	DEC	SD			
	C	Can I do-			PR	TUT	2
6.	F	What are the puzzles?	INT-WH	TQ			
7.		What's in the puzzle?	INT-WH	QP			
	C	Um.					
[~1.5 secs]							
8.	F	What is that animal?	INT-WH	TQ			
	C	Um.					
[~1.5 secs]							
9.	F	It's a?	INT-WH	TQ			
	C	Bear.					
10.	F	OK.	OTH-M		PR	CONT	3
11.		Take 'em all out.	IMP	CI			
12.		And we'll mix them up.	DEC	CID			
	C	Hey that he got honey. He's got a present. He's got a. um a drink bottle. Mm he's got a jar. He's got nothing.			PR	REP	4
13.	F	I think you'll find they're all the same.	DEC	SD			
14.		I think you'll find that the bear is basically doing something.	DEC	SD			

15. [~2 secs]		Let's mix them up.	IMP	CI	PR	CONT	5
16.		OK.	OTH-M				
17.		Now can you put them in?	INT-Y/N	CID			
	C	Mm. Quite easy.					

18.	F	That's the first bear.	DEC	SD	PR	REP	6
	C	Mm.					
19. [~1.5 secs]	F	Which is the next one?	INT-WH	TQ			
20.		That's the next one.	DEC	SD			
21.		What's he got in his hands?	INT-WH	TQ			
	C	Um jar.					
22.	F	It's the honeypot.	DEC	A			
	C	No. He's got the honeypot. <Inaudible>					

23.	F	Well next one then.	OTH-M	CI	PR	REP	7
24. [~2 secs]		What's happening in the next one?	INT-WH	TQ			
	C	Oo.					
25. [~1.5 secs]	F	Didn't fit did it?	INT-TAG	QR			
	C	Ah.					
26.	F	That's the third one.	DEC	SD			
	C	Oh. I have to get off my chair and get the pluzzle bit. Got it. Ah. This one's standing up isn't it?			PR	REP	8
27. [~1.5 secs]	F	No I think he's laying down.	DEC	SD			
28. [~2 secs]		And that's the last one.	DEC	SD	PR	REP	9
29. [~1.5 secs]		That's the second last one.	DEC	SD			
30.		And that's the last one.	DEC	SD			

	C	That's all there is.					
31.	F	Now if you look across here though.	DEC	SD	PR	REP	10
	C	Mm.					
32.	F	What happens?	INT-WH	TQ			
33.		First of all there's a bear.	DEC	SD			
34.		Then?	OTN-M-IN	TQ			
[~1.5 secs]							
	C	Another bear.					
35.	F	But what's the bear doing?	INT-WH	TQ	PR	TUT	11
	C	He's.					
36.	F	He's putting his?	INT-WH	TQ			
[~1.5 secs]							
37.		What's he doing?	INT-WH	QP			
	C	Putting the honey in.					
38.	F	He's seen the honey.	DEC	SD			
39.		Next he's saying. "I'll eat that honey".	DEC	SD			
40.		And what's this?	INT-WH	TQ	PR	TUT	12
	C	Mm. bear.					
41.	F	Still the bear.	OTH-M	SD			
42.		What's the bear doing?	INT-WH	TQ			
	C	Mm he's. eating all the honey up.					
43.	F	That's right. +	DEC	A			
44.		And then. because he's. got so full he must have?	INT-WH	TQ	PR	TUT	13
	C	A sleep.					
45.	F	No.	OTH-M	A			
46.		He didn't fall asleep.	DEC	SD			
47.		He's rolled over.	DEC	SD			
48.		Honey's going everywhere.	DEC	SD			
49.		And then. he's smiling there.	DEC	SD			
50.		Why do you think he's smiling?	INT-WH	RQ			
	C	Because he's happy.					
51.	F	That's right. +	DEC	A			
52.		But do you think he might have	INT-Y/N	RQ			

had enough honey?

| | C | I don't know. | | | | | |

| 53. | F | Shall we do it again? | INT-Y/N | RQ | PR | REP | 14 |

| | C | No. | | | | | |
[~1.5 secs]

54.	F	You mean yes.	DEC	SD			
55.		Look at you.	OTH-M	SD			
56.		You're doing them all over again.	DEC	SD			
[~1.5 secs]

| 57. | | OK. | OTH-M | | PR | CONT | 15 |
| 58. | | Mix- Daddy mix them up. | DEC | SD | | | |

| | C | Now. | | | | | |

| 59. | F | Let's see how fast we can do them. | IMP | CI | | | |
[~1.5 secs]
| 60. | | Last one. | OTH-M | SD | | | |
[~1.5 secs]
| 61. | | That's there. | DEC | SD | | | |

| | C | I found <inaudible> | | | | | |

| 62. | F | There's the bear standing up. | DEC | SD | | | |
[~2 secs]
| 63. | | That's bear front on. | DEC | SD | | | |
[~1.5 secs]
| 64. | | That's bear tipping the honeypot. | DEC | SD | | | |
[~3 secs)]
| 65. | | Can you try and put them all in? | INT-Y/N | CID | | | |
[~2 secs]
| 66. | | I think he might be rolling around. | DEC | IID/SD | | | |
[~3 secs]
| 67. | | That's right. + | DEC | F | | | |
[~3 secs]
| 68. | | That's that one. | DEC | SD | | | |
| 69. | | Oo and there's one more to go. | DEC | SD | | | |
[~1.5 secs]
| 70. | | That's right. + | DEC | F | | | |

| | C | Dad I'm doing this one then. | | | PR | REP | 16 |

| 71. | F | Do you want another one? | INT-Y/N | RQ | | | |

| | C | Mm. | | | | | |

| 72. | F | Number two puzzle. | OTH-M | SD | | | |
| 73. | | It says number two puzzle. | DEC | SD | | | |

| | C | This one. | | | | | |

327

74.	F	Then number, four puzzle.		OTH-M	SD			
75.		Oo look at this.		IMP	CI/AD	PR	TUT	17

| | C | Dad this one's quite a hard one to do. | | | | | | |

| 76. | F | What's in there? | | INT-WH | TQ | | | |
| 77. | | Look at some of the things in there. | | IMP | CI/AD | | | |

	C	Ah that's a bicycle						
		and that's a teddy						
		and that's a boat						
		and that's ah. a dog.						
		There's a tennis racket that you gave						
		me.						

| 78. | F | That's right. | + | DEC | A | | | |

	C	But not a train.						
		The train and the lion.						
[~2 secs]								
		Duck.						
		It's the winder duck isn't it?						

| 79. | F | That's right. | | DEC | R | | | |
| 80. | | You can see the wind-up. | | DEC | SD | | | |

| | C | That's a girl. | | | | | | |

| 81. | F | This one? | | OTH-M-IN | TQ | | | |

	C	The clown.						
		You wind the thing round and round						
		and then let it um um <inaudible>						
		is he?						

82.	F	I haven't seen one of them.		DEC	R			
83.		OK.		OTH-M		PR	REP	18
84.		Shall we take them out?		INT-Y/N	RQ			

| | C | That's the tortoise's wheel. | | | | | | |
| [~1.5 secs] | | | | | | | | |

| 85. | F | A tortoise? | | OTH-M-IN | VR | | | |
| 86. | | That's not a tortoise. | | DEC | SD | | | |

| | C | Yeah. | | | | | | |

| 87. | F | It's a pram. | | DEC | SD | | | |

| | C | Pam. | | | | | | |

| 88. | F | A pram. | | OTH-M | SD | | | |

	C	With a face.				
[~2 secs]						
		Dad.			PR	REP	19
89.	F	Yes.	OTH-M	A		
	C	This time I'll put them back in again I'll count.				
90.	F	OK.	OTH-M	A		
[~1.5 secs]						
91.		It looks pretty hard.	DEC	SD		
92.		Do you think you'll be able to do it?	INT-Y/N	RQ		
	C	Yes.				
93.	F	Let's mix them up a bit.	IMP	CI		
94.		There.	OTH-M	SD		
	C	Um.			PR	TUT	20
95.	F	What's that one?	INT-WH	TQ		
	C	Giraffe one.				
96.	F	He has a very long neck doesn't he?	INT-TAG	QR		
	C	Two.			PR	REP	21
[~1.5 secs]						
		Three.				
[~1.5 secs]						
		This is a four.				
97.	F	That's the fourth one.	DEC	SD		
98.		But where does the fourth one go?	INT-WH	TQ		
	C	Ah. This is quite a hard one. I don't know what to do.				
99.	F	I think that's some balls.	DEC	SD		
[~1.5 secs]						
100.		That's the windy duck.	DEC	SD		
[~2.5 secs]						
	C	That's 1-2-3-4-5.			PR	REP	22
101.	F	And. what was that one?	INT-WH	TQ		
	C	6. 6.				

102.	F	What's that?		INT-WH	TQ			
	C	1-2-3-4-5-6.						
103.	F	OK.		OTH-M	A			
	C	5. Um 1-2-3-4-5-6-7 in.						
104.	F	Seven bits in.	+	OTH-M	SD			
105.		You're getting there.	+	DEC	SD			
	C	8. That eight?						
106.	F	That's an eight.	+	DEC	R			
107.		That's right.	+	DEC	R			

[~1.5 secs]

108.		Where does that one go?		INT-WH	TQ	PR	CONT	23
109.		Looks like it's balls.		DEC	IID/SD			
110.		It's nice and round.		DEC	IID/SD			
	C	No you've got blue green green blue blue. Yellow yellow one yellow two yellow three yellow two reds.						
111.	F	That's right.	+	DEC	A			
112.		You put those in. on the board.		IMP	CI			
	C	It's hard. I don't want to do that one. Three. Three.						
113.	F	Where does the clown go?		INT-WH	TQ			
	C	I don't want to do that one.						

[~2 secs]

114.	F	You got two left.		DEC	SD			
115.		There.		OTH-M	SD			
116.		The balls are in.		DEC	SD			

[~1.5 secs]

117.		There.		OTH-M	SD			
118.		All done.		OTH-M	SD			
119.		So how many are there?		INT-WH	TQ	PR	REP	24

[~2 secs]

120.		How many were there?		INT-WH	QP			
	C	<It's not easy to tell>						

[~2 secs]

121.	F	You're quite good at these puzzles aren't you?	+ INT-TAG	QR	PR	REP	25
	C	I'm quite good at car pluzzles aren't I?					
122.	F	That's right.	+ DEC	R			
123.		There we are.	OTH-M	SD	PR	REP	26
	C	Um 1-2-3-4-5-6-7-8.-9-10-11-8.					
124.	F	Mm.	OTH-M	A			
	C	I just did a eight.					
125.	F	I think we lost. track of them didn't we?	INT-TAG	QR			
	C	Mm.					
126.	F	Shall we do the puzzle one more time?	INT-Y/N	RQ	PR	REP	27
	C	I just see it.					

[~2 secs]

127.	F	They're those tricky balls.	DEC	SD			
128.		They didn't want to go in did they?	INT-TAG	QR			
129.		Oh you want to do both together?	INT-OTH	RQ			
130.		Puzzle one and puzzle two?	OTH-M-IN	QP			

[~1.5 secs]

[spoken for tape] [[He's going to try and do both together now.]]

[~5 secs]

131.	F	OK.	OTH-M		PR	REP	28
132.		Do you think you can do both together?	INT-Y/N	RQ			
	C	Mm. [yes] Ah.					

133.	F	Well. these are- what were they?	INT-WH	TQ	PR	REP	29
134.		They were all the bears	DEC	SD			
135.		and these were all the animals.	DEC	SD			
136.		OK.	OTH-M				
	C	But this isn't a animal or this <or this isn't animal>.					
137.	F	Which one's the animals?	INT-WH	TQ			
	C	This is the animals.					

MOTHER AND BOOKS

U			GRAMM	II	LOC	FUNCTS	
1. [C singing]	M	OK.	OTH-M		PR	CONT	1
2.		Well we have the *Sunshine* book first Cy.	DEC	SD			
	C	Hey. It's. got. green caterpillars.					
3.	M	It has.	DEC	A			
4.		But's that the next book.	DEC	SD			
5.		All right?	OTH-M-IN	QP			
6.		So let's look at this one first.	IMP	CI			
	C	Is that-			PR **	TUT	2
7.	M	It's called *Sunshine*.	DEC	SD			
	C	S.					
8.	M	Can you see the words?	INT-Y/N	RQ			
9.		Sun. shine.	OTH-M	SD			
	C	S.					
10.	M	Good boy. +	OTH-M	A			
11.		It is an S isn't it?	INT-TAG	QR			
12.		Like Daddy's name.	OTH-M	SD			
13. [~1.5 secs]		Let's turn the page.	IMP	CI			
14.		What's this?	INT-WH	TQ	PR	REP	3
15.		A little girl	OTH-M	SD			
16.		and it looks like her daddy.	DEC	SD			
17.		He's got some books.	DEC	SD			
18.		What's she nolding on to?	INT-WH	TQ			
	C	Mm ca. scarf.					
19.	M	That's right. +	DEC	A			
20.		Scarf.	OTH-M	A			
21.		Or some people call them mufflers.	DEC	SD			
22.		OK.	OTH-M		PR	CONT	4
23.		Oo no words C.	OTH-M	SD			
24.		You'll have to read it for me I think.	DEC	CID			
	C	No.					
25.	M	Look.	IMP	CI			

26.		Let's do it together.	IMP	CI			
27.		What's this little girl doing?	INT-WH	TQ	PR	REP	5
	C	She's sleeping.					
28.	M	She's sleeping.	DEC	A			
29.		She's starting to wake up I think.	DEC	SD			
30.		Look.	IMP	CI			
31.		She's turned over.	DEC	SD			
32.		And she's turned over again.	DEC	SD			
33.		Then she sat up.	DEC	SD			
34.		And what's she doing here?	INT-WH	TQ			
	C	Yawning.					
35.	M	[Makes yawning sounds] Yes. +	OTH-M	A			
	C	And now she's reading a book.					
36.	M	She is reading a book. +	DEC	A			
	C	Now she's pulled- she's got out with her dolly and walking <inaudible>. Look she's-			PR	REP **	6
37.	M	Look she's peeking isn't she?	INT-TAG	QR			
	C	Look-					
38.	M	Whose room do you think she's peeking in?	INT-WH	TQ			
	C	I don't know.					
39.	M	That's like what you do isn't it?	INT-TAG	QR			
40.		When you peek in at Mummy and Daddy's room.	DEC	SD			
	C	Yeah I just check on you and see if you're awake and then I go into C2's room.					
41.	M	Yes. +	OTH-M	A			
42.		Yes.	OTH-M	A			
		[to C2 who has just entered] [[C2 it's Bananas in Pyjamas.]] [[You go and have a look.]]					
	C	Hey Mum.			PR	REP	7
	M	[[Have a watch for a minute]] [[and tell Mummy what's happening.]]					

333

	C	Mummy look.						
		There's a clock.						
43.	M	It is.	+	DEC	A			
44.		Can you see what the time says?		INT-Y/N	RQ			
	C	No.						
45.	M	The. little hand is on. I'd say the seven.		DEC	SD			
46.		And the big hand. is close to the half past.		DEC	SD			
47.		It is twenty past seven.		DEC	SD			
48.		So really the Mummy and Daddy should be awake don't you think?		INT-Y/N	QR			
	C	Mm.						
49.	M	Mm.		OTH-M	A			
50.		OK.		OTH-M				
51.		This little girl she reminds me of C2 C.		DEC	SD	PR **	REP	8
52.		She's climbed up onto the bed		DEC	SD			
53.		and Daddy's still asleep.		DEC	SD			
54.		She's put her dolly there.		DEC	SD			
55.		And she's climbed up and given Daddy a kiss.		DEC	SD			
56.		What a lovely way to wake up.		OTH-M	SD			
57.		Do you think that would be a nice way to wake up. to have someone kiss you?		INT-Y/N	RQ			
	C	Mm.						
58.	M	Mm?		OTH-M-IN	QP			
[~1.5 secs]								
59.		Right.		OTH-M				
60.		Shall we turn the page?		INT-Y/N	RQ			
61.		What's she doing here C?		INT-WH	TQ	PR **	REP	9
	C	She's in her dressing gown						
62.	M	She's helping Daddy put his dressing gown on.		DEC	A			
63.		And now Daddy's giving her a hug.		DEC	SD			
64.		Oh he's putting her dressing gown on.		DEC	SD			
65.		She's got a red one just like yours.		DEC	SD			
	C	But she's got a blue wrap-around.						
66.	M	That's right.	+	DEC	A			
67.		That's right.	+	DEC	A			

334

| 68. | | Yes. | OTH-M | A | | | |
| 69. | | Yours is all red isn't it? | INT-TAG | QR | | | |

| | C | Mm. And look there's blue and blue that one. | | | | | |

| 70. | M | Now C just look carefully in this picture. | IMP | CI | PR | REP | 10 |
| 71. | | Can you see behind Daddy's arm who's that sleeping still in the bed? | INT-WH | TQ | | | |

C [laughs]

| 72. | M | Looks like the Mummy's still asleep. | DEC | SD | | | |

| | C | Yeah. | | | | | |

73.	M	Right so. now Daddy's gone out.	DEC	SD	PR	REP	11
74.		Look.	IMP	CI/AD	**		
75.		The little girl's got the newspaper like you got for me this morning.	DEC	SD			
76.		And Daddy's got the cornflakes. in a bowl.	DEC	SD			
77.		And now the dolly's got a postcard.	DEC	SD			
78.		It must have been in the letterbox.	DEC	SD			

| | C | With the newspaper. | | | | | |

| 79. | M | That's right. + | DEC | A | | | |
| 80. | | Would you like to turn the page darling? | INT-Y/N | CID | PR | REP | 12 |

| | C | I'm going to turn the page. Turn the page. | | | | | |

81. [~1.5 secs]	M	This one.	OTH-M	CI			
82.		Now.	OTH-M				
83.		It looks like Daddy's putting some toast in the toaster.	DEC	SD			
84.		And. this little girl- what's she doing?	INT-WH	TQ			
85.		She's got her tongue sticking out.	DEC	SD			
86.		Do you think maybe she's really hungry?	INT-Y/N	RQ			
87.		What's she doing there?	INT-WH	TQ			
88.		She's pouring?	INT-WH	QP			

| | C | The milk. | | | | | |

89.	M	Into-You know what?	OTH-M-IN	AD			
90.		She's actually eating rice bubbles they look more like.	DEC	SD			
91.		Do you think?	INT-Y/N	RQ			

	C	Look Mum. Next time when we go to the shops can we buy some rice bubbles?			PR	CONT	13

92.	M	OK we can do that.	DEC	R			
93.		Maybe we can make chocolate crackles if you're good.	DEC	SD			
94		Does that sound good?	INT-Y/N	RQ			

	C	But Mummy if I don't have a sleep I'll only have to make chocolate crackles.					

95.	M	OK. [laughs]	OTH-M	A			
96.		Now look what's happening here C.	IMP	CI/AD	PR	REP	14
97.		Can you see?	INT-Y/N	RQ			
98.		It's nice and clear here.	DEC	SD			

	C	Mm.					

99.	M	And then something's starting.	DEC	SD
100.		There's some smoke coming.	DEC	SD
101.		And Daddy's reading the papers.	DEC	SD
102.		And the little girl's eating her. rice bubbles.	DEC	SD
103.		And it's getting more smokey.	DEC	SD
104.		And look.	IMP	CI
105.		She's still eating	DEC	SD
106.		and Daddy's still reading	DEC	SD
107.		and it's getting more smokey.	DEC	SD
108.		And it's getting really smokey	DEC	SD
109.		and look this little girl. what has she said?	INT-WH	TQ
110.		"Look Daddy. The-" what's happened?	INT-WH	TQ

	C	The toast.		

111.	M	Oh goodness look at the toast.	IMP	CI/AD
112.		It's burnt!	DEC	SD
113.		Black!	OTH-M	SD
114.		Yuck!	OTH-M	SD
115.		You can't eat that.	DEC	SD

	C	Mm.		

116.	M	Oh dear.	OTH-M	SD
[~1.5 secs]				

89.	M	Into-You know what?	OTH-M-IN	AD			
90.		She's actually eating rice bubbles they look more like.	DEC	SD			
91.		Do you think?	INT-Y/N	RQ			

	C	Look Mum. Next time when we go to the shops can we buy some rice bubbles?			PR	CONT	13

92.	M	OK we can do that.	DEC	R	
93.		Maybe we can make chocolate crackles if you're good.	DEC	SD	
94		Does that sound good?	INT-Y/N	RQ	

	C	But Mummy if I don't have a sleep I'll only have to make chocolate crackles.		

95.	M	OK. [laughs]	OTH-M	A			
96.		Now look what's happening here C.	IMP	CI/AD	PR	REP	14
97.		Can you see?	INT-Y/N	RQ			
98.		It's nice and clear here.	DEC	SD			

	C	Mm.		

99.	M	And then something's starting.	DEC	SD
100.		There's some smoke coming.	DEC	SD
101.		And Daddy's reading the papers.	DEC	SD
102.		And the little girl's eating her. rice bubbles.	DEC	SD
103.		And it's getting more smokey.	DEC	SD
104.		And look.	IMP	CI
105.		She's still eating	DEC	SD
106.		and Daddy's still reading	DEC	SD
107.		and it's getting more smokey.	DEC	SD
108.		And it's getting really smokey	DEC	SD
109.		and look this little girl. what has she said?	INT-WH	TQ
110.		"Look Daddy. The-" what's happened?	INT-WH	TQ

	C	The toast.		

111.	M	Oh goodness look at the toast.	IMP	CI/AD
112.		It's burnt!	DEC	SD
113.		Black!	OTH-M	SD
114.		Yuck!	OTH-M	SD
115.		You can't eat that.	DEC	SD

	C	Mm.		

116.	M	Oh dear.	OTH-M	SD
[~1.5 secs]				

336

117.		Oh isn't that nice C?	INT-TAG	QR	PR	REP	15
118.		They've actually made breakfast for their Mummy.	DEC	SD			
	C	Mm.					
119.	M	Hey?	OTH-M-IN	QP			
120.		The little girl's Mummy.	OTH-M	SD			
121.		And she's carrying the cereal	DEC	SD			
122.		and Daddy's carrying the cups of tea.	DEC	SD			
	C	I think I think um because it's Mother's Day you have to um give the present.			PR	REP	16
123.	M	Oh do you think it's Mother's Day?	INT-Y/N	VR			
	C	Mm 'cause that's-					
124.	M	Maybe that's why Mummy's sleeping in?	INT-OTH	RQ			
125.		Hey?	OTH-M-IN	QP			
126.		That might be a reason.	DEC	SD			
127.		Yeah that's good. +	DEC	SD			
128.		She's climbing up on the bed to wake her Mummy up. isn't she?	INT-TAG	QR			
	C	Mm.					
129.	M	Let's turn the page and see what happens.	IMP	CI			
130.		Oh Mummy wakes up.	DEC	SD	PR	REP	17
131.		And there's the breakfast.	DEC	SD			
132.		And she pours the cup of tea.	DEC	SD			
133.		And look.	IMP	CI/AD			
134		Daddy's got back into bed	DEC	SD			
135.		and he's reading the paper.	DEC	SD			
136.		And now Mummy's reading the postcard that came in the letterbox.	DEC	SD			
137.		And the little girl is sitting in between the Mummy.	DEC	SD			
138.		The Mummy must be reading it out aloud do you think?	INT-Y/N	RQ			
	C	No look. She's still in bed.					
139.	M	She is. +	DEC	A			
140.		They're both still in the- all in the bed.	DEC	SD			
141.		All three of them in the same bed.	OTH-M	SD			
142.		And what's happening here?	INT-WH	TQ	PR	REP	18
143.		Daddy's still reading the paper.	DEC	SD			

337

[~2 secs]

No.	Spk	Utterance				
144.		Mummy's gone back to sleep.	DEC	SD		
145.		The little girl's reading her book.	DEC	SD		
146.		And I think she's had enough.	DEC	SD		
147.		Maybe she's finished her book.	DEC	SD		
148.		Oh I see what's happened.	DEC	SD		
149.		She needs to go to the toilet.	DEC	SD		
150.		Can you see?	INT-Y/N	RQ		
151.		So she's got off the bed	DEC	SD		
152.		and she's gone to the toilet.	DEC	SD		
153.		Clever girl.	OTH-M	SD		
	C	And look. she's sitting on the toilet.				
154.	M	Yes.	OTH-M	SD		
	C	<Inaudible>				
155.	M	That's right. +	DEC	A		
156.		And now she's washing her hands	DEC	SD	PR	REP 19
157.		and brushing her teeth.	OTH-M	SD	**	
	C	I think it's-				
158.	M	C. look.	IMP	CI/AD		
159.		She's got a yellow toothbrush just like yours.	DEC	SD		
	C	It's all yellow.				
160.	M	Yes it is.	DEC	A		
	C	It's covered with yellow.				
161.	M	Huh hm.	OTH-M	A		
162.		Look at this clever girl.	IMP	CI/AD	PR	REP 20
163.		You tell me what she's doing.	IMP	CI		
164.		She's getting dressed isn't she?	INT-TAG	QR		
165.		What's she doing?	INT-WH	TQ		
	C	Mm.				
166.	M	Well let's start here.	IMP	CI		
	C	She's put-				
167.	M	Well we start here.	DEC	CID		
	C	She's put her dressing gown on.				
168.	M	Well she's taking it off isn't she?	INT-TAG	QR		
169		See?	OTH-M-IN	AD		

338

	C	Mm.					
170.	M	Now she's got it off her hand.	DEC	SD			
171.		What's happening here?	INT-WH	TQ	PR	REP	21
	C	She took that shirt off.					
172.	M	Yes her nightie.	OTH-M	A			
173.		She's taken everything off here.	DEC	SD			
174.		And then. she's put some panties on	DEC	SD			
175.		and she's holding-	DEC	SD			
	C	And look she threw them all on the floor.					
176.	M	Mm. +	OTH-M	A			
177.		Maybe that's the washing pile do you think?	INT-Y/N	QR			
	C	Mm.					
178.	M	Then she's putting her singlet on.	DEC	SD	PR	REP	22
	C	Mm.					
179.	M	She's got an arm in.	DEC	SD			
180.		And now she's putting her shirt on.	DEC	SD			
	C	Mm. [yes]					
181.	M	Can you see?	INT-Y/N	RQ			
	C	Mm.					
182.	M	What's she doing here?	INT-WH	TQ	PR **	REP	23
	C	Putting her pants on.					
183.	M	What -you know I don't think that they're actually pants.	DEC	A			
184.		They're like what C2 wears.	DEC	SD			
185.		See?	OTH-M-IN	AD			
186.		'Cause they've got feet in them as well.	DEC	SD			
187.		I think they're stockings. tights	DEC	SD			
188.		To keep her nice and warm.	OTH-M	SD			
189.		Look and now she's tucked herself in.	DEC	SD	PR	REP	24
190.		Let's turn the page.	IMP	CI			
191.		Oo she's still dressing herself.	DEC	SD			

192.		Now she's putting on a?	INT-WH	TQ			
	C	A bluey shirt.					
193.	M	Yes. +	OTH-M	A			
194.		Or it might be a jumper even.	DEC	SD			
	C	Yes it is.					
195.	M	Yes it's a jumper is it?	INT-TAG	VR			
	C	Mm.					
196.	M	And then?	OTH-M-IN	TQ	PR	REP	25
197.		She's got her-?	INT-WH	TQ	**		
	C	Shoes to put on.					
198.	M	That's right.	DEC	A			
	C	<Inaudible>					
199	M	They've got straps and buckles don't they like C2's?	INT-TAG	QR			
200.		And then she's putting on a dress. on top.	DEC	SD			
201.		And now she's packing her bag.	DEC	SD	PR	REP	26
202.		Maybe that's her kindy bag do you think?	INT-Y/N	RQ			
	C	I don't know.					
203.	M	Mm.	OTH-M	A			
204.		And she's all ready isn't she?	INT-TAG	QR			
205.		Ah and she's got the clock.	DEC	SD			
206.		She's looking at it. Ah.	DEC	SD			
207.		And she's a clever girl 'cause she can read the time.	DEC	SD			
208.		And she says "Oh my goodness. Look at the time. It's nearly eight thirty."	DEC	SD			
209.		And what time do you normally have to go to kindy C?	INT-WH	TQ	PR **	REP	27
	C	I don't know.					
210.	M	It's about that time isn't it?	INT-TAG	QR			
	C	Mm.					
211.	M	A little bit- it's quarter to nine that we go to kindy	DEC	SD			

212.		so they'll be late if the Mummy and Daddy don't hurry up.		DEC	SD			
213.		See what happens.		OTH-M	SD			
214.		Yes.		OTH-M	SD	PR	REP	28
215.		She's shown them the clock		DEC	SD			
216.		and they said "Oh look at the time."		DEC	SD			
217.		Daddy looks at his watch.		DEC	SD			
218.		And they both jump out of bed.		DEC	SD			
219.		The newspaper falls on the floor.		DEC	SD			
220.		Daddy's dressing gown's on the floor.		DEC	SD			
221.		Daddy's running around.		DEC	SD			
222.		Mummy's running around.		DEC	SD			
223.		Mummy's must have had a quick shower 'cause now she's got a towel wrapped round her		DEC	SD			
224.		and she must have washed her hair.		DEC	SD			
225.		And what's that in her hand?		INT-WH	TQ	PR	TUT	29
	C	Um. a hairdryer.						
226.	M	Good boy.	+	OTH-M	A			
227.		There's Daddy's trying to put his shirt on.		DEC	SD	PR	REP	30
	C	Look he's got one sock on.						
228.	M	That's right.	+	DEC	A			
229.		What colour's that sock?		INT-WH	TQ			
	C	Red.						
230.	M	Red sock.	+	OTH-M	A			
231		Gosh.		OTH-M	SD			
232.		They're in a real hurry aren't aren't they C?		INT-TAG	QR			
	C	Mm.						
233.	M	And look at this.		IMP	CI/AD	PR	REP	31
234.		Mummy's trying to dry her hair quickly.		DEC	SD			
235.		Now she's putting on her clothes.		DEC	SD			
236.		Daddy's putting on his clothes.		DEC	SD			

MOTHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS
1.	M	Just look at this.	IMP	CI	PR	CONT 1
	C	Ah. It's a choo-choo train.				
2.	M	It is a choo-choo train. +	DEC	A		
3.		Shall we take it out?	INT-Y/N	RQ		
	C	I jus-				
4.	M	Let's tip it outside.	IMP	CI		
5.		And then.	OTH-M	SD		
	C	Mm.				
6.	M	I'd like to see you do your puzzle.	DEC	CID		
	C	Ah.				
7.	M	And you can tell me all about it.	DEC	CID		
	C	It's got two wheels two wheels two wheels two wheels. Mum that's a green and that's a yellow. That's a red. That's a blue. And that's a red.				
8.	M	That's right. +	DEC	A		
		And have you noticed=			PR	TUT 2
	C	Mm.				
9.	M	=that the carriages have got numbers on them?	INT-Y/N	RQ		
	C	Mm.				
10.	M	Do you know what the numbers are?	INT-Y/N	RQ		
	C	1-2-3-4-5.				
11.	M	Clever boy. +	OTH-M	A		
12.		OK let's tip 'em out	IMP	CI	PR	CONT 3
13.		and then I'll see if you can do it.	DEC	CID		
	C	I'll-				

342

14.	M	OK you tip them out.		IMP	CI			
15.		And we'll muddle them all up 'causewe don't want to make it too easy do we?		INT-TAG	QR			
16.		Mix 'em all up.		IMP	CI			
17.		OK let me see what a clever boy you are C.		IMP	CI	PR	CONT	4

[~1.5 secs]

	C	This bit here.						
18.	M	That's right.	+	DEC	F			

[~6 secs]

19.		What's in that carriage C?		INT-WH	TQ	PR **	TUT	5
	C	Camel.						
20.	M	No that's a cow not a camel.		DEC	A			
21.		You always confuse cow with camel don't you?		INT-TAG	QR			

C [to self] Yes no. <u>yes no. yes no.</u>

22.	M	<u>It's from that zoo book I think</u>.		DEC	SD			

[~1.5 secs]

23.		Good boy.	+	OTH-M	F	PR	REP	6
24.		Well done.	+	OTH-M	F			

	C	Didn't tricky me did it?						
25.	M	No this wasn't a tricky one.		DEC	R			
26.		It was a nice little puzzle though isn't it?		INT-TAG	QR			
27.		Mm?		OTH-M-IN	QP			
28.		And this carriage has got coal in it.		DEC	SD	PR	TUT	7
29.		Do you see this black stuff C?		INT-Y/N	AD			

	C	Mm.						
30.	M	This is to feed into the um engine I think.		DEC	SD			

	C	<u>But that one hasn't got anything.</u>						
31.	M	<u>It's a steam engine</u>.		DEC	SD			
32.		I think that might be a carriage where people sit in it		DEC	SD			
33.		but there's no passengers.		DEC	SD			
34.		Can't see any anyway.		DEC	SD			
35.		But look there's somebody sitting in that one isn't it?		INT-TAG	QR			

[~1.5 secs]

36.		Oh well done darling. +	OTH-M	F			
37.		Shall we try. this puzzle then?	INT-Y/N	RQ	PR	CONT	8
	C	Yes.					
		That's quite a hard one.					
38.	M	Look at this.	IMP	CI/AD			
39.		It's nice and colourful isn't it?	INT-TAG	QR			
40.		Mm?	OTH-M-IN	QP			
41.		Want to take everything out	OTH-M-IN	CID			
42.		and then as you put them in-	DEC	SD			
43.		I think just tip it out like this.	DEC	CID			
44.		OK?	OTH-M-IN	DP			
45.		And then. you turn them over so you can see the pictures.	IMP	CI			
46.		Then you put them in	IMP	CI			
47.		and tell me what they are.	IMP	CI			
48.		OK?	OTH-M-IN	DP			
	C	Mm.					
49.	M	Rightio.	OTH-M		PR	CONT	9
50.		Off you go.	OTH-M	CI			
	C	That's a bear.					
51.	M	Well pop them in. as you say them.	IMP	CI			
52.		Put them in the right place.	IMP	CI			
[~1.5 secs]							
53.		They're all toys aren't they?	INT-TAG	QR	PR	REP	10
	C	Yes.					
54.	M	Different sorts of toys.	OTH-M	SD			
[~2 secs]							
55.		Do one which you think you can see first.	IMP	CI	PR	CONT	11
56.		Good boy. +	OTH-M	F			
57.		Well done. +	OTH-M	F			
58.		And what was that did you say?	INT-WH	TQ			
	C	Car.					
59.	M	Yeah.	OTH-M	A			
60.		It's sort of a- made out of sort of blocks isn't it?	INT-TAG	QR			
	C	This is a teddy bear isn't it?			PR **	REP	12
61.	M	It looks a bit like the Playschool teddy bear doesn't it?	INT-TAG	QR			
62.		Mm?	OTH-M-IN	QP			

	C	This is a doll. This is a drum.						
[~2 secs]								
63.	M	I think you were right were you there?		INT-TAG	RQ			
	C	There's three drums.				PR **	REP	13
64.	M	Three drums.	+	OTH-M	A			
65.		That's it.		OTH-M	F			
66.		You're right.	+	DEC	SD			
	C	Three.						
67.	M	Yep.	+	OTH-M	F			
68.		These are bongo drums darling.		DEC	SD			
	C	Bongo.						
69.	M	Mhm.	+	OTH-M	A			
70.		They make a nice sound too.		DEC	SD			
71.		Grandma would like to dance to those.		DEC	SD			
72.		Mm?		OTH-M-IN	QP			
[~2 secs]								
73.		Mm I think that spot's a bit better.		DEC	SD	PR	REP	14
74.		Oops this one fell out didn't it?		INT-TAG	QR			
[~3 secs]								
75.		Good boy.	+	OTH-M	F			
76.		Good boy.	+	OTH-M	F			
77.		It's trickier than you think isn't it?		INT-TAG	QR			
	C	Doll. Doll. Painting. Painting isn't it?				PR	TUT	15
78.	M	Yes.	+	OTH-M	R			
79.		Nice paints.		OTH-M	SD			
	C	<Inaudible>						
80.	M	It's got a paint brush.		DEC	SD			
81.		Some water.		OTH-M	SD			
	C	<Inaudible>						
82.	M	And what colours?		OTH-M-IN	TQ			
	C	Ah.						
[~1.5 secs]								

Brown. red. yellow. blue. green.

83.	M	That's right.	+	DEC	A			
84.		And what is that?		INT-WH	TQ			
	C	The green.						
85.	M	That's right.	+	DEC	A			
86.		And where do you think that goes?		INT-WH	TQ	PR	CONT	16
	C	Mm. Difficult.						
87.	M	Have a look.		IMP	CI			
88.		It's sort of that colour		DEC	SD			
89.		but it's not green is it?		INT-TAG	QR			
{~3 secs}								
90.		Yeah it's sort of like a snake isn't it?		INT-TAG	QR			
	C	Yes.						
91.	M	There you go.		OTH-M	SD			
92.		Perhaps try and push it around a bit.		IMP	CI			
93.		That's it.		OTH-M	F			
94.		Good boy.	+	OTH-M	F			
95.		Well done.	+	OTH-M	F			
	C	Teddy bear! Mummy he's got a teddy.				PR	REP	17
96.	M	Yes.		OTH-M	A			
97.		I like that teddy.		DEC	SD			
98.		He's a cutey isn't he?		INT-TAG	QR			
	C	<Inaudible>						
99.	M	Now this- you said it's a doll		DEC	SD	PR	TUT	18
100.		but it's a special sort of doll.		DEC	SD			
101.		It's called a golliwog.		DEC	SD			
102.		Say golliwog?		OTH-M-IN	CID			
	C	Golliwog. Mm.						
103.	M	He's sweet.		DEC	SD			
104.		There.		OTH-M	SD			
	C	Paintbrush see.				PR	REP	19
105.	M	There.		OTH-M	SD			
106.		You found him this time.		DEC	SD			
107.		Good boy.	+	OTH-M	F			

108.		Nice paintbrush.	OTH-M	SD			
109.		Look C.	IMP	CI/AD			
110.		What colour is the paint on that paint brush?	INT-WH	TQ			
	C	Um red.					
111.	M	Yeah. +	OTH-M	A			
112.		It looks like they're going to paint something with the red doesn't it?	INT-TAG	QR			
	C	Um=					
113.	M	OK now what <u>about this one</u>?	OTH-M-IN	CID	PR	REP	20
	C	<u>=red</u>. Mum I'm putting the colours in.					
114.	M	You going to tell me the colours?	OTH-M-IN	QR			
115.		OK.	OTH-M	SD			
	C	That hasn't got any colour.					
116.	M	Well that would be white.	DEC	SD			
	C	White.					
117.	M	Mm.	OTH-M	A			
	C	Red.					
118.	M	Mm.	OTH-M	A			
	C	Yellow. brown. pink. blue.					
119.	M	Good boy. +	OTH-M	A			
	C	I think that's a sort of bluey pink.					
120.	M	No not a bluey pink.	OTH-M	A			
121.		That's sort of what you'd call a flesh colour I think.	DEC	SD			
	C	Mm.					
122.	M	You know?	INT-OTH	RQ			
	C	These are-					
123.	M	Sort of a skin colour.	OTH-M	SD			

	C	These are three balls again. These are three balls again.				PR	REP	21
124.	M	Mm I wonder where they would go.		DEC	SD			
125.		That's right.	+	DEC	F			
126.		Clever boy.	+	OTH-M	F			

[~2 secs]

	C	Hey! I saw a bike in another um. It wasn't a hard one than this one. It was a easy one. There two bikes in this pluzzle.				PR	REP	22
127.	M	Two bikes?		OTH-M-IN	VR			
	C	Mm. One bike in one pluzzle and one bike in this pluzzle.						
128.	M	That's right.	+	DEC	A			
129.		And darling.		OTH-M	AD	PR **	TUT	23
	C	Mm.						
130.	M	This isn't actually a bicycle is it?		INT-TAG	TQ			
	C	No.						
131.	M	Because it's got how many wheels?		INT-WH	TQ			
	C	1-2-3.						
132.	M	Three wheels.	+	OTH-M	A			
133.		So it is actually a tricycle isn't it?		INT-TAG	QR			
	C	Mm.						
134.	M	Because bicycle means its got two wheels. hasn't it?		INT-TAG	QR			
135.		Like your bike.		OTH-M	SD			
136.		You've got a bicycle.		DEC	SD			
	C	With-						
137	M	With two little trainer wheels isn't it?		OTH-M-IN	QR			

348

138.		Now this is like what you're doing.		DEC	SD	PR	REP	24
139.		What's that?		INT-WH	TQ	**	
	C	Um. Oo. Shapes.					
140.	M	That's it.		OTH-M	A		
141.		Good		OTH-M	A		
142.		Yeah shapes.	+	OTH-M	A		
143.		And that's actually a puzzle as well I think.		DEC	SD		
144.		Different shapes.		OTH-M	SD		
145.		That's right.	+	DEC	F		
146.		Good boy.	+	OTH-M	F		
147.		No that was right.	+	DEC	F	PR	CONT	25
148.		Just try it a little bit harder.		IMP	CI		
149.		That's it.	+	OTH-M	F		
150.		You just have to try-		DEC	CI		
151.		That's it.	+	OTH-M	F		
152.		Good boy.	+	OTH-M	F		
153.		Well don-	+	OTH-M	F		
154.		Oops.		OTH-M	SD	PR	REP	26
155.		Got caught on your jumper.		DEC	SD		
156.		That little golliwog wants to play with you C.		DEC	QR		
157.		Hey?		OTH-M-IN	QP		
158.		Isn't he sweet?		INT-Y/N	QR		
159.		I like him.		DEC	SD		
160.		Hm?		OTH-M-IN	QP		
	C	So do I.					
		Mum I think this can come out.				PR	REP	27
161.	M	No it's not meant to come out.		DEC	A		
162.		It's just that's the way they had to re. go through to cut the other puzzles out.		DEC	SD		
163.		Mm?		OTH-M-IN	QP		
164.		That was very good darling.	+	DEC	F		
	C	Mummy look- Now another hard one.				PR	REP	28
165.	M	You want to do another hard one?		INT-OTH	RQ		
166.		Would you like to try-?		INT-Y/N	RQ		
	C	Do Pyjama one.					
167.	M	Well. do you want to do the Pyjama one or would you like to try this car one?		INT-OTH	RQ		

	C	I think <u>the car one</u>.					
168.	M	<u>Now that's</u> a very hard one.		DEC	SD		
	C	Yes. <u>I think</u>-					
169.	M	<u>OK have a good look</u> at it. before we tip it out.		IMP	CI		
170.		<u>Beautiful colours</u>.		OTH-M	SD	PR	REP	29
	C	<Inaudible>					
171.	M	See the windows?		OTH-M-IN	AD		
	C	That's yellow.					
172.	M	They're the wheels.		DEC	SD		
	C	That's yellow.					
173.	M	That's right.	+	DEC	A		
	C	That's yellow. That's white that's blue.					
174.	M	Huhmm.		OTH-M	A		
	C	Blue blue red red red red red.					
175.	M	And what colour's this?		INT-WH	TQ		
	C	White.					
176.	M	That's right.	+	DEC	A		
177.		Good boy.	+	OTH-M	SD		
178.		Let's tip them out.		IMP	CI	PR	CONT	30
	C	No I'll do it.					
179.	M	OK.		OTH-M	A		
180		It's a difficult one.		DEC	SD		
	C	Mm.					

[Puzzle crashes on to table]

181.	M	Oo gently sweetheart.	OTH-M	CI		
	C	It it comes out really quickly.				
182.	M	I know	DEC	A		
183.		but you can be gentle and-	DEC	SD		
184.		Let's turn them over.	IMP	CI		

350

185.		So you can have a good look.		DEC	SD			
[~3 secs]								
186.		OK.		OTH-M		PR	CONT	31
187.		All right.		OTH-M				
188.		What bits do you think would be a good thing to start off with?		INT-WH	RQ			
189.		How about something you definitely know where it would be?		INT-WH	CID			
	C	This one's quite easy.						
190.	M	Mm I don't think it actually goes there you know sweetheart.		DEC	SD			
191.		I think that's one of the windows isn't it?		INT-TAG	QR			
192.		Can you remember?		INT-Y/N	RQ			
193.		The car had blue windows.		DEC	SD			
194.		Why don't you try something that you know definitely goes?		INT-WH	CID			
195.		How about- what goes there?		INT-WH	TQ			
	C	Ah.						
196.	M	What are they?		INT-WH	TQ			
	C	Wheels.						
197.	M	That's right.	+	DEC	A			
198.		OK.		OTH-M		PR	REP	32
199.		And is there another wheel?		INT-Y/N	TQ			
200.		Oo clever boy.	+	OTH-M	F			
[~2 secs]								
201.		OK.		OTH-M	F			
[~1.5 secs]								
		Mm.						
202.		Right.	+	OTH-M	F			
[~1.5 secs]								
	C	This is quite hard.						
203.	M	Oo I wonder what this bit is.		DEC	SD			
204.		Look at this C.		IMP	CI/AD			
[~1.5 secs]								
	C	I know.						

185.		So you can have a good look.		DEC	SD			
[~3 secs]								
186.		OK.		OTH-M		PR	CONT	31
187.		All right.		OTH-M				
188.		What bits do you think would be a good thing to start off with?		INT-WH	RQ			
189.		How about something you definitely know where it would be?		INT-WH	CID			
	C	This one's quite easy.						
190.	M	Mm I don't think it actually goes there you know sweetheart.		DEC	SD			
191.		I think that's one of the windows isn't it?		INT-TAG	QR			
192.		Can you remember?		INT-Y/N	RQ			
193.		The car had blue windows.		DEC	SD			
194.		Why don't you try something that you know definitely goes?		INT-WH	CID			
195.		How about- what goes there?		INT-WH	TQ			
	C	Ah.						
196.	M	What are they?		INT-WH	TQ			
	C	Wheels.						
197.	M	That's right.	+	DEC	A			
198.		OK.		OTH-M		PR	REP	32
199.		And is there another wheel?		INT-Y/N	TQ			
200.		Oo clever boy.	+	OTH-M	F			
[~2 secs]								
201.		OK.		OTH-M	F			
[~1.5 secs]								
		Mm.						
202.		Right.	+	OTH-M	F			
[~1.5 secs]								
	C	This is quite hard.						
203.	M	Oo I wonder what this bit is.		DEC	SD			
204.		Look at this C.		IMP	CI/AD			
[~1.5 secs]								
	C	I know.						

351

FAMILY MEAL

U			GRAMM	II	LOC	FUNCTS	
	C	Yes please.			PR	REP	1
1.	M	OK darling.	OTH-M	A			
2.		What do you want?	INT-WH	RQ			
3.		Some cordial?	OTH-M-IN	RQ			
	C	Cordial please.					
4.	M	In your jungle cup?	OTH-M-IN	RQ			
	C	No.					
5.	M	This one?	OTH-M-IN	RQ			
	C	Yes.					
6.	M	That's a nice- beautiful cup isn't it?	INT-TAG	QR			
	C	Mm.					
7.	M	Hang on.	OTH-M	CI			
8.		We'll have to put a little bit of this	DEC	SD			
9.		and then some water.	OTH-M	SD			
[~2 secs]							
10.		So do you like that food better darling?	INT-Y/N	RQ	PR	REP	2
	C	Mm.					
11.	M	There's no peas in that one is there?	INT-TAG	QR			
	C	Mm mm.					
[~2 secs]							
12.	M	There you go.	OTH-M	SD			
[~5 secs]							
		[[How you going there C2?]]			PR	CONT	3
[~2 secs]							
13.		Hey don't drink too much C.	IMP	CI			
14.		All right?	OTH-M-IN	DP			
15.		We don't want you all filled up.	DEC	SD			
16.		You eat up your dinner nicely.	IMP	CI			
	C	Yum.					
	M	[[There you go C2.]]					
[~2 secs]							

	C	[humming]		
17.	M	Are you singing C?	INT-Y/N	RQ
	C	No. I'm singing *Old Macdonald had a farm.*		
18.	M	Oo I love that song.	DEC	SD
19.		Want to sing that for Mummy?	OTH-M-IN	RQ
	C	But I don't know. If you don't sing it with me I won't sing it.		
	M	Oh.		
20.		Well you know Mummy's got a bit of a sore throat today.	DEC	A
21.		Maybe you could sing it to me	DEC	SD
22.		and I'll suggest an animal.	DEC	SD
23.		Maybe C2 will sing it too.	DEC	SD
	C	No I'll um tell which animal.		
24.	M	Which animal.	OTH-M	A
25.		OK.	OTH-M	A
26.		Well you sing it.	IMP	CI
27.		And then you tell me which animal.	IMP	CI

C [sings] *Old Macdonald had a farm*
E I E I O
With a oink-
A pig.

28.	M	A pig.	OTH-M	A
29.		What's that?.	INT-WH	RQ
30.		[sings] *With a pig here and a pig* *there*	OTH-M	SD

C   *Everywhere oink oink*
Old Macdonald had a farm
E I E I O.

31.	M	That was lovely. +	DEC	SD
32.		You know I got muddled up with the words too.	DEC	SD
33.		'Cause isn't it [sings] *Old* *Macdonald had a farm* *E I E I O* *And on that farm he had a pig* *E I E I O* ?	INT-Y/N	RQ
34.		And then you go *With an oink* *oink here* *and an oink oink there*	DEC	SD

		here an oink there an oink *everywhere an oink oink.*					
35.		Isn't that- let's try it with a sheep this time.	IMP	CI			
	C	No.					
36.	M	Then we can get it right this time.	DEC	SD			
	C	No a camel.					
37.	M	A camel?	OTH-M	RQ			
38.		I don't know what sound a camel makes.	DEC	SD			
	C	Cow.					
39.	M	A cow then.	OTH-M	A			
40.		All right.	OTH-M	A			
1.	F	**Hey C you're not eating your dinner.**	DEC	IID/SD	PR	CONT	5
	C	Yes I am. I take mouthful.					
41.	M	Good boy. +	OTH-M	F			
42.		OK swallow that	IMP	CI			
43.		and then you do a cow for me.	IMP	CI			
44.		'Cause I'd like to hear what a cow- what sort of noise a cow makes.	DEC	SD			
	C	Moo.					
45.	M	A moo is it?	INT-Y/N	VR			
46.		OK.	OTH-M	A			
47.		Well you sing.*Old Macdonald* . for me.	IMP	CI			
	C [sings]	*Old Mac. Old Macdonald had a farm* *E I E I O.* *And on that farm he had a-*			PR	REP	6
2.	F	**A what?**	OTH-M-IN	RQ			
48.	M	*Cow.*	OTH-M	R			
	C	*Cow.* *E I-* Mum					
49.	M	Mm?	OTH-M-IN	RQ			

354

	C	Oh I-					
50. [~2 secs]	M	What happened to the moos?	INT-WH	RQ			
3.	**F**	**He's too busy eating.**	**DEC**	**R**			
51.	M	C you know who's coming on Thursday?	OTH-M-IN	RQ	FUT	REP	7
	C	No.					
52.	M	Take a guess.	IMP	CI			
53. [~2 secs]		Who's your favourite cousins?	INT-WH	TQ			
4.	**F**	**Who sleeps downstairs in Daddy's room [study]?**	**INT-WH**	**TQ**			
[~1.5 secs] **5.**		**Who does that?**	**INT-WH**	**QP**			
	C	S and E.					
54.	M	That's right. +	DEC	A			
55.		S and E.	OTH-M	SD			
56.		And what's their little sister's name?	INT-WH	TQ	FUT	REP	8
[~2 secs] 57.		Do you remember?	INT-Y/N	RQ			
	C	Mm.					
58.	M	What is it?	INT-WH	TQ			
	C	Um G.					
59.	M	G yes.	OTH-M	A			
6.	**F**	**And C2 likes to play with G.**	**DEC**	**SD**			
60.	M	That's right.	DEC	SD			
61.		She's even smaller than C2 isn't she?	INT-TAG	QR			
	C2	[[G.]]					
	M	[[G.]] [[Good girl C2.]] [[That's the way.]] [[Mm.]]					
62.		And they're going to be here on Thursday. Friday and Saturday.	DEC	SD			
63.		Three days.	OTH-M	SD			

64.		Mm?	OTH-M-IN	QP			

C2 [vocalises]

| 65. | M | And. where's Daddy going tomorrow? | INT-WH | TQ | FUT | REP | 9 |
| 66. | | Do you know? | INT-Y/N | RQ | | | |

| | C | No. | | | | | |

67.	M	Daddy's going in a big aeroplane.	DEC	SD			
68.		He has to go to the airport.	DEC	SD			
69.		And he's going far far away.	DEC	SD			
70.		Not as far as America this time.	OTH-M	SD			
71.		but still far away from us.	OTH-M	SD			
72.		It's called India.	DEC	SD			
73.		Can you say India?	INT-Y/N	CID			

| | C | Mm mm. [no] | | | | | |

| 74. | M | You try and say India. | IMP | CI | | | |

| 7. | F | **I think you can.** | **DEC** | **SD** | | | |

| 75. | M | That's an easy one. | DEC | SD | | | |
| 76. | | You say India. | IMP | CI | | | |

| | C | Ind. | | | | | |
| | | No. | | | | | |

77.	M	Keep going.	IMP	CI			
78.		You say India.	IMP	CI			
79.		'Cause Grandpa's Indian isn't he?	INT-TAG	QR			
80.		Or what you'd call Sri Lankan.	DEC	SD			
81.		Sri Lankan.	OTH-M	SD			
82.		Sri Lankan.	OTH-M	SD			

| | C | Indian. | | | | | |

| 8. | F | <u>**Indian.**</u> | **OTH-M** | **A** | | | |

| 83. | M | <u>Indian.</u> | OTH-M | A | | | |

| 9. | F | **That's right.** + | **DEC** | **A** | | | |

84.	M	And Daddy's going to India.	DEC	SD			
85.		The people are called Indian	DEC	SD			
86.		and the country is India.	DEC	SD			

[~2 secs]

| 10. | F | **Daddy's going to Japan.** | **DEC** | **SD** | **FUT** | **REP** | **10** |
| 11. | | **Can you say Japan?** | **INT-Y/N** | **CID** | | | |

[~2 secs]

356

12.		**Is that too hard for you?**	**INT-Y/N**	**RQ**			
87. [~2.5 secs]	M	He's got a mouthful Dad.	DEC	IID/SD			
13.	F	**Can't speak with a mouthful can he?**	**INT-TAG**	**QR**			
88.	M	You say Japan.	IMP	CI			
89.		Do you know what they say in Japan?	INT-Y/N	RQ			
90.		When they say- what does 'Konnichi-wa' mean again?	INT-WH	RQ			
91.		Hello. welcome.	OTH-M	SD			
92.		Hello.	OTH-M	SD			
93.		How are you?	INT-WH	SD			
94.		Or they usually say 'Konnichi-wa! Konnichi-wa!'	DEC	SD			
94.		Something like that anyway.	OTH-M	SD			
14.	F	**And a 'hai' is yes.**	**DEC**	**SD**			
	C	No.					
15.	F	**No yes.**	**OTH-M**	**A**			
16.		**'Hai' means yes.**	**DEC**	**SD**			
	C	No.					
17.	F	**And you bow.**	**DEC**	**SD**			
18.		**Bow.**	**OTH-M**	**SD**			
96.	M	C is good at bowing.	DEC	SD			
	C	[starts singing]			PR	CONT	11
97.	M	Sweetie.	OTH-M	AD			
98.		Can you eat up quickly because the food's getting a bit cold.	INT-Y/N	CID			
19.	F	<Inaudible> that toy. **Where did you find it?**	**INT-WH**	**RQ**	P	REP	12
	C	Mm in the um baby's box.					
99.	M	In the baby's box?	OTH-M-IN	RQ			
100.		What was it doing there?	INT-WH	RQ			
20.	F	**I don't think it was in the baby's box.**	**DEC**	**SD**			
	C	Mm.					

357

101.	M	Your Tasmanian Devil?	OTH-M-IN	RQ			
21.	F	**I thought you'd found it in the car.**	DEC	SD			
	C	No. no. I didn't see it in the car. I saw it in the-					
22.	F	**That's where I saw you with it.**	DEC	SD			
102.	M	Well it's been travelling around with us hasn't it C?	INT-TAG	QR			
	C	Mm.					
103.	M	That's right.	DEC	A			
104.		Do you remember when you got that?	INT-Y/N	RQ	P	REP	13
105.		Remember who gave it to you?	OTH-M-IN	RQ			
	C	No.					
106.	M	That was G and R wasn't it?	INT-TAG	QR			
	C	Mm.					
107.	M	With K. in America.	OTH-M	SD			
108.		It was when you went to America in an aeroplane.	DEC	SD			
109.		And we went skiing.	DEC	SD			
110.		Do you remember the snow?	INT-Y/N	RQ			
	C	Mm.					
111.	M	Mm¨	OTH-M-IN	QP			
	C	When I was a baby.					
112.	M	Well yeah.	OTH-M	A			
113.		[to C] I think you were about C2's age.	DEC	SD			
114.		[to F] wasn't he?	INT-Y/N	RQ			
23.	F	**You were about one year and-**	DEC	SD			
115.	M	It was about fourteen months.	DEC	SD			
24.	F	**Three months.**	OTH-M	SD			
116.	M	Wow.	OTH-M	SD			
117.		So that's quite a long <u>time for you to remember that</u>.	DEC	SD			

358

25.	**F**	**It was in the summertime here**	**DEC**	**SD**			
26.		**and it's the wintertime there.**	**DEC**	**SD**			
118.	M	Now eat up 'cause you said this was your favourite meal because it's got no peas in it.	IMP	CI	PR	CONT	14
119.		So eat it up or I'll think you don't like it.	IMP	CI			
	F	**\<Inaudible\>**					
	C	Don't know.			PR	REP	15
27.	**F**	**Did you have Daddy's special drink?**	**INT-Y/N**	**RQ**			
	C	Which one?					
120.	M	He didn't want-	DEC	R			
121.		The lemon drink darling.	OTH-M	R			
28.	**F**	**Special lemon drink.**	**OTH-M**	**R**			
	C	No because you- I didn't like -					
122.	M	It's from those lemons you picked off the tree for us.	DEC	SD			
29.	**F**	**They were Grandpa's.**	**DEC**	**SD**			
	C	Dad I didn't like those lemons. I couldn't eat them.					
123.	M	Yeah OK.	OTH-M	A			
124.		Well just eat up quickly then.	IMP	CI	PR	CONT	16
125.		All right?	OTH-M-IN	DP			
	C	Yeh toast.					
	F	[[I didn't put any salt in this time.]]					
	M	[[Mm.]] [[It's nice but it does need some salt.]]					
[~1.5 secs]							
126.	M	Eat up poppet.	IMP	CI			
[~2 secs]							
	C2	[vocalising]			PR	CONT	17
	F	[[Don't be silly C2.]]					
	C	[makes imaginative sounds]					

127.	M	No don't be silly C.	IMP	CI			
	C	Um Dad. Please give me a tissue please.					
128.	M	You need a tissue?	INT-OTH	RQ			
129.		That's only a tiny spot.	DEC	SD			
130.		OK Daddy'll get you one.	DEC	SD			
	C2	[[Daddy.]]					
	F	[[Oh you want a tissue too?]] [[OK.]]					
	M	[[She's got some on-]]					
	F	[[Look at your finger it's so dirty.]] [[One spot.]] [[I thought-]]					
	M	[[You hold on to the tissue C2 in case]] [[you need it again.]]					
	F	[[I thought you were a grub C2.]]					
	C	Dad. This naughty groucher.			PR	REP	18
131.	M	What's a naughty grouch?	INT-WH	RQ			
	C	This. He's got his mouth wide open and he's hissing so loud.					
132.	M	Your Tasmanian Devil?	OTH-M-IN	RQ			
	C	Yes. [imitates Tasmanian Devil hissing]					
133.	M	Do you know why he's got his mouth open like that?	INT-Y/N	RQ	PR	CONT	19
	C	Mm.					
134.	M	So that he can eat his food.	DEC	SD			
	C	Mm. [yes]					
30.	F	I think C should eat his food.	DEC	CID			
		[C spits]					
31.	F	What do you think?	INT-WH	RQ			

360

32.		I think he should.	DEC	SD			
135.	M	No.	OTH-M	CI			
136.		C that's not nice.	DEC	SD			

[C spits]

137.	M	And Mummy doesn't like spitting.	DEC	SD			

33.	F	Is there a carrot in there?	INT-Y/N	TQ	PR	REP	20
	M	[[Don't C2.]]					
	C	Yes.					

34.	F	Where's the carrot?	INT-WH	RQ			
[~1.5 secs)]							
35.		There's the carrot.	DEC	SD			
36.		There we are.	OTH-M	SD			
37.		Mm.	OTH-M	SD			
38.		Um careful.	OTH-M	CI			

[C2 squeals]

138.	M	And Cy. what are you going to have for dessert tonight?	INT-WH	RQ	PR	REP	21
[~1.5 secs]							
	C	Nothing.					

FATHER AND BOOKS

U				GRAMM	II	LOC	FUNCT	S
1.	F	Do you want to read a book?		INT-Y/N	RQ	PR	REP	1
2.		*Sunshine.*		OTH-M	SD			
[~2 secs]								
3.		It's about a little girl.		DEC	SD	PR	REP	2
	C	<Little girl's in bed>						
4.	F	Mm the little girl's in bed.	+	DEC	A			
5.		Look she's waking up.		DEC	SD			
6.		Who's this?		INT-WH	TQ	PR	TUT	3
	C	Doll.						
7.	F	Doll.		OTH-M	A			
8.		Yes.	+	OTH-M	A			
9.		That's right.	+	DEC	A			
10.		What's the little girl up to?		INT-WH	TQ	PR	REP	4
	C	Daddy.						
11.	F	Yes.	+	OTH-M	A			
	C	Daddy.						
12.	F	Mm.		OTH-M	A			
13.		What's she doing here?		INT-WH	TQ	PR	REP	5
[~1.5 secs)]								
14.		Is she giving her Daddy a kiss?		INT-Y/N	TQ			
	C	Yes.						
15.	F	Yes?		OTH-M-IN	VR			
	C	Yes she is. Daddy.						
16.	F	That's right.	+	DEC	A			
17.		And what's that?		INT-WH	TQ	PR	REP	6
	C	C. C.						
18.	F	C.		OTH-M	A			
19.		Oh I see.		DEC	A			

20.		And what's in C's hand?	INT-WH	TQ	PR	TUT	7
	C	That's a paper.					
21.	F	Paper?	OTH-M-IN	VR			
22.		Mm.	OTH-M	A			
23.		What are they doing?	INT-WH	TQ	PR	REP	8
	C	Daddy doing cereal. What's this? Dolly with paper. Daddy with Cornpops.					
24.	F	Cornpops?	OTH-M-IN	VR			
	C	Yes.					
25. [~1.5 secs]	F	Cocopops.	OTH-M	A			
	C	Pop. Daddy doing=					
26.	F	Mm.	OTH-M	A			
	C	=toast.					
27.	F	Yes.	+	OTH-M	A		
	C	<Inaudible> This has got chewies.					
28.	F	Who's that?	INT-WH	TQ	PR	TUT	9
	C	Mummy's.					
29.	F	Aha.	OTH-M	A			
	C	It's Mummy.					
30.	F	What do you think they're doing?	INT-WH	RQ	PR	REP	10
	C	They taking Mummy breakfast.					
31.	F	Who's that?	INT-WH	TQ	PR	TUT	11
	C	Mummy.					
32.	F	Yes.	OTH-M	A			

	C	Waking up Mummy. Daddy read paper.				PR	REP	12
33.	F	Mm.	+	OTH-M	A			
34.		Daddy read paper yes.		DEC	A			

	C	Then he finished \<inaudible> Then he gotta read paper.
[~1.5 secs]		
		\<Inaudible>

35.	F	Mm.		OTH-M	A	PR	TUT	13
36.		What are they doing here?		INT-WH	TQ			
	C	I saw mirror.						
37.	F	The mirror yes.	+	OTH-M	A			
	C	\<Get it through> here.						
38.	F	What's he doing there?		INT-WH	TQ			
	C	Get dressed.						

39.	F	Can C do this?		INT-Y/N	RQ	PR	REP	14
[~1.5 secs]						**		
	C	\<Inaudible> mm.						
40.	F	Getting dressed.		OTH-M	SD			
[~2 secs]								
	C	Get dressed.						
41.	F	Mm get dressed.		DEC	A			
42.		That's right.	+	DEC	A			
[~3 secs]								
43.		Oh dear I think they're a bit late.		DEC	SD	PR	REP	15
44.		Running around to get dressed.		OTH-M	SD			
[~1.5 secs]								
	C	Daddy gets dressed.						
45.	F	Mm.		OTH-M	A			
	C	Daddy is dressed.						
46.	F	Daddy get dressed yes.		DEC	A			
47.		I think they're going off to school.		DEC	SD			
	C	Off school.						

48.	F	Mm.	OTH-M	A			
49.		There they go.	DEC	SD			
50.		"Bye-bye."	OTH-M	SD			
	C	Bye-bye Mummy. Dolly. <Finished> <Inaudible>					
51.	F	This is *Tog the Dog.*	DEC	SD	PR	REP	16
	C	Tog the dog.					
	F	[[*Hi gang.*]]					
	C	Hi gang.					
	F	[[*Have you ever heard of Tog the dog?*]] [[*Got lost in a fog.*]] [[*Tipped over a cog.*]] [[*Fell into a bog.*]]					
52.		That looks smelly.	DEC	SD			
53.		[[*And frightened a*]] ?	INT-WH	TQ			
	C	Frog.					
54.	F	Frog.	+	OTH-M	A		
55.		Yes.	+	OTH-M	A		
56.		He came in-[[*Along came a big*]] [[*fat*]] ?	INT-WH	TQ			
	C	Pig.					
57.	F	It's a pig yes.	DEC	A			
58.		It's called a hog.	DEC	SD			
	C	Hog.					
	F	[[*Who picked up a log.*]]			PR	REP	17
	C	Oo I. <Inaudible>					
	F	Mm. [[*And pulled out a the bog, the*]] [[*dog called Tog.*]]					
	C	That's the end.			PR	REP	18
59.	F	Mm.	+	OTH-M	A		
60.		That's Tog the dog.	DEC	SD			
	C	Gone.					

						PR	TUT	19
		What's this? C. Meow.						
61.	F	Pussy cat meow.		OTH-M	A			
62.		What's that?		INT-WH	TQ			
	C	Mouse.						
63.	F	Mouse yes.		OTH-M	A			
	C	Cat. Clock.						
64.	F	Clock yes.	+	OTH-M	A			
	C	\<Inaudible\>				PR	REP	20
65.	F	This is *Nicky's Noisy Night.*		DEC	SD			
[~2 secs]								
66.		What's that?		INT-WH	TQ			
	C	Meow.						
	F	[[*Something is blowing.*]] [[*What is it?*]] [[*Tap tap tap tap swish swish.*]]				PR	REP	21
67.		There's the curtains. [[*Someone is nibbling.*]] [[*Who is it?*]] [[*Squeak.*]]		DEC	SD			
[~1.5 secs]								
	C	Bye-bye.						
68.	F	Oh, bye-bye.		OTH-M	SD			
	C	Bye puss.						
	F	Mm. [[*Something is banging.*]] [[*What is it?*]] [[*Crash! Bang!*]]				PR	REP	22
69.		Who's that?		INT-WH	TQ			
	C	Doggie.						
70.	F	Mm doggie.	+	OTH-M	A			
	C	Bye bye pussy.						

366

	F	[[*Something is dripping.*]] [[*What is it?*]] [[*Drip drip drip.*]]			PR	REP	23
	C	Bye.				
71.	F	Bye.	OTH-M	SD		
		[[*Someone is calling.*]] [[*Who is it?*]]			PR	REP	24
[~1.5 secs]		[[*Whooooooooo.*]]				
	C	Bye.				
72.	F	That's an owl.	DEC	SD		
[~1.5 secs]						
73.		Mm. Pussy cat's having an interesting time.	DEC	SD	PR	REP	25
		[[*Someone is singing.*]] [[*Who is it?*]] [[*Tick tock tick tock tick tock.*]]			PR	REP	26
	C	What here?				
	F	[[*Cuckoo.*]]				
	C	Cuckoo.				
74.	F	Cuckoo.	OTH-M	A		
	C	Cuckoo.				
		Who's this?			PR	REP	27
	F	[[*Someone is running.*]] [[*Who is it?*]]				
75.		Pull the curtains.	IMP	CI		
76.		Ah woof.	OTH-M	SD		
77.		Who's that who's going meow?	INT-WH	TQ		
78.		Can you see who's going meow?	INT-Y/N	RQ		
	C	Meow.				
79.	F	There's the dog going [[*Arf! Arf!*]]	DEC	SD		
	C	Meow.				
80.	F	Yes he's chasing the pussy cat. Mm.	DEC	SD		

81.		Turn the page. [["*Mama, tell every one to be quiet.*"]]	IMP	CI	PR	REP	28
	C	Story.					
82.	F	Yes.	OTH-M	A			
83.		Night night Nicky.	OTH-M	SD			
	C	Night night.					

FATHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS	
1.	F	There you are.	DEC	SD	PR	REP	1
2.		Can you do the puzzle?	INT-Y/N	CID			
	C	Oh.					
3.	F	Do you know what the puzzle is?	INT-Y/N	RQ			
[~2 secs]							
4.		I don't think they go that way.	DEC	CID	PR	REP	2
5.		This is a bit difficult this one.	DEC	SD			
6.		It's got numbers.	DEC	SD			
7.		You count.	IMP	CI			
8.		1-2-3-4-5.	OTH-M	SD			
	C	Five.					
9.	F	It's got. two.	DEC	SD			
10.		This one's two.	DEC	SD			
11.		That's right. +	DEC	F			
		Mm.					
12.		What's that?	INT-WH	TQ	PR	CONT	3
13.		Can you see the picture?	INT-Y/N	RQ			
	C	Three.					
14.	F	Very good. +	OTH-M	A			
15.		That's three.	DEC	A			
16.		Yes.	OTH-M	A			
17.		Where's three go?	INT-WH	TQ			
18.		1-2-3-4-5.	OTH-M	IID/SD			
19.		Turn it around.	IMP	CI			
20.		Turn it around.	IMP	CI			
21.		That's right. +	DEC	F			
22.		That's number three.	DEC	SD			
23.		Put it where number three is.	IMP	CI			
	C	No go.					
24.	F	Number three goes there.	DEC	CID			
25.		That's a carriage.	DEC	SD			
	C	Four.			PR	TUT	4
26.	F	Four. +	OTH-M	A			
27.		What's in number four?	INT-WH	TQ			
28.		What's that picture?	INT-WH	TQ			

#	Spkr	Utterance		Col1	Col2	Col3	Col4	Col5
	C	Giraffe.						
29.	F	Can you see what it is?		INT-Y/N	RQ			
	C	Me see a <inaudible>.						
30.	F	It's a train.		DEC	SD			
31.		What sound does a train make?		INT-WH	TQ			
	C	Toot toot.						
32.	F	Toot toot?		OTH-M-IN	VR			
[~1.5 secs]								
	C	<Inaudible>				PR	TUT	5
33.	F	Will you take the pictures out please?		INT-Y/N	CID			
	C	Paint.						
34.	F	That's paint.	+	DEC	A			
35.		Shapes.		OTH-M	SD			
36.		That's a boat.		DEC	SD			
37.		They're drums.		DEC	SD			
	C	Drums. Car. This.						
[~1.5 secs]								
		This. This.						
38.	F	That's painting.		DEC	SD			
	C	Painting.						
[~2 secs]								
		What's this? Bears.				PR	TUT	6
39.	F	That's a little bear yes.		DEC	A			
40.		What are they?		INT-WH	TQ			
	C	Bars.						
41.	F	OK.		OTH-M	A			
42.		Can you put the shapes in the puzzle?		INT-Y/N	CID	PR	CONT	7
[~1.5 secs]								
43.		That's right.	+	DEC	F			
	C	Has.						

44.	F	That was good C.	+	DEC	F		
45.		What's that one?		INT-WH	TQ		
	C	Bicycle.					
46.	F	Bicycle.		OTH-M	A		
	C	Bicycle. Where's car going?					
47.	F	Where's the car going?		INT-WH	VR		
	C	Car.					
48.	F	Nearly.		OTH-M	SD		
	C	Car.					
49.	F	The car might go in there I think.		DEC	CID		
50.		Turn it just a little more OK?		IMP	CI		
51.		There you are.		DEC	SD		
52.		They're drums.		DEC	SD		
	C	Oo drums. <Inaudible> Where's boat?					
53.	F	Boat?		OTH-M-IN	RP		
	C	Yes.					
54.	F	It goes in the blue.		DEC	CID		
55.		Blue for the water.		OTH-M	SD		
[~1.5 secs]							
56.		That's called green.		DEC	SD	PR	TUT 8
57.		They're shapes.		DEC	SD		
[~2 secs]							
	C	Here are. Look.				PR	CONT 9
58.	F	What's that a picture of?		INT-WH	TQ		
	C	Bear.					
59.	F	Mm.	+	OTH-M	A		
60.		I don't think bear goes there.		DEC	CID		
	C	There.					
61.	F	That's right.	+	DEC	F		
	C	Here are.					

62.	F	Very good.	+	OTH-M	F			
	C	There are.						
[~1.5 secs]								

63.	F	Mm.	+	OTH-M	F	PR	CONT	10
[~1.5 secs]								
64.		They're blocks.		DEC	SD			
65.		Where do you think those blocks go?		INT-WH	TQ			
66.		Is it there?		INT-Y/N	TQ			
	C	Here.						
67.	F	Mm.	+	OTH-M	A			
	C	Car.						
[~2 secs]								

68.	F	What are these?		INT-WH	TQ	PR **	TUT	11
[~1.5 secs]								
69.		Does C have some of these?		INT-Y/N	TQ			
	C	No.						
70.	F	Yes you do.		DEC	A			
	C	Do in sand pit.						
71.	F	Sand pit.		OTH-M	A			
72.		That's right.	+	DEC	A			
	C	Sand pit. Yeah.						
[~2 secs]								
	[to self]	Hi B2. Hi B2.				PR	REP	12

73.	F	Would you like to play with-?		INT-Y/N	RQ			
	C	Maggie!						
74.	F	Mm you would?		INT-OTH	QR			
75.		OK.		OTH-M	SD			
76.		They're up in a tree house.		DEC	SD			
	C	Oh. Mimi.				PR	REP	13
77.	F	That's right.	+	DEC	A			
78.		Amy.		OTH-M	A			

372

79.		Who's this one?	INT-WH	TQ	PR	TUT	14
	C	Who this? That's.					
80.	F	That's bird.	DEC	R			
	C	Bird. Ahah. There. Mimi.					
81.	F	No that's Morgan.	DEC	A			
	C	It \<inaudible>					
82.	F	Who's that?	INT-WH	TQ	PR	TUT	15
	C	B2.					
83.	F	B2?	OTH-M-IN	VR			
	C	'nana. This is 'nana.					
84.	F	Hhm.	OTH-M	A			
85. [~1.5 secs]		B1.	OTH-M	SD	PR	REP	16
	C	B2. Amy little \<inaudible> She's Amy.					
86.	F	She's Amy.	DEC	A			
87.		What's Amy got in her hand?	INT-WH	TQ			
	C	What's this? \<inaudible> There. Ha. Mimi.					
88.	F	That's-?	INT-WH	TQ			
	C	B2.					
89.	F	Who's this?	INT-WH	TQ	PR	TUT	17
	C	Mimi. Mimi.					
90.	F	No Morgan.	OTH-M	A			

	C	Car's next.				PR	REP	18
91.	F	Car yes.	OTH-M	A			
	C	<Oo> Those those.					
92.	F	This one looks as though- looks difficult one doesn't it all those pieces? Mm.	INT-TAG	QR			

[~1.5 secs]

93.		Does that go up there?	INT-Y/N	TQ	PR	CONT	19
	C	No.					
94.	F	I think so.	DEC	SD			
	C	Think so.					
95.	F	Yes.	OTH-M	A			
	C	< Inaudible> In there. Here.					
96.	F	Don't know where those ones go.	DEC	SD			
	C	Here you are.					
	F	Mm.					
97.		Shall we try that. that piece?	INT-Y/N	RQ			
	C	That piece. That piece. <Go in there>					
98.	F	There you are.	OTH-M	SD			
99.		That's right.	+	DEC	F			
100.		What about these?	INT-WH	CID	PR	CONT	20
101.		These are wheels.	DEC	SD			
	C	Wheels.					
102.	F	Two wheels yep.	+	OTH-M	A			
	C	Two wheels.					
103.	F	Two wheels yes.	+	OTH-M	A			
	C	Two wheels. Two wheels.					

[~1.5 secs]

		There you are.			
[~2 secs]		There you are.			
104.	F	There you are.	OTH-M	A	
	C	This. Might.			PR CONT 21
105.	F	It might. mm.	DEC	A	
	C	\<Might\>			
106.	F	Might.	DEC	A	
	C	Oo.			
[~1.5 secs]		Ah.			
107.	F	That's right. +	DEC	F	
108.		That's the middle of the doors.	DEC	SD	
	C	Car's doors.			
109.	F	What do you think this piece is?	INT-WH	TQ	PR TUT 22
	C	This there.			
110.	F	A bumper.	OTH-M	SD	
	C	Bumper.			
111.	F	Mm.	OTH-M	A	
	C	That goes here.			
112.	F	Where do you think that piece goes?	INT-WH	RQ	PR CONT 23
	C	Piece. Here you are.			
113.	F	I don't think it goes there.	DEC	SD	
114.		How about you put the windows in?	INT-WH	CID	
[~1.5 secs]					
115.		Do you know how to do that?	INT-Y/N	CID	
	C	\<Inaudible\> Here you are. Where does that go?			
116.	F	That's the windscreen.	DEC	IID/R	

375

[~1.5 secs]							
11?.		Turn it around.	IMP	CI			
118.		Turn it over so you've got the blue and white.	IMP	CI			
119.		Turn it over like that.	IMP	CI			
	C [to self]	Aah.			PR	REP	24
120.	F	Would you like Daddy to do it?	INT-Y/N	RQ			
	C	Do it.					
121.	F	All right.	OTH-M	A			
[~2 secs]							
	C	That goes there.			PR	CONT	25
122.	F	Mm. +	OTH-M	A			
123.		That goes in there.	DEC	A			
124.		Oops-a-daisy.	OTH-M	SD			
	C	I know put this back.					
125.	F	How about we put this piece in first?	INT-WH	CID			
126.		Where do you think that goes?	INT-WH	TQ			
	C	Goes here.					
127.	F	I think it goes there.	DEC	CID			
	C	Do \<inaudible\>			PR	CONT	26
128.	F	Oo we're missing a piece.	DEC	SD			
129.		How about we put this piece in first?	INT-WH	CID			
	C	Yes.					
130.	F	That would go in there.	DEC	CID			
131.		It might be better to put that down in there first.	DEC	CID			
	C	\<Inaudible\>					
132.	F	Turn it around.	IMP	CI			
133.		Like that.	OTH-M	CI			
134.		That's right. + Mm.	DEC	F			
135.		Here it goes.	DEC	SD			
136.		Beep-beep. beep-beep.	OTH-M	SD			

MOTHER AND BOOKS

U			GRAMM	II	LOC	FUNCTS	
1.	M	This one's called *Moonlight*.	DEC	SD	PR	REP	1
2.		What can you see in the *Moonli* '	INT-WH	RQ			
[~3 secs]							
3.		Who's this?	INT-WH	TQ	PR	REP	2
	C	Daddy.					
4.	M	Who's that?	INT-WH	TQ			
	C	Mummy.					
5.	M	I wonder who that is.	DEC	SD			
	C	C.					
6.	M	That's C?	INT-OTH	VR			
	C	Yes that's me <with> Mummy and Daddy.					
7.	M	What are they doing?	INT-WH	TQ	PR	REP	3
	C	They're eating. Daddy in chair.					
8.	M	Daddy's in the chair.	DEC	A			
9.		What's happening here?	INT-WH	TQ	PR	REP	4
[~1.5 secs]							
	C	<They doing the washing up.>					
[~1.5 secs]							
10.	M	Look.	IMP	CI/AD	PR	TUT	5
11.		What are these?	INT-WH	TQ			
	C	Flowers.					
12.	M	What's the girl got?	INT-WH	TQ	PR	TUT	6
	C	Toys.					
[~2 secs]							
13.	M	Can ُ find. the train?	INT-Y/N	CID			
[~1.5 secs]							
14.		Point to the train.	IMP	CI			

	C	There.					
15.	M	What's the Daddy holding up?	INT-WH	TQ	PR	TUT	7
	C	He holding books.					
16.	M	Is there a teddy bear?	INT-Y/N	TQ	PR	TUT	8
	C	No teddy bear.					
17.	M	You can't find a teddy bear?	INT-OTH	VR			
	C	Can't find teddy bear.					
18.	M	Where's the little boy now?	INT-WH	TQ	PR	REP	9
	C	Where boy?					
19.	M	Is he in bed?	INT-Y/N	TQ			
	C	In bed \<inaudible>					
20.	M	Want Mummy to read you *Zug the Bug*?	OTH-M-IN	RQ	PR	REP	10
	C	Oh.					
21.	M	He's a very strange bug. [[*Have you heard of Zug the Bug?*]]	DEC	SD			
22.		See the worms?	OTH-M-IN	AD			
	C	Worms.					
	M	[[*That's Zug.*]]			PR	REP	11
	C	Zug.					
	M	[[*What a big bug.*]] [[*He went fishing with a dog*]] [[*called Pug.*]]					
	C	Pug.					
	M	[[*Hi Zug.*]] [[*Hi Pug.*]] [[*What will they get?*]]			PR	TUT	12
23.		If they've gone fishing do you know what they will get?	INT-Y/N	TQ			
	C	A fish \<inaudible>					
	M	[[*When their rod gave a tug ...*]]			PR	REP	13

		[[*Help me, Zug!*]]					
		[[*Hang on, Pug!*]]					
		[[*out of the water popped a big*]]					
		[[*fat slug.*]]					
	C	Slug.					
24.	M	Can you find the slug?	INT-Y/N	CID			
	C	<Slug>					
	M	[[*Isn't it fat?*]]			PR	REP	14
		[[*It's a slug.*]]					
		[["*We've caught a slug!*" *said Zug.*]]					
		[[*So Pug and Zug did hop and hug.*]]					
	C	Ah.					

[~8 secs]

25.	M	Do you want to read *Moonlight?*	INT-Y/N	RQ	PR	REP	15
	C	I want that book.					
26.	M	Shall we finish this one?	INT-Y/N	RQ			
		[["*Let's take Slug home,*" *said Zug,*]]			PR	REP	16
		[[*and they put him in an old milk jug.*]]					
		[[*There goes Slug into the jug.*]]					
		[[*Slug, inside the jug, was very*]]					
		[[*hard for then to lug.*]]					
		[[*Push, Zug!*]]					
		[[*Pull, Pug!*]]					
		[[*Will you always lug me?*]]					
		[[*Home at last with Slug, they*]]					
		[[*all had milk from a big tin mug.*]]					
	C	Mug.					
	M	[[*Glug, glug.*]]					
		[[*Mmm... milk in a mug.*]]					
		[[*I'm next, Zug!*]]					
		[[*Milk for a mug after a slug - eegh!*]]					
		[[*Then warm and snug, Zug, Pug and Slug*]]					
		[[*went to sleep on a bright red rug.*]]					
		[[*They're as snug...*]]					
		[[*as a bug in a rug.*]]					
		[[*Happy Zzzug.*]]					
		[[*He's a bug.*]]					
	C	He a bug.					

27.	M	This is the very last one.	DEC	SD	PR	REP	17
	C	Very last.					
	M	[[*Who's making that noise?*]]					
	C	Who making that noise?					

28.	M	You look. [[*Who's making that noise?*]] [[*Is it those noisy boys?*]] [[*It's not us.*]] [[*Who's inside?*]] [[*Just open wide.*]]	IMP	CI	PR	REP	18
	C	<Mouse.>					
29.	M	A bear going [[*toot toot toot.*]]	OTH-M	SD			
	C	Toot toot toot.					

	M	[[*Who's making that noise?*]]			PR	REP	19
30.		You wait.	IMP	CI			
31.		You wait. [[*Is it those noisy boys?*]] [[*It's not us.*]]	IMP	CI			
	C	Waa.					
	M	[[*I wonder who dares look under*]] [[*the stairs?*]]					
32.		I'm not going to let you peek yet. [[*Who's making that noise?*]] [[*Is it those noisy boys?*]]	DEC	SD			
	C	Noisy boys.					
	M	[[*Who's hiding there to give us*]] [[*a scare?*]]					
33.		You open the door. Oh!	IMP	CI			
	C	Doggie.					
	M	[[*Rattle rattle rattle.*]]					
	C	Rattle.					

| 34. | M | Not allowed to peek.
[[*Who's making that noise?*]]
[[*Is it those noisy boys?*]]
[[*It's not us?*]]
[[*Now who do you think is under*]] | OTH-M | CID | PR | REP | 20 |

35.		*[[the sink?]]* Who do you think?		INT-WH	RQ		
	C	\<A cat.\>					
	M	*[[Crash crash crash.]]*					
	C	Crash crash.					
	M	*[[Who's making that noise?]]* *[[Is it those noisy boys?]]* *[[It's not us.]]* *[[It's time to explore, but which]]* *[[cupboard door?]]*				PR	REP	21
	C	Sh.					
36.	M	Oh what is it?		INT-WH	TQ		
	C	A cat sh.					
37.	M	A cat with a bell. *[[Ring a ding ding.]]*	+	OTH-M	A		
	C	Ding ding.					
	M	*[[Who's making that noise?]]*				PR	REP	22
	C	Waa.					
	M	*[[Is it those noisy boys?]]*					
	C	No noise.					
	M	*[[It's not us.]]* *[[Do hurry!]]* *[[Don't wait!]]* *[[Pull open that gate!]]* *[[Bang bang bang.]]*					
	C	Look mouse.				PR	REP	23
38.	M	I think that's a rabbit.		DEC	A		
39.		Do you want to sit up?		INT-Y/N	RQ		
	C	Rabbit.					
40.	M	That's a rabbit.		DEC	A		
41.		Mouse.		OTH-M	SD		
[~2 secs]							
42.		[whispered] There's the rabbit.		DEC	SD		
	C	Crash.					

	M	[[*Now who could be making that*]]			PR	REP	24
		[[*hullabaloo?*]]					
		[[*It's surely not me and it's surely*]]					
		[[*not you.*]]					
		[[*Open this first to find out the*]]					
		[[*worst.*]]					
		[[*Shout. Scream. Yell.*]]					
43.		Who's that?	INT-WH	TQ			
44.		Who is it?	INT-WH	QP			
45		Mm?	OTH-M-IN	QP			
	C	Boys.					
		Noisy.					
		Noisy boys.					
46.	M	Noisy boys.	+ OTH-M	A			
		[[*Shhh.*]]					
	C	<There you are.>					
47.	M	That's it.	OTH-M	SD	PR	REP	25
	C	That's it.					
[~1.5 secs]							
48.	M	Did you want to look at any of the books again?	INT-Y/N	RQ	PR	REP	26
49.		You'd you like to look at that one?	INT-OTH	RQ			
50.		What can you see?	INT-WH	RQ			
	C	Train.					
		Choo-choo.					
		Oo.					
51.	M	A train.	+ OTH-M	A			
52.		Yes.	+ OTH-M	A			
53.		Where's where's the little boy?	INT-WH	TQ	PR	REP	27
	C	Naughty boy.					
		Little boy.					
		<Inaudible>					

MOTHER AND PUZZLES

U				GRAMM	II	LOC	FUNCT	S
1.	M	You do this puzzle with the bears C.		IMP	CI	PR	CONT	1
2. [~4 secs]		You do the puzzle with the bears.		IMP	CI			
	C	[[Tape.]] [[There's tape.]]						
	M	[[There's a tape yes.]]						
	C	[[There's tape.]]						
	M	[[It's a tape.]] [[It's going around.]]						
3.		How about you do the puzzle?		INT-WH	CID	PR	CONT	2
4.		What about this big bear?		OTH-M-IN	CID			
5.		Do you know where the big bear goes?		INT-Y/N	CID			
[~2 secs]								
6.		No.		OTH-M	F			
	C	No.						
7.	M	Actually you're right.		DEC	SD			
8.		But turn it around.		IMP	CI			
9.		Turn it around.		IMP	CI			
10.		That's right.		DEC	F			
[~1.5 secs]								
11.		Good boy.	+	OTH-M	F			
[~2.5 secs]								
12.		Very good.	+	OTH-M	F			
[~2 secs]								
13.		Good boy.	+	OTH-M	F			
[~2 secs]								
14.		Can you do this puzzle?		INT-Y/N	CID	PR	TUT	3
15.		What's that?		INT-WH	TQ			
	C	Oo. Clown.						
16.	M	Yes a clown.		OTH-M	A			
17.		Where's the ball?		INT-WH	TQ	PR	TUT	4
	C	Ball. Duck.						

18.	M	A duck.		OTH-M	A			
	C	Bears.						
19.	M	A bear.		OTH-M	A			
20.		That's a doll that one.		DEC	SD			
	C	Dolls. That's.						
21.	M	Good boy.	+	OTH-M	A			
	C	That's \<inaudible\>						

[~1.5 secs]

		Ooch.				PR	CONT	5
22.	M	Now you have to put them back.		DEC	CID			
23.		Where does the lion go?		INT-WH	TQ			
	C	Put it there.						
24.	M	Good boy.	+	OTH-M	F			
	C	Oof.						
25.	M	The boat.		OTH-M	A			
26.		Good boy.	+	OTH-M	F			
27.		Turn it round.		IMP	CI			
	C	Turn.						
28.	M	Turn it round.		IMP	CI			
29.		To get it to fit.		OTH-M	SD			
30.		That's right.	+	DEC	F			
31.		Very good.	+	OTH-M	F			
	C	\<It fits.\> \<Inaudible\>						

32.	M	What's that one?		INT-WH	TQ	PR	TUT	6
33.		What's that picture?		INT-WH	TQ			
	C	Train. Toot toot.						
34.	M	The train goes toot toot yes.		DEC	A			
	C	Choo choo choo choo.						

35.	M	What's that?		INT-WH	TQ	PR	TUT	7
	C	Duck.						

36.	M	What noise does a duck make?	INT-WH	TQ			
	C	Quack.					
37.	M	Quack.	OTH-M	A			
38.		That's right.	+ DEC	SD			
39.		Good boy.	+ OTH-M	SD			
40.		How many balls?	OTH-M-IN	TQ	PR	REP	8
41.		Can you see how many balls?	INT-Y/N	RQ			
	C	No.					
42.	M	No?	OTH-M-IN	VR			
[~3 secs]							
43.		What goes inside the pram?	INT-WH	TQ	PR	TUT	9
44.		What do you put inside prams?	INT-WH	TQ			
45.		You put a baby.	DEC	SD			
	C	For baby.					
		Oh gollies.					
[~4 secs]							
		Bear.			PR	TUT	10
46.	M	A bear.	OTH-M	A			
47.		What's the last one?	INT-WH	TQ			
48.		Do you know what that is?	INT-Y/N	RQ			
	C	Bicycle.					
49.	M	Bike.	OTH-M	A			
50.		Very good.	+ OTH-M	F			
51.		Finished.	OTH-M	SD			
52.		Do you want to do another one?	INT-Y/N	RQ			
53.		Look at this.	IMP	CI	PR	TUT	11
54.		What are these?	INT-WH	TQ			
	C	Mimis.					
55.	M	Mimi.	OTH-M	A			
	C	Lulu.					
56.	M	Lulu.	OTH-M	A			
	C	Mimi.					
57.	M	That's an umbrella.	DEC	SD			
58.		That's an umbrella at the top there.	DEC	SD			
59.		That keeps the sun off you at the beach.	DEC	SD			
	C	And a. B2.					
		B2.					

60.	M	B2.		OTH-M	A			
61.		Good boy.	+	OTH-M	SD			
	C	Got a B2.						
[~2.5 secs]								
62.	M	Very good.	+	OTH-M	A			
	C	Umbrella.						
63.	M	Umbrella.		OTH-M	A			
[~2 secs]								
	C	<Inaudible>				PR	TUT	12
64.	M	They're at the beach.		DEC	SD			
65.		Can you find the bucket?		INT-Y/N	CID			
66.		Can you find the bucket at the beach?		INT-Y/N	CID			
[~2 secs]								
	C	B1.				PR	TUT	13
67.	M	That's B!		DEC	A			
	C	B2. Mimi.						
68.	M	That's Morgan.		DEC	A			
69.		See?		OTH-M-IN	AD			
70.		He has an M for Morgan.		DEC	SD			
	C	<B2>						
[~2 secs]								
71.	M	You do the last one?		OTH-M-IN	RQ	PR	REP	14
72.		What's that?		INT-WH	TQ			
	C	Helicopter. A helicopter.						
73.	M	A helicopter.		OTH-M	A			
74.		Mummmy will tip the pieces out.		DEC	SD			
75.		There we are.		OTH-M	SD			
76.		Good boy.	+	OTH-M	F			
77.		That's a blade.		DEC	SD			
78.		Very good.	+	OTH-M	F			
79.		Good boy.	+	OTH-M	F			

80.		What colour are they?	INT-WH	TQ	PR	TUT	15
	C	Colours.					
[~1.5 secs]							
81.	M	Are they yellow?	INT-Y/N	TQ			
	C	They are yellow. They red. Red.					
82.	M	They're red yes.	DEC	A			
83.		Mm not quite.	OTH-M	F	PR	CONT	16
[~1.5 secs]							
84.		I think it might need to go here.	DEC	CID			
85.		You try and put it there.	IMP	CI			
	C	Here <inaudible> there.					
86.	M	There we are.	DEC	SD			
87.		Good boy. +	OTH-M	F			
88.		Turn it round.	IMP	CI			
[~1.5 secs]							
89.		Very good. +	OTH-M	F			
90.		Try again.	IMP	CI			
[~1.5 secs]							
91.		See that part has to fit into there.	DEC	SD			
[~3 secs]							
	C	<Fit in> here.					
[~2 secs]							
92.	M	Mm.	OTH-M	A			
93.		Tricky.	OTH-M	SD			
	C	Oo.					
[~2 secs]							
94.	M	How about. you try and fit this little green piece?	INT-WH	CID	PR	CONT	17
	C	This.					
95.	M	Good boy. +	OTH-M	F			
96.		And. how about you try and fit this little round piece?	INT-WH	CID	PR	CONT	18
[~2 secs]							
97.		No.	OTH-M	F			
98.		Try near the bottom.	IMP	CI			
[~2 secs)]							
99.		Near the bottom.	OTH-M	CI			
	C	Eeh.					

[~1.5 secs]

You do this.

100.	M	There we are.		OTH-M	SD			
101.		You want Mummy to do that do you?		INT-TAG	VR			
102.		There we are.		OTH-M	SD			
103.		You fit the last two pieces.		IMP	CI	PR	CONT	19

[~3 secs]

| | C | I know where is. | | | | | | |

| 104. | M | You try again. | | IMP | CI | | | |
| 105. | | Turn it round. | | IMP | CI | | | |

[~3 secs]

| 106. | | That's right. | + | DEC | F | | | |
| 107. | | Now try. | | IMP | CI | | | |

[~3 secs]

| 108. | | Good boy. | + | OTH-M | F | | | |
| 109. | | Which puzzle did you like the best? | | INT-WH | RQ | PR | REP | 20 |

| | C | Like this. | | | | | | |

| 110. | M | And who's in that puzzle? | | INT-WH | TQ | | | |

| | C | <Lisk.> | | | | | | |

FAMILY MEAL

U				GRAMM	II	LOC	FUNCTS	
1.	**F**	**It's nice.**		**DEC**	**SD**	**PR**	**REP**	**1**
1.	M	Is it hot?		INT-Y/N	RQ			
[~1.5 secs]								
2.		Is the meat hot?		INT-Y/N	RQ			
3.		Is that nice?		INT-Y/N	RQ			
4.		Mm.		OTH-M	SD			
2.	**F**	**It's meatballs.**		**DEC**	**SD**			
[~5 secs]								
		[[Still a bit overcast.]]						
	M	[[Mm.]]						
		[[It says wet and rainy too.]]						
[~2 secs]								
5.		Spoon off the table.		OTH-M	CID	PR	CONT	2
3.	**F**	**No no no no.**		**OTH-M**	**CID**			
6.	M	No.		OTH-M	CID			
4.	**F**	**Don't do that please.**		**IMP**	**CI**			
[~2 secs]								
5.		**Where did you go today?**		**INT-WH**	**TQ**	**P**	**REP**	**3**
[~1.5 secs]								
6.		**Who did you see at the airport?**		**INT-WH**	**TQ**			
[~1.5 secs]								
	C	See plane.						
7.	**F**	**We saw a plane.**	+	**DEC**	**A**			
8.		**That's right.**	+	**DEC**	**SD**			
7.	M	Mm.		OTH-M	SD			
8.		Who went on a plane?		INT-WH	TQ			
	C	\<Inaudible\> watch.						
9.	**F**	**Who's gone on holidays?**		**INT-WH**	**TQ**			
	C	Mummy.						
10.	**F**	**No not Mummy.**		**OTH-M**	**A**			
9.	M	Who did you see?		INT-WH	TQ			
10.		Did you see Ca?		INT-Y/N	TQ			
[~1.5 secs]								

#	Spkr	Utterance						
11. [~5 secs]		Who was with Ca?		INT-WH	TQ			
	C	\<Inaudible\> me.				PR	CONT	4
[~3 secs]								
12.	M	Don't do that.		IMP	CI			
	C	Don't do that.						
13. [~2.5 secs]	M	Pardon?		OTH-M-IN	RP			
14.		Do you like the meat?		INT-Y/N	RQ	PR	REP	5
11.	F	It's nice.		DEC	SD			
	C	Bean.						
15.	M	<u>That's a bean</u>.	+	DEC	A			
12.	F	<u>That's a bean</u>.	+	DEC	A			
	C	Bean.						
13.	F	Bean.		OTH-M	A			
14. [~2 secs]		That's right.	+	DEC	SD			
15.		What's Daddy got?		INT-WH	TQ	PR	TUT	6
16.		What's this?		INT-WH	QP			
	C	\<Tomato fruit.\>						
17. [~3 secs]	F	Carrot?		OTH-M-IN	RP			
16.	M	C has some carrot too.		DEC	SD			
17.		Nice.		OTH-M	SD			
	C	Beans.						
18.	M	Carrot mhm.		OTH-M	SD			
18.	F	<u>Where's C's beans?</u>		INT-WH	TQ			
	C	\<I have\> to sit.				PR	REP	7
19.	F	<u>Sit</u> yes.		OTH-M	A			
19.	M	<u>Sit</u>.		OTH-M	A			
20.		You see. you see how much you can eat.		IMP	CI			
[~14 secs]								

	C	<Inaudible>			
	F	[[<What were you doing while we were]] [[out?>]]			
	M	[[Mum was doing housework.]] [['Cause they went out so much during]] [[the week.]]			
	F	[[Oh right.]]			
	M	[[<The other day for education.>]]			

C [vocalises]

	M	[[They went to Freo today.]]			
	F	[[Oh.]]			
	M	[[Mm.]] [[Had a fish.]]			

C [grizzles]					PR	CONT 8

20.	F	Don't whinge please.	IMP	CI	
21.		What would you like?	INT-WH	RQ	
22.		You tell Mummy and Daddy what you would like.	IMP	CI	
23.		What would you like?	INT-WH	RQ	

C [grizzles]

24.	F	I can't understand mmmm.	DEC	CID	
25.		Would you like a drink of water?	INT-Y/N	RQ	
	C	Yes.			
26.	F	You say "Can I have a drink of water please Daddy?"	IMP	CI	
	C	Yep.			
27.	F	You say it.	IMP	CI	
	C	<C have water please?>			
28.	F	You would like some water please?	INT-OTH	VR	
	M	[[Do you want me to get it.]]			
	F	[[It's OK.]] [[Any more meatballs for somebody?]]			

	C	C want sauce.			PR	CONT	9
21.	M	You'd like sauce?	INT-OTH	RQ			
29.	**F**	**Sauce.**	**OTH-M**	**SD**			
[~1.5 secs]							
30.		**What do you say?**	**INT-WH**	**CID**			
	C	Meat.					
31.	**F**	**Meat.**	**OTH-M**	**A**			
22.	M	Meat.	OTH-M	A			
32.	**F**	**What do you say?**	**INT-WH**	**CID**			
23.	M	You're a lucky boy.	DEC	SD			
33.	**F**	**Thank you.**	**OTH-M**	**CID**			
	C	Aah.					
34.	**F**	**Where's your thank you?**	**INT-WH**	**CID**			
24.	M	You try some zucchini.	IMP	CI	PR	CONT	10
25.		That's the green.	DEC	SD			
26.		You try the zucchini.	IMP	CI			
	C	No.					
27.	M	Oh it's nice.	DEC	A			
	C	Mm.					
28.	M	Mm.	OTH-M	A			
29.		C.	OTH-M	CID/AD			
30.		Use your spoon properly.	IMP	CI			
[~3 secs]							
35.	**F**	**Thank you Daddy.**	**OTH-M**	**CID**	**PR**	**CONT**	**11**
	C	Thank you Daddy.					
[~4 secs]							
	F	[[It was supposed to be a sunny day.]]					
	M	[[Fine <but not much sun.>]]					
	F	[[No.]]					
		[[Sunny day.]]					
	M	[[Mm tiny part of it sunshine.]]					

[[Did you have bread with this <meat?>]]

| | F | [[Much nicer.]] | | | | | |

| | C | [vocalises] | | | PR | REP | 12 |
[~2.5 secs]

| 36. | F | Nice. | OTH-M | SD | | | |

| | M | [[Mum ate one of the meatballs yesterday]] [[after I cooked it.]] | | | | | |

| | F | [[Oh right.]] | | | | | |

| | M | [[Mm.]] [[She liked the recipe]] [[so I decided to cook it <for them.>]] | | | | | |

| | F | [[Mm.]] | | | | | |

| | C | More meat. | | | PR | CONT | 13 |

| 37. | F | Please. | OTH-M | CI | | | |

| | C | Please Daddy. | | | | | |

| 38. | F | There you go. | DEC | SD | | | |

| 31. | M | Daddy needs his meat too. | DEC | SD | | | |

| | C | Daddy meat too. | | | | | |

| 32. | M | Mm. | OTH-M | A | | | |

| 39. | F | How about you eat a bean as well? | INT-WH | CID | PR | CONT | 14 |

| 33. | M | You try a bean. | IMP | CI | | | |
| 34. | | It's very rice. | DEC | SD | | | |

40.	F	Like these.	OTH-M	SD			
41.		See Daddy's got some beans.	DEC	SD			
42.		See?	OTH-M-IN	CID/AD			
[~2 secs]

| 35. | M | Lovely food. | OTH-M | SD | | | |

| | C | Carrot stick. | | | | | |

| 43. | F | Here. | OTH-M | SD | | | |
| 44. | | Have a try. | IMP | CI | | | |

| 36. | M | That one. | OTH-M | SD | | | |

37.		Half a bean.	OTH-M	SD			
45.	**F**	**You have a taste.**	**IMP**	**CI**			
38.	M	You put it in your mouth.	IMP	CI			
39.		Very nice.	OTH-M	SD			
[~2 secs]							
46.	**F**	**Nice.**	**OTH-M**	**SD**			
40.	M	No.	OTH-M	CID	PR	CONT	15
47.	**F**	**Not on the table <u>please</u>.**	**OTH-M**	**CID**			
41.	M	<u>C</u>!	OTH-M	CID/AD			
48.	**F**	**Off. the table.**	**OTH-M**	**CID**			
	C	<Play with it>					
42.	M	Pardon?	OTH-M-IN	RP			
[~1.5 secs]							
	M	[[Do you want any more?]]					
	F	[[Had too much to eat during the day]] [[<inaudible>]]					
	C	[vocalises]			PR	CONT	16
43.	M	Don't play with it.	IMP	CI			
49.	**F**	**C would like some water please.**	**DEC**	**CID**	**PR**	**CONT**	**17**
[~4 secs]							
	C	Wash.					
50.	**F**	**Thank you.** **C <inaudible>.**	**OTH-M**	**CID**			
		[[What's for dessert?]]					
	M	[[Apples.]]					
	C	Ooh.			PR	CONT	18
51.	**F**	**Pardon you.**	**OTH-M**	**CI**			
	C	<Sorry> Daddy.					
52.	**F**	**Thank you C.**	**OTH-M**	**A**			
	C	Thank you Mummy.					
44.	M	That's OK C.	DEC	A			

45.		D will like your leftovers.	DEC	SD			
53. [~7 secs]	F	Yeah.	OTH-M	SD			

	C	Nice.			PR	REP	19
46.	M	Nice icecream.	OTH-M	A			
	C	Ice cream yes.					
47.	M	Pardon?	OTH-M	RP			
	C	Much better.					
48.	M	Much better.	OTH-M				

	C [~1.5 secs]	Oh. Picture.			PR	REP	20
49.	M	What can you see on your picture?	INT-WH	TQ			
	C	Birds.					
50.	M	Birds.	OTH-M	A			
	C	Baby birds.					
51.	M	Baby birds.	OTH-M	A			
	C	There's a baby bird. There's apple.					
52. 53. 54.	M	Yes. Good boy. He's eating the apple.	+ +	OTH-M OTH-M DEC	A A SD		

	C	Where's teddy? This is Lilly.			PR	REP	21
55. 56.	M	That's Lilly is it? Lilly has a purple dress on.	INT-TAG DEC	VR SD			
	C	Oo. Basket.					
57.	M	Basket.	OTH-M	A			
	C	Basket. What's this?					
	F	[[Is this all for tonight or-?]]					

395

	M	[[No.]]		
	C	Mummy Mummy these.		
	M	[[Oh you can use it all for tonight.]]		
	C	This is Mummy.		
58.	M	That's the Mummy is it?	INT-TAG	VR
	C	Yes. There's teddies.		
59.	M	Mhm.	OTH-M	A
60.		Where's Pop?	INT-WH	TQ
61	.	Can you find Pop?	INT-Y/N	CID
62.		That's Pop.	DEC	SD

FAMILY 5

FATHER AND BOOKS

U			GRAMM	II	LOC	FUNCT'S	
	C	Baby ones.			PR	CONT	1
1.	F	What's that?	INT-WH	RP			
	C	I want that baby one.					
2.	F	No we've got special books tonight.	DEC	A			
3.		Hop in	IMP	CI			
4.		and I'll show you some special books from the library.	DEC	SD			
5.		OK?	OTH-M-IN	DP			
[~1.5 secs]							
	C	OK.					
		Special book.					
[~2 secs]							
	F	Oh.			PR	REP	2
6.		Look at this book.	IMP	CI/AD			
7.		It's called *Moonlight* C.	DEC	SD			
8.		And it's a little girl in bed.	DEC	SD			
9.		C turn over.	IMP	CI	PR	REP	3
10.		Want your drink?	OTH-M-IN	RQ			
	C	Mm.					
	F	[[*First it's supper, then a bath.*]] [[*After some play there's time to read.*]] [[*But for the small girl in this book,*]] [[*bedtime seems to take even longer than usual.*]]			PR	REP	4
11.		There she is.	DEC	SD			
12.		What's she doing?	INT-WH	RQ			
13.		She's got some tea.	DEC	SD			
[~1.5 secs]							
14.		Apples.	OTH-M	SD			
15.		There's a barbie and some-	DEC	SD			
16.		That's right.	DEC	SD			
17.		*Moonlight.*	OTH-M	SD			
18.		Here she is.	DEC	SD			
19.		She's got a dolly.	DEC	SD			
20.		Hang on.	OTH-M	CI			
21.		One at a time.	OTH-M	CID			
22.		Look.	IMP	CI/AD			
23.		Daddy's eating.	DEC	SD			
[~1.5 secs)]							

FAMILY 5

FATHER AND BOOKS

U			GRAMM	II	LOC	FUNCT'S	
	C	Baby ones.			PR	CONT	1
1.	F	What's that?	INT-WH	RP			
	C	I want that baby one.					
2.	F	No we've got special books tonight.	DEC	A			
3.		Hop in	IMP	CI			
4.		and I'll show you some special books from the library.	DEC	SD			
5.		OK?	OTH-M-IN	DP			
[~1.5 secs]							
	C	OK.					
		Special book.					
[~2 secs]							
	F	Oh.			PR	REP	2
6.		Look at this book.	IMP	CI/AD			
7.		It's called *Moonlight* C.	DEC	SD			
8.		And it's a little girl in bed.	DEC	SD			
9.		C turn over.	IMP	CI	PR	REP	3
10.		Want your drink?	OTH-M-IN	RQ			
	C	Mm.					
	F	[[*First it's supper, then a bath.*]] [[*After some play there's time to read.*]] [[*But for the small girl in this book,*]] [[*bedtime seems to take even longer than usual.*]]			PR	REP	4
11.		There she is.	DEC	SD			
12.		What's she doing?	INT-WH	RQ			
13.		She's got some tea.	DEC	SD			
[~1.5 secs]							
14.		Apples.	OTH-M	SD			
15.		There's a barbie and some-	DEC	SD			
16.		That's right.	DEC	SD			
17.		*Moonlight.*	OTH-M	SD			
18.		Here she is.	DEC	SD			
19.		She's got a dolly.	DEC	SD			
20.		Hang on.	OTH-M	CI			
21.		One at a time.	OTH-M	CID			
22.		Look.	IMP	CI/AD			
23.		Daddy's eating.	DEC	SD			
[~1.5 secs)]							

	C	This is story.			PR	REP	5
24.	F	No it's got lots of pictures in this book.	DEC	A			
25.		And there's lots of things to see in the pictures.	DEC	SD			
26.		See?	OTH-M-IN	CI/AD			
27.		They're having tea C.	DEC	SD			
28.		What are they having?	INT-WH	RQ			
	C	Um.					

[~1.5 secs]

29.	F	Look.	IMP	CI/AD	PR	REP	6
30.		There's the Daddy.	DEC	SD			
	C	Oo. What's that?					
31.	F	That's a bowl.	DEC	R			
	C	What's it got in it?					
32.	F	Nothing.	OTH-M	R			
33.		It's finished.	DEC	SD			
34.		See?	OTH-M-IN	CI/AD			
35.		She's finished it.	DEC	SD			
36.		See?	OTH-M-IN	CI/AD			

[~1.5 secs]

37.		And she's playing with things here.	DEC	SD	PR	REP	7
38.		See?	OTH-M-IN	CI/AD			
39.		There's the napkin	DEC	SD			
40.		and she's folded it up	DEC	SD			
41.		and it looks like a boat.	DEC	SD			
42.		See?	OTH-M-IN	CI/AD			
43.		Look.	IMP	CI/AD			
44.		It's a bit of lemon	DEC	SD			
45.		and Daddy is doing the dishes.	DEC	SD			

[~1.5 secs]

46.		Then she takes her boat. into the bath.	DEC	SD	PR **	REP	8
47.		See?	OTH-M-IN	CI/AD			
48.		Look at the boat she made C for the bath.	IMP	CI/AD			

[~2 secs]

49.		Look what she's got on her head.	IMP	CI/AD			
	C	Shower cap.					
50.	F	Just like C's.	OTH-M	SD			
51.		C's got a shower cap.	DEC	SD			

398

52.		She's got a big boat	DEC	SD			
53.		and she's got a little boat.	DEC	SD			
54.		She's got a red flannel.	DEC	SD			
55.		But C's got a. green flannel.	DEC	SD			
	C	And so the boat is going.					
56.	F	That's right. +	DEC	A			
57.		Here we go.	OTH-M	SD	PR	REP	9
58.		Here's Mummy.	DEC	SD			
59.		Look.	IMP	CI/AD			
60.		She's wrapped up in a towel.	DEC	SD			
[~2 secs]							
	C	In a orange towel.					
61.	F	That's right. +	DEC	A			
62.		She's got an orange towel around her hair so her hair gets nice and dry.	DEC	SD			
63.		And then she puts on her pyjamas.	DEC	SD			
[~1.5 secs]							
64.		And then her Mummy brushes her hair.	DEC	SD			
65.		Finished?	OTH-M-IN	RQ	PR	CONT	10
66.		OK.	OTH-M	A			
67.		Put it that there.	IMP	CI			
	C	I've been sucking it.					
68.	F	Were you?	INT-Y/N	QR			
	C	Yeah.					
69.	F	Turn over.	IMP	CI			
	C	OK.					
		1-2-3-4. 1-2-3-4-5-6-7-8-9-10-11-12-13-14.			PR	REP	11
70.	F	Oh that's very good C. +	DEC	A			
71.		OK.	OTH-M		PR	REP	12
72.		Right up in the- look at all these pictures.	IMP	CI/AD			
	C	1-2-3-4-5-6-7-8-					
73.	F	And then she's she's in her pyjamas	DEC	SD			
74.		and Mummy's brushed her hair	DEC	SD			
75.		so she brushes her dolly's hair.	DEC	SD			
76.		And then she wipes her teddy	DEC	SD			
77.		and she brushes teddy.	DEC	SD			
78.		Look she's giving teddy a little.	DEC	SD			

		hug.					
79.		And then look what she's done to teddy and dolly.	IMP	CI/AD			
80.		They've gone to sleep.	DEC	SD			
81.		That's her room C.	DEC	SD	PR	REP	13
82.		Look what's in her room.	IMP	CI	**		
83.		Big colour ball just like you.	OTH-M	SD			
84.		And some drawers.	OTH-M	SD			
85.		There's a notebook.	DEC	SD			
86.		And Daddy is coming in	DEC	SD	PR	REP	14
87.		and he's what?	INT-WH	TQ			
	C	<Inaudible>					
88.	F	That's right. <He's got a red book.>	+	DEC	A		
	C	He got a red book.					
89.	F	It's a red book.		DEC	A		
90.		That's right.	+	DEC	SD		
	C	It might be the orange book.					
91.	F	No it's a red book.		DEC	A		
	C	Red book.					
92.	F	Good girl.	+	OTH-M	A		
93.		Look what Daddy's doing.	IMP	CI/AD	PR	REP	15
94.		Daddy's reading the little girl a story.	DEC	SD			
95.		And then Daddy kisses the girl goodnight	DEC	SD			
96.		and it's all dark there.	DEC	SD			
97.		He turns the light off	DEC	SD			
98.		but he leaves the door open.	DEC	SD			
99.		Turn over.	IMP	CI			
[~1.5 secs]							
	C	Then her her then her Mummy comes in.					
100.	F	I see.		DEC	A		
101.		He left the door open so her Mummy comes in.	DEC	SD			
102.		That could be right.	+	DEC	SD		
103.		See it's all dark now C.	DEC	SD			
	C	You you leave the light on. My Mum comes in.					
104.	F	That's right.	+	DEC	A		

	C	She has a drink.					
		I got a little drink.					
105.	F	Look she's restless C.	DEC	SD			
106.		Look she can't sleep.	DEC	SD			
107.		And look what happens.	IMP	CI/AD			
108.		She sits up.	DEC	SD			
109.		Then she goes outside.	DEC	SD			
110.		Sometimes C does that <and we don't know>.	DEC	SD	P **	REP	17
	C	I do that our holiday.					
111.	F	That's right. +	DEC	A			
112.		You did when you were on holidays didn't you?	INT-TAG	VR			
	C	I opened the little door.					
		Daddy and Mummy will open that big door.					
113.	F	That's right. +	DEC	A			
114.		The handle was too high for C wasn't it?	INT-TAG	QR			
	C	Pick me up					
		and C open that.					
+							
115.	F	That's right. +	DEC				
116.		Look.	IMP	CI/AD	PR	REP	18
117.		She wants a little drink.	DEC	SD			
118.		She went out to see Mummy.	DEC	SD			
119.		And her Mummy gave her a drink.	DEC	SD			
120.		And Mummy gave her a little cuddle.	DEC	SD			
121.		And what?	OTH-M-IN	AD			
122.		And then Mummy told her to go to bed	DEC	SD			
123.		and she's gone to bed.	DEC	SD			
124.		Mummy come in	DEC	SD			
125.		and tucked her in	DEC	SD			
126.		and she's going back to sleep.	DEC	SD			
	C	But she doesn't.					
127.	F	O-oh.	OTH-M	SD	PR	REP	19
128.		See what's happened?	OTH-M-IN	RQ			
129.		She's awake again C.	DEC	SD			
130.		She's frightened	DEC	SD			
131.		and she runs out.	DEC	SD			
132.		And guess who comes this time.	IMP	CI/AD			

133.		It's her Daddy.	DEC	SD			
134.		She wants a big cuddle from her Daddy.	DEC	SD			
135.		I think she might have been frightened Cy.	DEC	SD			
136.		She might have had a dream.	DEC	SD			
137.		Do you think she might have had a dream?	INT-Y/N	RQ			
138.		Big cuddle from her Daddy.	OTH-M	SD			
139.		And Daddy's cuddling her in the dark in bed.	DEC	SD			
140.		Then she feels better.	DEC	SD			
[~1.5 secs]							
141.		Then.	OTH-M		PR	REP	20
142.		Daddy goes to sleep on the little girl's bed.	DEC	SD			
143.		She gets up.	DEC	SD			
144.		There's the book.	DEC	SD			
145.		And she goes to see her Mummy.	DEC	SD			
146.		And she's reading her book on the couch with her Mummmy.	DEC	SD			
147.		Where's her Dad?	INT-WH	TQ			
	C	There Dad.					
148.	F	No that's her Mum.	DEC	A			
149.		Look.	IMP	CI/AD			
	C	There Dad.					
150.	F	And Mummy.	OTH-M	SD			
151.		Look what's happened.	IMP	CI/AD	PR	REP	21
152.		She's reading the little red book	DEC	SD			
153.		and her Mummy has gone to sleep.	DEC	SD			
154.		And the little girl is still reading the red book	DEC	SD			
155.		and her Mummy is still asleep.	DEC	SD			
[~1.5 secs]							
156.		Daddy wakes up	DEC	SD			
157.		and he's in the little girl's bed	DEC	SD			
158.		but the little girl's not there.	DEC	SD			
159.		And they go out	DEC	SD			
160.		and she's with Mummy <in the lounge room>	DEC	SD			
161.		She's asleep now though isn't she?	INT-TAG	QR			
162.		She's gone to sleep	DEC	SD			
163.		Turn the page.	IMP	CI			
164.		Ah look that's nice.	DEC	SD			
165.		And now Mummy and Daddy put her to bed.	DEC	SD			

166.		Ah hang on we'll lose the page.	DEC	CI	PR	CONT	22
	C	We've done that page.					
167.	F	No haven't done this page.	DEC	A			
168.		See?	OTH-M-IN	CI/AD	PR	REP	23
169.		Mummy and Daddy are very tired	DEC	SD			
170.		and they carry the little girl into bed	DEC	SD			
171.		There's no light on now.	DEC	SD			
172.		Very dark.	OTH-M	SD			
[~2 secs]							
	C	I go to sleep soon.					
173.	F	Yeah.	OTH-M	A			
174.		We've got another book.	DEC	SD	PR	REP	24
	C	I going to read a bit.					
175.	F	We got some more special books C.	DEC	SD			
176.		OK?	OTH-M-IN	QP			
	C	What have we got?					
177.	F	We'll have a look.	DEC	R			
178.		We've got=	DEC	SD			
	C	I can't read them.					
	F	=Zug the Bug.					
179.		Oh wow!	OTH-M	SD			
180.		Look at this bright book. [[I'm Zug, give me a hug.]]	IMP	CI/AD			
181.		Look at his eyes and his funny hat.	IMP	CI			
182.		What colour's the hat?	INT-WH	TQ			
	C	Red and yellow.					
183.	F	That's right. +	DEC	A			
		[[Zug the Bug.]] [[Meet Zug - he's a very strange bug!]] [[Zug's fishing trip with a dog called]] [[Pug leads to some hilarious antics.]] [[And it's done just by changing the]] [[first letter of his name.]] [[An original and very funny introduction]] [[to rhyme and spelling.]]			PR	REP	25

	C	B for bank.				PR	REP	26
184.	F	What's that?		INT-WH	RP		
	C	A B for bank.					
185.	F	B for bank.		OTH-M	A		
186.		That's right.	+	DEC	SD		

FATHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS	
1.	F	OK.	OTH-M		PR	CONT	1
2.		Here's some puzzles.	DEC	SD			
3.		Look at the puzzles.	IMP	CI/AD			
4.		Here y'are.	OTH-M	SD			
5.		We'll do the puzzles.	DEC	CID			
[~1.5 secs]							
	C	From a- they're from a library?			PR	REP	2
6.	F	Yeah they're from Toy Library.	DEC	R			
	C	Mummy went to the Toy Library. Wasn't open.					
7.	F	Which- we'll do this one first.	DEC	CID	PR	CONT	3
8.		OK?	OTH-M-IN	QP			
	C	Yeah.					
9.	F	Wanna tip it up?	OTH-M-IN	CID			
	C	There's the little one.					
10.	F	Oo!	OTH-M	A			
	C	A doll. Giraffe.					
11.	F	We'll do that later.	DEC	CID			
12		We'll do that later.	DEC	CID			
	C	Li. .r. Then we do this one.					
[~3 secs]							
13.	F	Very good C.	+ OTH-M	F			
	C	And red there. Starting rain again.					
14.	F	It's raining a lot.	DEC	A			
[~4 secs]							
15.		Keep going.	IMP	CI			
16.		You're nearly finished.	DEC	SD			
[~3 secs]							

17.		Do it again?	OTH-M-IN	RQ	PR	CONT	4
18.		Do this one again?	OTH-M-IN	RQ			
	C	No.					
19.	F	You don't want to do that one again?	INT-OTH	RQ			
	C	This one. This one. This one. This one.					
20.	F	Tip it out.	IMP	CI			
	C	There's that.			PR	REP	5
21.	F	What's that?	INT-WH	TQ			
	C	Er a car.					
22.	F	That's over here.	DEC	CID			
23.		OK.	OTH-M		PR	CONT	6
24.		Got to turn them over first.	OTH-M	CI			
[~2 secs]							
25.		What's all these pieces?	INT-WH	TQ	PR	TUT	7
26.		You tell me what you think they are.	IMP	CI			
[~2 secs]							
	C	Um doll. Um a g'raffe. A teddy bear. A pam. [pram] A cown. [clown] Um car.					
27.	F	No that's a bike.	DEC	A			
	C	Bike. Yeah. Um. a ball. And. wait a minute what that there? I can't say that one.					
28.	F	That's a tennis racket.	DEC	A			
	C	Tennis racket. A lion.					
	F	Oh!					
	C	A boat.					

29.	F	Good girl.	+	OTH-M	A			
30.		What's that?		INT-WH	TQ			
31.		Shall we put it in here?		INT-Y/N	RQ			

	C	Oo yeah.						

32.	F	Okey-doke.		OTH-M		PR	CONT	8
33.		Do you want to do it?		INT-Y/N	RQ			
34.		You can do it.		DEC	SD			
35.		You're good at puzzles.	+	DEC	SD			

	C	What's this?

36.	F	Turn it around.		IMP	CI
37.		Put it back straight.		IMP	CI

	C	Yes <inaudible>

38.	F	Oh that goes in there?		INT-OTH	VR
39.		Good.	+	OTH-M	F

	C	Yes.
		It's done.
		We've done that.
		We've done it already.

[~3 secs]

		<Inaudible>
		Yeh!

[~3 secs]

	F	<Inaudible> straight off.

	C	That goes in there.
		That goes in there.

40.	F	No.		OTH-M	A

	C	That goes in there.

[~2 secs]

		There's a book.

[~3 secs]

	[to self]	Mm. that and that.

41.	F	It's a good puzzle C.		DEC	SD

	C	Wonder where this goes?

[~1.5 secs]

		Maybe that goes in there?
		No.
		That goes in that there.

42.	F	Good girl.	+	OTH-M	F

407

43. [~2 secs]		That's very good C.	+	DEC	F			
44.		What's that?		INT-WH	TQ	PR	TUT	9
	C	A lion. Oo. a cow.						
45.	F	A clown not a cow.		OTH-M	A			
46.		Clown.		OTH-M	SD			
	C	Clown.						
47.	F	Good girl.	+	OTH-M	A			
	C	A apple.						
48.	F	Uh uh. [no]		OTH-M	A			
	C	Yes.						
49.	F	Oh!		OTH-M	A			
	C [to self] A boat with that one in there. A duck.								
50. [~3 secs]	F	There's a duck.		DEC	A			
	C	No. Where this goes?				PR	CONT	10
51. [~1.5 secs]	F	Try it again.		IMP	CI			
52.		Good girl.	+	OTH-M	F			
53. [~2 secs]		Last one.		OTH-M	SD			
54.		Very good C.	+	OTH-M	F			
55.		Finished.		OTH-M	SD			
	C	We do that and that again.				PR	CONT	11
56.	F	Want to do it again?		INT-OTH	RQ			
	C	Yeah.						
57.	F	OK. Um.		OTH-M	A			
58.		This one first.		OTH-M	SD			
	C	I need to do that. That puzzle. There's another puzzle over here.						

59.	F	Wow!	OTH-M	A			
60.		Let's do this one first.	IMP	CI			
	C	This one first.					
61.	F	C Mummy's got another puzzle.	DEC	SD	PR	REP	12
	C	Coming. <This taken them>					
62.	F	Where?	OTH-M-IN	RQ			
	C	Bananas in Pyjamas.					
63.	F	Here.	OTH-M	A			
64.		Over here.	OTH-M	A			
	C	Bananas in pyjamas. There's a book-					
65.	F	Here.	OTH-M	AD	PR	CONT	13
66.		Do this one.	IMP	CI			
67.		Ready?	OTH-M-IN	RQ			
	C	Look.					
68.	F	All right.	OTH-M	A			
69.		They're both the same aren't they?	INT-TAG	QR			
70.		Same size.	OTH-M	SD			
	C	Yeah.					
71.	F	Where are the Bananas?	INT-WH	TQ	PR	TUT	14
	C	Um they're down there.					
72.	F	Where are they?	INT-WH	TQ			
	C	There them are. I found them.					
73.	F	They're down the beach.	DEC	SD			
74.		See?	OTH-M-IN	AD			
	C	That beach. Where's some water? Maybe that water there.					
75.	F	Mm mm.	OTH-M	A			
76.		There you go.	OTH-M	SD			
[~2 secs]							

	C	That's the one-			PR	CONT	15
77.	F	That's a nice puzzle.	DEC	SD			
78.		Now where does that go?	INT-WH	TQ			
	C	Um there.					
79.	F	You going to do that one too?	OTH-M-IN	RQ			
	C	No. That goes there and that one.					
80.	F	Eh!	OTH-M	A			
	C	Dad I- Daddy do a cuddle.			PR	EXPR	16
81.	F	Oh well that's very nice.	DEC	A			
82.		You giving Daddy a cuddle.	OTH-M	SD			
	C	I got some more teddy bears in my bedroom.			PR	REP	17
83.	F	Yeah?	OTH-M-IN	VR			
84.		OK.	OTH-M-IN	SD			
85.		Where's- who's that?	INT-WH	TQ			
86.		B2.	OTH-M	SD			
	C [~3 secs]	B2.					
87.	F	Oh good girl. +	OTH-M	F			
88.		Look here's number 6.	DEC	SD			
89.		Raining a lot C.	OTH-M	SD			
90.		Right.	OTH-M				
	C	Cuddle?			PR	EXPR	18
91.	F	Cuddles with Daddy.	OTH-M	R			
	C	<Inaudible>			PR	REP	19
92.	F	That's an umbrella	DEC	SD			
93.		for the beach.	OTH-M	SD			
94.		The sun doesn't get on them then does it?	INT-TAG	QR			
95.		Teddies are in the sun- in the shade of the umbrella.	DEC	SD			
[~2 secs]							
96.		Finished!	OTH-M	SD			
	C	Ah!					

97.	F	Want to do it again?	OTH-M-IN	RQ	PR	REP	20
	C	Oh no.					
98.	F	Shall we do this one again?	INT-Y/N	RQ			
	C	Yes.					
99.	F	Which one?	OTH-M-IN	RQ			
100.		This one?	OTH-M-IN	RQ			
	C	Yes.					
101.	F	The teddies one?	OTH-M-IN	RQ			
	C	That's a good teddy. <Here it is.>					
102.	F	There you go.	OTH-M	SD			
	C	Teddy teddy teddy.					
103.	F	Over here.	OTH-M	SD			
104.		Put it there so we can see.	IMP	CI			
[~2 secs]							
	C	This one's the daddy bear.			PR	REP	21
105.	F	Oh this one's the daddy?	INT-OTH	VR			
	C	This one.					
106.	F	This teddy's got a honey pot C.	DEC	SD	PR	REP	22
107.		He's very happy.	DEC	SD			
	C	Oh no. See look. Look.					
108.	F	He's eating it.	DEC	A			
	C	Yeah.					
109.	F	Yeah.	OTH-M	A			
	C	Eating it. That bit funny.					
110.	F	That's a bit funny.	DEC	A			

	C	Oo look he wears socks. Have to turn it around because that one goes there.			PR	CONT	23
111.	F	OK this one too.	OTH-M	A			
	C	This.					
112. [~1.5 secs]	F	Where's that one go?	INT-WH	TQ			
	C	No. Not goes in there. In there. No. There. There. This one put it in there and there. Turn it 'round for you. There and there.					
113.	F	Oh it goes in here does it?	INT-TAG	AR			
[~2 secs]	C	Yes.					
114.	F	Any more?	OTH-M-IN	RQ	PR	REP	24
[~2 secs]	C	Yes. There's that one. Now. you did that one and I did that one. I did. you did that one and I did that one. I did that one. I did that one.					
115.	F	Very good. +	OTH-M	F			
116.		Shall we count them?	INT-Y/N	RQ	PR	CONT	25
117.		How many pieces are there?	INT-WH	TQ			
	C	I- I- no- you- I didn't count them.					
118.	F	Do you want to count them now?	INT-Y/N	RQ			
	C	No I count all by myself.					
119.	F	OK.	OTH-M	A			
120.		Off you go.	OTH-M	CI			
121.		We'll do this one again.	DEC	CID			
122.		Over here.	OTH-M	SD			

C   Have to bring the other puzzle over here.

MOTHER AND BOOKS

U			GRAMM	II	LOC	FUNCTS	
	C	This one mine. C2's.			PR	REP	1
1.	M	What?	OTH-M-IN	RP			
	C	This.					
2.	M	That's yours.	DEC	A			
	C	Mine?					
3.	M	But C2 uses it sometimes.	DEC	R			
	C	C2.					
4.	M	Here's some stories.	DEC	SD	PR	REP	2
5.		Wanna read this story?	OTH-M-IN	RQ			
	C	Yeah.					
6.	M	This one's called *Sunshine*. [[*One morning a small girl gets up*]] [[*rather earlier than mother and father.*]]	DEC	SD			
7.		OK.	OTH-M		PR	REP	3
8.		There she is.	DEC	SD			
9.		*Sunshine*.	OTH-M	SD			
10.		Look.	IMP	CI/AD			
11.		She's in bed.	DEC	SD			
12.		And then. she's waking up.	DEC	SD			
13.		See?	OTH-M-IN	AD			
14.		There's her book and her dolly.	DEC	SD			
15.		Wait a minute.	OTH-M	SD			
16.		Is she going to bed or getting up?	INT-OTH	RQ			
17.		I think she might be going to bed.	DEC	SD			
18.		Rubbing her eyes.	OTH-M	SD			
19.		Reading her book.	OTH-M	SD			
20.		Then she gets out of bed with the dolly.	DEC	SD			
21.		There's her Mummy and Daddy.	DEC	SD			
22.		There you are.	OTH-M	SD			
23.		She's woken up	DEC	SD			
24		and she's been reading her book with her dolly	DEC	SD			
25.		and she's gone into see Mummy and Daddy.	DEC	SD			
26.		And Mummy and Daddy are asleep.	DEC	SD			

	C	Yeah.					
27.	M	She climbs onto Daddy's side of the bed.	DEC	SD			
28.		There she is.	DEC	SD			
29.		And what is she doing?	INT-WH	TQ	PR	REP	4
	C	\<Inaudible\> Giving Daddy-					
30.	M	Giving Daddy a kiss.	OTH-M	A			
31.		Daddy gets up	DEC	SD			
32.		puts on his dressing gown	DEC	SD			
33.		puts on her dressing gown and her slippers	DEC	SD			
34.		and she goes and gets the paper.	DEC	SD			
35.		Daddy puts some Weeties in the bowl.	DEC	SD			
36.		Now look.	IMP	CI/AD	PR	REP	5
37.		Dolly's sitting there with the newspaper.	DEC	SD			
38.		Oh what's Daddy doing here?	INT-WH	TQ	PR	TUT	6
	C [~1.5 secs]	Um.					
39.	M [~1.5 secs]	What's this?	INT-WH	TQ			
	C	Um I don't know. I don't know.					
40.	M	It looks like a toaster.	DEC	SD			
	C	A toaster.					
41.	M	Is it a toaster?	INT-Y/N	TQ			
	C	Yeah.					
42.	M [~1.5 secs]	And what is she putting on here?	INT-WH	TQ	PR	REP	7
43.		What's this?	INT-WH	TQ			
	C	Milk.					
44.	M	That's right. +	DEC	A			
45.		And what's Daddy reading?	INT-WH	TQ	PR	REP	8
	C	Um newspaper.					
46.	M	That's right. +	DEC	A			

415

47.		And what's she doing?		INT-WH	TQ	PR	REP	9
	C	Eating breakfast.						
48.	M	Eating breakfast.	+	OTH-M	A			
49.		Oh and what's this?		INT-WH	TQ	PR	REP	10
	C	Toaster.						
50.	M	A toaster.	+	OTH-M	A			
51.		And the toast is burning.		DEC	SD			
52.		Look.		IMP	CI/AD			
53.		The toast is burning.		DEC	SD			
54.		Look at all the smoke.		IMP	CI/AD			
55.		Daddy wasn't looking because he was reading the paper.		DEC	SD			
56.		She she told him.		DEC	SD			
57.		See?		OTH-M-IN	CID/AD			
58.		She pointed "Look Daddy. Toast is burning."		DEC	SD			
59.		And what have they got here?		INT-WH	TQ	PR	REP	11
60.		What's Daddy carrying?		INT-WH	TQ			
	C	Morning tea.						
61.	M	Morning tea yeah.	+	OTH-M	A			
62.		There's a tea pot.		DEC	SD			
63.		cups of tea.		OTH-M	SD			
64.		And what's she carrying?		INT-WH	TQ	PR	REP	12
	C	Um.						
65. [~2 secs]	M	What do you think that is?		INT-WH	RQ			
	C	Um.						
66.	M	Here's another picture.		DEC	SD			
67.		What is she carrying?		INT-WH	TQ			
	C	Weeties.						
68.	M	They're carrying the Weeties.	+ DEC		A			
69.		And where are they going?		INT-WH	TQ	PR	REP	13
	C	Mummy.						
70.	M	To see Mummy who's still in bed.		OTH-M	A			
71.		See Mummy asleep?		OTH-M-IN	AD			
	C	In bed.						

416

72. [~1.5 secs]	M	Oo what's Mummy doing?	INT-WH	TQ	PR	REP	14
	C	Getting up.					
73.	M	She's got up.	DEC	A			
74.		What's she doing here?	INT-WH	TQ			
	C	Um cup of tea.					
75.	M	Having a cup of tea.	OTH-M	A			
76.		Is she drinking her cup of tea?	INT-Y/N	QR			
77.		And what about Daddy?	INT-WH	TQ	PR	REP	15
78.		What's he doing?	INT-WH	TQ			
	C	Reading the newspaper.					
79.	M	He's gone back to bed	DEC	SD			
80.		and he's reading the newspaper.	DEC	SD			
81.		And what's this?	INT-WH	TQ	PR	REP	16
	C	She's now sitting on a toilet.					
82.	M	That's right. +	DEC	A			
83.		See she was in bed	DEC	SD			
84.		and then she climbs down	DEC	SD			
85.		and what has she done?	INT-WH	TQ			
	C	Going do wees.					
86.	M	And what's she doing here?	INT-WH	TQ	PR	REP	17
	C	Washing her hands.					
87.	M	And in this one?	OTH-M-IN	TQ			
	C	Cleaning her teeth.					
88.	M	Cleaning her teeth.	OTH-M	A			
89.		That's right. +	DEC	SD			
90.		Now what's she doing?	INT-WH	TQ	PR	REP	18
	C	Getting dressed.					
91.	M	That's right. +	DEC	A			
92.		She took off her dressing gown and her nightie and her singlet	DEC	SD			
93.		and she's put a clean one on	DEC	SD			
94.		and a T-shirt.	OTH-M	SD			
95.		Look.	IMP	CI/AD			
96.		A T-shirt.	OTH-M	SD			
97.		And some pants.	OTH-M	SD			
98.		And then she's putting on her top.	DEC	SD			

417

99.		And what about these?	INT-WH	TQ			
	C	Yes.					
100.	M	What are they?	INT-WH	TQ			
	C	Shoes.					
101.	M	Shoes.	OTH-M	A			
102.		Yes. +	OTH-M	A			
103.		And. a dress.	OTH-M	SD			
	C	I I- who's that?			PR	REP	19
104. [~2 secs]	M	Oh who do you think?	INT-WH	RQ			
	C	Daddy.					
105.	M	Yes.	OTH-M	A			
106.		No that's the little girl getting dressed.	DEC	SD			
107.		She's putting her head through the hole.	DEC	SD			
108.		And then what's she doing here?	INT-WH	TQ	PR	REP	20
	C	Reading a book.					
109.	M	She's putting her book into her school bag.	DEC	SD			
	C	Mm.					
110.	M	Look.	IMP	CI/AD	PR	REP	21
111.		What's this?	INT-WH	TQ			
	C	Clock.					
112.	M	A clock.	OTH-M	A			
113.		It says half past eight or nearly half past eight.	DEC	SD			
114.		Oh she goes in	DEC	SD			
115.		and she talks to them.	DEC	SD			
116.		And what does she say to Daddy and Mummy?	INT-WH	TQ			
117.		Do you know?	INT-Y/N	RQ			
118.		She says "Come on Mummy. Come on Daddy."	DEC	SD			
119.		Look Daddy's looking at his watch.	DEC	SD			
120.		He's so surprised 'cause she's all ready.	DEC	SD			

#	Spk	Utterance					
121.		And look.	IMP	CI/AD	PR	REP	22
122.		They jump out of bed.	DEC	SD			
123.		Daddy jumps out of bed	DEC	SD			
124.		and he hasn't got any clothes on.	DEC	SD			
125.		He's trying to get dressed.	DEC	SD			
126.		And there's Mummy.	DEC	SD			
[~1.5 secs]							
127.		Has she got any clothes on?	INT-Y/N	TQ			
	C	Yes.					
		No.					
128.	M	No.	OTH-M	A			
129.		What's she done here?	INT-WH	TQ	PR	REP	23
	C	Washed her hair over there.					
130.	M	Washed her hair hasn't she?	OTH-M-IN	VR			
	C	Yes.					
131.	M	And what's Daddy doing?	INT-WH	TQ	PR	REP	24
	C	Um.					
		Want his clothes.					
		<Inaudible>					
132.	M	Yes he's putting them on isn't he?	INT-TAG	QR			
133.		OK.	OTH-M				
134.		We better turn over	OTH-M	SD			
135.		and find out what happens next.	OTH-M	SD			
136.		Oh what's Mummy doing?	INT-WH	TQ	PR	REP	25
	C	Doing her hair.					
137.	M	OK.	OTH-M	A			
138.		What's Daddy doing?	INT-WH	TQ			
	C	Um.					
[~2 secs]							
		No that's Mummy.					
139.	M	That one's Mummy yeah.	DEC	A			
140.		And what is she doing?	INT-WH	TQ			
	C	Putting her dress on.					
141.	M	Yeah.	OTH-M	A			
142.		And what's Daddy doing?	INT-WH	TQ	PR	REP	26
	C	Oh dear.					
[~2 secs]							
		Um.					

What's he doing?

143.	M	Putting his shirt on.	OTH-M	R			
	C	His shirt on so that he can go to work.					
144.	M	Yeah I think he might be.	DEC	A			
145.		And look.	IMP	CI/AD	PR	REP	27
146.		What's he got under his arm?	INT-WH	TQ	**		
147.		Daddy takes books to work doesn't he?	INT-TAG	QR			
	C	My Daddy.					
148.	M	Yeah.	OTH-M	A			
149.		And look.	IMP	CI/AD			
150.		What's the little girl doing?	INT-WH	TQ			
	C	Um looking in a mirror.					
151.	M	Looking in the mirror or looking out the window?	OTH-M-IN	TQ			
	C	Look out of the window.					
152.	M	OK.	OTH-M	A			
153.		There's Mummy.	DEC	SD			
[~2 secs]							
	C	Where's Daddy?			PR	REP	28
154.	M	Daddy's gone to work already.	DEC	R			
[~2 secs]							
155.		And there she is.	DEC	SD	PR	REP	29
156.		She's going out the door.	DEC	SD			
157.		See Mummy's got her coat.	DEC	SD			
158.		Mummy's put her coat on	DEC	SD			
159.		and the little girl has put her coat on	DEC	SD			
160.		and she's walking past the window.	DEC	SD			
161.		Oh look.	IMP	CI/AD			
162.		They're all ready.	DEC	SD			
163.		She's got her school bag.	DEC	SD			
164.		Pretty good story isn't it?	OTH-M-IN	QR			
165.		It's not a story.	DEC	SD			
166.		It's got a picture book.	DEC	SD			
	C	Have to read the other one. What's the other one to read?			PR	REP	30
167.	M	What's the other one to read?	INT-WH	VR			

420

	C	What's that?					
168.	M	It's called *Tog the Dog*.	DEC	R			
	C	I read that one with Daddy sometimes.					
169.	M	Do you?	INT-Y/N	VR			
	C	Yes.					
170.	M	Shall we see?	INT-Y/N	RQ			
	C	This little one.					
	M	[[*Tog the dog.*]]			PR	REP	31
171.		Do you know that?	INT-Y/N	RQ			
		[[*Have you heard of Tog the*]]					
		[[*Dog?*]]					
		[[*Funny dog... Yes, that's Tog.*]]					
		[[*Hi gang.*]]					
172.		See this word says "dog".	DEC	SD			
173.		See his blue fluffy hat.	OTH-M	SD			
174.		Blue on top.	OTH-M	SD			
		[[*One day Tog went out for a jog.*]]					
		[[*Let's jog ...with Tog.*]]					
		[[*I'm a dog who likes to jog.*]]					
175.		You know what jogging is?	OTH-M-IN	RQ			
	C	Yes.					
176.	M	What is it?	INT-WH	RQ			
	C	Um.					
177.	M	It's running.	DEC	SD			
	C	Yeah.					
178.	M	Shall we turn the page?	INT-Y/N	RQ			
	C	Yeah. Running.					
179.	M	Good girl. +	OTH-M	A			
		[[*Got lost in a fog.*]]			PR	REP	32
		[[*Where's Tog?*]]			**		
		[[*How can I jog in the fog?*]]					
180.		We saw some fog didn't we the other day?	INT-TAG	QR			
181.		Look at this. [[*Where's Tog?*]]	IMP	CI/AD			

	C	Yeah. What he doing?		
182.	M	He's lost in the fog. [[*Tripped over a cog.*]] [[*Look out Tog!*]] [[*Oh no, over I go!*]]	DEC	SD
183		This is a cog.	DEC	SD
184.		Cog.	OTH-M	SD
	C	Where's that little pink snake?		
185.	M	Pink snake?	OTH-M-IN	RP
186.		It's a little worm here.	DEC	SD
187.		There's a green worm.	DEC	SD
188.		Let's have a look. [[*Fell into a bog.*]] [[*Poor Tog. He's in the bog.*]]	IMP	CI

FAMILY 5

MOTHER AND PUZZLES

U			GRAMM	II	LOC	FUNCTS
1.	M	Come and have a look.	IMP	CI	PR	CONT 1
	C	Puzzles. New puzzles. Where's that other puzzle?				
[~2 secs]						
2.	M	Pretty good isn't it?	OTH-M-IN	QR		
	C	Oh. What's those called?				
3.	M	Oh I think they're little carriages of a train.	DEC	R		
	C	Yeah.				
4.	M	Can you put 'em in?	INT-Y/N	CID		
	C	Yeah. Where's this one go?				
5.	M	Mm?	OTH-M-IN	RP		
[~3 secs]						
6.		Try the next one.	IMP	CI		
7.		Does it go in there?	INT-Y/N	RQ		
8.		Yeah I think it does.	+ DEC	SD		
9.		OK.	OTH-M	SD		
[~1.5 secs]						
	C	Not go there. No. Yeh!				
10.	M	Yeh!	+ OTH-M	F		
[~3 secs]						
	C	That there. There?			PR	CONT 2
11.	M	Yeah.	+ OTH-M	R		
	C	Where's that one go? Where's this one go?				
12.	M	Have a look.	IMP	CI		

	C	No.						
		No.						
		No.						

[~2 secs]

13.	M	Yes.	+	**OTH-M**	A			
14.		And there's only one left isn't there?		**INT-TAG**	QR			
15.		Yeh C!	+	**OTH-M**	F			
16.		Here's another one.		DEC	SD	PR	REP	3

| | C | What's that one called? | | | | | | |

| 17. | M | Oh look at all those. | | IMP | CI | | | |

| | C | Leave it. | | | | | | |
| | | It come out? | | | | | | |

18.	M	This bit doesn't come out.		DEC	R			
19.		These bits come out.		DEC	SD			
20.		All these bits come out.		DEC	SD			
21.		This one's the background.		DEC	SD			

| | C | Is this bit of- maybe this bit of wood? | | | | PR | REP | 4 |

| 22. | M | Maybe what? | | OTH-M-IN | RP | | | |

| | C | Bit of wood. | | | | | | |

| 23. | M | Yes maybe the bit of wood. | | OTH-M | A | | | |

| | C | These are bit of wood. | | | | | | |

24.	M	Yeah.		OTH-M	A			
25.		All the little bits of wood with plastic knobs.		OTH-M	SD			
26.		See the little knobs?		OTH-M-IN	RQ			

[~3 secs]

| 27. | | There you go. | | OTH-M | SD | PR | CONT | 5 |
| 28. | | Do you want to put 'em in? | | INT-Y/N | CID | | | |

	C	No.						
		You can do it.						
		You can help me.						

| 29. | M | Oh all right. | | OTH-M | A | | | |
| 30. | | You get the first one. | | IMP | CI | | | |

| | C | You can't do that. | | | | | | |

| 31. | M | OK. | | OTH-M | A | | | |

| | C | Go there? | | | | | | |

No.
There?

32.	M	Does it go in there?	INT-Y/N	RQ			
33.		Look hard	IMP	CI			
34.		and find the right shape.	IMP	CI			
35.		Is there a teddy bear shape there?	INT-Y/N	TQ			
36.		Yes. +	OTH-M	SD			

	C	I'll get it in there.					
		Where does this one go?			P **	REP	6
37.	M	What's that?	INT-WH	TQ			
	C	Got a spade and a bucket and a sand pit.					
38.	M	Where did we use our spade and bucket?	INT-WH	TQ			
	C	Um on.					
39.	M	When we went on holidays.	DEC	SD			
	C	Farm.					
40.	M	Yes. +	OTH-M	A			
41.		We did.	DEC	A			

	C	You bought me red spade.			P	REP	7
42.	M	Red spade.	OTH-M	A			
43.		That's right. +	DEC	A			
44.		And what else?	OTH-M-IN	TQ			
	C	And my red bucket.					
45.	M	And your red-	OTH-M	A			
46.		Yes. +	OTH-M	A			
47.		Where else did we take your red bucket?	INT-WH	TQ	P	REP	8
	C	Mm.					

[~2 secs]

48.	M	To the beach.	OTH-M	SD			
	C	To the beach.					
49.	M	And what did we put in it?	INT-WH	TQ			
	C	Shells and water.					

425

50.	M	And water.		OTH-M	A		
51.		OK.		OTH-M	A		
	C	Um and what is this? Where this go?				PR	CONT 9
52.	M	Have to have a look.		DEC	CID		
	C	There.					
53.	M	Yeh!	+	OTH-M	F		
54.		That's a golliwog.		DEC	SD		
	C	I can't like that dolly. I can't like it.					
55.	M	You did it right.	+	DEC	F		
56.		That's right.	+	DEC	F		
	C	I can't like it. This goes there. No. Where's this go?					
57.	M	Have a look.		IMP	CI		
	C	In there. In here.					
58.	M	Yeh!	+	OTH-M	F		
59.		It's a little truck.		DEC	SD		
	C	Yeah.					
60. [~2 secs]	M	What else is there?		INT-WH	TQ	PR	TUT 10
	C	What's that one?					
61.	M	That's a?		INT-WH	TQ		
62.		What's that?		INT-WH	QP		
	C [~3 secs]	Um. What's it called?					
63.	M	What's it called?		INT-WH	VR		
64.		It's a little bike.		DEC	SD		
65.		See?		OTH-M-IN	AD		
66.		You see where it goes on this bit.		DEC	CID		
	C	There.					

426

67.	M	That's it.	+	DEC	F			
	C	I have to do that.				PR	REP	11
68.	M	What's the next one?		INT-WH	RQ			
	C	A boat. I need to do that.						
69.	M	Oh you got it.	+	DEC	F			
	C	Teddy bear came out.				PR	REP	12
70.	M	Pardon.		OTH-M	RP			
	C	Oh a teddy bear.						
71. [~1.5 secs)]	M	Teddy bear came out?		INT-OTH				
72.		What else is there?		INT-WH	RQ	PR	REP	13
	C	Oo this. Where this goes?						
73. [~1.5 secs]	M	What's that one?		INT-WH	TQ			
74.		Oh that's a drum set C.		DEC	SD			
	C	Drum bang bang bang. [makes drumming noises]						
75.	M	What else is there?		INT-WH	RQ	PR	REP	14
	C	Painting.						
76.	M	Paintbrush.		OTH-M	A			
	C	Paintbrush.						
77.	M	Water and paints.		OTH-M	SD			
78.		Where's that one go?		INT-WH	TQ			
	C	In there. Not in there.						
79.	M	Oh good girl.	+	OTH-M	F			
80.		What else is there?		INT-WH	RQ	PR	TUT	15
	C	A book. <Inaudible> balls.						
81.	M	There's how many balls?		INT-OTH	TQ			

427

	C	1-2-3-4-5-6.					
82.	M	1-<u>2-3</u>.		OTH-M	A		
	C	<u>2-3</u>.					
83.	M	Yeh!	+	OTH-M	A		
	C	Where does that go?				PR	CONT 16
84.	M	What's that one?		INT-WH	TQ		
	C	Um.					
85.	M	You have to look hard.		DEC	CID		
86. [~2.5 secs]		Yes.	+	OTH-M	F		
	C	Two more to go. That one go there					
87.	M	Yep.		OTH-M	A		
	C	That one goes in there. It fall down.					
88.	M	That's the last one isn't it?		INT-TAG	QR		
	C	No.					
[~2 secs]		We playing a game C2. What's that?				PR	REP 17
89.	M	It's another one.		DEC	R		
	C	It Pyjamas again.					
90.	M	What is it?		INT-WH	TQ		
	C	In pyjamas coming down the stairs.					
91.	M	That's right.	+	DEC	A		
	C	She's had a swing. She's had a slide				PR	REP 18
92.	M	Where's a slide?		INT-WH	RQ		
	C	That's a slide.					
93.	M	Yeah.		OTH-M	A		
94.		You going to take the bits out and do it?		OTH-M-IN	RQ		

428

	C	Yeah.					
[~2 secs]							

95.	M	They're teddies aren't they?	INT-TAG	QR	PR	REP	19
[~2 secs)]							

	C	This bit comes out? Yes. What's it called? What's it called? What's this called?					

96.	M	That's a. bird in the nest.	DEC	R			

	C	Yeah.					
[~1.5 secs]							

97.	M	You going to put all the bits in now?	OTH-M-IN	RQ			

	C	Yes.					
		Where's the other one?			PR	CONT	20

98.	M	Let's do this one first.	IMP	CI			

	C	That's another puzzle.					

99.	M	That's another puzzle.	DEC	A			
100.		Let's do this one.	IMP	CI			

	C	Where's this one go?					

101.	M	You have to have a look.	DEC	CID			

	C	There. There. This one.					

102.	M	That's teddy.	DEC	SD	PR	TUT	21
103.		What's he doing?	INT-WH	TQ			
104.		Banana isn't it?	OTH-M-IN	QR			

	C	Yes. Having a swing.					

105.	M	Having a swing.	+	OTH-M	A			
106.		Yeh!	+	OTH-M	A			

	C	Goose.			PR	REP	22

107.	M	Is he a goose?	INT-Y/N	RQ			

	C	You a goose.					
108.	M	I'm a goose?	INT-OTH	VR			
109.		Oh OK.	OTH-M	SD			

	C	No there.			PR	TU₁	23
[~4 secs]							
		This bit goes in there.					
		That goes in there.					
		That goes in there.					
110.	M	What's in- what has the teddy bear got?	INT-WH	TQ			
	C	A apple.					
111.	M	Yeah.	OTH-M	A			
[~1.5 secs]							
112.		Yeh! +	OTH-M	F			
113.		You did all that one. +	DEC	F			
114.		Do you want to do the last one?	INT-Y/N	RQ	PR	REP	24
	C	Yeah.					
		What's that called?					
115.	M	Look!	IMP	CI/AD			
	C	It's a car.					
[~1.5 secs]							
		That's a wheel.					
[~1.5 secs]							

116.	M	Do we turn all the bits over?	INT-Y/N	RQ	PR	CONT	25
	C	Yeah.					
		That's a bit					
		That's a leaf.					
117.	M	It looks like a leaf doesn't it?	INT-TAG	VR			
118.		It's a leaf shape.	DEC	SD			
119.		Now.	OTH-M				
120.		Where do the wheels go?	INT-WH	TQ			
	C	Here.					
		Not there.					
		Where's those things?					
		Where's those things?					
		There.					
		Goes there.					
		<Inaudible>					
121.	M	I think the yellow bits go round the wheels.	DEC	CID			

[~2 secs]

122.		There.	OTH-M	SD			
123.		Is there another yellow bit?	INT-Y/N	RQ			

[~2 secs]

124.		Oh beauty.	OTH-M	SD			
125.		What else?	OTH-M-IN	RQ			

	C	There on the top.					
		On the top.					
		On the top.					
		On the top.					
		On the top.					
		C2 get these?			PR	REP	26
		C2 get these puzzles?					

126.	M	She might get them.	DEC	R			
127.		What about the window?	OTH-M-IN	CID	PR	CONT	27

	C	Yeah.					

128.	M	Where does that one go?	INT-WH	RQ			

	C	Um in there.					

129.	M	Towards- here.	OTH-M	CI			

	C	Where's this go?					

130.	M	Where- Let's put the other bits in first.	IMP	CI			

[~2 secs]

	C	C2 do.					

[~1.5 secs)]

131.	M	That one might go down here.	DEC	CID			

[~2 secs]

	C	No.					

132.	M	Maybe it does go there?	INT-OTH	QR			

	C	Yes.					

FAMILY MEAL

U			GRAMM	II	LOC	FUNCTS
	M	[[It's a tape recorder.]]				
	C	[[What's that?]]				
	F	[[It's a tape recorder.]]				
1.	**F**	**You eat your tea up.**	**IMP**	**CI**	**PR**	**CONT 1**
[~17 secs]						
1.	M	Yummy C?	OTH-M-IN	RQ		
	C	Mm.				
2.	M	Here.	OTH-M	AD		
3.		You bring it closer so you can reach.	IMP	CI		
[~5 secs]						
2.	**F**	**Break it up with a spoon.**	**IMP**	**CI**		
[~3 secs]						
	M [to F]	[[Want me to do it?]]				
[~2 secs]						
3.	**F**	**Here C.**	**OTH-M**	**AD**		
4.	M	Well done.	+ OTH-M	F		
[~3 secs]						
	C	I want a drink please. Milk please.			PR	REP 2
5.	M	OK.	OTH-M	A		
4.	**F**	**In your little cup?**	**OTH-M-IN**	**RQ**		
	C	Yep. My teddy bears on it.				
6.	M	This one?	OTH-M-IN	RQ		
	C	The teddy bear beaker OK.				
[~4 secs]						
7.	M	There you go.	OTH-M	SD		
[~8 secs]				PR	REP	3
	C	A little bit left?				

8.	M	Mm.	OTH-M	R			
9.		Do you want some more?	INT-Y/N	RQ			
	C	Yep.					
10.	M	OK.	OTH-M	A			
	C	I can leave it here.					
5.	**F**	**Can you?**	**INT-Y/N**	**VR**			
11.	M	I've got some more crunchy bits for you.	DEC	SD			
	C	I've got some more here.					
12.	M	Are they?	INT-Y/N	QR			
	C	Look.					
[~4 secs]							
13.	M	Here you go.	OTH-M	SD			
[M gives C more milk]							
6.	**F**	**Fork please C.**	**OTH-M**	**CI**			
[~10 secs]							
	C	I got a little bit left.			PR	REP	4
14.	M	A little bit?	OTH-M-IN	VR			
	C	Yeah.					
15.	M	Are you saving that bit?	INT-Y/N	RQ			
	C	Yeah.					
16.	M	You have some more crunchy- here's another crunchy bit.	DEC	SD			
	C	No another crunchy bit.					
[~6 secs]							
		Now the last.					
[~1.5 secs]							
17.	M	Was it good?	INT-Y/N	RQ			
[~2 secs]							
	C	Where's the other good seat?			PR	REP	5
18.	M	What?	OTH-M-IN	RP			

	C	Daddy's seat.				
19.	M	Oh I put it over there.	DEC	R		
	C	Oh.				
20.	M	We don't need it because T and L and A have gone on holidays.	DEC	SD		
21.		And when they come back we'll we'll put the seat back there.	DEC	SD		
22.		Because we don't have enough seats if we don't have that one.	DEC	SD		
	F	[[We could put it in their room.]]				
	M	[[Yeah yeah could do.]]				

[C2 vocalises]

	C	<Inaudible>				
23.	M	Pardon?	OTH-M-IN	RP		
	C	We mustn't put that Daddy's seat at Daddy's work. <Inaudible> have one.				
24.	M	Oh yeah.	OTH-M	A		
25.		We can do that.	DEC	SD		
26.		We can do it after tea.	DEC	SD		

[~2 secs]

	C	Like this tea.			PR	REP	6
27.	M	Do you like that tea?	INT-Y/N	RQ			
	C	Yeah.					
28.	M	Right.	OTH-M	A			

[~1.5 secs]

	C	I like this tea.			
7.	F	Do you like it?	INT-Y/N	VR	
8.		It's good isn't it?	INT-TAG	QR	
	C	Mm.			
29.	M	What do you like best?	INT-WH	RQ	

[~3 secs]

	C	The-

[~3 secs]

30.	M	Sip it up with your spoon.	IMP	CI	PR	CONT	7
31.		All the bits.	OTH-M	CI			

[~2 secs]

	C	Look I can do it with.			

32.	M	With your?	OTH-M-IN	TQ	

	C	<u>Fork</u>.			

33.	M	<u>Fork</u>.	OTH-M	SD	
34.		Mm. +	OTH-M	A	

C2 [vocalises]

	F	[[Mm how you going C2?]]	

[~4 secs]

	C	Hey Dad that's going to \<choke> out with my teeth.		PR	REP	8

35.	M	Pardon?	OTH-M-IN	RP

	C	They're going to \<choke> out with the teeth.	

36.	M	Oh you can do it.	DEC	SD

[~2 secs]

	C	What's this?	

37.	M	It's broccoli.	DEC	R

[~6 secs]

		[[Has it gone?]] [[Oh. you going to get another bit?]]		PR	REP	9

[~2 secs]

C2 [vocalises]

38.	M	Oo yummy.	OTH-M	A

9.	F	**Mm.**	**OTH-M**	**A**

	C	Mm.	

[~5 secs]

C2 [vocalises]

10.	F	**C2 wants to eat our tea C.**	**DEC**	**SD**

[~2 secs)]

	C	I want some more.			PR	CONT	10
39.	M	What do you want some more of?	INT-WH	RQ			
40.		Use your spoon.	IMP	CI			
	C	Milk.					
	C2 [cries]						
11. [~5 secs]	F	I'll get it C.	DEC	A			
12.	F	Here.	OTH-M	SD			
13.		What do you say?	INT-WH	CID			
	C [~14 secs]	Thank you.					
	C2 [crying and vocalising]						
	C	[[What's that?]]					
	M	[[It's a tape recorder.]]					
41.		C would you like some yoghurt and apricots?	INT-Y/N	RQ	PR	REP	11
	C	Er no.					
42.	M	Yes?	OTH-M-IN	QP			
	C [~2 secs]	I want some.					
	C2 [vocalising and crying]						
	M	[[You sit round on your seat.]] [[What have you got in your mouth?]]					
14.	F	Eat it up.	IMP	CI			
15. [~1.5 secs]		Come on.	OTH-M	CI			
	C [~1.5 secs]	Ducky.			PR	CONT	12
		I play with ducky.					
43.	M	No leave ducky there.	IMP	CI			
44.		You can have it after tea.	DEC	SD			
45.		I'll get yours soon.	DEC	SD			
	C2 [calling out "dad dad...."]				PR	REP	13
	F	[[Mm.]]					

436

	C	A big one.					
46.	M	A big one.	+	OTH-M	A		
47.		That's right.		DEC	SD		

C [calling out] dad dad... [~3 secs]

16.	F	**Are you doing C2 noises C?**		**INT-Y/N**	**RQ**		
	C	Yes.					
48.	M	There you go.		OTH-M	SD		

C2 [calling out "dad dad...."]

	M	[[Sh-h-h.]]					
49.		There you go.		OTH-M	SD		
[~2 secs]							
50.		This is a big jar isn't it?		INT-TAG	QR	PR	REP	14
[~3 secs]							
51.		Hold on.		OTH-M	CI		
52.		I'll get you some more.		DEC	SD		
	C	I think I-					
[~4 secs]							
53.	M	That's too deep C.		DEC	SD		
17.	F	**Good.**		**OTH-M**	**SD**		
		[[Do you want me to get it out?]]					
[~2 secs]							
		[[Pour it out.]]					
	M	[[Mm.]]					
		[[I'm just trying to limit some of]]					
		[[the liquid.]]					
54.		Want some of this C?		OTH-M-IN	RQ	PR	REP	15
	C	Yes.					
		Yucky.					
55.	M	You like yoghurt.		DEC	SD		
	C	It's yucky.					
		This is taste yucky.					
56.	M	You don't eat that bit.		DEC	SD		
57.		That's the paper across the top.		DEC	SD		
	C	It tastes yucky.					
		That tastes yucky.					
58.	M	You don't eat that bit.		DEC	SD		