Summaries

Jochen Rehbein & Katharina Meng
Child communication as an object of linguistic research

In this introductory paper, the concept of child language development is localized in the debate of ontogenesis of phrase structure grammar vs. ontogenesis of linguistic communication. The discussion traces the psychological and linguistic grassroots of ontogenetic child language research from its precursors in the 19th century up to the cognitivism of Jean Piaget, the pre-pragmatics of Karl Bühler and the socially oriented psychology of Lev Vygotskij in the early 20th century. According to Vygotskij, child language acquisition is to be regarded as the appropriation of linguistic activity and speech actions (~ Aneignung sprachlichen Handelns) in the course of child communication, which means that, psychologically speaking, the processing of linguistic communication is synchronized to the age specific development of language. Two more recent theoretical approaches of child communication, Activity Theory and functional-pragmatic Action Theory, are synthesized under a Vygotskyan perspective and extended to aspects / the field of multilingual development and of the multilingually constituted human linguistic ability. Accordingly, stages of the linguistic reception process (from perceptual parsing to a cognitive-mental based understanding) play an essential role for the deployment of life-long multilingualism. Starting from a context of early family talk, the child is socially structured by its passage through the communication within various institutions of early education, schooling, peer group, professional training etc. In pre-school and school communication, the framework of the concepts of speech situation, discourse, and text habitualization exercises also a structuring effect on child communication and its development: discourse abilities are stimulated by joint adult-child activities of reading from picture books, story telling and mutual reflecting of experiences etc., while text abilities are mainly formed in school contexts. The article also points to the social genesis of mental operations of a higher order connected to the differentiation of linguistic abilities, especially of multilingual abilities, and concludes with an outline of ontogenetic processes and procedures in child communication.

Lev S. Vygotskij
On the question of multilingualism in early childhood
(К вопросу о многоязычии в детском возрасте • Zur Frage nach der Mehrspra-chigkeit im kindlichen Alter)

Starting from practical needs in organizing the educational system in the numerous multilingual areas of the Soviet Union, Vygotskij, in his essay, summarizes and reviews the research studies on early multilingualism available in the late 1920s of the 20th century. Vygotskij criticizes the limitation of their approach as they deal with nothing but the negative influence of a second language on a first language and do not consider the complex interrelation between multilingual language acquisition and other psychic domains of child development. Also, he complains that the studies disregard the various concrete social conditions a development of multilingualism depends on, in particular the dynamism between social structures and the deployment of multilingualism. On these grounds he proposes strategies for future research on children's multilingualism and its educational contexts which stem from his general psychological approach in integrating natural-scientific and socio-cultural explanation of human development. – The paper written in 1928-1929 was first published in 1935. Our translation of the Russion original (which is reprinted here, too) is the first publication in German and, actually, the first complete publication since 1935. The English translation published in Rieber et al. 1987-1999 only comprises one third of Vygotskij's Russian text.

Katharina Meng, Ekaterina Protassova & Eva Goldfuß-Siedl
Vygotskij's text on multilingualism in early childhood – comments on its origin, publication and translation

The comments outline the language-biographical and language-political background of Vygotskij's early studies of multilingualism in the childhood. In addition, the history of their edition and publication is presented as well as the principles applied to the translation published here. A German-Russian and Russian-German glossary of the main concepts substantiates the translation principles, intended to yield a basis for a later historical-critical edition of the translations of Vygotskij's writings.

Kerstin Hommel & Katharina Meng
Story introductions – with pictures and without pictures

The paper presents results from a study dealing with commonalities and differences in story telling with pictures and without pictures. The data base consists of stories told by mothers to their three-year-old children. All 14 mothers had higher education. The analysis concentrated on the introduction phase of the story-telling interaction. It was found that the mothers tended to minimize the differences between story introductions with pictures and without pictures and to double the information for their young listeners in delivering verbal utterances supported by gestures. However, the combination of linguistic and visual information has to be specific in both situations.

Barbara Braun
Linguistic actions of mediating and forms of appropriation in mother and child reading a picture book together

The interdependence between the acquisition of communicative skills and the beginning of a cooperative act of reading has repeatedly been demonstrated. The present study describes ontogenetically early forms of mutual uses of picture books and examines the types of discursive features which allow the child to participate in the use of the book. The study develops a typology which allows to distinguish between different strategies of mediation by the parents and forms of appropriation by the children. The study shows that the process of sharing and creating meaning in the act of reading picture books is rooted in creating involvement and engagement.

Dagmar Wolf, Dietrich Boueke & Frieder Schülein
Story telling with and without a picture book – a comparison of oral texts by pre-school and primary school children

In any attempt to study the development of children's story-telling ability one particularly has to consider the question of what exactly makes up a story, and how stories can be elicited from children. To give an answer to the first of these two questions, we will once again make use of the "story schema" developed and presented in an earlier publication (Boueke et al. 1995). We argued there that investigations of "story grammars" from the "high-point" perspective only described the necessary but not sufficient conditions for reconstructing children's increasing narrative ability. Concerning the question of how to elicit stories from children, we asked them, in our first study, to recount what they had seen in a picture-book narrative. In the study presented in this paper we changed this method to a more open version without specific prompting, in order to get a more "spontaneous" story telling. The intention of the following argumentation is to examine whether or not our "story schema" can be considered as a

complete – i.e. situationally not constrained – representation of the global structure children have in mind when they tell a story. The results of our analyses indicate that – just as in our earlier investigation, and in spite of the different methods of elicitation – the narratives of the 5-, 7-, and 9-year-old children show the same tendency in meeting the increasingly complex levels of our "story schema". The children's spontaneous stories differ only with respect to the use of stylistic techniques of elaboration, but not with regard to the strategies of structuring that can be found in each level of the "story schema".

Josef Schu
Discourse topic change. A case study in child-adult-dialogues

The case study is based upon data from everyday-conversations between a boy (aged 8 to 10) and a male student. The question is raised how the child changes discourse topics, i.e. introduces new, "discontinuous" discourse topics, which are not linked to an element of the actual surroundings but to a mental one (general knowledge, memory, phantasy). It will be shown that the topic boundaries are marked by a complex format composed of a formal component and a component in substance. Variants of different complexity are discussed. It turns out that the markers used by the child are comparable to those used by adults.

Ines Bose & Norbert Gutenberg
"Once upon a time, there was a dragon" – on the speech style of adults' and children's story telling – interpretations based on the notation system HAN

The paper analyzes patterns of oral delivery in both child and adult narration. We argue that those patterns can be described as a mixture of baby-talk/motherese and tale-telling prosody. Narration is, therefore, conceived as a speech style. The transcription method used is the 'Hermeneutical-Analytical Notation' (HAN), first published in Gutenberg 1984. – The five examples which are auditively transcribed (including a narrow IPA-Transcription), stem from a corpus collected by Katharina Meng 1986-1989. The interpretation of the transcript illustrates the basic assumptions and is intended to prove the relevance of auditive analysis.

Barbara Kraft
Functions of inquiries made by kindergarten teachers

Investigations into verbal interaction and, in particular, into institutional discourse brought to light the existence of many modifications of the general pattern of action, which underlies the related verbal activities of asking and answering questions. These modifications correspond to the various purposes questions may serve in social interaction. In the following contribution, two types of reactive questions are analysed: the teacher's admonishing and follow-up inquiry. The conditions of their use in the teaching-learning discourse will be discussed, and the respective action patterns will be reconstructed.

Birgit Hodske, Ulrike Pahl & Hans Strohner
"Because it is exactly the contrary" – On children's comprehension of irony

Five children, 6, 7, 8, 10 and 12 years of age, listened to four short stories which ended with an ironic utterance. After each story, the children were interviewed by their mothers in order to explore their understanding of the ironic utterance. The results showed that only the 10- and 12-year-old children detected the relationship between the ironic utterance and the intended meaning in all four stories. The 6- and 7-year-old children seldom recognised that the utterance was used in a nonliteral sense and did not grasp the ironic meaning. The 8-year-old child yielded mixed results. He did better with stories of the pretense type of irony than with stories of the mention type.

Janie Noëlle Rasoloson
Interjections in classroom discourse

Linguistic literature on interjections in institutional discourses is rather scanty. This paper is meant to reduce this lack. It concentrates on uses of interjections in (German) classroom discourse. Following a brief review of earlier treatments of classroom discourse analysis and interjections respectively – which demonstrates that very little research of the kind undertaken here has been carried out –, a quantitative study of interjections in classroom communication is described. The main focus of the present paper is on the interjection OH. By using concepts of functional pragmatics, an analysis in terms of linguistic distribution and functional significance of OH in classroom discourse is performed. Furthermore, the intonation structures determining each function of OH are analysed and a functional typology of OH in the institution school is drawn.

Ekaterina Protassova

Language attrition: Changes in the Russian language of Russian-speaking adults and children in Germany

The present work is a part of the ongoing project "Investigations into the language integration of immigrants" carried out at the Institute for German Language, Mannheim, Germany. The project includes a subtheme called "Bilingualism and acquisition of two languages by children in the families of Russian Germans". It has to be shown that the newcomers communicate in their everyday life both in Russian (L1) and in German (L2) and that Russian dominates in their family conversations at least at the beginning of their stay in Germany. Obviously, changes of the "imported" Russian take place during the integration of these ethnic Germans from the former USSR under the influence of the new German-speaking environment; these processes may be summarized under the term of "language attrition" (Sprachkorrosion). In this article, an effort is undertaken to describe the state of art in the field of research and to discover some variations in Russian after its contact with German. Migrant children of school age are in the focus of the investigation.

Karin Afshar

"You shall come baqal-e bāba, not him ...!" – On turn-taking in an Iranian-German family

There is a long line of investigations into second language acquisition by children on the one hand, and on simultaneous acquisition of two first languages on the other hand. Most of the studies are concerned with situations, which allow the development of a balanced bilingualism. Many studies deal with disadvantageous conditions, which nevertheless enable children to build up at least some kind of competence in both languages. Few studies discuss the decline of the minority language. This paper is part of a study reporting on the struggles of a family to establish and then to keep Persian and German. I try to answer questions like: what kind of mechanisms in adult language input evokes progression in the acquisition of the weaker language? Or to say it the other way: why do certain parental strategies not guarantee acquisition? Codeswitching and the use of borrowings are prominent features in bilingual communications. Whenever codeswitchings take place, they are meaningful and serve a function. I found evidence that the distribution of Persian and German in the described family is related to markedness as well as to situations and competence. I will discuss the father's language choice with special reference to *Persian*.

Wilhelm Grießhaber
"and we go into the other side (of the road)" – The employment of local prepositions by Turkish primary-school pupils

The following paper recounts an examination of the use of local prepositions by Turkish primary-school-pupils. First the data and method of analysis are introduced, followed by a functional-pragmatic descriptive model of the use of local prepositions. Once their function in drawing relationships between propositional contents has been taken into account, prepositions become a complete linguistic procedure, which I have termed "relationing procedure". The analysis of the pupils' texts begins with a global overview of the prepositions they used, followed by detailed analyses of various dimensions involved in the relationing process. Various aspects of the use of prepositions with regard to the object "roadside" are described in detail, and, subsequently, the use of prepositions in the context of verbs of transportation and movement is introduced. In conclusion, the use of prepositions is analyzed contrastively in connection with principles of syntactic structure.

Jochen Rehbein
Story telling in two languages – on request

The article presents results of a longitudinal study of 6 bilingual Turkish-German children (3 girls, 3 boys) at the the age of 10 to 12 who received, beside their regular German lessons, a mothertongue education according to the Krefeld model in the late seventies/early eighties of the 20th century. Narratives of two subjects, a girl and a boy, are extracted from a pile of transcripts. The kind of data collected within topic-centred and prestructured conversations (rather than by means of experimental or elicitation designs) is called 'on request'. Reference points for the sake of comparison are stories of a monolingual German and a monolingual Turkish child collected 'on request', too. Categories of the analysis are *utterance structure, verbalization process, positions of the action pattern (of narratives), grammatical categories of (internal and external) connectivity* and *the verbalisation of mental processes.*
The aim of the paper is to formulate criteria which are appropriate
– to compare narrative chains of speech actions in both of the children's languages
– to determine the relation between the two languages in specific linguistic domains
– to find out a measure for the bilingualism of an individual child
– to elaborate some preparatory work for a bilingual language assessment procedure based on at least two languages equally.
The findings allow the conclusion that the relationship of the languages of multilingual children and young adults is in a changing process up to the 12th year of age and beyond. In this process, the formation of the deep structure of the narrative patterns in discourse plays an essential role for the sucessful development of a rich bilingualism in both languages.