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Autore	Filipi Anna
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children's talk -- Concluding remarks -- Questions guiding the study -- The strength of Conversation Analysis as a tool for analysing talk -- The participants -- Family profiles -- The collection of interactions -- Procedures for transcription and analysis of data -- Data segmentation -- Chapter 3. The organisation of talk in early interaction -- The organisation of gaze in pre-verbal talk -- Actions to elicit the child's gaze -- The summons and answer adjacency pair -- Parents' treatment of gaze as an inappropriate or insufficient action -- Managing failure to make eye contact: Repairing lack of hearer reciprocity. Managing failure to make eye contact: Repairing failure of the child to direct her attention to an object -- Summary and discussion -- The child's initiation of gaze engagement and disengagement -- Summary and concluding remarks -- The pervasiveness of questions -- The question as a response to a child initiated vocalisation -- Parent-initiated questions -- Pursuit of a response -- A candidate answer or label after failure to respond -- The child vocalises or produces an action such as laughter -- Silence and overlap -- Overlap -- The size of the gap -- Conclusion -- Chapter 4. Initiating talk through pointing in early interactions -- Child-initiated pointing: An overview -- Camera sequences -- Response through a greeting -- Summary and concluding remarks -- Response through a label or a label eliciting question in next turn position -- Pointing to objects other than the camera -- Labelling or producing a label eliciting question -- Repetition of "look" or the news receipt token "oh" -- The repair initiator "what" in next turn position -- Minimal response tokens in next turn position -- Summary and concluding remarks -- The child's repeated and sustained pointing -- Orienting to pointing as a request -- Conclusion -- Chapter 5. Beyond initiating talk and mobilising attention -- The developing child and her pointing gesture -- Labelling sequences -- The child points and labels, the parent corrects her -- The child produces a label eliciting question, the parent labels -- Repeated pointing in labelling sequences as a display of private speech -- Orienting to the absence of pointing as problematic -- Summary and concluding remarks -- Tracking the expanding functions of pointing -- The child points to comment -- the parent agrees with her comment -- On the way to making pointing gestures redundant: Request sequences -- The child requests through pointing. Pointing in a recycled turn -- Pointing to confirm in response to a request for confirmation -- Summary and concluding remarks -- Contexts where pointing has become obsolete -- The child selects her addressee through a summons or greeting -- Drawing attention without pointing -- Conclusion -- Chapter 6. The interactional work of gesture combinations, non-vocal pointing and non-response -- Head or finger shaking combined with pointing as a display of shared understanding about conduct -- Summary and concluding remarks -- Non-vocal pointing -- Pointing without vocalisation as an answer in question and answer labelling and naming pairs -- Interruptions to pointing -- The interactional import of non-response as a feature of the parent's interaction -- Failure to respond as a violation -- Withholding a response -- Withheld response as an example of embedded repair -- Withholding as an orientation to the child's selection of someone else as the recipient of her actions -- Withholding as an orientation to the child engaging in private speech -- Withholding as a display of keeping the child on task -- The interactional import of non-response as a feature of the child's interactions -- Non-response from the age of 10 months -- Non-response at 15 to 18 months -- Summary and concluding remarks -- Chapter 7. Conclusion -- Actions to elicit and encourage interaction --

Initiating action through pointing -- The child's developing skills --  
Combined gesture, pointing without vocalising and non-response --  
Sequence organisation -- Recurring features -- Intentionality --  
Implications of the study and directions for future research --  
References -- Appendix -- Index.

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## Sommario/riassunto

This book provides a microanalysis of the interactions between four children and their parents starting when the children were aged 9 to 13 months and ending when they were 18 months old. It tracks development as an issue for and of interaction. In so doing, it uncovers the details of the organisation of the sequence structure of the interactions, and exposes the workings of language and social development as they unfold in everyday activities. The study begins with a description of pre-verbal children's sequences of action and then tracks those sequences as linguistic ability increases. The analysis reveals a developing richness and complexity of the sequence structure and exposes a gap in Child Language studies that focus on the children's and their carers' actions in isolation from their sequential environment. By focusing on the initiating actions of both child and parent, and the response to those actions, and by capturing the details of how both verbal and nonverbal actions are organised in the larger sequences of talk, a more complete picture emerges of how adept the young child is at co-creating meaning in highly organised ways well before words start to surface. The study also uncovers pursuit of a response, and orientation to insufficiency and adequacy of response, as defining characteristics of these early interactions.

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