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3. SES-differences in language processing skill 4. Where do these differences come from? ; 5. Conclusions ; References ; The interactional context of language learning in Tzeltal ; Introduction ; Word learning in a pragmatic context ; Tzeltal caregiver-child interactions ; Prelinguistic babies (age 0; 9 - 1; 5): The many functions of 'eh' and 'hm' ; Beginning to speak (age 1; 6 - 2; 6) ; Discussion ; References ; Conversation and language acquisition ; The unique properties of conversational exchanges ; Motivation to communicate ; Information about partners Information about language meaning and structure Information about language use ; The emergence of new joint events ; The effects of conversational exchanges ; Immediate effects: Continuing the topic of the conversation ; Immediate effects: Increased matching ; Long-term effects of conversational exchanges ; Child-directed speech and conversational exchanges ; Concluding remarks ; References ; Taking the floor on time ; Introduction ; Turn timing ; Marking delays in children's conversation ; Delay marking at home ; General discussion ; References

Part 2. The role of paralinguistic information in language learning (three papers)Temporal synchrony in early multi-modal communication ; A personal note ; Introduction ; Stages of gesture-speech development ; Data ; Participants ; Data analysis ; Synchronization ; The findings ; Brailey ; Caitlin ; Chera ; Fiona ; Lette ; Implications of gesture-word synchrony ; Concluding remarks ; References ; Shared attention, gaze and pointing gestures in hearing and deaf children ; A personal note ; Introduction ; Gaze in hearing and deaf children ; Pointing in hearing and deaf children Shared attention, gaze and pointing in two longitudinal follow-ups

Sommario/riassunto

It is generally assumed that adults learn how to talk with children in a special style called child-directed speech. But this cannot be the whole story. Each child's ability to speak and understand is a moving target, changing yearly, weekly, even daily. How could adults adapt to these changes? Evidence shows that in conversation both adults and children try to establish, as they go along, the mutual belief that they have understood each other well enough for current purposes. It is this process, called grounding, that allows adults to infer the child's current abilities and to adapt their spe
