

ABSTRACTS

14TH INTERNATIONAL CONGRESS FOR THE STUDY OF CHILD LANGUAGE

IASCL
2017

WELCOME

IN
LYON,
FRANCE



JULY, 17TH-21ST 2017

tendency to fixate the novel object associated with the speaker-preferred colour in the initial part of the utterance ("Look at"), indicating they could use speaker identity cues in the speech stream to form potential word-object mappings. This expectation persisted when the remainder of the instruction was fluent. Disfluent instructions, however, led adults, but not children, to amend their prediction: Upon hearing "thee, uh," adults looked less at the objects with the speaker-preferred colour. Thus, disfluency cues biased adults, but not children, against the preferred-coloured objects as the most probable candidate for the novel word. Children, on the other hand, relied exclusively on the identity and associated preference of the speaker to map novel words onto novel objects. Given independent evidence that children resist forming word-referent mappings from uncertain sounding speakers (e.g., Sabbagh & Baldwin, 2001), the finding that disfluencies in individual utterances have little effect on moment-to-moment processing helps clarify the thresholds governing the use of informational cues in word learning.

References

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101 Evaluative expressions used for argumentation in low and mid SES child-child interactions

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In this presentation, we report how children use evaluative and evidential expressions for their argumentative strategies when they participate in confrontational interactions. Previous studies have addressed the early development of argumentative abilities (Eisenberg, 1987; Stein & Albro, 2001), but they have not analyzed the uses of evaluative language in children's earliest argumentations. The present study aims to fill this gap. Our data consists of 79 disputes between 4 dyads of 4 to 6 year-old

children (2 dyads were mid SES, and 2 low SES). The two mid SES dyads participated in 43 disputes and the low SES dyads in 36. The interactions were audio-registered in natural play situations in the children's home environment. Data was transcribed according to CHAT and analysed using the CLAN Program (MacWhinney & Snow, 1985). The analysis seeks to answer: a) how preschool children use evaluative language (defined as the use of evaluative and evidential resources) in order to produce arguments in a dispute; b) how uses of these evaluative expressions vary according to the children's SES. The analysis considered the role played by each child in the dispute (proponent or opponent), the type of argumentative strategy used (reiteration, narration, anticipation, description, generalization, mitigation or intensification, alternative proposal, appeal to authority) and the resources of evaluation (emotion, cognition, intention, reported speech) and evidentiality (source of knowledge, mode of knowing, intensifiers and mitigators) employed. Results showed that, regardless of social group, children resort to evaluative language when they construct their argumentative strategies. Nevertheless, in mid SES disputes, we identified a greater quantity and variety of argumentative strategies and a more frequent use of resources of evaluation and evidentiality.

References

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102 Czech Deaf children's socio-cognitive and pragmatic competence assessed through Theory of Mind Task Battery

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Notwithstanding the substantial progress in the empirical research on deaf children's development, claims about deafness as a major developmental impediment are still pervasive in the medical discourse of the present day Czech society. Deaf have