ABSTRACTS

Matt Burdelski

Socializing children to hear others' words and see their bodily behavior as social action

Social action has been a focus of research on language and interaction over the last several decades. This paper examines social action in multimodal and multiparty Japanese language socialization. In particular, it shows how Japanese caregivers use reported speech and other communicative resource in encouraging two-year old children to 'hear' others' utterances and/or 'see' their bodily behavior as a form of social action to be responded to with a next action. The analysis is based on a large corpus of audio-visual recordings of interaction in Japanese homes, neighborhoods, and a preschool. The findings suggest that reported speech is a key strategy for socializing children to social action, attention, and other socio-culturally realities such as affective and epistemic stances

Tomoko Endo

Learning to do for others: The use of *-te ageru* benefactive in Japanese child-caregiver interaction

Japanese is an agglutinating language and has a rich variety of post-verbal elements that add a particular meaning to the verb phrase or the whole sentence. Among such post-verbal elements, *-te ageru* "do for the sake of someone" is sometimes problematic for non-native speakers, because misusing the expression may result in giving the impression that the speaker is treating himself or herself as higher in rank. This study investigates the use of *-te ageru* in Japanese child-caregiver interaction, aiming to discover how the expression is used in the early stage of native speakers' life and what social action is accomplished by making use of the expression.

The quantitative analysis of our CCI data revealed that, in many cases, tokens of *-te ageru* is produced by caregivers in the form of directives, and that the agent of the directed action is typically an elder child while the beneficiary of the action is a younger child (e.g., *Shiho, ototo ni omocha kashite agete* "Shiho, please let your little brother borrow your toy"). The detailed analysis of the sequence in which *-te ageru* is used shows that with the use of *-te ageru*, caregivers often instruct an elder child to let a younger child join an activity in which only the elder child and the caregiver have been engaged. Directives using *-te ageru* thus change the participation framework, appealing an elder child to be generous and considerate for his or her younger sibling. Focusing on the form *-te ageru*, this study provides a case of language socialization in Japanese child-caregiver interaction.

Michie Kawashima

Relating with the unseen as a family member

If we consider family as an interactional system, the system can go through some changes. Having a new member of family is one occasion for a big change. In terms of conversational practices, a mother often uses form of reported speech which allows the infant to have an agent for interaction. The infant can be a participant of active interaction with others, yet it is only partially possible through such arrangements done by a mother. These manners of interaction can be considered as unique features of infant-caretaker interaction. In this study, I would like to focus on features of interaction between pregnant women and other family members. Since the fetus is not actually there as a visible participant, the participants face different interactional constrains and each participant has his or her own way of managing the constrains.

From our analysis the pregnant mothers have an exclusive right to define the status of the fetus interactionally. The mother often initiates actions during the interaction. She takes various actions, yet there are some frames which the mother bring to determine the status of the fetus. In the data, the fetus is presented as being part of her body, having a direct interactive agent and being future participant for interaction. Those are not only frames that the mother uses, yet more apparent than others by our analysis so far. The mother sets the different stances of the fetus during the interaction using these frames.

Emi Morita

Objectifying their own action: Establishing turn-taking features in "play" in caregiver-child interaction

Studies of child language acquisition have noticed that even pre-linguistic children's play interactions with adults often function as proto-conversations by which children acquire the basic principles of face-to-face communication, such as turn-taking and the realization that and ones' own actions often receive predictable responses.

However, I find several instances in my data wherein a child gives an object to a caregiver repeatedly, and the caregiver receives it in a playful manner - but in these cases, the child does not display a sustained emotional investment, and the activity ends soon. Such interaction has a turn-taking feature, but it is not true "play". Conversely, when a child realizes a certain activity as a "play," both the child and the caregivers are mutually involved, and their behavior towards one another is markedly different. In such interactions, children look at their caregiver for responses and 'relevant next action' cues, wait for such reactions before initiating their own next actions, and recognize that their own emotional displays have become part of the "play" interaction.

This study analyzes how such interactive play is co-constructed and established as a coordinated social activity that draws explicit relevance to its own turn-taking feature. So doing draws the child's attention to its own actions as a relevant co-participatory object in the world, and in this way contributes to the child's development of a "socially interactive self."

Akira Takada

Types of request-accept adjacency pairs in Japanese caregiver-child interactions

Requesting an object or information is a basic and ubiquitous activity in human interactions (Curl & Drew 2008), but the types of requests vary considerably across speech communities. This paper analyzes (1) caregivers•f use of linguistic forms and gestures to make requests to their children, and (2) the developmental transition of children•fs expressions of acceptance in response to requests. Based on video data of Japanese caregiver-child (aged 0?5 years) interactions, we conducted an interaction analysis of conversations involving caregivers•f requests to their children. The results revealed that requests were further subdivided according to (1) linguistic forms such as utterances that take the form of the compound verbs V-tekureru and V-teagete, and (2) use or non-use of gestural cues that indicate appropriate responses. By formulating these utterances, caregivers not only made reciprocal communication more effective (Bruner, 1983) but also set and modified the frame of their activity. Child responses to requests were divided between acceptance and rejection. Acceptance was observed more frequently, and was divided into several sub-types, which were unevenly distributed according to the ages of the children, indicating a developmental transition of the perception on rights and obligations surrounding object possession on the part of children.

Tomoyo Takagi

"Fork WA fork?": Children's requests for activity-relevant items

Japanese young children often produce "questioning" turns consisting only of a noun (or noun phrase; NP) followed by the so-called topic particle WA. Takagi (2001) showed that children's use of such WA-ending turns enable them even at an early stage of language development to initiate a new sequence dealing with something of their choice that is relevant in some way or another to the on-going activity, and engage the adult recipient in that new sequence. With this finding as the point of departure, this study revisits the phenomenon, focusing on a relatively small subset of the collected cases, in which the NP that precedes the particle WA is repeated after WA to constitute a turn in the form of [NP WA? NP]. I will explore in what environment this particular turn design is used, what kind of action it can implement and what it interactionally accomplishes in different contexts. The detailed analysis of the cases will show that these turns are regularly employed as a legitimate request or proposal that some item (namely, the referent of NP) be used or somehow brought into the current situation in order to proceed with the activity the speaker (and the recipient) is being engaged in. I will argue that the children's use of [NP WA? NP] formatted turns constitutes an interactional technique for requesting activity-relevant items that displays their fine-grained intersubjective understanding of shared expectations about the sequential development of the current activity.