科技部補助專題研究計畫成果報告
期末報告

兒童同儕互動中的人稱指涉詞

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報 告 附 件 ： 出席國際學術會議心得報告

中 華 民 國 106 年 02 月 21 日

中 文 摘 要 ： 過去探討兒童人稱指涉詞的語用研究中發現，兒童使用不同的指涉詞形式與特定的溝通意圖或語用功能有關。這些研究多著重在自我指涉詞的探討，雖然少數的研究（e.g., Imbens-Baily & Pan, 1998; Huang, 2012）亦分析了他人指涉詞，但這些研究在其語料中只發現少量的他人稱指涉詞。這可能跟這些研究採用的語料有關。過去的研究主要著重在三歲以下幼童的人稱指涉，而這些幼童在指涉聽話者的能力上似乎仍然有限。另外，過去的研究主要分析親子對話，而這種互動的特點是互動者在權力、能力及知識上的不對稱。這樣的特點有可能會限制了兒童在他人指涉詞的使用。為了對兒童人稱指涉詞的語用有更完整的瞭解，本研究探討說漢語的學齡前兒童在同儕互動中的自我指涉、他人指涉、以及共同指涉的語用。誠如過去研究指出，同儕互動是一個能讓兒童共同建構其社會及發展其語用能力的重要場域（Cekaite, et al., 2014），因此這樣的互動也會產生特別的合作關係及言談語體。

本研究結果顯示，同儕互動與親子互動相似之處為兒童最常使用的皆為自我指涉，但是同儕互動比親子互動包含更多的他人指涉以及共同指涉。同時，結果發現在自我指涉以及他人指涉時，兒童大多使用外顯形式(overt form)，而在共同指涉時則多為省略形式(null form)。此結果似乎反映了在同儕互動中兒童對彼此共同參與為前提的瞭解與重視。另外，在分析指涉形式與語用功能的關係中，結果顯示兒童不管在自我指涉、他人指涉、或共同指涉時，外顯形式或省略形式的使用並不會受語用功能為「控制行為」(control act)或「陳述」(assertive)所影響。此發現與Huang（2012）中兒童的方式不同，但卻與其母親的方式相似。由於本研究兒童的年紀（5;1-5;6）較Huang（2012）中的兒童（2;2-3;1）為大，似乎反映了兒童在指涉使用的早期發展中，建構了特殊的形式與功能的連結（form-function mapping），之後再逐漸發展為更接近成人的連結與使用模式。

中 文 關 鍵 詞 ： 人稱指涉詞、同儕互動，語用功能、兒童語言

英 文 摘 要 ： Previous research which examined the pragmatic aspects of children's person reference has focused mainly on children's self-reference, and has focused mainly on children under three years of age In addition, previous studies have examined mainly adult-child discourse, which is characterized by the asymmetry in power, skills and knowledge. To have a more complete picture of the pragmatics of children's person reference, the present study aims to investigate the communicative functions associated with Mandarin-speaking preschoolers' self-reference, other-reference, and joint reference in their interaction with peers.

The findings of this study revealed that while both peer interaction and adult-child interaction contain more instances of self-reference than of other- or joint-

reference, the frequency of self-reference is less predominant in peer interaction than in adult-child interaction. In addition, while children use mostly overt forms for self-reference and for other-reference, they instead use more null forms than overt forms for joint-reference. The findings may reflect children's shared understanding of the importance of co-participation in peer interaction. The results further showed that for all of the three types of person reference, no significant difference was found between the distribution of referential forms in control acts and the distribution in assertives. The results differ from those reported in Huang (2012) in that the children in this study use person reference in a manner more similar to that observed in Huang's adult data than that observed in the child data. As the children in this study (5;1-5;6) are older than those in Huang (2;2-3;1), it appears that after constructing their own form-function mappings of person reference by using referential forms in relation to distinct pragmatic functions, children later learn to employ referential forms in a more conventional and adult-like manner.

1. Introduction

Young children in their first years of life develop social and linguistic competencies that reflect an emerging sense of self. They come to realize that they have a self separate from others around them. One important aspect of children's language acquisition that may indicate their emerging understanding of self and other is their ability to explicitly refer to themselves and the addressees. These reference forms include address terms, proper names, and personal pronouns.

The acquisition of self- and other-reference forms, however, is not always easy for children, and children have particular difficulties with the acquisition of personal pronouns. Personal pronouns, like other deictic terms, do not map onto their referents in an invariant way. The referent of 'I' or 'you', for example, depends on who the speaker is. Children thus need to develop the ability to take different points of view before they can correctly use personal pronouns. It has been shown that children formulate their own form-function linkages before they can refer to self and other in an adult-like manner (Bamberg, Budwig, & Kaplan, 1991; Bates, 1990; Budwig, 1991; Imbens-Bailey, & Pan, 1998).

In addition to the cognitive and linguistic complexity involved in the use of person reference, another characteristic of person reference is that overt self- or other-reference often is pragmatically unnecessary in conversation. The omission of person reference forms is a prominent feature of languages like Mandarin. It is well-known that Mandarin permits omitted arguments. In Mandarin, overt reference forms can be omitted provided that the referent can be understood from the context. That is, Mandarin is a null argument language that allows argument omission governed by discourse-pragmatic factors (Huang, 1994, 2000; Li & Thompson, 1981, Tsao, 1990). It is commonly argued that reference forms for referring to the speaker and the addressee are most readily omitted in Mandarin because they are easily retrievable from the physical interactional context and are always active in discourse.

1.1 The development of person reference in child language

Previous studies have documented the chronological development of personal pronouns in child language. It has been shown that children acquire first person pronouns before second and third person pronouns. The early productive use of first person pronouns appears to be universal, and has been observed among children learning English (Bertherton, McNew & Beeghly-Smigh, 1981, Chiat, 1981; Clark, 1978; Oshima-Takane, 1985), French (Girouard & Oshima-Takane, 1991), and Hebrew (Rom & Dgani, 1985). It has also been observed among children acquiring Mandarin Chinese (Hsu, 1996; Tai, 1986; Xu & Min, 1992).

Tai (1986) studied the acquisition of singular pronouns by Mandarin-speaking children, revealing the order of acquisition of the different singular pronouns. The results showed that the first person singular pronoun *wo* ('I') was acquired by children around the age of two; the second person singular *ni* ('you') occurred around the age of 2;4; and the third person singular pronoun *ta* ('he/she/it') appeared around the age of 2;9.

Xu and Min (1992) also showed that Mandarin-speaking children acquired personal pronouns in the order of first person, second person and third person. When the first person pronoun initially appeared at about 1;6, it appeared mostly in subject and possessive positions. Between 1;11 and 2;0, the children produced correct first and second person pronouns in object positions, and at 2;4, correct second person pronouns in subject positions. From 2;7 to 3;0, the children started using the third person pronoun to refer to people but still showed errors before reaching 3;3. The authors also pointed out that the first person pronoun initially only appeared in certain circumstances such as when the children were 'asking for something'; however, no explanation was provided for this phenomenon.

In addition, a similar order of acquisition was also reported by Hsu (1996). The study indicated that the first person singular pronoun *wo* emerged at the age of 1;10; the second person singular pronoun *ni* around the age of 2;0, and the third person singular pronoun *ta* around the age of 2;1.

In addition to the acquisition order of personal pronouns, research has also reported the transition from nominal person reference to pronominal person reference in early child language. The tendency for children's early references to self to involve the use of their own names or nicknames is well documented (e.g., Chiat, 1986; Tanz, 1980; Xu & Min, 1992). To progress from nominal reference to pronominal reference can be difficult for children since pronominal reference requires the ability to shift points of view with each change of the speaker. Qi (2005) and Qi, *et al*. (2006) studied such transition in the early language of a Mandarin-English bilingual child. They studied the child longitudinally when the child was between the ages of 1; 07 and 4;0. In both languages, the child's person reference went through three phases: (i) kinship terms and lack of self-reference (1;07-2;0); (ii) nominal reference to self and others (2;0-3;0;07); (iii) emergence of first personal pronominal reference alongside other self-referential expressions (3;0;07-4;0). The study also indicated that in bilingual L1 acquisition, first and second person pronominal reference can emerge significantly later than in monolingual L1 acquisition.

The difficulty of pronoun acquisition can also be revealed in the phenomenon of pronoun reversals in early child language, that is, the phenomenon of substituting first person pronouns for second person pronouns or vice versa. Three hypotheses

have been proposed concerning the rules children develop in the acquisition of personal pronouns: *the speech-role hypothesis* (Clark, 1978), *the name hypothesis* (Clark, 1978), and *the person-role hypothesis* (Charney, 1980). The speech-role hypothesis states that a majority of children grasp the correct meaning of pronouns from the onset, and that pronoun reveals are rare in the initial stages of pronoun acquisition. The name hypothesis suggests that a few children would initially ignore the shifting reference of pronouns and entertain a proper name interpretation (e.g., *you = child, me = adult*), resulting in persistent occurrences and systematic patterns of pronoun reversals. The person-role hypothesis states that children learn the pronouns which refer to themselves before they learn the pronouns which refer to others. The hypothesis predicts that, in each speech role, the pronoun referring to the child will be mastered first.

Girouard, *et al.* (1997) tested the three hypotheses by studying French-speaking and English-speaking children. The results showed that the speech-role hypothesis was rejected, that the name hypothesis was partially supported, and that the person-role hypothesis was supported only when children were speakers.

Oshima-Takane (1998) and Oshima-Takane, *et al.* (1999), investigating two English-speaking boys, showed that a 'proper name interpretation' was evidenced for second person pronouns. However, for first person pronouns, evidence for such interpretation was not as clear-cut. The studies also showed that children who had opportunities to be involved in overheard speech were better able to discover the relationship between pronouns and speech roles, thus making fewer errors of pronoun reversals.

As for Mandarin-speaking children, Tai (1985) showed that some Mandarin-speaking children did make the errors of pronoun reversals. However, these children did not always make such errors. When pronoun reversals did occur, they often occurred when children imitated the immediate preceding utterances of their interlocutors. In these imitations, children copied the interlocutors' utterances, including the first person pronoun *wo* ('I') or the second person pronoun *ni* ('you') contained in these utterances, thus resulting in reversals of first person and second person pronouns.

1.2 The pragmatics of self/other reference in child language

A number of studies have focused on the pragmatic aspect of children's use of person reference. Young children use multiple linguistic forms for self/other reference. The seemingly interchangeable use of reference forms in child language has been shown to be related to semantic or pragmatic patterns. Imbens-Baily and Pan (1998) investigated the pragmatics of self/other reference in young children. The study

examined self/other reference and communicative intents expressed by children and parents in dyadic interaction at 14, 20 and 32 months. Research questions included whether children's early use of self/other reference pronouns occurred for expression of particular communicative intents, how use changed with age, and whether parent and child pragmatic expressions of self and other were similar. The results showed that the children's early explicit reference to self was used primarily in making statements about their intended actions, in making requests or proposals to their parents and in stating propositions about the world around them. The children during this developmental period were only beginning to refer to the present other and such instances occurred primarily in making requests or proposals. In the communicative contexts in which they explicitly referred to self or other, the children did not appear to exclusively mirror those which were observed in parental speech.

While Imbens-Baily and Pan (1998) studied both self-reference and other-reference in child language, most of the other related studies focused mainly on self-reference. From semantic and pragmatic perspectives, Budwig (1989, 1990, 1995) investigated the relationship between children's use of self-reference forms and the notions of agentivity and control. The children participating in the study ranged between 1;8 and 2;8 at the onset of the study, and they were observed for a four-month period. Budwig divided the children into two groups: *ego-anchored* and *non-ego-anchored*. Ego-anchored children referred primarily to self, using several self-reference forms in the subject position. They tended to use *I* as 'experiencer' of states and actions ranking low in agency, and *Me* as 'volitional agent' of assertions and in control acts like directives, requests, and protests. Non-ego-anchored children referred to both self and other, and used mainly *I* to refer to self. They often used *I*, *We*, and *My* in utterances ranking low in agentivity or assertions. The results showed that the children's use of self-reference forms was linked to distinct semantic or pragmatic functions, and that they used the first person pronominal forms as markers of various degrees of agentivity and control.

Similar results were observed in Brigaudiot, Morgenstern, and Nicolas (1996). Brigaudiot, *et al*. analyzed self-reference terms in longitudinal data of two French-speaking children and one English-speaking child between the ages of 1;08 and 2;10. The results showed that the children also employed a contrasted use of self-reference terms in relation to two categories of uses: one corresponding to internal states found in assertions and the other to high agentivity.

Gerhardt (1988) also reported different kinds of first-person involvement in child language. The study analyzed the verb morphology and forms of self-reference in a one-year-old's speech (1;10,16 to 2;0,2). It was found that the proper name was used for highly scripted events in which the child was the locus of others' action, and *I* was

used when the child was an agent of change or experiencer of desire.

In addition, Smiley and Johnson (2006) explored 2-year-olds' developing self-conceptions by examining the children's uses of self-referring forms to mark contexts that varied in transitivity. It was found that children used self-referring terms systematically in relation to events that varied in transitivity, depending on their preferred terms for self-reference (*I* vs. proper name/*me*). 'I-users', children who preferred the first-person pronoun *I* for self-reference, produced relatively more verbs for highly transitive events; 'Name-users', children who preferred their proper names for self-reference, produced relatively more verbs for intransitive events.

As seen in the studies reviewed above, children partition their experiences and create their own form-function mappings. They systematically employ different self/other reference forms to mark these distinct experiences, even though adults may not use language in precisely these ways (Budwig, 2000, Smiley & Johnson, 2006).

As for Mandarin-speaking children, a few studies have been conducted to investigate the functions which are associated with children's choice of different reference forms (Chang, 1997, Huang, 2012). Chang (1997) focused on Mandarin-speaking children's use of different self-reference forms around 2;0 to 3;0. Three self-reference forms were examined: NULL, NAME (the deviant nominal form), and WO (the first person pronoun). To investigate the factors which contributed to the children's usages of the different forms, Chang explored three proposals: Bloom's (1990) VP length hypothesis, Budwig's (1989) semantic hypothesis, and Budwig's (1989) pragmatic hypothesis. The VP length hypothesis suggests that children's subjectless sentences tend to have longer VPs than sentences with subjects. The semantic hypothesis assumes that children's choice between different forms of self-reference is related to the level of agentivity. The pragmatic hypothesis assumes that the pragmatic function of the utterance — whether it is an assertive or a control act — can account for children's choice of self-reference forms. The results showed that the VP length hypothesis failed to explain the children's choice of self-reference forms. Instead, the patterns of children's self-reference forms were in accordance with Budwig's semantic and pragmatic hypotheses. That is, at the semantic level, NAME was associated with utterances high in agentivity; at the pragmatic level, WO is associated with control utterances.

Huang (2012) explored the pragmatic functions of Mandarin-speaking children's use of self/other reference forms in mother-child interaction. As seen in Budwig (1989, 1990, 1995) and Chang (1997), the pragmatic distinction involving social control appears to play an important role in children's choice of different self-reference forms. Huang attempted to investigate whether the notion of social control could be used to explain not only children's use of self-reference forms but also their use of

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other-reference forms. In addition, while Budwig and Chang focused on children's use of different overt forms, Huang analyzed Mandarin-speaking children's choices between null forms and overt forms, taking into consideration the importance of null forms for self/other reference in Mandarin conversation. The study thus explored Mandarin-speaking children's self/other reference by testing the hypothesis that children's overt self/other reference is related to the pragmatic notion of social control. In order to better understand self/other reference in Mandarin child language, the mothers' speech was also examined for comparison. The participants were two Mandarin-speaking children and their mothers. Natural mother-child conversations were video-recorded when the children were between the ages of 2;2 and 3;1. Each child and maternal utterance with an implicit or explicit self/other reference was categorized by function as either control act or assertive. The analysis showed that the children tended to use overt forms for self/other reference in control acts while using null forms in assertives. In contrast, the mothers' speech did not reflect such a distinction. The results suggested that social control appears to be a salient notion to Mandarin-speaking children, and that the children organize their use of self/other reference forms around the pragmatic notion of social control.

1.3 Children's peer interaction

The importance of peer interaction in children's development has been suggested by many researchers (e.g., Piaget, 1932, Mead, 1934; Sullivan, 1953, Bandura & Walters, 1963). As pointed out by Piaget, children's interaction with peers is distinct from that with adults in forms and functions. While adult-child interaction is asymmetrical and complementary in participation structure, peer interaction is more symmetrical and balanced. Peer interaction thus provides children with good opportunities for developing the competence of negotiating with others.

Mead (1934) also suggested that children learn to recognize and incorporate various perspectives in their interaction with peers. Such interaction can help children establish the sense of 'self' and the concept of 'others'. In other words, participation in peer interaction is crucial for children in developing their self-system and their perspective-taking abilities.

Bandura and Walters (1963), on the other hand, emphasized the importance of peers in children's social learning. In their social learning theory, they proposed that children learn about the social world and appropriate social behaviors in peer interactions. Such learning occurs through the experiences of being directly taught by their peers or through the experiences of indirectly observing the consequences of their peers' social behaviors. That is, peers can serve as behavior-shaping and behavior-controlling agents to each other.

In sum, peer interaction is characterized by a relatively egalitarian participation structure that is generally unavailable in adult-child discourse. It can serve both as a locus for the co-construction of children's social worlds and as an arena for the development of pragmatic skills (Cekaite, *et al.*, 2014).

1.4 The present study

As seen above, research which examined the pragmatic aspects of children's person reference has focused mainly on children's self-reference. Although a few studies (e.g., Imbens-Baily & Pan, 1998; Huang, 2012) also included other-reference in their investigation, these studies found only a small number of occurrences of other-reference in their data. This may have to do with the type of data examined. Previous studies have focused mainly on children under three years of age, who appear to have only limited ability to refer to the present other. In addition, previous studies have examined mainly adult-child discourse, which is characterized by the asymmetry in power, skills and knowledge. It is possible that the characteristic of adult-child interaction may restrict children's use of other-reference.

Little research has investigated how children over age three actually use person reference forms or how children of any age use them in peer interaction. To have a more complete picture of the pragmatics of children's person reference, the present study aims to investigate the communicative functions associated with Mandarin-speaking preschoolers' reference to self and other in their interaction with peers. As mentioned above, peer interaction can serve both as a locus for the co-construction of children's social worlds and as an arena for the development of pragmatic skills. Such interaction allows for particular types of peer collaboration and discursive genres, which, we suspect, can foster more chances for children to refer to other. In addition, this study is unique in examining not only children's self- and other-reference but also their joint-reference, i.e., cases in which children refer to both the self and other jointly. By examining children's self-reference, other-reference, and joint-reference in peer interaction, we can better understand not only how children use person reference to serve pragmatic functions but also how they position themselves and others in their co-constructed social worlds.

2. Methods

2.1 Participants and data

The data used in this study consisted of 137 minutes of peer interactions of five dyads of children, who attended the same kindergarten in Taipei. The ages of the children ranged from 5;1 to 5;6. Naturally occurring interaction of each dyad was

video-recorded in a playroom of the kindergarten, in which a variety of toys were available for the children to play with during the interaction. The length of each data session lasted from 13 minutes to 28 minutes. The data collected were transcribed following the CHAT conventions and were analyzed using the CLAN program (MacWhinney, 2000).

2.2 Analytical framework

Each utterance in the interaction of the dyads which contains an explicit or implicit reference to the child speaker, the peer listener, or both of them were identified and coded according to the following coding scheme.

1. Personhood:

Each identified utterance with person reference was analyzed and coded for the personhood involved.

(a) Self: The reference form refers to the child speaker (e.g., *wo* 'I')

(b) Other: The reference form refers to the peer (e.g., *ni* 'you')

(c) Joint: The reference form refers to both the child speaker and the peer (e.g., *women* 'we')

2. Reference forms

Each identified utterance with self/other/joint reference was analyzed in terms of whether an explicit reference form was used.

(a) Overt form: An explicit reference form was used, including pronominal (e.g., *wo* 'I', *ni* 'you') and nominal forms (e.g., proper names, kinship terms).

(b) Null form: Absence of an explicit form

3. Pragmatic functions

Each identified utterance which involved self/other/joint reference was further analyzed in terms of the notion of social control. A general distinction was drawn between utterances which functioned as control acts and those which functioned as assertives (Budwig, 1989, 1995).

(a) Control act: The utterance brings about a change in the environment, and the notion of control is central. (e.g., requests, warnings, and commands).

(b) Assertive: The utterance represents an existing state, and control is not at issue (e.g., statements).

3. Results

Table 1 presents the numbers of instances of self-reference, other-reference, and joint-reference in the data. As seen in the table, self-reference occurred slightly more

frequently than other-reference, which in turn occurred much more frequently than joint-reference.

Table 1: The proportions of self-reference, other-reference and joint-reference

Person	Self		Other		Joint		Total	
	#	%	#	%	#	%	#	%
	440	44.4	405	40.9	146	14.7	991	100

Figure 1 displays the proportions of overt forms and null forms used for self-reference, other reference, and joint-reference in the data. As seen in the figure, while overt forms were used much more frequently than null forms in self-reference and in other-reference, the opposite pattern was observed in joint-reference. That is, joint-reference was realized more frequently with null forms than with overt forms. The result of the chi-square analysis further showed that the distributions were significantly different across the three types of person reference ($\chi2$= 77.543, df = 2, p < .001). In addition, post-hoc multiple comparison tests revealed a significant difference in the comparison of any pair of the three types of reference (Overt forms: Self > Other, Self > Joint, Other > Joint; Null forms: Self < Other, Self < Joint, Other < Joint).
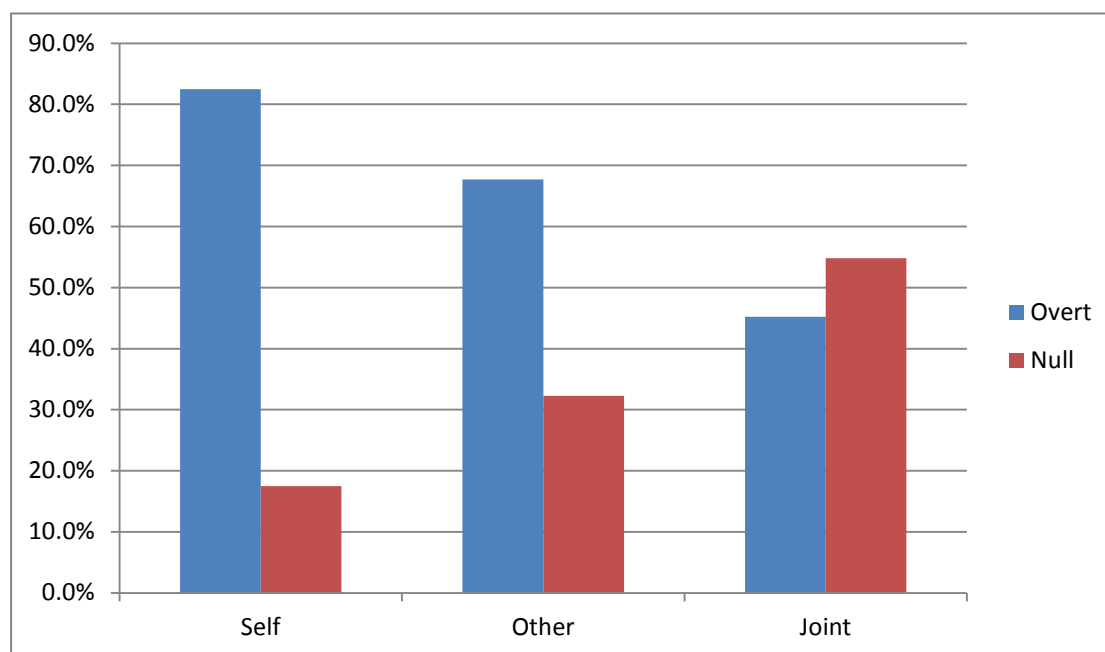

Figure 1: The relationship between person reference and referential forms

Further analysis was conducted to examine the relationship between person reference, referential forms, and pragmatic functions. Figure 2 demonstrates the

distributions of over/null forms used for self-reference in relation to the pragmatic functions of control acts and assertives. As seen in the figure, overt forms occurred more frequently than null forms for both of the pragmatic functions. In addition, the distributions of overt/null forms for the two pragmatic functions revealed similar patterns. The result of the chi-square analysis further showed that the distributions of self-reference forms for the two pragmatic functions did not reach a significant difference ($\chi 2$= .934, df = 1, p > .05).
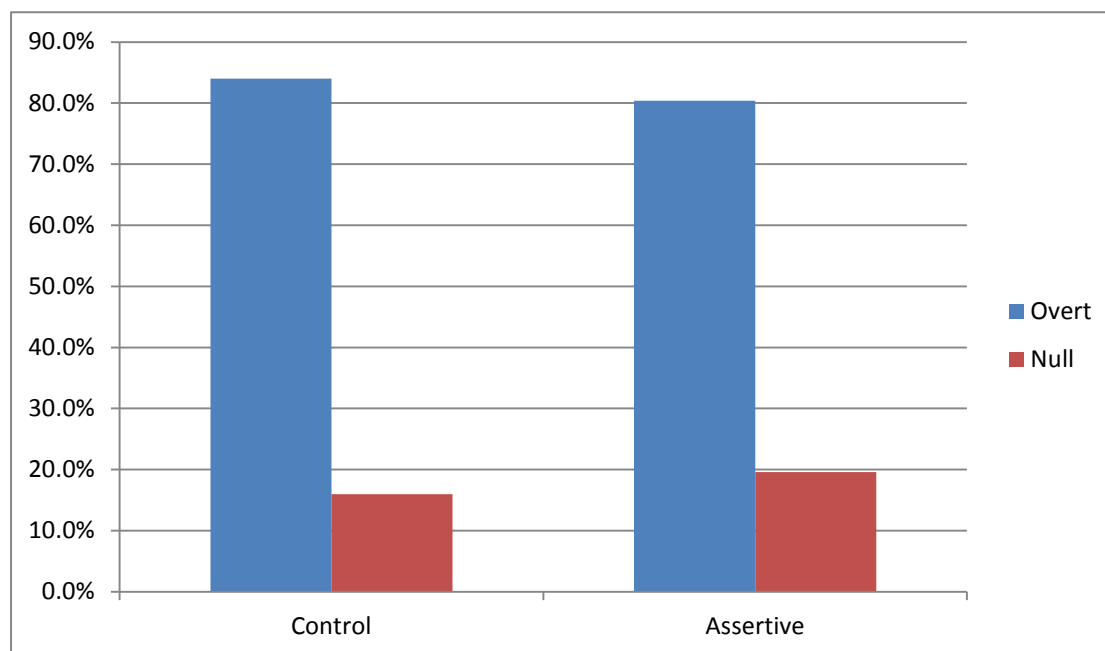

Figure 2: The relationship between self-reference, referential forms and pragmatic functions

Figure 3 demonstrates the proportions of overt/null forms used for other-reference in relation to the distinction of control acts and assertives. As seen in the figure, overt forms occurred more frequently than null forms for both of the pragmatic functions, and similar patterns of distributions were observed. The result of the chi-square analysis showed that the distributions of other-reference forms for the two pragmatic functions did not reveal a significant difference ($\chi 2$= .002, df = 1, p > .05).
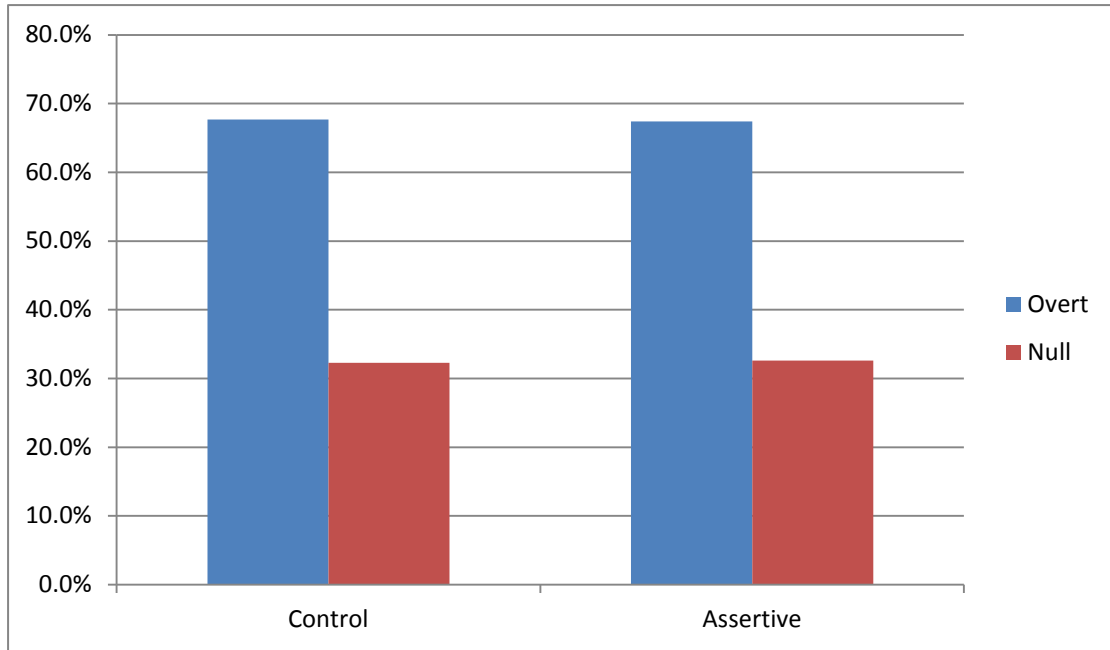
Figure 3: The relationship between other-reference, referential forms and pragmatic functions

Joint-reference was also analyzed. Figure 4 shows the proportions of overt/null forms used for joint-reference in relation to the functions of control acts and assertives. In contrast to the results seen in Figure 2 and Figure 3, null forms were used more frequently than overt forms for joint-reference in both of the pragmatic conditions. The result of the chi-square analysis also showed that the distributions of joint-reference forms for the two pragmatic functions did not demonstrate a significant difference ($\chi2$= .102, df = 1, p > .05).
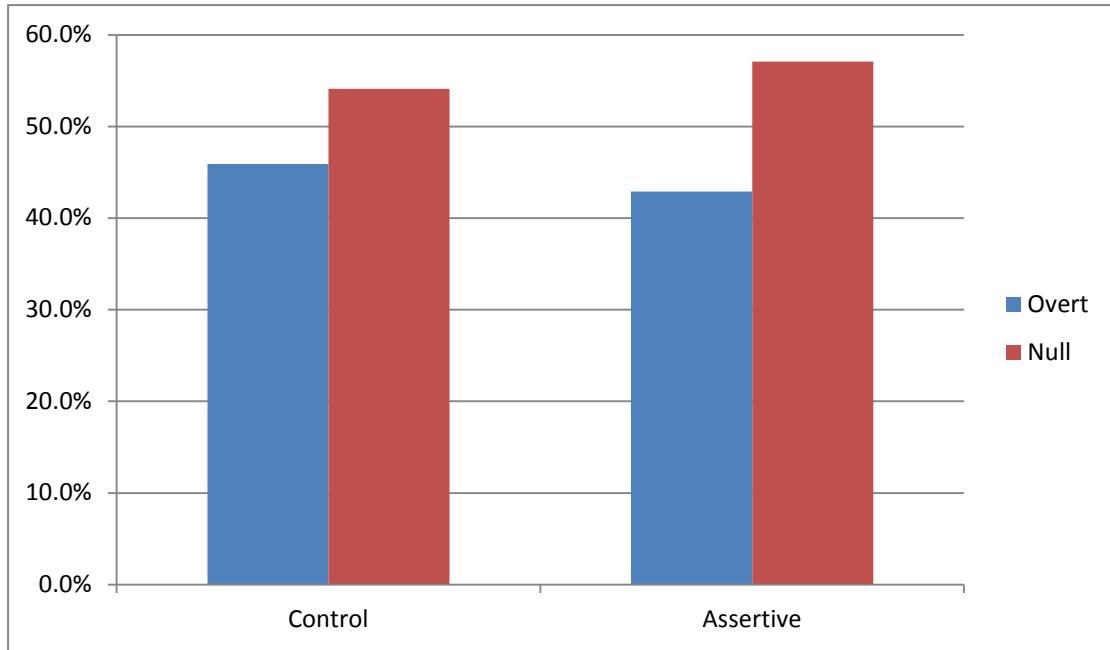
Figure 4: The relationship between joint-reference, referential forms and pragmatic functions

4. Discussion and Conclusion

The findings of this study revealed that the distribution pattern of person reference observed in peer-interaction differs from the pattern shown in adult-child interaction. While both peer interaction and adult-child interaction contain more instances of self-reference than of other- or joint-reference, the frequency of self-reference is less predominant in peer interaction than in adult-child interaction. As seen in the results, there are much more occurrences of other-reference in peer interaction than in adult-child interaction. In addition, while joint-reference occurs in a substantial frequency in peer interaction, it occurs rather infrequently in adult-child interaction. Adult-child discourse is characterized by the asymmetry in power, skills and knowledge; the more symmetrical participation structure in peer interaction appears to promote more uses of other-reference and joint-reference by children.

Interestingly, this study also found that while children use mostly overt forms for self-reference and other-reference, they instead use more null forms than overt forms for joint-reference. The finding that children tend to resort to implicit forms for joint-reference may reflect their shared understanding of the importance of co-participation in peer interaction. Such interaction allows for particular types of peer collaboration and discursive genres, which may foster chances for implicit joint-reference.

In the analysis of the relationship between referential forms and pragmatic

functions, the results showed that for all of the three types of person reference (self-, other-, and joint-reference), no significant difference was found between the distribution of referential forms in control acts and the distribution in assertives. In other words, the results of this study differ from those reported in previous studies (e.g., Budwig, 1995, Chang, 1997, Huang, 2012) in that the children in this study do not organize their use of person reference around the pragmatic notion of social control. Interestingly, these children use person reference in a manner similar to that observed in adult speech (Huang, 2012), as person reference in adult speech also does not reflect the distinction between control acts and assertives. As the children in this study are older than those in Huang (2012), it appears that after constructing their own form-function mappings of person reference by using referential forms in relation to distinct pragmatic functions, children later learn to employ referential forms in a more conventional and adult-like manner.

While previous studies of children's acquisition of person reference focused mainly on children under three years of age in adult-child interaction, this study investigated the speech of older children (about five years of age) in peer interaction. It is hoped that this study can help us obtain a clearer picture of the developmental trend of person reference in child language. In addition, this study can also better our understanding of how the contexts and the characteristics of interaction may influence children's use of person reference.

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科技部補助專題研究計畫出席國際學術會議心得報告

日期：　105　年 7 月 18 　日

計畫編號	MOST 104-2410-H-004-152		
計畫名稱	兒童同儕互動中的人稱指涉詞		
出國人員 姓名	黃瓊之	服務機構及 職稱	國立政治大學語言學 研究所 教授
會議時間	105 年 6 月 22 至 105 年 6 月 25 日	會議地點	The University of the Thai Chamber of Commerce, Bangkok, Thailand
會議名稱	(中文)第 15 屆語言與社會心理學國際研討會 (英文) The 15th International Conference on Language and Social Psychology		
發表題目	(中文)漢語母子對話中的自我重複 (英文) Self-repetition in Mandarin Mother-Child Conversation		

　　本人於 105 年 6 月 22 日至 6 月 25 日參加第 15 屆語言與社會心理學國際研討會(The 15th International Conference on Language and Social Psychology)，此次研討會由 The University of the Thai Chamber of Commerce 主辦。研討會集合了許多來自世界各地研究語言學與社會心理學的學者。與會學者從不同面向進行研究的分享與交流。四天的研討會，讓參與研討會的成員享受了一次豐富的學術饗宴。

　　本次研討會議程的安排精彩而豐富。四天的議程包含了專題演講、論文發表、論壇、以及餐會，讓與會者有很多討論及交流機會。

　　大會安排了六場專題演講，由知名學者主講。精彩的演講內容讓與會者收穫豐富。Ng Bee Chin & Francesco Cavallaro 的演講以 the Accommodation Theory 為理論架構，討論新加坡不同族群在多語環境中的語言選擇與策略。Surin Pitsuwan 的演講討論泰國及其他東協國家在語言及文化上的多元性。Camilla Vasquez 的演講討論網路線上的言談，分析線上言談的一些獨特性。Donald M. Taylor 的演講說明我們對少數族群的語言維護，常從理論出發進而實踐，但實踐研究中卻發現實際的執行過程也能對新理論的發展有所助益。

議程中安排平行場次的論文發表，每場皆有數位學者發表相關議題的論文。其中幾場的論文發表讓我印象深刻。例如：Minju Kim 從會話分析的角度探討英文 'or' 的言談功能。Cheng-Wen Lin 從言談策略角度分析台灣的政治言談。而 Kate Johnson & Morteza Dehghani 則介紹了他們發展出來的語料分析工具。另外，Cunyu Zhang 用系統功能語言學的角度分析了漢語的時式系統。而 Jie Chen 則探討在中國的中等學校的英文課堂裡，影響語碼轉換的決定因素。

本人的論文發表安排在 6 月 24 日上午，此次發表的論文題目是 Self-repetition in Mandarin Mother-Child Conversation。此篇論文分析了漢語母子對話中，母親和幼童如何以自我重複來作為溝通的策略。當天發表過程十分順利，很高興本人的論文獲得了許多與會學者正面的回應，而他們所提出的一些意見及問題也對我繼續發展本篇論文有很大的幫助。

除了較嚴肅的研討會場合之外，大會亦安排了餐會，而這次餐會比較特別的是餐會的地點是在油輪上。在油輪餐會這個比較輕鬆的場合中，與會的學者可以有更多的交流與互動，以增進瞭解並建立友誼。另外，餐會中的表演節目也讓大家對泰國歷史文化有更多的認識。

此次參加第 15 屆語言與社會心理學國際研討會 (The 15th International Conference on Language and Social Psychology)，不僅有機會發表本人的研究成果之外，也有機會與不同國家的學者做學術討論與分享，是一次很有意義、很豐富的學術交流經驗。

科技部補助計畫衍生研發成果推廣資料表

科技部補助計畫	計畫名稱: 兒童同儕互動中的人稱指涉詞
	計畫主持人: 黃瓊之
	計畫編號: 104-2410-H-004-152-　　　　學門領域: 心理語言學

無研發成果推廣資料

104年度專題研究計畫成果彙整表

計畫主持人：黃瓊之			計畫編號：104-2410-H-004-152-		
計畫名稱：兒童同儕互動中的人稱指涉詞					

成果項目				量化	單位	質化 （說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等）
國內	學術性論文	期刊論文		0	篇	
		研討會論文		2		
		專書		0	本	
		專書論文		0	章	
		技術報告		1	篇	
		其他		0	篇	
	智慧財產權及成果	專利權	發明專利 申請中	0	件	
			發明專利 已獲得	0		
			新型/設計專利	0		
		商標權		0		
		營業秘密		0		
		積體電路電路布局權		0		
		著作權		0		
		品種權		0		
		其他		0		
	技術移轉	件數		0	件	
		收入		0	千元	
國外	學術性論文	期刊論文		2	篇	
		研討會論文		1		
		專書		0	本	
		專書論文		1	章	
		技術報告		0	篇	
		其他		0	篇	
	智慧財產權及成果	專利權	發明專利 申請中	0	件	
			發明專利 已獲得	0		
			新型/設計專利	0		
		商標權		0		
		營業秘密		0		
		積體電路電路布局權		0		
		著作權		0		
		品種權		0		
		其他		0		

	技術移轉	件數	0	件	
		收入	0	千元	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	3		
		博士生	1		
		博士後研究員	0		
		專任助理	0		
	非本國籍	大專生	0		
		碩士生	0		
		博士生	0		
		博士後研究員	0		
		專任助理	0		
其他成果 （無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。）			國立政治大學特聘教授 科技部獎勵特殊優秀人才		

科技部補助專題研究計畫成果自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現（簡要敘述成果是否具有政策應用參考價值及具影響公共利益之重大發現）或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估
   ■達成目標
   □未達成目標（請說明，以100字為限）
   　　　□實驗失敗
   　　　□因故實驗中斷
   　　　□其他原因
   說明：

2. 研究成果在學術期刊發表或申請專利等情形（請於其他欄註明專利及技轉之證號、合約、申請及洽談等詳細資訊）
   論文：□已發表　■未發表之文稿　□撰寫中　□無
   專利：□已獲得　□申請中　■無
   技轉：□已技轉　□洽談中　■無
   其他：（以200字為限）

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性，以500字為限）
   過去探討兒童人稱指涉詞的語用研究中發現，兒童使用不同的指涉詞形式與特定的溝通意圖或語用功能有關。這些研究多著重在自我指涉詞的探討，且主要分析親子對話。為了對兒童人稱指涉詞的語用有更完整的瞭解，本研究探討說漢語的學齡前兒童在同儕互動中的自我指涉、他人指涉、以及共同指涉的語用。研究結果顯示，同儕互動與親子互動相似之處為兒童最常使用的皆為自我指涉，但是同儕互動比親子互動包含更多的他人指涉以及共同指涉。同時，結果發現在自我指涉以及他人指涉時，兒童大多使用外顯形式(overt form)，而在共同指涉時則多為省略形式(null form)。此結果似乎反映了在同儕互動中兒童對彼此共同參與為前提的瞭解與重視。另外，兒童不管在自我指涉、他人指涉、或共同指涉時，外顯形式或省略形式的使用並不會受語用功能為「控制行為」或「陳述」所影響。此發現與Huang（2012)中兒童的方式不同，但卻與其母親的方式相似。由於本研究兒童的年紀較Huang（2012)中的兒童為大，似乎反映了兒童在指涉使用的早期發展中，建構了特殊的形式與功能的連結，之後再逐漸發展為更接近成人的連結與使用模式。

4. 主要發現
   本研究具有政策應用參考價值：■否　□是，建議提供機關
   （勾選「是」者，請列舉建議可提供施政參考之業務主管機關）

本研究具影響公共利益之重大發現：■否　□是
說明：（以150字為限）