

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	9
INTRODUCTION	11
CHAPTER ONE. MODELS OF EARLY COMMUNICATION: AN OVERVIEW	17
1.1. Introduction	17
1.2. Towards a comprehensive model of early communicative development	17
1.2.1. Werner and Kaplan (1963): communication as communion	18
1.2.2. Jakobson (1960): communication as transmission	19
1.2.3. Vygotsky (1978): communication as education	20
1.2.4. Adamson's (1995) model of early communicative development	22
1.2.4.1. The first phase: shared attentiveness	23
1.2.4.2. The second phase: interpersonal engagement	25
1.2.4.3. The third phase: joint object involvement	27
1.2.4.4. The fourth phase: emergence of symbolic communication	29
1.3. Conclusions	30
CHAPTER Two. LINGUISTIC AND COMMUNICATIVE COMPETENCE IN INFANCY	33
2.1. Introduction	33
2.2. The visual channel of communication	34
2.2.1. Visual abilities in the first year of life	34
2.2.2. Perception of the human face	34
2.2.3. A preference for the mother's face	36
2.2.4. Face perception and communication	36
2.2.5. Gaze perception and communication	37
2.2.5.1. Infants' preference for eyes and direct gaze	38
2.2.5.2. Gaze as a communicative signal	38
2.2.6. Joint attention	40
2.2.6.1. The development of joint attention	41
2.2.6.2. Joint attention and communication	42
2.3. The visual-tactile channel of communication	43
2.3.1. Tactile communication	43
2.3.2. Gestural communication	45
2.3.3. Conclusions	47
2.4. The vocal-auditory channel of communication	47
2.4.1. Auditory perception	47
2.4.1.1. Phonetic perception	48
2.4.1.2. A preference for speech	49
2.4.1.3. Perception of prosody	49
2.4.1.4. Bootstrapping into language	50

2.4.1.4.1. Onset of lexical acquisition: word segmentation	50
2.4.1.4.2. Onset of lexical acquisition: word recognition	51
2.4.1.4.3. Onset of syntactic acquisition: discriminating between grammatical and lexical words	51
2.4.1.4.4. Onset of syntactic acquisition: identifying higher-level units	52
2.4.2. Vocal production	52
2.4.2.1. Stages of vocal development	53
2.4.2.2. Social influences on vocalizations	54
2.4.2.3. Communicative aspects of early vocalizations	55
2.4.2.4. Locke's (2001) vocal communion: infant vocalizations from a social-evolutionary perspective	57
2.5. General Conclusions	58
CHAPTER THREE. CHILD-DIRECTED SPEECH	61
3.1. Introduction	61
3.2. History of research into child-directed speech	62
3.2.1. Baby Talk	62
3.2.2. Motherese	63
3.2.3. Child-directed speech	64
3.3. Adaptations in CDS	66
3.4. Interactive adaptations in other modalities	67
3.5. Finetuning	67
3.5.1. Determinants of finetuning	67
3.5.1.1. Receiver-related factors	67
3.5.1.2. Speaker-related factors	68
3.5.1.3. Context-related factors	68
3.5.2. Finetuning across language domains	69
3.5.2.1. Finetuning in prosody and phonetics	69
3.5.2.2. Finetuning in syntax	69
3.5.3. Absence of finetuning	70
3.6. Theories of input in language acquisition	70
3.6.1. Input plays a minor role: the nativist position	70
3.6.2. Input plays a major role: the social-interactionist position	72
3.7. CDS and the question of innateness	73
3.8. The functions of CDS	74
3.8.1. CDS as a teaching device	74
3.8.2. CDS as a source of corrective feedback	75
3.8.3. CDS as data for distributional learning	76
3.8.4. CDS as a communicative-interactive adaptation	78
3.9. Input and language development	80
3.9.1. Input and the sequence of acquisition	80
3.9.2. Input and the speed of acquisition	82
3.9.3. Specific influences of input on language development	83
3.9.3.1. Methodological and interpretative issues	83
3.9.3.2. Specific influences	86
3.10. The child's use of CDS	89
3.11. CDS and individual/stylistic differences	91
3.12. Cross-linguistic and cross-cultural studies of CDS	93
3.13. General conclusions	97

CHAPTER FOUR. INFANT-DIRECTED SPEECH	99
4.1. Introduction	99
4.2. The study of infant-directed speech	99
4.2.1. Terminological considerations	99
4.2.2. History of research on IDS	100
4.3. IDS prosody and parent-infant communication	102
4.4. The idea of intuitive parenting	105
4.5. Formal, content, and functional aspects of IDS: empirical studies	105
4.5.1. Blount and Padgug (1976)	106
4.5.2. Snow (1977b)	108
4.5.3. Cross and Morris (1980)	110
4.5.4. Kaye (1980)	114
4.5.5. Rabain-Jamin and Sabeau-Jouannet (1997)	116
4.5.6. D'Odorico et al. (1999)	118
4.5.7. Paavola et al. (2005)	119
4.5.8. Hennig et al. (2005)	120
4.5.9. Summary of IDS adaptations	121
4.6. Mother-father differences in speech to children	124
4.7. General conclusions	126
CHAPTER FIVE. A COMPARATIVE ANALYSIS OF DEVELOPMENTAL CHANGES IN FORMAL, CONENT, AND FUNCTIONAL FEATURES OF IDS	127
5.1. Methodology	127
5.1.1. Participants	127
5.1.2. Procedure	128
5.1.2.1. Choice of the design	128
5.1.2.2. Recordings	129
5.1.2.3. Transcription	130
5.1.2.4. Coding	131
5.1.3. Analysis	137
5.2. Research hypotheses	138
5.3. Results and discussion	141
5.3.1. General features	141
5.3.2. Form	144
5.3.2.1. Affirmatives	144
5.3.2.2. Questions	145
5.3.2.3. Imperatives	148
5.3.2.4. Conclusions	149
5.3.3. Content	150
5.3.3.1. References to the child	150
5.3.3.2. References to the parent	151
5.3.3.3. References to objects	151
5.3.3.4. References to other people	153
5.3.3.5. Non-conventional references	154
5.3.3.6. Conclusions	155
5.3.4. Function	156
5.3.4.1. The informative and the interactive function	156
5.3.4.2. The affective and the play function	158

5.3.4.3. The mother's and father's use of different functions	160
5.3.4.4. Conclusions	161
5.4. General conclusions	161
FINAL CONCLUSIONS	163
APPENDIX: A SAMPLE ANALYSIS SHEET	171
BIBLIOGRAPHY	179
INDEX	205
LIST OF FIGURES	207
LIST OF TABLES	208
DOSTOSOWANIA W MOWIE RODZICÓW SKIEROWANEJ DO NIEMOWLĄT: STUDIUM PRZYPADKU (Streszczenie)	209