TABLE OF CONTENTS

ORIGINAL LITERARY WORK DECLARATION

ABSTRACT
ABSTRAK
ACKNOWLEDGEMENT
TABLE OF CONTENTS
LIST OF FIGURES
LIST OF TABLES
APPENDIX

CHAPTER ONE INTRODUCTION

1.1 Background to the study
   1.1.1 Conversational skills
   1.1.2 Pragmatics and pragmatic disability
   1.1.3 Subject of the study
   1.1.4 Pragmatic and Autism

1.2 Prevalence of autism

1.3 Prevalence of autism and awareness of autism in Malaysia

1.4 Autism
   1.4.1 Features of autism

1.5 Statement of the problem
   1.5.1 Lack of studies
   1.5.2 Other related studies in Malaysia

1.6 Objectives of the study

1.7 Research questions
1.8 Theoretical framework
1.9 Definition of key terms
  1.9.1 Pragmatics
  1.9.2 Maxims of conversation
1.10 Scope of the study
  1.10.1 Focus of the study
  1.10.2 Justification for single subject study
1.11 Data Collection
  1.11.1 Video and audio recordings
1.12 Significance of the study
1.13 Summary

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Language and communication
  2.1.1 Language development and functions
  2.1.2 Communication development and functions
2.2 Autism
  2.2.1 Defining autism
  2.2.2 Theories on causes of autism
2.3 Communication and autism
  2.3.1 Sociolinguistic skills in children with autism
  2.3.2 Communication skills of children with autism
  2.3.3 Pragmatic skills of children with autism
2.4 Developmental perspective of autism
  2.4.1 Phonological, perception and cognition
  2.4.2 Social and emotional understanding
2.5 Language development of children with autism 36

2.6 Conversational features of children with autism 40

2.6.1 turn-taking 40
2.6.2 repair 41
2.6.3 topic maintenance 42
2.6.4 interruption 42
2.6.5 latching 43
2.6.6 overlap 43
2.6.7 topic movement 44
2.6.8 repetition 44
2.6.9 echolalia 45

2.7 Conversation analysis 46

2.7.1 Grice’s perspective 47
2.7.2 Sacks, Schegloff and Jefferson’s perspective 48
2.7.3 Lucas’s perspective 49

2.8 Speech Act Theory 49

2.8.1 Defining speech act theory 49
2.8.2 Speech act and children with autism 51

2.9 Summary 52

CHAPTER THREE METHODOLOGY

3.1 Research design 54

3.2 Qualitative approach 54

3.3 Conceptual framework 56

3.4 Theoretical framework 57

3.4.1 Grice Theory 57
3.4.2 SSJ Model 61
3.4.3 Lucas Pragmatic Analysis 64

3.5 Location of the study 66

3.6 Subject of research 66
3.6.1 Background of the subject 66
3.6.2 History of diagnosis and intervention programs 67
3.6.3 Intervention programs 68

3.7 Instrument 69
3.7.1 Flash cards, pictures, brochures 69

3.8 Research procedure 70
3.8.1 Pilot study 70
3.8.2 Findings of the pilot study 71

3.9 Conclusion of the pilot study 75
3.10 Summary of the chapter 77

CHAPTER FOUR DATA ANALYSIS AND DISCUSSION

4.1 Subject’s conversational skills according to Grice’s Theory 78
4.1.1 Maxim of quantity 78
4.1.2 Maxim of quality 85
4.1.3 Maxim of relation 91
4.1.4 Maxim of manner 100

4.2 Subject’s conversational skills according to SSJ Model 110
4.2.1 Turn Taking 110
4.2.2 Adjacency Pair 115
4.2.3 Topic Maintenance 121
4.2.4 Laching 124
4.2.5 Repetition 126
4.2.6 Overlapping 130

4.3 Pragmatic skills according to LPA 134

4.4 Pragmatic Description Chart of subject’s conversational skills 175

4.5 Conclusion of the findings 176

4.6 Summary 179
CHAPTER FIVE  CONCLUSION AND IMPLICATION

5.1 Overview of the research 180

5.2 Organisation of the study 181

5.3 Reflection of the findings 182
   5.3.1 Research Objectives 182
   5.3.2 Research Questions 185

5.4 Implications 186

5.5 Recommendations for further research 188

5.6 Conclusion and summary 189

BIBLIOGRAPHY 191

APPENDIX

A Transcription of speech samples (App. A) 196
B Reports on Diagnosis (App.B) 247
C CD rom (App C) 256
D Research Instruments (App D) 257
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Pragmatics in the use of language</td>
<td>3</td>
</tr>
<tr>
<td>2.1</td>
<td>Process of communication</td>
<td>23</td>
</tr>
<tr>
<td>2.2</td>
<td>Relationship between components of communication</td>
<td>24</td>
</tr>
<tr>
<td>3.1</td>
<td>Grice’s maxims of conversation</td>
<td>59</td>
</tr>
<tr>
<td>3.2</td>
<td>SSJ model of turn-taking</td>
<td>63</td>
</tr>
<tr>
<td>4.6</td>
<td>Pragmatic chart of the subject conversational skill based on Grice’s Theory</td>
<td>176</td>
</tr>
</tbody>
</table>
### LIST OF TABLES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Lucas Pragmatic Analysis</td>
<td>65</td>
</tr>
<tr>
<td>3.4</td>
<td>Summary of Pilot Study Finding</td>
<td>76</td>
</tr>
<tr>
<td>4.1</td>
<td>Maxim of Quantity in Y’s Speech Sample</td>
<td>84</td>
</tr>
<tr>
<td>4.2</td>
<td>Display of Violation of Maxim of Quality</td>
<td>87</td>
</tr>
<tr>
<td>4.3</td>
<td>Maxim of Relation in Y’s Speech Sample</td>
<td>91</td>
</tr>
<tr>
<td>4.4</td>
<td>Maxim Manner</td>
<td>101</td>
</tr>
<tr>
<td>4.5</td>
<td>Summary of Y’s Observance of Grice Maxims</td>
<td>108</td>
</tr>
<tr>
<td>4.6</td>
<td>Display of Latched Utterances in Y’s Speech</td>
<td>126</td>
</tr>
<tr>
<td>4.7</td>
<td>Display of Overlaps in Y’s Speech</td>
<td>133</td>
</tr>
<tr>
<td>4.8</td>
<td>Structural Forms in Y’s Daily Conversation</td>
<td>154</td>
</tr>
<tr>
<td>4.9</td>
<td>Description of Y’s pragmatic skills</td>
<td>175</td>
</tr>
</tbody>
</table>