

**AN INVESTIGATION OF A HEARING MOTHER'S READING ALOUD EFFORTS
TO HER PRESCHOOL AGE HEARING AND HEARING IMPAIRED CHILDREN
BEFORE BEDTIME**

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by

Yıldız Uzuner

B.A., Hacettepe University, Turkey, 1984

M.A., Anadolu University, Turkey, 1987

UNIVERSITY OF CINCINNATI

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*I hereby recommend that the thesis prepared under
my supervision by Yildiz Uzuner
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types of book to the children: stories and picture books.

The first three episodes consisted of her reading the same picture books using different styles. In Episode 1, both Mrs. Smith and the children initiated a new topic by directing wh-questions to the other partners. In Episode 2, Mrs. Smith introduced three different pretend plays in which she helped her children to build scripts about cooking, eating and shopping. Although it was a pretend play, the "eating" play sequence appeared to be in a form of pointing out a picture and pretending to eat, a subtle variation of Episode 1. During Episode 3, Mrs. Smith provided definitions of the objects in order for Adam to locate the picture. Thus, Episode 1, Episode 2 the "eating" play sequence and Episode 3 consisted of a "labeling" style interaction. Mrs. Smith's purposes for these episodes were to help her children, especially Adam (the hearing impaired child), to expand their word knowledge and to learn school conversation. The Episode 2 "cookie making" and "shopping" sequences served to help her children expand their world knowledge, whereas, her main purpose for creating pretend play was to expand her children's background knowledge for cooking and shopping.

The second set of three episodes were derived from different story books. Her verbal mediating behaviors originated from her perception of her children's linguistic and world knowledge. The data seemed to suggest that the audience for the particular story was initially determined based on the basis of which child chose the book at the first place. Mrs. Smith had tendency of adjusting the text based on

the perceived audience(s).

In terms of non-verbal behaviors, pointing to a picture, pretend behaviors and variation in gaze behavior were common throughout all six episodes. Typical interactional patterns were detected for each of these non-verbal behaviors. That is, topical gazes seemed to occur during label like and story reading situations more than in play situations. This is appropriate to the nature of interaction. Implications of these ethnographic research findings for future research and parents are discussed.

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CHAPTER I
REVIEW OF THE LITERATURE

Introduction

The literacy environments provided by parents play an important role in the literacy development of children. Reading aloud to children is an important component to a meaningful, functional and supportive literacy environment. The importance of reading aloud to children has been repeatedly emphasized by researchers (Baghban, 1984; Taylor & Strickland 1986 ; Teale, 1984). Although little research has been conducted on reading aloud to hearing impaired children, (Maxwell, 1984) the research available suggests that the hearing status of parents and the communication mode used during the read aloud events influence both the interactions and language learning patterns of hearing impaired children.

The book reading studies conducted with hearing impaired children of deaf parents and normally hearing parents who use sign language suggest, that a common communication mode between the parents and the hearing impaired child facilitates the learning of literacy (Andrews & Taylor, 1987; Maxwell, 1984). The progression of this learning is similar to normally hearing peers. In contrast, investigators have reported disadvantages in literacy learning for hearing impaired children with normally hearing parents who were still in the process of learning sign language (Lartz & McCollum, 1990). They argue that as a result of communication difficulties, most hearing impaired children with normally hearing parents who do not use a

consistent communication system suffer from both linguistic delay and lack of world knowledge when they learn to read and write.

Further, investigations with hearing impaired children of normally hearing parents have reported that during the book reading event, mothers used more "directive" and "controlling" language than is commonly observed with parents of hearing children (Mogford, Gregory & Keay, 1980). Researchers hypothesize that normally hearing parents may not be as likely to read or to tell stories to their hearing impaired children because of their lower expectations for their children and difficulties in communication. These results and hypotheses suggest negative literacy outcomes for hearing impaired children of normally hearing parents.

Before agreeing with these negative conclusions, however, the methodologies used in these studies should be considered carefully. Most of these studies of normally hearing parents of hearing impaired children investigated mother-child interactional patterns during story reading episodes in highly contrived experimental settings. Therefore, these studies may not be adequate to determine literacy learning and interactional patterns of hearing impaired children with hearing parents in more naturalistic settings. There is a strong need to shift to naturalistic investigations in environments where hearing impaired children actually live.

In addition, most studies on hearing impaired children and their normally hearing parents have focused on families using sign language. There have been few studies examining families where active and consistent use of amplification is employed. It is possible that where the child actively uses amplification, the communication match previously

described in studies examining deaf child deaf parent dyads may be comparable. Until research on normal hearing parent- amplified hearing impaired child dyads have been completed, we can not fully draw conclusion about the effects of reading aloud with hearing impaired children.

The purpose of this study was to provide a detailed description of reading aloud events occurring in a family in which the parents are normally hearing and use an auditory/verbal communication system with their preschool age hearing impaired child who is consistently amplified.

This chapter will begin with an overview on current theory relative to literacy learning in general, including literature which indicates why reading aloud to all children is important. Later, parent-based read aloud studies for both normally hearing and hearing impaired children will be reviewed.

Theoretical Base for Literacy Learning

The social interactional theories of Vygotsky (1978) and Bruner (1977) offer a useful explanation for how literacy is learned during the early years. Some of the underlying themes of both theories are the "continuity" of development and the "interrelationship" between spoken and written language development. They argued that both spoken and written language discourse fulfill a communicative function. The child is able to see why he is being asked to read and write. Allowing children to read and write in functional ways prior to formal school instruction enables them to learn about literacy.

Vygotsky (1978) posits that cognitive abilities are socially influenced; that higher mental functions such as thinking, voluntary attention and logical memory have their origins in human social life. He hypothesized that learning stem from the social environment first before it is internalized and becomes autonomous within the child. Vygotsky states: "Every function in the child's cultural development appears twice, on two levels; first between people as an interpsychological category and then within the child as an intrapsychological category."(p.57) When the child is faced with a problem that he/she cannot solve alone, he/she may ask help from adults or more capable peers. In order to do this successfully, he/she have to be able to communicate the nature of the problem and the attempts he/she has made to solve it. At this time, his/her use of language is social, that is, interpersonal. As the child matures, his/her language becomes intrapersonal; that is, his/her language comes to guide their own activities, to precede his/her actions, in order to make plans. Collaboration with those adults and more capable peers of his/her own culture, guides the child to learn his/her culture including its sign systems- spoken and written language as well as their numerical system.

Vygotsky (1978) also posits the concept of a "zone of proximal development in which learning occurred. The child presents a developmental knowledge base through his/her actions which he termed the child's **actual** developmental level. In addition, there was another level, the **potential** developmental level that could be achieved by collaboration with an adult and/or more capable peer. This range of functioning between these two developmental levels was named "**the zone of proximal development**". Formally, Vygotsky defined this zone as,

"the distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (p.86).

Vygotsky (1978) has stressed the importance of the adult's role in the child's learning his/her language and the patterns of his/her culture. Bruner's (1977) concept of "formats" and Cazden's (1983) term "scaffold" support Vygotsky's theoretical position. "Format" and "scaffold" suggest that when the adult (a caregiver/mother) engages in routine play or work with the child, the adult provides a framework to facilitate the child's learning. Highly predictable routines, such as socially interactive games (eg. peek-a-boo), daily living events like changing a diaper, giving bath or eating meals and repeated book reading offer the caregiver and the child a structure within which the caregiver can continually raise his/her expectations of the child's performance. As the caregiver provides language patterns for the child within these routine interactions, the child becomes more independent. Thus, the child actively influences the interaction (Harste, Woodward, & Burke, 1984). Repetition of the patterns provides the child practice of linguistic rules as well as the communication patterns of his/her own culture. Gradually, the child gains new structures that become more complex. The child is learning within " the zone of proximal development" (Vygotsky, 1978) evolving to more and more complex level.

It is now viewed that literacy learning occurs as a result of parents provide the child with varied literacy events, such as reading aloud that act as scaffolds for introducing print. Through such literacy events, the child internalize the communication purposes and functions

of literacy that occur within his/her environment. He/she tries to make sense of print and learns through social interaction with the people around him/her. Thus, literacy learning is first an interpsychological process, that is structured and supported by parents. With development, parental scaffolding decreases as the child takes over more of the interaction. Eventually, reading and writing become intrapsychological processes, and the child becomes an independent reader and writer. Emergent literacy concept strongly accounts for the premises of the social interactional theories. The following section will explore this concept more fully.

Emergent Literacy Concept

The concept of emergent literacy was first proposed by Marie Clay (1967) in her doctoral dissertation, completed in New Zealand. At this time, children were not thought to be able to read and write prior to age five. Clay began her research with five-year-old school entrants. Her main objective was to provide better descriptions of early reading behaviors of children, so that children with reading difficulties could be identified as early as possible. The five year olds received formal and direct instruction in reading which stressed oral reading fluency and comprehension. Only slight attention was given to letter-sound associations but learning a basic sight vocabulary was stressed. The results of this research suggested that young children could engage in important reading behaviors, including visual sensitivity to letters and form, appropriate directional movements, self-correction and

synchronized matching of spoken units with written units. Clay concluded,

"There is nothing in this research that suggest that contact with printed language forms should be withheld from a five-year-old child on the ground that he is immature." (p: 24)

Emergent literacy refers to a child's early experiences with reading and writing that shapes the child's view of print in the home and in the neighborhood (Smith, 1989). Holdaway (1979) defines emergent literacy as the reading and writing behaviors of young children that precede conventional literacy. In his book, Foundation of Literacy Holdaway listed the following emerging literacy skills: a) reciting a story while looking at its pictures, b) writing a story in scribble, and c) copying the spelling dictated by adults.

Several authors and researchers have provided reasons for their choice of the term emergent literacy. With reference to the term "literacy", Teale and Sulzby (1986) pointed out that only reading was considered in the early research. However, from the 1970's to date, researchers have turned their attention to early writing development as well as reading development. It is now known that we must understand both processes if we are fully to understand print awareness in young children. This has necessitated a shift to a more comprehensive term, such as literacy. Hall (1987) and Teale and Sulzby (1986) provide reasons for the specific significance of the term "emergent". First, emergent signals development over time. It is not static. With reference to literacy, use of this term indicates that the child is in the process of becoming literate. In other words, children continuously construct their knowledge of what literacy is. Second, the term emergent also refers to discontinuity. It means that in the course of

development there is something new emerging in the child that had not been there before. The child constructs his/her knowledge through processes of assimilation and accommodation. Balancing continuity and discontinuity, children have the fundamental abilities to make sense of the world (Ferreiro & Teberosky, 1983; Harste, Woodward & Burke, 1984), including information related to literacy. Third, emergent implies that development takes place within the child. Although people around the child inform him/her about many aspects of literacy, the responsibility for making sense of all the data rests with the child (Hall, 1987). Fourth, literacy usually only emerges if the conditions are right; that is, contexts must support and facilitate inquiry, respect performance and provide opportunities (Hall, 1987). Teale and Sulzby (1986) pointed out that formal instruction is not necessary for growth to take place. The use of writing and reading in the everyday informal contexts of home and the community provides opportunities for literacy growth.

Children in print oriented societies are surrounded by print. Butler and Clay, (1983) reported that literacy events are part of the daily lives of families in this type of society. While families maintain their lives, they use written language. Being part of such a family, children observe that written language accomplish specific goals, thus learning an important lesson about the use of print. Harste and his colleagues (1984) gave examples of a typical family's daily written language events: writing out shopping lists and reading them during shopping, reading letters received from friends or family members living in other places, etc. From a very early age, children show their awareness of print by asking questions about print or by generating meaningful writings themselves. Literacy develops from real life

experiences in which reading and writing are used to accomplish goals. This orientation to literacy as a goal directed activity is an important characteristic of emergent literacy because it represents the idea that a literacy foundation in young children is functional and communicative rather than a mastery of a set of isolated skills (Teale & Sulzby, 1989). Moreover, both written and spoken discourse modes (reading, writing, listening, speaking) develop concurrently and interrelatedly, rather than sequentially (Teale & Sulzby, 1989).

Similarly, Smith (1988) states that the child learns to read and write effectively only if he/she is admitted into a community of written language users which he calls the "literacy club". He argues that such a club would be similar to the community of spoken language users. The child is admitted almost from the moment of birth to the spoken language community and to the "literacy club". He stresses that the procedures and benefits are the same for both the spoken and written language communities. As a consequence, the child sees what written language is for. He/she is admitted as junior members. No one expects him/her to be skilled, so he/she is helped to read and write. The child is willing to participate in the "literacy club" because he/she sees that adults in his/her environment are engaging in written language profitably and he/she would like to become a member. He/she not only observes the literacy events happening in his/her environment but also participate in them with or without the presence of adult(s). In other words, the child who receives letters from a family member and answer those letters, the child who is allowed to listen to those letters, the child who is requested to add specific items to the shopping lists, the child who is read to and told stories, the child who is taken to the

libraries is the candidate for early literacy learning (Baghban, 1984; Butler & Clay, 1981; Clark, 1976; Cochran-Smith, 1984; Durkin, 1966; Goodman, 1984; Goodman, 1986; Heath, 1982; Smith, 1988; Taylor, 1983; Taylor & Dorsey-Gains, 1988) .

Reading aloud assumes an important place in children's emerging literacy. This is one of the primary events that introduce children into the " literacy club". The nature and the importance of this event will now be discussed in the following section.

Reading Aloud to Children

As an important component of supportive, functional and purposeful literacy environments, reading aloud to children has been repeatedly encouraged by researchers. Several studies have shown that those children who become literate before schooling have been read to by their parents (Baghban, 1984 Clark, 1976 Durkin, 1966). In addition, Wells' (1982) landmark study suggests a strong correlation between listening to stories and school success.

What is the Nature of Reading Aloud Event?

Book reading events are one type of social activity from which the child gains literacy knowledge. As the child develops, he/she internalize the social interactional and language features of book reading episodes (Cochran-Smith, 1984; Teale, 1984). This event is mutually negotiated between the child and parents. That means the actual reading of the text and the meaning produced in the reading are

constructed through a cooperative negotiation between adult and child (Teale, 1984; Cochran-Smith, 1984).

What happens during the book reading episodes from the adult's - reader's- perspective was demonstrated by Cambourne (1984, 1987).

Based on his model, readers provide to listeners:

- 1) Immersion of a learner in the language/literacy environment by involving them in various ways in the particular situation at hand. At times the listener will be the center of attention, sometimes a minor participant, and at other times an observer.
- 2) Demonstration for the child of what a competent reader, writer or language user would do in a variety of situations.
- 3) Expectations that the child will be successful in achieving literacy abilities.
- 4) Encouragement of the child learner to take responsibility for his/her own learning.
- 5) Encouragement of approximations of the adult model.
- 6) Provision of opportunities to employ literacy learning information or processes throughout the day.
- 7) Provision of feedback in an environment of acceptance and encouragement so that the child receives the security necessary to be a risk taker.

What is the Importance of Reading Aloud Event?

The literature on book reading suggests the following six main reasons to read to children. Firstly, the emotional aspects of book reading is very important for the establishment of a strong bond

between parents and children. Book reading times provide an opportunity to see trusted adults engaging in and enjoying reading experiences (Teale, 1984). In a longitudinal study of her daughter learning to read and write, Baghban (1984) mentioned that Giti (her daughter) would sit the laps of her parents while they were reading together. This so-called "lap method" has been reported by several other researchers and parents (Butler & Clay, 1981; Taylor & Strickland, 1986). Moreover, Carmichael (1977) states that, while books open doors to new knowledge, expand imagination and challenge children to reach beyond their environments, they also offer opportunities to explore and understand their own and other people's feelings and interpretations. Hill (1989) and Taylor and Strickland (1986) argue that storybook reading provides family members opportunities to exchange their feelings and thoughts in a conversational manner. They learn about themselves and gain deeper understanding of one another.

Secondly, when children are read to, they are provided with opportunities to develop an awareness of both the literary and oral styles of their native language (Hill, 1989.; Taylor & Strickland, 1986). Interaction with a trusted adult around books, improves language use (Ninio & Bruner, 1978; Snow & Goldfield, 1983), especially when used in conjunction with print.

Thirdly, children gradually gain literate behaviors by observing and then imitating their parents. They develop an awareness of book handling skills, namely, how books are held, how pages are turned, how words are ordered on the pages and how to move their eyes over the page, among the other things (Butler & Clay, 1981; Hill, 1989).

Fourthly, children, who are read to, become aware of the fact that spoken and written language conventions are different. For instance, written and spoken language have different conventions to signal one's communication efforts. Smith (1988) has argued that understanding that written language is different from oral language is one of the fundamental insights necessary for learning to read and write. Reading to children is an important way to accomplish this task. Clay (1967) gives detailed information about the learning of "book language". She points out that being read to is a primary means by which children learn that: 1) print can be turned into speech, 2) there is a message recorded in the print, and 3) some language units are more likely to occur than others. Butler and Clay (1981) suggest that children learn "a book language" by hearing it during frequent reading. Consistent story reading provides young children with opportunities to construct concepts and understandings about "book language" that will facilitate the acquisition of the reading process (Weir, 1989).

Fifthly, reading aloud to children helps them to develop spoken communicative skills through talking about print (Cochran-Smith, 1986). Butler & Clay (1981) argue that developing spoken communicative skills is important to children's listening skills. Through books children learn how to communicate with others. Teale and Martinez (1988) add that these communication skills are preparation for classroom discourse since knowledge about print and the ability to communicate about it through answering questions that display this knowledge, is invaluable to school success.

Sixthly, children's learning about story structure is the last, but not the least important reason to read aloud to children (Taylor &

Strickland, 1986; Teale, 1984). This understanding is a very important step for learning about literacy because children can apply this knowledge directly to their own reading and writing efforts (Taylor & Strickland, 1986). Children's tendency to repeatedly request that favorite books be read to them is one of the ways of building the understanding of story plot-grammar, or story structure (Teale, 1984). By repeatedly hearing the same story, children begin to sort out the various components that make up stories, thus learning about how various genres work in books.

The notion of emergent literacy and its strong emphasis on the importance of social interaction strongly suggest that reading aloud is important to children who becoming literate before schooling. It has also been found to have a strong correlation with school success (Wells, 1982). The following sections will present a review of the studies conducted with hearing children and their parents and then, studies conducted with hearing impaired children and their parents.

Studies on Reading Aloud to Hearing Children

Studies on reading aloud to hearing children can be categorized in one of two ways. One set of studies focuses on the language learning aspect of the event. The other focuses on changes in the parent-child interactions based on the age and ability of the child.

Studies Focusing on Language Learning

Ninio and Bruner (1978) were among the first to study mothers' reading to their children. They investigated the acquisition of labeling

by a child through interactions with his mother during book reading. Book reading was studied since it appeared to be a major activity in which labeling was specifically taught to the child.

The data were collected using video and audio-tape recordings of free play when the child was 0;8 months to 1;6 months. Video-recorded observations were made in the home at two-to-three week intervals. Each session consisted of thirty minutes of normal play, routinely engaged in by mother and child. Two experimenters were present during these sessions. Book reading occurred in the natural course of play. The parent was not given any special instructions about how to read with the child.

The researchers found that the picture book reading event enabled the mother to teach labeling to her child. The interaction typically consisted of three elements: attentional vocative, query, and label. Feedback from the mother was also present in the cycle but not required. An example of this interactional pattern follows:

Mother:	Look [Attention vocative]
Child:	[Attends to picture]
Mother:	What's that? [Query]
Child:	Cow! [Label]
Mother:	Yes, it is [Feedback]

The researchers concluded that the predictable, ritual, repetitive dialogue that occurred during book reading provided the model from which the child learned to reference/label pictures. In other words, labeling was learned through pointing references and reciprocal dialogue rules that govern exchanges between the child and his mother.

Snow and Goldfield (1983) conducted a study that provides evidence for the fact that the interactions between a mother and child promoted language learning during the book reading episode. They

recorded conversations occurring during book reading sessions over a period of 11 months. In analyzing the data, they found that specific lexical items and linguistic constructions used to talk about a picture frequently recurred in subsequent discussions. The child used these recurrences to acquire understanding of specific lexical items and linguistic constructions. Snow and Goldfield (1983) argued that these reading sessions were situation specific language learning activities in which the child had opportunities to practice language within a routine book reading format.

Both Ninio and Bruner's (1978) and Snow and Goldfield's (1983) studies demonstrate that mothers structure the language environment and children learn from these structured formats as proposed by Bruner (1977) and by Cazden (1983). Routinized book reading activity provided exposure to predictable adult utterances, which can then be used in subsequent conversation with the mother and other adults.

Studies on Changes in Mothers' Language Use Based on the Child's Age and Ability Level

As a part of a larger study on language learning, Wheeler (1983) reported changes in the mothers' speech as their children became older during book reading events. She recorded 10 middle class mothers three different times. Each mother had two children. The ages of the younger children ranged between 1:5 and 1:10; the oldest child was 5:0 year old during the first session. Each mother came with her two children to a laboratory setting. Each child was taped interacting with his/her mother in a joint book reading event. In a second session a

year later, the younger children and their mothers were retaped. In each session the books to be read were chosen by the researcher. The mothers and children were asked to act as normally as possible.

Results showed that the function and content categories of the language used by the mothers were sensitive to age differences in the children being read to. The mothers described the pictures to younger children whereas they asked more information seeking questions from the same children a year later. The way the mothers talked about the pictures to their older siblings was similar to the way they talked to the younger siblings at Session 2. In addition, there were significant differences in the content of the mothers' speech to the younger child during Session 1 than during Session 2 and between the younger child and the older sibling during Session 1. The mothers focused on the book content with younger children while they talked about other things related to the books with the older children.

Another study on changes in mothers' language use in book reading episodes was reported by De Loache and De Mendoza, (1985). They examined both the structure and content of picture-book interactions of 30 mothers and their 12-, 15- or 18-month-old infants. In this study observations took place in a laboratory playroom. As soon as the mothers and their children arrived at the laboratory, they were told that the focus of the study was on infant-mother interaction as it normally occurs in two very common situations - playing and looking at picture books. During the initial five minutes the mothers were asked to play with their children using the toys provided by the researchers. The toys were carefully chosen based on the previously determined picture book that the mothers were to read with their

infants. At the end of the five minutes, the researchers arranged the toys on shelves so they were out of infant's reach but in direct view during the reading session. While the mothers and the infants looked at the books, they were taped with two video cameras, one focusing on the book in the room, and the other camera behind a one-way mirror focusing on the faces of the mother infant dyad. The session ended after the pair had gone through the book at least once. At the end of the session, the mothers completed a randomly ordered vocabulary checklist of 26 words corresponding to the pictures in the book in order to report on their perception of their children's word knowledge.

Results indicated that structural aspects of the interaction were relatively constant across the age range studied. For all three age groups, the mothers controlled the interactions, taking responsibility for determining which of the pictures would be talked about. The content of the interactions varied as a function of the age of the child. More active participation was demanded of the older children. They were asked more questions by their mothers, and the information provided them was more complex. For all age groups, maternal questioning was related to the mother's beliefs about her child's world knowledge; the mother was more likely to ask the child to label picture if she thought the child knew that label.

Overall, studies with hearing children show that repetitive, routinized book reading events create situations for children to improve their language use (Ninio & Bruner, 1978; Snow & Goldfield, 1983). Wheeler's (1983) and De Loache and De Mendoza's (1985) studies show that mothers' language changes are related to their expectations about their children's language competencies. They clearly had lower

expectations for their younger children as noted by their use of less complex sentences, their tendency talk about the here and now, and their preference for describing pictures rather than asking for information, unless they were sure that their children possessed knowledge of this information.

Studies on Reading Aloud With Hearing Impaired Children

Hearing impaired children are born to families where parents are either hearing impaired or normally hearing. Many deaf families use sign systems. Hearing parents may elect to use sign and/or spoken English with their hearing impaired children. Thus, hearing impaired children can be exposed to a variety of different language/communication environments. A description of these various environments will now be presented.

Manual (Sign) Language Systems: This communication system includes American Sign Language (ASL) or Manual English. American Sign Language (ASL) is a distinct language with its own morphological, syntactical, and discourse rules and tends to be used by deaf individuals who identify themselves with the Deaf community.

The term of Manual English applies to a variety of systems that use signs, fingerspelling, or gestures separately or in combination to represent English manually. Fingerspelling is the closest approximation to English syntax. Cued Speech, Linguistic of Visual English (LOVE), Seeing Essential English (SEE-I), Seeing Exact English (SEE-II), Signed English (Pidgin Sign English -PSE), Amelish, and Siglish are examples of Manual English (Northern & Downs, 1984)

Auditory/Verbal System: The main aim of an aural/verbal approach is to allow hearing impaired youngsters to become a part of the hearing society through a well developed auditory based language/communication and speech processing skills. Auditory/verbal approaches place heavy emphases on the use of residual hearing as the means by which to acquire facility with auditory language. To varying degrees, the use of vision through speechreading is promoted as a supplement to language acquire through amplification.

Total Communication Method: Total communication includes the use of all means (both sign and auditory) to communicate with hearing impaired children (Northern & Downs, 1984). Thus, it can be seen as the combination of manual and auditory/verbal systems, but only as they relate to a presentation of English.

To date there are few investigations on parents reading aloud to hearing impaired children. Those that have been completed can be categorized according to the hearing status of the parents and the communication system used with their hearing impaired children. Thus, we can identify three strands of research:

- 1)Hearing impaired children with deaf parents.
- 2)Hearing impaired children with normally hearing parents utilizing any form of sign language or total communication.
- 3)Hearing impaired children with normally hearing parents utilizing an auditory/verbal communication mode.

Studies of Hearing Impaired Children with Hearing Impaired Parents

Maxwell's (1984) study was one of the first to study early literacy acquisition in hearing impaired children. In a longitudinal case study

lasting seven years, Maxwell (1984) described one hearing impaired child's experiences with books in the home environment with her hearing impaired parents. The father was deafened at age two (or three) and attended a school for the deaf, where he learned American Sign Language (ASL). The mother was severely hard of hearing and was a native ASL signer. Both parents reported that they used ASL and fingerspelling with deaf friends and with each other and some form of signed English with or without speech when interacting with hearing people who knew signs. The parents decided that their child should learn manual communication. They planned to expose her first to ASL and then to introduce fingerspelling and signed English gradually.

By performing different types of literacy events and by engaging the child in these events, these parents provided a supportive literacy environment for the child. Although they did not consciously try to teach the child to read, much of the interaction took place around books and story telling. They often read to her using stories written for sign language users. The father kept a diary to record his daughter's progress. One diary entry reported that "lap reading" occurred before she was one year of age. The father read to her in sign as she watched his movements.

Maxwell reported that the child's performance followed the same developmental steps and sequence as found in Sulzby and Otto's (1982) study on children with normal hearing. They were as follow:

- 1) labeling, or naming pictures and signs;
- 2) stating propositions and expressing continuity in terms of story information;
- 3) reading pictures;
- 4) going beyond the pictures;
- 5) projecting into stories; and
- 6) reading independently for meaning.

One of the different and more interesting aspects of the literacy development was that the hearing impaired child's spontaneous analysis of sign drawings provided a bridge between signed and spoken discourse and print.

Maxwell pointed out that few hearing impaired children are likely to have extensive interaction with their hearing parents about books or stories because they don't share common communication mode. She asserts that these children lose their chance to learn about books because of lack of parent-child book discussions. She then concluded her study by stressing the importance of parent child conversational interactions during reading aloud sessions.

Another study involving a hearing impaired child with deaf parents was conducted by Andrews and Taylor (1987). They observed the book sharing practice of a hard of hearing mother and her three and one half year old, hard of hearing son. He was the second child of the family. All family members had hearing losses between 50 dB and 70 DB due to genetic factors. Although the mother identified the entire family as a whole as "hard of hearing", both parents considered themselves as part of the "Deaf community" because they were from deaf families. Because of this, they used ASL (American Sign Language) when communicating with their deaf friends.

The child and his parents were enrolled in a home-visit program when he was two years old. During the study, he attended an all-day preschool program at a state school for the deaf twice a week. The school used simultaneous speech and signed English and required all the children to use amplification. The mother reported that the family used more English than ASL in the home, and that both parents used their

voice along with signing while communicating with each other and their children.

Their home was full of printed materials including both adult and children books and magazines. They had a TDD (Telecommunication Device for the Deaf) and a TV caption decoder. While the six year old brother could read the captions, the younger child only understood that their function was communication. The parents were willing to explain ideas and concepts to their children. More importantly, they enjoyed reading to their children every day.

Based on observations and an interview completed with the mother, the researchers identified book reading as one of the dominant literacy activities in that household. A book was chosen by the researchers appropriate to the age level and interest of the child. They videotaped the mother and her son in a 45 minute session while they were reading the book sitting next to each other on the couch in their living room.

During this book reading episode, the mother mainly used sign language. While she sometimes used ASL-like constructions, at other times she used her voice and ordered her signs according to English constructions. She initiated most of the interactions and waited for the child to respond. She tried to elicit as much communication from the child as she could, in an supportive context. Toward the middle of the session, the child started to initiate comments and questions.

Andrews and Taylor identified some maternal supports. One was physical contact. The mother and the boy would frequently lean and touch each other. The mother mostly held the book, but sometimes she would rest the book on her leg and her son's leg when they both held

the book. The mother also often made signs on the child's body or directly onto the pictures in the book. She often controlled the interaction with eye contact. For instance, she would look at the child when asking a question or waiting for a response, and would look at the book when indicating a picture or a word, signalling to the child that he should look in this direction and not at the mother.

Another maternal support was the use of variety of communication modes in a flexible way. For instance, she would use gesture and pantomime to explain concepts within her use of sign language, or would repeat her explanation using signed English. She would point to pictures and introduce labels often to expand ideas in a variety of communication modes.

The third type of maternal support was called participation support. The mother used fourteen strategies to hold the child's interest and to engage him in participation during book reading. The researchers grouped these fourteen specific strategies by function into four larger categories. They are as follows:

1) Confirming the child's understanding

- a-By explaining
- b-By relating text concepts to the child's background experience
- c-By confirming the child's response in the participatory aspect of the book sharing.
- d-By commenting on a response that the child initiated.
- e-By commenting on the text or to some referent that served both to focus the child's attention on the book and to give extra information to him.
- f-By confirming the child's comprehension by checking for herself that he is following.
- g-By requesting some action from the boy.

2) Focusing attention on the book and its content

- a-By pointing
- b-By placing her finger on a specific word
- c-By touching the child's body

3) Providing specific language input

- a-By labeling explicitly a word or picture, especially when the boy failed to respond to a parent-initiated question.
- b-By reading the text as written rather than making comments on the picture.
- c-By prompting the child to read a specific piece of print

4) Encouraging concept development

- a-By relating a concept in the text or book to the child by asking a question

The results, as interpreted by Andrews and Taylor, indicated that during this book sharing episode, the mother built a scaffold that helped the child participate in and increase his knowledge about language/communication through book reading. They commented that she created a friendly atmosphere in which she showed her support of the child's attempts both physically and emotionally. Andrews and Taylor further argued that by using different communication modes, she was trying to make sure that the child comprehended her utterances. She gave explanations, related the book to the child's experiences, confirmed his responses, provided the label when the child could not respond, and/or read the exact text. Using all of these strategies, she guided her child to gain meaning from the text and learn how to communicate through print. These researchers also argued that the child practiced literate behaviors during the reading aloud episodes. Like Maxwell, (1984) they argued that, because of the common communication system, deaf parents who read to their deaf children may have an easier time with this task than hearing parents with deaf children.

Studies on Hearing Impaired Children with Hearing Parents

Research to date on this topic is meager. The few studies reviewed here were categorized in terms of the communication mode used by the family; that is, those studies in which parents used sign language, or total communication, and those studies in which parents used auditory-verbal communication.

Studies on Hearing Impaired Children with Hearing Parents who used Sign Language or Total Communication

Henderson (1976) conducted a nine month ethnographic study of a five year and eight month old, prelinguistic hearing impaired boy. The child had a severe-to-profound bilateral hearing impairment. His family consisted of a mother, father, and two older siblings and was middle class. The family members used sign language and fingerspelling in a word by word accompaniment to their utterances. The basic reason for introducing this child to books was to provide stimulus materials for increasing linguistic communication and human interaction. During these book interactions, the primary mode of communication was spoken English accompanied by sign language.

His parents used a systematic three step approach during their book reading sessions. They invariably introduced him to new words by first using the terms in communication with him, then by showing the printed form on the cards until the child understood the meanings of the terms and finally by encouraging him to ask questions and to discuss the concepts, until he was able to correctly identify the term on

the card. He progressed to reading the part of his books containing the terms. By following this progression, words in the books were already a part of his sign language vocabulary and he was already able to recognize the words in their printed form. The author described the "book time" as a time to enjoy, to understand and to discuss the content matter rather than a hopeless and frustrating activity.

By the end of nine month study, the child was given a vocabulary test. Each word was shown first in isolation, and then in the context of a sentence. Failure to produce the correct sign was counted as an error. The rate of error for the words in isolation was 2.5%. The rate of error for the words in sentence was 1.4%. When given in context, his error rate was significantly lower than in the isolated word context. This shows that he was able to make efficient use of semantic/syntactic clues. When reading a book, the kind of substitutions he made indicated that he understood the material and he was generating language as he read.

Results of this study show that this hearing impaired child learned to read by being exposed to a particular teaching method. From the article it is hard to visualize the kind of interactional patterns the parents and the child had during the read aloud event. However, the author suggested that the Signed English system allowed the child to experience language. Although the parents were hearing, they were fluent in Signed English. This might have created a common communication mode as mentioned by Maxwell (1984) and Andrews and Taylor (1987) for hearing impaired children with deaf parents.

Lartz and McCollum (1990) examined the frequency and types of questions that a mother used during storybook reading sessions with

her 3 year old twin daughters, one of whom was hearing impaired. The mother and her daughters lived in a rural area outside of a midsize Midwestern town. Both parents were high school graduates. Although the twins were born with no physical or mental handicaps, at 8.5 months, one of them was diagnosed as having bilateral, profound hearing loss. This twin was fitted with a hearing aid at approximately 16 month of age. The hearing impaired twin and her mother began attending a weekly parent infant program for the hearing impaired children and their parents when she was approximately 9 months old. From that time both the mother and child began learning total communication (TC) utilizing simultaneous oral and sign communication modes. Although the researchers couldn't formally measure the mother's manual vocabulary level formally, they could observe that her use of the story vocabulary was correct. However, sentences often were shortened (e.g. "How many kittens are there?" was signed as " How many kitty?") The other twin, who was normally developing, was encouraged to use signs with her sister. It was reported by the mother that she read to the twins once or twice a week before bed time for a period of less than 15 minutes. She read to both girls at the same time, using total communication. Both girls had the same amount of experience with joint book reading.

The mother and her children were videotaped once a week for three consecutive weeks while they read the storybook, I am a Kitten, a book chosen by the researchers because it was appropriate to the children's age. All videotapes were made in the parent-infant room at the school that the hearing impaired child and her mother attended. The mother took turns reading the story to each twin individually. She

used sign only, speech only and a combination of sign and spoken language when reading with the hearing impaired twin.

Two different types of data were derived from videotape analysis. The first was the number of questions that the mother asked each twin during the individual sessions. The second was the types of questions that she asked each twin. Types of questions were coded as:

- a) Conventional test questions (CTQ)
- b) Gestural test questions (GHQ)
- c) Request for information (RI)
- d) Verification of communication (VC)

The results indicated that the mother asked almost twice as many questions of the hearing twin as she did of hearing impaired twin. For the hearing impaired twin the number of questions increased across the sessions. For the hearing twin, the questions increased for the first two sessions and somewhat dropped during session 3. The length of the sessions remained constant for the hearing impaired twin, while sessions for the normally hearing twin gradually became shorter.

Although the mother attempted to test each child's linguistic and cognitive abilities (CTQ; GHQ), the types of questions that the mother asked each twin varied dramatically. She questioned the normally hearing twin almost solely through voice (CTQ). When questioning the hearing impaired twin about the book, she pointed (GHQ), using sign language or a combination of sign language and voice. The mother primarily asked conventional questions of the normally hearing twin. The questions asked the hearing impaired twin appeared to serve the same function as the conventional test questions, but they were linguistically less complex.

This study indicated that the hearing mother addressed more questions to the normally hearing twin than to the hearing impaired twin. In order to explain this, the researchers hypothesized that the hearing impaired twin was asked fewer questions based on her delayed language development. Studies of mother of language delayed children have indicated that they direct less questions to these children than to their non-language delayed children (Matey & Kretschmer, 1985). This pattern of interaction has also been documented in other studies of book reading with younger non-handicapped children (De Loache & De Mendoza, 1985; Wheeler, 1983). Using fewer questions may reflect the mother's adjustment to the hearing impaired twin's delayed language.

The second explanation hypothesized was that the mother had difficulties in communicating with her hearing impaired child when the child's attention was directed elsewhere requiring the child to face away from the speaker/signer. Because the hearing impaired child depended mainly on visual cues, the mother repeated the same questions until she made sure the message was understood by the hearing impaired child.

Rather than asking less complex questions, the mother simply pointed at the picture and waited for an answer from the child. Instead of using voice, she tried to communicate with her hearing impaired child using a pointing gesture. The mother adjusted her language to the child's delayed language level. As Wheeler (1983) and De Loache & De Mendoza (1985) showed in their studies of normally hearing children and their mothers interacting during book reading events, this mother geared her expectations to the competency level of the child. With the normally hearing twin she increased her expectations. In contrast, she used voicing or combined sign and voice, in simple sentences with the

hearing impaired twin. The authors argued that this could decrease language learning opportunities which could have been available during the joint book reading sessions.

The time the mother spent with each twin varied across sessions. Lartz and McCollum (1990) gave two possible explanations for this pattern. First, with the hearing impaired twin, the mother used a combination of communication modes. Initially, the mother had to get the child's attention visually by tapping her shoulder. Once eye contact was established, the mother would ask the question and then point at the page. The child would then answer and look back at her mother for feedback. Thus, the process of reading simply took a longer time to complete with the hearing impaired twin. A second possible factor was that the mother took time to orient the hearing impaired twin to the story being read. She pointed out each word in the title. In addition, at times she signed or fingerspelled each word. In contrast, with the normally hearing twin she merely introduced the various parts of the story using oral communication, which decreased the amount of time required. Finally, the mother's level of skill and comfort in using sign language was also hypothesized to be another mitigating factor. Because she had to labor to sign, this slowed interactions increasing the length of time spent in book reading.

Studies on Hearing Impaired Children with Hearing Parents Utilizing Auditory/Verbal Communication

Mogford, Gregory and Keay (1980) reported an ongoing research project on picture book reading episodes. They compared hearing, English speaking mothers who had hearing impaired children to hearing

mothers who had hearing children. The children in the hearing impaired group consisted of six children at 18 and 24 months. They were compared with two groups of six children, matched for age and sex. The study took place when the children were 18 months and then at 24 months.

A five minute picture book reading session was videotaped twice at three month intervals for each member of all groups. They compared the groups according to: a) the length of book reading session, b) length of dialogues, c) turns per dialogue, d) number of dialogues containing active responses by the child, and e) number of the vocalizations by the child. Mothers' speech was measured by a frequency count of the different kinds of utterances used during the session.

The results indicated that by 2 years of age, this language learning experience for the hearing impaired child was different from that of his/her normally hearing counterpart. In addition to difficulties during book reading, the mothers reported that they had difficulty in sustaining social interaction games such as playing peek-a-boo. The mothers of hearing impaired child had to spend more time initiating the joint attention activity and in labeling and qualifying the pictures to assure success. With normally hearing children, mothers constantly monitored the children's attention and finished the activity depending on the child's attention span. However, since the hearing impaired children were passive participants in the routine and easily distracted, the mothers monitored the child more firmly and finished the activity even more quickly when compared to mothers of hearing children. This created interactions that were more disjointed for the mothers and the

hearing impaired children, which could, in turn, effect their language learning. In addition, the hearing impaired children received more attentional vocatives and labels than their 24 months normally hearing counterparts. By this age mothers of hearing children labeled picture less frequently and used more complex sentences. Comments were used by both groups of mothers but the hearing impaired children's mothers focused on the content of the books only while normally hearing children's mothers expanded comments to life-to-text comments.

Bishop and Gregory (1985) reported another study of older hearing impaired children's communicative development and their verbal interaction with their normally hearing mothers and teachers. Their reading aloud information was part of a larger study that looked at differences in linguistic demands between home to school. They used books in order to create conversations. Their longitudinal study focused on the different communicative styles of both teachers and parents while sharing books with their children/students. The children ranged in age from 2:7 to 4:11. The degree of hearing losses of the children ranged from mild to severe. All the children came from families who communicate through spoken English. Visits were made to the children's homes and schools over an unspecified period of time.

The researchers videotaped the children's free play while looking at books with their mothers and teachers. The researchers analyzed the middle five minute periods eliminating the initiation and closing of the activity. Bishop and Gregory's analysis focused on the conversational pattern between the partners. Their results indicated that, while children had more elaborate and longer dialogues with their teachers, they were able to exert more control both in initiating and sustaining

conversations with their mothers. The teachers controlled the conversations more than the mothers. Although the children had more elaborated and longer conversations with the teachers, their role in those conversations were more passive since the requirements of these interactions were to specifically answer the teacher's questions and to follow the specific topics that were initiated by the teachers. Bishop and Gregory suggested that interactions between the children and the teachers were "exchanges" rather than conversations. Although they criticized the teachers' communicative styles, they concluded that both interactions with the mothers and teachers were valuable for the children. Furthermore, they suggested that it would be better if mothers learn from teachers some means of enriching dialogue without sacrificing child interest and participation; and teachers learn from mothers some ways of involving the child more actively in the conversation process.

Critique of Studies on Read Aloud with Hearing Impaired Children

Studies on hearing impaired children whose parents use either auditory/verbal or total communication modes create a negative picture for interactional patterns between those mothers and children. The studies of Bishop and Gregory (1985) and Mogford, Gregory and Keay (1980) examining hearing mothers and auditory/verbal hearing impaired children's dyads and of Lartz and Mccollum (1990) examining hearing impaired child hearing mother dyads through total communication system, suggest that hearing mothers and their hearing impaired children seem to have difficulties in establishing joint attention.

One possible reason for these communication difficulties could be the lack of common communication mode between the child and mother. Because many hearing impaired children have to use the visual channel instead of the auditory one for communication, they have to keep shifting their attention from the text to the reader's face which is not easy for young children (Bishop & Gregory, 1985). Rogers (1989) approached this issue from the reader's point of view stating " of course, reading to deaf children presents a challenge all its own, particularly when the reader tries to combine the use of speech, signed English, gestures and other means to interpret the stories through a Total communication approach"(p:13)

Since most studies on hearing impaired children and their normally hearing parents have focused on families applying a sign system, a second possible reason would be the degree of parents' fluency in any sign language system. The parents and the child in Henderson's (1976) study seemed not to have as much difficulty as in the studies in which the parents who are deaf themselves (Maxwell 1984; Andrew & Taylor 1987). In contrast, Lartz and McCollum's (1990) study reported communication difficulties for both the mother and the hearing impaired child since the mother was not fluent in her communication with her hearing impaired child.

The third argument could be the length and consistency of amplification of auditory/verbal hearing impaired children. In the Bishop and Gregory (1985) and in the Mogford, Gregory and Keay (1980) studies, the children might not have been amplified on a consistent basis. This could be a barrier for the children and their mothers to establishing a proper communication situation.

These possibilities could result in predicting negative outcomes for hearing impaired children. However, two issues should be considered before drawing such a conclusion. First, the experimental nature of those studies reported herein could have had an impact on the results. Most of these studies (ie., Mogford, Gregory & Keay, 1980) investigated mother-child interactional patterns during the story reading episodes in highly contrived experimental settings. Whereas both Maxwell's (1984) and Andrews and Taylor's (1987) studies with hearing impaired children of deaf parents were truly naturalistic. Second, there have been few studies examined families where active and consistent use of amplification is employed. It is possible that where the child actively uses amplification, will provide the communication match, previously described in studies examining deaf child-deaf parent dyads. Until naturalistic research on normal hearing parent-amplified hearing impaired child has been completed, we cannot fully draw a conclusion about the effects of reading aloud with hearing impaired children. In other words, what would be the results of a naturalistic study when normally hearing parents read to their amplified hearing impaired child in their home?

Statement of the Problem

A review of the literature has shown that reading aloud to both hearing and hearing impaired children is an important component in learning to be literate. Studies with normally hearing children and their mothers report that mothers provided repetitive, routinized, predictable communication events in which children had opportunities to practice language/communication skills. In addition, mothers tailor the

language to their expectations and perceptions of their children's language/communication level.

The studies done with hearing impaired children were categorized based on the parental hearing status and their preferences for the communication modes with their children. Research conducted with hearing impaired children with deaf parents and hearing parents who used Sign language suggested that a common communication mode between the parents and the child resulted in a similar performance as could be expected with normally hearing children during book reading aloud episodes. However, the investigations with hearing impaired children of normally hearing parents who used either an auditory/verbal or a total communication mode have reported that, during the book reading event, both the mothers and children had difficulties in interacting with each other. These results created negative language and literacy outcomes for hearing impaired children with normally hearing parents. However, before accepting these conclusions, two issues could be considered. First, methodologies of these studies should be considered carefully. Most of these studies that investigated normally hearing mother- hearing impaired child interactional patterns during the book reading episodes were conducted in highly contrived experimental settings using a researcher chosen book. This situation creates unnatural behavioral patterns on both parents' and children's performances. Therefore, these studies cannot be considered to adequate to account for literacy learning in hearing impaired children with normally hearing parents. Second, there have been few studies examining families where active and consistent use of amplification is employed. It is possible that where the child actively uses amplification,

a communication match will be provided that is similar to previously described studies examining deaf parent and deaf child dyads. Until a naturalistic research on normal hearing parents and their amplified hearing impaired child has been completed, we cannot fully draw a conclusion about the effects of reading aloud with hearing impaired children who come from hearing families.

Qualitative Research Procedures

There is a strong need to shift to naturalistic investigations in the natural environments where hearing impaired children grow up using an auditory/verbal communication mode with their normally hearing parents. A naturalistic-ethnographic study requires methods such as participant observation and microethnographic techniques. Fine grain analysis can provide detailed descriptions for both verbal and non-verbal interactional patterns between the child and the parents during the reading aloud event.

Conclusion and Research Questions

The purpose of this study was to provide a detailed description of a hearing mother's efforts to mediate text when reading aloud to her preschool age hearing impaired and normally hearing children before bed time. In an effort to describe the interactional patterns of both hearing impaired and normally hearing children and their mother while reading books, the following questions were generated:

1) What were the literacy development assumptions and beliefs of the family concerning their hearing impaired child?

2) In what ways was the reading aloud event unique to the family?

3) Who were the participants of the reading aloud events occurring in that family? What were their roles in the events?

4) What were the general strategies employed by the mother to mediate the text with her child(ren)?

5) What was the mother demonstrating about reading or making sense of print?

6) Were there any patterns in the reading aloud behavior of this mother?

7) Were there any differences between the ways the mother talk with her normally hearing and hearing impaired children during the reading aloud event?

8) What were the interactive patterns of the hearing impaired child when being read to? Would these patterns affect the mother's reading style?

9) What were the interactive patterns of the normally hearing children when being read to? Would these patterns affect the mother's reading style?

CHAPTER II

METHODOLOGY

The purpose of this study was to provide a detailed description of a hearing mother's efforts to mediate text when reading aloud to her preschool age hearing impaired and normally hearing children before bed time. In order to describe the natural occurrence of the reading aloud episodes in this particular family, methods were employed that would capture both verbal and non-verbal behavior. Those methods included naturalistic observations, fieldnotes, formal and informal interviews with the parents and children, recording literacy materials used in the family, and videotaping actual reading aloud sessions. Microethnographic analytic techniques were used in data analysis of these videotaped interactions (Erickson & Shultz, 1982). This methodology allows one to capture ongoing communication in a naturalistic environment and then to systematically analyze it. In the following sections, the participants, a description of the research setting, entry into the research site, and the method of data collection are presented.

Participants:

The Smith family consisted of a father and mother and their four children. The oldest child, Laura, nine year old girl, was from Mr. Smith's first marriage. Adam, a four year and eight month old, hearing impaired boy, was the focal participant of this study. The other children were Wendy, a three and a half year old girl, and John, a two year old boy.

The Parents

Mr. and Mrs. Smith were loving, dedicated parents. Although they have very busy life, they spend most of their time with their children. During the initial stage of their marriage, both worked full time. When they started their family, Mrs. Smith began working part time. Mr. Smith started his own business and began to work in his home office. Both of these moves were made so that both parents could spend time with their children.

The Father

Mr Smith is a social worker but he has also developed his own business preparing training videotapes and designing, or sometimes editing local community newsletters. Growing up he attended neighborhood schools. Later, he graduated from a local college as a social worker.

Becoming Literate:

Mr. Smith came from a large, but poor family. His father was physically disabled and spent his life in a wheelchair. He helped with the housework at home while his wife was employed outside the house. As Mr. Smith expressed, "We were kind of on our own a lot in the house." He and his siblings enjoyed playing games, sports and studying together. Most of his family members were musical so playing music was another enjoyable activity for the siblings.

His study habits, were influenced by his older sisters. As a young child, his parents had never taken him to the library but, during his junior high years, he started going to the school library to read, to check out books and/or to complete school work. In the neighborhood where he lived, they did not have a library. He said, "My parents weren't library people". However, his father read the newspaper, the Bible and Readers' Digest. His mother would occasionally read magazines. Mr. Smith reported, "She was working the whole day. And I think she was just a mover. And she wasn't happy if she wasn't moving."

He went to a kindergarten but he did not have much memory of those days. He could only remember doing some "little" activities, but had no memory about the kind of activities completed. He thought that he learned to read and write in elementary school through the reading exercises presented by the classroom teacher.

Although as a small child he enjoyed physical activities, he also remembered solving crossword puzzles, and trying to read the sports page. To do crossword puzzles he would use the dictionary. He read mysteries and he still keeps them in his office and shares them with Laura. His talent in music came from his family. He said that he started to write songs at a very early age.

At school he was influenced by three teachers. He said that the way those teachers' worked with the students was instrumental in guiding him to study during his college years. In thinking about one of these teachers, he reported, "Some of the skills that I learned in his class were doing multiple activities, keeping things on track, and completing a task." Based on the researcher's observations he was

right in his observation of himself. He currently manages several types of the jobs at the same time as well as spending time being a dedicated father for his family.

Literacy Approaches

His approach to literacy with his children was based on his own experiences as a child. He said that he really enjoyed being a child. Although he was enjoying being a parent to all of his children, he identified himself in Adam and Laura. He stated that Laura did a lot of activities he used to do as a child including reading a lot, being herself, and writing. He identified himself with Adam because he was just active and liked to do the things such as building up blocks. He remembered doing these kinds of activities when he was a child. He still feels he could act like a child.

His main approach to help his children become literate was to expose them to different books, to the library, and to the computer. He was proud that Laura liked to play with the computer and that the other children were gradually starting to use the computer. He said "I want them to be computer literate. That is why we have two of them now." He added, "Exposed to video camera, exposed to a newspaper by watching me in particular reading it [Mrs. Smith] sometimes. She reads magazine kind of stuff." He thought that watching parents read creates curiosity. He wanted them to get a desire to read and write and learn to read on their own.

Mr. Smith was the main storyteller in his family. He knew his talent for telling stories and used it as a tool in helping his children to

become literate. He would make up characters and create his own stories. Mr. Smith not only told stories to his children, but also read to them. He let the children choose a couple of books and when the children were in a relaxed position, they would point out some of the pictures. When the children became particularly excited about one book, he would read it several times. He explained his reading styles to the researcher as "Sometimes I approach the book differently. I won't read the text. I tell the story. Or I will go and read the text moving my finger along the words. I point out each words. Sometimes Adam reads the book like that, or Wendy will do it. I am trying to show there are some correlations between the text and pictures. Sometimes we just take a picture and we go on. There is a picture of horse. It goes fast. There is a snowman, he is lost. There is a train, it falls down. Or we take the same book again and go through it very slowly pointing out things in the picture. All three styles are important. Some allow them 'hey!', it is okay to read that way. You are not to afraid of books. Just use the book like any other tool."

The Mother

Mrs. Smith was a part-time registered nurse in the gynecology department at a local hospital. She also was born into a large family in the same city where she lived during the study. Although she was in her mid thirties, she looked younger than her chronological age. Her educational history was similar to her husband's. After kindergarten, she attended a public school until the ninth grade. She then attended a parochial school until she started college. She graduated from a

nursing program at one of the main local colleges in her home town. Before she married, she served in the " Peace Corp" in Ecuador where she learned Spanish. As a nurse, she spent two years in the suburban areas of Quito helping Eucadorians to improve their knowledge of child birth and child care.

Becoming Literate

Her early memories of becoming literate extended beyond her kindergarten school years to her living room. She talked about those days as "I remember my mother sitting in the living room. My earliest memory have about writing is about being in the living room with my mom. My mother had seven kids then. I was saying, "Mom. How do you write my name?" I knew she was overwhelmed because of all these kids. She would tell me the name of the letter and I would say how does that look. And then, she told me and then I wrote it down."

She remembered some of the details of her kindergarten years. "I remember playing in the housekeeping area and having share time. You bring something and share with the rest of the kids. Playing certain games and singing songs. We didn't do any reading or writing in the kindergarten. The teacher did not attempt to do that. I don't even remember there being words written anywhere. Colors! I remember one of the songs was the rainbow song. We carried these things around like a lollipop."

At home she remembered her father reading newspapers, "fixing" kinds of book, and non-fiction. He would also go to the library. She

went to the library with him once or twice. Although both of her parents could read, she thought that her father was "the bigger reader of the two." Her mother read religious books. Later during the course of the study, the researcher noticed that Mrs. Smith knew a lot of nursery rhymes and children's songs. She sang them with her children while pushing them in the swing, giving them a bath, driving in the car, and helping them to brush their teeth. She said that her mother used to sing to them, and her older sisters would read to her all those songs and nursery rhymes to her. She still has those books upstairs.

In addition to the nursery rhymes, visits to the zoo, to picnic areas, and to the museum were other cultural events that Mrs. Smith brought from her childhood to her family life. While walking in the zoo, Mrs. Smith's childhood memories came alive. Her mother used to take her and her siblings, ten of them, to the zoo. Trying to manage her three little children, Mrs. Smith appreciates her mother's efforts in taking her children to that kind of crowded, but entertaining and informative public place. At a picnic, Mrs. Smith also remembered her childhood. Her parents created activities almost every weekend. She had warm memories of those days.

During her high school years, Mrs Smith had one favorite teacher. In reporting why she was influenced by that teacher, she states, "The reason why I like her is because she exposed me so many different art, media. I learned different ways to do art, not just coloring. She was also my reading teacher for awhile. And she exposed to us drama. And, we actually got to do it. She was also a music teacher. We got to make record albums. We were singers. We were exposed to so many things with her. I had her for three years."

Literacy Approach:

Although she always accused herself of not doing enough, like her parents and her favorite teacher, Mrs. Smith with the support of her husband surrounded her children with a variety of literacy events. She thought that surrounding her children with books, encouraging them to read and actually reading to them was one way she could help her children become literate. She explained her reasons for reading to them. "I want them to.. One reason is that if read to them, they become curious and want to read by themselves. They enjoy sitting with me. I do too. And it is fun, you know, imagination. The story, I love stories."

She adjusted her reading styles to her children's age and her perception of their language/communication level. She read with Laura, her step daughter. Their reading sessions would probably take half an hour and they finished one chapter at a time. Each one of them would take turns until the end of the chapter. They would talk about the chapter before and afterwards. She got this idea from being in Ecuador working for the "Peace Corp". During the long, lonely days she and her friend would read to each other. She could recognize her different style when reading to Adam and Wendy. "If you get a book with him [Adam] and start to read it with him, you just paraphrase everything because he wants to look at it really quickly and turns the next page. Yet, Wendy who is a whole year younger than him, she can listen to what is written on the page. She has enough patience for that." She thought John also could easily lose his attention. Based on

the researcher's observations, John rarely would sit and listen to his mother. While his parents were reading to the children he was wandering around the room or house. They did not try to make him sit and listen to them.

Although she did not consider herself the story teller of the family, she would tell stories to the children when they were in the bed before they fell asleep. The way she told stories to Adam differed from her husband's style. When the researcher was in their home, she told a story to Adam. Her story was short but complete in terms of story-grammar structure. She derived the topic from their daily lives. On that particular day they had gone to the swimming pool, so her story mentioned a boy going to the swimming pool. She asked him questions, such as, "What happened then?", "What kind of towel?" She didn't wait for him to answer, giving the answer herself. Wendy, lying in her bed gave the answer along with her mother. She accepted Wendy's answer for the towel and told her "Just like our towels." She then continued telling the story and asked a question "Guess what they got?" This time Adam answered. This question and answer pattern continued until she finished the story. That night she did not tell a story to Wendy because she had already read two books to her. But Wendy requested the song Follow Follow Little Shadow Me. They sang together. With John she did not tell a story but chanted his favorite nursery rhyme Humpty Dumpty about five times until she was exhausted. Every time he burst into laughter at the very same line. In preparing her children for bedtime she combined story reading, telling, and chanting nursery rhymes very smoothly.

Both parents tried to provide their children with a functional, purposeful, and supportive language/communication/ literacy environment. Not knowing too many middle class American families, the researcher has become curious about the richness of the literacy events these parents provided for their children. She wondered if they had not had a hearing impaired child, would they have taken their children to the zoo, the museum, the picnic areas as often, read and told stories routinely even when they were really tired, prepared books for them, and helped them to prepare cards for special occasions? Both parents were very confident in their answer "yes we would do it." Mr. Smith said that, if Adam were normally hearing, they would not bother that much with "institutilized rehabilitation" but certainly would do all the things they do today. As it was mentioned above, Mrs. Smith had brought all these activities from her childhood, from her family culture. She was raised in this manner, so everything she provided for their children appeared natural for her. However, she was also concerned about Adam's delayed language. She stated that because Adam has delayed language he needs more experiences repeated in different contexts.

The Children

Laura

Laura was a child from the father's first marriage. She was nine years old and was entering the fourth grade the following school year. Laura had taken a general reading exam during the previous school year and was identified as "gifted". As a consequence, she was going

to attend intensive reading classes provided "gifted children" in their school district. She said, "They will challenge us" and seemed very proud of herself. Although she only joined the family for bi-monthly weekend visits, she became a big sister for all the other children in the family.

Becoming Literate:

Based on the interview conducted with her, Laura shared her early childhood experiences with print. She was read to mainly by her mother; her father told stories during those days. During the study, both Laura and Mr. Smith were writing a story on the computer and they were planning to publish it someday. She remembered some of her favorite books and she could easily summarize their themes and main characters. She couldn't remember how she learned the alphabet but she said that she knew it when she went to preschool. Although her preschool teachers did not try to teach reading, she remembered some activities and some teachers reading to the group.

Wendy

Wendy was a three and a half years old, a very expressive, talkative girl. She had normal hearing and attended preschool with Adam. She was attending dance classes during the study. Her mother commented that she was not very good but she enjoyed dancing. Mrs Smith felt that, since they were doing so many things for Adam, always focusing him, they needed to have something special for her. Wendy

had her own unique personality and she sometimes talked like an adult. During the first visits, the researcher observed that she was trying to cope with Adam. On several occasions she and Adam could not share. Her expressions were linguistically clear but not exaggerated in speech quality when explaining why she wanted to have that particular thing. It appeared that she knew that she had a hearing impaired brother and she was trying to adjust herself to this situation. However, when interacting with Adam, she never used any gesture; she also would talk behind him as well as far away from him. These latter behaviors clearly show that she treated him as having adequate hearing to follow her conversational attempts.

John

John was the youngest member of his family. At the beginning of the research he was 19 months old. By the end of the study he celebrated his second birthday. He was generally a calm, easy going child although recently he started having some temper tantrums. He attended all the family activities with his siblings. He did not appear to be aware of Adam's hearing impairment even though his parents told him he must not touch Adam's hearing aids.

Adam: (The Focal Child)

Adam was a four year and eight months old male. He used an auditory/verbal communication system with his family.

Medical History

When Adam was about two and a half years old, he had a hearing assessment through a local Hearing Center and ABR testing at the Children's Hospital Medical Center. He was diagnosed as having a bilateral moderate to severe sensori neural hearing loss. Cesarean section, low birth weight, jaundice, breathing problems, elevated bilirubin levels, and Beta strep infection/meningitis were reported as his medical problems at birth.

When Adam was about eighteen months old, both parents began to worry about his vocabulary development. Mrs. Smith remembered that based on the books she had read, Adam did not have the vocabulary level expected for his age. She expected some two word combinations which Adam did not produce. She initially thought that, because he was premature, he was two months behind. During his two year old regular medical check up, a substitute doctor shared her concerns. However, his regular doctor recommended that they wait to see if he would talk more in six months. Despite all their suspicions, they waited. Years later, both of them are still angry with that pediatrician.

After the six month wait, they visited an audiologist. As Mrs. Smith remembered, the audiologist was very insensitive. Without showing any concern for Adam or herself, he tested him. She watched Adam during the test through the observation window. She remembered that when she saw that he could not hear she became depressed thinking "he is not gonna be the same kid any more" She reportedly cried and cried in front of the audiologist. Since she had three cousins who had hearing problems, she knew how hard it was to have a hearing loss. From that point on she began to worry about Adam's future.

Later, they visited an otolaryngologist. Mrs. Smith said, "I hated him. He was very insensitive." So they switched doctors. After the new doctor conducted a hearing test with Adam, his hearing loss was confirmed. They tried to find a support group or someone to help them deal with this information. She said that they found "nothing". Because of his job as a social worker, Mr. Smith had heard about the local Speech and Hearing Center. Mrs. Smith took the initiative to take Adam there and he was fitted binaural hearing aids two weeks after he was diagnosed as having hearing loss.

Both Mr and Mrs. Smith reported that at first Mr. Smith did not realize it was a permanent loss. Since he had met several deafened adults whose oral language were not distorted, he could not understand the seriousness of the situation. Mrs. Smith, being in the health area and having hearing impaired cousins, knew that hearing impairment can cause mild to severe language delays. Her discussions with her husband helped him realize the situation.

Both parents went through the grieving process in their own ways. While Mrs. Smith started to thank God because "it was just a hearing loss not being retarded or something like that", Mr. Smith tried to find the possible reasons for his hearing loss. He just thought something might have happened at birth. He was premature, in an incubator and needed oxygen for awhile. In addition to this, he had meningitis. Mr. Smith subsequently learned that meningitis can cause hearing loss.

Language /Communication Speech and Auditory Information

Adam wore a personal Telex FM system unit coupled to his behind-the-ear binaural Phonac Pico-Forte hearing aids with direct audio input at home and school. His recent audiogram provided by the local Speech and Hearing Center may be seen in Appendix (A). His primary language both at home and at school was spoken English. His last complete language/communication, speech and auditory evaluation was conducted by the Local Speech and Hearing Center on April, 28, 1992. Based on this report, he was highly spontaneous in his expressive language although his language was delayed. He used binaural amplification throughout the day. While his listening skills had improved in one-on-one interactions, he still had difficulty in managing his turn in group situations. Although he attended to group activities, he preferred either individual or one-on-one interactions. He appeared to be a competent initiator. According to his mother, he recently maintained conversations taking several turns on a familiar topic.

In terms of speech and auditory information the report indicated that he could search for and localize a wide range of both linguistic and non-linguistic sounds. He had an "excellent" voice quality with natural rhythm, stress and intonation. His phonologic speech was generally highly intelligible.

Formal Educational Information:

Educational History: From the beginning both Mr. and Mrs Smith began to worry about Adam's educational future. Mrs. Smith worried that people would make fun of him, and wondered if he was going to get

married, or if he was going to be "popular". She worried that he would not learn to play music like the other members of the family. During those initial days, Mrs. Smith did not know that hearing impaired people could play musical instruments. She has become more content with this issue as she has learned more about hearing impairment. She was also concerned about the fact that he would have a reading and writing problem. She knew that he would be delayed. She had questions in her mind about him being different "...not as smart as the other kids, slowest in the class". As Adam has grown, her worries have decreased to some degree but she still showed her concern, "Until Adam goes to school and I see..."

Mr. Smith reported his main concern was that Adam be prepared for this world. He told about a dream he had that morning in which Adam was downtown lost and did not know where to go. Mr. Smith watched Adam as he struggled. This dream illustrated his continual concern. He continued, "He has got to be prepared, educated to cope with most of the world. Educated intellectually, spiritually, socially."

This fear and concern for Adam's future brought Mr. and Mrs. Smith to the realization that they had to decide which communication mode to use with Adam as soon as possible. Deciding the communication mode was not a complicated issue for them. Mrs. Smith reported that they had never considered that he learn sign language. Because he had some hearing, they wanted him to use it. She had seen some hearing impaired people communicating through sign language, among them a distant relative. She saw him during her sister's wedding and noticed that nobody spoke to him except those who knew sign. She hated this situation because they had to live in a small world. Being in South

America, several years ago, she had experienced not knowing Spanish well enough to understand and converse. She had felt isolated. She did not want her son feel that way. She noticed that the more she learned Spanish the better she interacted with people. She had difficulty in accepting Adam's possible desire to learn sign language in the future.

Mr. Smith's ideas about sign language were more moderate than his wife's. He accepted most of her concerns but had a more flexible viewpoint. He reported, "His residual hearing is number one. Number two he is very verbal any way. That is just one aspect of being prepared for the world. If you learned sign language, that is another aspect of being prepared. This is a speaking and a hearing world right now. Most people do not know sign." However, he was open to the possibility of Adam's desire to learn sign language when he was old enough to make his own decisions. Mr. Smith considered sign language as a second language not the primary one.

Initially, Mr. and Mrs. Smith did not know enough about how to help Adam learn to use his residual hearing, and to interact with people around him. Their initial source of education was the local Speech and Hearing Center. They also received information about John Tracy Clinic, located in Los Angeles. They learned that this center offers summer courses on the auditory/verbal approach for parents who had a preschool child diagnosed with a hearing loss. During the Summer of 1991, they attended these Summer sessions. Mrs. Smith said that until she met the personnel at John Tracy Clinic, nobody had really understood their feelings.

The Smiths deeply enjoyed the service they received from the John Tracy Clinic. Mrs. Smith mentioned in several occasions that she was surprised when the professionals working at Center greeted them by their names. It was a warm welcome before the intensive work and learning began for both them and Adam. During the course of the study, the researcher observed that Mrs. Smith was following most of the recommendations of the Center. In addition they have corresponded with the Center through letters.

Preschool Program: At the beginning of this study, Adam attended a regular preschool program at Northminister Presbyterian Church three mornings per week. The school closed for the summer vacation before the study was completed. Northminister Presbyterian Preschool is funded through a cooperative system with the families whose children attended the program. The parents pay the teacher salaries and maintain the school expenses. They had regular meetings at which Mrs. Smith was a group secretary, that is, she kept the records of the meetings. Parents were considered important participants in the education of their children. The classrooms were open to them. Every parent would take responsibility at least once a month as a "mommy helper". Adam was the only hearing impaired child among 12 children in the classroom.

On June, 6th 1992, the researcher visited this school for about five hours in the morning. Adam's teacher had a degree in early childhood education. Working with a hearing impaired child was a new experience for her. The Smiths were comfortable with her because she was open to the recommendations from them about meeting Adam's

special needs. She happened to be a friend of the Smith family, and she and Adam seemed to get along well.

During the observation, Adam initially painted a tree that only he could identify. He played alone most of the time, but did attend to one-on-one and small group activities. He spent most of his time sitting in front of the bookcase reading and looking at the books, or building with construction toys. He easily attended to group activities such as listening to the story and chanting nursery rhymes. He listened to his teacher and tried to repeat her sentences or attempted to answer her questions. He wrote his name quickly on an invitation to the Mother's Day party. He easily recognized the phrase "Adam's Mom" that had previously been written by his teacher on a table mat. As the other children chanted nursery rhymes during the free play time, he tried to participate.

Local Speech and Hearing Center: In addition to the preschool program, Adam also attended two hour sessions at the Local Speech and Hearing Center on Tuesday and Thursday mornings. When the summer started, he attended the afternoon sessions for two hours as well on the same days. In addition to classroom and small group/individual speech and language therapy, his auditory, language communication and speech development was evaluated on a regular basis.

During the course of the study, the researcher visited the Center three times. On one visit, she accompanied the children on a field trip to a nearby farm. The farm trip was arranged in order to introduce farm animals and farm life to the children. As Mrs. Smith reported prior to the farm trip, several books related to the farm were read to

or shared with the children. Adam seemed interested in the animals but enjoyed being alone rather than being with the group. After the farm visit, he reported some of his experiences to his mother when he arrived home.

During the Center observations, Adam participated in the group activities with few distractions. He wrote his name on a paper hat he had just made. He took a crayon and wrote his name very quickly. The order of the letters were correct. He preferred to play alone and read books by himself. However, he did not reject the teacher's offer to read the book he was looking at already. His spontaneous language was intelligible. Adam, however, did not want to attend to the small group language therapy sessions. He seemed to get bored with the activities such as making a boat or planting beans. Although the activities seemed functional and interesting, he had difficulty in attending to them. The Speech Pathologist interacted with him in a more structured manner than the classroom teachers. This could be one of the reasons of Adam's having difficulty in attending to their activities.

Auditory/Verbal Rehabilitation: During the course of the study, he began auditory/verbal therapy at a local hospital on a weekly basis. His parents were allowed to be in the room during these sessions.. The researcher tried to get permission from the clinician to observe one of the sessions but due to the hospital regulations, it was not possible. Both parents seemed to be comfortable with the sessions and both expressed that the clinician responded to Adam's attempts to communicate. She saw language as an everyday event not as a one hour drill. She included the parents in the sessions so that they could

observe and learn how to interact with Adam in a way that was the most optimal for his language development.

Educational Programs at Home:

The Preschool program, the Speech and Hearing Center program and the auditory/verbal language therapy were not the only educational programs the Smiths provided for Adam. During the course of the school year, he also received services through the public school system, namely, weekly home visits by a speech pathologist and an itinerant teacher.

The researcher once observed the itinerant teacher and the speech pathologist in the home. His mother confirmed the observation that he seemed to enjoy working with them. Even while taking a language test from the speech pathologist, he did not show any frustration. The itinerant teacher played card games with him when the researcher visited the family for the first time. Adam's products from these visits were placed on the refrigerator to be viewed by the entire family.

After observing all the educational facilities, the researcher concluded that there was consistency and continuity throughout these settings. Functional, purposeful, and meaningful literacy activities were available in all environments.

Apart from the formal intervention programs, the child's regular family life should be presented in order to describe the literacy experiences Adam encountered in his daily life. Therefore, the following

section is devoted to Adam's literacy experiences occurring in his regular daily life.

Informal Educational History:

Similar to his siblings, Adam was a "book worm". He and books were inseparable. He would wake up and grab books and all day long would carry his favorite books wherever he went, to the family car, to the picnic area etc. During all of these occasions, he would sit and read/look at books by himself or with others. While he was watching the non-captioned TV, he would hold a book on his lap looking back and forth from the TV to the book. His mother proudly stated, "Whenever Adam is quiet, you can always count on Adam being in there with the book. We are glad to see that."

Observing him reading his books in the living room, the researcher watched him reenact the books. In the fieldnotes this appears "On of June, 18, 1992, Laura, Adam and I were in the living room. Laura was not feeling well because she had have her tonsils removed the previous Friday.

Starting at 4:09,
Adam is sitting on the floor. He takes a book from the bookcase underneath the TV set. After going through several books, he took another one called "Happy Birthday Thomas!" based on the railway series by the Rew. W. Awdry. It was a paper back, story book. The illustrations were simple and clear and only one or two sentences appeared on each page. The story was about an animated train called Thomas. On that particular day it was his birthday. At the beginning of the day none of his friends had celebrated his birthday. He thought his friends had forgotten his birhtday. Later he learned that his friends had arranged a surprise birthday party for him.

Adam opened the book and turned the pages quickly. He stopped and said "Peep, peep, here come train." The exact words in the text were "Peep, peep comes Thomas the tank engine."

He then turned the pages tracing the pictures and talking to himself. He stopped on one particular page and traced the train picture with a back and forth motion of his hand saying " Back and forth" at the same time. He did this two or three times. The exact words in the text were "Back and fourth, Back and fourth". He then crossed his legs and turned the pages and stopped on one page where a cow stands on the train track and blocks the train. "Aaaa look what happened?" "Cow come back here, hey." The exact words in the text were "Oh no! A cow is in the way." He turned to next page and sounded out " Moo" On this page written in large letters was " MOO, says the cow." He turned the pages and stopped on the page where the birthday party was celebrated. It showed a man who was laughing. Adam talked about the picture but it was hard to understand his monologue. He then shouted " Come in Come in" in response to a picture showing the other trains and the railroad workers welcoming Thomas. It showed a man drinking something and Adam acted out drinking. He finished the book and said, "The end". He put the book on the floor, and left the room at 4:15

He talked about the book and made utterances similar to the text. He looked at all the pages but only talked about some of them. He seemed to understand some of the story. Later when the researcher asked Mrs Smith about the book, she learned that they had gone through the same book along with the TV show Shining Time Station. Mrs. Smith confirmed that Adam liked the characters.

Adam typically carried his toys, books, and clothes everywhere he went. During the course of the study, he was observed carrying one particular book about baking everywhere. Wherever possible, he sat down, opened the book to his favorite page and asked " What is that?". On that page there were some animal pictures made into cookies. He would point out each one of them and repeat the question. At the beginning he asked questions to anybody who was older than him. He gradually could label the figures by himself.

His parents told another story of his interacting with one of his old time favorite books, The Snowman by Raymond Briggs. It is a wordless, paper back book. Mr. Smith said, "Adam loves that book. It is an old time favorite. He will take that book. It is like a little exploration. He will go to the book and there are no words." Mr. Smith then acted out how Adam looked at that book. He froze his eyes on the pages and showed one figure saying "daddy, daddy". He observed that Adam particularly liked a couple of specific pages. Mrs. Smith confirmed her husband's observations and commented, "He thinks they are funny." Mr. Smith continued, " You can hear the same explosion of laugh with the same pictures."

The Other Children's Literacy Experiences in the Family:

Like Adam, the other children in the family were comfortable engaging in the purposeful, functional, and meaningful literacy events provided by their home.

Laura:

When the researcher first met Laura, it was her last day in school. She shared some of her school paper with the researcher explaining why and how she wrote them. She had her own composition style and was aware of it. Her stories were complete in terms of story grammar.

She was observed reading on several occasions to her brothers and sister and told the researcher that she enjoyed reading to them because she loved them. She explained that she admired her stepmother

and tried to treat all the children equally including Adam with whom she talked in a normal tone of voice despite his hearing impairment.

Wendy:

Wendy enjoyed books, too. Her imagination was so rich that she told stories from books she read or just made up her own stories. Her imaginative play incorporated very distinctive features of her personality and was encouraged by her parents. When she started to tell something she imagined, her parents would answer her by following her lead. On one occasion while the researcher and she were playing one of her scenarios, the researcher, by mistake, picked up a book sitting on the floor. Wendy warned her it was her frog's swimming pool.

Wendy enjoyed books as much as any member of her family. She could read Bill Martin's predictable book Brown Bear Brown Bear, What Do You See?. In this book, the pictures provide a clue to the text of the following page. The text is repetitive so that a reader can easily predict the sentence on the next page. Wendy read this book using the picture clue and reciting the text correctly for each page. She seemed very comfortable doing this. She knew that print was related to pictures. She also told the story of Cinderella published by Walt Disney Publishing. She had a sense of ownership of books but she shared them with others. She let the researcher borrow books and always said, "Thank you for bringing our books back" when they were returned.

She could sing a variety of children's songs and chant several different nursery rhymes by herself and/or with others. Her speech

was very clear when doing this. Her mother said that she could easily follow the tune.

Her favorite activity was coloring the pictures in a color book. The researcher did not see her writing except on one occasion when she was asked to write her name by her mother. She scribbled and drew circles on the paper. Her mother reported that she could write the first letter of her name.

John:

John was developing a sense of ownership of books. "My book" was his common phrase as he showed the books to the researcher. He sometimes would hold the books upside down and turn the pages back and forth. He could recite Bill Martin's book Brown Bear Brown Bear What Do You See? using the picture as cues. He enjoyed writing as much as he enjoyed reading books. He would hold the pencil very confidently and scribble continuously. He also enjoyed drawing lines on the walls in the house.

John could sing some of nursery rhymes with his mother and siblings. At the beginning of the study, he was in the one-word stage of language development but within five months his language had developed to two word combinations. His understanding was well developed and he conversed easily, taking several turns with his mother and father.

The Research Setting

The city in which the Smith family lived is located in the Midwest. The Smith's old, white, wooden, house is situated on the corner of Maple

Street on the North and Scioto Street, on the West. They had been living in this house for about five years. Before that, they lived in a house, close to downtown, that Mr Smith bought about twelve years ago. As the children joined their family, they wanted to move to another neighborhood which was an easier one for raising children. This current house was the one where Mrs. Smith was raised and she had a lot of memories about her years growing up in it. Every so often she would remember those "good old" days..

This middle class neighborhood is located on the north side of the city. Both white and black families have houses along Scioto and Maple Streets. Walking towards the end of Scioto Street, one can see mainly frame or red brick, one and two story houses that are surrounded by yards. Most of these houses have a porch where the residents spend late afternoons on hot, summer days. For the most part, the residents have white collar jobs and most families have two or three children.

Walking with Mrs. Smith and the children along Scioto Street, the researcher noticed that Mrs Smith knew almost every family in the neighborhood and with some of them she was close friends sharing the same old memories. During the study, it was observed that the Smith family did not have any interaction with the neighbors living on Maple Street.

The Smiths' two story house has a front yard that is mainly covered with grass and a backyard that a play ground and picnic area. A very distinctive feature of the front and the side part of the yard are the old pine trees which were planted by Mrs. Smith's father years ago.

Having briefly describing the outside of the house, the researcher

would like to describe the inside of the house. This description provides supportive data that there was indeed a supportive, meaningful, functional literacy environment in this household.

The house was a duplex with a basement. The map of the whole house maybe seen in Figure 1.

A living room, the parents' bedroom, the children's bedroom, a dining room, a kitchen and a bathroom were situated on the first floor. Attached to the kitchen on the South side, was a cement stair connecting the first floor to the second floor. Upstairs, there was a large hall that started at the stairs and continued to a relatively small room that Mr. Smith used as his "home office". There was another bathroom on this floor. The basement was used as for storage and laundry.

The focus of this study was bookreading between the normally hearing mother and her both hearing impaired and normally hearing children before the bed time. Based on the field notes, videotape data and interviews with the participants, the mother preferred the dining and living rooms for reading before bed time. The videotape sessions which were analyzed in detail occurred in the living room. Therefore, detailed descriptions will be provided for this room. However, there were literacy experiences in other rooms. Therefore, a brief description of the literacy components of the other rooms will also be presented.

The Living Room:

The living room was attached to dining room but to right of the front door. It was smaller than the dining room. This room was covered with blue-purple carpeting.

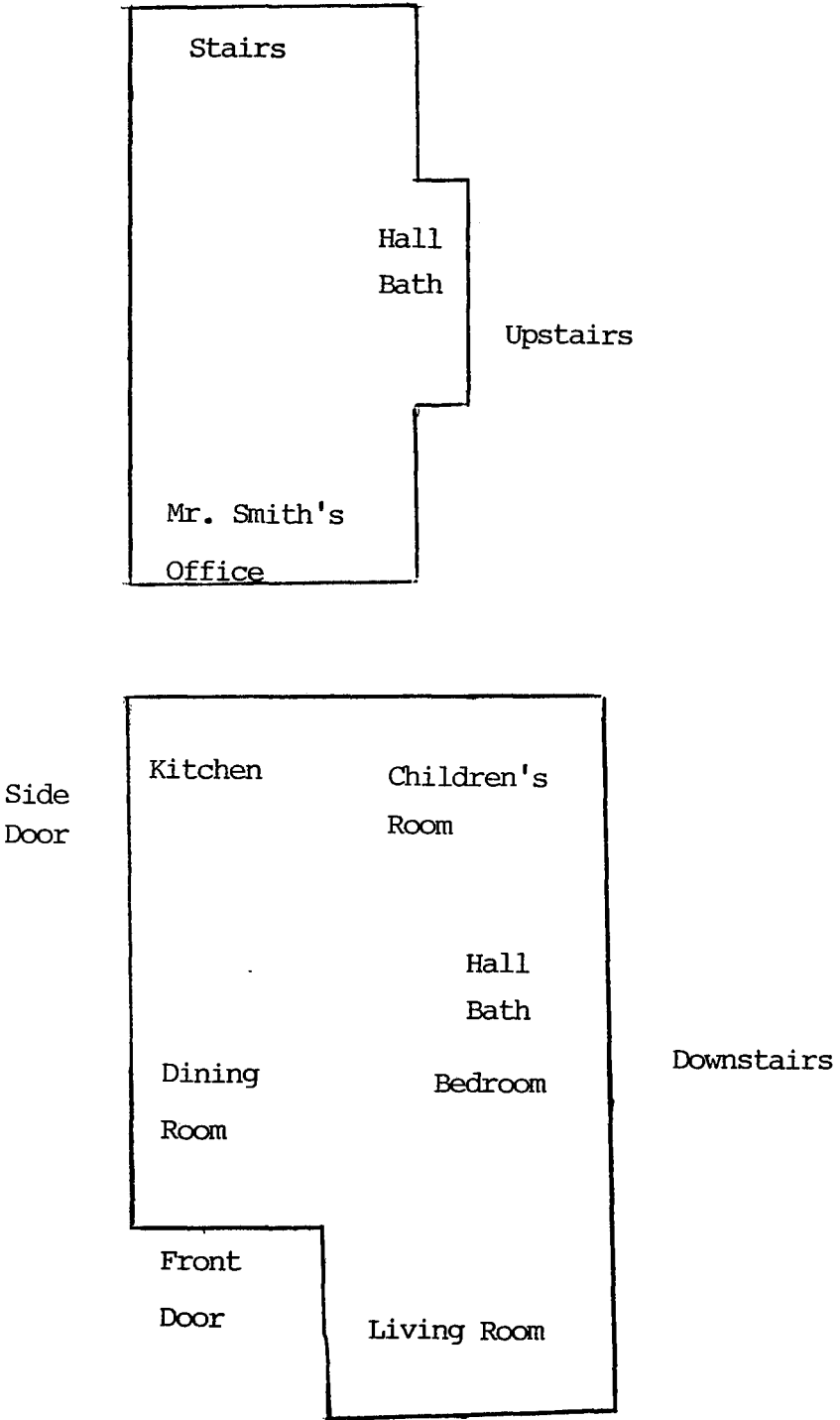


Figure 1: Maps of Downstairs and Upstairs

There were three windows one of which looked onto the porch, the second faced the north side onto Maple Street, and the third faced east onto a nearby Catholic Church. All the windows were covered with blinds. The wall was painted a beige color.

Figure 2 presents the typical arrangement for the living room. However, the furniture arrangement changed every so often. On the right side of west wall was a three person beige, leather couch. Next to the couch situated in the corner was a small coffee table with a lamp on it.

On the north wall was a bookcase which was full of video cassettes including, Rescuers, Bambi, Camile Brown 1st kiss, Family 1989, Little Toaster, Fantasia, Jetsons-Snowy River, Field of Dreams, Thomas gets ticket & other stories, Family 1991, Cinderella, Sword of the Stone, and Ghost Buster. The adult and children's movies were placed together. Later, while recording the titles of the children's books, the researcher noticed that they often had books that related to the movies. Several times the children requested that their mother play a videotaped movie that they wanted to watch. When Mrs. Smith was observed setting up the machine for Adam, she showed him the name of the switches on the videotape player and she pointed out the name of the movie when it appeared on the screen.

Next to the videocassete shelves, in front of the north window, there was an antique trunk. They used it as a stand for the video player and the T.V. set. There was a shelf with a few video cassettes and some children's books between the trunk and TV.

Next to the T.V., in the corner was a small two-shelf wicker book case. A lamp and old and new magazines such as, Smithsonians, Vanity

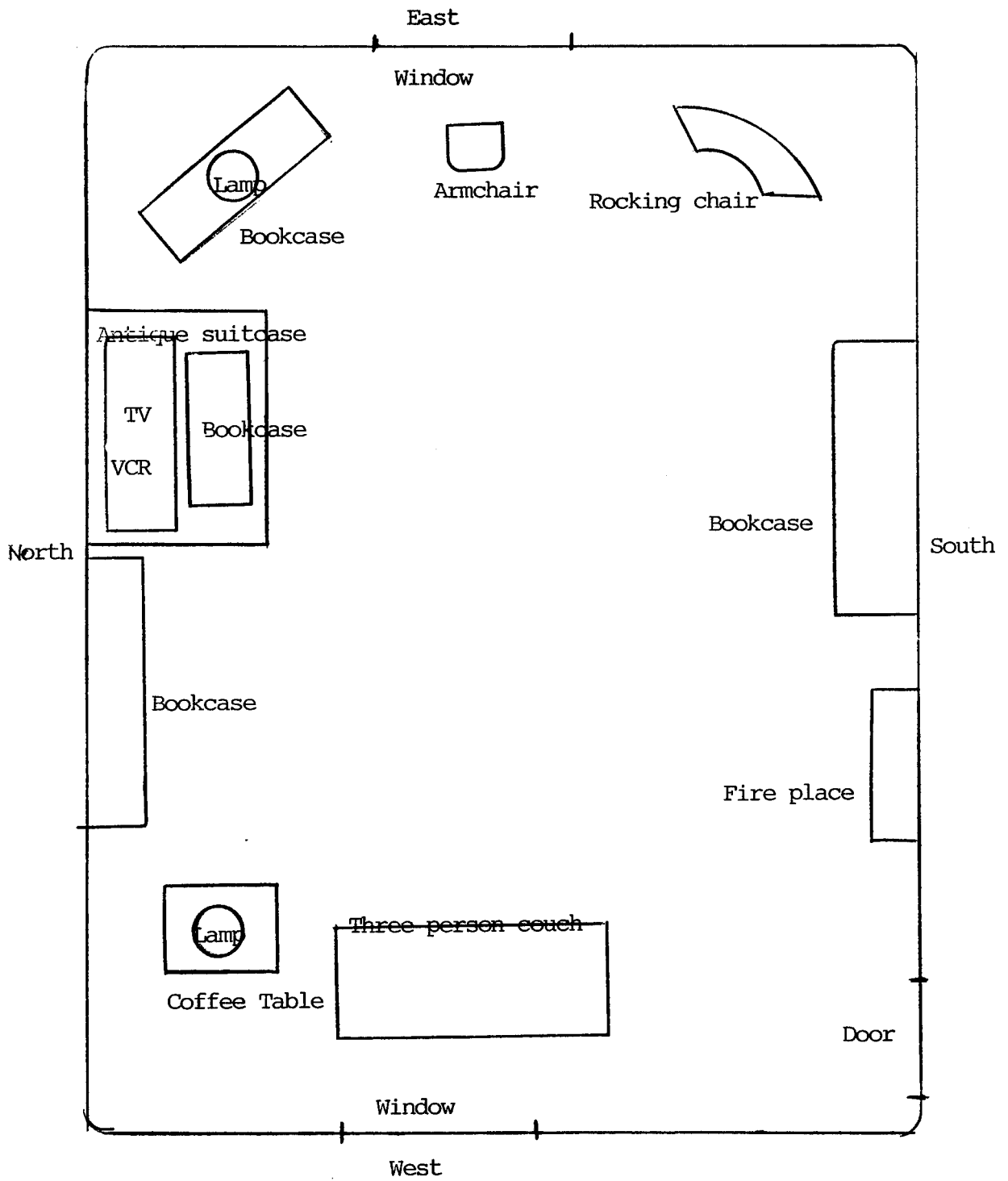


Figure 2: Map of the Living Room

Fair, Better Homes and Gardens, Family Circle, New Yorker, and Utne Reader were placed in it. In this corner, on both the north and east walls, were a family picture, a hand craft needle work, and several framed, paintings

In front of the east wall window there was a one person beige, leather arm chair. A painting was hung above it. Next to the arm chair was a polished, carved, wooden adult sized rocking chair.

On the south wall a four shelf bookcase was recessed into the wall. For the most part only adult books were placed in it. Novels, professional books for nurses and social workers, magazines for videotaping, computers, dictionaries, an Atlas, and a Bible are examples of the printed materials placed on these shelves. Several video cassettes covered half of the third shelf. They were mostly adult videos such as Romero, Fiddler on the Roof, Cloak and Danger, and Indiana Jones. Next to the book case, was a clean covered fire place. Above it there was a Christmas wreath prepared with pine cones.

The Dining Room:

When entered the front door, the dining room started and continued to the kitchen. This room was used for both sitting and dining.

The distinctive literacy features of the sitting part of the dining room were a small, wooden three shelf bookcase filled with Mr. Smith's old books and the large piano. The top of the piano seemed to be a collection center for a variety of artifacts of the family life, many of which were print related.

The eating part was attached to the kitchen. An oval table, four chairs, a file cabinet, bulletin board and the refrigerator were the main furniture of this part. The file cabinet contained the yellow pages telephone book, an address book, a calender, maps, a parent's handbook, cooking books, magazines, and a Bible. Mrs. Smith mounted printed materials on the refrigerator to serve as reminder, to reward the children, and to keep track of family activities.

The Children's Room:

The children's room was located in the southern part of the house. It was at the end of the hallway that connected the dining room to the parents' bedroom and the bathroom. Adam, Wendy and John slept in this room.

The literacy materials in this room were mainly placed in a closet which was recessed into the wall. A toy box and the children's bookcase were located in this closet. In the toy box were a cloth book My Busy Book, some muppets, a tape recorder, a direction-giving toy telephone, baby dolls, alphabet toys, and a counting machine. On this same toy box were a videocassette The Jungle Book, an Alphabet book, a playskool plastic puzzle.

Under the toy box was a one shelf bookcase on which the children's books were placed. It contained wordless books, story books, picture story books, picture expository books, home made books, and color/art books.

The Parents' Room:

Two dressers, a double bed, and an old computer were in this room. This computer was initially brought downstairs to the dining room, for the children's use. However, Mrs. Smith reported that since the children still needed guidance when operating the programs, they wanted to put it in their room so that they could easily control its use. Mrs. Smith mainly would use this computer for household tasks such as balancing her check book, keeping a list of families in their support group and so forth.

Mr. Smith's Home Office:

This room was located in the north portion of the house. It had only one window which overlooked Maple Street. It was well lighted and the floor was covered with an old Oriental carpet.

His room was furnished to serve his multiple jobs. Videotape cameras and computers are the main features of the room. Once, Mr. Smith demonstrated some of the computer programs that he had been using with Laura and planning to use with Adam and the other children. He also proudly showed a talking story book of Cinderella and a encyclopedia consisted of an instruction book and a CD player.

Entering the Research Site

Entering the research site was one of the important steps in this study. In order to accomplish this step, on January, 31, 1992, the

researcher called one of her colleague who was a school psychologist holding a doctorate degree in special education with an emphasis on hearing impairment. Being in that position, this person knew many families who had hearing impaired child(ren) or related professionals in that area. The researcher mentioned that she was searching for a family in which the parents were normally hearing and their preschool child with a hearing impairment used auditory /verbal communication mode.

On March, 10, 1992 the school psychologist called the researcher to report that she had found some families through the local Speech and Hearing Center. The second step was to start to visit one of the families. In order to meet with the family the school psychologist provided help to the researcher. Because the school psychologist was more comfortable talking with parents, the researcher requested that she call the family for the first appointment.

Three days later the researcher received another call from the school psychologist. She learned that the parents were willing to meet with the researcher. Several days later, the researcher called the Smiths. Mrs. Smith was very friendly during the telephone conversation. The researcher and Mrs. Smith scheduled a meeting that was convenient for the family.

The initial visits were very important in order to establish a rapport with the family. The researcher was aware of the intrusiveness that could occur with the research project.

With mixed feelings and holding a potted flower, the researcher rang the front bell on April, 7, 1992. A minute later a young woman, Mrs. Smith, opened the door and welcomed the researcher. A child, and

another woman, the itinerant teacher, were seated around the table in the kitchen. At a first glance, the researcher could see the hearing aids and understood that he was the focal child; her reason for visiting the family. Adam and his itinerant teacher, Mrs. Gordon, were playing a card game. With Mrs. Gordon's permission, the researcher sat down next to Adam. The very first thing the researcher noticed was the big refrigerator covered with personal notes, newspaper clips, children's arts and written examples.

A few minutes later Mrs Smith invited the researcher to the living room where she was folding the clothes. With a quick glance around the living room, the researcher noticed a big bookcase full of books. There were several children's books in the small bookcase and some were on the floor.

While the researcher and Mrs. Smith talked together to get to know each other, Mrs. Gordon, the itinerant teacher, finished her work with Adam. After having a friendly conversation with Mrs Smith and discussing the IEP (Individual Educational Plan for Handicapped Children) goals with Mrs. Smith's, Mrs. Gordon left the house. The children were in the living room while the researcher and their mother were talking. Adam saw a bug on the window. He showed it to his mother. Wendy and Mrs. Smith went towards the window and they started talking about bugs. Wendy said that she did not like spiders. Her mother asked about Charlotte, the spider in the book named Charlotte's Web by E. B. White. They had watched the video of the same book. Although Wendy did not seem to remember, the mother's effort to relate the book character to a real life event reminded the researcher of a literacy study conducted by Cochran-Smith (1984) in a

middle class community with preschool age normally hearing children. The combination of this event and the print rich environment were the main reasons the researcher decided to stay with this family and to learn about their literacy environment.

On that first day the researcher asked permission to take notes, and to record events using both videotape and audiotape. Mrs. Smith said that her husband was in the video business so it would not be problem for them to be recorded. With this warm, friendly welcome, the researcher left the Smith's house. From this first visit the researcher felt very lucky. She had met a family who used an auditory/verbal communication mode with their preschool age hearing impaired child. Moreover, the parents seemed to be aware of the importance of providing literacy events for their children as part of their daily life.

During the second visit, the researcher interviewed Mrs. Smith about the family's daily activities. The conversation was recorded using a portable audiotape. Mrs. Smith's relaxed and confident manner created a friendly atmosphere. During the visit, the researcher learned that their daily schedule was based on the children's school schedule. The rest of the time was allotted for other family activities, such as going to the library twice a month, visiting the museum and the zoo, having picnics with friends, reading books, telling stories, baking and cooking, and playing games together. Both observations and subsequent interviews confirmed for the researcher that this family environment was similar to supportive, meaningful, functional literacy environments that had been described in the literature with normal children; the exact environment she had hoped to find for a hearing impaired youngster.

She decided to stay and learn more about their ways of helping their children become literate.

At the next visit a parent consent form explaining the objectives and the ethical issues of the study was presented to Mr. and Mrs. Smith. This form had been previously approved by the College Departmental Ethics Committee. They willingly signed it. They were provided one copy for their own records. A copy of this letter and the Departmental Ethics Form maybe seen in Appendix (B, C)

The Researcher's Role:

Initially, the researcher entered into their family life as a "visiting friend". Gradually, after spending time with the family, the researcher established a rapport with all the family members. They all expressed that they were comfortable when the researcher visited them. Mrs. Smith mentioned that several times Wendy asked her mother when the researcher would visit again. The title of "Aunty" was eventually given to the researcher by Mrs. Smith. This title was important for the researcher because it symbolized that rapport had been established and it was one of the signs that the family lived normally without readjusting for an outsider. "An aunty" was part of the family; close enough for them to feel comfortable with, yet not so close that she could not be objective.

The Study Schedule:

Table 2-1 presents the schedule of visitations including the date, the time duration, and the type of data collected at each session.

The initial and last visits were shorter than the middle visits. During the initial visits, the researcher hesitated to interfere with the family life. For instance, on 5/29/92 the researcher had to leave the site because Mrs. Smith was going to pick up her step daughter from school. However, later on 6/4/92 the same trip was done with the researcher. At the beginning, as an outsider, she was careful not to exceed her outsider role. With time and the establishment of rapport the observations gradually increased.

The visits were always preplanned based on the family schedule. Although the visits were planned ahead of time, prior to every visit a phone call was made to confirm the visit. Being a dynamic group, a family can face many unexpected events. The facts of life (a child's becoming sick, an emergency visit to an old friend) could create last moment changes in a schedule. The parents were assured that rearranging these appointments would not be harmful to the flow of the study: a rearrangement of times was initiated by them on several occasions. While doing this, they always reassured the researcher that she was welcomed at another time.

The family did not try to determine the length of her visits. The researcher monitored this herself taking into consideration their daily schedule. Upon initial arrival to the home, she always asked about their daily schedule to see if she could join them. Later, towards the end of the study when most of the data were collected, she visited the family to fill in data that was missing.

The visiting pattern was created mainly based on Mrs. Smith's work schedule. She worked part-time at nights, especially on the weekends. During the study she increased her work schedule to one

Table 2-1: The Study Schedule

Date	Time	Duration Hour/min	Events
1/31/92-3/13/92			Contact with the middle man
3/23/92			Contact with the family
4/7/92	3:30pm-4:10pm Tuesday	.45	The first meeting
4/14/92	12:30pm-1:30pm Tuesday	1:00	Formal interview with mother#1
4/30/92	9:00am-1:30pm. Thursday	4:30	Visit to SHC* Lunch with the family at home Observation of SP** Physical data-the dining room
5/6/92	9:00am-1:45pm Wednesday	4:45	Visit to Preschool Observation of IEP*** meeting Physical changes in dining room Starting to physical data of living room
5/29/92	1:40pm-3:20pm Friday	1:40	Formal interview with mother #2 Physical data of living room Physical changes of dining room
6/2/92	3:10pm-8:15pm Tuesday	5:05	Physical data of living room detailed observation #1 (Mother, Adam, John prepare salad) Playing with J & A Observation of father & A The first observation of bed time read aloud session
6/4/92	3:10pm-7:10pm Thursday	4:00	Meeting with L Car observation Formal interview with Mother #3 Physical data of children's

room
Physical changes in dining
room

6/10/92	8:30am-2:30pm Wednesday	6:00	Visit to a farm with SHC*
6/17/92	3:10pm-7:10pm Wednesday	4:00	Visit to the Zoo
6/18/92	3:10pm-8:10pm Thursday	5:00	Detailed observation #2 Formal interview with F & M#4 Detailed observation #3
6/24/92	5:30pm-9:45pm Wednesday	4:15	Picnic with HI family support group Detailed observation #4
7/9/92	3:10pm-6:30pm Thursday	3:20	Car observation Home observation Detailed observation #5 Meeting with relatives
7/13/92	9:00am-2:05pm Monday	5:05	Visit to natural history museum Observation of F interaction with children
7/14/92	9:10am-10:10pm Tuesday	13:40	Whole day detailed observation #6 Observation all children -in garden -at home Visit to SHC* Formal interview with L #5 Reviewing videotape #1 & 2 with M. Observation relatives interacting with A Observation M reads before bed time. Observation M tells story before bed time
7/21/92	6:30pm-10:00pm Tuesday	3:30	Attending a family party Meeting with friends Detailed observation #7 Detailed observation #8 (Mother reads before bed time.)

			Detailed observation #9
7/22/92	6:50pm-9:15pm Wednesday	2:25	Detailed observation #10 (Mother reads before bed time.) Formal interview with M #6
7/25/92	9:30am-11:30am Saturday	2:00	Detailed observation #11
8/6/92	2:00pm-3:00pm Thursday	1:00	Observation of children Formal interview with F #7
8/8/92	10:10am-11:30am Saturday	1:20	Physical data of F's office
8/24/92	9:30am-12:30pm Monday	3:00	Watching the videotapes with M
8/30/92	2:00pm-5:30pm Sunday	3:30	Having thank you picnic with whole family
10/06/92	7:00pm-9:00pm Tuesday	2:00	Confirming the videotapes with M.

Total visit: 21 Total time: 81:10

Note: During the every visit, informal interviews were conducted with the family members. The records for this placed in the field notes.

SHC*: Speech and Hearing Center
 SP**: Speech Pathologist
 IEP***: Individual Educational Plan

more night per week. After working the whole night, the next day she would sleep two thirds of the day while Mr. Smith took care of the children. Not wanting to disturb their family life, the researcher took into consideration Mrs. Smith's working hours. Observing their weekend routine became a problem for this reason. However, towards the end of the study, they were kind enough to let the researcher visit them on two Saturday mornings when Mrs. Smith had not worked on Friday night. The researcher did not see the family on Sundays except on 8/30/92 when she [the researcher] invited them to a picnic before exiting the site.

Focusing on Bed Time Reading Aloud Event

During the initial visits, the hearing impaired child, Adam, was observed participating in and/or creating different literacy events such as talking about a book, watching videos about a particular book, listening to books, and reading books by himself. Table 2-1 indicates the research tools used to obtain these data.

Among the other literacy events, reading stories to the children seemed to have a special place in Mrs. Smith's mind. From the very first day she proudly mentioned their reading to their children. She was able to distinguish differences in her reading style for each child.

On May, 29, 1992 the researcher watched Mrs. Smith's struggling with her feelings and thoughts about Adam's becoming literate. On that day, just before the researcher arrived at their home, Mrs. Smith had tried to "teach" the alphabet to Adam and Wendy. As she reported, Adam did not want to attend to the activity. Resisting or not

answering her questions, he made her feel disappointed about his lack of interest in the alphabet, a symbol of becoming literate! She had developed a deep concern for his future as a reader based on his "slow" learning. Trying to be positive Mrs. Smith mentioned that he attended better when she was reading to him. This event was the reason for the researcher to focus on her reading to Adam. **What was the magic of the reading aloud event that could Adam to attend better?**

Having developed this question, the researcher wanted to observe the reading aloud sessions. During her early visits she had noticed some incidental and short reading events that occurred during the daily routines. They were blended to their daily routines. The researcher wanted to confirm the times of the reading aloud event with Mrs. Smith. She reported that although they read to the children during the day time, the bedtime reading aloud had a special importance. Both parents considered " bedtime reading" as a routine event. They willingly spent time and effort to fulfill this routine. Moreover, instead of forcing Adam to digest the language principles in a contrived literacy events such as, drilling the alphabet -, both parents had preferred to use the book reading event in a way to help him practice language/communication skills. They thought that this event was a very important tool for them to interact with Adam and having the other children around would provide him with the communication models of a group situation. Since this event had a unique importance for the family to help their hearing impaired child become literate, the researcher decided to focus on "bed time reading aloud event"

Later, based on the field notes, the researcher generated the literacy and non-literacy events to which Adam was exposed to during

the course of the study. Table 2-2 presents the frequency of book related literacy events; Table 2-3 presents the frequency of other literacy events. Table 2-4 is the comparison of these different types of literacy events.

Data Collection and Management Procedure:

From the beginning of the study, the researcher used a variety of methods for data collection. These included fieldnotes, detailed observations, physical data, formal and informal interviews, and videotaping selected interactions.

Field Notes

While observing the family, the researcher took short notes. Later as soon as she left the family, in the car, she recorded her observations, and her impressions using a portable tape recorder. Arriving at home, as soon as possible without talking with anybody, she wrote and expanded the field notes with the help of her short notes and the tape. Reviewing these field notes was a starting point for the following visits. Every review created additional questions that needed to be answered. These questions guided the researcher in her subsequent observations.

Detailed Observations

At the beginning of the research, the researcher did not take detailed notes while a particular event was happening because she did not want to interfere with the family's normal reactions. For instance,

Table 2-2 The Frequency of Book related Literacy Events of the
Hearing Impaired Child being Exposed to:

Event	Frequency	Percentage
Different adults show/read print in front of child	14	15.0
Mother and child talk about book relating to real life	1	1.1
Mother reads to child before bed time	14	15.0
Mother reads to child during day time	7	7.3
Mother and child look at book to play a game	1	1.1
Mother and child read book for baking	1	1.1
Father reads to child	7	7.5
Older sibling reads/looks at book with child in group	2	2.1
Older sibling reads/looks at book with child individually	1	1.1
Teacher reads/looks at book with children in group	3	3.3
Teacher and child look at/read book	3	3.3
Child reads/looks at book by himself at home	19	20.4
Child looks at book while watching TV	7	7.5
Child reads/looks at book by himself in the car	2	2.1
Child and friend look at/read book	1	1.1
Child shows magazines to adult	3	3.3
Child invites researcher to look at book	7	7.5
Total:	93	100.0

Table 2-4: Comparison Between Book Related and Other Literacy Events

	Frequency	Percentage
Book related literacy events	93	75.60
Other literacy events	30	24.40
Total:	123	100.00

on June 2nd, her first visit, she sat in the dining room watching Adam, John and Mrs. Smith preparing salad for dinner. Later Mrs. Smith said she was conscious about being observed closely. During later visits, however, after rapport was established, the researcher could write detailed notes on almost every occasions she observed. In a later conversation, Mrs. Smith reported that she got used to being observed closely. These minute base detailed notes were written as the communication partners changed their places and positions. Upon leaving the site, these notes were rewritten including contextual information and observer comments.

Physical Data

Similar to the other data collection tools, the physical data collection procedure was an on going effort. The literacy materials were recorded with the help of family members. This created richer information about all the materials. The researcher took notes whenever she noticed a change in furniture arrangement, or in literacy materials. Gradually, she noticed that several places such as the top of the piano and the refrigerator had vital importance in regulating of the family literacy environment.

Informal Interviews

Specific time for the informal interviews were not arranged because they were held in a conversational manner. Short notes were taken right after those conversations. For the most part, they were

placed in the field notes. All the members of the family had conversational interactions with the researcher.

Formal Interviews

In order to conduct formal interviews, the researcher searched for an appropriate time convenient for the family members. While the time was always predetermined, the place was chosen based on the daily routines. One interview with Mrs. Smith started in the car coming from Laura's school and continued at the home. Except for one interview, the researcher interviewed with the family members individually. All interviews were tape recorded with the consent of the family members.

The initial interview questions were prepared based on related literature on family literacy. Later the interview transcripts provided a basis for additional interviews. The interviews were transcribed as soon as they were held. All the transcriptions included information about time, place, partners, and surrounding context.

Videotaping

The initial field notes, and interviews helped to develop the researcher's focus for this study. The focus was determined as "the bed time story reading event". In order to learn more about this event the researcher wanted to visit the family in the late afternoon staying until the children went to bed. Fortunately, the parents did not object to the researcher's staying that long in their home.

The first observation of the reading aloud event was on 6/2/92. Mrs. Smith read to all three children. She somehow managed to get all the children's attention, while the children were either entering or going out the room. There was considerable movement during the event. All the children seemed to enjoy being read to. The continuous field notes, detailed observations, formal and informal interviews provided the researcher with the information necessary to form a general picture for this particular event. However detailed observations were necessary in order to have a complete picture. **What was the nature of this event that was working for the hearing impaired child?**

Videotape data became the a major tool for detailed observation. The researcher was very anxious about this. Would the parents let her come at night and tape them? It could be big barrier. When she addressed this issue, Mrs. Smith welcomed the idea. Moreover, Mr. Smith was willing to tape for the researcher. That was an important step for the research effort. The family was going to tape themselves in their home. This situation could create more natural data which is invaluable for an ethnographic study. However, there was a negative point in that the researcher would not be present during the recording times. That is, the researcher was dependent on the memories of Mr. and Mrs. Smith and their convenient times to tape the event.

On 6/24/92 the researcher gave the first tape to Mr. Smith. The only instruction the researcher gave to Mr. Smith was that she was interested in the normal occurrences of the bed time reading sessions. No adjustments in terms of places, times, partners, and the books were necessary. They were free to decide the time, place, materials, and partners. While recording the sessions, Mr. Smith used his own

camcorder camera (Panasonic PV-300). As they reported, Mr. Smith would set the camera after Mrs. Smith already had started to read to the children or before he or she started to read. He tried to position it in order to capture all the communication partners. After setting the camera, he might or might not leave the room. No other person was in the room except the communication partners in the reading aloud session.

In a two weeks period, Mr. Smith handed the researcher two taped sessions. The researcher began the process of analysis on these two sessions by watching them and discussing them with Mrs. Smith. Based on the initial analysis of the tapes, these two sessions did not contain enough data to formulate any meaningful conclusions about the nature of this event. Further tapings were necessary. Therefore, the researcher gave another tape to Mr. Smith. The researcher continued her visits in the late afternoon until the children went to bed. Table 2-1 shows the observations of the bed time reading event. While she was taking field notes and interviewing with the family members, Mr. and Mrs. Smith were taping the event. Time passed and no taping occurred during the month because of unexpected family events. This created an irregular taping schedule. As Mrs. Smith reported, it was not easy to interrupt an ongoing event. Going upstairs and getting the tape would have changed the nature of the event. Therefore, both parents had to spend extra effort to tape. The second set of the sessions were obtained on 8/19/92. The researcher followed the same procedure she had followed for the first sessions.

Overall, between the dates of 4/7/92 and 10/6/92 there has been 22 visits done to the Smith family. Table 2-1 presents the study

schedule based on the date, time duration, and the collected data for a specific day. A total of 81 hours and 10 minutes of visiting was done with the Smith family. Table 2-5 shows the data documentation based on the type, date, duration (minute/second) and amount of fieldnotes in pages. Table 2-6 presents documentation of the videotape sessions classified by which parent did the reading.

Videotape Data Analysis

Step 1:

During the course of the study, while the tapes were made by Mr. and Mrs. Smith, the researcher reviewed all the tapes. She described all the sessions while watching them by herself. She developed a coversheet for all 7 sessions. The cover sheets included number of pages of the descriptions, duration for the communication time, and changes in the communication partners. An example of coversheet may be seen in Appendix (D).

In addition to descriptions and the coversheets, the researcher conducted interviews with the mother while together reviewing all the tapes. While watching the tapes, the researcher tried to obtain information about the setting, what happened before and after the event, how they decided to tape, whose decision it was, what Mrs. Smith thinks about particular sections and her perspectives of her reading styles. These interviews were informal, but recorded on audiotape.

Table 2-5: Document of Data Collection

Type	Date	Duration (minute/second)	Amount (Pages)
Field Notes+			
Informal Interviews	4/7/92-8/30/92	4870'	161
Detailed Obs.			
	1)6/2/92	27'	5
	2)6/18/92	4'	1
	3)6/18/92	14'	6
	4)6/24/92	5'	1
	5)7/9/92	43'	7
	6)7/14/92	790'	59
	7)7/21/92	18'	4
	8)7/21/92	20'	5
	9)7/21/92	33'	16
	10)7/22/92		
	11)7/25/92	49'	8
Total:	11	1003'00''	112
Formal Interviews			
	1)4/14/92	50'	4
	2)5/29/92	25'	3
	3)6/4/92	80'	19
	4)6/18/92	60'	13
	5)7/14/92	32'	9
	6)7/22/92	33'	7
	7)8/6/92	30'	9
Total:	7	310'00''	56
Physical Data			
	1)4/30/92		3
	2)5/6/92		5
	3)5/29/92		4
	4)6/4/92		3
	5)7/14/92		1
	6)7/25/92		1
	7)8/8/92		5
Total	7		22

Videotaped
Data

	1)6/30/92	41'	6
	2)7/6/92	12'	2
	3)7/22/92	3'	1
	4)8/10/92	36'.12''	4
	5)8/11/92	14'.40''	2
	6)8/16/92	11'.49''	2
	7)8/18/92	21'.17''	3
<hr/>			
Total:	7	139'.18''	19
<hr/>			

Table: 2-6 Documentation of the Videotape Sessions by Parents

	Date	Duration min.-sec.	Partners	Type of book read
M	6/30/92	19'	M, W, A	P, S
o	7/6/92	12'	M, A	P, S
t	7/22/92	3'	M, A	S
h	8/10/92	12'.03''	M, A, W	S, S, ExS
e	8/11/92	14'.40''	M, A, W	S, S, ExS
r	8/16/92	-----	-----	-----
	8/18/92	21'.17''	M, W, A, J	S, S, S
Total:		81'.16''-		
F	6/30/92	21'	F, A	P, S
a	7/6/92	----	----	----
t	7/22/92	----	----	----
h	8/10/92	24'.39''	F, A, W	S, S, S
e	8/11/92	----	-----	----
r	8/16/92	11'.49''	F, A, J	P
	8/18/92	-----	-----	-----
Total:		56'.88''		
Note: P- Picture Book S-Story Book Ex S- Expository Story Book F- Father M- Mother A- Adam (HI) W- Wendy (NH) J- John (NH)				

The transcriptions of the interview tapes were immediately completed and in order to fill the missing parts, additional questions were directed to Mr. Smith during the following visits. This procedure created some insight for more detailed analysis.

Step 2:

Based on her intensive review of the sessions, the researcher determined several distinguishing characteristics for these sessions. These are as following: 1- Both parents read to the children. 2- Both parents read basically two types of texts a) story books b) picture books 3- Bed time story time is a group event. Although there were one-on-one interactions between a child and the parents, it occurred mainly in the presence of the other child(ren).

Concerning these initial observations, the researcher decided to develop master tapes for each parents' reading sessions including both picture and story books. Information on the master tapes may be seen on Table 2-6. For the following reasons, only the mother's reading sessions were analyzed further.

a- The length of the mother's sessions was longer than the father's

b- Although both parents read to the children, the mother considered herself as "the reader" while the father considered himself as "the story teller" of the family.

c- Accuracy of the transcripts and of the subsequent analysis is invaluable for the reliability of the research. The researcher sought both parents' help in this issue. Although both parents were willing to help the researcher in this issue, the mother was able to find some time

to review the tapes and the transcripts with the researcher while the father had more difficulty. Thus making her reading sessions the logical focus for this study seemed reasonable.

Step 3:

The master tape including the mother's reading sessions was developed in the following manner. It was noted that she read two types of books. Would there be any difference for the mother's reading style of two different types of books? To address this issue, two new master tapes were developed, one containing all the picture book sessions, and the other containing all the story book sessions.

Step 4:

These master tapes were reviewed several times in order to decide which representative sessions to transcribe. As Table 2-6 shows there were two sessions for the mother's picture book reading (Session #1, on 6/30/92 and Session #2, on 7/6/92). Both sessions seemed to be important to transcribe in order to have an adequate data base.

The decision for the story book sessions was more complicated since there were more sessions for the story book readings. Reviewing all the sessions, and the field notes, the researcher decided to transcribe session #7 . The reasons for this choice were as following:

- a- It was a typical example of their reading story books.
- b- It was long enough to have an adequate data base for a detail analysis.
- c- All the communication partners could be seen throughout most of the session.

Thus, the transcription for the detailed analysis included Session #1 and Session #2 for picture book reading and Session #7 for story book reading.

Step 5:

Transcribing the determined sessions were labor intensive. The transcriptions were developed based on a model described by Shultz, Florio, and Erickson (1982). As can be seen in the following example, each transcription consisted of four columns. The first column presents each contribution numbered sequentially. The second column includes verbal behaviors of this exchange while the third column includes accompanying non-verbal communicative behaviors such pointing to, touching, or pretending. Since the related literature has emphasized the importance of joint attention when reading to children (Maxwell, 1984), eye gaze information was added to the transcriptions. The additional column was added in order to show eye gaze information for M(mother), A(Adam), W(Wendy) and J(John). Since the hearing impaired child had intelligible speech, all the utterances, including his, were transcribed using standard orthography.

Each transcription included additional information about the pages to that they were looking at. For the picture book, the items on the pages were listed. For the story books the text was copied from the book and the pictures were described for each pages.

Example 1:

	Verbal	Non-verbal	Gaze		
			M	A	W
129.	M:Wendy needs to buy some cherry. Chuck chuck chuck	M: Points out cherries looking at Adam.	A	1	1
			A~1	1	1
130.	M:Ding.		1	1	1
131.	M:There is your money.	[M: Pretends to give some money and Cherry to W.	W	1	1
		[W: Opens her hand	W	1	1~M
		[A: Tries to get money	W	1	M

Analysis of the transcriptions were employed to ascertain patterns in both verbal behaviors that occurred in each of these distinct book reading sessions. From this, six different types of episodes were identified, each with its own unique verbal patterns. The patterns in verbal behaviors distinguished the episodes from one another. These verbal patterns will be presented in Chapter III.

Each verbal behavior was accompanied by non-verbal behaviors. These non-verbal behaviors consisted primarily of pointing out a picture or pretending to do something. Whenever any partner pointed out a picture on the page, it was recorded as pointing out behavior. Whenever a partner pretended to do something, it was recorded as pretending behavior. From the beginning of the analysis process, it appeared that these non-verbal behaviors were related to the

establishment of various gaze patterns. Thus, only gaze was selected for more detailed analysis.

Gaze behavior was defined as direction each communication partners' gaze during each communicative act. A communicative act was defined as a verbalization or gesture that initiated, maintained, or closed an interaction. The gaze behavior was categorized as either synchronized or non-synchronized. Synchronized gaze behaviors occurred when both communication partners were looking for the same purpose. They included instances of mutual and topical gaze. Since there were more than two communication partners, mutual gaze was considered present when two partners were looking at each other. Topical gaze was considered present when all or a pair of communication partner looked at the same pages of the book. Non-synchronized gaze behaviors included instances of opposite gaze which included those times when one of the communication partner was looking at one direction and the other looks at another direction. Again, the pairs were considered for this analysis. In addition to both synchronized and non-synchronized gaze behaviors, shifts in gaze for each communication partner were also recorded.

The following conventions were used to facilitate the transcription process:

- [Indicated overlapping talk
- ::: Indicated elongation of the syllable or word.
- \\ Indicated interruption in the turns.
- * Indicated mother responded the interruption
 departing the text.
- (.....) Indicated unintelligible utterance.

- "CAPS" Indicated mother read the text.
- (Text) Indicated mother omitted the part of the
text.
- [low case
utterances] Indicated mother described the pictures.
- { Low case
utterances} Indicated mother made comments about the
pictures, and the story.
- \ Low case
utterance\ Indicated mother substituted a word,
sentence, or paragraph in the text.
- [<Low case
utterance>] Indicated mother paraphrased the whole t
text by describing the pictures.
- {< Low case
utterances>} Indicated mother paraphrased the whole
text by making comment.

Gaze was marked by the direction of the gaze for all the communication partners in all sessions. Mutual gazes were shown with initials of the particular communication partners. Topical gazes were indicated with the numbers.

Number 1: Indicates a partner looks at the same page in the book.

Number 2: Indicates a partner looks at different book,
or different object while the others look at either each
other or the same book.

Example: 2

M A W J

- 1) A M 1 2 Indicates Adam and the mother look at each other while Wendy looks at the book, and John looks at something else or his book individually.
- 2) 1 1 1 1 Indicates all the communication partners look at the same page in the book.

The data showed the shift in gaze occurred more than several times and seem to suggest that either mutual or opposite gazes were created with the gaze shifts. Therefore, this was coded using the symbol (~).

Example: 3

M A W J

- 3) 1~A 1 2 1 Indicates Mother's gaze shifts to Adam while Adam and John looks at the same book and Wendy looks at another object.

Step 6

The transcriptions, the field notes, and the interview data were combined in order to generate research hypotheses.

1- There would be qualitative differences in M's verbal and nonverbal behaviors when mediating different type of books.

2 There would be qualitative differences in M's reading style based on the following characteristics of the child who chose the book:

- a- her perception of the child's linguistic level and
- b- the child's listening style.

Chapter III will present and discuss the detailed analysis for each episodes, addressing the hypotheses formulated above.

CHAPTER III

RESULTS

This study investigated a hearing mother's read aloud efforts to her preschool age hearing impaired and hearing children in a group situation before bed time. Analysis of selected segments of videotape data revealed six different mediating episodes which were created by the mother as she interacted with her children. The six episodes were derived from the mother's reading styles of two types of books, picture and story books. The first set of three episodes were from the same picture book. The second set of three episodes were from her efforts to mediate three different story books. This chapter will explore each of these episodes. A vignette describing the setting, characters and events during each episodes will be presented first. An analysis of the verbal and non-verbal behavioral patterns for each communication partners will then be presented.

PICTURE BOOK

This section will include three episodes of picture book reading. All the episodes were derived from one particular book, My First Word Book by Angela Wilkes (1991)

Episode 1

It was a typical summer night for the Smith Family. After a busy day which was full of the parents' own duties and the children's routine activities, the family had their supper in the late afternoon. Later Mrs. Smith and the children played in the backyard. After playing in the

garden, all the children needed to take a bath. Mrs. Smith gave a bath to Adam, Wendy, and John.

Immediately, after the bath, John wanted to sleep, so his father put him to bed. Adam and Wendy were not very tired, so they wanted their mother to read to them. She gladly agreed and decided to use this opportunity to help the children to expand their vocabulary.

Keeping this purpose in mind, Mrs. Smith chose a picture book entitled My First Word Book by Angela Wilkes. This is a large, hard cover book. Every two consecutive pages are designed to cover specific topics such as, " At Home" and "In the Kitchen". It covers 30 topics. The items on the pages are bright, attractive and clear photographs which are labeled with large letters.

Mrs. Smith, Adam and Wendy were sitting on the couch in their living room. Mrs. Smith was sitting in the middle holding the book. Adam was on her left and Wendy on the right. They all were looking at the book. Each one of them were actively turning the pages.

Initially Mrs. Smith asked several where-questions to the children. After several turns Adam initiated some where-questions of his own. His mother attended to his questions by repeating the question, supplying the right label, providing the syntactically correct form of the question, and/or acknowledging his responses.

At the beginning of the event, Wendy was silent most of the time. She attended to the event by pointing to the objects on the page when asked a question. Later she directed a "what" question to her mother. Mrs. Smith answered her question by making a comment.

During the event several interruptions occurred. First, they noticed that Mr. Smith had already started to tape them without their

awareness. They greeted him and returned to the event. Later there was a technical problem with the camera which concluded the episode.

Analysis

Examination of the verbal behaviors in this episode revealed that most were used to "initiate topics". Based on the responses of each partner, the interactions varied. Thus, maintaining the topic will also be addressed. Non-verbal behaviors were also used such as pointing out pictures and gazing behaviors. These behaviors will be discussed to see how they interface with the verbal behaviors that occurred in this episode.

Verbal Behaviors (Initiating a New Topic):

During Episode 1, the communication partners initiated a new topic by asking wh-questions. When performing this behavior, their purposes appeared to be different from each other. Mrs. Smith's questions served to test the children's word knowledge; Adam and Wendy asked questions to learn a label, or to reinforce their word knowledge. The verbal behaviors of each conversational partner will now be explored.

Mrs. Smith: Her verbal behaviors occurred in either simple or extended cycles.

Simple Cycle: Mrs. Smith asked where-questions to focus the children's attention on certain vocabulary items. She performed this 4 times. Based on the children's responses she would modify her contributions. A simple cycle would start when she asked a question that required a non-verbal (pointing) behavior. Then, either one of the

children would point to the picture, and finally, she would acknowledge their response. The following two examples illustrate this pattern, one with Adam and the other with Wendy.

Example 1:

Mrs. Smith, Adam and Wendy were looking at pages 8-9 namely, "At Home" which include the parts of a house and various family members.

- | | | |
|---|---------------------|--|
| 1 | M:Where is the car? | M:Sitting.
holding book.
No pointing |
| | | 2-A: Points out
the car figure. |
| 3 | M:Good. | |

In the above excerpt the mother asked a "Where" question (line 1) which established the potential topic "car". She wanted the children to show the picture of the car. Adam pointed it out (line 2). Mrs. Smith acknowledged the answer (line 3), thus, completing the cycle.

Example 2:

Mrs. Smith, Adam and Wendy were looking at pages 10-11 entitled "In the Kitchen", pages which include different kitchen utensils.

- | | | |
|-----|--|----------------------------|
| 64. | M: Okay where is the:::: spoon? | 65.W: Points
the spoon. |
| 66. | M:Good. Spoon.
Adam see the
spoon. | M:Points out
the spoon. |

In this example Mrs. Smith initiated a "where" question (line 64). Wendy immediately answered her mother's question by pointing out the

answer by pointing out the telephone. Mrs. Smith acknowledged her answer (line 36), thus completing the cycle.

Example 4:

Mrs. Smith, Adam and Wendy were looking at pages 8-9 entitled "At Home", pages which include the parts of a house and family members

4 M:Where is the:::
little horse?

5 W:I don't know.

6 M:Where is the
little horse?

7. W:I don't know.

8. M:The riding horse.

9.A shows the horse

10. M:There it is.

In example 4, Mrs. Smith initiated the exchange with a where question identifying a distinctive semantic feature of the topic under consideration (line 4). She wanted the children to show her the picture of the little horse. The picture was so small that she wanted them to focus on the little pictures instead of the large ones. Wendy responded by saying that she didn't know where the horse was (line 5). Mrs. Smith repeated the same question (line 6), but Wendy gave the same answer. She then supplied additional semantic information (line 8). Adam pointed out the horse picture (line 9). Mrs. Smith acknowledged his answer (line 10).

As can be seen from these examples, extended cycles occurred for two reasons. First, she would provide a correct syntactic model, which also redirected the child to the task at hand. Second, when the

children failed to respond, she would redirect the task by providing additional semantic information so that they could complete the task.

Mrs. Smith always closed these exchanges by acknowledging the answer. She did this by providing a label, making a comment, or drawing Adam's attention to the label. Example 2 provides an example where the mother provided the label to close the exchange; Example 2 also involves drawing Adam's attention to the picture under consideration. The following example illustrates her closing a topic by making a comment.

Example 5:

Mrs. Smith. Adam and Wendy were looking at pages 10-11 entitled "Around the House", pages which include the things around the house.

37. M:Okay Where is
the clock?

38. A: Where is
the clock? A clock.

39.W: Points out
the clock.

40. A: I know that
is the clock.

41. M:It is a big
clock.

Mrs. Smith asked a where-question for the purpose of locating the picture of clock (line 37). Adam repeated the question in line 38. Wendy pointed out the clock picture (line 39) while Adam was busy making a statement, namely, that he knew it was a clock (line 40). Mrs. Smith acknowledged this comment by making an expanded comment of her own (line 41).

Adam: Like his mother, Adam also asked where-questions. He performed this 7 times. His efforts were not always formed in a way that was conventionally acceptable. For instance, when asking a where-question, one does not point to the object he is asking for. On three occasions, he asked a where-question while simultaneously pointing out the picture; in another situation, in addition to pointing out the picture, he mislabeled the picture. Mrs. Smith treated these two situations differently in order to guide Adam to rectify his misuses of these question forms. Therefore, all interactional cycles initiated by Adam appeared to be extended cycles.

Example 6:

- | | | |
|-----|----------------------------------|------------------------|
| 11. | A:Where are the stairs? | A:Points out a picture |
| 12. | M:Where are the stairs? | |
| 13. | A: A stairs. | A:Points the stairs. |
| 14. | M:Yea. That is right. Very good. | |

Adam initiated this exchange by asking a where- question and by pointing on the page (line 11). Mrs Smith repeated his question without pointing (Line 12). Adam perceived this as a question directed to him by his mother and answered it by providing a label and pointing out the picture (line 13). Mrs. Smith closed the exchange by acknowledging his answer (line 14).

Example 7:

- | | | |
|-----|----------------------|-------------------------------|
| 15. | A:Where is the book? | A:Points out a trunk picture. |
|-----|----------------------|-------------------------------|

16. M:That is a trunk.
 17. A:That is a trunk.
 18. A:Where is a bear?

In line 15, Adam asked a where-question to locate the picture of a "trunk". While doing this, he pointed out the correct picture but mislabeled it. Mrs. Smith provided the correct label for the picture (line 16). Adam spontaneously repeated her utterances (line 17). Then he introduced a new topic by asking another "where" question (line 18).

In addition to these unconventional questions, Adam also asked where questions without pointing out the picture (4 times). In three cases when his efforts were not syntactically appropriate, Mrs. Smith repeated the question to provide the syntactically correct form. On one occasion he asked both syntactically and conventionally appropriate where-question, but his mother did not understand his question.

Example 8 and 9 illustrate these two situations.

Example 8:

Mrs. Smith, Adam and Wendy were looking at the pages 8-9 entitled "At Home", pages which include things that are found at home.

18. A:Where is a bear?
 19. M:Hea?
 20. A:Where is a bear?
 21. M:Where is the bear?

I don't see a bear.

22. A:That is a bear A:Points out a picture.
 23. M:A:: O:: Adam.
 I don't know.
 24. A: Where is blanky?

Adam asked a where-question in order to make his mother and Wendy show him the bear picture (line 18). Mrs. Smith did not understand his question and Adam had to repeat it (line 20). Mrs. Smith repeated the question by providing the syntactically correct form and by making a comment that she did not see any bear (line 21). Adam pointed out a figure that looked like a bear or a brown bunny. Mrs. Smith supplied a statement that she did not agree with his opinion (line 23). Adam immediately initiated a new topic by asking another where-question.

Example 9:

Mrs. Smith, Adam and Wendy were looking at the pages 8-9 entitled "At Home". pages which include things that are at home.

27. A: Where is Wendy?

28. M: Hea?

29. A: That is Wendy

A: Points out a picture
of doll.

30. M: O::: it is a
little doll.

In the above example, Adam asked a where-question which was conventionally accepted and syntactically correct (line 27). His asking where Wendy was might have seemed irrelevant to Mrs. Smith. Since Wendy was sitting next to her, she might have thought that she did not understand his utterance. Or, she understood the question but could not believe that Adam was asking his sister's location which was obvious to both of them. So her utterance appeared to request Adam to repeat the question (line 28). However, Adam answered the question as if it had been directed to him (line 29). Instead of providing the label, he

identified the picture of doll to his sister by supplying her name for the doll. Mrs. Smith expressed her surprise with an elongated syllable and then she provided him with the correct label (line 30).

Wendy: Wendy only asked one what-question that was conventionally acceptable according to the rules governing this type of exchange. Since mother immediately provided the answer for her, the interactional cycle Wendy started appeared to be a simple cycle. It started with a question and closed with a response. Since Wendy's purpose was to learn the label, not to test her mother, unlike the simple cycles initiated by her mother, an evaluation did not follow the response.

Example 10:

56. W: What is this? W: points out a pillow picture.
57. M: That is a pillow. That one has a funny pillow case on it.

Wendy asked a what-question by pointing out the label in order to learn the label of an object (line 56). Mrs. Smith immediately supplied the answer and made comment about it (line 57).

It seems that there is a difference between Adam and Wendy's efforts. That is, Adam is trying to assume the mother role while Wendy is soliciting information. That is why she uses a what not a where question. She appears to have accepted the mother's role as a leader, while Adam attempts to assume her role as reader.

Non-Verbal Behaviors:

Pointing out a picture on the page appeared to be the most common non-verbal behavior performed by both Adam and Wendy. Since the mother was seeking answers to her questions, pointing to the pictures by both children was the most reasonable non-verbal response to use in this interaction. Mrs. Smith did not perform any pointing behavior. This was not expected since she was the initiator of the task.

In addition to pointing behavior, gaze behaviors seemed to have important effect on the interactions among the communication partners.

Synchronized Gaze Behaviors: Both topical and mutual gaze behaviors played important role in these interactions.

Topical Gaze: For the most part, all partners looked at the pages at the same time. In Table 3-1, it can be seen that all the communication partners looked at the book at the same time for 36 times out of 72 turns. Pairs also tended to look at the book at the same time while the third partner was looking in another direction. Adam and his mother looked at the book at the same time for 2 times; Wendy and Adam looked at the book at the same time for 9 times, However, Wendy and the mother never looked at the book at the same time.

Mutual Gaze: In Table 3-1, it can be seen that Adam and Mrs. Smith had mutual gazes only two times. Neither Adam nor Mrs. Smith had mutual gazes with Wendy.

Non-Synchronized Gaze Behaviors (Opposite Gaze): As Table 3-1 shows all the communication partners had opposite gazes with one

another. Mrs. Smith demonstrated opposite gazes with both children; 8 times with Adam and 16 times with Wendy. When she looked at Adam, he was mostly looking at the book. When she looked at Wendy, Wendy was mostly looking at other objects around them or at the book.

Adam had opposite gaze with both his mother and his sister; 8 times with his mother, and 12 times with his sister. When he looked at his mother, Mrs. Smith was looking at the book, at Wendy or at another object. When he looked at Wendy, she was mostly looking at another objects.

Wendy had opposite gaze with her mother 16 times and with her brother 12 times. This mainly happened as she shifted her gaze from the book to another objects or from another object to the book. She did not try to establish eye contact with either her brother or her mother.

Gaze Shift: Gaze shift created either mutual or opposite gazes among communication partners. Table 3-2 shows that, during Episode 1, Mrs. Smith shifted her gaze 8 times from the book to Adam, and from Adam to the book 9 times. She shifted her gaze once from the book to Wendy and from Wendy to the book. Mrs. Smith shifted her gaze once from the book to another object and from another object to the book. These later instances happened mainly when the interruptions occurred during the taping. Neither Adam nor Wendy shifted gazes to each other. Adam only shifted his gaze two times. He shifted his gaze once to his mother from the book and from his mother to the book. Wendy experienced shifts in gaze 10 times. She shifted her gaze from the book to another objects 5 times and from the other objects to the book 5 times.

Table 3-1 Frequency of Different kind of Gaze Behaviors
Based on the Communication Partners During Episode 1- Picture
Book, Labeling

Synchronized Gaze			
Topical Gaze			
A&M	A&W	M&W	A&M&W
2	9	-	36
Mutual Gaze			
A&M	A&W	M&W	
2	-	-	
Non-Synchronized Gaze(Opposite Gaze)			
A&M	A&W	M&W	
8	12	16	
Total: 12	21	16	36

Table 3-2- Frequency of Gaze Shift Based of the Communication Partners During all 3 Episodes of Picture Book Reading

Mother									
	1~A	A~1	1~W	W~1	A~W	W~A	1~2	2~1	
Episode 1	8	9	1	1	-	-	1	1	
Episode 2									
Cookie Making	6	6	-	-	-	-	2	1	
Eating	3	-	-	-	-	-	-	-	
Shopping	9	8	2	2	9	7	-	1	
Episode 3	26	23	-	-	-	-	-	-	
Adam									
	M~2	2~M	1~2	2~1	1~M	M~1	M~W	W~1	2~W
Episode 1	-	-	-	-	1	1	-	-	-
Episode 2									
Cookie Making	-	-	2	2	-	-	-	-	-
Eating	-	-	-	-	-	-	-	-	-
Shopping	5	3	1	1	17	11	1	-	1
Episode 3	2	-	2	3	21	14	-	-	-
Wendy									
	1~2	2~1	1~M	M~1	1~A	A~1	M~2	2~M	A~M
Episode 1	5	5	-	-	-	-	-	-	-
Episode 2									
Cookie Making	2	2	-	-	-	-	-	-	-
Eating	-	-	-	-	-	-	-	-	-
Shopping	5	5	2	2	4	3	3	3	1
Episode 3	-	-	-	-	-	-	-	-	-

Symbols: 1- Book 2- Another object

M- Mother A- Adam W- Wendy Eg. A~M- Adam to Mother

Episode 2

It was after the interruption of the first episode when Mrs. Smith started an imaginative pretend play using the same picture book My First Word Book by Angela Wilkes (1991). Mrs. Smith, Adam and Wendy were sitting on the couch looking at pages 12-13 which included pictures about the kitchen utensils and food, Mrs. Smith pretended to eat something from the page. Unfortunately, there isn't enough data to document the transition from a labeling to a pretend play situation.

Analysis:

Episode 2 included three different instances of pretend play. One could be named "cookie making" since they all prepared cookie dough, baked it and finally ate the cookies. The other can be named "shopping" since they all pretended to be either a customer or a seller. Between these two sequences, there appeared another short exchange which could be named "eating" since all pretended to pick some food from the page and eat it. Mrs. Smith was the initiator of all three pretend play sequences. But, the children spontaneously contributed to the play. They kept playing until Mrs. Smith ended the sequence.

These pretend play sequences were seen as opportunities to help the children acquire particular scripts. In order to define script one first needs to define the concept of schema. Schemata [plural form] are intellectual structures that organize events as they are perceived by the organism and classified into groups according to common characteristics (Donlan & Singer, 1989; Piaget, 1970, 1975; Smith, 1988; Wadsworth, 1989; Weaver, 1988). Script (variation of the schema notion)

is a general event representation derived from and applied to social contexts. It is made of slots and requirements as to what can fill those slots. That is, the script specifies roles, props and defines obligatory and optional actions (Nelson, 1981).

Children are not born organized knowledge; it is acquired from experience. Observation as well as participation are important sources of script knowledge (Nelson, 1981). Episode 2 will now be discussed from the perspective of the mother as she guides her children to expand their knowledge of two scripts one of baking, and the other of shopping.

Cookie Making Play

The first pretend play sequence was identified as "cookie making". It involved actions for making cookies, namely, preparing the dough, cutting the cookies, putting the cookies to the oven, taking the cookies out of the oven and eating the cookies. Mrs. Smith directed the play by introducing each new step. Through spontaneous verbal and non-verbal contributions, the children entered into the play by becoming active bakers coordinating their efforts with their mother. Throughout the baking process, the mother performed two strategies that focused the interaction. She led the children through the subscripts for baking cookies. She modelled how to negotiate for props to be used in performing subscripts.

Leading the Children to Perform Subscripts: Mrs. Smith initiated all the subscripts and the children spontaneously attended to her efforts. For instance, she initiated the whole event saying "How about?"

Lets make some cookies. Now. Okay?" Adam agreed by saying "Now, now." Next, Mrs Smith started to tell them what they had to do to accomplish the task: "Lets mix up the mix. Cookie mix." Adam was shouting out the label "Cookie". Mrs. Smith told them the first step: "Now we got to roll it up with rolling pin." Wendy was pointing out a picture in the bottom of the page. Adam interrupted her by supplying the missing step that he thought his mother had forgotten: "Not now. We put in egg. We put egg in there" pointing to the egg picture. Mrs. Smith accepted his contribution by saying: "Oo okay. You gonna put the egg in the cookie mix." Shaking her hand, Wendy was saying "Now. Now". Mrs. Smith quickly went back to the step which she had stated before Adam's interjection: "Then, we gotta roll it up with the cookie pin. See. Roll it up with the rolling pin." While she was relaying this step, she stressed the need to roll out the cookie dough. Wendy pretended to pick up a rolling pin from the page and to roll the dough out. Mrs. Smith repeated the step once by stating: "Roll up the cookie dough". She initiated the cutting the cookies subscript by stating: " Okay now we gonna take the cookie cutters and we gonna cut out some cookies." After cutting the cookies Mrs. Smith said: "Here is a holder; we cover our hands to put it in the oven." For the last subscripts which were taking the cookies out from the oven and eating, Mrs. Smith pretended to ring a bell and verbalized: "Ding." Adam and Mrs. Smith then pretended to eat the cookies. Then, Mrs. Smith quickly changed her mind. By slightly turning toward Adam, she tried to draw his attention to her utterances. She repeated the word "listen" twice and pretended to ring the bell simultaneously. Later she continued by saying: "The cookies are ready. Open up the oven. Auch! They are

really hot. Hum hum. Yummy, yummy." The children attended to her contribution by pretending to eat the cookies.

Modeling Negotiation for Props: In addition to leading her children through the subscripts to make cookies, Mrs. Smith modeled strategies for negotiating for props.

In the following example, we see how Mrs. Smith modeled negotiation of a particular cookie cutter. They were ready to cut the cookie dough.

Example 11:

- | | | |
|-----|---|---|
| 87. | W:I need fish. | W: Points out fish cutter. |
| 88. | M:Oo a fish cookie. | W:Pretends to take the fish cookie cutter. |
| 89. | A:I need the chicken | |
| 90. | M:Okay. And I want the butterfly. | W: Pretends to put a cookie on P:12 |
| 91. | W:I'll take the butterfly. | W: Points out and pretends to take it. |
| 92. | M:Okay. Then, I'll take the pig. | M: Pretends to pick up the pig cutter.

W: Pretends to take the butterfly cutter. |
| 93. | W: Pig | |
| 94. | M:Look. I am gonna take the pig cookie cutter. And I am gonna cut out a cookie. | |

In the above example, the cookie cutters were the props to perform the cutting subscript of the cookie making script. Initially they

all wanted different kinds of cookie cutters. While expressing her desire to take the fish cutter, Wendy pointed out the related picture on the page (line 87). Then, Adam said that he wanted to take the chicken shaped cookie cutter (line 89). Mrs. Smith accepted his choice and stated her choice, namely, the butterfly shaped cookie cutter (line 90). Meanwhile Wendy had already used the first cookie cutter she had chosen and pretended to put the cookie on the page using it as a tray. She wanted the butterfly shaped cookie cutter by pretending to pick it up off the page (line 91). Mrs. Smith did not insist on getting the butterfly shaped cookie cutter (line 92). Giving up her previous preference, she chose the pig shaped cookie cutter instead. Wendy spontaneously repeated the label which was uttered by her mother in the previous line (line 93). Mrs. Smith then verbalized the action of pretending to pick up the pig cookie cutters (line 94).

•

Eating Play

Once the cookie making play sequence was over, they turned the page. They were looking at pages 14-15 "Things to Eat and Drink" which included food from different food groups. This time, instead of cooking, they pretended to select food and eat it.

Although the "eating" play sequence was short, all communication partners combined verbal and non-verbal behaviors while playing. Analysis of this play sequence showed that the partners mostly labeled the pictures while pretending to eat them. Four patterns emerged.

A- They pointed to a picture of some food while simultaneously labeling it.

B- They pretended to pick some food up while simultaneously labeling it.

C- Mother supplied the semantically correct label when the child failed to label it

D- The child spontaneously repeated the mother's utterances.

Pointing out Some Food by Spontaneously Labeling It: All the communication partners pointed out some food and simultaneously labeled it. For instance, Adam wanted some popcorn by pointing out the picture of some popcorn and simply saying: " Popcorn". Wendy showed the hamburger picture and labeled it verbally. Mrs. Smith pointed out the picture of pizza and labeled it as "pizza".

Pretending to Pick Some Food up while Simultaneously Labeling it: As was true of the first category, all communication partners also pretended to pick up some food while simultaneously labeling it. In addition, while pretending to eat, they all verbalized " Yum, Yum, Yum Yummy yummy, yummy." Explicit overlaps in turns occurred while they were choosing and labeling the food.

Mother Supplied the Semantically Correct Label When the Child Failed to Label It: Although it seemed that all communication partners were busy with their own actions, Mrs. Smith showed evidence that she was still aware of her mediator role. She once provided a semantically correct label to Adam when he failed to label a particular food.

Example 12:

117. A: I want flour.

A: Points out
sugar picture.

118. M: That is sugar. [M: Points out
sugar
[W: points out something.
119. A: I am hungry.
I am hungry.
I want this.
120. M: I want some pizza.

In the above example, in line 117, Adam expressed that he wanted to eat some flour while pointing out the picture of sugar. Mrs. Smith corrected his utterance by supplying a semantically correct label (line 118). Instead of repeating her correction, Adam changed the topic to his state of being hungry (line 119). Mrs. Smith did not attempt to repeat the label after her correction, but rather attended to his pretend behavior.

The Child's Spontaneous Repetition of the Mother's Utterances:

Adam spontaneously repeated his mother's utterances two times.

Example 13:

113. M: I want some salad.
114. A: I want salad.
115. M: Hum hum hum M: Pretends to eat
salad.

In the above example, Mrs. Smith said that she wanted to have some salad (line 113). Adam spontaneously repeated her utterances by using an incorrect syntactical form (line 114). Mrs. Smith ignored this mistake and continued to play (line 115).

Shopping Play

While the eating play was in progress, Mrs. Smith's cousin came to visit. They therefore had to stop for a while. Five minutes later, they

started to tape again. They were still looking at the same book My First Word Book by Angela Wilkes (1991). They were all sitting on the couch looking at the pages 26-27 "At the Supermarket" which included things that a typical supermarket would have. Mrs. Smith initiated the play by assigning Wendy the role of a buyer.

Because all participants came to the interaction with their own scripts base on their own experiences, there was always the possibility that they may have a mismatch in some way, so negotiation become necessary (Nelson, 1981). In this play sequence, it appeared that role negotiation played an important role in allowing it to proceed. With the guidance of the mother, they were led through the subscripts of shopping, while they were pretending to be either a seller or a buyer. Although the play was played as a group, occasionally two partners interacted in one-on-one manner while the third partner watched. In the following section, examples are provided for each partners' being either a buyer or a seller in one-on-one situation and in group situation.

One-on-One Situations:

1- Situations Where the Mother was a buyer and Adam was a Seller: Mother was buyer and Adam was a seller 6 times. In these cycles, some subscripts were omitted by either Mrs. Smith or Adam. For instance, in example 14, Mrs. Smith initiated the shopping script by ordering some food but did not give any money immediately.

Example 14:

138. M: Okay here is

M: Picks some
money from

- Excuse me sir.
139. M:Excuse me sir.
I would like
to buy some juice.
140. A:Thank you
141. M:Thank you.
142. A:Okay here is your
paper.
143. W: I \\
\\
144. M:You need my
money
Here is my
money.
146. M:Okay.
- the cash register.
- M: Pats A.
- M: Points out
juice picture.
- A: Pretends to
pick up some juice
and to give it to
his M.
- A: Pretends to pick up
some money from the
cash register and to
give them to his M.
- M: Pretends to
give some money to A.
- 145.A: Pretends
to take the money.
- 147.A: Pretends
to put
the money in the cash
register.

In this situation, Mrs. Smith initiated the sequence as a buyer who wanted to buy some juice (lines 138, 139). Adam pretended to take some juice and to give it to his mother (line 140). In lines 140 and 141, they both thanked each other. Adam continued his role as a seller and picked up some money from the cash register and gave it to his mother (line 142). Wendy tried to interject (line 143) but Mrs. Smith ignored her reminding Adam that he needed to take her money first, pretending

to give him some money (line 144). Adam pretended to take the money (Line 145). Mrs. Smith approved his behavior (line 146). Later, Adam put the money in the cash register (line 147).

In the following example Mrs. Smith is again a buyer while Adam is the seller. This time, after she ordered the food, she immediately pretended to give him the money.

Example 15:

- | | |
|--|--|
| 160. M:Excuse me.
Oo excuse me
I would like
to buy some jelly.
Here look.
Here is my money. | M: Pats A holding
his hand.

A: Looks at the
money
picture. |
| 161. M:Is that enough? | M: Pretends to
get and to give
some money
to A. |
| 162. A:That is a money

Here is your paper. | A: Puts money
in the
cash register.
A: Gives money
to M. |
| 163. M:Thank you. | |
| 164. A:Thank you. you
are welcome.

Bye bye | A: Waves his
hands. |
| 165. M:Have a nice day. | |
| 166. A:It is okay.
Bye bye. | |
| 167. M:Bye bye. | |

In this example Mrs. Smith initiated the sequence as a buyer. This time right after she indicated what she wanted to buy, she gave some

money to Adam (line 160). She checked with Adam if the money was enough for some jelly (line 161). This time instead of giving some jelly and the money, he only gave some money to his mother (line 162). Instead of insisting on getting the jelly and her change together, Mrs. Smith thanked to him and he responded to her appropriately (lines 163, 164). In the following lines (164-167), they closed the sequence by saying goodbye to each other.

2- Situations Where Wendy Assigned Herself as a Buyer and Adam as a Seller: During this play sequence, Wendy assigned herself as a buyer (2 times). In the following example she assigned herself as a buyer and Adam as a seller. Adam performed his role appropriately.

Example 16:

219. W: I want some candy.
I want some candy.
okay.

220 A: Okay here
is the candy.

A: Gives a candy
to W.

221. W: Gets the
candy and walks away.

In the above example, initially Wendy wanted to buy some candy (line.219). Adam immediately gave some candy to her (line 220). Taking the candy and without paying for it, Wendy walked away from Adam (line 221).

3- Situations Where Adam and the Mother Assigned Themselves as Buyers at the Same Time: On three occasions Adam and his mother were both buyers at the same time. The following example illustrates one

occasion when both Adam and Mrs. Smith assigned themselves the buyer role.

Example 17:

- | | |
|---|--|
| 171. M:I would like to buy some chocolate please. | M: Points to the chocolate picture. |
| 172. A:Okay | A: Looks at the chocolate picture. |
| 173. M:Here is my money. | M: Pretends to get money and to give money to A. |
| 174. A:I need some candy | A: didn't get the money.
He Looks at the chocolate picture. |
| 175. M:Oo okay

This one is mine.
This is my chocolate bar | M: Points out the chocolate bar.
A: Looks at the chocolate bar. |
| 176. A:Okay I take the::: this one. | A: Points out the cash register. |
| 177. M:You gonna buy that. | M: Points out the cash register. |
| 178. A:Okay okay. | |
| 179. M:You bought the cash register | |

Mrs. Smith started the cycle as a buyer by ordering some chocolate and pretending to pick some money and give it them to Adam (line 171, 173). Adam, instead of giving the chocolate bar to his mother, told her that he needed some candy (line 174). With this sentence he assigned himself as a buyer too. Mrs. Smith accepted his offer but insisted on being a buyer herself and told him that she wouldn't give

up her chocolate bar (line 175). Adam accepted her statement and changed his mind by buying another item (line 176). Pointing out the cash register, he expressed his intention to buy it. Mrs. Smith was surprised by his effort. So she started to laugh with him (line 179) about this proposal.

Group Situations:

1- Situations Where the Mother was a Seller while Adam and Wendy were the buyers: Three times, Mrs. Smith assigned herself the role of seller and Wendy as buyer. In one instance, she carried on two seller buyer sequences, shifting her attention from Wendy to Adam. In shifting her attention, she left Wendy dangling since she had not completed the play sequence with her.

Example 18:

- | | | |
|------|--|---|
| 29. | M:Wendy needs
to buy some
cherry.
Chuck chuck chuck | M: Points out
cherries looking
at Adam. |
| 130. | M:Ding. | |
| 131. | M:There is your
money. | [M: Pretends
to give some
money and Cherry
to W.

[W: Opens her
hand

[A: Tries to
get money |
| 132. | M:Hey excuse me sir. | M: Pats A's
shoulder
A: Pretends to take
some money from cash
register. |

133. M:Hey excuse me sir.
134. M: What would you like?
135. A: Here is the paper. A: Pretends to give the receipt to his mother.
136. [M:What do you want?
Okay here sir.
137. [W:I didn't get my cherry W: Points out the cherries.

In the above example, after reporting to Adam that Wendy wanted to buy some cherries, Mrs. Smith assigned herself the role of seller. Without waiting for his response, she pretended to take cherries and some money from the cash register (line 129). While she was giving the money and the cherries to Wendy, she noticed that Adam was taking some money from the page (line 131). Interrupting her "giving" action, she initiated another buying and selling cycle with Adam (line 132). However, Adam gave some paper to her which could be interpreted as his also adopting the seller role (line 135). His mother ignored his attempt and insisted on being the seller (line 136). Meanwhile, as a buyer, Wendy was reminding her mother that she didn't get her cherries (line 137).

2- Situations Where Wendy is a Buyer, Adam is a Seller and the Mother is a Mediator: In two situations, Mrs. Smith initiated shopping sequence by assigning Adam as a seller and Wendy as a buyer, while she maintained the mediator role.

Example 19:

148. M:Ooo what do you need lady?

forward toward the cash register (line 156). Wendy took some money from the cash register and gave it to Adam (line 157). Although Adam took the money and thanked her, he was still busy taking some money from the cash register (line 158). Finally, Wendy repeated that she wanted to buy some juice and without waiting for Adam to give it to her she pretended to take by herself (line 159).

3- Situations Where Wendy and Adam Assigned Mother the Role of Seller: In one situation, Wendy assigned herself the buyer role and assigned Adam the seller role. Unlike Example 16, in the one-on-one situation, this time Adam assigned himself the buyer role at the same time. By default, the mother chose to be a seller.

Example 20:

- | | |
|---|---|
| 206. W:I would like
some toilet
paper and some cereal | W: Points out
them and walks away. |
| 207. [M:Do you have
money? | M: Opens her
hand towards W. |
| 208. [A:I need some candy. | A: Looks at
the page
pretends to
pick up
chocolate and
to eat
it. |
| 209. M:Here. Where is
your money Mister?
Give me some
money for that
candy. | W:Comes back |
| 210. A:It is a candy
It is a candy. | A:Gives some
money to M.
W: Sits down next to
M. |
| 211. M:Thank you. | M: Gets money |

212. M:Okay.Cling

M: Pretends to
get some money
from the
cash register.

In the above example, both Adam and Mrs. Smith were sitting on the couch and Wendy was walking around them. Adam was holding the book. Wendy came close to Adam and told him that she wanted some items (line 206). With this sentence she assigned herself the role as buyer and Adam as seller. Instead of Adam, Mrs. Smith responded to her by asking if Wendy had money for them (line 207), thus, reminding her of the subscript for the shopping script, namely, paying. Adam was not aware of being a seller. He was busy choosing his item to buy (line 208). He was pretending to be a buyer. Mrs. Smith started to act as a seller and asked Adam to give some money for the candy that he had already eaten up (line 209). They both laughed. Mrs. Smith took the money and put it in the cash register and returned his changes (line 211, 212) Wendy watched them.

In another situation Wendy assigned her mother as a seller. But Adam interrupted their shopping cycle by assigning himself as a seller and the mother as a buyer.

Example 21:

214. W:I would like
some yellow
candy.

W: Shows the
candy picture.

215. W:Here is your money

W: Gives some
money to M.

216. M:Thank you.

M: Gets money
from W.

217. A: Here is your

A: Gives M a

	candy.	candy.
218.	M: Thank you.	M: gets the candy.
	Bye bye. See you later.	

In this example, as Wendy reported that she wanted to buy yellow candy, she immediately gave her money to her mother (lines 214, 215). With these verbal and non-verbal behaviors, she assigned her mother as a seller. Taking the money, Mrs. Smith thanked her (line 216). But Adam assigned himself as a seller and his mother as a buyer. He gave candy to his mother (line 217). Mrs. Smith did not force him to give the candy to Wendy (line 218). She got the candy and saying goodbye thus closing the sequence.

Non-Verbal Behaviors:

During Episode 2, three pretend play sequences occurred. While the communication partners pointed out pictures, they often verbalized at the same time. The common reason for pointing out pictures was the fact that they intended to perform a pretend action on that picture. For instance, when baking cookies, they pointed out the cookie cutters in order to pretend to cut; when playing "eating", they pointed out the pictures in order to pretend to eat that food. Finally, while playing shopping, they pointed out the pictures in order to specify the objects they intended to buy.

In addition to pointing out pictures and pretending to do something with them, gaze behaviors were also detected. As with

Episode 1, gaze behaviors were identified as synchronized or non-synchronized.

Synchronized Gaze Behaviors: Synchronized gaze behaviors included both topical and mutual gaze patterns.

Topical Gaze: Table 3-3 shows the instances of synchronized and non-synchronized gazes in each different play among the participants. During the "cookie making" sequence, all participants had topical gaze 47 times. Pairs of participants also had topical gazes when they looked at the book while the third participant looked in another direction. During the "eating" play, they all had topical gaze 16 times. In terms of pairs of participants, only Adam and Wendy had topical gaze 4 times. During the "shopping" play, the group had topical gaze 9 times. Adam and Mrs. Smith had topical gaze for 10 times; Mrs. Smith and Wendy had topical gaze only one time; Wendy and Adam had topical gaze 10 times.

Mutual Gaze: During the "cookie making" and "eating" play sequences, there were no instances of mutual gaze as the participants looked mostly at the book or to the other partners. In playing "shopping", Adam and Mrs. Smith had mutual gazes for 48 times and Wendy and Mrs. Smith had 9 times. No mutual gaze behavior was detected between Adam and Wendy during this sequence.

Non-Synchronized Gaze Behavior (Opposite Gaze): During the "cookie making" play, all participants demonstrated opposite gaze. Adam and Mrs. Smith had opposite gaze 25 times.

Table 3-3 Frequency of Different kind of Gaze Behaviors
Based on the Communication Partners During Episode 2-Picture
Book, Script Building

Synchronized Gaze				
Topical Gaze				
	A&M	M&W	W&A	A&M&W
Cookie Making	1	1	3	40
Eating	-	-	4	16
Shopping	10	1	10	9
Total:	11	2	17	75
Mutual Gaze				
	A&M	M&W	W&A	
Cookie Making	-	-	-	
Eating	-	-	-	
Shopping	48	9	-	
Total:	48	9	-	
Non-synchronized Gaze (Opposite Gaze)				
	A&M	M&W	W&A	
Cookie Making	25	15	10	
Eating	3	-	-	
Shopping	22	8	17	
Total:	50	23	27	

When Mrs. Smith looked at Adam, Adam was looking at the book. Mrs. Smith and Wendy experienced opposite gaze 15 times. When her mother looked at her, Wendy was looking at the book. Wendy and Adam had opposite gazes 10 times. When Wendy looked at Adam, he looked at either his mother or at the book.

During the "eating" play sequence, since they mostly looked at the book at the same time, only Adam and Mrs. Smith demonstrated opposite gaze. When Mrs. Smith looked at Adam, Adam was looking at the book.

During the "shopping" play sequence, all the participants demonstrated opposite gazes. Mrs. Smith and Adam had opposite gazes 22 times. When Mrs. Smith looked at Adam, he was looking at the book, or when Adam looked at Mrs. Smith, she was looking at the book. Mrs. Smith and Wendy experienced opposite gaze 8 times. When Wendy looked at her mother, the mother was looking at either Adam or the book. Wendy and Adam had opposite gaze 17 times. When Wendy looked at Adam, he was either looking at his mother or the book.

Gaze Shifts

Table 3-2 shows gaze shift based for each communication partner during the three play sequences in Episode 2. During "Cookie making" play, the mother had gaze shifts from Adam to the book 6 times and from the book to Adam 6 times. She also had gaze shifts from the book to the other objects around them. The children also experienced gaze shifts. Adam shifted his gazes from the book to the other objects for 2 times and from the other objects to the book 2 times. Wendy had gaze

shifts from the book to the other objects 2 times and from the other object to the book 2 times.

During the "Eating" play sequence, only the mother shifted her gazes from the book to Adam for 3 times. Neither of the children demonstrated gaze shifts.

During the "Shopping" play sequence, the mother had gaze shifts 9 times from the book to Adam, and from Adam to the book for 8 times. Her gaze shifted from Adam to Wendy 9 times, and from Wendy to Adam 7 times. She also had gaze shifts from Wendy to other objects 2 times and from other object to Wendy 2 times. She only shifted her gaze once from the book to other objects.

The children also demonstrated considerable amount of gaze shifts during this play. Adam shifted his gaze from his mother to the book 11 times and from the book to his mother 17 times. He shifted his gaze from the other objects to his mother 3 times and from his mother to the other object 5 times. He shifted his gaze from the book to other objects and from other object to the book 1 time each. He shifted his gaze from his mother to Wendy 1 time. He also shifted his gaze once each between the book and Wendy and between Wendy and another object.

During the "Shopping" play sequence, Wendy demonstrated gaze shifts mostly from the book to other objects such as the things in the room (5 times) and from other objects to the book 5 times. She also had gaze shifts from her mother to the book 2 times and from the book to her mother 2 times. Her gaze shifted from Adam to the book 4 times and from the book to Adam 3 times. Wendy demonstrated gaze shifts

from her mother to another objects and from other objects to her mother 2 times each. Only once did she shift her gaze from Adam to her mother.

Episode 3

This is another night for the Smith family. Although all the children were awake during the taping, only Adam wanted to read. The other children were wrestling with their father in the children's room. Mrs. Smith chose the same picture book she read during the last taping, My First Word Book by Angela Wilkes (1991). This time, she wanted Adam to practice labeling pictures when she provided their definitions. Initially John was in the room but he soon disappeared probably preferring to wrestle with his father.

Mrs. Smith and Adam were leaning against the couch. The open book was placed on the couch. Initially they both were focusing on pages 16-17 "In the Bathroom", pages that included things in the bathroom. Later, they looked at pages 18-19 "In the Garden", pages that included things in the garden and garden utensils. Mrs. Smith mostly required Adam to show her the things she defined. At the beginning he interacted by answering his mother's questions and asking questions himself, by spontaneously repeating his mother's utterances, and by turning the pages, but later towards the end, he lost interest slipping down the couch several times. Mrs. Smith tried to regain his attention but finally Adam moved away from the camera and started to look at another book. She continued asking questions but gave up after few

turns and moved next to Adam. They started to look at the book Adam had chosen.

Analysis

In Episode 3, two patterns emerged. One involved pointing out behavior, a non-verbal response; the other involved verbally labelling the pictures. By supplying a definition for an object which stressed such characteristics as its function or its physical characteristics, Mrs. Smith was demanding that Adam to point out the appropriate a particular picture. Therefore this first pattern was identified as "definition giving". The second pattern which required a verbal response, was identified as "directing a what-question to the other partner". Both Adam and Mrs. Smith directed questions to each other.

Demanding Pointing Out Behavior through Definitions

The following five examples represent the definition giving pattern identified above. Although they all started as demands from Mrs. Smith, some differences appeared in the patterns due to Adam's response. Differences occurred based on whether Adam's response was immediate or late.

Adam's Immediate Responses: When Adam gave an immediate non-verbal response, Mrs. Smith acknowledged his response, and/or then expanded the topic by requesting additional verbal information (3 times). When Adam gave both verbal and non-verbal immediate response, she acknowledged his response, and repeated the label (1 time).

The first example illustrates when Adam gave non-verbal immediate response. Mrs. Smith acknowledged his response and expanded the topic (1 time).

Example 22:

22. M: Okay show me
a place to take
a bath.

23. A: Points out
a shower picture

24. M: That is right.
In the shower.
Where else\\

25. A: Take in the
shower

26. M: There is
another place
to take a shower.

In line 22, Mrs. Smith wanted Adam to show a place where they could take a bath. Adam immediately pointed to it (line 23). Mrs. Smith acknowledged his answer and continued to expand the concept by asking an additional question (line 24). Adam interrupted her by spontaneously repeating part of his mother's definition (line 25). Mrs. Smith repeated the demand with a statement (line 26).

Example 23 presents an instance when Mrs. Smith requests verbal response in response to an immediate non-verbal response by Adam (2 times).

Example 23:

70. M: Show me something
that is yellow.

M: Traces
around the
yellow pictures.

71.A: Shows
a yellow
duck.

Adam's Late Responses: In situations when Adam had difficulty in providing an immediate answer, she helped him by modifying the original question and/or by providing physical help. This kind of interactional cycle occurred 8 times. During these extended cycles there also appeared topical conflicts where Adam insisted on focusing on his topic rather than answering his mother's question. Mrs. Smith mostly shifted to his topic but quickly returned to the one she had introduced. Only once did she try to insist on talking about the topic she had introduced, but she quickly gave up this effort.

In this example, Mrs. Smith modified her question and provided physical help to him.

Example 25:

3. M: Okay show me
a picture of
something
drying yourself
with.

4.A: Shows a
make up.

5. M: No that is
make up.
Okay listen.

When you are
all wet,
how do you
dry yourself?

A: Searches the
pictures.

6. Something to dry
with when you
are all wet.

7. M: Hard one
isn't it.

8.A: Points out a picture.
Then he shows another picture.

9.M: Takes his hand and points out the towel.

10. M: A towel to dry yourself with when you are all::: wet.

11.. A: (All wet.....).

12. M: Right when you are all wet you put the towel around and you dry yourself.

M: Shows how to use a towel.

In the above excerpt, Mrs. Smith wanted Adam to show her a picture of an object that he can use to dry himself (Line 3). Adam pointed out make up (line 4). Supplying the label for make up, Mrs. Smith informed him that his answer was not correct. She modified her demand to a question form that gave more information (line 5). While Adam was searching the pictures, Mrs. Smith defined the label stressing its function (line 6). While she was commenting about the difficulty level of the question (line 7), Adam pointed out a picture and moved to another one (line 8). Mrs. Smith took his hand and helped him to point out the "towel" picture (line 9). She then provided him the label by embedding it into a functional definition (line 10). Adam spontaneously repeated part of his mother's previous sentence (line 11). Mrs. Smith reinforced the meaning by verbalizing what she was doing, through an expansion of what he had just said and pretending to dry herself with the towel (line 12).

In those situations where Adam insisted on talking about his own topic, Mrs. Smith mostly responded him and quickly returned to the topic she had introduced. Such an example follows.

Example 26:

9. M: That is right
in the bath tub.
30. A: That is a square washing rag
A: Points out a square washing rag.
31. M: Look she has a bubble bath..
32. A: Bath in the bubbles
33. M: Hey she has bubbles in the bath tub.
34. M: okay.
35. M: Show me \\
A: Points out a picture looking at his M. His finger is in his mouth.
36. A: Hey what is that? What is that?
37. M: It is a wash rag. Right we have a square wash mat.
38. A: That is square wash rag.
39. M: Okay show me something to brush your teeth with.
A: Leans down the floor.

In the above example, Mrs. Smith closed another interactional cycle by acknowledging Adam's response (line 29). Adam initiated the topic of "washing rag" by pointing to its picture (line 30). Mrs. Smith ignored his topic initiation by expanding the previous topic namely, "bath tub"

(line 31). Adam attempted to spontaneously repeat her utterances but could not repeat the correct syntactical form (line 32). Mrs. Smith provided him with the syntactically correct form (line 33). Later, Mrs. Smith tried to initiate another topic. (line 34, 35). Adam interrupted her by asking a what-question.(line 36). He was pointing to the picture of a wash rag. Mrs. Smith answered his question by providing a link with their own life (line 37). Adam spontaneously repeated part of her response (line 38). Mrs. Smith immediately initiated another topic (line 39).

Mrs. Smith once explicitly warned him to talk about the topic she had introduced. This insistence did not take more than a few turns. At the beginning it seemed that there was a conflict of topics. Overall, it seemed that the mother won this battle. However, it could be argued that Adam also received his share from this victory since she provided a label to Adam's question.

Example 27:

107. M: show me a
picture of
something smells
nice.
What smells nice?
What smells good M: Pretends to smell.
108. A: It is a shovel. A: Moves towards
P: 18.
109. M: Show me a picture
of something that
smells good.
110. A: A shovel. A: Points out
a shovel.

111. M: No but I am
talking...
- Yea that is the
other shovel.
Show me a picture
that smells good.
- M: Holds A's
hand.
112. A: Smells good
What is that?
113. M: Yea. what
smells good?
114. A: (.....). A: Hits the book.
115. M: What really
smells good?
- 116 A: Pretends
to smell a flower
on the page.
117. M: That is right.
The flowers
smell good.

In the above excerpt, Mrs. Smith demanded Adam show her a picture of an object that smells nice (line 107). Instead of looking for the object his mother requested, Adam pointed out the shovel picture and labeled it (line 108). Mrs. Smith insisted on his attending to her question, so she repeated the question (line 109). Adam kept verbalizing and pointing out the shovel picture (line 110). Mrs. Smith attempted to make Adam attend to her by reformulating her question, but she stopped immediately (line 111). Acknowledging the label for the shovel picture, she repeated her demand for something that smells good. Adam spontaneously repeated the last part of her sentence and directed a what-question to himself (line 112). Mrs. Smith reinforced the question (line 113). He hit the book by mumbling (Line 114). Mrs. Smith repeated the question (line 115). Later, Adam pretended to smell the

125. A: A Lawnmower.

126. M: That is
something you
can cut grass with.

In the above example, Adam asked a what-question by pointing out a picture of a lawnmower (line 123). Mrs. Smith immediately supplied the label for Adam (line 124). He spontaneously repeated the label (line 125). She acknowledged the response by providing information about its function (line 126).

Example 26, presented above, could be interpreted as an attempt by Adam to recheck his word knowledge by using a what-question.

In another example Mrs Smith redirected Adam's questions back to him.

Example 30:

- | | | |
|-----|--|---|
| 53. | A: What is that?

What is that?
What is that? | A:Points out
a tooth paste
picture. |
| 54. | M: What is that
called? | M:Pointing out
the same picture. |
| 55. | A: A gag | |
| 56. | M: A tooth paste. | |
| 57. | A: A tooth paste. | |
| 58. | M: Right. | |

In the above example, after pointing out a tooth paste picture, Adam initiated a topic with a what-question (line 53). Mrs. Smith redirected the question back to Adam (line 54). In line 55, Adam tried to give the answer but his answer was unintelligible. Mrs. Smith supplied the label (line 56). Adam spontaneously repeated the answer

(line 57). Mrs. Smith acknowledged his repetition as if he provided the answer (line 58).

In a third example, Mrs. Smith redirected the question back to Adam by stating that she was sure that Adam knew the label.

Example 31:

100. A: What is that? A:Traces a shovel
 What is that? picture.

101. M: You know.
 What is that?

102. A: A shovel

103. M: Yes that is
 a shovel.

In the above example, Adam pointed to a picture of a shovel asking a what-question of his mother (line 100). In line 101, she claimed that Adam knew the label and redirected his question to him. Adam provided the label (line 102), affirming the accuracy of this assumption. Mrs. Smith acknowledged his answer and repeated the label (line 103).

Non-Verbal Behaviors

The non-verbal behaviors important to this episode were pointing out pictures, acting out behaviors to define an object, and gaze behaviors. Mrs. Smith performed point out picture behavior when she thought Adam had difficulty in supplying the answer. She also held Adam's hand and helped him to point out the picture. Adam mostly pointed out pictures when he answered his mother's question. This behavior was combined with verbal labeling as well.

Both Mrs. Smith and Adam performed acting out behavior. Mrs. Smith's purpose was to reinforce the meaning or to give extra clues to Adam. Adam's purpose was to answer the mother's question and/or imitate her behavior.

The following provides information about patterns of synchronized and non-synchronized gaze behaviors. Table 3-4 shows the frequency of both synchronized and non-synchronized gaze behaviors.

Synchronized Gaze Behaviors: Synchronized gaze behaviors were identified as topical and mutual gaze behaviors.

Topical Gaze: Mrs. Smith and Adam demonstrated topical gaze 56 times when both of them looked at the book at the same time. This mainly occurred when Mrs. Smith asked questions, answered his question and/or provided help to Adam when he didn't give an immediate response.

Mutual Gaze: Adam and Mrs. Smith experienced mutual gazes 43 times. Mutual gaze behaviors mainly occurred when Mrs. Smith acknowledged Adam's response, when she gave the answer to Adam's questions, when she physically helped Adam to point a picture and when Adam answered the questions.

Non-synchronized Gaze Behaviors (Opposite Gaze): Adam and Mrs. Smith experienced opposite gaze behaviors 34 times. Opposite gaze behaviors mainly occurred when either one of the communication partners was asking a question and the other was looking at the book. When Adam answered a question, he looked at his mother while she looking at the book.

Table 3-4 Frequency of Different kind of Gaze Behaviors
Based on the Communication Partners During Episode 3-
Picture Book, Definition

Synchronized Gaze	
Topical Gaze	
A&M	
56	
Mutual Gaze	
A&M	
43	
Non-synchronized Gaze(Opposite Gaze)	
A&M	
34	
Total:	133

Gaze Shift:

Table 3-2 presents the patterns of gaze shifts for each communication partners. Mrs. Smith's gaze shifted from Adam to the book 26 times and from the book to Adam 23 times. Adam's gaze shifted from the book to his mother 21 times and from his mother to the book 14 times. He also experienced gaze shifts from the book to another objects 2 times and from the another object to the book 3 times. Adam shifted his gaze from his mother to another object 2 times.

STORY BOOKS:

The second type of book Mrs. Smith read was story books. Story books, unlike picture books, contain a plot. She read three story books: a) Berenstain Bears Forget Their Manners (Berenstain & Berenstain, 1985), b) Where is Spot? (Hill, 1980), c) Bambi (Salten, 1978). Each of three episodes will now be discussed.

Episode 4: Berenstain Bears Forget Their Manners

Wendy, Adam and John were in the living room. They were reading/looking at their own books individually. Mrs. Smith entered the room and sat on the floor close to the couch. Initially she invited all of them to read books. Later, she invited each one of the children by calling their names. It took awhile for them to settle down for a specific book. Mrs. Smith changed different books until she made sure that Adam wanted that particular book. Wendy sat on her mother's lap. John sat in front of them looking at his book.

Then, Mrs. Smith made Adam sit on her lap and started to read the book which was chosen by Adam, The Berenstain Bears Forget Their Manners by Stan and Jan Berenstain (1985). This paper back is one of the books out of the Berenstain Bears Series. All the 30 pages have very detailed pictures which are related to the text. Almost every pages has at least one short paragraph. The story is derived from real life but the characters are animals which symbolize human beings. In this story, Papa bear and the cubs have lost their sense of politeness. Mama bear tries to help them to regain their good manners.

While holding the book, Mrs. Smith started to read the story. While John joined them every now and then, Adam and Wendy were the

primary audience for this book. During the course of reading, there were interruptions created mostly by John. Mrs. Smith handled these interruptions by connecting unwanted behaviors to the story characters' behaviors. Having done this, she would immediately start to read again. The moment she started to read the book again both Adam and Wendy would focus their attention on the page.

They continued reading until they finished the book. At this time, Mrs. Smith advised them about good behaviors. All the children then turned their attention to finding another book to read.

Analysis

Analysis of Episode 4 showed that the mother performed two reading behaviors. She either read the text or she departed from it. It is the departures from the text that form the core of this episode. Thus they will constitute the primary focus of this discussion.

Departing From the Text:

Whenever, Mrs. Smith communicated something other than the authors' exact words, the researcher marked it as a "departure". It is through these departures that the mother attempted to mediate the text for her audience. Mrs. Smith performed all departures in spoken English. Table 3-5 shows departures beginning, within and at the end of the text for every page. Mrs. Smith departed the text at the "beginning" 21 times or 29.1% of all departures, "within" the text 33 times or 45.9% of her departures, and from the text at the "end" occurred 18 times or 25% of the time. Thus, it can be seen that,

Table 3-5 Frequency and Percentages of Location of Mother's Departures from the Text for Each Page During Episode 4 Story Book- Berenstain Bears Forget Their Manners

	Frequency	Percentage
Location		
Beginning	21	29.1
Within	33	45.9
End	18	25.0
Total:	72	100.0

although Mrs. Smith departed from the text mostly "within" the text, her departures in the other locations namely, the beginning and at the end, also occurred with a high degree of frequency.

General Mediating Behaviors

An overview of type of the departures and their location only provide a general idea about how Mrs. Smith mediated the text. The researcher decided to investigate Mrs. Smith's strategies to mediate the text to her children. Mrs. Smith employed one of four general mediating behaviors. They were adding, substituting, rearranging and deleting. Table 3-6 presents the location of the departures based on the type of mediation strategies Mrs. Smith employed. Each of these mediational strategies will now be discussed.

Adding to the Text: Adding behavior was the most common among Mrs. Smith's mediating behaviors. She accomplished seven tasks. Firstly, she described and/or made comments about the pictorial text. Secondly, she added references to direct discourse. Thirdly, she responded to her children's contributions. Fourthly, she added words to complete sentences. Fifthly, she added sentences to draw the children's attention to important aspects of the text and/or pictures. Sixthly, she repeated a word or sentence; such repetitions did not appear in the text. Seventh, she self-corrected herself.

Table 3-6: Frequency and Percentages of Mother's Mediating Strategies in the Case of Departures from the Text During Story Book Reading- Berenstain Bears Forget Their Manners

Type	Location	Beginning	Within	End	Total	
					F	P
A-Adding						
Describe picture		-	1	2	3	3.06
Comment picture			1	3	4	4.08
Comb. of desc.& com.			2	2	4	4.08
Direct discourse	1			1	2	2.04
Respond	7		4	12	23	23.46
Adding word	2				2	2.04
Adding sentence	4				4	4.08
Repeating	2		1	2	5	5.10
Self correction				1	1	1.02
Total:					48	48.98
B-Substituting						
Word level			5		5	5.10
Phrase-sentence Level	6		3		9	9.18
Paragraph level						
-describe	4		1	2	7	7.14
-comment	6		1	4	11	11.22
Inference			1		1	1.02
Total:					33	33.68

C-Rearranging

Adverbial clause	1	4	1	6	6.12
Adjective compound		1		1	1.02
Total:				7	7.17

D-Deleting

Word level		2		2	2.04
Phrase- sentence level		1	7	8	8.16
Total:				10	10.20

Describing the Pictorial Text: Mrs. Smith described the pictures 3 times or 3.06 % of all departures. This occurred twice at the end of reading, and once in the middle of a reading. An example for this type of departure can be seen when Mrs. Smith read "WHEN THE PLAN WAS FINISHED, SHE CALLED THE FAMILY." She paused and then described the pictures by saying: "Look they are having the family meeting."

Making Comment about the Pictorial Text: Mrs. Smith made comment about the pictorial text 4 times or 4.08 % of all departures. Like describing a picture, these efforts occurred at the end of the reading (3 times) and in the middle of the reading (1 time). As an example, on the page with the picture where Papa bear and the cubs were shouting at each other, Mrs. Smith read the text and then asked a question of the children expecting them to describe the picture. Wendy said that she didn't know. Since Mrs. Smith did not receive any response, she made comment about their act namely, "Looks like they are having argument."

Describing and Making Comment about the Pictorial Text: In 4 instances, Mrs. Smith combined describing the pictures and making a comment about them. It constituted 4.08 % of all departures from the text. Like description and commenting in isolation, combining the two occurred at the end of the reading (2 times) or within the reading (2 times).

An example now follows. Mrs. Smith read the first sentence on page 3 "AT FIRST IT WAS JUST AN OCCASIONAL "PLEASE". She described what was not written in the text but shown in the picture

where sister bear grabs brother bear's lollipop and brother bear pushes his sister. Mrs. Smith first described the picture by saying " Oooo look what she did. She grabbed the lollipop from him. See She grabbed it." She continued by adding a comment about the picture by saying: "That wasn't very nice. That was his lollipop."

Adding References to Direct Discourse: Mrs. Smith added references to direct discourse 2 times or 2.04% of all departures. While one occurred before she started reading, the second occurred at the end. On one of these two occasions, Mrs. Smith intended to mark direct discourse but later changed her mind. An example of this type of departure happened when she added "Then finally daddy said" before she read the whole text. Later she seemed to change her mind Mrs. Smith stopped and read the text as is, namely, HE BANGED ON THE TABLE AND HE SHOUTED AS ONLY AS HE COULD SHOUT.

In the other situation, she attempted to make a sentence out of a string of words. The text stated "SILLYHEAD! FUZZBRAIN! NOODLEPUSS". Mrs. Smith added a direct discourse reference in order to make a sentence out of those words. This resulted in the sentence: " She says, SILLYHEAD! FUZZBRAIN! NOODLEPUSS!"

Responding: Responding to her children was the most common behavior in Mrs. Smith's mediating behaviors. She performed this type departure 23 times or 23.46% of the time. Although such departures occurred most frequently at the end of reading (12 times), they also occurred at the beginning (7 times) and in the middle (4 times).

Mrs. Smith responded to her children in a different manner based on the characteristics of contribution each child made. These responses occurred as one of the children interrupted her (19 times), or she voluntarily stopped reading the text (4 times). The following examples will illustrate the range her responses to her listeners' -Adam and Wendy- interruptions.

Responding to Adam: Adam interrupted his mother several times. Her reaction to these interruptions were different from time to time. On two occasions, she responded him by asking a question expecting him to describe and/or comment on the pictures. For instance, Mrs. Smith read the first sentence of page 8 where papa, sister and brother bears were sitting around the table and papa bear was banging on the table and shouting. Adam interrupted her before she read the last sentence. Pointing out the papa bear picture, he said: " Hey look at him." Mrs. Smith responded to him by asking the question: "What is he doing?". Adam kept pointing out the picture while verbally drawing his mother's attention to the picture by saying: "Look look." Mrs. Smith reformulated her question to: "What is his face doing?" Adam verbalized and acted out what papa bear was doing in the picture. This continued for one more turn when Adam issued the command "Stop!" to the picture. Mrs. Smith joined him by saying " Stop it!" Adam repeated after her "Stop it!"

Twice Mrs. Smith tried to ignore Adam's interruptions. But Adam insisted on drawing her attention to the picture, so she responded to him. For example, Adam tried to draw his mother's attention to page 9 before she started to read that page. At first, Mrs. Smith ignored him

and read the first half of the sentence MAMA BEAR DIDN'T LIKE. This time Adam patted her shoulder and verbally drew her attention to him by saying: "Look Mama". Mrs. Smith turned to him and questioned him about what he wanted to show her by saying: "What?" Pointing to the page, Adam responded her "There is a paper. Writing in the paper." Mrs. Smith acknowledged his statement by commenting: "That is right she is making poster. She is writing something on the paper." Then she started to read the text again.

As indicated in the previous example, Mrs. Smith also acknowledged Adam's spontaneous descriptions of the pictures (2 times). An example occurred when Mrs. Smith finished reading page 9. Adam patted her shoulder and verbally drew her attention to the pictures on page 10, by saying: "Look Mommy". He then described the picture by saying: "They are sitting down." Mrs. Smith acknowledged his description by stating: "Yeah. They are sitting down and listening to their mother talk." Then she read the last sentence on page 9 THE BEAR FAMILY POLITENESS PLAN

On one occasion Adam attempted to describe the picture but he was misinterpreted. Mrs. Smith corrected his description. On the page, Papa bear was doing some house chores such as emptying the trash in the garbage can. Mrs. Smith started to read the text BUT IT WASN'T SO EASY FOR PAPA. HE WAS THE ONE WHO GOT FED UP. After touching her and pointing to the picture, Adam interrupted his mother by saying: " Mommy look daddy is washing the water." Mrs. Smith corrected his effort with the statement: "He is emptying out the trash. He is putting out the trash in the garbage can." and supplied the additional comment "Because he wasn't minding. Look he is getting mad because he had to

clean the muds." Pointing to all the figures, she added "He had to sweep the steps. And he had to pick the weeds out of the garden." Thus not only did she correct his effort, but she added new information as well.

In three cases Mrs. Smith completed his sentence as if she acknowledged Adam's spontaneous effort by completing sentences left incomplete. For example, on the page the cubs were going upstairs. Adam started to describe what they were doing by saying: "Look they are " and then paused. Mrs. Smith completed his sentence by saying: "That is right. They are going upstairs." Adam then used this completion in a question as if he were talking to the story characters by saying: "What are you doing upstairs?"

On three occasions, Mrs. Smith directly provided reasons for the actions in the pictures. For example, while patting his mother's arm, Adam asked for her attention by pointing out a traffic sign: "Mom, look. Look at this duck." Pointing out the traffic sign and tracing the crossing line, Mrs. Smith responded to him as if he made a statement about the traffic sign. She also provided information about the actions illustrated in the picture by saying: "That is right. That is duck crossing. Because that is where the ducks crossing the streets. And that is why he stops suddenly."

Lastly, Mrs. Smith would invite Adam to focus his attention on the same page she was reading. For example, when Adam interrupted by saying "Look look Adam" [he identified himself with the boy cub], Mrs. Smith pointed to page 6, and said "First look at his page."

Responding to Wendy: On one occasion, Mrs. Smith first ignored Wendy's interruption statement but later she provided a link between Wendy's contribution and the story. Mrs. Smith had almost finished reading page 22 which had a picture where the family car had stopped at a stop sign. Some pedestrians were crossing the road. Wendy interrupted her mother to say "We are going to Mc Donalds." Mrs. Smith ignored her and continued her reading. This time Wendy overlapped her mother's utterances to say "We are going to King's Island." Mrs. Smith first questioned her by asking " We are?", then without waiting for Wendy's answer she connected her statement to the story. She said "Is that where they are going?" Wendy answered by nodding her head. Mrs. Smith accepted her answer and said: "Okay." She then turned back to the page, immediately pointed out the picture, and said, " Look down there they are at the grocery store." Through her actions, Mrs. Smith incorporated Wendy's efforts into the story and then redirected her attention back to the story.

In another situation, Mrs. Smith also incorporated Wendy's contribution by using the lines of the text from the book. As Mrs. Smith read the page and then paused, Wendy used an expression from the text "Fat head you." Smiling at her, Mrs. Smith responded to her effort by relating it to the text. She said: " Oooo you better go sweep the steps." This was another example of her attempt to link Wendy's contributions to her reading of the text.

Finally, Mrs. Smith provided reasons to Wendy's why- question (2 times). For instance, before reading page 26, Mrs. Smith made comment about the picture. On that page Papa bear runs into a car. He becomes very angry at the driver in the front car. Mrs. Smith said,

"Oooo he really got mad" Wendy asked "Why". Mrs. Smith first completed her sentence and then provided the reason for Wendy's question by saying. "At that other car. Because the guy stopped so suddenly." Adam pointed out a picture on the same page and sought his mother's attention by saying: "Mom look." He then patted his mother's hand saying "There is a car. Aaaa bear comes." Mrs. Smith was still providing the answer for Wendy. "Because he wasn't listening, looking at his boy." Pointing out a picture, Adam repeated " Mommy, look, look". Mrs. Smith ignored him, she continued reading " He said that PINHEADED, FIDDLE BRAIN HE SNARLED." Adam again asked his mother's attention without waiting for her finishing the text. Pointing out the picture, he described it, "Mommy look, look. They stopped him. The car." He attempted to put the book on the floor. Mrs. Smith regained the book by saying: " Wait a minute. Lets see what happens next." She then continued reading the text. Unlike the other examples, Mrs. Smith responds to the question, but makes no overt attempt to incorporate Wendy's effort into the ongoing reading of the story. Since this was a question rather than a comment, it may be difficult incorporating while reading the story. It is also possible that Adam's interruption distracted her sufficiently to accomplish this task.

Responding to John and Adam: When interrupted by some rough and tumble play between John and Adam, Mrs. Smith attempted to provide a link between this real life event and the story in order to control the children's behavior. Adam and John started to hit each other. Mrs. Smith connected children's misbehaviors to the story characters' behaviors by saying " You are behaving like the bears."

Adding a Word: Mrs. Smith added a word or two for 2 times or 2.04% of all departures. Both occurred at the beginning of her reading. First, she added the adverbial clause marker "while" to the phrases: WAITING FOR THE BATHROOM: "TERRIBLY SORRY TO KEPT YOU WAITING!" THINK NOTHING OF IT, MY DEAR!" By adding this adverbial construction, she attempted to explicitly mark the link the relationship expressed in this sentence. Second, she added the adverbial marker "if" to the phrases INTERRUPTING, DUST DOWNSTAIRS. By adding this adverbial clause marker, she again tried to make a sentence more comprehensible.

Adding Sentences: Mrs. Smith added a sentence before she read the text for 4 times or 4.08% of all departures. In each case, her purpose was to draw the children's attention to the text and/or pictures. As an example, before Mrs. Smith read page 11, she invited the children to look at the page by saying: "It says. Okay this is what happened" She then read the text. On another occasion, she drew her children's attention to the pictorial text before she made comment about the pictures: "Now watch. Here they go."

Repeating a Word or Sentence: Mrs. Smith repeated the text 5 times or 5.10% of all departures. She repeated the text at the beginning (2 times), within (1 time) and at the end of the reading (2 times). She repeated a sentence at the end of the page in order to stress the meaning. For instance, raising her intonation, Mrs. Smith repeated the last sentence on page 1 "They forgot them". By doing this, she stressed the importance of this occasion. In another situation, Mrs.

Smith misread the word "brother" as "mother", so she repeated the word "mother": OF COURSE, MAMA BEAR TRIED TO CORRECT mother (pause) mother AND SISTER BEAR'S BEHAVIOR. With this repetition, Mrs. Smith attempted to self-correct her mistake but somehow she failed to do so. Repetition served here as a reason for self-correction.

Substituting: Substituting occurred in Episode 4 for four reasons. The first type of substituting involved the use of a synonym for a given word or two. A second type involved substituting a phrase or sentence that basically retained the same information as the one in the text but was linguistically simpler. A third type involved paraphrasing the whole page or several pages. The fourth type stated what was to be inferred from the text. These latter two types of substitutions dealt with content and world knowledge issues. All four types of substituting departures will now be discussed.

Synonym-like Substituting at the Word Level: Mrs. Smith performed synonym-like substituting at the word level 5 times or 5.10% of all departures from the text. All substitutions at the word level occurred within when reading the text. Substitutions at the word level were semantically appropriate. Some represented use of colloquial forms rather than written language forms an example being her use of "mam" for "madam". She also substituted nouns with an appropriate pronoun. For instance she substituted the word "he" with the word "papa" in the sentence " He BANGED ON THE TABLE AND he SHOUTED AS ONLY he COULD SHOUT". In addition, Mrs. Smith substituted the verb

"tried" with the verb "let". The text stated SHE TRIED COMPLAINING; Mrs. Smith read " She let her complain."

Synonym-like Substituting at the Phrase or Sentence Level: Mrs. Smith performed synonym-like substituting at the phrase or sentence level 9 times or 9.18% of all departures from the text. This type of substitution occurred at the beginning of the reading (6 times) and within the reading (3 times). For example, she substituted the phrase WASN'T QUITE SURE HOW AND WHY with the phrase "Didn't know what". Once she substituted a sentence which clarified the intent of the verb in the text and modified the sentence with an indirect discourse marker. The text was SHE TRIED SHOUTING; Mrs. Smith read " Then she said no more of this stuff."

Substitution at the Paragraph Level: Substitution at the paragraph level occurred 18 times or 18.36% of all Mrs. Smith's departures. On several occasions she substituted text covering several pages. Mrs. Smith substituted with content that was more likely be known by her children as well as being linguistically simpler than what was in the text. She performed this kind of substitution by either making a comment on or by describing the pictures accompanying the text. Describing the picture occurred at the beginning (4 times), within (1 time) and at the end of the reading (2 times). Making comment about the text occurred at the beginning (6 times), within (1 time) and at the end (4 times).

The following illustrates this substitution strategy. There is no text on page 15 but the picture illustrates Papa bear dusting. Mama

bear is looking at him. Adam called his mother's attention to the pictorial text saying "Look look Daddy what are you doing?" Mrs. Smith made comment about the picture " Now. Daddy has to dust. You know why?" Instead of giving the answer to the "Why" question, Adam also described the picture as "He clean up the kable." Mrs. Smith explained to Adam why Papa bear had to clean up the table combining the information written on pages 12, 13, and 14 "He does. He cleaned up the table because you know why. He was interrupting mama when she was trying to talk."

Mrs. Smith also provided a comment about the pictorial text. On one occasion, Mrs. Smith paraphrased page 16 by drawing the children's attention to the pictures and making a comment that brought up their world knowledge about how to behave at the grocery store. She stated: "Look down there. They are at the grocery store. You have to be nice to be people."

Mrs. Smith substituted a whole paragraph when one of her children interrupted her reading. After reading the sentence MANNER AND COURTESY ARE JUST AS IMPORTANT AWAY FROM HOME, Adam interrupted her, so she substituted the rest of the text on page 22 (ESPECIALLY ON THE ROAD, SAID MAMA AS THEY STOPPED AT THE STOP SIGN TO LET PEDESTRIANS AND OTHER CARS PASS "THEY HELP US DRIVE SAFELY.") with the simpler sentences "And they went out. They went bye bye in the car. And their mom said....." Wendy interrupted her at this point but ignoring Wendy Mrs. Smith continued her substitution "You have to be nice to people when you are driving."

Substituting What was to be Inferred from the Text: Mrs. Smith substituted text in order to help the children to infer. She did this 1 time or 1.02 % of all departures. On this occasion, she said "Daddy said, It is okay. Don't be mad. Don't be mad." for the lines THE PENALTY FOR NAME CALLING WAS CLEANING THE WHOLE CELLAR, SO PAPA GRITTED HIS TEETH AND REMEMBERED HIS MANNERS. It seemed as if Mrs. Smith assumed her children couldn't infer what the story character thought the possible outcome of his unwanted behavior would be, so she verbalized his thought.

Rearranging: Mrs. Smith rearranged the text 7 times or for 7.17% of all departures. One way she rearranged the text was by adding adverbial clause markers. She did this in order to make sentences out of phrases. This kind of rearranging occurred at the beginning (1 time), within (4 times) and at the end (1 time). For instance, there were phrases that were listed for the bear family politeness plan on page 11. Mrs. Smith expressed them in a sentence form. INTERRUPTING AND DUST DOWNSTAIRS were expressed as "If you are interrupting, you have to dust downstairs." She also rearranged phrases by adding a compound word and by substituting a word. In addition to adverbial clause marker, on one occasion, Mrs. Smith used adjective modifier when rearranging phrases. The phrases NAME CALLING AND CLEAN CELLAR were read by Mrs. Smith "If you call names like you say mean headed, you clean the basement".

Deleting: Mrs. Smith deleted both at the word, phrase and sentence level. She deleted 10 times or 10.20% of all departures from

the text. They occurred only in the middle and at the end of her readings.

Deleting at the Word-Level: Deletions at the word level occurred within the reading (2 times), but they did not have any affect on the meaning of the sentence. For instance, Mrs. Smith deleted the word "then" in the sentence THEN THERE WAS A RUDE PUSH.

Deleting at the Phrase/Sentence Level: Mrs. Smith deleted phrases or sentences within (1 time) and at the end (7 times). The latter events coincided with interruptions from Adam. She deleted the sentence BUT NOTHING REALLY SEEMED TO DO ANY GOOD when Adam interrupted her at the end of the reading.

Nonverbal Behaviors:

Pointing out a picture was the most dominant non-verbal behavior. It was used in order to draw another partner's attention to the pictures being described by either Adam or Mrs. Smith. Wendy did not point out any picture. Her most commonly used non-verbal behavior was to stare at the page and suck her finger. Several times Adam touched his mother in order to draw her attention to a particular picture.

Table 3-7 presents the frequency of different gaze behaviors of the communication partners during Episode 4.

Synchronized Gaze Behavior: Synchronized gaze behaviors constituted of topical gaze and mutual gaze behaviors.

Table 3-7 Frequency of Different kind of Gaze Behaviors
Based on the Communication Partners in Pairs During Episode 4
Story Book, Berenstain Bears Forget Their Manners

Synchronized Gazes											
Topical Gaze											
M&A	M&W	M&J	W&A	W&J	A&J	A&M&J	A&M&W	A&J&W	M&J&W	All	
B											
6	-	-	-	-	-	-	-	-	-	-	
D											
-	7	-	32	1	-	2	48	5	1	27	
A											
3	-	2	6	-	-	-	30	-	-	-	
Total:	9	7	2	38	1	-	2	78	5	1	27
Mutual Gaze											
	M&A	M&W	M&J	A&J	A&W	W&J					
B	2	4	-	-	-	-					
D	16	2	1	-	-	-					
A	6	-	-	-	-	-					
Total:	28	6	1	-	-	-					
Non- Synchronized Gaze(Opposite Gaze)											
	M&A	M&W	M&J	A&J	A&W	W&J					
B	12	6	2	3	2	-					
D	44	7	4	7	-	-					
A	9	3	1	-	-	-					
Total:	65	16	7	10	2	-					

B- Before reading the book.

D- During reading the book.

A- After reading the book.

M- Mother A- Adam W- Wendy J-John

Topical Gaze: Before reading the story, only Adam and his mother had topical gaze. During reading the story, Adam, Wendy and Mrs. Smith jointly looked at the book (48 times). When John joined the group, they shared topical gaze with him by jointly looking at the book 27 times. Among the children Wendy and Adam jointly looked at the book 32 times. After reading the story, Adam brought a second book to his mother which Wendy and Adam placed on their mother's lap. This resulted in 30 times joint topical gazes between Adam, Wendy and Mrs. Smith.

Mutual Gaze: Before reading, Adam and Mrs. Smith had mutual gaze 2 times. Mrs. Smith and Wendy had mutual gaze 4 times. No mutual gazes occurred among the children. During reading, Mrs. Smith and Adam had mutual gazes 18 times, Mrs. Smith and Wendy 2 times. During each of these, Mrs. Smith responded to their utterances. There was only one mutual gaze between Mrs. Smith and John. That happened when the telephone rang, they both looked at each other. No mutual gaze occurred among the children. After reading, Mrs. Smith and Adam had mutual gazes for 6 times during which time Adam showed her the book. During this time, there was no mutual gaze among the children or between the mother and Wendy and/or John.

Non-Synchronized Gaze Behavior (Opposite Gazes): Before reading, when Mrs. Smith asked all the children which book they wanted to read, she experienced opposite gazes with all of her children. Moving in the room, Adam picked several books and read as his mother following his movement in the room. They experienced opposite gazes 16 times. Mrs. Smith and Wendy had opposite gazes as Mrs. Smith looked at either the

book or Adam. When Mrs. Smith asked John if he wanted to read any book, he answered her without looking at her.

During reading, Adam mostly looked at the book. Mrs. Smith shifted her gazes from Adam to the book or vice versa. Therefore they experienced opposite gaze. When Adam looked at his mother, it appeared that she was looking at the book, at one of his siblings, or at another object. When Mrs. Smith experienced opposite gazes with her other children, she mostly looked at Adam and the book as they looked at their mother.

After reading the story, all the children moved from the camera looking for another book, Mrs. Smith shifted her gazes from one child to another.

Gaze Shift: All communication partners demonstrated gaze shifts during Episode 4. Table 3-8 presents the gaze shifts based for each communication partner.

Before reading, Mrs. Smith shifted her gaze among her children since she was trying to gather all of them. She shifted her gaze from the book to Adam (3 times) and from Adam to the book (6 times). This happened because she was trying to read the book Adam chose. Adam was moving and choosing different books. His gazes shifted from the book to another books (3 times) and vice versa. Until he decided upon the book Berenstain Bear Forget Their Manners, this pattern continued. While Adam and Mrs. Smith were busy choosing a book, Wendy was sitting on her mother's lap and shifting her gazes from her mother to other objects (2 times) from the other objects to her mother (2 times), from Adam to other objects (1 time) or from other objects to Adam (1

time). John experienced gaze shifts from other objects to his mother (4 times).

During reading, Mrs. Smith demonstrated gaze shifts from the book to Adam 22 times, and from Adam to the book 18 times. She also shifted her gaze from Wendy to the book (4 times). Her gaze shifts mostly occurred when she responded to her children. Since Adam interrupted his mother more than his siblings, Mrs. Smith shifted her gaze to Adam more than she did to her other children. During these interruptions Adam also shifted his gazes from his mother to the book (12 times) and from the book to his mother (10 times). Wendy shifted her gaze from her mother to the book (4 times) and from the book to her mother (4 times). Similar to her brother, these shifts occurred when she interrupted her mother by asking questions or making statements.

Wendy shifted her gaze from the book to the other objects (6 times) and from other objects to the book (4 times). These shifts can be interpreted as times when she lost interest since Mrs. Smith and Adam interacted with each other so much of the time. John shifted his gaze from his mother to the other objects (6 times) and from other objects to his mother (5 times). This could be explained by his coming and going behavior. He read his own book but when he joined to the group he looked at his mother. He was aware of his mother's leadership role.

After reading, Mrs. Smith maintained her gaze shifts from the book to Adam (4 times) and from Adam to the book (4 times).

Table 3-8: Frequency of Gaze Shift Based on the Communication Partners During Episode 4 Story Book, Berenstain Bears Forget Their Manners

Mother														
W~J	A~J	J~A	A~W	W~A	W~1	1~W	1~A	A~1	1~J	J~1	1~2	2~1	A~2	
B	-	1	2	2	2	1	2	3	6	1	-	1	-	-
D	1	2	2	1	1	2	4	22	18	1	2	1	1	3
A	-	1	-	1	1	-	-	4	4	-	1	3	2	-
Adam														
	M~2	2~M	M~1	1~M	1~2	2~1	1~J	J~1	2~J					
B	2	-	1	-	3	3	-	-	-					
D	1	-	12	10	3	1	1	2	1					
A	3	2	1	-	2	1	-	-	-					
Wendy														
	2~M	M~2	M~1	1~M	1~2	2~1	2~A	A~2						
B	2	2	1	-	1	-	1	1						
D	-	-	4	4	6	4	-	-						
A	-	-	-	-	3	2	2	1						
John														
2~1	1~2	1~A	A~1	M~2	2~M	2~A	A~2	M~1	A~M					
B	1	-	1	1	-	4	1	1	-	-				
D	4	4	3	2	6	5	1	1	1	1				
A	-	-	-	-	-	-	-	-	-	-				

B- Before reading the book. D- During reading the book. A- After reading the book M-- Mother A- Adam W- Wendy J- John

Adam shifted his gaze mostly from other books to his mother (2 times) and from his mother to other books (3 times). These gaze shifts occurred when Adam found a book and showed it to his mother. Wendy shifted her gaze from the book to other objects (3 times) and from other object to the book (2 times). She also shifted her gaze from other things to Adam (2 times). She was watching Adam's movements. Since John was not in the camera, no gaze shifts could be noted.

Episode 5 Where is Spot?

After Mrs. Smith finished reading the Berenstain Bear Forget their Manners, all the children moved away from her. Mrs. Smith wanted Adam to choose another book. Adam took the Berenstain Bear book and started to point out pictures on the back. Mrs. Smith attended to him and invited Wendy to look at the pictures. Adam and Wendy sat on her lap again while they were looking at the pictures. They compared the books they had out of the Berenstain Bear series. Adam wanted to read one of the books they had. Mrs. Smith started to look for it. Wendy took a book. Adam took the book from her. Wendy started to cry. Mrs. Smith was still looking for the book Adam wanted to read.

Then, she saw Adam holding a book and offered to read that book, Where is Spot?" by Eric Hill (1985). It is a hard cover book, 20 pages long. The pictures are simple and clear. Every two pages, there is a picture with a cover over it. In order to continue to read the story, the reader should uncover the picture and find the hidden figure. Every two pages has one or two sentences written in large letters.

The story is about a mother dog who lost her puppy. She is trying to find him by looking at some places in the house. Until she finds him, she meets some other animals hidden in the furniture.

Mrs Smith was sitting on the floor. Adam sat next to her. Wendy was leaning back on her mother lap. John moved towards Mrs. Smith. He was standing and looking at the book. Later Wendy started to look at the book. John came back and forth during the course of reading.

Mrs. Smith started to read the text by pointing out the dog figure on the page. Since the text mainly consisted of questions, Adam uncovered the picture and labeled the picture underneath this cover. Mrs. Smith would acknowledge him. Adam would turn the page. This pattern continued until the story was finished. Although Wendy did not look at the book at the beginning, she joined them later. Mrs. Smith read the text employing adding and substituting strategies. When the story was over, they all found the little puppy. Adam could not name the puppy as Spot. Mrs. Smith explained that to him. She kissed the puppy on the page and wanted Adam to kiss it. Wendy made comment about the gender of the puppy. Mrs. Smith accepted her comment. Later, Mrs. Smith wanted Wendy to choose another Spot book.

Analysis

Analysis of Episode 5 focused on Mrs. Smith's departures from the text and her text mediating behaviors during these departures. All departures were made in spoken English and occurred only at the beginning and at the end of the sentences.

Departing From the Text:

When reading Where is Spot? aloud, Mrs. Smith departed from the text 42 times. Table 3-9 presents the frequencies, percentages and location of departures. Mrs. Smith departed most frequently from the text at the "end" of the sentences; she did this 28 times or 66.66% of all departures. While "beginning" of sentence departures occurred 14 times or 33.33 %, there were no "within" sentence departures. It can be seen that "end" departures constituted more than one-half of all departures that occurred while reading this story aloud.

General Mediating Behaviors:

Examination of this reading aloud event, revealed that Mrs. Smith employed two general mediating behaviors (adding and substituting) when she departed from the text. Table 3-10 presents general mediating behaviors Mrs. Smith employed.

Adding to the Text: When Mrs. Smith added to the text, she did so by adding references to direct discourse, by adding words and sentences, by repeating one sentence, and by responding to one of her children.

References to Direct Discourse: In order to mark talking, Mrs. Smith added discourse mark 2 times or 4.76 % all departures. This addition occurred once at the beginning and once at the end of the reading. For instance, she added the word "say" to the name of the character " The turtle says TRY THE BASKET".

Table 3-9 Frequency and Percentages of Location of Mother's Departures from the Text for Each Page During Episode 5 Story Book- Where is Spot?

	Frequency	Percentage
Location		
Beginning	14	16.66
Within	0	0 00
End	28	66.66
Total:	42	100.0

Table 3-10: Frequency and Percentages of Mother's Mediating Strategies in the Case of Departures from the Text During Episode 5 Story Book, Where is Spot?

	Location	Beginning	Within	End	Total F	P
<hr/>						
Type	<hr/>					
<hr/>						
A-Adding						
<hr/>						
Direct discourse mark		1		1	2	4.76
Adding Word		2			2	4.76
Adding sentence		4			4	9.52
Repeating		1		1	2	4.76
Responding				24	24	57.14
<hr/>						
Total:					34	80.95
<hr/>						
B- Substituting						
<hr/>						
Word level		7			7	16.66
Phrase-Sentence level		1			1	2.38
<hr/>						
Total:					8	19.04
<hr/>						
General Total:					42	100.00
<hr/>						

Adding a Word: Mrs. Smith added a word for 2 times or 4.76 % of all departures. She added the word "yeah" once at the beginning of the sentence in order to acknowledge Wendy's statement " That one. It is Spot." She also added Adam's name to the end of the sentence: IS SPOT IN THE BOX? Her purpose was to draw Adam's attention to the question she had just read.

Adding a Sentence: Mrs. Smith added a sentence at the beginning of the sentence 4 times or for 9.57 % of all of departures. All four occurred at the beginning of her reading. When there was no text on pages 19-20, she added a sentence " Is Spot in the basket?". She also added a sentence to locate the main character's place " There is Spot". She then continued by making the further comment "Yeah we found Spot.". In other situation, Mrs. Smith added a sentence to identify the picture of a turtle " Ooo it is a turtle." In all cases her additions clarified the intent of the story.

Repeating: Mrs. Smith repeated sentences 2 times or for 4.76 % of all departures from the text. One occasion occurred at the beginning of the reading, while the other occurred at the end. When Adam had difficulty in labeling animals in the box, Mrs. Smith repeated the text twice " Is Spot in the box?". She also repeated a sentence twice in order to focus Adam's attention on a specific picture: "Try the basket." Repetition in this case was used as an attention getter.

Responding: Mrs. Smith responded to either Adam or Wendy 24 times or for 57.14% of all departures. The nature of the text created questions for the children answer. Even though the text was mostly in question form, when reading the text, Mrs. Smith voluntarily departed

from it. She expected the children, especially Adam, to provide the label for the picture underneath the cover. How she responded to these expectations will now be explored.

Response to Adam: When Adam immediately provided the label for the picture, she acknowledged his response. For example, after Mrs. Smith read the exact text "IS HE BEHIND THE DOOR?" Adam uncovered the picture and saw a bear picture. Pointing to the picture, he said: "It is a bear. Look it is a bear" labeling the picture. Mrs. Smith acknowledged his response by expanding the information based on the text. She said: "It is a bear behind the door. Not Spot."

In another situation, when Adam did not provide the label for the animal underneath the cover, Mrs. Smith directed a what-question to him until he provided the label. Mrs. Smith read the sentence " IS SPOT UNDER THE STAIRS?". Adam responded to her without uncovering the picture by saying: " No." Mrs. Smith wanted him to perform the action and to tell the label, so she said: "No. What is under the stairs?" Adam uncovered the cover under the stairs. Mrs. Smith repeated her question: " What is under the stairs? " Adam provided the label by saying: " That is a lion, lion." Mrs. Smith acknowledged his response combining the text lines and Adam's answer: "That is right. That is a lion under the stairs." Adam tried to repeat his mother's utterances. " Lion (.....) stairs."

Response to Wendy: As Mrs. Smith elaborated Adam's responses, she responded to Wendy by correcting her efforts. For instance, when Adam and Mrs. Smith were talking about the animal under the bed,

Wendy interjected "Daddy's bed." Mrs. Smith responded her "No it is Mommy bed." Wendy did not respond.

In addition to correcting Wendy's efforts, Mrs. Smith also restrained her from answering when she expected Adam to give the answer. For instance, she said: "Wait Wendy. Let Adam do it sweetie."

Response to John: While Mrs. Smith responded to Adam and Wendy, she ignored John's two efforts. For instance, they were talking about the puppy's name. Mrs. Smith was trying to persuade Adam that the puppy was in fact "Spot". While they were talking about this, John pointed out the puppy picture "Puppy. That is puppy." Nobody responded to him.

Substitution: Substitution occurred on 8 occasions or for 19.04 % of all of Mrs. Smith's departures from the text. She employed two types of substituting strategies. One involved using a synonym for a given word or two. The other involved using a phrase or sentence for a given phrase or sentence.

Synonym-like Substituting at the Word Level: Mrs Smith substituted the word "he" for "Spot" 7 times or for 16.66 % of all departures.

Synonym-like Substituting at the Phrase- Sentence Level: Mrs. Smith employed substituting a sentence only once or for 2.38% of all departures. The text stated THERE IS SPOT! HE IS UNDER THE RUG. Mrs. Smith read this sentence as a question form "Is Spot under the rug?" to make it consistent with previously presented text.

Non-verbal Behaviors:

The main non-verbal behavior for all the communication partners was pointing to a picture on the page. In addition to pointing to a picture, Adam uncovered a picture in order to provide an answer to his mother's question.

Table 3-11 presents patterns of both synchronized and non-synchronized gaze behaviors for Episode 5.

Synchronized Gaze Behaviors: Synchronized gaze behaviors appeared as topical and mutual gazes.

Topical Gazes: Before Mrs. Smith started to read the book, Adam, Mrs. Smith and Wendy shared topical gaze 30 times. Before reading this book, they all were looking at a cover of a book together.

During reading, they all -John, mother, Adam, Wendy- looked at the book 31 times. At the beginning of the reading, Wendy did not look at the book. John and Adam looked at the book throughout the event. Therefore, the frequency of Adam, John and Mrs. Smith' topical gaze behavior is higher than the other pairs. The second highest frequency of topical gaze appeared in Adam and Mother pair.

After the reading they all directed their gaze to objects other than the book.

Mutual Gaze: Before reading the book only Adam and his mother shared mutual gaze for 6 times when Adam brought a book cover to her. During the reading, Mrs. Smith had mutual gazes with all three of the children; 5 times with Adam, 2 times with Wendy, and 3 times with John. The children also had mutual gazes with one another. Adam and Wendy had mutual gaze once; Wendy and John twice. After the reading Mrs. Smith had mutual gaze with Adam 2 times and with Wendy 2 times.

Table 3-11 Frequency of Different kind of Gaze Behaviors
Based on the Communication Partners in Pairs During Episode 5
Story Book, Where is Spot?

Synchronized Gazes										
Topical Gaze										
M&A	M&W	M&J	W&A	W&J	A&J	A&M&J	A&M&W	A&J&W	M&J&W	All
B										
3	-	2	6	-	-	-	-	30	-	-
D										
9	-	2	5	2	4	18	2	5	2	31
A										
-	-	-	-	-	-	-	-	-	-	1
Total:										
12	-	4	11	2	4	18	2	35	2	32
Mutual Gaze										
	M&A	M&W	M&J	A&J	A&W	W&J				
B	6	-	-	-	-	-				
D	5	2	3	-	1	2				
A	2	2	-	-	-	-				
Total:	13	4	3	-	1	2				
Non-Synchronized Gaze (Opposite Gaze)										
	M&A	M&W	M&J	A&J	A&W	W&J				
B	9	3	1	-	-	-				
D	9	6	7	2	9	-				
A	8	3	-	2	1	-				
Total:	26	12	8	4	10	-				

B- Before reading the book.

D- During reading the book.

A- After reading the book.

M- Mother A- Adam W- Wendy J-John

John did not have any mutual gaze with any of the communication partners; Wendy and Adam did not look at each other.

Non-synchronized Gaze Behaviors (Opposite Gaze): Before reading the book, Mrs. Smith experienced opposite gazes with all of her children. During the reading Mrs. Smith had opposite gazes with Adam 9 times. This mainly happened when Mrs. Smith looked at Adam, but he was looking at the book. Mrs. Smith had opposite gazes with Wendy as well. She looked at Wendy while Wendy was looking at the book. From Wendy's perspective, opposite gazes occurred when Wendy's gaze shifted to the book from her mother. Mrs. Smith had opposite gazes with John since she was mostly looking at either Adam or Wendy. In these situations John looked at his mother.

Gaze Shifts: Table 3-12 presents gaze shifts of Mrs. Smith, Adam, Wendy and John.

Before reading, Mrs. Smith shifted her gaze from Adam to the book and from the book to Adam 4 times each. Adam mostly shifted his gaze from another book to his mother (3 times) and from his mother to another object (2 times). Wendy shifted her gaze from the book to another objects (3 times) and from the another object to the book (2 times). John was not in camera range.

During reading, similar to the other episodes, Mrs. Smith shifted her gaze mostly from the book to Adam (4 times) and from Adam to the book (5 times). Adam also shifted his gaze from his mother to the book (3 times) and from the book to his mother (4 times). These shifts occurred as Adam tried to respond his mother's questions. Wendy

shifted her gaze from Adam to the book (2 times) and from the book to Adam (1 time). She also demonstrated gaze shifts from her mother to the book (2 times). When Adam and Mrs. Smith interacted, Wendy shifted her gazes to John, to Adam or to another objects.

After reading, Mrs. Smith shifted her gaze from Adam to Wendy 2 times and from Wendy to Adam 3 times. She wanted Wendy to chose another book to read so she looked at Wendy. But Adam shifted his gaze to his mother (1 time). This made Mrs.Smith shift her gaze between two children. As she was looking for another book, Wendy shifted her gaze mostly from one book to another (4 times).John shifted his gaze once from Adam to another book and once from another book to Adam.

Episode 6- Bambi

After they finished reading Where is Spot?, Mr. Smith wanted Wendy to find the other "Spot book". Instead of looking for the "Spot book", Wendy handed her mother another book Bambi by F. Salten (1978). Bambi is a paper back story book. It is 23 pages long. The pictures are clear and lively. The print is small and every page has some print that is related to the pictures and yet there is no one-on-one match between the text and the pictures. The story is about the adventures of a young deer in the wild.

Mrs. Smith accepted her offer to read Bambi. Wendy placed herself on her mother's lap. At the same moment Adam fell down and started to cry. Mrs. Smith put Wendy on the floor and called Adam.

Table 3-12 Frequency of Gaze Shift Based on the Communication Partners During Episode 5. Story Book, Where is Spot?

Mother													
A~J	J~A	A~W	W~A	W~1	1~W	1~A	A~1	1~J	J~1	1~2	2~1	A~2	2~A
B													
1	-	1	1	-	-	4	4	-	1	3	2	-	2
D													
-	1	2	1	3	2	4	5	4	2	1	-	1	1
A													
-	-	2	3	-	-	-	1	-	-	-	-	-	-
Adam													
	2~M	M~2	M~1	1~M	1~2	2~1	2~W	W~1	1~W				
B	3	2	1	2	2	1	-	-	-				
D	-	-	3	4	1	1	1	1	1				
A	-	1	-	-	-	1	-	-	-				
Wendy													
	1~A	A~1	M~1	1~2	2~1	2~A	A~2	1~J	J~2	M~A	2~M		
B	-	-	-	3	2	2	1	-	-	-	-		
D	2	1	2	-	2	-	-	1	1	1	-		
A	1	1	1	2	2	-	-	-	-	-	1		
John													
	A~2	2~A	1~A	1~W	W~M	M~1	M~2	2~1	1~2	M~A	A~M		
B	-	-	-	-	-	-	-	-	-	-	-		
D	-	-	2	1	1	3	1	1	-	1	1		
A	1	1	-	-	-	-	-	-	1	-	-		

B- Before reading the book.

D- During reading the book.

A- After reading the book.

M- Mother A- Adam W- Wendy J- John

Crying and holding his toe, Adam came and sat on his mother's lap. Wendy looked at the book and she too started to cry. Mrs. Smith turned to her and tried calm her. Both children were crying while John was looking at the Where is Spot? in front of them. Mrs. Smith started to read the story. All of a sudden the children stopped and looked at the book. She read the first page without departing the text. While reading the text, she shifted her gaze from the book and to Adam several times. Mrs. Smith read the story by responding to the children's interruptions and by substituting a word. While she was reading, John came and grabbed the book. Mrs. Smith tried to continue reading but John started to cry, so Mrs. Smith closed the book promising Wendy to read it later. While John was crying, everybody moved away from the reading spot.

Analysis

Analysis of Episode 6 focused on Mrs. Smith's departures from the text and her text mediating behaviors during these departures. All the departures were made in spoken English.

Departing From the Text:

Table 3-13 presents that Mrs. Smith departed from the text within sentences 6 times or for 66.67% of all departures. She also departed from the text at the end of the text for 3 times or for 33.33%. Thus, "within" departures appeared to constitute more than one-half of her departures when reading this book.

General Mediating Behaviors:

Examination of this reading aloud event revealed that Mrs. Smith employed two general mediating behaviors (adding and substituting) when she departed from the text. Table 3-14 presents frequency and percentages of Mrs. Smith's mediating behaviors during Episode 6.

Adding to the Text: The only addition noted in this interaction was responding to her children's interruptions. She responded to her children 2 times within and 6 times at the end of the text for 88.88% of all her departures. Mrs. Smith responded to all of her children during these departures. However, her responses were different for each of the children.

When Adam reacted spontaneously to the story, Mrs. Smith repeated Adam's utterances. For instance, Mrs. Smith was reading the text "NOW, OWL PREFERRED TO SPEND THE DAY AT HOME-FAST A SLEEP. Adam repeated a line from the previous page. "Wake up friend owl. Smiling at Adam, Mrs. Smith repeated his utterances "Wake up friend owl" thus, acknowledging his effort.

In another case, while she was talking with Wendy, Adam tried to interject his opinion but Mrs. Smith ignored him until she thought, she had finished her conversation with Wendy. While Mrs. Smith was reading the text "BAMBI? YEP. I GUESS THAT'LL DO. THEN THUMPER, Wendy interrupted her mother by saying: "That is a girl mama." Assuming Wendy was referring the mother deer, Mrs. Smith acknowledged her statement "Yes that is a mommy deer and that is the little Bambi." Wendy pointed out Bambi and repeated her statement "That is a girl." Mrs. Smith tried to persuade her that Bambi was a boy

not a girl by saying: " No it is a boy. That is Bambi." Meanwhile Adam was trying to express his opinion " Mommy. It is Mommy." Mrs. Smith ignored his contribution and continued persuading Wendy by saying: "That is a mommy deer and that is the little Bambi." Wendy insisted on her statement " I want to call her girl." Mrs. Smith gave up "You want to!! Okay." Adam continued telling his opinion pointing out the mother deer "That is mommy. Mrs Smith acknowledged his statement, "That is Bambi's mom.". This latter exchange is similar to the first example presented in this section.

Mrs. Smith also responded to John but her responses were not related to the story itself. For instance she was reading the text "BY THE TIME SUMMER CAME, PRINCE BAMBI WAS STRONG ENOUGH TO EXPLORE THE FOREST WITH HIS MOTHER. "COME ALONG BAMBI, " SHE SAID ONE MORNING. IT IS TIME YOU LEARNED YOUR WAY OUTSIDE THE THICKET. THE LITTLE FAWN" John came close to her and held the book. Mrs. Smith said, " We are not done." But John insisted on getting the book. After several warnings, Mrs. Smith terminated the event.

Substituting: Mrs. Smith employed substituting only 1 time or 11.12% of all of departures. It was a synonym-like word substitution. Mrs. Smith substituted the word "sleep" for the word "nap" at the end of the text. This retained the essential meaning of the text, but made it easier for the children to understand.

Table 3-13 Frequency and Percentages of Location of Mother's Departures from the Text for Each Page During Episode 6 Story Book- Bambi

	Frequency	Percentage
Location		
Beginning	-	0.00
Within	6	66.67
End	3	33.33
Total:	9	100.00

Table 3-14 Frequency and Percentages of Mother's Mediating Strategies in the Case of Departures from the Text During Episode 6, Story Book, Bambi

Type	Location			Total	
	Beginning	Within	End	F	P
A-Adding					
Responding		2	6	8	88.88
B- Substituting					
Word level			1	1	11.12
Total				9	100.00

Non- verbal Behaviors

During the reading of Bambi, all the communication partners pointed out a character of the story. This served to specify what character they were talking about.

Table 3-15 presents all the gaze behaviors before and during the reading based on the communication partners by pairs. Since the event was interrupted, no data for after the reading was obtained.

Synchronized Gaze Behaviors: Synchronized gaze behaviors consisted of both topical and mutual gaze.

Topical Gaze: Before reading, only Adam, Mrs. Smith and Wendy looked at the book at the same time. During the reading the mother, Adam and Wendy looked at the book 19 times.

Mutual Gaze: Before reading, Mrs. Smith had mutual gaze with Adam and Wendy as she invited them to read the book. During reading the book, while the mother and Wendy had discussion about the gender of Bambi, they had mutual gaze for 3 times. Later Mrs. Smith had mutual gaze with John as John grabbed the book and she tried to persuade him to stop.

Non-synchronized Gaze Behaviors (Opposite gaze): Before reading the book Mrs. Smith had opposite gazes 8 times with Adam and 3 times with Wendy. Adam and John had opposite gazes 2 times. Adam and Wendy had opposite gazes 1 time.

Table 3-15 Frequency of Different kind of Gaze Behaviors
Based on the Communication Partners in Pairs During Episode 6
Story Book- Bambi

Synchronized Gazes										
Topical Gaze										
	M&A	M&W	M&J	W&A	W&J	A&M&J	A&M&W	A&J&W	M&J&W	All
B	-	-	-	-	-	-	1	-	-	-
D	-	-	-	8	-	4	19	-	-	7
Total	-	-	-	8	-	4	20	-	-	7
Mutual Gaze										
	M&A	M&W	M&J	A&J	A&W	W&J				
B	2	2	-	-	-	-				
D	-	3	4	-	-	-				
Total:	2	5	4	-	-	-				
Non-Synchronized Gaze (Opposite Gaze)										
	M&A	M&W	M&J	A&J	A&W	W&J				
B	8	3	-	2	1	-				
D	6	1	3	-	-	-				
Total:	14	4	3	2	1	-				

B- Before reading the book.
D- During reading the book.
M- Mother A- Adam W- Wendy J- John

During the reading, the mother and Adam had opposite gazes 6 times as Mrs. Smith shifting her gaze from the book to Adam. Adam mainly looked at the book. With Wendy, Mrs. Smith only had one opposite gaze. With John, she had 3 opposite gazes. As John looked at his mother, she looked at either the book, Adam or Wendy.

Gaze Shifts: Table 3-16 illustrates the gaze shift for each communication partner. Before reading the book Mrs. Smith shifted her gazes from Adam to Wendy 2 times and from Wendy to Adam 3 times. Adam shifted his gaze from another object to the book one time and from his mother to another object one time. Wendy shifted her gaze from the book to Adam, and from Adam to the book and from mother to the book one time each, and from another object to the book and from the book to another object two times each. She also shifted her gaze from another object to Adam one time. John was not within the camera range before reading.

During reading, Mrs. Smith shifted her gaze mostly Adam to the book or from the book to Adam. Adam shifted his gaze from the book to another object. Wendy shifted her gaze from the book to another object from her mother to another object and from another object to her mother one time each. John shifted his gaze from another object to the book two times, once each from the book to another object and to his mother, and from his mother to another object

Table 3-16 Frequency of Gaze Shift Based on the Communication Partners During Episode 6 Story Book- Bambi

Mother

	W~2	2~W	A&J	J~1	1~J	A~W	W~A	W~1	1~W	1~A	A~1	J~W
B	-	1	-	-	-	2	3	-	-	-	-	-
D	1	-	1	3	2	-	-	1	1	6	5	1

Adam

	2~1	1~2	M~2
B	1	-	1
D	-	1	-

Wendy

	1~A	A~1	M~1	1~2	2~1	2~M	M~2
B	1	1	1	2	2	1	-
D	-	-	-	1	-	1	1

John

	2~1	1~2	1~M	M~2
B	-	-	-	-
D	2	1	1	1

Symbols:

B- Before reading the book

D- During reading the book

1- The book they read.

2- Other directions.

M- Mother

A- Adam

W- Wendy

J- John

CHAPTER IV

DISCUSSION AND CONCLUSIONS

The purpose of this chapter is to summarize the findings of the study by providing answers for the study questions. A discussion of implications for the current literature and suggestions for the families who read aloud to their children with hearing impairments will be presented along with this summary. The researcher's conclusions and suggestions for the areas of future study will also be presented.

Findings

1) What were the literacy development assumptions and beliefs of the family concerning their hearing impaired child?

Because of their hearing impaired child's delayed language, both parents had deep concerns for his literacy learning and future school success. However, they held the same assumptions and beliefs for his literacy development as they had for their hearing children. These beliefs and assumptions about the literacy development coincided with the notion of Emergent Literacy (Clay, 1967; Teale & Sulzby, 1989). They believed that literacy learning begins long before children start formal instruction and that development continues to occur through active engagement in literacy learning events with significant others for reasons other than literacy learning as an end in and of itself. This was evident in that Mr. and Mrs. Smith's efforts to surround their children with a variety of literacy events. Being part of a literate society, literacy events were part of the family's daily life. Both parents were aware of the importance of their literate behaviors as a

model for their children. They provided real life experiences in which reading and writing were used to accomplish goals. They believed that a literacy foundation in young children is functional and communicative rather than mastery of a set of isolated skills. With the literacy environment they provided for their children, they facilitated development of both spoken and written discourse forms (reading, writing, speaking, listening) concurrently and interrelatedly. Both parents believed that children learn to read and write effectively only if they are admitted into a community of written language users what Smith (1988) called "literacy club". Neither of the parents expected their children to be skilled, so they helped them to read and write. Their attempts were encouraged by their parents. They joined the literacy activities from a very early age by attending to literacy activities embedded in their daily lives.

2) In what ways was the reading aloud event unique to the family?

To Mr. and Mrs Smith, reading aloud to their children was an important event among other literacy events. Bed time reading events had a special importance. Both parents considered the "bed time" reading as a routine event. Although both parents believed in and performed reading aloud events, mother's efforts were selected for further analysis. Therefore, the following sections will provide information about the mother's efforts of mediating text for her children.

The mother in this study provided routine, repetitive book reading event. Regardless of their hearing status, all the children

attended to the event based on their linguistic and world knowledge. Although they all had different listening styles, each child had an impact on the book reading interactions in which they participated. By welcoming all those contributions and relating them to the text, Mrs. Smith built upon their contribution.

3) Who were the participants of the reading aloud events occurring in that family? What were their roles in the events?

Although there were occasions where one-on-one interactions occurred, the "bed time story event" was mostly a group reading situation. This event occurred at least three times a week. Both parents would ask their children if they wanted to be read to or the children would spontaneously express their wish to read books before they went to bed. Regardless of their physical state, whenever the children wanted to listen to books, the parents would read to them. Generally, one of the parents was in charge of the event. The other parent would take care of the other child(ren) who was/were not interested in the event. He or she would also do their own chores, or would sit next to the group mostly in silence.

Of the four children, Adam (the hearing impaired) and Wendy (the three and a half years old) were main participants of the "bedtime" reading event. During these events, Adam used his personal hearing aids (See Chapter 2 for description of these aids). John (the two years old) would sit with them for a very short time coming in and out of the group. Laura (the nine years old) would prefer to read by herself or to read together with Mrs. Smith individually.

Videotape analysis and field notes showed that Mrs. Smith's verbal and non-verbal behaviors signaled that she perceived Adam and Wendy as her primary audience. Mrs. Smith also recognized her different styles when reading to Adam or to Wendy. She stated, "If you get a book with him [Adam] and start to read it with him, you just paraphrase everything because he wants to look at really quickly and turns the next page". Although she encouraged him to talk around print, she was not very fond of being interrupted while she was reading a particular page. She wanted him to learn to wait until she finished that page to talk about it. Mrs. Smith also mentioned Wendy's listening style, "Yet, Wendy who is a whole year younger than him, she can listen to what is written on the page. She has enough patience for that." Although she was aware of individual differences in listening styles, she thought that as a hearing child, Wendy's listening style could serve as a model for him.

4) What were the general strategies employed by the mother to mediate the text with her child(ren)?

5) What was the mother demonstrating about reading or making sense of print?

6) Were there any patterns in the reading aloud behavior of this mother?

7) Were there any differences between the ways the mother talk with her normally hearing and hearing impaired children during the reading aloud event?

8) What were the interactive patterns of the hearing impaired child when being read to? Would these patterns affect the mother's reading style?

9) What were the interactive patterns of the normally hearing children when being read to? Would these patterns affect the mother's reading style?

The data seemed to suggest that the general strategies the mother employed were based on the type of the text and her perception of linguistic and conceptual background and listening styles of her audience. Therefore, the above questions will be answered in a wholistic manner.

Text Issue:

During the course of the study, Mrs. Smith read two kinds of books: picture books and story books. Examination of selected segments of videotaped data revealed that, the mother created six different mediating episodes in reaction to the contribution of her children.

The first three episodes derived from her reading the same picture book using different interactional styles. During Episode 1, Mrs. Smith asked Wh- questions as a labeling activity. In Episode 2, she introduced pretend play which helped her to practice certain scripts with her children. Finally during third episode, Mrs. Smith used definition along with Wh-questions, again as a labeling activity.

A second set of three episodes were derived from different story books. Since the story books contained more text than picture books and provided a "story plot", Mrs. Smith's behavior was different in that she mediated the text during departures from the text for all three

books. Her mediating style varied based on the type of the story and her perception of her audience. The issue of audience will be discussed later. Mrs. Smith read Berenstain Bears Forget Their Manners which is a real story that derived from real life, and Bambi, which is a fairy tale, somewhat in the same manner. Her reading style of Where is Spot? was different from her reading styles of Berenstain Bears Forget Their Manners and Bambi. Although the book contained the qualities of a story, the text to be read consisted of question and answer sequences. This format led her to approach the "story book" as if it were a picture-story book, a task for practicing labeling and developing vocabulary.

The following discussion provides more detailed information about verbal and non-verbal interactional patterns created by the mother and the children during these six episodes.

Verbal Interactional Patterns: During Episode 1, when Mrs. Smith initiated the interactional cycles, they appeared to be either simple or extended cycles. In the case of simple cycles, Mrs. Smith started the exchanges by asking conventional where-questions. She provided acknowledgments when either child gave the answer immediately. Thus, the nature of the interactions could be formulated as Question-Response-Evaluation (Q-R-E). However, the extended cycles occurred when the children were late to point out the picture. In those situations, Mrs. Smith provided some kind of verbal clues such as repeating her own question, or supplying additional semantic clues until the correct answer was given by either one of the children. As soon as the answer was given, she acknowledged the answer and moved onto another topic.

Thus, an extended cycle initiated by the mother could be formulated as Question- Late Response- Clarification- Response- Evaluation (Q-late R-C - E).

Like his mother, Adam also asked where-questions. Since his efforts were not always formed in a way that was conventionally acceptable, his mother provided additional help to guide him. Therefore, interactional cycles initiated by Adam appeared to be extended cycles. More specifically, when asking a where-question, one does not point to the object he is asking for. On three occasions, he asked a where-question while simultaneously pointing out the picture as illustrated in Example 6. In another situation, in addition to pointing out the picture, he mislabeled the picture. Adam was able, however, to ask more conventional questions. That is, he asked where questions without pointing out the picture. In the three cases when his efforts were not syntactically appropriate, Mrs. Smith repeated the question by providing the syntactically correct form. On one occasion, he asked a where-question which was syntactically and conventionally appropriate. However, his asking where Wendy was might have seemed irrelevant to Mrs. Smith. Since Wendy was sitting next to her, she might have thought that she had not understood his utterance. Or, she understood the question but could not assume that Adam was asking his sister's location which was obvious to both of them. So her utterance requested that Adam repeat his question. However, Adam answered the question as if it had been directed to him. Instead of providing the label, he identified the picture of doll to his sister by supplying her name for the doll. Mrs. Smith expressed her surprise with an elongated syllable and then she provided him the correct label. Regardless of the type of

the mother's contributions, Adam treated her input as questions that were directed to him. He or some times Wendy answered the question. In other words, in all those cases where Adam was the initiator, based on his mother's contributions, it appeared that as if the mother was the initiator. Thus, extended interactional cycles initiated by Adam could be formulated as Question- Clarification- Response- Evaluation. (Q-C-R-E)

Only once did Wendy ask a what-question that was conventionally acceptable according to the rules governing this type of exchanges. Since mother immediately provided the answer to her, the interactional cycle Wendy started appeared to be a simple cycle. It started with a question and closed with a response. Since Wendy's purpose was to learn the label, not to test her mother, unlike the simple cycles initiated by her mother, an evaluation did not follow the response. Thus, the interactional cycle initiated by Wendy could be formulated as Question-Response (Q-R).

Wendy's contributions to her mother's initiations were mostly non-verbal. She provided the answer to her mother's question by pointing out the picture (Examples 2, 3), Mrs. Smith acknowledged her contributions, thus closing the cycle.

It seemed that Mrs. Smith treated both children's questions based on their approximation to conventionally accepted form. Regardless of the child's handicap, Mrs. Smith evaluated the questions and contributions coming from the children. She guided both children whenever, she thought they needed help. In addition, she let the children take their turns whenever they wanted to do so.

It also seems that there is a difference between Adam and Wendy's efforts. That is, Adam tried to assume the mother role, while Wendy

only solicited information. That is why Wendy uses a what not a where question. It could be assumed that she had accepted the mother's role as a leader, while Adam attempted to assume her role as reader.

In Episode 2, Mrs. Smith introduced three different types of pretend play which were seen as opportunities to help Adam and Wendy to acquire particular scripts. The first play sequence was named as Cookie making since the mother, Adam and Wendy were pretending to bake cookies. The second play sequence was named as Eating since the partners were pretending to eat different food. The last play sequence was Shopping since the partners were pretending either to buy or sell things in the supermarket.

During the Cookie making sequence, Mrs. Smith was the initiator for all the subscripts both verbally and non-verbally, but the children contributed both verbally and non-verbally. This created a situation in which they all were bakers; Mrs. Smith was the chef and the children were the helpers. On some occasions, Mrs. Smith repeated the steps twice or three times without pretending the action. At other times, she pretended the action as she verbalized it. The children willingly attended to her efforts by performing in the same manner. Interestingly, Adam once corrected his mother by telling her that they had to put the eggs first before mixing the dough. Mrs. Smith immediately accepted his contribution and moved onto the next step. With this interaction, both Adam and Mrs. Smith presented a negotiation strategy for an optional subscript using their prior experience of cookie making (Nelson, 1981). In general, the verbal and non-verbal contributions that the children made can be taken evidence that they had prior experience about cookie making. During the course of the

play, regardless of the handicap, the children were not forced to attend the interaction but they were welcomed whenever they contributed to the process. Both children were observed to perform spontaneous repetitions of their mother's words or parts of her utterances. Unlike Episode 1, Mrs. Smith did not attempt to force either child to perform an elicited repetition. Neither did she provide any labeling practice, such as demanding that they point to a picture or verbally labeling pictures. Moreover, she ignored it when the children omitted a particular label, including the hearing impaired child.

The Eating play sequence was started by Adam when they turned to the page that included the things to eat. In this play sequence, labeling behaviors were clearly present. Although the Eating play sequence was short, all the communication partners combined verbal and non-verbal behaviors while playing. Analysis of this play sequence showed that the partners mostly labeled the pictures while pretending to eat them. Four patterns emerged: a- They pointed to a picture of some food item while simultaneously labeled it; b- They pretended to pick some food item up while simultaneously labeling it; c- Mother supplied the semantically correct label when Adam failed to label it; d- Adam spontaneously repeated his mother's utterances. During these utterances, considerable overlap occurred between the turns. The mother did not attempt to regulate the turns. Instead she joined the children's contributions in a like manner.

During the Shopping play sequence, because all of the participants come to the interaction with their own scripts base on their prior experience, role negotiation seemed to be the primary pattern. This pattern was built by contributions from each partner. Although

the three of them played together, on some occasions while two of them interacted, the third one watched. On other occasions, all three communication partners participated. Mrs. Smith modeled to the children how to be a buyer or seller. On some occasions, she ignored instances when Adam forgot a particular step for shopping. Although the sequences started with one partner as a buyer or seller, it did not necessarily continued like that. But, with Mrs. Smith's mediating the sequences of shopping script to both Adam and Wendy and in some cases even modeling behavior for them, all the sequences evolved smoothly and freely. On one occasion, Mrs. Smith began as a buyer, but Adam did not attend to her efforts so he continued to act as a buyer himself. Mrs. Smith did not insist on imposing a role to him but followed his lead. Instead of Mrs. Smith reminding Adam to act conventionally, she let him act freely and modeled for him how to play the role appropriately. Mrs. Smith's approach coincides with the literature on acquisition of scripts. That is, although adults direct the action and set the goals, they do not necessarily provide direct tutoring for the child, rather they provide conditions under which the child fills the expected role activity (Nelson, 1981; Schank & Abelson, 1977). The children's tendency to skip certain subscripts could be a result of their knowledge of the shopping event. That is, although they have developed a general knowledge of shopping script, those skipped steps such as paying may not be represented in both Adam and Wendy's shopping script because it is a role activity that they probably play no part in their real lives.

During Episode 3, Mrs. Smith and Adam looked at the picture book. Two strategies were employed as means for providing labels for

the pictures. One strategy required a nonverbal response in the form of pointing out behavior; the other required verbally labeling the picture. To insure pointing out behavior Mrs. Smith supplied Adam with a definition for an object describing its distinctive characteristics, such as its function or its physical characteristics. This pattern was identified as "definition giving". The second pattern, which required verbal response, was identified as "directing a what-question to the other partner". Both Adam and Mrs. Smith directed questions to each other, expecting a verbal label.

With regard to first pattern, although all the interactional cycles started with Mrs. Smith, some differences appeared in the interactional patterns based on Adam's responses. When Adam gave an immediate non-verbal response, Mrs. Smith acknowledged his response or expanded the question or requested an additional verbal response. When Adam gave both verbal and non-verbal immediate response, she acknowledged his response, by repeating the label. In those situations, when Adam had difficulty in providing the answer, she helped him by modifying the original question and/or by providing physical help. During those extended situations, Adam on some occasions, insisted on talking about his topic. Therefore it seemed that there was a topical conflict. Mrs. Smith mostly dealt with these conflicts by responding his question and quickly returning to the topic she had previously introduced. Only once did Mrs. Smith try to insist on talking about the topic she had introduced, but she quickly gave up. Thus, the task remained essentially a labeling activity.

Regardless of simple or extended cycles, all the interactional cycles were closed by Mrs. Smith's acknowledgment statement. She

sometimes provided only the label, verbalized the function of the object while she was pretending to use it or expanded the label providing link between their life and the object.

Except for one occasion, Adam seemed to be cooperative to his mother's demands by providing the responses and/or by spontaneously repeating his mother's utterances.

The second pattern involved asking what-questions. With these questions Adam and Mrs. Smith demanded the other partner supply a label for a particular picture. However, when asking the questions, their purposes seemed to differ from one another. Mrs. Smith used wh-questions to check Adam's word knowledge. She performed this by redirecting the questions to him that was asked by Adam at the first place or by redirecting the question to Adam stating that she knew that he knew the label. Adam's asking what-questions could be argued as a way for him to recheck his own word knowledge and as a genuine request for supplying an unknown label. When Mrs. Smith gave the answers, Adam spontaneously repeated the label or the whole sentence. Again regardless of who initiated the topic, Mrs. Smith always closed the interactional cycle by acknowledging Adam's responses.

During Episode 4, Mrs. Smith read Berenstain Bears Forget Their Manners to her three children, Adam, Wendy and John. Departures from the text to mediate the text were distinctive features of her reading this story. When she departed from the text, she employed one of these four mediating behaviors: adding, substituting, rearranging and deleting. Responding to her children was the most common adding behavior. She performed this when one of the child interrupted her or she voluntarily stopped reading. Mrs. Smith's responses varied based

on the characteristics of the contribution that each child made. For instance, when Adam pointed out a picture, Mrs. Smith asked a question about the picture. But, when he described the picture, she acknowledged his description, corrected his misinterpretation of the picture, completed his sentences, or directly supplied the reasons for actions contained in the pictures. Wendy attended to the event by making a statement. Mrs. Smith would provide a link between the story and Wendy's statement. Once Wendy verbalized a line from the text to which Mrs. Smith responded by using another text line. Wendy's most sophisticated contribution was asking a why-question. Mrs. Smith responded her supplying the reason. John's contributions were not directly related to the story. Coming back and forth, he sometimes interrupted the event. Once when he hit Adam, Mrs. Smith provided a link between their fight and the story characters' bad manners.

The second most common adding behavior was her descriptions and comments on the text. At the beginning, Mrs. Smith added a line or two to the text. Toward the end of the story, the nature of her comments and descriptions changed. Later she preferred to substitute a whole paragraph or more. Her reasons for doing this was that she assumed that the story was too long to keep the children's attention, but at the same time she wanted them to make sense of the story. So, with her substitution of the whole paragraph, she adjusted the story to her children's world and linguistic knowledge.

Other substitution behaviors were at the word, sentence and/or phrase level. She also provided substitution in order for her children infer from the text. Mrs. Smith deleted the text mostly when Adam interrupted her. Her rearrangement of the text was creating sentences

out of phrases. All of these strategies seemed geared toward making the text more explicit or more intelligible to the children.

During Episode 5, Mrs. Smith read the book Where is Spot? to her children. Mrs. Smith departed from the text mostly at the end of the text for each of two pages. When she departed from the text, she performed adding and substituting mediating behaviors. Among her adding behaviors, the most distinctive was her responding to her children. Mrs. Smith departed the text by asking a question that was stated in the original text. With this question, it seemed that she introduced a new topic. She expected her children, especially Adam to provide a label for the picture underneath the cover. When Adam quickly supplied the label, she acknowledged his response by providing a link with the text. If he did not provide the appropriate label quickly, she repeated the question several times. During these repetitions, Wendy once attempted to give the answer, but Mrs. Smith stopped her from doing that. However, she was very responsive when Wendy made a statement about the story. Mrs. Smith did not respond to John even though he looked at the book and verbally attended to the book reading event.

During Episode 6, Mrs. Smith read a story book named Bambi to Adam, Wendy and John. In her effort to mediate the story to her children Mrs. Smith departed the text mostly "within" the text. During these departures, she performed adding and substituting mediating behaviors. As was true of previous story readings, the primary effort was to respond to the children. She responded to Adam as he spontaneously reacted to the story, but in another case, while she was talking with Wendy, she ignored his contributions. Later when she

thought her conversation was completed with Wendy, she then responded to him. Mrs. Smith's responses to John were not story related but to teach him how to behave during the reading aloud event.

Thus, it could be seen that during the six episodes, Mrs. Smith applied two main styles. Although there were variations in her use of those styles, one could be named as "labeling", while the second could be identified as "dialoguing". Episode 1, Episode 2-Eating sequence, Episode 3 and Episode 5 provided her with opportunities to introduce the labels or test her children's, especially Adam's, word knowledge. Episode 2-Cookie making and Shopping sequences, Episode 4 and Episode 6 created more conversational exchanges among the communication partners.

Non-verbal Interactional Patterns: Non-verbal interactional behaviors used in these interactions consisted of pointing to pictures, pretending and variations in gaze behaviors.

Pointing to Picture and Pretend Behaviors: Both pointing to a picture and pretend behaviors were common throughout all six episodes. As was mentioned during the summaries of each episode, the reasons for performing these behaviors varied based on nature of the episodes. Either the text or the task required that the communication partners perform these behaviors. It was observed that these non-verbal behaviors did not interfere with the verbal interactional patterns. Given the smoothness of interactions throughout the episodes, it could be argued that these non-verbal behavioral patterns were supplemental to the verbal interactions.

Gaze Behaviors: The gaze behavior seemed to have important role in these interactional episodes. Synchronized gaze behaviors were identified as topical and mutual gaze. Except for Episode 2- Shopping sequence, topical gaze appeared to be the most common gaze behavior for all communication partners -Adam, Wendy and Mrs. Smith. As they labeled the pictures or looked at the pictures on the story books, their gaze was toward the related page being read. During the picture book labeling episodes the book was the vehicle. The communication partners looked at the book in order to provide an answer. During the story book reading the book was central since the pictures and text complement one another. The children looked at the pictures as the mother mediating the text.

During Shopping...play sequence, mutual gaze was dominant for all communication partners. During this...play sequence, the communication partners had to look at each other in order to perform shopping behaviors such as giving money to the other partner or taking money from the other partner, or saying good-bye to each other. In addition, they had to establish topical gaze while pointing out pictures so it was clear what object was involved. In accomplishing this task, considerable gaze shifts from communication partner to the book back to the communication partner was required. Since the task proceeded smoothly, it is clear that all communication partners understood when to engage in mutual and when to engage in topical gaze.

It was observed that throughout the episodes gaze shifts also created opposite gazes for all communication partners. The mother's gaze shifts mainly occurred to Adam when she was drawing his attention to a particular picture and answering his question. Since Adam looked

at the book most of the time, they both had opposite gazes. The intensive frequency of her gaze shift to Adam could be discussed as being atypical. While she was constantly checking Adam's comprehension, and attention, Adam was performing the behavior that was expected from normally hearing children who use mostly auditory channel when listening to the stories. However, the mother's looking at Adam was too quick and she was performing double role, namely, mediating the text and maintaining the children's attention. Therefore, her looking at Adam did not interfere with the flow of the event. It could be argued that the interactional patterns, with regard to gaze behaviors were typical rather than atypical.

The sitting arrangement was also an important factor for the occurrence of particular gaze behavior. Since the children sat either next to their mother or on her lap they mostly used their listening. That Adam highly benefited from amplification was clear based on his relevant verbal contributions. This sitting arrangement was reported in the read aloud literature when hearing parents read to their hearing children (Baghban, 1984; Buttler & Clay, 1981; Taylor & Strickland, 1986). Mrs. Smith explained that she wanted, especially Adam, to sit in that position. She thought that he would learn to listen like a normally hearing child if he sat on her lap. As long as they sat closely, she thought that he could benefit from the event.

On some occasions Adam sat next to his mother in the couch rather sitting on her lap. However, he did not stayed in the same position during a whole event. Similar to his siblings, he moved during the event. According the contributions Adam made during one-on-one situations (See Episode 3), he could respond appropriately to his mother

and Wendy's utterances when he sat still. However, when there was a considerable movement among communication partners as happened in the Shopping play sequence, Adam had some difficulties in responding to his sister since she changed her place and position very often. Adam's problem in group situations is not unusual given the literature. Hearing impaired children have difficulty in following their partners' turn especially in group situation (Kretschmer & Kretschmer, 1986 cited from Duchan, 1988; Brackett, 1986). Although Adam had problems in play situations, Mrs. Smith did not attempt to establish explicit eye contact in order to provide Adam with the opportunity of lip reading. Rather she verbally and non-verbally attended his contributions so that the interactional cycles occurred smoothly. Because this went smoothly, the argument about mismatch in interactions of hearing impaired children with normally hearing parents who used auditory verbal mode is not a legitimate argument. Maxwell (1984) and Andrews and Taylor (1987) are correct that there has to be a match in communication mode but that match can be an auditory and auditory if the hearing impaired child is amplified and parent uses auditory/verbal mode. Furthermore, the child does not need excessive visual cues to follow highly routine event such as reading aloud.

Audience Issue:

Although the type of the text required different reading style, it could be argued that her mediating behaviors also originated from her perception of her children's linguistic and world knowledge.

The picture book was initially chosen by Mrs. Smith. Mrs. Smith had two different kinds of goals when mediating the picture book. One of her goals was to expand the children's, especially Adam's, linguistic and conceptual knowledge. Both the verbal and non-verbal strategies suggested that Episode 1, Episode 2 the ~~Eating~~ sequence and Episode 3 mostly appeared as "labeling" style interaction. Mrs. Smith's purposes for these episodes were to help her children, especially Adam, to expand their vocabularies and word knowledge. Mrs. Smith's use of evaluations when labeling was very similar to how teachers use evaluations when they interacted with their students during lessons. Mehan (1979, a, b) found that, in didactic interactions, teachers would use a question and answer sequence followed by an evaluation. Once the student responded correctly, the teacher would move to the next question. Mehan suggests that while this type of exchange was common in classrooms, it would be a shock to the listener in a social conversations.

It is obvious that in this situation Mrs. Smith had adapted an instructional, rather than a social role. Mrs. Smith performed like the teachers mentioned in Mehan's study. The question-response and acknowledgment pattern was the nucleus. The difference between Mrs. Smith and those teachers mentioned in Mehan's study was that she let the children initiate question-response cycle. But even handling these child generated questions, it seemed that she was aware of her teaching and/or testing role. She evaluated the questions coming from either child. For instance, in Episode 3, Mrs. Smith tended to answer Adam's questions only if she thought that he really didn't know the answer. Otherwise she kept repeating the question, or provided syntactically correct forms until he answered. These efforts could also be

interpreted as a way of teaching the children "school script". While providing the children the question-response-evaluation cycles, Mrs. Smith was in fact preparing her children for school conversations. Interestingly, Adam attempted to perform this role by trying to act as a teacher (or question asker) while Wendy accepted the student role.

The second goal she had in her mind was to improve the children's knowledge of the events. Episode 2 Cookie making and Shopping sequences allowed her to help her children expand their world knowledge about cookie making and shopping. During these play sequences, practicing the sequence of the events -scripts- was more important than practicing words. Mrs. Smith demonstrated to her children that, even when reading aloud the same book, readers can use different styles. During the labeling sequences her main audience was Adam, but Wendy was always welcomed to attend to the event. For script building effort, she perceived both of her children as her audience.

During these play situations, Mrs. Smith was more relax than during the labeling situations. Although she guided her children to employ particular steps in order to fulfill the obligation of a certain script, she let them enjoy interacting with print. It was reported by Mrs. Smith that she considers using the picture book in play situations as "real reading" while providing the labels for the pictures as "practice".

In terms of her mediating style for story books, the data seemed to suggest that the audience for the particular story was initially determined on the basis of which child chose the book in the first place. Mrs. Smith had a tendency to adjust the text based on the

perceived audience(s). For instance, when she read Berenstain Bears Forget Their Manners which was chosen by Adam, Mrs. Smith elaborated the text employing adding, substituting, rearranging and deleting mediating behaviors extensively. Whereas, when she read Bambi chosen by Wendy, she only employed two strategies, namely, the adding category of responding to the children, and substituting at the word level. During reading Bambi her departures from the text were considerably less than her departures from Berenstain Bears Forget Their Manners. Mrs. Smith read Where is Spot? chosen by Adam in a manner to help Adam learn the names of the animal characters in the story. The interactional patterns in this case appeared more like a label learning task than one where the story itself was important. This occurred partly because of the nature of the book and partly because of her perception of Adam's needs in language.

Overall, by adjusting her mediating styles to her children's perceived linguistic, world knowledge and listening styles, Mrs. Smith demonstrated that readers can employ different strategies as they make sense of different type of print. Moreover, letting her children attend to the event, she showed that they were all readers who were responsible for their own making sense of print as they interact around print. It has been indicated that it is through talk around the text readers cooperatively "negotiate meaning" (Cochran-Smith, 1984), or come to understand what the text is about for them. Through negotiating or talking about the text during her departures, Mrs. Smith demonstrated to her children how reading involves what readers bring to text as well as what they take from it. In all of these behaviors, Mrs. Smith was

doing what Feuerstein (1979) call "mediating or jointly making stories accessible to all."

Implications for Parents

This study illustrated a hearing mother's reading aloud behaviors to her preschool age hearing and hearing impaired children before bed time in their home. The results seemed to suggest similar behavioral patterns for the mother and the hearing impaired child with the studies conducted with hearing children of hearing impaired parents (De Loache & De Mendoza, 1985; Ninio & Bruner, 1978; Snow & Goldfield, 1983; Wheeler, 1983), and hearing impaired children with deaf parents (Andrews & Taylor, 1987; Maxwell, 1984) or hearing impaired children of hearing parents who were fluent in Sign language (Henderson, 1976). Furthermore, the smoothness of the interaction seems to suggest that the hearing impaired child, Adam, benefited from his amplification. Unlike the studies with hearing impaired children of hearing mothers (Lartz & McCollum, 1990; Mogford, Gregory & Keay, 1980; Bishop & Gregory, 1985), this study suggests that in a natural home environment both the mother and the amplified hearing impaired child can present similar communication behaviors as described in studies of hearing children and hearing parents and hearing impaired children with deaf parents.

In the light of this study it is recommended that parents should be actively involved in their children's literacy learning from birth of the child. They should also be provided guidance that early identification of hearing loss and proper, consistent use of amplification

can be very important for their child to improve his/her literacy learning, especially if he has residual hearing.

The results of this study suggest that mothers can provide different communication contexts through books, even using the same book as a tool for different tasks. This hearing impaired child's meaningful contributions to conversations that occurred around the text, provide evidence that hearing impaired children can also adjust their interactional styles as well. Parents should create a warm, friendly situations in which the hearing impaired child can learn and more importantly be responsible for their own learning. The interactions with the siblings would provide model and opportunity to interact in a group situations. Thus, rather than forcing the child to memorize abstract concepts, it is more meaningful to provide linguistic and information by providing reading aloud events. During a friendly reading aloud event, the mother's even acting as "teacher" would be tolerated by the child.

Limitations of the Study

This study provided descriptive information about a hearing mother's reading styles when she read to her hearing and hearing impaired children before bed time in a home setting. The ethnographic nature of the study and fine-grain videotape analysis provided more realistic results. Other strengths of the study was the fact that the data were collected when the mother read different genres chosen by either the children or the mother, at different times and in different group arrangements. Moreover, because of the filming technique, all the communication partners were captured most of time. Since the family recorded the sessions by themselves, more naturalistic data were

obtained. However, there were some limitations that need to be addressed. First, the results were limited to one family's literacy events. Second, although the data were collected over a five month period and the visits were arranged to obtain various aspects of the family's literacy events, observation times were relatively limited. Furthermore, videotape analysis was limited to the mother's reading to her children. Analysis of the father's reading styles would have contribute more descriptive information about the full range of literacy experiences available to this and other hearing impaired children.

Future Research

The limitation of this study indicate the need for studying several families, from different cultures, who have hearing impaired children and who read to their children. In this study the family had both hearing and hearing impaired children. A family who had only a hearing impaired child might create different results.

Future research is needed to ascertain how parents' reading aloud styles are influenced by their theoretical stance about learning and reading; to consider the influence of their reading aloud styles on children's literacy learning; and what factors may be common to the reading styles of parents of hearing impaired children who read frequently and fluently to their children.

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APPENDIX A
THE HEARING IMPAIRED CHILD'S AUDIOGRAM



Cincinnati Better Hearing Center

Thomas J. Kereiakes, M.D.

Christ Hospital Medical Building

2123 Auburn Avenue, Suite 208

Cincinnati, Ohio 45219

Phone: (513) 421-5558

8-9-91

DATE

ECH AUDIOMETRY					
	SRT		Discrimination		
	dB	Mask	%	Mask	SL
HT			D	N	T
T					

SCRIM: CID W-22 Other
 MASKER (dB HL) Speech Noise White Noise Environmental Noise

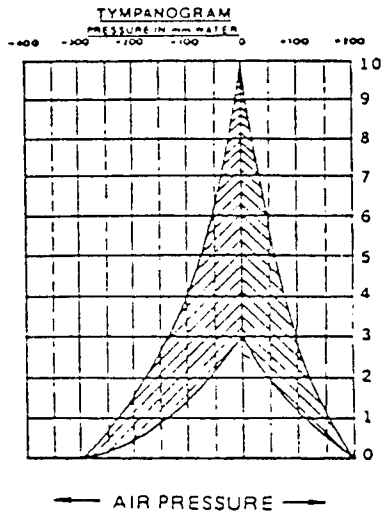
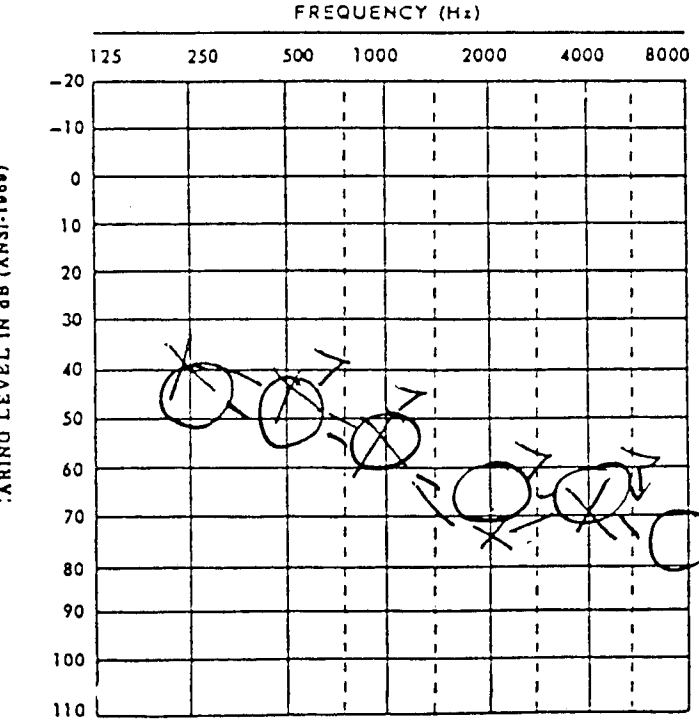
PATIENT NO

ADDRESS

PHONE

BIRTH DATE

HEARING AID INFORMATION



	MIDDLE-EAR COMPLIANCE	
	RIGHT	LEFT
Middle-ear Pressure		
C _{MAX}		
C ₊₂₀₀		
C _{ME}		

ACOUSTIC REFLEX

Tone In	Probe In	Probe Freq.	Eliciting Frequency (Hz)			
			500	1000	2000	4000
			⊖			
			Decay			
			⊖			
			Decay			
			⊖			
			Decay			

		AIR		MASKED AIR		BONE		MASKED BONE	
R	Air								
	Bone								
L	Air								
	Bone								

LEGEND:

RIGHT	○	△	<	[
LEFT	X	□	>]

Post op tubes
 COMMENTS: moderate to severe sensory-neural hearing loss bilaterally.

AUDIOLOGIST: J. Dominick

APPENDIX B
DEPARTMENTAL/COLLEGE ETHICS COMMITTEE APPROVAL FORM

DEPARTMENTAL/ COLLEGE ETHICS COMMITTEE
APPROVAL FORM

Department Special Education Date 6/31/92

Investigator Yildiz Uzuner

Project Title A Descriptive Study of Reading Aloud Event of a
Preschool Age Hearing Impaired Child with Hearing Parents in Home Setting.

Advisor (if student) Prof. Dr. R. R. Kretschmer

Investigator Address and Phone: 2930 Scioto St. Morgens Hall #700

Cincinnati-OH 45219 . U.S.A (513) 556 7493

The department Ethics Committee has reviewed the project named above for compliance with provisions of the Family Rights and Privacy Act, federal rules governing the rights and welfare of human subjects, the provisions of the Hatch regulations, and other appropriate ethical standards. The committee's conclusion is as follows:

✓---The proposed study is exempt from human subjects IRB review, it meets all provisions of FERPA and the Hatch Regulations, secures informed consent from subjects, and meets all other appropriate standards for the ethical conduct of research: thus, it may proceed.

----The proposed study places subjects at risk and must be reviewed by the IRB.

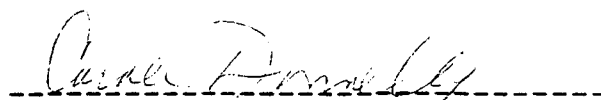
----The proposed study does not assure compliance with FERPA and Hatch Regulations, does not provide for the securing of informed consent or violates existing standards for the ethical conduct of research; thus, it may not proceed.

----The proposal does not present sufficient information upon which the committee can base a decision.

Specify additional information required or the reason for rejection of the proposal:



Committee Chair



Committee Member

cc. Investigator, Advisor, Department File, College File.

APPENDIX C
PARRENT LETTER/CONSENT FORM

Parent Letter/ Consent Form

Dear -----:

I am a doctoral student at the University of Cincinnati, Department of Early Childhood and Special Education. I am conducting this study in partial fulfillment of requirements for my Doctor of Education degree. I am interested in observing and describing the patterns of interaction or communication strategies of literacy events happening in a family whose one of the children is preschool age hearing impaired.

To do this, I will visit your home at your convenient times for several times a week during the course of study. During the visits, I will take notes, have both informal and formal interviews with you and your children and make audio-video tapes during the reading aloud events. I will also need to acquire additional information from you concerning his developmental history. The exact time for videotaping of the reading aloud event will be decided with you. You are not asked to alter your daily routine in any way.

You have the right to request inspection of any of the tapes and to withdraw your or your child's participation, at any point in the study. Your confidentiality and anonymity will be protected in all written accounts of the study by referring to fictitious names rather than real names. Since the tapes themselves may contain names and photographs, anonymity on tape cannot be achieved. However, the tapes will not be available to the general public without your informed and written consent.

The tapes will most likely to be used for future studies, for university teaching, and/or presentation at professional conferences. Very little information has been written about the interaction of hearing impaired child(ren) and his/her mother/father during the reading aloud event in home situation. Therefore, it is important that this information be made available to others who work with hearing impaired children.

Should you have future questions, please do not hesitate to converse with me. You can also call me any time if you need to reschedule the visits or to talk with me about your concerns.

In closing, I would like to thank you for receiving this letter, for taking the time to consider whether or not you would be willing to have your family participate in this study and for letting me observe your family life. Should you decide to participate, you will receive a written report of the results of the study upon completion.

Sincerely,

Yildiz Uzuner

Tell: (513) 556 7493

Address: 2930 Scioto St.

Morgens Hall #700

Cincinnati, Ohio 45219 USA

 -We, the undersigned, give our permission for our family to participate in the study of reading aloud events: patterns of interaction in our family. We understand that the purpose of this study is to investigate patterns of communicative interactions that occur in a family whose one of the children is hearing impaired. We understand the above explanations and give our consent to voluntary participation in this research project.

Date:-----

Parents of the child (Signatures)

Father-----

Mother-----

APPENDIX D
COVERSHEET FOR VIDEOTAPE #5

Videotape # 5 Coversheet #5 Reading Books

Pages	Duration Minute/sec.	Communication Partners
1	4'	Mrs. Smith, Wendy, Adam
1	11''	Wendy, Mrs. Smith
1	2'	Mrs. Smith, Wendy, Adam
1	36''	Mrs. Smith, Wendy
1	2'	Mrs. Smith, Wendy Adam
1	1'	Wendy
2	2'	Adam, Wendy, Mrs. Smith, John
2	40''	Adam, Wendy, Mrs. Smith
2	2'	Adam, Wendy, Mrs. Smith
2	24''	Mrs. Smith, Wendy

Summary of tape 5:

Pages:2 Dur:14'.40'' 10 changes in communication partners
