

CHAPTER 5

PRAGMATIC CHARACTERISTICS OF INFANT DIRECTED SPEECH IN THAI

5.1 Introduction

In the last 2 decades (70s - 90s), there has been an increase in the research of IDS which emphasize on pragmatic and social functions of IDS. Snow (1994) reported that speech addressed to young children was pragmatically simple and restricted in the variety of communicative intents. These may be important in making adult utterances usable to language learning children. In the work of Snow (1977a) she claimed that mothers have different interpersonal interaction with infants aged between 3 and 18 months. At 3 months, mothers talked more about feeling and internal states of infants while more about activities and events in the external world at 18 months. Concerning studies on content of maternal speech, it was found that mothers used more affection oriented speech with young children and the speech became more directive and informative when the children got older (Bornstein, Tal, Rahn, Galperin, Pecheux, Lamour, Toda, Axuma, Ogino & Tamis-LeMonda, 1992). Moreover, the mother's speech contained a high proportion of questions which could be seen as a way of involving the children in conversation (Newport, 1976; Fernald & Mazzie, 1991).

The analysis of IDS in Thai in terms of speech acts theory using the criteria proposed by Searle (1969) reported that there were more interactive classes than non-interactive classes of speech acts at 6 months of age (Khaonoo, 1996). The study of IDS in Thai by the author (Authapaiboon, 1996) at birth, 3 months also confirmed this claim. I also compared IDS and ADS in this study and found that IDS was in the interactive class of speech acts more than ADS. However, there was no study on communicative speech acts done in developmental terms.

In this chapter, speech addressed to prelinguistic infants of five ages: newborns, 3 months, 6 months, 9 months, and 12 months would be analyzed in terms of communicative speech acts. The important question is whether there is a distinction in terms of speech acts when mothers directed to their babies at different ages. The whole 20 minutes speech data from six subjects speaking to their infants at newborn, 3 months, 6 months, 9 months, and 12 months was investigated, a total of 13639 utterances. IDS was not compared to ADS in their pragmatic aspects. From my pilot study (1996), it was found that ADS contained a small number of LAVs- to inform, respond, and question. This is because the researcher talked to the subjects by using the consultative style. We were not intimate to each other. After I reported this to the committee when I proposed my proposal. The committee decided I should not compare IDS and ADS. The detail of the numbers of utterances of five age groups is shown below:

Table 23 The Numbers of Utterances of Five Age Groups

SUBJECT/AGE	NB	3MO	6MO	9MO	12MO
IDS 01	242	324	404	397	513
IDS 02	480	505	557	328	398
IDS 04	440	260	449	122	114
IDS 05	572	506	375	431	392
IDS 07	953	466	705	474	520
IDS 09	769	159	630	722	432
TOTAL	3456	2220	3120	2474	2369

5.2 Types of Linguistic Action Verbs in Thai IDS and Their Speech Act Verbs

This section is divided into two main parts. The first part involves the overall picture of the quantity of LAVs and SAVs. The second part deals with LAVs and SAVs in developmental terms.

5.2.1 Quantitative Differences of LAVs and SAVs in IDS: An Overview

The utterances were analyzed into linguistic action verbs (LAVs) which are verbs used to perform actions. The number of LAVs of six subjects are given in Table 24 below.

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Table 24 Raw Score and Percentage of LAVs

Types of LAVs	Raw score	Percentage
tease	3920	28.7
question	2156	15.8
order	1754	12.9
describe	1369	10
inform	1257	9.2
blame	410	3
calm	372	2.7
call	313	2.3
praise	305	2.2
sing	281	2.1
forbid	219	1.6
exclaim	173	1.3
keep turn	167	1.2
give turn	164	1.2
persuade	155	1.1
count	114	0.8
comfort	111	0.8
explain	104	0.8
request	94	0.7
warn	83	0.6
complain	56	0.4
reflect in word	23	0.2
threaten	19	0.1
greet	18	0.1
Total	13639	100

Table 24 shows the total numbers of LAVs in six mothers ordered from LAV with the highest score to that of the lowest score. It is found that to tease is the most found (28.7%). To question is the second found (15.8%). To order is the third found (12.9%). To describe and inform are the fourth found (10 % vs. 9.2%). To blame, calm, call, praise, sing, and forbid are the fifth found (about 2-3 %). To exclaim, keep turn, give turn, persuade, count, and comfort are the sixth found (about 1%). To complain, reflect in word, threaten, and greet are the least found (less than 1%).

From LAVs above, we can classified them into 5 types of SAVs as can be seen in Table 25 below.

Table 25 Percentage of LAVs and SAVs

LAVs		SAVs	
tease	28.7	Expressives	38.6 %
calm	2.7		
praise	2.2		
sing	2.1		
exclaim	1.3		
comfort	0.8		
complain	0.4		
reflect in word	0.2		
greet	0.1	Assertives	23.2 %
describe	10		
inform	9.2		
call	2.3		
count	0.8		
explain	0.8	Directives	20 %
order	12.9		
blame	3		
forbid	1.6		
persuade	1.1		
request	0.7		
warn	0.6		
threaten	0.1	Questions	15.8 %
question	15.8		
keep turn	1.2	Interaction-management	2.4 %
give turn	1.2		

These LAVs were classified into the five major types of speech acts- expressives, assertives, directives, questions and interaction-management. It is found that expressives are the most found (38.6%), assertives (23.2%), directives (20%), questions (15.8%) and interaction-management (2.4%) as shown in figure 13 below.

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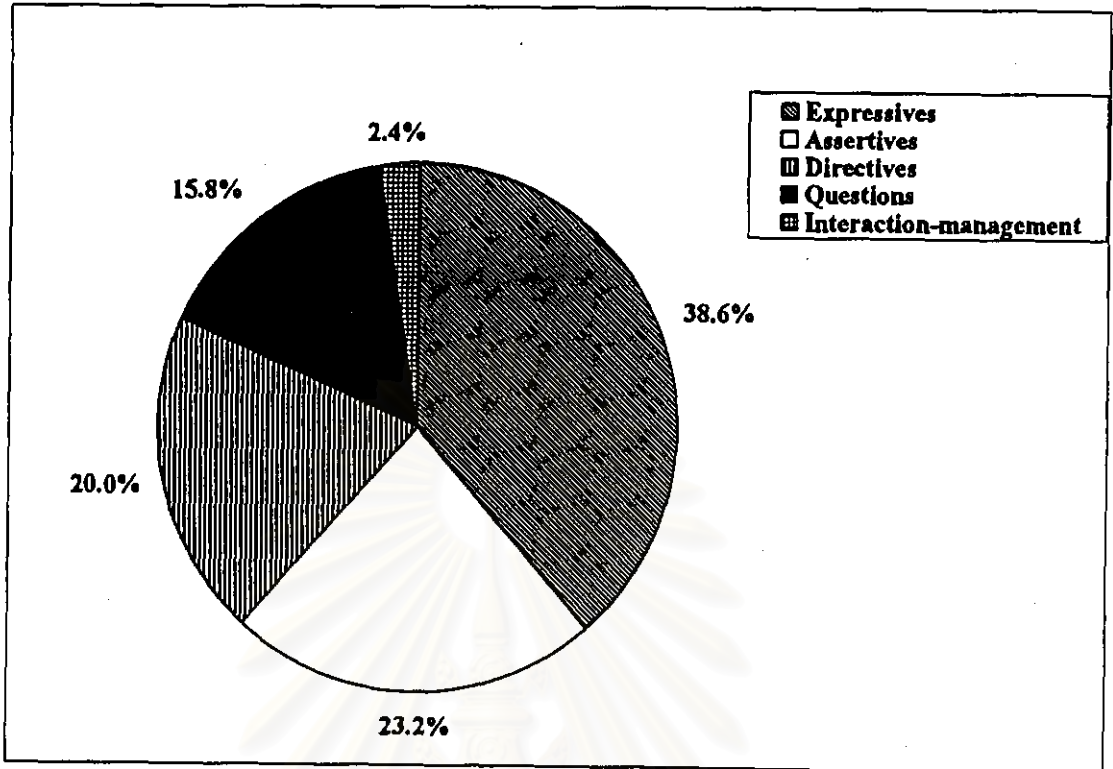


Figure 13 Percentage of Speech Act Verbs (SAVs)

Interestingly, I found that mothers use a large number of expressives to show affection to their infants which is one of the significant functions of maternal speech. The findings are similar to those of Khaonoo (1996). In analyzing the use of words in maternal speech, she found that there were a great deal of utterances with expressive words (60.35%) than those without expressive words (39.65%). In addition, previous work on the comparison of maternal speech to infants in different cultural settings in terms of two prominent classes of speech- affect salient and information salient (Toda et al., 1990; Bornstein et al., 1992) indicated that American mothers use more information, and Japanese, more affection. The present study also found that Thai mothers like Japanese mothers, both use more affection to their infants. It might be said that both Japan and Thailand are in Eastern culture. They might share the same cultural beliefs concerned with child rearing.

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The percentage of the types of SAVs across age groups are illustrated in Table 26

Table 26 Percentage of Types of Speech Act Verbs across Age Groups

Types of SAVs	Percentage				
	NB	3	6	9	12
Expressives	30.9	46.5	52.2	38.6	24.2
Assertives	24	18.1	18.6	24.1	31.2
Directives	21.4	12.5	13.7	25.5	27.9
Questions	20.4	19.6	13.8	10.6	13.7
Interaction- Managements	3.3	3.3	1.8	1.2	2.5
Total	100	100	100	100	100

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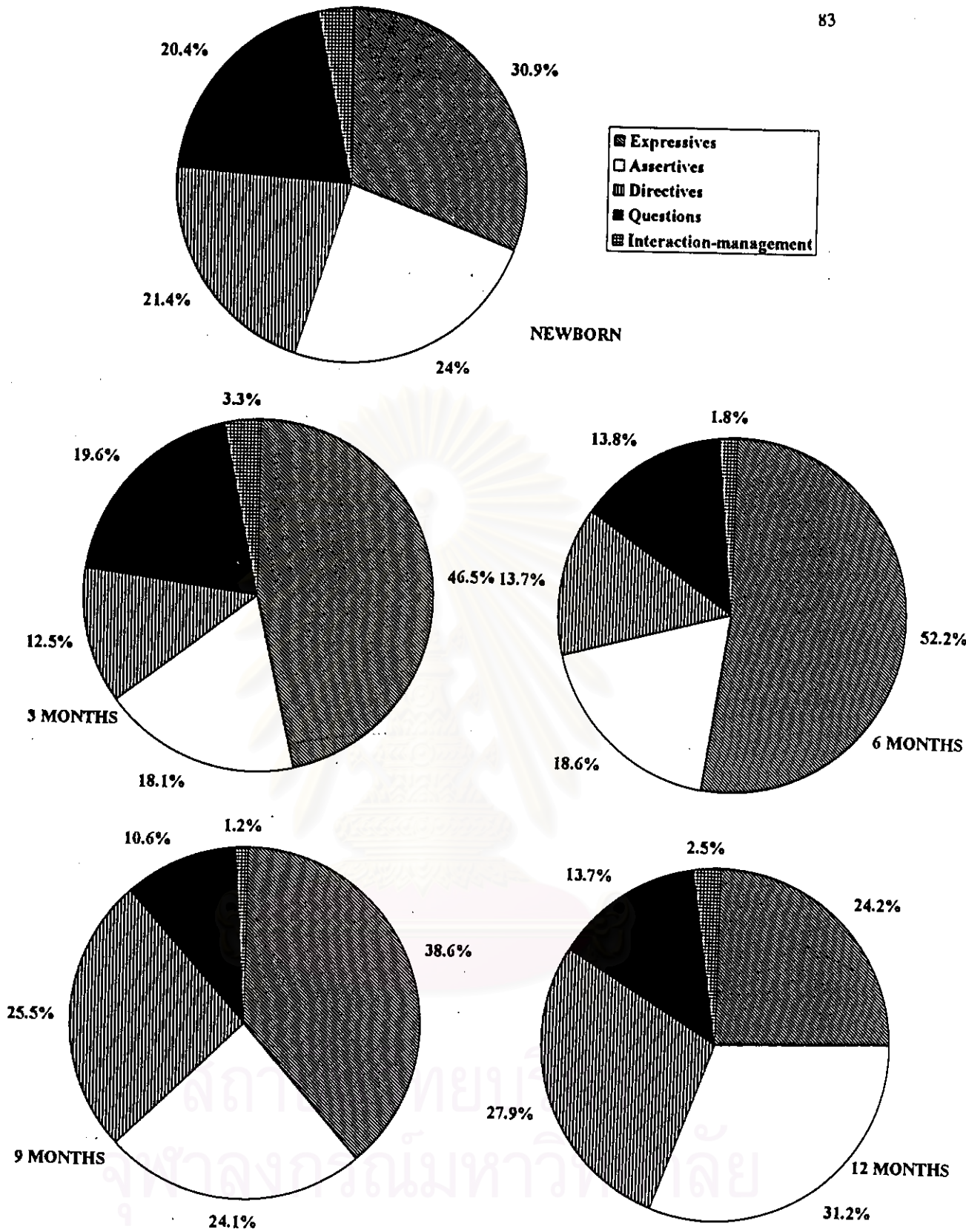


Figure 14 Percentage of Speech Act Verbs (SAVs) across Age Groups

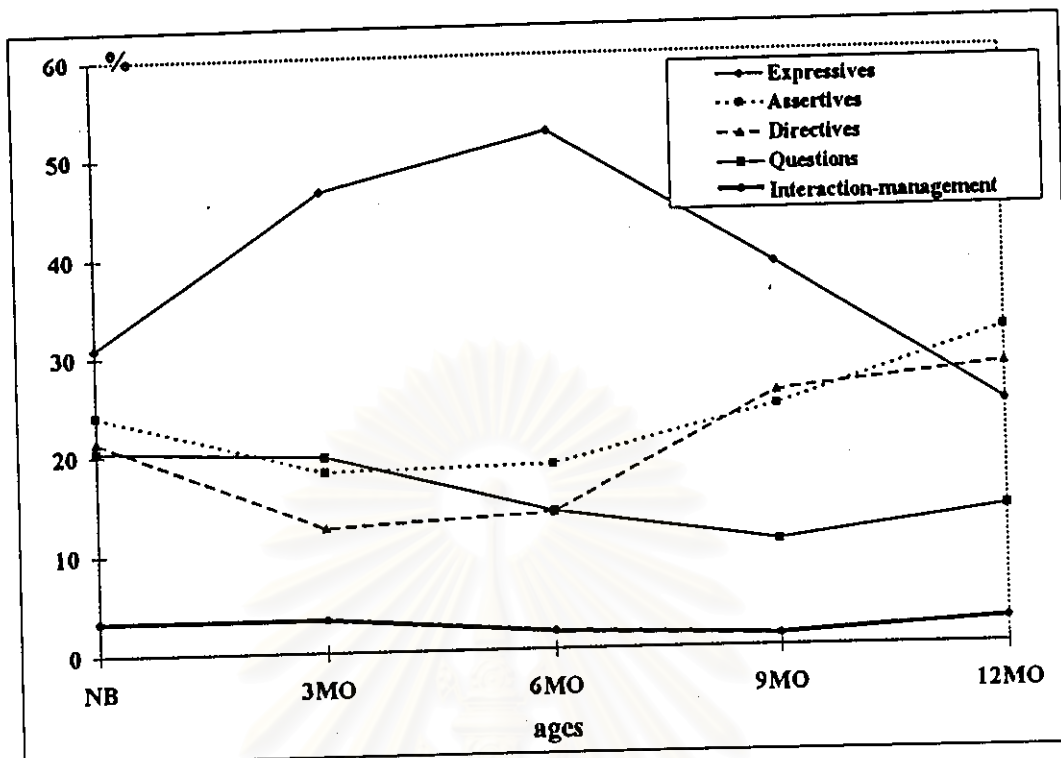


Figure 15 Percentage of Speech Act Verbs (SAVs) across Age Groups

It seems that expressives type of SAVs is used most at all ages except at 12 months. At 6 months, mothers use most expressive that was 51%. For assertive and directive, there are found most at 12 months. Mothers use more questions when the infants are in newborn and at 3 months and decrease when they get older. This can be said that mothers communicate increasingly more affection and emotion with young infants especially at 6 months and become more directive and informative as the infants get older (at 12 months).

When we look at LAVs of each kind of speech acts, we found that some of them have features in common and can be classified into two major classes- interactive class and non-interactive class as shown below.

1. Interactive class of speech acts is the use of speech acts in utterance for encouraging the hearer to do something or to interact to the speaker such as interactive assertives (call), interactive questions (question), interactive directives (order, blame, forbid, persuade, request, warn, threaten), interactive expressives (tease, calm, praise, sing, exclaim, comfort, complain, reflect in word, and greet), and interactive information-management (keep turn and give turn)

2. Non-interactive class of speech acts is that the speaker does not use the speech acts to encourage the hearer to do something or to interact to the speaker such as non-interactive assertive (describe, inform, count, and explain).

Table 27 Raw Score and Percentage of Pragmatic Classes and Types of Speech Act Verbs

Pragmatic classes	Types of speech act verbs	Raw Score	Percentage
Interactive	expressives	5259	38.6
	assertives	313	20.9
	directives	2734	20
	questions	2158	15.8
	interaction-management	331	2.4
Non-interactive	assertives	2844	2.3
Total		13639	100

Table 28 Raw Score and Percentage of Pragmatic Classes

Pragmatic Classes	Raw Score	Percentage
Interactive	10,795	79.1
Non-interactive	2,844	20.9
Total	13,639	100

As can be seen, 79.1% of IDS involves interactive class of speech acts, compared to only 20.9% on non-interactive class of speech acts. Actually, it seems that all speech acts in IDS are interactive in nature. There are some speech acts that are more interactive. In this research I would consider to describe, inform, call, and explain which belong to the assertive SAV as non-interactive because it is more speaker-oriented. To call is the only one LAV of the assertive SAV which is considered as interactive because it is more hearer-oriented. Expressives, directives, questions, and interaction-management SAVs are also classified as interactive.

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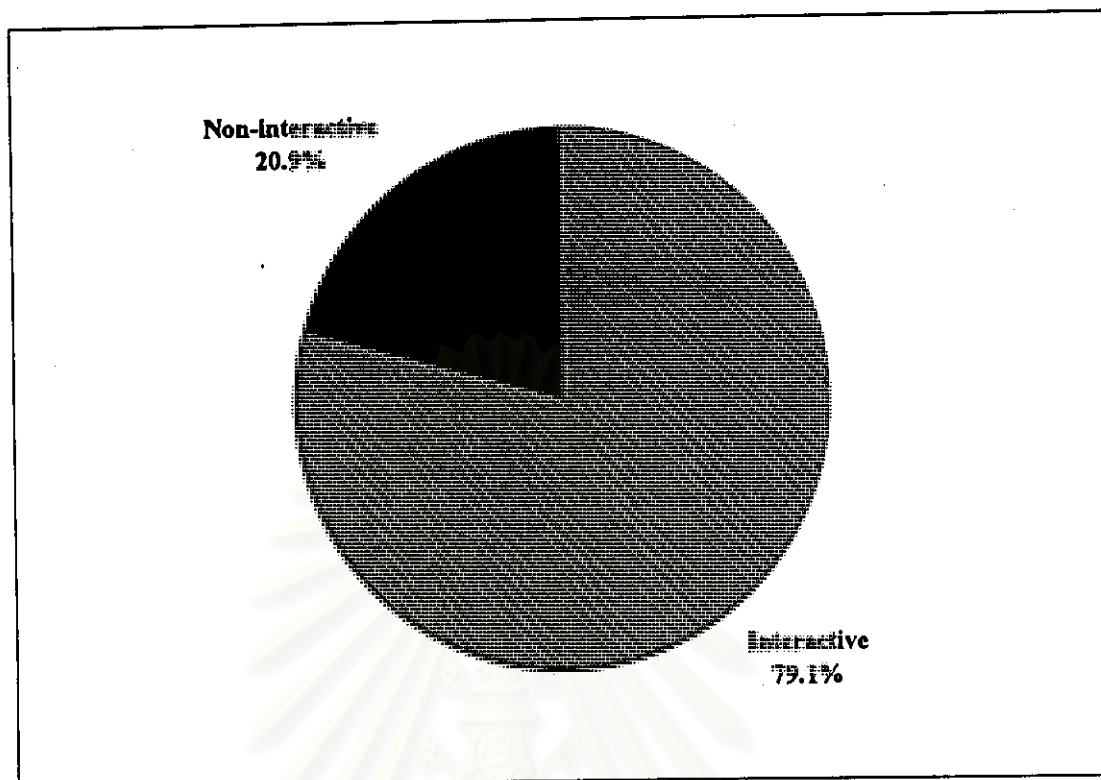


Figure 16 Percentage of Pragmatic Classes

The percentage of pragmatic classes across age groups is shown below.

Table 29 Percentage of Pragmatic Classes across Age Groups

Pragmatic classes	NB IDS	3MO IDS	6MO IDS	9MO IDS	12MO IDS
Non-interactive	22.2	14.8	16.2	21.4	30
Interactive	77.8	85.2	84.8	78.5	70
Total	100	100	100	100	100

From these results it can be seen that interactive speech acts are found most at 3 months and 6 months and found less at 12 months. It can thus be said that interactional or interpersonal function is first more meaningful to prelinguistic infants because it helps mothers to accommodate to their infants' manner of interaction. However, the maternal speech style at 12 months uses more non-interactive speech acts than other age group. It seems that mothers are more concerned on linguistic function at this age.

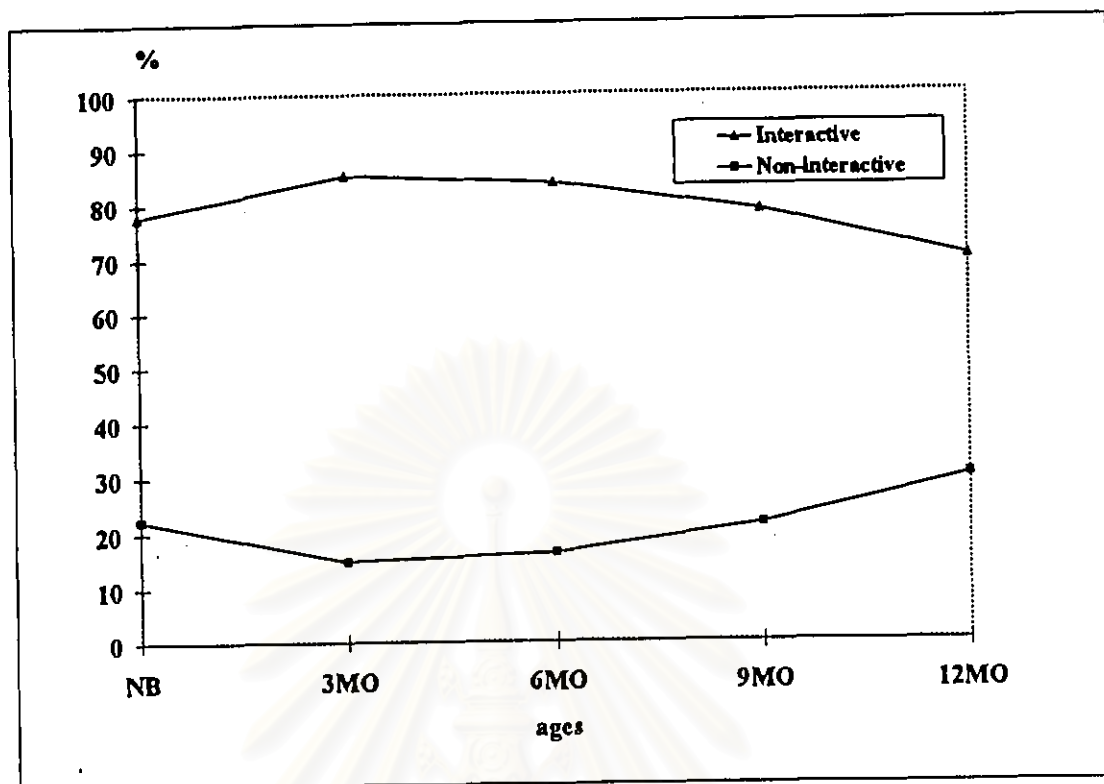


Figure 17 Percentage of Pragmatic Classes across Age Groups

5.2.2 LAVs and SAVs in Developmental Terms

5.2.2.1 Expressives

Expressives are used to express an attitude of the speaker about the state of affairs and make an attempt to change the hearer feeling. There are 9 types of LAVs concerning this.

Table 30 Raw Score and Percentage of Different Types of LAVs in the Expressive SAV Class

LAV Types of Expressive	Raw Score	Percentage
tease	3920	74.5
calm	372	7.1
praise	305	5.8
sing	281	5.3
exclaim	173	3.3
comfort	111	2.1
explain	56	1.1
reflect in word	23	0.4
greet	18	0.3
Total	5259	100

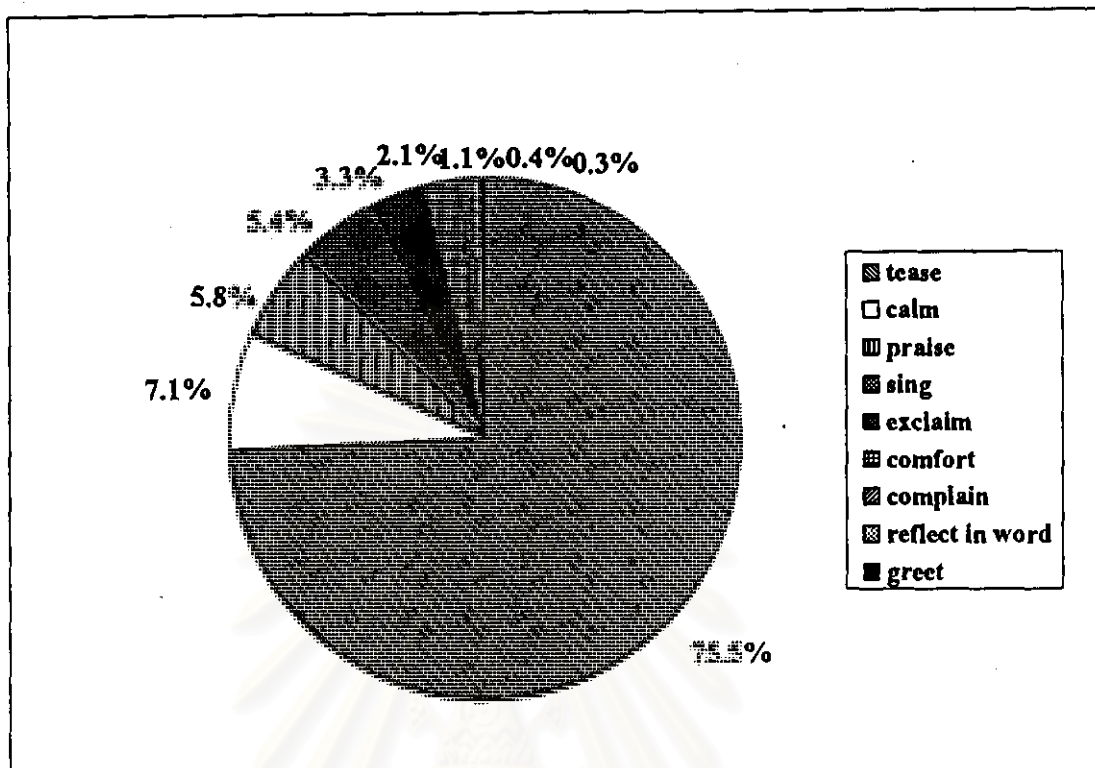


Figure 18 Percentage of Expressives

Figure 18 illustrates that mothers use teasing a lot to their infants (75.5%) to show their affection. Other LAVS are found only a smaller number such as to calm (7.1%), praise (5.8%), sing (5.4%), exclaim (3.3%), comfort (2.1%), complain (1.1%), ponder (0.4%), and greet (0.3%). To greet is found the least but it is very interesting. It reflects Thai culture. In Thai culture, when we meet somebody, we will not say "Hello" but we greet by using question word questions; for example,

เป็นอย่างไรบ้าง

/pen0 ja:ŋ1raj0 ba:ŋ2/

be how some

(How are you doing?)

This is the use of language to create social tie or phatic communion between the speaker and the hearer. In Thai the content in greeting seems to be in the other-oriented category* (Luksaneeyanawin, 1994).

*See Laver, J. 1981. Linguistic routines and politeness in greeting and parting. In F. Coulmas (ed.), Conversational Routine. The Hague: Mouton.

The details and examples of each type of expressives are displayed below.

1. To tease is to make fun of somebody in a playful way; for example:

01-3-1 จ๊ะเอ๋
/caʔ3 ʔe:4/
play peek-ka-poo

2. To calm is to cause somebody to become quiet, less excited, or untroubled; for example:

09-12-208 โอ้ไม่เป็นที่ไรไม่เจ็บนะลูกนะ
/ʔo:4 maj2 pen0 raj0 maj0 cep1 naʔ0 lu:k2 naʔo/
a word not be QM not hurt Ptc. child Ptc.
used to
soothe
(Don't cry, it's not hurt.)

3. To praise is to express approval or admiration for somebody or something; for example:

07-N-60 แชมป์สุดหล่อ
/chæ:mp3 sut1 lo:1/
Champ very handsome
Boy's nickname
(Champ, you are very handsome.)

4. To sing is to make the musical sounds with the voice; for example:

09-9-38 แฮปปี้เบิร์ดเดย์ทูยู
/hæp3 pi:2 brt3 de:j0 tu:0 yu:0/
(Happy birth day to you)

5. To exclaim is to cry out suddenly and loudly from pain, anger, surprise, etc.; for example:

01-N-218 โอโห
/ʔo:2 ho:4/
Interjection express the surprise

6. To comfort is to help somebody to console, to relax or to lull somebody to sleep; for example:

04-N-118 เอ๋เอ๋

/ʔe:0 ʔe:3/

a word used to lull the child to sleep

7. To complain is to say that one is dissatisfied, unhappy; for example:

05-3-131 ต้องเปลี่ยนเสื้อผ้าอีกละ

/ton2 plia:n1 siw:2 pha:2 ʔi:k1 la3/

must change clothes again Ptc.

(You must change your clothes again.)

8. To reflect in word is to talk to oneself or to think out loud; for example:

01-12-301 เทปเดินหรือเปล่าน้อ

/thep0 dɾ:n0 rɯ:4plaw1 nɔ:3/

tape play QM Ptc.

Is the tape playing?

9. To greet is to give a conventional sign or word of welcome or pleasure when meeting somebody or receiving a guest; for example:

07-12-2 สวัสดีครับ

/salwat1 di:0 khrap3/

hello Final Ptc.

(Hello!)

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The percentage of each type of expressives at different age groups are given below:

Table 31 Percentage of Types of Different Types of LAVs in the Expressive SAV Class across Age Groups

LAV Types of Expressive	Percentage				
	NB	3	6	9	12
tease	63	83.9	82	69.8	65.9
calm	17.4	5.2	3.8	4.1	5.4
praise	11.2	3.7	2	6.8	9.6
sing	1.7	2.8	7.1	8.3	7
exclaim	3.3	2.1	1	5.5	8
comfort	0.7	0.3	3.3	4.6	0.5
complain	2.2	0.8	0	1.4	1.9
reflect in word	0.4	0.3	0.6	0.1	1
greet	0	0.9	0.3	0	0.7
Total	100	100	100	100	100

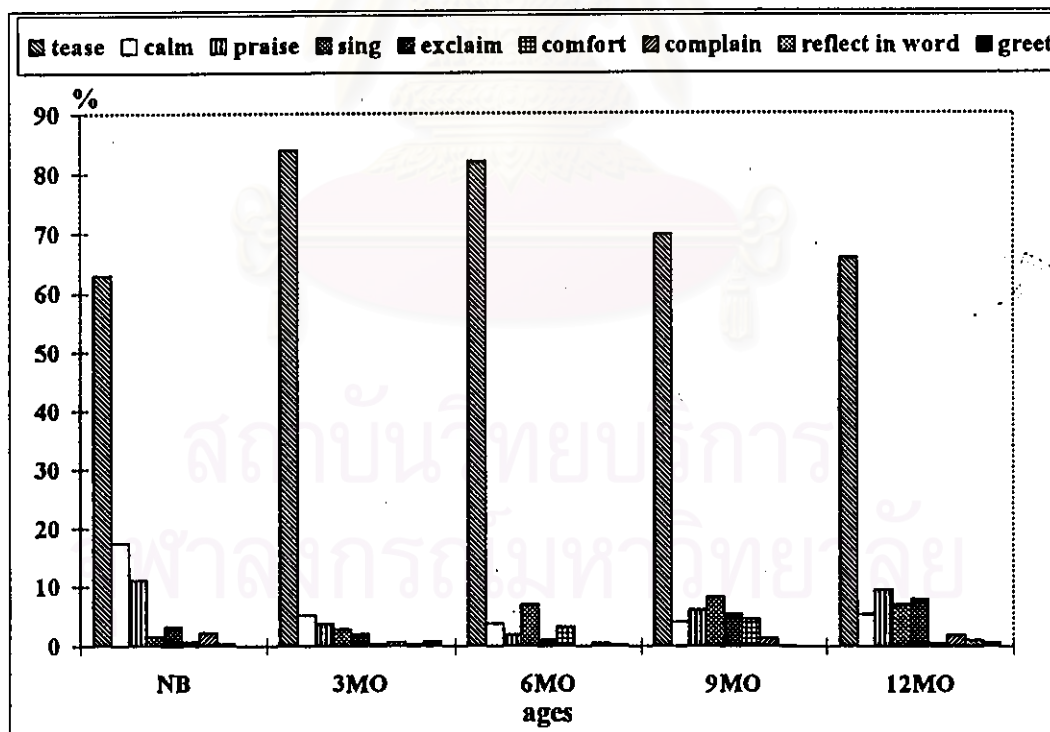


Figure 19 Percentage of Types of Expressives across Age Groups

The type of expressive uses most by mothers was to tease. It occurs most at 3, and 6 months which infants begin to interact with the mothers. While it decreases from 6 to 9 and 12 months because at this age the infants can communicate with their mothers. Therefore, mother role is changed to be more instructional. It is found least at newborn. This can be explained that at newborn which is the first week in the hospital mothers have not yet accustomed to the infants. They are like strangers to each other. Moreover, newborns are very passive. When the infants are 3 month olds, they start to interact with mothers. They can see mothers' face. Therefore, the number of tease increases at this age. Then it decreases as the infants get older.

5.2.2.2 Assertives

Assertives are used to represent the actual state of affairs. They contain five types of LAVs- to describe, inform, call, count, and explain.

Table 32 Raw Score and Percentage of Different Types of LAVs in the Assertive SAV Class

LAV Types of Assertive	Raw Score	Percentage
describe	1369	42
inform	1257	38.5
call	313	9.6
count	218	6.7
explain	104	3.2
Total	3261	100

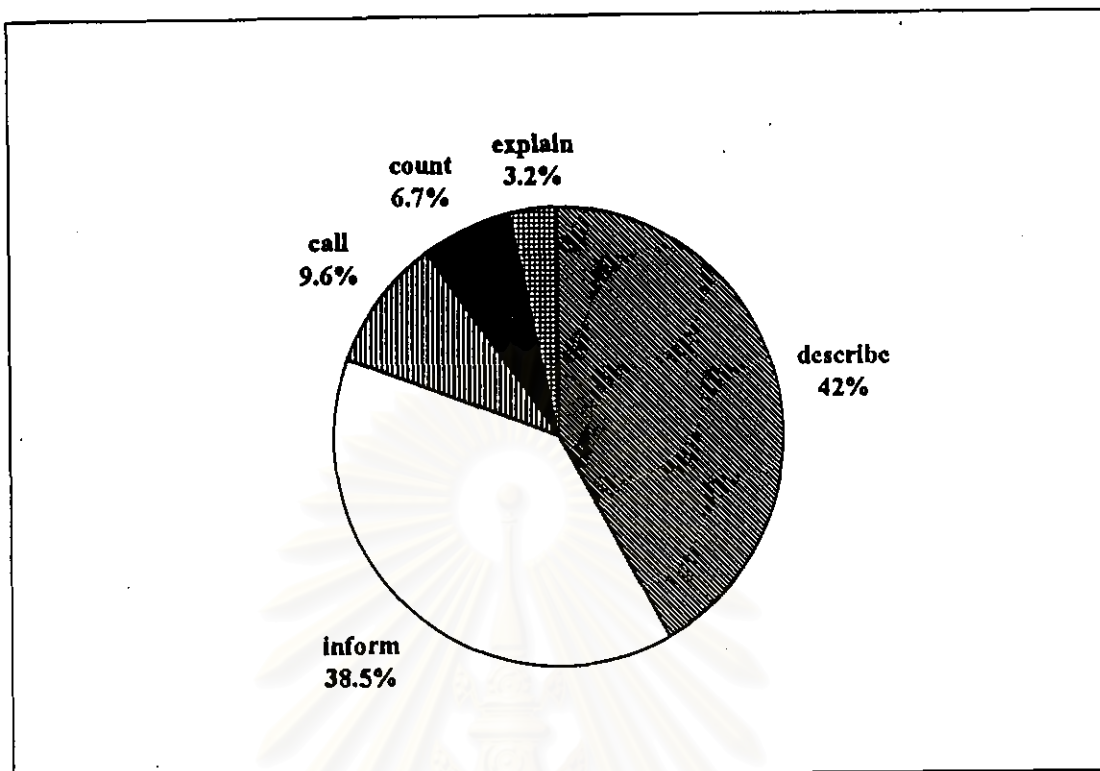


Figure 20 Percentage of Assertives

The category of assertives include five LAVs: to describe, inform, call, count, and explain. To describe is the most found while explain is the least found. The characteristics of describe is very interesting. It is found that to describe contains a great deal of questioning and self-answering pair. This reflects an explicit didactic function. From our observation, we found two types of to describe in Thai maternal speech. First, mothers use to describe to talk about things and persons or teach things and persons in their infants' environment which is relevant in the context; for example,

04-N-65 นี่คือนู่นี่คือนู่นี่คือนู

/ni:2 khw:0 hu:4 ni:2 khw:0 hu:4 ni:2 khw:0 hu:4/
 this to be ear this to be ear this to be ear
 (This is the ear, this is the ear, this is the ear.)

04-N-66 อันนี้คือปาก

/ʔan0 ni:3 khw:0 pa:k1/
 this one to be mouth
 (This one is the mouth.)

04-N-67 อันนี้คือจมูก

/ʔan0 ni:3 khɯ:0 ja0muk1/
 this one to be nose
 (This one is the nose.)

Second, mothers use to describe as the LAV to tell about their actions while doing. For example;

01-9-259 แม่เขย่าของลูก

/mæ:2 kha0ya:w1 khɔ:ŋ4 lu:k2/
 mother shake thing child
 (Mother is shaking child's thing)

01-9-260 แม่เขย่าของเล่นน้องป๊อบนะ

/mæ:2 kha0ya:w1 khɔ:ŋ4 le:n2 nɔ:ŋ3 pɔ:p3/
 mother shake toy sister Pop
 (young) girl's nickname
 (Mother is shaking Pop's toy.)

Interestingly, we normally do not describe our own action to adults except in giving demonstration or giving a practical lesson, for example, cooking lesson. We found that mothers describe their own actions to the babies as though they are speaking to their underlings with patronizing tone.

The details and examples of each type of assertives are displayed below.

1. To describe is to say what somebody or something is like. To describe something is to make an assertion or a series of assertions about it. Somebody or something was to be described deemed relevant in the context of conversation ; for example:

01-9-99 นี่อะไร

/ni:2 ʔa1raj0/
 this what
 (What is this?)

01-9-100 นี้เค้าเรียกว่าเทปนะคะ

/ni:2 khaow3 ri:ak2 wa:2 the:p3 naʔ3 khaʔ3/
 this somebody call that tape Ptc. Final Ptc.
 (This is called tape.)

07-9-144 อันนี้ไว้หวีผมนะครับ

/ʔan0 ni:3 waj3 wi:4 phom4 naʔ3 khrap4/
 class. this for comb hair Ptc. Final Ptc.
 (This is used for combing hair.)

2. To inform is to give somebody knowledge of something, for example:

07-N-131 เดี่ยวนั่งเรอก่อนนะลูกนะ

/di:aw4 naj2 rɔ:0 kw:n0 naʔ3 lu:k2 naʔ3/
 soon sit burp before Ptc. child Ptc.
 (You sit and burp first.)

07-3-359 ไม่คุยแม่ไปล่ะนะ

/maj2 khuj0 mæ:2 paj0 læ:w3 naʔ3/
 not talk mum go Ptc. Ptc.
 (If you don't talk to mum, mum will go.)

3. To call is to say something loudly to attract somebody's attention; for example:

09-7-729 น้องพี

/nɔ:ŋ4 phi:0/
 brother Pee
 (young) boy's nickname
 (Phi:)

07-N-650 โหนลูก

/naj4 lu:k2/
 where child
 (The mother calls his son)

4. To count is to say or name numbers in order; for example:

01-6-17 ห้า

/ha:2/
 five

5. To explain is to make something plain or clear by giving the reason; for example:

02-3-34 กินยานแล้วจะได้

/kin0 ja:0 læ:w3 ja1 daj2/
eat medicine already PreV can
(Take this medicine,...)

02-3-35 ฟันแข็งแรง

/fan0 kæŋ4 ræ:ŋ/
teeth strong
(your teeth will be strong.)

The percentage of each type of Assertives are shown below:

Table 33 Percentage of Types of Different Types of LAVs in the Assertive SAV Class across Age Groups

LAV Types of Assertive	Percentage				
	NB	3	6	9	12
describe	44.3	28.6	35.6	48.6	52.1
inform	45	40.5	40.4	39.7	33.3
call	7.6	18.2	12.6	11.2	5
count	0	7.5	5.2	0	7.2
explain	3.1	5.2	6.2	0.5	2.4
Total	100	100	100	100	100

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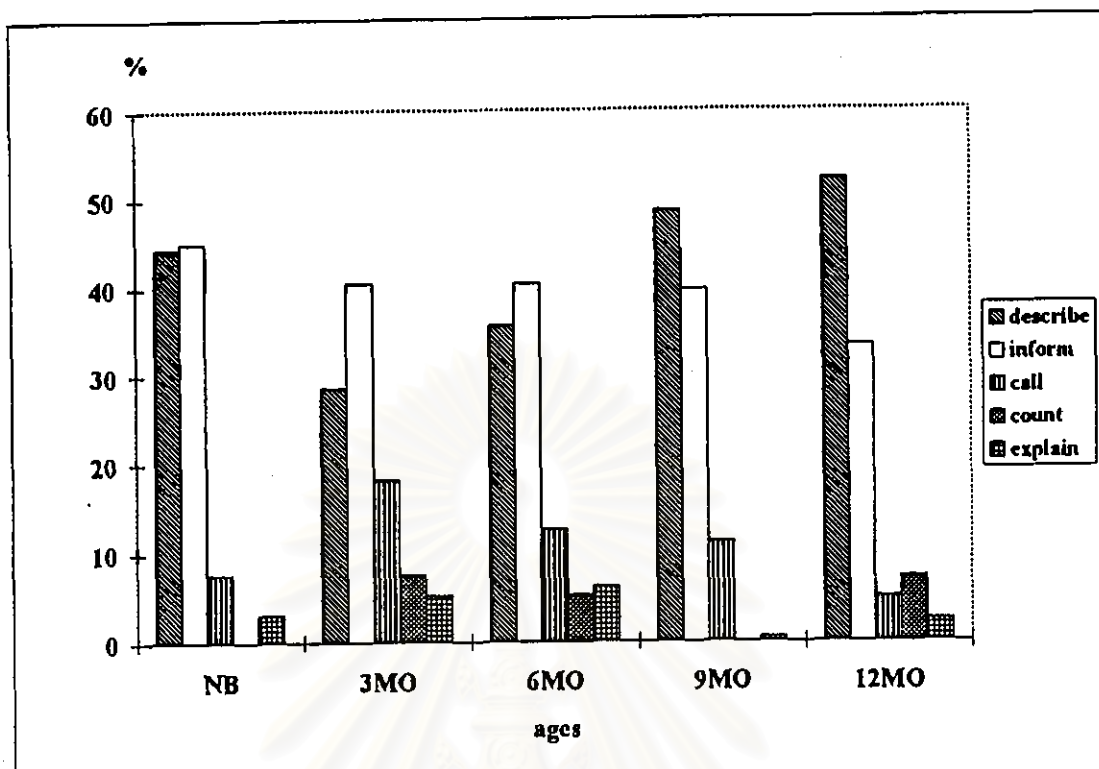


Figure 21 Percentage of Types of Assertives across Age Groups

Figure 21 shows age related changes of types of assertives. It reveals that the number of describe increases continually as the child gets older (from 3 months to 12 months) except at newborn. In contrast, the number of inform decreases as the child gets older.

5.2.2.3 Directives

Directives are used to make an attempt to get the hearer to do something and to control over others or their behavior. They contain 7 types of LAVs as shown in table 34.

Table 34 Raw Score and Percentage of Different Types of LAVs in the Directive SAV Class

LAV Types of Directive	Raw Score	Percentage
order	1754	64.2
blame	410	15
forbid	219	8
persuade	155	5.7
request	94	3.4
warn	83	3
threaten	19	0.7
Total	2734	100

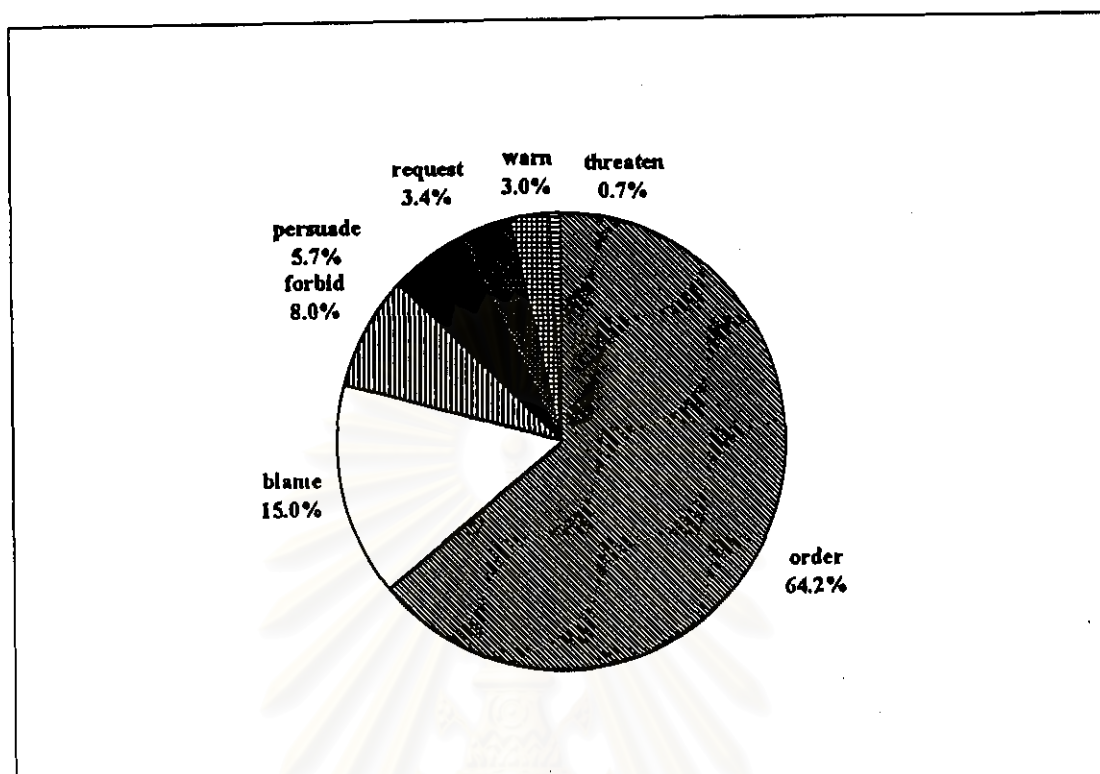


Figure 22 Percentage of Directives

Mothers use directives to both draw attention and control behavior of their infants. Figure 22 reveals that to order is found the most (64%), then blame (15%), forbid (8%), persuade (5.7%), request (3.4%), warn (3%), and threaten (0.7%).

In the work of Bornstein et al. (1992), they compared maternal speech to infants in four cultures: Argentina, France, the United State, and Japan in both aspects- affection salient and information salient. In looking variations in categories of information-oriented, they found that Argentine mothers displayed higher frequencies of direct statements than mothers in the three other culture. The explanation for this concerns the belief in child rearing in Argentina is authoritative. Argentine mothers like to direct a child to behave positively.

In addition, directive style is found most in maternal speech speaking to atypical language learners to control the child's attention and behavior (Conti-Ramsden, 1994).

The details and examples of each type of directive are illustrated below.

1. To order is to tell somebody that they must do something; for example:

07-N-2 กินนมลูก

/kin0 nom0 lu:k2 lu:k2/
eat milk child child
(Drink your milk.)

2. To blame is to consider or say that somebody is responsible for something done (badly or wrongly) or not done; for example:

07-N-16 ทำไมหยุดดูดละ

/tham0maj0 jut1 du:t1 la1/
why stop suck Ptc.
(Why do you stop sucking?)

This utterance can be a question or an expression of a surprise. When looking at its context, this utterance is judged to be a blame.

07-N-13 ดูดเร็ว

-14 ขวดที่สองแล้วนะลูก

-15 ทำไมละฮี้

-16 ทำไมหยุดดูดละ

-17 เอ้า

-18 ดูดเร็ว

3. To forbid is to order him not to do something; for example:

01-3-136 อย่าดูดนิ้ว

/ja:1 du:t1 niw3/
not suck finger
(Don't suck your finger.)

4. To persuade is to cause somebody to do something by arguing or reasoning with them; for example:

04-12-153 ไปตั่งๆไปม๊อ

/paj0 teg3teg3 paj0 maj3/
 go upstairs go QM
 (Chinese loanword)
 (Let's go upstairs, going upstairs?)

5. To request is to ask somebody politely to do something. To make a request, the utterance always contains emphasis particle /noj/ to make a sentence milder ; for example:

09-N-184คุยกับหม่าม้าหน้อยซิลูก

/khuj0 kap1 ma1ma:3 no:j1 si3 lu:k2/
 talk with mum Ptc. Ptc. child
 (Please talk to mum.)

6. To warn is to give somebody notice of something consequences because the event is not in the hearer's interest; for example:

07-N-832เดี๋ยวมือแอะ

/di:aw4 mu:0 ?æ1/
 soon hand dirty
 (Your hand will be dirty.)

7. To threaten is to make an expression of one's intention to punish or harm somebody, especially if he does not obey. To threaten has more degree of strength than to warn; for example:

01-9-39 ถ้าหนูต๊อแม่

/tha:2 nu:4 dɯ:2 mæ:2/
 if mouse naughty mother
 young
 little one
 (If you are naughty,...)

01-9-40 ตีๆอย่างนี้ละ

/ti:0 ti:0 ti:0 jaŋ1 ni:3 naʔ3/
 hit hit hit like this Ptc.
 (Mother will hit you like this.)

The percentage of each type of directives are given below.

Table 35 Percentage of Types of Different Types of LAVs in the Directive SAV Class across Age Groups

LAV Types of Directive	Percentage				
	NB	3	6	9	12
order	64.5	59.2	62.4	66.3	64.8
blame	20.3	22	19.2	7.1	10.9
forbid	6.1	5.1	6.8	11.3	9.1
persuade	3.9	7.2	5.9	4.9	7.5
request	3.5	6.1	4.5	2.4	2.6
warn	1.4	0.4	1.2	6.7	3.8
threaten	0.3	0	0	1.3	1.3
Total	100	100	100	100	100

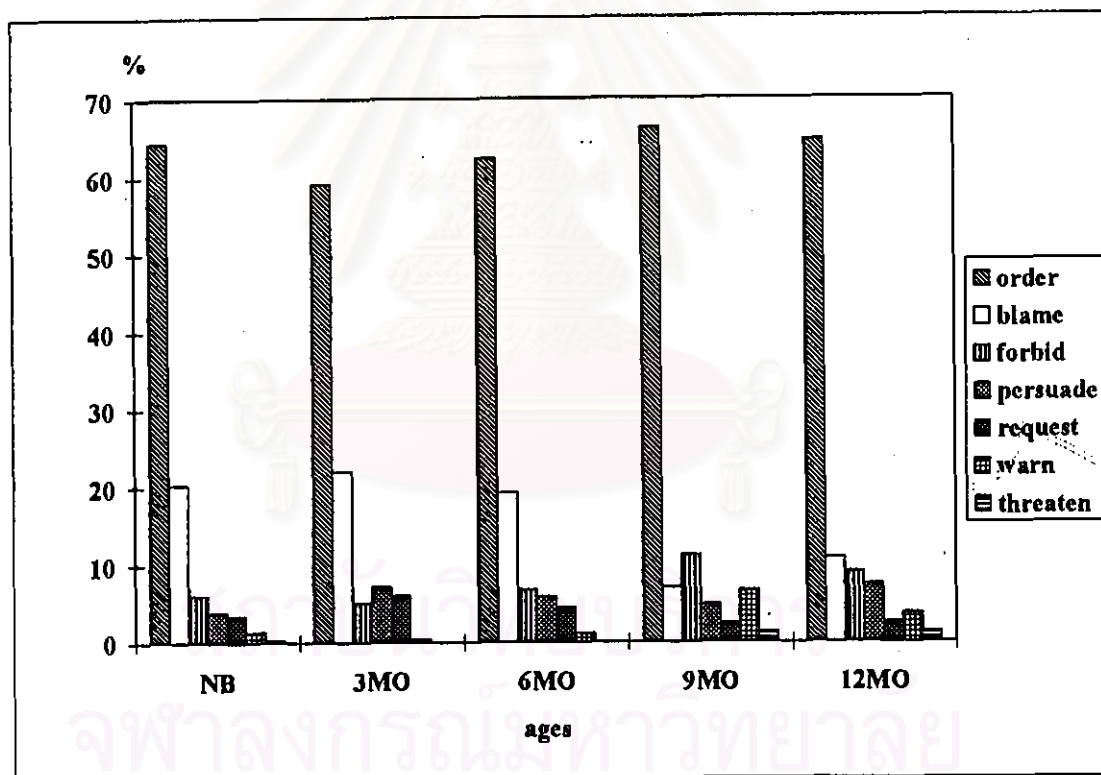


Figure 23 Percentage of Types of Directives across Age Groups

To order is found most at every age group. It is found most at 9 months (66.3%). At this age, the infants can crawl to everywhere and very active, so mothers use this LAV to control infants' behavior. At newborn, the number of order (64.5%) is very close to that of 12 months (64.8%). Mothers use to order

with the NB to maintain conversation and direct attention of their infants because they are more passive in conversational interaction. While mothers use to order with the 9MO and 12MO to control behavior because at these two age groups the infants can move by themselves and very active. Moreover, other directives such as warn, threaten, and forbid also found most at 9 months.

5.2.2.4 Questions

In this study, question is found only 15.8 % of all types of SAVs. Table 36 shows questions in developmental terms.

Table 36 Percentage of Questions across Age Groups

Questions	Percentage				
	NB	3	6	9	12
	20.4	19.6	13.8	10.6	13.7

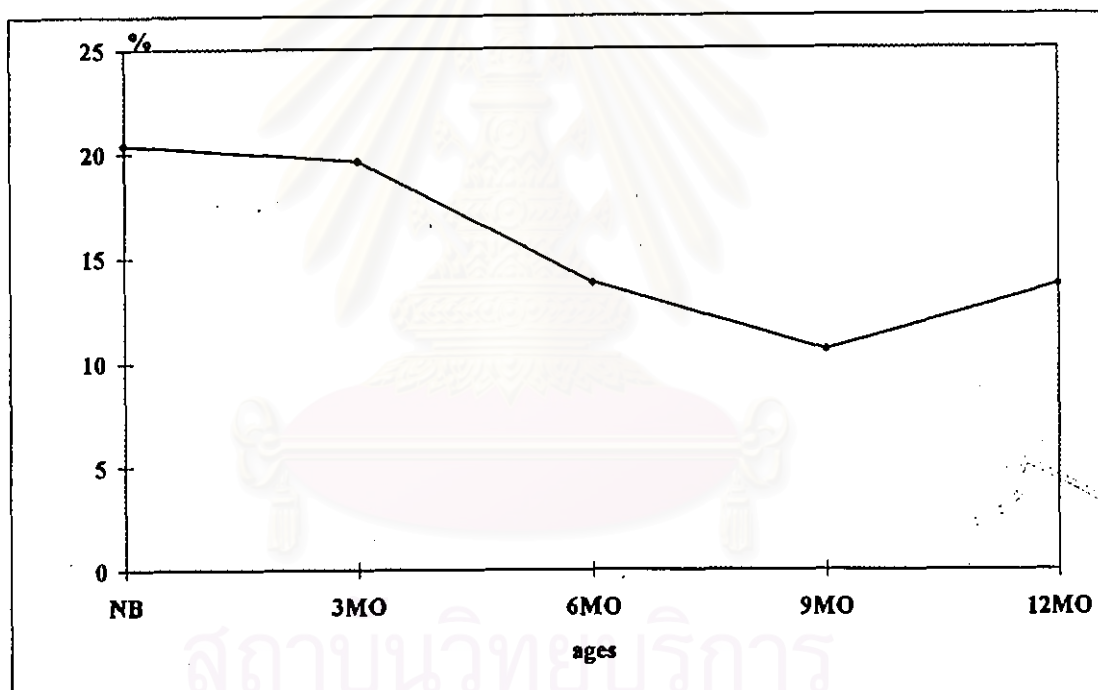


Figure 24 Percentage of Questions across Age Groups

From figure 24, it displays that questions are found most at newborn (20.4%) and least at 9 months (10.6%). These findings are opposite to those of Sittigasorn (1997). She found that mothers used a large number of interrogative sentences with the 3MO (29%) and a small number with the NB (16.3%). This can be explained that we used different methods in analyzing the data. While Sittigasorn investigated the interrogative sentences (the sentence form), the author studied questions as types of linguistic action verbs.

Questions in IDS can be classified into 4 types by their sentence forms- , yes-no questions, Question-word questions or WH-questions, repetitive questions, alternative or disjunctive questions.

Table 37 Raw Score and Percentage of Types of Questions

Types of Questions	Raw Score	Percentage
1. Yes-no questions	1305	60.5
- Question markers	1265	58.7
- Rising intonation	40	1.8
2. Repetitive questions	416	19.3
3. WH-questions	429	19.9
4. Alternative questions	6	0.3
Total	2156	100

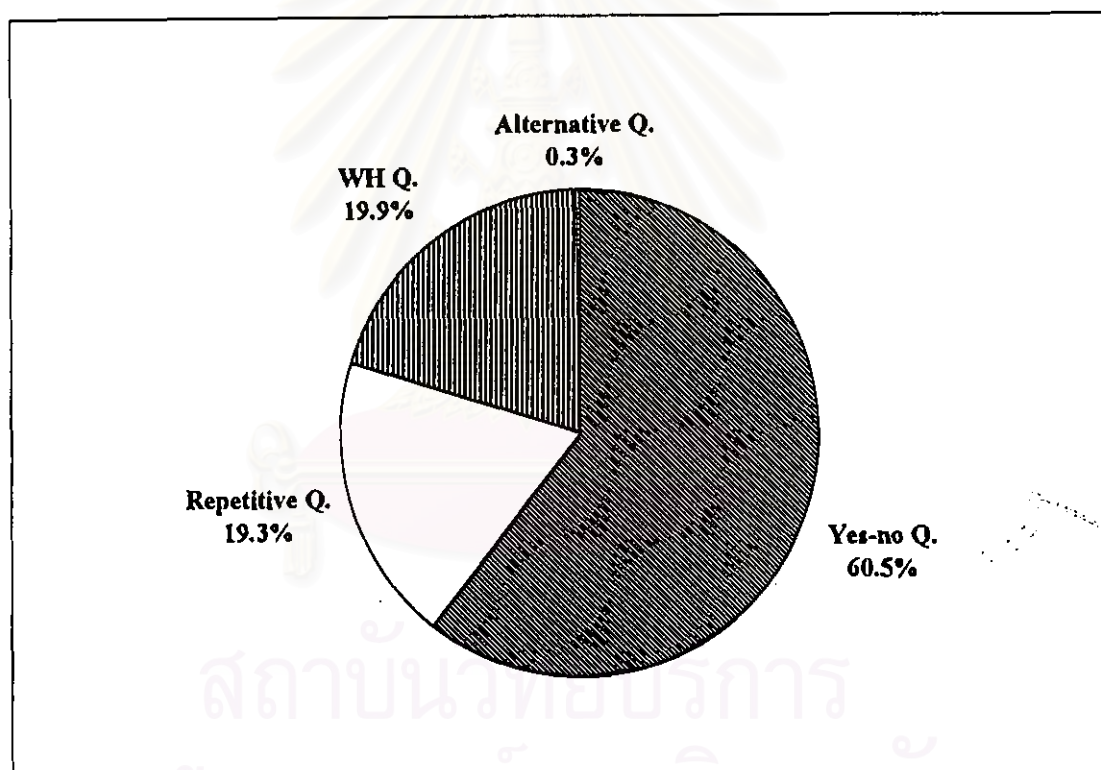


Figure 25 Percentage of Types of Questions

Yes-no questions are found the most (60.5%), WH-question found the second (19.9%), repetitive questions found the third (19.3%), and alternative questions are found the least only 0.3%.

The details, examples, and percentage of each types of question across age groups are shown below.

1. Yes-no questions are type of exam questions used to request the hearer to validate the truth value of the complete proposition because the speaker does not know whether the proposition is true. There are two types of Yes-no questions: those represented with the Question Marker (QM) and rising intonation.

a). Yes-no questions with Question Marker There found 7 types of question marker (QM) as the following:

/maj4/ 'ไหม'	[maj3]- มัย
/ru:4/ 'หรือ'	[ru:4, ?ru:4, hu:4, ru:4] -หรือ, เอ้อ, เหนอ, เงอ
/ru:4plaw1/ 'หรือเปล่า'	[ru:3plaw1, ru:3pa?1, hu:3plaw1, ?a3plaw1, ?a3pa?1, plaw1, pa?1]- รีเปล่า, รีปะ, ฮีเปล่า, อะเปล่า, อะปะ, เปล่า, ปะ
/ru:4jan0/	[ru:3jan0, ?a1jan0, ?a3jan0, læ:w3jan0, jan0]- รียัง, อะยัง, ฮียัง, แล้วยัง, ยัง
/chaj2maj4/ 'ใช่ไหม'	[chaj4maj3, chaj4mæ:3, chaj4ma:j3]- ใช่มัย, ใช่แม้, ใช่ม้าย
/chaj2ru:4plaw1/ 'ใช่หรือเปล่า'	[chaj2plaw1] -ใช่เปล่า
/maj2chaj2ru:4/ 'ไม่ใช่หรือ'	[maj2chaj2ru:4]- ไม่ใช่หรือ

01-N-4 อร่อยมั๊ยคะ

/?a1ru:4 maj4 kha3/
delicious QM Final Ptc.
(Is it delicious?)

b). Yes-no questions with rising intonation are also types of exam questions. They contain of complete proposition and also used in requesting the hearer to validate the truth value of proposition.

02-3-470 น้องป๊อปร้อน

/no:p4	po:p4	ro:n4/
sister	Pop	hot
(young)	girl's	
	nickname	

(Is Pop hot?)

2. **Repetitive Questions** are those which repeat or paraphrase the mother own previous question. They always use single word such as /haʔ3/- ฮะ, /huʔ3/- ฮี and /hu:m4/- หืม

01-N-30 กินรีเปลาะคะ

/kin0 rɻ3plaw1 kha3/
eat QM Final Ptc.
(Do you want to eat?)

-31 ฮี (repetitive question)

/hɻ3/
(Do you want to eat?)

3. **Question-word questions or WH-questions** are used to request information. They contain incomplete proposition. The speaker knows that he will get the information by asking this type of questions. We found 7 types of question words- /khraj0/ 'who', /ʔaraj0/ 'what', /naj4/ 'where', /thaw2raj1/ 'how much, how many', /ja:ŋ1raj0/ 'how', /ki:1/ 'how much, how many', /mu:r2raj0/ 'when'

01-6-374 ไครมาไครมา

/khraj0 ma:0 khraj0 ma:0/
who come who come
(Who is coming?, who is coming?)

4. **Alternative or Disjunctive Questions** are consisted of a disjunction of two (or more) complete proposition. A conjunction /rɻ:4/- 'or' is used to conjoin two propositions.

04-N-428 รอนหรือหนาวคะ

/rɔ:n4 rɻ:4 na:w4 kha3/
hot or cold Final Ptc.
Are you hot or cold?

The number of each type of questions are given in Table 38 below.

Table 38 Percentage of Types of Questions across Age Groups

Types of Questions	Percentage				
	NB	3	6	9	12
1. Yes-no questions	64.6	2.8	60.5	61.2	48.3
- Question markers	63.1	60.2	58.6	60.4	45.5
- Rising intonation	1.4	2.5	1.9	0.8	2.8
2. Repetitive Questions	25	22.5	18.9	12.9	8.6
3. WH- questions	10.4	14.5	20.1	25.5	43.1
4. Alternative Questions	0	0.2	0.5	0.4	0
Total	100	100	100	100	100

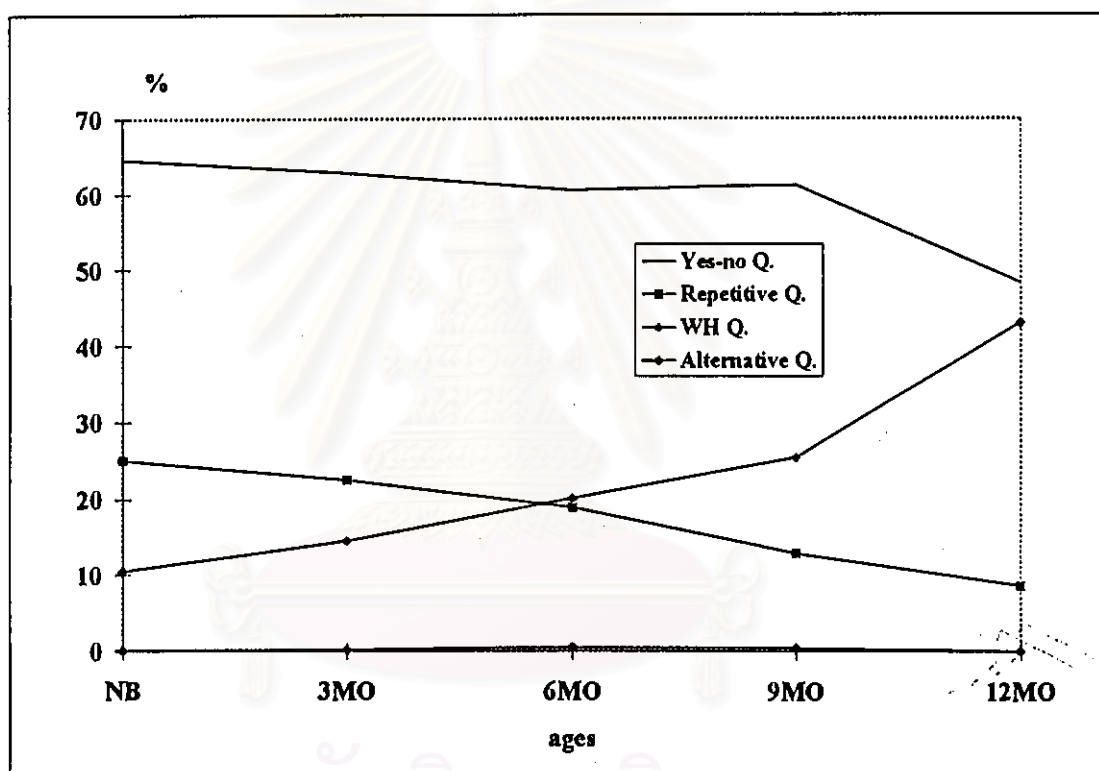


Figure 26 Percentage of Types of Questions across Age Groups

While WH-questions increase with the age of child, Yes-no questions and Repetitive questions decrease as the child gets older. This can be explained that mothers adjust their speech to their infant's linguistic levels. Mothers use more Yes-no questions in newborn because infants at this age are still verbally passive and interact less. Therefore, mothers use more Yes-no question to involve the child in conversation. At 12 months when the infants are in one-word stage, mother demand more from their children in terms of a response by using WH-question. This type of WH-question is called display questions or tutorial questions (Lieven,1984). They are used to prompt for the labels which reflect a didactic intent. Alternative questions are very few because in using alternative

question the speaker wants the hearer to identify true proposition for him. Mothers believe that infants are less able to do so.

In addition, another type of questions is found; that is, repetitive question (i.e. questions which repeat mother's own previous question). This is the other way that mothers use to pass the conversational turn to their children.

When we look at the characteristics of four types of questions, we can classify them into 2 major classes of questions. First, interactive questions are used to encourage the hearer to interact back to the speaker such as yes-no questions and repetitive questions. Second, seeking information questions are used to request information from the hearer. It is found that the percentage of interactive questions are much higher than that of seeking information question. Across infant age groups, it reveals that the interactive class decrease as the child gets older. While the seeking information class increase parallel to age increase. These findings also show the similar pattern to the work of Sittigasorn (1997).

Table 39 Percentage of Interactive and Seeking Information Questions

	NB	3MO	6MO	9MO	12MO
interactive	89.6	85.3	79.4	74.1	56.9
seeking information	10.4	14.7	20.6	25.9	43.1
Total	100	100	100	100	100

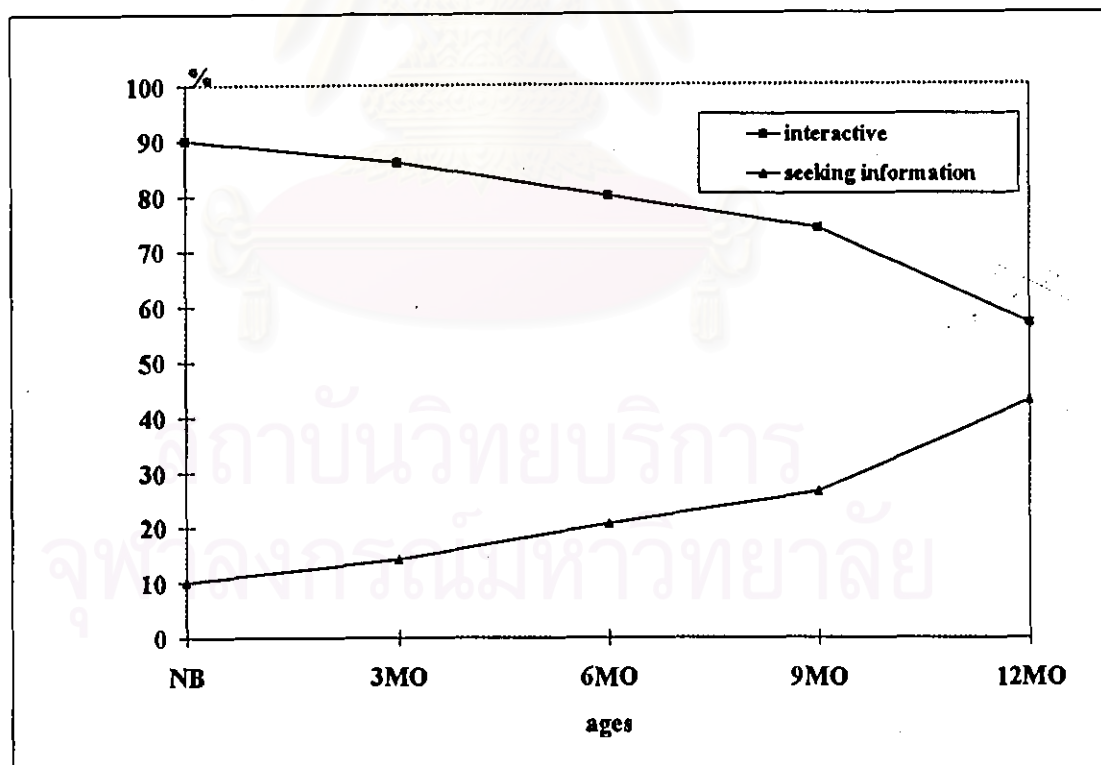


Figure 27 Percentage of Interaction and Seeking Information Questions

5.2.2.5 Interaction-management

Interaction-management is the information that the participants exchange in order to collaborate with each other in organizing the temporal progress of the interaction (Laver and Hutcheson, 1972). I propose 2 types of LAVs in this SAV: give turn and keep turn.

Table 40 Raw Score and Percentage of Different Types of LAVs in the Interaction-management SAV Class

LAV Types of Interaction-management	Raw Score	Percentage
keep turn	167	50.5
give turn	164	49.5
Total	331	100

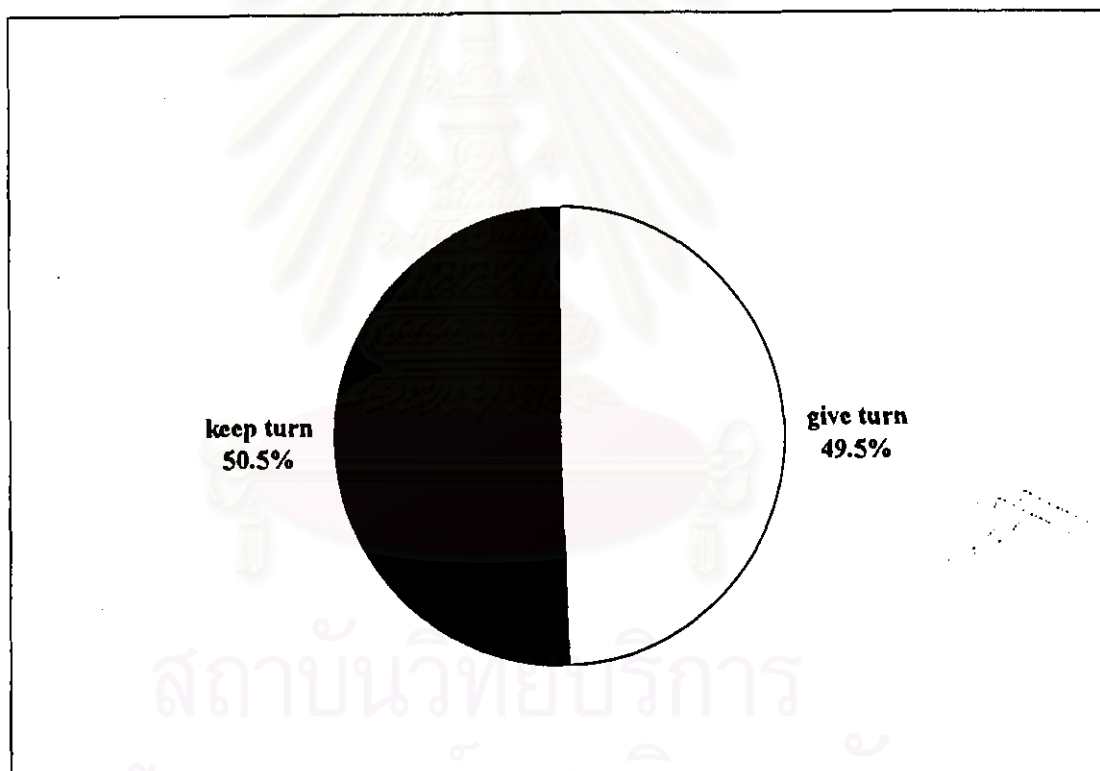


Figure 28 Percentage of Interaction-management

Figure 28 reveals that the number of to keep turn and give turn are almost the same (50.5% vs. 49.5%). Mothers use interaction-management to teach the rule of conversation. In order to communicate effectively, infants need to know turn-taking, maintenance of a conversation.

The details and examples of types of interaction-management are given below.

1. To keep turn is the process that the speaker does not want to stop speaking or give turn to the hearer. The speaker wants to keep on speaking.

IDS 09-12-295 **ເອ້**

/rɯ:1/

(a word used to keep turn)

- 296 **ໄປຍັ້**

/paj0 maj3/

(Do you want to go?)

2. To give turn is the process that the speaker allow the hearer to speak next.

IDS 07-9-20 **ເຮັຍນຶ່ງ**

/ria:k2 si:3 lu:k2/

call Ptc child

(Call this one.)

-21 **ອະ**

/ʔa:0/

(a word used to give turn to the hearer)

The percentage of each type of interaction-management are given below.

Table 41 Percentage of Types of Different Types of LAVs in the Interaction-management SAV Class across Age Groups

LAV Types of Interaction-managements	Percentage				
	NB	3	6	9	12
keep turn	55.8	14.9	49.1	58.6	81.7
give turn	44.2	85.1	50.9	41.4	18.3
Total	100	100	100	100	100

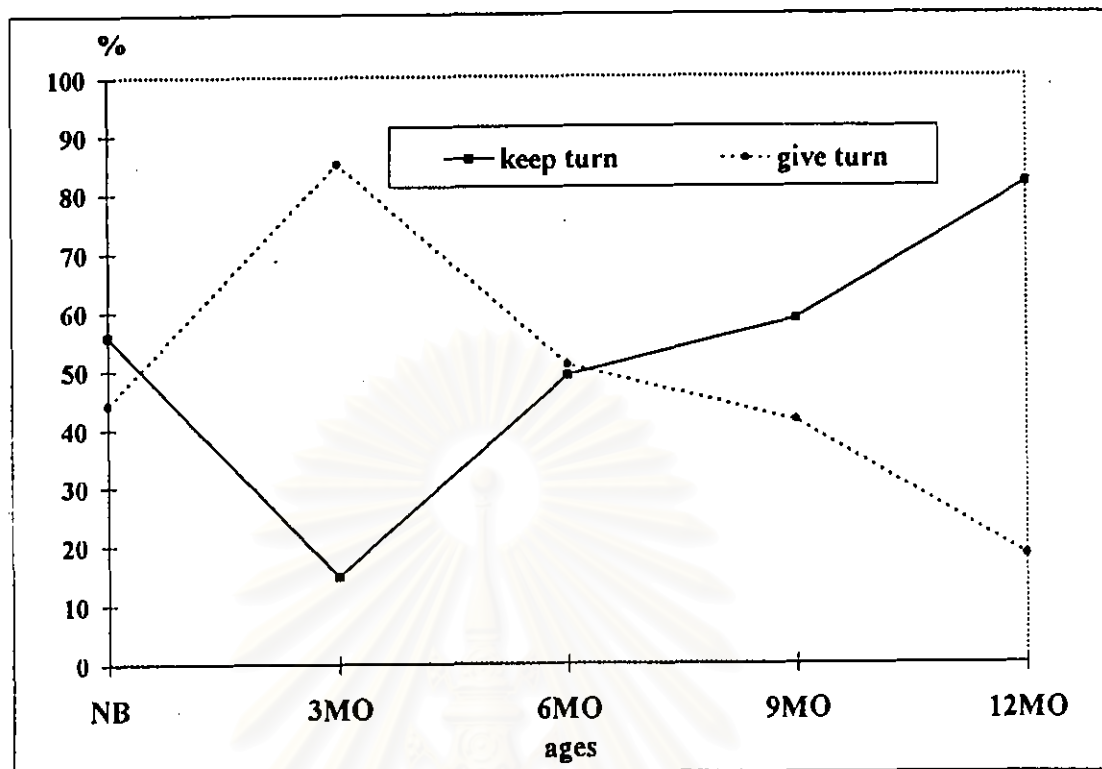


Figure 29 Percentage of Types of Interaction-management across Age Groups

The results show that mothers use to give turn most at 3 months and it decreases continually to 6, 9, and 12 months. It seems that to give turn is used to encourage the infants to speak with their mothers. In contrast, to keep turn decreased from NB to the 3 months and then increase to 6, 9, and 12 months. This seems to be another way that mothers use to involve the infants in conversation and try to be a conversation model in turn-taking in order to make infants to communicate effectively.

5.3 Conclusion

The pragmatic characteristics of maternal speech to infants are influenced by the characteristics of the infants, including age and developmental level. It seems that mothers adjust their speech to accommodate the linguistic level of the infants. As can be seen, newborns (the first week in the hospital) are very passive, mothers will use a higher proportion of question to both draw attention and interact with their infants. At 3 month olds, infants seem to interact with mothers. They smile socially and see mothers' face. At 6 months old, they can use non-verbal to interact back to mothers Therefore, a great number of expressives is found at these two age groups. At 9 month olds and 12 months old, the infants show their self-esteem. They move a lot at these ages and interested in more objects. Therefore, a large number of directives and assertives are found most. It can be concluded here that the pragmatic characteristics in maternal speech have

three main functions- facilitating language, communicating affect, and engaging attention of the infants.



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