

Early Dialogues as Basic Patterns of Early Education

Research Project Horsch,
Roth, Scheele, Werding



Prof. Dr. U. Horsch
**University of Education
Heidelberg Germany**



Background

From the very first day of life parents are in close contact with their child and introduce both
- other people and the world-
to their newborn in a mutually dialogic way.



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**University of Education
Heidelberg Germany**



Background

**Proceeding hand in
hand they pass on
basic dialogic
competences.**



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Background



Our research project
**“Dialogic Development of
Infants”**
addresses the broad dialogic
development of parents and
infants within the first 18
months of life.



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Background

What is dialogical?

- to listen to the infant,
- to see him as a partner,
- to wait for his offers,
- to take the infant seriously,
- to practice turn-taking,
- to negotiate,
- to share emotions with him ...



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Background

Entering the Dialogue

- What do we know about the dialogic competences of infants?
- What do we know about the dialogic competences of parents?
- What do we know about the development of these competences?
- When does the dialogue start ?



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Aims

***Our objective is to describe the
preverbal dialogues.***

How do they look like?

Who starts the dialogue?

Is the infant a dialogue partner from the beginning?



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Aims

Particular emphasis will be placed on the dialogic elements:

- greeting behaviours
- vocalisation of the infant
- motherese
- dialogic echo of the parents
- eye-contact



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Methods

The empirical data is derived from a longitudinal study within the first 18 months of the infant's life.

The data is collected monthly by video recording in the natural setting.



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Methods

Participants worldwide n = 260

Participants in Germany n = 111

Infants with normal hearing n = 72

Infants with hearing loss n = 12

Preemies n = 18

Infants with Down- Syndrom n = 8



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Methods

We study correlations among dialogic variables e.g. vocalisation of the infant and dialogic echo of the parents.

Computerized analyses (*interact* Mangold) are used for the evaluation of the data.

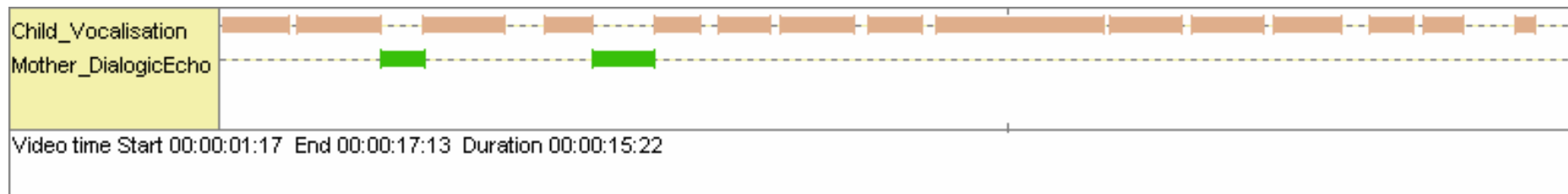
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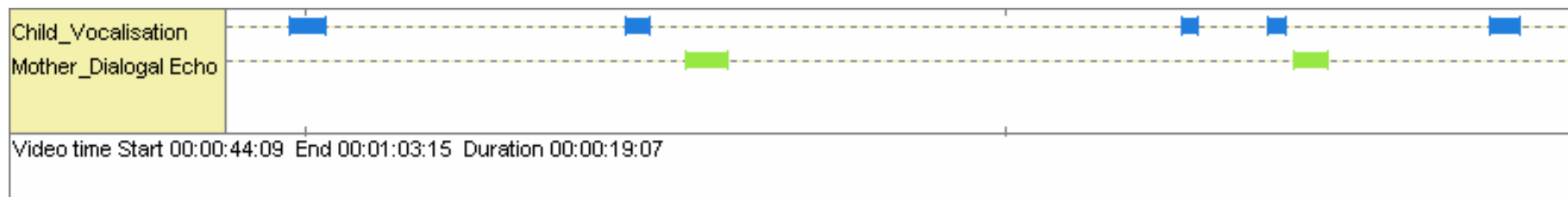
Methods

Analysis of vocalisation and dialogic echo

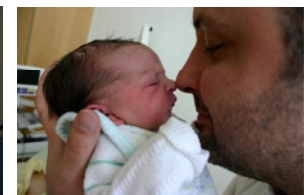
Normally developing child; Age 3 month :



Child with hearing loss; Age: 3 month after implantation :

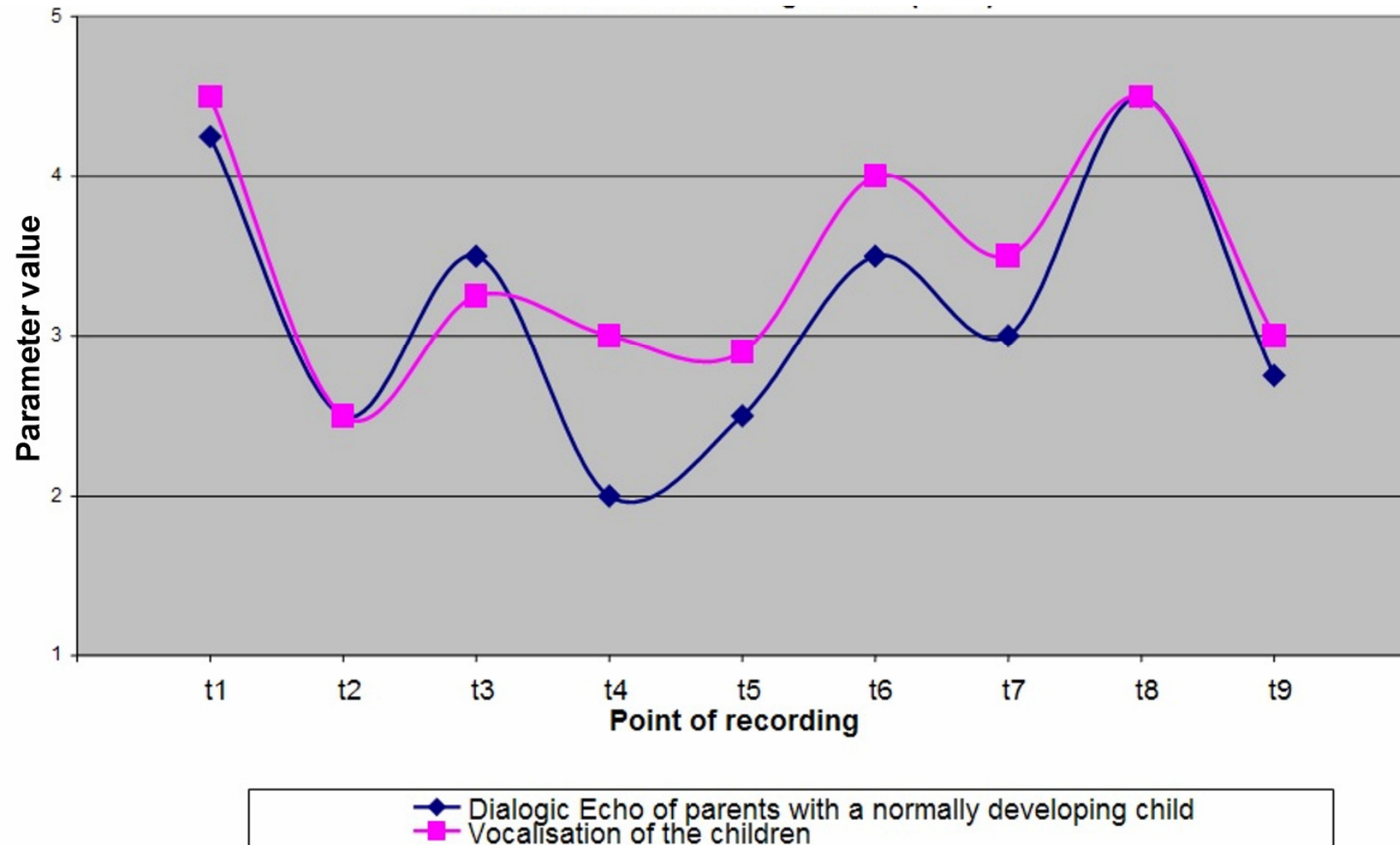


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Key Results

Vocalisation and Dialogic Echo (n=10)



Key Results

The results demonstrate a negative correlation of greeting behaviours with the dialogic echo ($r = - 0.30$) and the infant's vocalisations ($r = - 0.34$).

Parents use more greeting behaviours and less dialogic echo when the infant vocalises less.



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Key Results

**Furthermore
the greeting behaviours correlate with the
use of motherese / fatherese ($r = 0.87$).
This correlation is highly significant
($p = 0.0051^{***}$).**

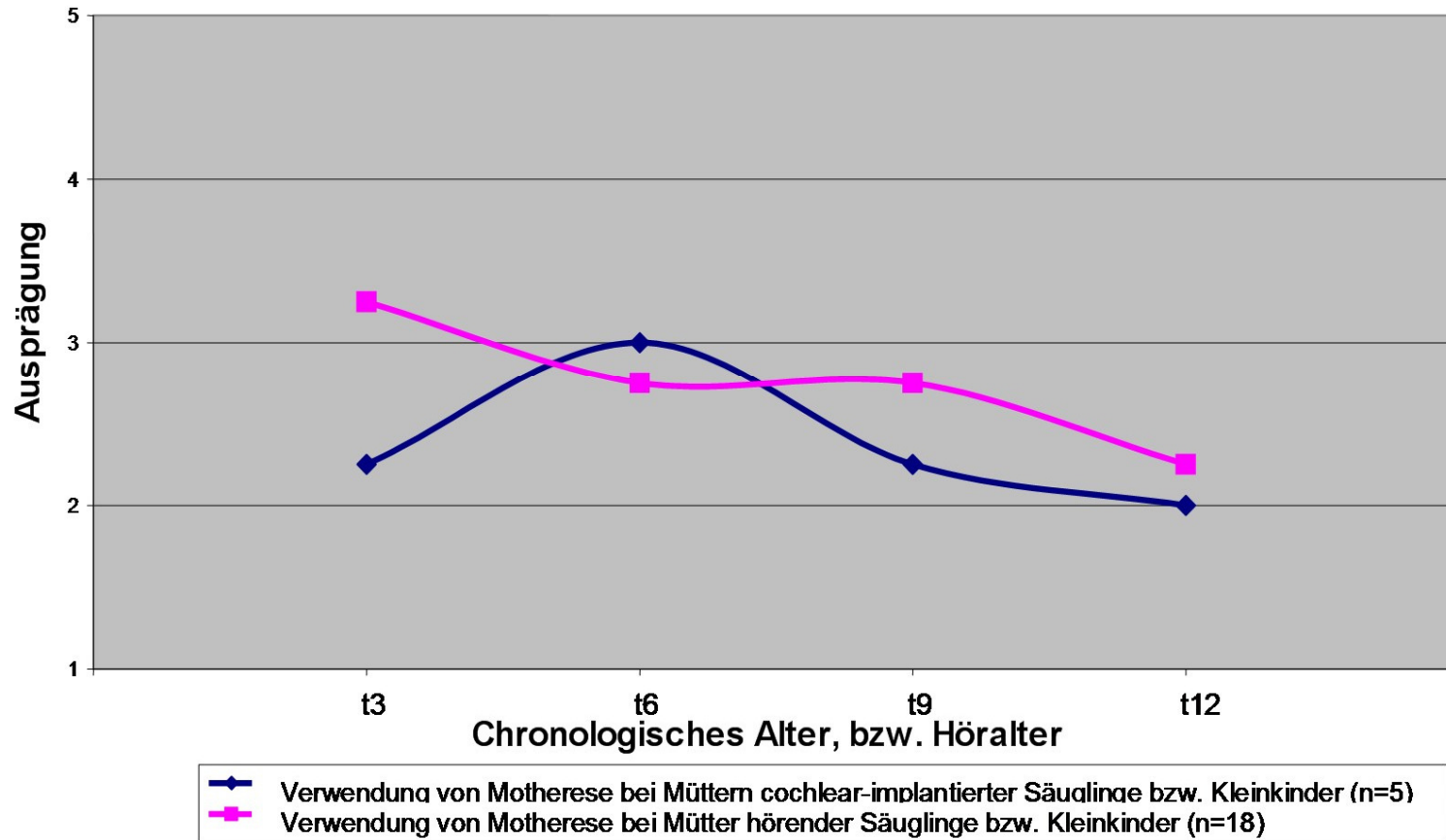


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Key Results

Motherese als dialogisches Angebot und dialogische Antwort



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Key Results

**Another significant correlation exists between
the infant's vocalisation and the dialogic echo
($r = 0.82$; $p = 0.0126$)**

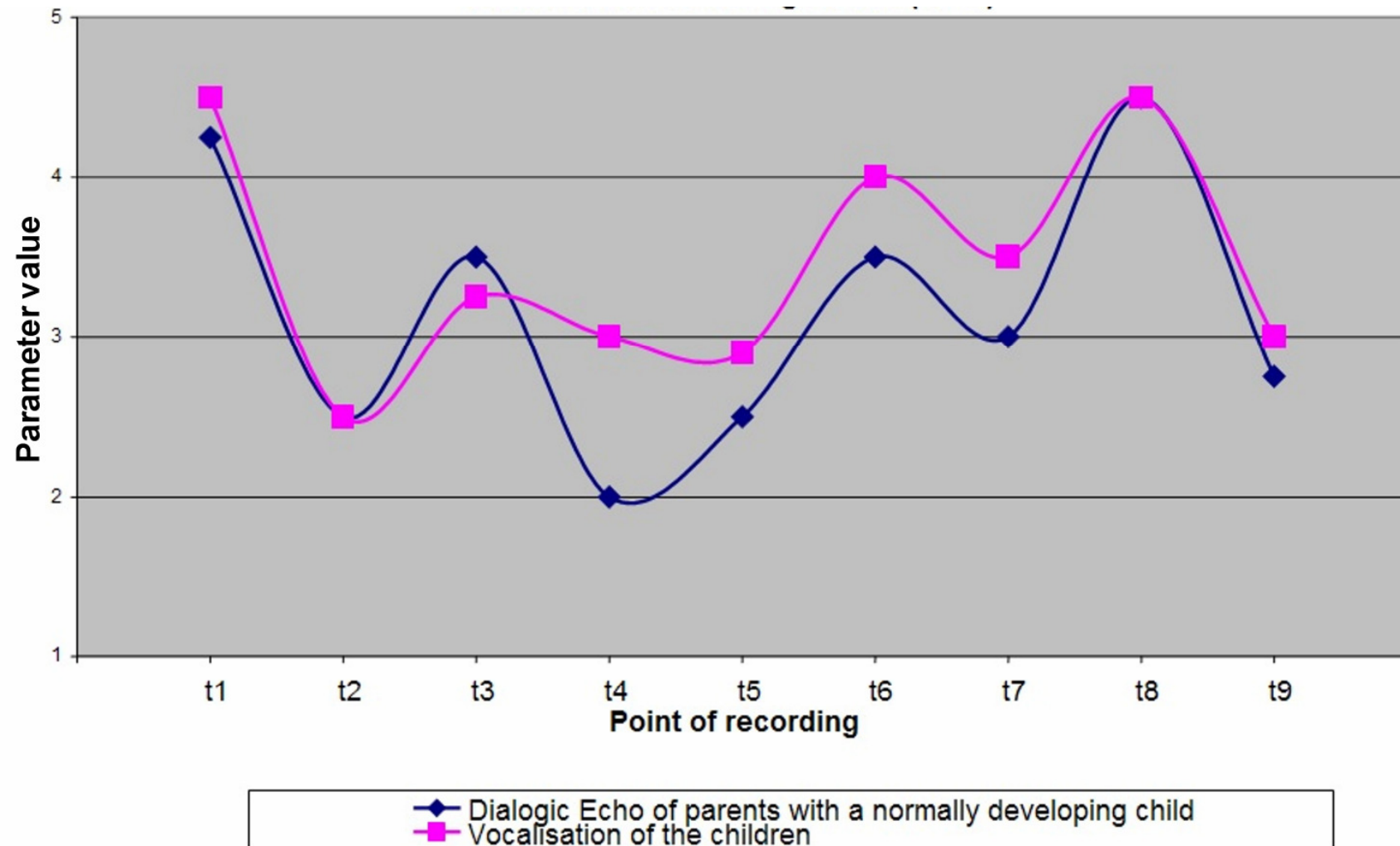


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Key Results

Vocalisation and Dialogic Echo (n=10)



Conclusions

**The results
demonstrate
the
development
of the dialogic
abilities of
parents and
children.**



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Conclusions



**The infant is a dialogue
partner from the beginning**



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Conclusions

Hearing impaired infants have the same competencies to offer and to respond to dialogic offers as well as normally developing infants do



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Conclusions

**Parents of hearing impaired infants
should learn to develop dialogic behaviours
again when they lost it.**

We know: It sometimes happens!



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Conclusions

**Dialogic behaviours are learnable
in dialogue oriented early education settings**



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Thank you for your attention



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