

EDLA 167 – ASSIGNMENT 1 ANALYSIS OF INTERACTIONS (APPENDIX TO ESSAY)

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Probe Questions	Link to Theory	Evidence from your data		
		Interaction 1: Talking twin babies https://www.youtube.com/watch?v=_JmA2CIUvUY	Interaction 2: Jack discovers a hilarious book https://www.youtube.com/watch?v=TcR15DTDCsM	Interaction 3: Isabella talking to her mum about tornadoes https://www.bing.com/videos/search?q=5+year+old+talking&view=detail&mid=3D83A5B9A679386C239F3D83A5B9A679386C239F&FORM=VIRE
<p>What theory or theories of language development does your analysis support? (answer after you have completed the other questions)</p>	<p>See Otto, ch 2 pp – 38</p> <ul style="list-style-type: none"> • Nativist • Cognitive Development • Behaviourist • Sociocultural • Interactive-Emergentist 	<p>Interactive-Emergentist language development theory. Being hybrid in terms of language development where parts of learning is nature and part nurture. The twins have their own language in the video, so that is part nature but at the same time it's nurture because they are having a conversation trying to make sense of the world arounds them. They are aware of their surroundings; this is shown in the video when one of the twins turns to the person filming the video and interacting with them and also when one twin lifts their foot to show the other twin they are missing a sock.</p>	<p>Behaviourist because with this theory language is learnt as a result of stimuli- eg from the video is when the father points to the pictures in the book and the child responds to the last part of each page by laughing, here we see a behaviour followed by result ie the father changes his tone of voice that leads to the baby laughing. We see repetition going on in the video and this is part of the behaviourist theory.</p>	<p>Sociocultural because there was some scaffolding happening when the mother repeats what the daughter had just said or when she clarifies or ask a question to understand the daughter. The girl is communicating with her mother and these types of interactions develop this theory. There is joint interaction happening between the girl and her mother communicating about an event ; tornadoes.</p>
<p>What phase of language learning is the child at? (refer to Halliday, and also</p>		<p>Phase 1: The First Language System (6 - 18 months)</p> <ul style="list-style-type: none"> • The twins use babble with consonant sounds (eg. da da da) for 	<p>Phase 1: The First Language System (6 - 18 months)</p>	<p>Phase 3: Adult Language (After 2) & Speech Pathology perspective (4-5 years)</p>

<p>additional perspectives from Week 2 study guide)</p>		<p>attention, communication and expressing feelings.</p> <ul style="list-style-type: none"> • They can listen and imitate simple sounds and respond to each other. 	<ul style="list-style-type: none"> • The baby is able to understand a few words and use his voice to express pleasure after the father says “oops”. • The baby is learning about words (colours and clothing) through a shared image of the book and verbal language from the father. 	<ul style="list-style-type: none"> • The child explains her knowledge about tornadoes by using a complex system of language such as grammar, and vocabulary when she was describing the causes of tornadoes and categorising tornadoes. • It also conveys her capability of understanding, memorising, turn taking and outlining the ideas in textual structure.
<p>Why are they ‘talking’? What is the purpose of the interaction?</p> <p>What is the child/children using language to do?</p>	<p>Halliday</p> <p>Micro-functions: early childhood</p> <ol style="list-style-type: none"> 1. Instrumental 2. Regulatory 3. Interactional 4. Personal 	<p>They both use a group of sound ‘da-da’ to show what they want, particularly baby A asking for something from another baby and their roles can change constantly throughout the interaction.</p> <p>Throughout the intaction, both of the baby utterances are directed toward each other- specific baby’s twin.</p> <p>Baby A may want to focus on other baby’s interaction, interpreting and imitating each other.</p> <p>They both express their feelings by making their own noises as their tone has been changed when they find something interesting from the conversation.</p>	<p>The baby uses a group of sound ‘aaa’ at the end while the story is over, the baby may want his father to continue sharing the image from the book.</p> <p>The baby control directed to his father as he wanted him to keep sharing the image from the book.</p> <p>The baby interacts with people around them including his father and cameraman, the baby responds when he hears the sound from his father sharing things.</p> <p>The baby understands the facts from the different items and color through the book that his father shared. The baby also shared her laugh stronger when he found something interesting.</p>	<p>N/A</p>

	<p>5. Heuristic</p> <p>6. Imaginative</p> <p>7. Informative</p>	<p>Babies explore themselves and the environment surrounding them, asking each other to name something that each of them wants to learn from other knowledge.</p> <p>In this conversation, both of the babies develop their own language through a pretend game where they took each other's role as opposing each other's point of view.</p> <p>They both may not reach this function yet, whether they do not already have that information.</p>	<p>The baby starts exploring more information surrounds, and becomes interested in the words 'oops'. Also, the baby has recognised the familiar stuff from the book.</p> <p>The baby imagines the words through sharing from his father.</p> <p>At this stage, the baby is not able to retell or ... prove their knowledge.</p>	
<p>Are they expressing one function at a time or are they combining functions?</p>	<p>Macro functions/(metafunctions): later childhood – 2yrs+ Thwaite pp46-, Derewianka and Jones ch 2</p> <ol style="list-style-type: none"> 1. language for experiencing and interpreting the world (ideational) 2. interacting with others /acting upon the world (interpersonal) 3. joining utterances together to 	N/A	N/A	<p>Mathetic (Ideational)</p> <p>The child uses language to reflect her ideas and concepts about meteorologists and tornados.</p> <p>Pragmatic (Interpersonal)</p> <p>The child tells her mother how she feels about tornadoes and the child is the expert explaining the knowledge to her mother.</p> <p>Joining utterances (textual)</p> <p>The child has ability to demonstrate complicated grammar and vocabulary</p>

	organise into a structured text (textual)			
<p>What are they 'talking' about?</p> <p>What topic or topics?</p> <p>Is the topic in the 'here and now of the me and the you' or is it about general categories of things?</p>	<p>Ideational function of language: language for reflecting on the world (Thwaite; Derewianka & Jones, ch 2)</p>	<p>. The conversation is about 'here and now of the me and you'. As one baby wears two different colour socks and the other baby only wears one sock, the conversation appears to be about the socks. This can be inferred from showing the leg which does not have the sock three times when the other baby finishes his conversation. The baby wearing socks on both legs also tries to show both socks by sitting and trying to touch the socks.</p> <p>. Their conversation also links to climbing on the hand rail as one baby sits and then stands up and raises the hand while the other baby attempts to climb on the hand rail.</p>	<p>. The conversation is about general categories i.e. learning about the colours.</p> <p>The conversation is related to the father reading the book showing the pictures with the same colour on each page.</p> <p>Child also responds to the reading by making a smiling face and eye contact despite the child may not have understood anything.</p>	<p>. They are talking about the weather including tornadoes, lightning, rain and sunny days.</p> <p>. They are talking about meteorology as a future career the girl is interested in becoming and what it involves</p> <p>It is partly talking about the future like when the mum asks who the girl wants to marry and what she wants be when she grows up and also in the present when the girl tells her mum she has big teeth or the time she watched a youtube video about a car reversing in a tornado</p>
<p>Who is involved in the interaction?</p> <p>What role/s does each interactant take?</p> <ul style="list-style-type: none"> Who gives information or a service? Who asks for information or a service? 	<p>Interpersonal function of language: (Thwaite pp.46-; Derewianka & Jones, ch 2)</p>	<p>The twins are involved in the interaction</p> <ul style="list-style-type: none"> In the beginning, one of the babies provides or asks information by using oral and body language and soon the other baby reacts to it and has reciprocal roles and takes turns to express their own point of view. 	<p>The baby and the father are involved in the interaction.</p> <ul style="list-style-type: none"> The father scaffolds learning and interacts with the baby with joint attention of the book and reading out verbally using intonation. The baby concentrates on reading and listens to the oral language of the father scaffolding through social interactions. 	<p>The child and the mother are involved in the interaction.</p> <ul style="list-style-type: none"> The child provides information about the meteorologist and tornadoes. The mother encourages the child to use her own words by questioning about the information.

Do the roles change at different stages of the conversation?				
If there is an adult involved, what role do they take? E.g. Expert or novice?	Zone of proximal development (Vygotsky); Scaffolding (Bruner) see Otto page 32-37)	An adult is more like an audience and not directly involved in scaffolding but <i>baby A</i> interacts with the adult at the end by looking at the camera.	The father is an expert and a guardian who scaffolds learning through guided reading and makes the baby to focus on the book by putting the baby on father's lap and keeping him safe.	The mother is like an interviewer who asks questions and encourages the child to express her own perspectives. Through questioning the adult can determine the child's understanding and through verbal mapping.
How are the interactants communicating? How is the interaction organised as a text?	Textual function of language (Thwaite; Derewianka & Jones, ch 2)	Oral, Gesture, Visual Interaction isn't organised	Dialogic structure where father is speaking and child reciprocates with laughter. Father's verbal speaking and child's verbal response of laughing Visual= Book structurally has a beginning, passage and conclusion which directs the conversation as a text	Organised discussions facilitated by mother Guided discussions: Mother: prompts opened-ended and closed questions to direct conversation and maintain child's attention. Open ended: "what do you want to be when you grow up" "What does a meteorologist do?" "what else? are they scary?" "where would you go if there is a tornado?" Close-ended: "Are there different kinds of tornadoes?" "what is an EF Zero"

<p>What modes do they use to make meaning?</p> <p>Which mode contributes the most meaning?</p>	<p>Multimodal meaning making</p> <p>Cope and Kalantzis (2012)</p> <ul style="list-style-type: none"> ● Oral ● Gesture ● Tactile ● Spatial ● Visual ● Written 	<p>Oral: Babbling and giggling</p> <p>Gesture: Pointing at the sock and lifting leg in the air</p> <p>Visual: The socks they are wearing</p> <p>Spatial: Both toddlers are in a close proximity creating a closed circle of interaction between the two</p>	<p>Oral: father and child dialog- back and forth as father reads and child replies through giggling and father reciprocates</p> <ul style="list-style-type: none"> - Father's pitch changes as he reads certain words "Oops!" to encourage participation <p>Tactile: father cradles baby on leg and arm around to create a cozy environment for child to feel safe and free to express themselves</p> <p>Spatial: close proximities making the child shielded and protected</p> <p>Visual: visual aids allows Joint attention from both father and child and guides child's attention of the story</p>	<p>Oral: Talking, questioning</p> <p>Mother would raise pitch when posing questions to show interest and encouraging child's confidence when explaining</p> <p>Spatial: Close proximities, promoting a safe environment for child where child feels comfortable to freely express themselves</p>
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<p>SOCIO-CULTURAL CONTEXT OF LANGUAGE DEVELOPMENT</p>		<ul style="list-style-type: none"> • Babies communication is not just a tool to express their perspectives, It has a direct connection with higher-order learning. They enhance their cognitive and language development by listening to the oral language and utilise them by turn taking. 	<ul style="list-style-type: none"> • Babies understand and practice language as the caregiver foster social interactions by using rhythmic, and repetitive language. • The father applies Zone of Proximal Development which the baby can follow and understand the language with the assisted learning environment. 	<ul style="list-style-type: none"> • There is some scaffolding happening in the video. It happens when the mother asks the girl some questions about what the child likes and about the sizes of the tornado.
<p>Where is the interaction taking place? Is the interaction building on shared experience?</p>	<p>Contexts of language development (Otto page 42) Painter (Week 2 lecture and notes)</p>	<p>The interaction is taking place in the kitchen where we assume the twin live Yes the interaction is building on shared experiences because they are communicating about a sock most likely and that one is missing a sock</p>	<p>It's taking place in a home with the baby sitting on the father's lap Not really rather the father and child are building a experience</p>	<p>In the girl bedroom No, it's a conversation about future events and any events mentioned that have passed the mother was probably not sharing the experience with the girl since the girl is telling her mum about them but not starting the sentence with "remember when".</p>
<p>What patterns of interaction are used by 'expert guides' to enhance language development?</p>	<p>(Otto page 43-52); Painter (Week 2 lecture and notes)</p> <ul style="list-style-type: none"> • Eye contact and shared reference 	<p>N/A</p>	<p>Eye contact and shared reference is clear evidence in this interaction. Both father and child are sharing the book about the colours. As reading of every page end child always attempts to make eye contact with father. As completion of reading each page, the child responds to the father with a smiling face and voice. This encourage Dad to continue his reading and also</p>	<p>In this episode, patterns of interaction includes: Eye contact and share reference is established at the beginning of the conversation which attracts the girl focusing on every question given by her mothers. In addition, sharing references is maintained while the girl responds.</p>

	<ul style="list-style-type: none"> ● Communication loop ● Child-directed speech ● Verbal mapping ● Questioning ● Linguistic 		<p>evidence that child is also enthusiastically involved in the communication loop</p> <p>The language development occurs in this instant as father directing his reading towards child by pointing pictures on the book and telling the colour on each picture. "Utterances" is used to develop the language in this conversation. Father also used 'intonation' on the end of each page to maintain child attention throughout the reading.</p> <p>No verbal mapping occurring in this conversation</p> <p>No questioning occur in this conversation</p> <p>Linguistic scaffolding is occurring throughout the readings. As the father</p>	<p>The conversation starts by the mother as a speaker and the role of the girls is verbal response to her mother. Additionally, based on the topics that the girl has knowledge about, extending the range of questions allows the mother to engage her in response in different types of ways such as affirmative, negative and exclamative. A series of turns (the mother and the girl) clarify the action so the girl knows what her role is and when she needs to respond.</p> <p>At this stage, the girl had closely tied to the immediate context of utterances, the girl shared the information that she experiences- different types of weather. Also, verbal mapping used to engage the girl to share her discoveries with her mom.</p> <p>The girl has raised her intonation that ends a question, corresponding to the use of facial expression in different situations. Questioning allows the mother to check their knowledge of content.</p> <p>The mother has used scaffolding to assist the girl to participate at higher</p>
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	<p>scaffolding</p> <ul style="list-style-type: none"> • Mediation 		<p>moves every page, the same colours are read again and again to develop the language.</p> <p>No mediation occurred in this conversation</p>	<p>level performance, by the mother requesting her to practice/rehearse what she would say on her graduation day.</p>
Additional notes from video				