

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/263810872>

Narrative Performance, Peer Group Culture, and Narrative Development in a Preschool Classroom

Chapter · January 2014

DOI: 10.1017/CBO9781139084536.006

CITATIONS

7

READS

153

4 authors, including:



Ageliki Nicolopoulou

Lehigh University

46 PUBLICATIONS 1,134 CITATIONS

[SEE PROFILE](#)



Carolyn Brockmeyer Cates

NYU Langone Medical Center

28 PUBLICATIONS 378 CITATIONS

[SEE PROFILE](#)



Hande Ilgaz

Bilkent University

12 PUBLICATIONS 151 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Play and Narrative [View project](#)



Harmony in the Home: The Effect of Parental Child-rearing Disagreement on Early Childhood Adjustment in Turkey [View project](#)

3 Narrative performance, peer group culture, and narrative development in a preschool classroom

Ageliki Nicolopoulou, Carolyn Brockmeyer Cates, Aline de Sá and Hande Ilgaz

Introduction

This chapter uses the analysis of a preschool storytelling and story-acting practice to explore some of the ways that peer-oriented symbolic activities and peer group culture can serve as valuable contexts for promoting young children's narrative development. In the process, it suggests the need to rethink, refine, and broaden the conceptions of the "social context" of development now used by most research in language socialization and development.

There is a substantial and growing body of work on the role of social context in language development (Hoff 2006). In practice, most research on this subject has focused on delineating and analyzing various forms of adult-child interaction, usually dyadic, in which an adult caregiver transmits information, provides cultural models, and in other ways instructs, guides, corrects, and "scaffolds" the efforts of the less capable child. By comparison, research on the complementary role of peers in socialization and development has been, as Blum-Kulka and Snow (2004: 292) put it, relatively "peripheral and non-cumulative." As the present volume helps to demonstrate, that situation has gradually been changing. But with some notable exceptions, the perspectives informing peer-oriented developmental research often remain limited in important respects. Even when interaction between children is studied, it is usually assimilated to the one-way expert-novice model, with an older sibling or other peer taking on the "expert" role. And both adult-oriented and peer-oriented research tend to reduce the social context of development, explicitly or in effect, to interactions between individuals and their direct consequences.

Interactions between unequals obviously play a very important role in children's development, education, and socialization. But an overly narrow focus on the model of expert-novice interaction obscures or neglects other crucial dimensions of social context. The role of peers is not limited to one-way transmission or facilitation, but also includes modes of genuine peer *collaboration* (Rogoff 1998). Furthermore, the contexts and outcomes of such collaboration are not restricted to dyadic (or even multi-party) interaction between individuals. Children, like adults, also create, maintain, and participate in *fields of*

shared activity that provide resources, motivations, and affordances for development, including narrative development. To borrow a useful formulation from Ochs et al. (1989: 238-239), these constitute *opportunity spaces*, collectively defined and maintained, that enable and promote certain forms of activity and development (for a similar perspective, see Blum-Kulka et al. 2004). This chapter seeks to offer one concrete illustration of such processes.

To avoid any possible misunderstanding, the point is not to minimize the significance of interaction. But socially situated research needs to overcome its prevailing temptation to *reduce* the social context of development, conceptually and/or methodologically, exclusively to interactions between individuals. The social world of the child includes, for example, not only individual peers but also the peer *group* and peer culture, whose structure and dynamics have their own emergent properties and effects (emphasized, e.g., by Maccoby 2002). Interactions are themselves embedded in – and simultaneously help to constitute and maintain – various types of sociocultural context that enable and constrain them, and that structure their nature, meaning, and impact. At the most intimate or immediate level, these contexts include families, peer groups, classroom minicultures, and socially structured practices and activity systems – for example, the shared symbolic space of the play-world. And those are in turn enmeshed in larger institutional and cultural frameworks ranging from organizations and communities to culturally elaborated images of identity, conceptual tools, and systems of meaning. These sociocultural contexts, both small and large scale, have to be understood as genuinely *collective* realities that, in manifold ways, shape the actions and experiences of those who participate in them. An effective approach to understanding development requires that we pay systematic attention to the ongoing interplay between three dimensions of the human world that are at once analytically distinct and mutually interpenetrating: individual, interactional or relational, and collective. (For some elaboration see Nicolopoulou 1996, 2002; Nicolopoulou and Weintraub 1998.)

A peer-oriented narrative practice as a matrix for development

The research reported here is one offshoot of a long-term project by the first author and associates that has examined the operation and effects of a storytelling/story-acting practice pioneered by the teacher/researcher Vivian Paley (1990) and widely used in preschool and kindergarten classrooms in the United States and abroad (e.g., McNamee 1987; Nicolopoulou 1996, 1997, 2002; Cooper 2009). Although this practice is conducted with variations in different contexts, its main outlines are fairly consistent. At a certain period during each day (usually during "choice time" activities), any child who wishes can dictate a story to a designated teacher or teacher's aide, who writes down the story as the child tells it. These are usually fictional or imaginary stories, rather than

“factual” accounts of personal experience characteristic of “show and tell” or “sharing time.” Later that day, each of these stories is read aloud to the entire class by the teacher, while the child/author and other children, whom he or she chooses, act out the story.

This is an apparently simple activity with complex and powerful effects. Several features are especially worth noting. Although this is a structured and teacher-facilitated activity, the children’s storytelling is voluntary, self-initiated, and relatively spontaneous. Their stories are neither solicited directly by adults nor channeled by props, story-stems, or suggested topics. Because this practice runs through the entire school year and the children control their own participation in storytelling, it provides them with the opportunity to work over, refine, and elaborate their narratives and to use them for their own diverse purposes – cognitive, symbolic, expressive, and social-relational. Furthermore, the way that this practice combines *storytelling* with *story-acting* has several important implications. Children typically enjoy storytelling for its own sake, but the prospect of having their story acted out, together with other children whom they choose, offers them a powerful additional motivation to compose and dictate stories. To a certain degree, this practice also combines two aspects of children’s narrative activity which are too often treated in mutual isolation: the discursive exposition of narratives in storytelling and the enactment of narratives in pretend play. And perhaps most important, one result of having the stories read to and dramatized for the entire class at group time is that the children tell their stories not only to adults, but primarily to *each other*; they do so not in one-to-one interaction, but in a shared public setting. When this practice is established as a regular part of the classroom activities, all children typically participate over time in three interrelated roles: (1) composing and dictating stories; (2) taking part in the group enactment of stories (their own and those of other children); and (3) listening to and watching the performance of the stories of other children. Thus, the children’s storytelling and story-acting are embedded in the ongoing context of the classroom miniculture and the children’s everyday group life.

There is strong evidence that these conditions lead children to produce narratives that are richer, more ambitious, and more illuminating than when they compose them in isolation from their everyday social contexts and in response to agendas shaped directly by adults (Sutton-Smith 1986; Nicolopoulou 1996). And, indeed, previous studies have suggested that preschoolers’ participation in this storytelling/story-acting practice can significantly promote the development of narrative and related oral-language skills for children from middle-class (Nicolopoulou 1996) and from low-income and otherwise disadvantaged backgrounds (Nicolopoulou 2002).

Adults certainly play a significant role in this practice, but their role is more facilitative than directive. Their key contribution is to help establish and

facilitate a predominantly child-driven and peer-oriented activity that develops its own autonomous dynamics, within which children themselves can take an active role in their own socialization and development. As we have already suggested, it seems clear that the public *performance* of the children’s narratives plays a critical role in these processes. It does so in several ways, but above all by helping to generate and maintain a *shared public arena* for narrative performance, experimentation, collaboration, and cross-fertilization. Even in a small class of children from similar backgrounds, different children come with distinctive experiences, knowledge, skills, concerns, and personal styles. The story-acting component of this practice allows these skills, perspectives, and other elements to be transformed into shared and publicly available narrative resources that each child can try to appropriate and develop, and to which he or she can contribute, in his or her own way. To borrow a telling formulation from Paley (1986: xv), this public arena offers children an “experimental theater” in which they can reciprocally try out, elaborate, and refine their own narrative efforts while getting the responses of an engaged and emotionally significant peer group audience. The fact that each child is at different times an author, a performer, and part of the audience further enhances the impact and developmental potential of this storytelling/story-acting practice.

Narrative performance, narrative development, and the uses of narrative activity: an introductory overview

This chapter focuses on the dynamics and consequences of this storytelling/story-acting practice in one preschool classroom during the 2006–07 school year. However, to establish some necessary background we will first outline, very schematically, some findings from previous and ongoing studies of this activity.

Over the past two decades, the first author and associates have studied the use of this storytelling/story-acting practice as a regular part of the curriculum in twenty preschool classrooms differing by geography and social-class composition. Eleven were in preschools in California and Massachusetts serving children from middle-class backgrounds; the other nine were in programs serving children from poor and otherwise disadvantaged backgrounds, including two Head Start classes, one in Massachusetts and one in Pennsylvania, and seven classes in a preschool/childcare program in Pennsylvania studied from 2005–07. Collection and analysis of the children’s stories was complemented by ethnographic observations of the classroom activities, friendship patterns, and group life of the children involved.

In certain respects, the patterns have been strikingly consistent across all the classrooms studied, though every classroom also has its unique features. In all cases, children became enthusiastically involved in this storytelling/

story-acting practice and brought considerable energy and creativity to it. As the school year progressed, children's stories became more complex and sophisticated, manifesting significant advances in both narrative competence and cognitive abilities. But along with these broad similarities, it is also worth noting some systematic differences between the predominantly middle-class preschools and those serving low-income and otherwise disadvantaged children – whose backgrounds also included higher degrees of family disorganization and instability. In the latter, children tended to begin the year with weaker oral language skills, including narrative skills (as one would expect from, e.g., Peterson 1994; Hart and Risley 1995; Hoff 2006), and less familiarity with the basic conventions for constructing free-standing, self-contextualizing fictional narratives (for some elaboration, see Nicolopoulou 2002:128–129, 139–141). Thus, by comparison with the middle-class preschoolers, they were much more in the position of building up the basic foundations for their participation in this narrative activity from scratch, rather than simply applying and expanding narrative skills they had already mastered.

In constructing their narratives, the children drew themes, characters, images, plots, and other elements from a wide range of sources including fairy tales, children's books, popular culture (especially via electronic media like TV and computer games), and their own experience; they also drew elements from each other's stories. However, they did not simply imitate other children's stories, nor did they just passively absorb messages from adults and the larger culture. It is clear that, even at this early age, they were able to appropriate these elements *selectively*, and to *use* and rework them for their own purposes. These processes of active and selective appropriation and narrative cross-fertilization became increasingly conspicuous as the children achieved greater mastery of narrative skills. So they took off more rapidly in the middle-class preschool classes, but in the long run they flourished in the low-income preschool classes as well.

This was also true for one striking manifestation of this active and selective appropriation: the emergence of systematic gender differences in the children's storytelling, linked to the formation of two gendered peer group subcultures within the classroom that defined themselves, to a considerable extent, against each other (see Nicolopoulou et al. 1994; Nicolopoulou 1997; Nicolopoulou and Richner 2004; Richner and Nicolopoulou 2001). This was initially an unexpected finding, since all the preschools involved made strong and deliberate efforts to create an egalitarian, non-sexist atmosphere, and one goal in using this storytelling/story-acting practice was to help generate greater cohesion and a common culture within the classroom group. The children did indeed use their narrative activities to help build up a common culture; but they also consistently used them to help build up gendered subcultures within this common culture. Intriguingly enough, this gendered narrative polarization

emerged more quickly and sharply in the middle-class than in the low-income preschools. That difference may seem counterintuitive, but at least part of the explanation is probably that middle-class preschoolers usually began the school year with greater mastery of the relevant narrative skills and a greater ability to use them effectively and flexibly for their own purposes. In the long run, however, broadly similar tendencies appear in both types of preschool classes.

The gender-related dimensions of children's storytelling in the low-income preschool classes still require further examination (both Nicolopoulou 2002 and the present chapter make some preliminary efforts along those lines). But these gender differences have emerged strongly and unambiguously in all the middle-class preschool classes we have studied, so we will begin by sketching out some of the patterns there. Although the stories were shared with the entire group every day, analysis has demonstrated that they divided consistently and increasingly along gender lines. They were dominated by two highly distinctive gender-related *narrative styles*, differing in both form and content, that embodied different approaches to the symbolic management of order and disorder, different underlying images of social relationships and the social world, and different images of the self. The girls' stories, for example, typically portrayed characters (or at least a group of core characters) embedded in networks of stable and harmonious relationships, whose activities were located in specified physical settings. One common genre revolved around the family group (including pets) and its activities, centered topographically on the home. In contrast, the boys' stories were characteristically marked by conflict, movement, and disruption, and often by associative chains of extravagant imagery. One genre often favored by the boys might be termed "heroic-agonistic," since it centered on conflict between individuals or, in some cases, rival teams. While the girls tended to supplement their depictions of family life by drawing on fairy-tale characters such as kings and queens or princes and princesses, boys were especially fond of powerful and frightening characters such as large animals, cartoon action heroes, and so on. Each of these narrative styles can be seen as a *generative framework* for further development, characterized by different themes and concerns, different narrative possibilities, and different formal problems (for elaboration, see Richner and Nicolopoulou 2001).

Furthermore, this narrative polarization was one aspect of a larger process by which two distinct gendered subcultures were actively built up and maintained by the children themselves. These subcultures were marked by the convergence of gendered styles in the children's narratives, gender differentiation in their group life, and increasingly self-conscious gender identity in the children involved. At the same time, the crystallization of these subcultures within the microcosm of the classroom provided a framework for the further appropriation, enactment, and reproduction of crucial dimensions of personal identity as defined by the larger society, including gender.

These findings suggest some broad conclusions that go beyond the specific subject of gender. The narrative construction of reality is not a purely individual process but a sociocultural one, whose cognitive significance is inextricably linked to the building up of group life and the formation of both individual and collective identities. Children participate – by way of narrative practices – in the process of their own socialization and development, and they do not do this *only* through the individual appropriation of elements from the larger culture. They also help to construct some of the key sociocultural contexts that shape (and promote) their own socialization and development.

The current study

The study reported here sought to reconstruct and analyze these processes as they unfolded over the course of a school year in a preschool class of low-income and otherwise disadvantaged children. A key orienting concern was to examine the complex interplay between the emergence and transformations of the classroom peer culture and the development of the children's narrative activity, with careful attention to the mediating role of the storytelling/story-acting practice, especially its story-enactment component. For reasons suggested above, there were grounds to expect that analyzing this interplay in the context of a low-income preschool class not only could help broaden our understanding of the operation, effects, and potential benefits of this storytelling/story-acting practice, but also might bring out some of the most basic developmental dynamics in especially illuminating ways.

Method: participants, data, and procedures

This preschool class was included in a recent project that examined whether this storytelling/story-acting practice could be used effectively as a school-readiness program to promote the development of oral language (including narrative), emergent literacy, and social competence. During 2005–07 the storytelling/story-acting practice was introduced for an entire school year into six experimental classrooms in a preschool/childcare program in Pennsylvania; seven classrooms served as controls. This chapter focuses on one of the experimental classrooms during the 2006–07 school year and follows the children's narrative activities and development, as well as the evolving peer group culture in the classroom, over the course of the year.

Participants

The sample consisted of eighteen children who attended this preschool class. In September the class comprised fifteen children, eight girls and seven boys, most of whom were four-year-olds (age range 3;10 to 5;0). If we set 4;4 as a convenient dividing line between younger and older children, two of the girls

were younger (3;10–4;4) and six older (4;5–5;0), whereas four boys were younger (3;10–4;4) and three older. There was some turnover during the year. Two children, a girl and a boy, left around the middle of the year, at the end of January and February, respectively. They were replaced by three new children, one girl and two boys, who were transferred from a nursery class in the same building when they turned four. Thus, the stories analyzed in this study were generated by the eighteen children who spent all or a significant part of the year in this classroom. (A few other children were officially enrolled at one point or another, but since they were in the classroom for short periods and told almost no stories, they were not included in the analysis.) The children came from low-income and working-class families, and 28% were Head Start eligible (very poor). Most (61%) were European-American, 28% were Hispanic, and 11% African-American; all spoke English as their first or only language. A majority (56%) lived with a single parent, usually their mother.

Procedure

The storytelling/story-acting practice was conducted from the middle of October through the middle of May. During the storytelling phase, usually during morning choice activities, any child who wanted could dictate a story to a designated teacher or to a research assistant who helped take down the stories. This storyteller wrote down the story in a classroom composition book as the child told it with minimal intervention, usually asking only for clarifications that would be critical for the story-acting phase later the same day. In the enactment phase, each story dictated during the day was read aloud to the entire class by the teacher during large-group time, while the child/author and other children acted out the story. The selection of actors was carried out by the child/author immediately after dictating the story. The author first chose a role for himself or herself and then picked other children to be specific characters in the story performance.

The activity took place two days per week, with three or four stories recorded each day. (In the middle-class preschool classes we have studied, this practice took place almost every day. But in those classrooms it was already well established as part of the regular curriculum.) If other children wanted to tell a story when the daily quota was filled, they were placed on a waiting list for the next time. At the end of the year, we collected the storybooks for analysis.

Coding and analysis

The analysis is based on a total of 210 stories generated and collected during the 2006–07 school year, which included stories from all eighteen children in the sample. The stories were analyzed in two stages. First, to conduct a baseline test of whether narrative development occurred over the course of the year, we focused on the fifteen children who began the class in the fall and coded each child's first and last story using five standard measures of narrative development (Table 3.1).

Table 3.1 Means or mean percentages (and standard deviations) of narrative dimensions for the first and last stories told by children who attended this class from the beginning of the school year

	First story (N = 15)	Last story (N = 15)	F and <i>p</i> values
Length (# of clauses)	7.13 (3.42)	16.60 (5.33)	F (1, 14) = 34.36, <i>p</i> < 0.001
% of clauses in the past tense ^a	55.21% (44.57)	78.33% (27.55)	F (1, 14) = 4.49, <i>p</i> < .05
Temporal & causal connectivity ^b	1.67 (0.98)	2.60 (1.12)	F (1, 14) = 7.34, <i>p</i> < 0.05
Narrative voice ^c	1st person: 53% (N = 8) 3rd person: 47% (N = 7) 1.47 (0.52)	1st person: 6.7% (N = 1) 3rd person: 93.3% (N = 14) 1.93 (0.26)	F (1, 14) = 12.25, <i>p</i> < 0.01
Standard opening & ending ^d	20% (N = 3) 0.53 (0.83)	73% (N = 11) 1.60 (0.74)	F (1, 14) = 16.00, <i>p</i> = 0.001

^a Mean proportions.

^b It is based on a 0–5 system: 0 = none, 1 = conjunctions, 2–3 = temporal only, 4–5 = plus causal per story.

^c These are Means and (Standard Deviations) based on a 3-point system per story: 1 = 1st person, 2 = mixed, 3 = 3rd person.

^d Percentages indicate stories with both standard opening and closing. It is based on a 0–2 system: 0 = none, 1 = any one, 2 = both.

Second, we analyzed the complete set of stories using a systematic interpretive analysis directed by the first author. In addition to basic quantitative measures such as length and number of characters, stories were coded in terms of themes, level of coherence (high, medium, low), story voice (first- or third-person), and tone (neutral, scary, or humorous). We also tabulated general and specific elements shared with other stories by the same child and between different children. Two other sources of information were consulted: (a) field notes by two research assistants who visited the classroom twice per week and by the third author, who coordinated the intervention in this classroom, and (b) focused observations of children's classroom interactions (e.g., play and self-regulation) conducted three times per year (October, March, and May).

Results and discussion

Narrative development from children's first to last story

As Table 3.1 indicates, the children's narratives improved significantly over the course of the year on all measures. Children's stories got longer, were told more consistently in the third person and past tense, used more complex temporal and connective language, and included a higher number of conventional openings

and endings. Having established this basic pattern of narrative improvement, we moved to a more detailed examination of the processes through which these and other developments occurred.

Narrative cross-fertilization and narrative development in the context of an evolving classroom peer culture: three phases delineated

This section reconstructs and explores the interplay between the evolving patterns of narrative cross-fertilization in the classroom peer culture and the development of the children's storytelling. Over the course of the school year, this process went through three broad phases. During the initial phase, many of the children were still struggling to master the ability to construct even the simplest kinds of coherent, free-standing fictional narratives. And their participation in the storytelling/story-acting practice generated only a limited amount of mutual sharing and creative appropriation of narrative elements. The main exceptions on both counts, to a certain degree, were among the older girls, most of whom shared a fictional family genre.

During the second and third phases, the children's stories became longer, more complex, and eventually more coherent. However, their developmental trajectories were far from simple, uniform, or unilinear – partly, we would suggest, because the children were pursuing several ultimately complementary but sometimes competing agendas in their narrative activity. At the same time, the children made increasingly active and effective use of the possibilities afforded by the shared public arena of narrative enactment. Analysis of their narratives indicates that the children became increasingly attentive to each other's stories as they listened to them being performed or participated in their enactment, and in constructing their stories they also took increasing account of their peers as an audience and of the broader patterns and dynamics of peer group life in the classroom. Furthermore, the third phase was marked by the emergence of a widely shared fictional genre among the boys in the class, based on Power Rangers cartoons, that served as a generative framework for narrative cross-fertilization, elaboration, and development.

Phase 1. Setting the stage: idiosyncratic first-person narratives and the beginnings of a family genre

During the first month-and-a-half of the storytelling/story-acting practice (from mid-October through November), the children composed and enacted a total of fifty-one stories, including some very rudimentary proto-stories. All the children told at least one story, though some were considerably less active than others. The great majority of stories fell into one of two categories: 39 percent were first-person "factual" accounts of personal experiences and 33 percent were third-person fictional stories organized around the family and its activities. These

categories shared some features, since most of the first-person stories included family members (overwhelmingly parents) and some stories in the family genre lapsed into the first person and/or included the storyteller either explicitly or in thinly fictionalized form. The other 28 percent were fictional stories of miscellaneous types, including 18 percent based on characters and themes drawn from TV cartoons, video games, and other electronic media sources (e.g., Thomas the Tank Engine, Cars, SpongeBob SquarePants, PowerPuff Girls) and 10 percent that drew on themes from various other sources.

The distribution of stories in the two main genres was linked to age and gender differences. The first-person accounts of personal experiences were almost all composed by younger children (4;4 or younger at the beginning of the school year), specifically by three of the four younger boys and one of the younger girls. These first-person narratives tended to be brief and simple; they were typically a few sentences long and contained few actions. Children often repeated the themes in their stories and rarely borrowed from other children's stories, so one could quickly recognize stories by particular children. For example, one boy liked to talk about the foods his mom made for him, while another described the special outings (which may have been real or wishful) that he took with one or both parents.

My mommy and I went to McDonald's and my daddy picked me up at McDonald's. My mommy and I went to the park and my daddy picked me up at the park and I went home. (Kayleb, October 23, 2006)¹

On the other hand, almost all of the stories in the (largely) third-person explicitly fictional family genre were told by older girls (4;5–5;0), and four of the older girls (4;8–5;0) told stories predominantly in this genre. This pattern is not surprising, since in most preschool classrooms where this activity has been studied the family genre was disproportionately and characteristically a girl's genre – and increasingly so as the children developed greater mastery of narrative skills (e.g., Nicolopoulou 1997, 2002; Richner and Nicolopoulou 2001; for one instructive exception, see Nicolopoulou 2002:147). Children who compose family-genre stories typically attempt to achieve relational completeness in their picture of the family group, making sure to include at least a mother, father, brother, and sister (or, in the fairy-tale versions that were rare but not entirely absent in this particular classroom, a king, queen, prince, and princess), and sometimes a baby as well. Animals may also be integrated into the family group as pets. In this classroom, the family stories during the first phase were not always relationally complete, but they tended in that direction. These stories were longer than the first-person narratives and often included several episodes. Here is an example:

My story is about little girls. Once upon a time there was two little girls walking. They were so cute they had a doggie and a cat. And they had a mommy and a brother and a

sister. And there was a little little boat for the dog. And the dog was riding the boat, and the mommy and daddy took a shower with the dog. They were gone for 3 days and they didn't know how to get home because they were lost in the woods. The end. (Tanya, November 8, 2006)

In this phase, the use of this family genre remained largely restricted to the subgroup of older girls (though toward the end of November two boys told stories that included royal families); and even within that subgroup, the sharing of more specific narrative elements was fairly minimal. Each girl's family stories had distinctive features that gave them a recognizable personal flavor – for example, Maxi's stories often included a baby; Tanya's often included a scary or frightening element, as in the example just quoted; and Ruby often inserted herself, her family, and/or her friends into her stories. None of those specific features was picked up, adapted, and elaborated by any of the other girls. And the other categories of stories showed even less evidence of narrative sharing and cross-fertilization. During this initial phase, it would appear, the children's energies were largely tied up in constructing this shared narrative activity, mastering its operation, and familiarizing themselves with its possibilities. During the next phase they began to exploit these potentialities more extensively and creatively.

Phase 2. Playful experimentation, peer group cross-fertilization, and the search for narrative coherence

By the end of November this practice had become solidly established in the classroom, and during December and January the children's storytelling entered a transitional phase whose features are not easy to summarize neatly or completely. There was a notable increase in narrative sharing and cross-fertilization, along with other indications that the children were listening more attentively to each other's stories and were increasingly willing and able to draw on them effectively. The children's stories were more ambitious, diverse, and eclectic than during the first phase. They became longer, included more characters and episodes, and incorporated a wider variety of themes. First-person narratives about real or alleged personal experiences also became less frequent, though one boy persisted with them until mid-March. (For a similar shift from first- to third-person narratives in another low-income preschool class, see Nicolopoulou et al. 2006.) However, the development of the children's storytelling did not proceed in a straightforward, uniform, or unilinear manner. Different aspects of their narratives changed at different rates and in different combinations for different children, with occasional plateaus and reversals for specific characteristics. And in many cases the children's stories actually became less coherent and more fragmented than during the first phase. The overall pattern that marks this second phase is that the children were attempting to include a wider range of elements in their stories and to use their

storytelling in more flexible and ambitious ways, but were still struggling to integrate these elements successfully into coherent and satisfying narratives.

The complexity and unevenness of these developmental rhythms should not be entirely surprising, but their salience during this phase of the children's storytelling was especially striking. At this point, we can offer only a tentative and preliminary explanation, but our analysis in this and previous studies suggests that this pattern resulted, at least in part, from the interplay of several distinct and sometimes competing agendas being pursued in the children's storytelling. In the long run, these agendas are complementary and can help promote children's narrative development in mutually supportive ways; but in the short run, they may operate in tension, with uneven and centrifugal effects on the developmental trajectories and coherence of the children's narratives, until the children are able to balance and integrate them successfully.

Most generally, children's narrative activity in this storytelling/story-acting practice appears to be shaped and driven, to a considerable extent, by the interplay of two analytically distinct but ultimately interrelated types of motivating concerns (see Nicolopoulou 1996: 383–387). Each of these sets of concerns is influenced by, and at the same time helps to sustain, the sociocultural context of the children's narrative activity. And the different ways that children manage this interplay help generate a range of distinctive trajectories of narrative development. On the one hand, it is clear that children's storytelling is guided, to varying degrees, by what might be termed *intrinsically narrative concerns* – cognitive, symbolic, expressive, and formal – including the mastery of narrative form for its own sake. Certain children seem especially preoccupied with developing a greater control of characters and their interrelations, attaining more coherent plot structure, achieving more powerful or satisfying symbolic effects, and so on. On the other hand, children are also motivated by *social-relational concerns*, including various pragmatic functions of their narrative discourse that go beyond those inherent in direct conversational interaction. In the context of this practice, these are linked directly or indirectly to its story-acting portion, which mediates between the storyteller and the evolving classroom peer culture. These social-relational concerns affect the character of stories in a number of ways, two of which are especially worth mentioning.

First, children can use their narratives as vehicles for seeking or expressing friendship, group affiliation, and prestige. This is especially true since the author of a story chooses the other children to help perform it – and children visibly enjoy the feelings of power and influence involved in the selection process. In composing stories, a child may be inclined to include specific characters that his or her friends like to act out, as well as using themes that will appeal to them or that mark the subgroup to which he or she belongs. In addition to encouraging closer attention to the narrative preferences of other children, these concerns may also promote the inclusion of larger numbers

of characters in a story. Everything else being equal, multiplying the number of characters allows children to include all their friends, as well as potential friends and playmates who will then owe them a favor in return. And, indeed, between the first and second phases the average number of characters per story increased from about four to about seven. But children often included more characters in a story than they could manage effectively – naming characters, for example, without giving them actions to perform – and some stories even swallowed up all the children in the class, leaving none to serve as the audience. Second, during this phase, the children's storytelling manifested greater awareness of their audience and its responses. This increased attentiveness could motivate children to construct more effective, interesting, and satisfying narratives, but it could also tempt children to include popular themes and other elements before they were fully capable of integrating them in their stories.

Among both the boys and girls, these dynamics were further complicated by an increased tendency for playful, even exuberant, experimentation in their storytelling. Children often spiced up their stories by adding elements that were scary (e.g., monsters, vampires, ghosts, skeletons), humorous, or silly. A number of stories, especially by boys, included powerful or frightening animals (e.g., lions, bears, tigers, crocodiles). Children were also increasingly likely to draw characters and images from cartoons or video games. Animating inanimate objects (e.g., walking socks, singing cars, talking pencils) was one device that often drew laughs from the audience. Here, for example, one of the older girls begins by outlining the basic framework for a family story and then moves on to describe the comical adventures of a walking sock.

There was a baby. And the baby and the mom and the dad and the sister and the brother, and they were pushing the baby to McDonald's. And then I went somewhere else and we went to Chucky Cheese and a lot of houses and then we went to Grandma's house and then we went to Daddy's house and then we went to Mommy's house and then something peeked out of the room. And then a sock came, peeking out of the room and then the sock started to walk. And then the sock went into the brother's room and the sock bit the brother's heiny. And then the sock went into the sister's room and bit the sister's butt. And the sock went into daddy's room and bit Daddy's butt. And the sock went into mommy's room and bit the mommy's butt. (Maxi, December 6, 2006)

This particular story actually hangs together fairly well. But in many cases disparate elements were simply added on to the story without really being integrated, resulting in a string of loosely connected or even disconnected characters and episodes.

For several of the boys, an additional factor was at work. During this phase, as noted earlier, children who had been composing first-person narratives of personal experiences (real or alleged) began to shift away from them toward third-person fictional stories. From a long-term perspective, that could be regarded as an advance. But one ironic side-effect of this shift, in the short

run, was the loss of some formal advantages of the earlier narrative genre. Like the family genre favored by the older girls, the younger children's first-person genre provided an interrelated set of characters that ran through the story, and the brevity and simplicity of their first-person stories made it easier to maintain their continuity and coherence. Now these children faced the challenge of finding and mastering an alternative narrative genre that would allow them to construct third-person fictional stories with more characters, greater complexity, and a wider range of themes. In the meantime, their narrative ambitions often overloaded their narrative abilities, and their stories were often thematically scattered, jumbled, and fragmented.

*Phase 3. The emergence of a dominant shared storyline:
the Power Rangers genre*

The final phase, running from February through the end of the storytelling/story-acting practice in the middle of May, was marked by two notable developments. It commenced with a significant shake-up in the classroom peer group. Ruby, a popular older girl who was also one of the most capable storytellers, left the class at the end of January, and one of the boys left later in February. Three new children, who had just turned four, entered the class together. An older girl, Denise, who had been part of the original class in September and October but then had attended only intermittently for several months, began attending regularly again (along with her younger sister, who was one of the new girls). The new children were integrated into the classroom peer culture over time, but some after-effects of this disruption were apparent through the end of the school year. However, the more striking feature of this phase, beginning around the end of February, was the emergence and consolidation of a shared narrative genre, based on the Power Rangers cartoons, that came to be dominant among the boys and affected the classroom peer culture as a whole.

The new children quickly began to participate in the storytelling/story-acting practice, both as storytellers and as actors, and their participation clearly helped integrate them into the class. On the other hand, their storytelling skills were limited. Unlike the younger children in the fall, they did not go through a period of telling first-person stories about personal experiences, but for some time their efforts to construct fictional stories were rudimentary. Often, in fact, they did little more than list disconnected characters, with minimal or non-existent descriptions of actions for the characters to perform; instead, they used much of their storytelling time to indicate which children would take which roles in the story enactment. At the beginning, their concerns with the social-relational aspects of the storytelling/story-acting practice seemed to take priority over the mastery of narrative skills, and it took some time for their narrative efforts to develop beyond these primitive proto-stories.

The other children in the class continued their ongoing process of narrative experimentation and cross-fertilization, and at the end of February a cluster of them began to converge on a shared story paradigm that could serve as a framework for constructing relatively coherent multi-episode stories. This genre centered on the Power Rangers, a team of cartoon characters who were also familiar to the children as toy figurines. The crystallization of this genre involved both continuities and discontinuities with previous tendencies. As mentioned earlier, the children's stories had increasingly drawn characters and other elements from cartoons, and since December this had sometimes included putting one or more Power Rangers into stories with a different focus. But it was not until the end of February that children began to compose stories that used the Power Rangers and their actions, chiefly fighting monsters and other bad guys, as an organizing framework. It is also worth noting that although elements of violence and conflict were present in some stories from the beginning, the boys in this class had not developed a storytelling genre with a heroic-agonistic focus. Now, with the emergence of the Power Rangers genre, they did so.

The initial crystallization and diffusion of the Power Rangers storyline emerged from a process of collaboration, mediated by the storytelling/story-acting practice, between three boys who had been in the class from the beginning of the school year. On February 28, Taylor dictated a proto-story that essentially listed the Wild Force Power Ranger characters without assigning them any actions. Later that day, Theo told a coherent fictional story with a multi-episode plot involving a series of conflicts between Power Rangers and some monsters.

Once upon a time there was a red Power Ranger and then there was a blue Power Ranger and then they killed the monsters and then they were done and then the monsters were dead because the Power Rangers fought them. And then the Power Rangers changed back into people. There was a yellow Power Ranger too and the yellow Power Ranger was a girl, and then there was the white Power Ranger and they changed back too. And then they eat food, and they went out to see if there were monsters outside and there were. So they changed back into Power Rangers and then the Power Rangers fought them and then they were done. The end. (Theo, February 28, 2007)

Theo himself did not immediately return to the Power Rangers theme, but during March, the Power Rangers storyline was taken up and re-used, with variations and elaborations, by Taylor and another boy, Tobi. At the beginning of April, Theo told another Power Rangers story, and thereafter all the rest of his stories were in this genre. By April, in fact, this storyline was consolidated as the dominant narrative model among the full-year boys, and in April and May four of the boys told stories exclusively in this genre. Furthermore, this storyline became a shared point of reference even for many stories of other types, including stories by some of the full-year girls and narrative efforts by the new

children. In February only 13 percent of all stories in the class included some mention of Power Rangers, even in a peripheral or inconsequential manner. This proportion increased to 22 percent in March, 47 percent in April, and 48 percent in May. In short, this story paradigm became the common property of the classroom peer group, and Power Ranger elements became widely diffused in the children's storytelling.

Nevertheless, this genre remained clearly and distinctively a boys' genre, and was recognized as such by the classroom peer culture. Almost all of the fully developed stories in the Power Rangers genre, as distinct from stories that merely mentioned Power Rangers or included Power Rangers themes in other frameworks, were told by full-year boys. The exceptions were three stories that Grace, one of the most ambitious and prolific storytellers in the class, told in April and May. And even then, her Power Rangers stories suggested a lack of full enthusiasm for this genre, or even some ambivalence about it. This story, for example, begins with a nicely compact presentation of a typical Power Rangers scenario, but then veers off into themes more characteristic of the girls' preferred storylines, including family life, babies, and romance.

Once upon a time the Power Rangers fight the monsters. The monsters just dead. There were more monsters and then the Power Rangers said "Power up" and swung back up. And then they just cut the monsters. And they come back out and they looked fat. The Power Rangers had a gingerbread baby and they put him to sleep and gave him a good night kiss and they told him a story and they rocked him to sleep. And the pink Power Ranger said "You're a nice boy" to the red Power Ranger. The green Power Ranger says "You're a nice one" to the pink Ranger. The yellow Power Ranger says "You're a nice one" to the green Power Ranger. The end. (Grace, April 16, 2007)

One feature of the Power Rangers story framework, and the way that the children made use of it in the storytelling/story-acting practice, helped to link it even more firmly to the structures of peer group life in the classroom. The Power Rangers characters are distinguished by color and gender: the red, blue, green, white, and black Power Rangers are identified as boys and the pink, yellow, and purple Power Rangers as girls. In assigning roles for story enactments, different Power Rangers were always matched with actors of the same gender. What was more unusual was that the Power Ranger roles treated as central in the children's stories, red and blue, were consistently reserved for two specific boys, even if another child was telling the story. The red Power Ranger was always acted by Tobi and the blue Power Ranger by Taylor. For example, in the story just quoted, Grace assigned the role of red Power Ranger to Tobi and named herself the pink Power Ranger. The roles of monsters and bad guys were almost always given to younger boys or girls, who tended to be less choosy about which characters they portrayed. Thus, the enactment

of the Power Ranger stories could be used to symbolically mark, and perhaps help to construct and consolidate, the evolving social boundaries and relational structures within the classroom peer culture. In this respect, it appears that one function of this storytelling/story-acting practice was to do social-relational work in the classroom.

Why did the Power Rangers genre, in particular, take hold so strongly among the boys in this class? Most likely there is no definitive answer to that question, but at least part of the appeal of this story paradigm for the boys was probably that it offered them an effective and readily usable generative framework for their storytelling that allowed them to construct increasingly complex, coherent, and satisfying narratives informed by themes that especially interested and engaged them – including, of course, violent and competitive (that is, agonistic) conflict. In our previous studies of young children's spontaneous storytelling we have often found that when boys begin to move beyond disconnected individual conflicts, they are often drawn to teams or coalitions of cartoon heroes (Power Rangers, Teenage Mutant Ninja Turtles, Batman and Robin, etc.). These teams or coalitions provide a set of interconnected characters that can run through the story and help give it coherence, but the theme of conflict remains dominant. The possibility of repeated conflicts between good guys and bad guys can also help to structure the plot and maintain temporal coherence across various episodes. At all events, as the Power Rangers genre became consolidated as a shared framework for storytelling and for narrative cross-fertilization, the boys' stories became (on the whole) stronger, more complex, and more sophisticated. The boys also composed stories more frequently than before, and the overall proportion of stories by boys increased.

It may not be surprising that the girls were less eager than the boys to adopt the Power Rangers genre. But why did they fail to develop or maintain an equally strong shared narrative genre of their own? The fact that they did not is especially puzzling given that from October through January their storytelling was generally stronger, more ambitious, and more sophisticated than the boys'. And as early as the first phase the older girls had introduced a family genre that might have served, as it has in other preschool classes, as a powerful generative framework for further narrative collaboration, cross-fertilization, and development. But rather than being further enriched and elaborated, the girls' family genre largely faded away during the third phase, no shared genre emerged to replace it, and – if we overlook the proto-narrative groupings of the new children who entered the class in February – the frequency of storytelling by most of the girls actually tended to decline. At this stage of the analysis, we can only speculate about possible reasons for this outcome. It seems likely that at least part of the explanation is linked to the social

dynamics of the classroom peer culture. The girls' peer group seems to have been more disrupted than the boys' by the population turnover in February, and thereafter the girls never managed to achieve as much cohesion and solidarity within their subgroup as the boys. This weakened their capacities for narrative sharing and collaboration – which, in turn, made it harder for them to use their narrative activities to help consolidate and strengthen their collective identity and group life.

Conclusions and reflections

The study reported in this chapter, which built on and extended a long-term line of research, explored the operation and effects of a narrative practice combining spontaneous storytelling and group story-acting in a preschool class of children from low-income and otherwise disadvantaged backgrounds. By comparison with children in middle-class preschools we have studied, these children began the school year with weaker narrative skills and less familiarity with the conventions and narrative resources for constructing free-standing fictional stories. But over the course of the year, the quality of their stories, as well as their narrative and narrative-related skills, improved significantly. Without recapitulating our analysis of the processes by which this occurred, we will highlight some of the theoretical and practical implications.

This storytelling/story-acting practice, which integrates individual spontaneity with peer group collaboration and mutual support, provides a concrete example of how a peer-oriented narrative practice can serve as an effective matrix for promoting children's narrative development – not through expert–novice interactions between individuals but by serving as a socially structured *opportunity space* that offers participants both resources and motivations for narrative activity and development. And the public *performance* of the children's narratives in the story-enactment component of this practice plays a critical role in that process, not least because it helps to generate and maintain a *shared public arena* for narrative communication, appropriation, experimentation, collaboration, and cross-fertilization. At the same time, it helps to enmesh the storytelling/story-acting practice in the sociocultural fabric of the children's everyday peer relations and group life. On the one hand, this practice helps to form and sustain a common culture in the classroom (while also facilitating the expression and articulation of differences within this common culture); and, reciprocally, this practice is shaped, supported, and energized by its embeddedness in that peer group culture. There is thus a complex ongoing interplay between the evolution of the classroom peer culture and the transformation of the children's storytelling.

In the process, the children become increasingly attentive to each other's stories and influence each other extensively – in ways that are mediated by friendship ties, subgroup formation, gender, and so on. But the potential for fruitful narrative collaboration and cross-fertilization between them is itself a developmental achievement that children need to master. Through their participation in this storytelling/story-acting practice, the children are helping to constitute and enrich this field of shared activity as a context for their own socialization and development and, at the same time, are building up the skills and orientations that enable them to benefit most fully and effectively from their participation.

This chapter argues against a one-sided focus on the role of adult–child relations and other expert–novice interactions in children's socialization and development, but of course it would also be foolishly one-sided to overlook their importance. Even with respect to predominantly peer-oriented activities like this storytelling/story-acting practice, adults can make important contributions – not only through their direct role in facilitating the practice itself, but also by helping provide resources and foundations for the children's narrative activity in various indirect ways. For example, one notable feature of the children's stories in this classroom was that they became increasingly infused, not only with characters and other specific elements drawn from cartoons, but with a more general cartoon sensibility – emphasizing strings of disconnected actions and startling images, often humorous or destructive, at the expense of continuity and coherent plot development. What was rare, by contrast with corresponding middle-class preschool classrooms, was the presence of characters, plotlines, and other influences drawn from children's books. This conspicuous absence was probably linked to the fact that low-income children usually enter preschool with dramatically less experience of bookreading by parents and other caregivers than middle-class children (Nicolopoulou 2002: 140). And although there was some bookreading in this classroom, it was too infrequent to overcome this gap effectively. There are good reasons to expect that if children are provided with extensive background experience of interactive bookreading, to supplement the elements of popular culture they get from electronic media, that could significantly strengthen and enrich their narrative activity in this storytelling/story-acting practice and enhance its benefits for those involved.

This study adds further support to an accumulating body of research which argues that children's peer interactions and peer group activities can contribute to their socialization and development in ways that usefully complement – without displacing – the role of adult–child interactions. Both narrative research and educational practice should recognize the significance of peer group life as a developmental matrix of prime importance, rich complexity, and great potential.

Acknowledgment

The research reported here was supported by a grant (NIH/NICHD R21 24-0795445) to the first author. The rest of the authors are listed alphabetically as they contributed equally to the research and analyses.

NOTES

- 1 Pseudonyms have been assigned to the children. Characters acted in the stories are marked by underlining.

Children's Peer Talk

Learning from Each Other

Edited by

Asta Cekaite, Shoshana Blum-Kulka,
Vibeke Grøver and Eva Teubal



CAMBRIDGE
UNIVERSITY PRESS

(2014)

References

- Agha, A. 2007. *Language and social relations*. Cambridge University Press.
- Andersen, E. 1990. *Speaking with style: the sociolinguistic skills of children*. London: Routledge.
- Angelova, M., Gunawardena, D. and Volk, D. 2006. 'Peer teaching and learning: co-constructing language in a dual language first grade', *Language and Education* 20: 173–190.
- Arendt, H. 1977. *The life of the mind*, vol. 1: Thinking. New York: Harcourt Brace Jovanovich.
- Aronsson, K. 1998. 'Identity-in-interaction and social choreography', *Research on Language and Social Interaction* 31: 75–89.
2012. 'Language socialization and verbal play', in A. Duranti, B. Schieffelin and E. Ochs (eds.), *The handbook of language socialization*, pp. 464–483. Malden, NJ: Wiley-Blackwell.
- Aronsson, K. and Thorell, M. 1999. 'Family politics in children's play directives', *Journal of Pragmatics* 31: 25–47.
2002. 'Voice and collusion in adult-child talk: toward an architecture of intersubjectivity', in S. Blum-Kulka and C. Snow (eds.), *Talking with adults: the contribution of multi-party talk to language development*, pp. 277–295. Mahwah, NJ: Lawrence Erlbaum.
- Astington, J. W. 1993. *The child's discovery of the mind*. Cambridge, MA: Harvard University Press.
- Bakhtin, M. 1978. 'Discourse types in prose', in L. Mateika and K. Pomorska (eds.), *Reading in Russian poetics*, pp. 176–96. Ann Arbor, MI: University of Michigan Press.
1981. *The dialogic imagination: four essays*. C. Emerson and M. Holquist, (transl.). Austin, TX: University of Texas Press.
- [1935]1981. 'Discourse in the novel', in M. Holquist (ed.), C. Emerson and M. Holquist (trans.), *The dialogic imagination: four essays by M. M. Bakhtin*, pp. 259–422. Austin, TX: University of Texas Press.
- [1929]1984. *Problems of Dostoevsky's poetics*. C. Emerson (ed. and trans.). Minneapolis, MN: University of Minnesota Press.
- Baldwin, D. 1991. 'Infants' contributions to the achievement of joint reference', *Child Development* 62: 875–890.
- Barnes, D. 1976. *From communication to curriculum*. Harmondsworth: Penguin Books.
- Barthes, R. 1980. *La chambre claire. Note sur la photographie*. Paris: Gallimard Seuil.

- Barton, D. 2007. *Literacy: an introduction to the ecology of written language* (2nd edn). Oxford: Blackwell.
- Bates, E. 1993. 'Comprehension and production in early language development', *Monographs of the Society for Research in Child Development* 58(3-4): 222-242.
- Bates, E., Bretherton, I. and Snyder, L. 1988. *From first words to grammar*. Cambridge University Press.
- Bauman, R. and Briggs, C. 1990. 'Poetics and performance as critical perspectives on language and social life', *Annual Review of Anthropology* 19: 59-88.
- Bell, N. 2012. 'Formulaic language, creativity, and language play in a second language', *Annual Review of Applied Linguistics* 32: 189-205.
- Berentzen, S. 1984. 'Children constructing their social world: an analysis of gender contrast in children's interaction in a nursery school', *Bergen Occasional Papers in Social Anthropology*, No. 36. University of Bergen, Department of Social Anthropology.
- Berman, R. A. (ed.) 2004. *Language development across childhood and adolescence: psycholinguistic and crosslinguistic perspectives*. Amsterdam: John Benjamins.
2009. 'Children's acquisition of compound constructions', in R. Lieber and P. Stekauer (eds.), *The Oxford handbook of compounds*, pp. 298-322. Oxford University Press.
- Bettleheim, B. 1987. 'The importance of play', *The Atlantic Monthly*, March, pp. 35-46.
- Bialystok, E. 2001. *Bilingualism in development*. Cambridge University Press.
2009. 'Bilingualism: the good, the bad, and the indifferent', *Bilingualism: Language and Cognition* 12: 3-11.
- Björk-Willén, P. 2007. 'Participation in multilingual preschool play: shadowing and crossing as interactional resources', *Journal of Pragmatics* 39: 2133-2158.
- Bloom, L. 1973. *One word at a time*. The Hague: Mouton.
1993. *The transitions from infancy to language: acquiring the power of expression*. New York: Cambridge University Press.
- Bloom, P. 2000. *How children learn the meaning of words*. Cambridge, MA: MIT Press.
- Blum-Kulka, S. 1997. *Dinner talk*. Mahwah, NJ: Lawrence Erlbaum.
2002. 'Do you believe that Lot's wife is blocking the road (to Jericho)? Co-constructing theories about the world with adults', in S. Blum-Kulka and C. E. Snow (eds.), *Talking to adults*, pp. 85-115. Mahwah, NJ: Lawrence Erlbaum.
2004. 'The role of peer interaction in later pragmatic development: the case of speech representation', in R. Berman (ed.), *Language development across childhood and adolescence: psycholinguistic and crosslinguistic perspectives*, pp. 191-211. Amsterdam: John Benjamins.
- 2005a. 'Modes of meaning-making in children's conversational storytelling', in J. Thornborrow and J. Coates (eds.), *The sociolinguistics of narrative*, pp. 149-171. Amsterdam: John Benjamins.
- 2005b. 'Rethinking genre: discourse genres as a social interactional phenomenon', in K. Fitch and R. Sanders (eds.), *Handbook of language and social interaction*, pp. 231-275. Mahwah, NJ: Lawrence Erlbaum.
- 2010a. 'Introduction: communicative competence, discursive literacy and peer talk', in S. Blum-Kulka and M. Hamo (eds.), *Child peer talk*, pp. 5-42. Tel Aviv: The Center for Educational Technology [in Hebrew].

- 2010b. 'Genres and keyings in child peer talk at preschool and at school', in S. Blum-Kulka and M. Hamo (eds.), *Child peer talk*, pp. 42-86. Tel Aviv: The Center for Educational Technology [in Hebrew].
- Blum-Kulka, S. and Dvir, S. 2010. 'Peer interaction and peer learning', in E. Baker, B. McGaw and P. Peterson (eds.), *International encyclopedia of education* (3rd edn). Oxford: Elsevier.
- Blum-Kulka, S. and Hamo, M. (eds. and co-authors) 2010. *Child peer talk: patterns of communication*. Tel-Aviv: The Center for Educational Technology [in Hebrew]. (forthcoming) *Kids' peer talk*. Oxford University Press.
- Blum-Kulka, S., Huck-Taglicht, D. and Avni, H. 2004. 'The social and discursive spectrum of peer talk', *Discourse Studies* 6(3): 307-328.
- Blum-Kulka, S. and Snow, C. E. (eds.) 2002. *Talking to adults*. Mahwah, NJ and London: Lawrence Erlbaum.
2004. 'Introduction: the potential of peer talk', *Discourse Studies* 6(3): 291-306.
- Bodrova, E. and Leong, D. J. 2007. *Tools of the mind: the Vygotskian approach to early childhood education* (2nd edn). Columbus, OH: Merrill/Prentice Hall.
- Bogdan, R. J. 2013. *Mindvaults: sociocultural grounds for pretending and imagining*. Cambridge, MA: MIT Press.
- Braine, M. D. S. 1976. 'Children's first word combinations', *Monographs of the Society for Research in Child Development* 41(1).
- Briggs, C. L. 1988. *Competence in performance: the creativity of tradition in Mexican verbal art*. Philadelphia, PA: University of Pennsylvania Press.
- Brofenbrenner, U. and Ceci, S. J. 1994. 'Nature-nurture reconceptualized in developmental perspective: a bioecological model', *Psychological Review* 101: 568-586.
- Broner, M. and Tarone, E. 2001. 'Is it fun? Language play in a fifth-grade Spanish immersion classroom', *The Modern Language Journal* 85: 363-379.
- Brown, R. 1958. *Words and things: an introduction to language*. Free Press.
- Brown, R. 1973. *A first language: the early stages*. Cambridge, MA: Harvard University Press.
- Bruner, J. 1983. *Child's talk: learning to use language*. Oxford University Press.
- Budwig, N. 1995. *A developmental-functionalist approach to child language*. Mahwah, NJ: Erlbaum.
- Bushnell, K. 2008. "'Lego my keego!': an analysis of language play in a beginning Japanese as a foreign language classroom", *Applied Linguistics* 30: 49-69.
- Butler, C. and Weatherall, A. 2006. "'No we're not playing families": membership categorization in children's play", *Research on Language and Social Interaction* 39(4): 441-470.
- Butler, J. 1990. *Gender trouble: feminism and the subversion of identity*. New York and London: Routledge.
- Cathcart-Strong, R. 1986. 'Input generation by young second language learners', *TESOL Quarterly* 20: 515-530.
- Cazden, C. B., John, V. and Hymes, D. 1972. *Function of language in the classroom*. New York: Teachers College Press.
- Cekaite, A. 2007. 'A child's development of interactional competence in a Swedish L2 classroom', *The Modern Language Journal* 91: 45-62.
2009. 'Soliciting teacher attention in an L2 classroom: embodied actions and affective displays', *Applied Linguistics* 30: 26-48.

2012. 'Affective stances in teacher-novice student interactions: language, embodiment, and willingness to learn in a Swedish primary classroom', *Language in Society* 41: 641–670.
- Cekaite, A. and Aronsson, K. 2004. 'Repetition and joking in children's second language conversations: playful recyclings in an immersion classroom', *Discourse Studies* 6: 373–392.
2005. 'Language play, a collaborative resource in children's L2 learning', *Applied Linguistics* 26: 169–191.
- Cekaite, A. and Björk-Willén, P. 2013. 'Peer group interactions in multilingual educational settings: co-constructing social order and norms for language use', *International Journal of Bilingualism* 17: 174–188.
- Cekaite, A. and Evaldsson, A.-C. 2008. 'Staging linguistic identities and negotiating monolingual norms in multiethnic school settings', *International Journal of Multilingualism* 5: 177–196.
- Chen, D. W., Fein, G. G., Killen, M. and Tam, H. P. 2001. 'Peer conflicts of preschool children: issues, resolution, incidence and age-related patterns', *Early Education and Development* 12(4): 523–544.
- Chomsky, N. 1965. *Aspects of a theory of syntax*. Cambridge MA: MIT Press.
- Clarke, P. 1996. *Investigating second language acquisition in preschools: a longitudinal study of four Vietnamese-speaking Children's acquisition of English in a bilingual preschool*. Ph.D. dissertation, La Trobe University, Melbourne.
- Cobb-Moore, C., Danby, S. and Farrell, A. 2009. 'Young children as rule makers', *Journal of Pragmatics* 4(8): 1477–1492.
- Connor, C. M., Morrison, F. J. and Slominski, L. 2006. 'Preschool instruction and children's emergent literacy growth', *Journal of Educational Psychology* 98: 665–689.
- Cook, G. 2000. *Language play, language learning*. Oxford University Press.
- Cook-Gumperz, J. and Gumperz, J. 1978. 'Context in children's speech', in N. Waterson and C. E. Snow (eds), *The development of communication*, pp. 3–23. New York: John Wiley and Sons.
- Cooper, P. 2009. *The classrooms all young children need: lessons in teaching from Vivian Paley*. University of Chicago Press.
- Corsaro, W. A. 1985. *Friendship and peer culture in the early years*. Norwood, NJ: Ablex.
1992. 'Interpretive reproduction in children's peer cultures', *Social Psychology Quarterly* 58: 160–177.
1993. 'Interpretive reproduction in children's role play', *Childhood* 1: 64–74.
1997. *The Sociology of Childhood*. Thousand Oaks, CA: Pine Forge Press.
2003. *We're friends, right?* Washington, DC: Joseph Henry Press.
2005. *The sociology of childhood* (2nd edn). Thousand Oaks, CA: Pine Forge Press.
2012. Peer cultures. In *Childhood Studies*, *Oxford Bibliographies*. www.oxfordbibliographies.com/page/childhood-studies.
- Corsaro, W. A. and Rizzo, T. 1990. 'Disputes in the peer culture of American and Italian nursery school children', in A. Grimshaw (ed.), *Conflict talk: sociolinguistic investigations of arguments in conversation*, pp. 21–66. Cambridge University Press.
- Coupland, N., Garrett, P. and Williams, A. 2005. 'Narrative demands, cultural performance and evaluation: teenage boys' stories for their age-peers' in J. Thornborrow

- and J. Coates (eds.), *The sociolinguistics of narrative*, pp. 67–88. Amsterdam: John Benjamins.
- Cromdal, J. 2001. 'Can I be with? Negotiating play entry in a bilingual school', *Journal of Pragmatics* 33: 515–543.
2004. 'Building bilingual oppositions: codeswitching in children's disputes', *Language in Society* 33: 33–58.
2009. 'Childhood and social interaction in everyday life: introduction to the special issue', *Journal of Pragmatics* 41: 1473–1476.
- Cromdal, J. and Aronsson, K. 2000. 'Footing in bilingual play', *Journal of Sociolinguistics* 4(3): 435–457.
- Crookal, D. 2007. 'Second language acquisition and simulation', *Simulation and Gaming* 38: 6–8.
- Danby, S. and Theobald, M. (eds.) 2012. *Disputes in everyday life: social and moral orders of children and young people*. Studies of Children and Youth, Special Volume 15. New York: Emerald.
- Dasal, M. 2000. 'Types of polemics and types of polemical moves', in H. S. Hill and G. Manetti (eds.), *Signs and significations*, vol. 2, pp. 127–150. New Delhi: Bahri.
- De León, L. 1998. 'The emergent participant: interactive patterns in the socialization of Tzotzil (Mayan) infants', *Journal of Linguistic Anthropology* 8: 131–161.
2007. 'Parallelism, metalinguistic play, and the interactive emergence of Zinacantec Mayan siblings' culture', *Research on Language and Social Interaction* 40: 405–535.
- Department for Education 2011. *Bailey Review of the Commercialisation and Sexualisation of Childhood*. London: Department for Education.
- Dickinson, D. 2001. 'Large-group and free-play times: conversational settings supporting language and literacy development', in D. Dickinson and P. Tabors (eds.), *Beginning literacy with language*, pp. 223–256. Baltimore, MD: Paul Brookes.
- Di Cori, P. 1999. *Insegnare di storia*. Turin: Trauben Edizioni.
- Dressler, W. U. and de Beaugrande, R. 1981. *Introduction to text linguistics*. London: Longman [original: *Einführung in die Textlinguistik*. Tübingen: Niemeyer].
- Du Bois, J. 2007. 'The stance triangle', in R. Englebretson (ed.), *Stance in discourse: subjectivity and interaction*, pp. 13–182. Amsterdam: John Benjamins.
- Dunn, J. 1999. 'Introduction: new directions in research on children's relationships and understanding', *Social Development* 8(2): 137–142.
- Dunn, L. and Dunn, L. 1997. *Peabody Picture Vocabulary Test (PPVTIII)* (3rd edn). Circle Pines, MN: American Guidance Service.
- Dunn, L., Dunn, L., Whetton, C. and Burley, J. 1997. *The British Picture Vocabulary Scale: Second Edition*. Windsor: NFER, Nelson.
- Duranti, A. and Black, S. 2012. 'Language socialization and verbal improvisation', in A. Duranti, E. Ochs and B. Schieffelin (eds.), *The handbook of language socialization*, pp. 443–463. Malden, NJ: Wiley-Blackwell.
- Duranti, A., Ochs, E. and Schieffelin, B. (eds.) 2012. *The handbook of language socialization*. Malden, NJ: Wiley-Blackwell.
- Dyson, A. H. 2003. *The brothers and sisters learn to write: popular literacies in childhood and school cultures*. New York: Teachers College Press.
- Edwards, D. 1993. 'Toward a discursive psychology of classroom education', prepared for a special issue of *Infancia y Aprendizaje*.

1997. *Discourse and cognition*. London: Sage.
- Edwards, D. and Potter, J. 1992. *Discursive psychology*. London: Sage.
- Enfield, N. J. and Levinson, S. C. 2002. 'Introduction: human sociality as a new interdisciplinary field', in N. J. Enfield and S. Levinson (eds.), *Roots of human sociality: culture, cognition and interaction*, pp. 1–35. Oxford and New York: Berg.
- Ervin-Tripp, S. 1971. 'An overview of grammatical development', in D. Slobin (ed.), *The ontogenesis of grammar*. New York: Academic Press.
1974. 'Is second language learning like the first?', *TESOL Quarterly* 8: 111–127.
1986. 'Activity structure as scaffolding for children's second language learning', in W. Corsaro, J. Cook-Gumperz and J. Streeck (eds.), *Children's worlds and children's language*, pp. 327–58. Berlin: Mouton de Gruyter.
1991. 'Play in language development', in B. Scales, M. C. Almy, A. Nicolopoulou and S. Ervin-Tripp (eds.), *Play and the social context of development in early care and education*, pp. 84–97. New York: Teachers College Press.
- Ervin-Tripp, S. and Mitchell-Kernan, C. (eds.) 1977. *Child discourse*. New York: Academic Press.
- Ervin-Tripp, S. M. and Reyes, I. 2005. 'Child-code-switching and adult content contrasts', *International Journal of Bilingualism* 9(1): 85–102.
- Evaldsson, A.-C. 2002. 'Boys' gossip telling: staging identities and indexing (non-acceptable) masculine behavior', *Text* 22: 1–27.
2005. 'Staging insults and mobilizing categorizations in a multiethnic peer group', *Discourse in Society* 16: 763–786.
2007. 'Accounting for friendship: moral ordering and category membership in pre-adolescent girls' relational talk', *Research on Language and Social Interaction* 40(4): 377–404.
- Evaldsson, A.-C. and Cekaite, A. 2010. "'SCHWEDIS he can't even say Swedish": subverting and reproducing institutionalized norms for language use in multilingual peer groups', *Pragmatics* 20: 587–604.
- Fassler, R. 1998. 'Room for talk: peer support for getting into English in an ESL kindergarten', *Early Childhood Research Quarterly* 13: 379–409.
- Fasulo, A., Girardet, H. and Pontecorvo, C. 1998. 'Historical practices in school through photographic reconstruction', *Mind, Culture and Activity* 5: 253–271.
- Fasulo, A., Liberati, V. and Pontecorvo, C. 2002. 'Language games in the strict sense of the term: children's poetics and conversation', in S. Blum-Kulka and C. E. Snow (eds.), *Talking to adults: the contribution of multiparty discourse to language acquisition*, pp. 209–240. Mahwah, NJ: Lawrence Erlbaum.
- Fasulo, A. and Pontecorvo, C. 1999. 'Discorso e istruzione', in C. Pontecorvo (ed.), *Manuale di psicologia dell'educazione*, pp. 67–90. Bologna: Il Mulino.
- Fenson, L., P. Dale, et al. 1993. *MacArthur Communicative Development Inventories: User's guide and technical manual*. San Diego, CA: Singular Publishing.
- Fernald, A. 1992. 'Human maternal vocalizations to infants as biologically relevant signals: an evolutionary perspective', in J. H. C. Barkow, L. Cosmides and J. Tooby (eds.), *The adapted mind: evolutionary psychology and the generation of culture*, pp. 391–428. New York: Oxford University Press.
- Fielder, F. 1978. 'Leadership effectiveness', *American Behavioural Scientist* 24: 619–632.
- Frith, S. 1996. 'Music and identity', in S. Hall and P. du Gay (eds.), *Questions of cultural identity*. London: Sage.

- Galda, L. and Pellegrini, A. (eds.) 1985. *Play, language, and stories*. Norwood, NJ: Ablex.
- Galloway, C. and Richards, B. J. (eds.) 1994. *Input and interaction in language acquisition*. Cambridge University Press.
- Garrett, P. 2007. 'Language socialization and the (re)production of bilingual subjectivities', in M. Heller (ed.), *Bilingualism: a social approach*, pp. 233–255. Hampshire: Palgrave Macmillan.
- Garrett, P. and Baquedano-Lopez, P. 2002. 'Language socialization: reproduction and continuity, transformation and change', *Annual Review of Anthropology*: 31 339–361.
- Garvey, C. 1977. 'Play with language and speech', in S. Ervin-Tripp and C. Mitchell-Kernan (eds.), *Child discourse*, pp. 27–49. New York: Academic Press.
1990. *Play*. Cambridge, MA: Harvard University Press.
- Geertz, C. 1973. 'Thick description: towards an interpretative theory of culture' in C. Geertz, *The interpretation of cultures: selected essays*, pp. 3–30. New York: Basic Books.
- Genishi, C. and Di Paolo, M. 1982. 'Learning through argument in a pre-school' in L. C. Wilkinson (ed.), *Communication in the classroom*, pp. 49–68. New York: Academic Press.
- Genishi, C. and Dyson, A. H. 2009. *Children, language, and literacy: diverse learners in diverse times*. New York: Teachers College Press.
- Gentner, D. 1982. 'Why nouns are learned before verbs: linguistic relativity versus natural partitioning', in S. A. I. Kuczaj (ed.), *Language development*, vol. 2: Language, thought, and culture, pp. 301–334. Hillsdale, NJ: Lawrence Erlbaum.
- Georgakopoulou, G. 2007. *Small stories, identity and interaction*. Amsterdam: John Benjamins.
- Gergen, K. J. and Gergen, M. M. 1986. *Social psychology*. New York: Springer Verlag.
- Gibson, J. J. 1982. 'The theory of proprioception and its relation to volition: an attempt at clarification', in E. S. Reed and R. Jones (eds.), *Reasons for realism: selected essays of James J. Gibson*, pp. 385–388. Hillsdale, NJ: Lawrence Erlbaum.
- Girardet, H. 1991. 'Spiegare i fenomeni storici', in C. Pontecorvo, A. Ajello and C. Zuccheromaglio, *Discutendo si impara. Interazione sociale e conoscenza a scuola*. Rome: La Nuova Italia Scientifica.
- Glenn, P. J. 1989. 'Initiating shared laughter in multi-party conversations', *Western Journal of Speech Communication* 53: 127–149.
- Goffman, E. 1959. *The presentation of self in everyday life*. New York: Anchor.
1967. *Interaction ritual: essays in face to face behavior*. Garden City, NY: Doubleday.
1974. *Frame analysis: an essay on the organization of experience*. New York: Harper and Row.
1978. 'Response cries', *Language* 54: 787–815.
- 1981a. 'Footing', in E. Goffman (ed.), *Forms of talk*, pp. 124–159. Philadelphia, PA: University of Pennsylvania Press.
- 1981b. *Forms of talk*. Cambridge, MA: Harvard University Press.
- Goldberg, T., Schwarz, B.B. and Porat, D. 2011. "'Could they do it differently?'" narrative and argumentative changes in students' writing following discussion of "hot" historical issues', *Cognition and Instruction* 29(2): 185–217.

- Goldman, L. R. 1998. *Child's play: myth, mimesis, and make-believe*. Oxford: Berg.
- González, N., Moll, L. C. and Amanti, C. 2005. *Funds of knowledge: theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Lawrence Erlbaum.
- Goodwin, C. 1984. 'Notes on story structure and the organization of participation', in J. M. Atkinson and J. Heritage (eds.), *Structures of social action*, pp. 25–46. Cambridge University Press.
1994. 'Professional vision', *American Anthropologist* 96: 603–633.
2000. 'Action and embodiment within situated human interaction', *Journal of Pragmatics* 32: 1489–1522.
2007. 'Participation, stance and affect in the organization of activities', *Discourse in Society* 18: 53–73.
- Goodwin, C. and Goodwin, M. H. 2004. 'Participation', in A. Duranti (ed.), *A companion to linguistic anthropology*, pp. 222–244. Oxford: Basil Blackwell.
- Goodwin, M. H. 1990. *He-said-she-said: talk as social organization among black children*. Bloomington, IN: Indiana University Press.
1993. 'Accomplishing social organization in girls' play: patterns of competition and cooperation in an African American working-class girls' group', in S. T. Hollis, L. Pershing and M. J. Young (eds.), *Feminist theory and the study of folklore*, pp. 149–165. Urbana, IL: University of Illinois Press.
2006. *The hidden life of girls: games of stance, status, and exclusion*. Oxford: Blackwell.
- Goodwin, M. H., Cekaite, A. and Goodwin, C. 2012. 'Emotion as stance', in A. Peräkylä and M.-J. Sorjonen (eds.), *Emotion in interaction*, pp. 16–42. Oxford University Press.
- Goodwin, M. and Goodwin, C. 2000. 'Emotion in situated activity', in N. Budwig, I. C. Uzgiris and J. Wertsch (eds.), *Communication: an arena of development*, pp. 33–53. Stamford: Ablex.
- Goodwin, M. H. and Kyratzis, A. 2007. 'Children socializing children: practices for negotiating the social order among peers', *Research on Language and Social Interaction* 40: 279–289.
2012. 'Peer language socialization', in A. Duranti, E. Ochs and B. Schieffelin (eds.), *The handbook of language socialization*, pp. 365–390. Malden, NJ: Wiley-Blackwell.
- Gordon, C. 2002. "'I'm mommy and you're Natalie": role-reversal and embedded frames in mother-child discourse', *Language in Society* 31: 679–720.
- Gopnik, A. 2009. *The philosophical baby: what children's minds tell us about truth, love, and the meaning of life*. London: The Bodley Head.
- Gopnik, A. and Choi, S. 1990. 'Language and cognition', *First Language* 10: 199–216.
- Govier, T. 2001. *A practical study of argument* (5th edn). Belmont, CA: Wadsworth/Thomson Learning.
- Grimshaw, A. D. (ed.) 1990. *Conflict talk: sociolinguistic investigations of arguments in conversations*. Cambridge University Press.
- Grøver Aukrust, V. 2001. 'Talk-focused talk in preschools – culturally formed socialization for talk?', *First Language* 21: 57–82.

2004. 'Explanatory discourse in young second language learners' peer play', *Discourse Studies* 6: 393–412.
2009. 'Young children acquiring second language vocabulary in preschool group-time: does amount, diversity, and discourse complexity of teacher talk matter?', *Journal of Research in Childhood Education* 22: 17–37.
- Grøver Aukrust, V. and Rydland, V. 2009. "'Does it matter?'" Talking about ethnic diversity in preschool and first-grade classrooms', *Journal of Pragmatics* 41: 1538–1556.
2011. 'Preschool classroom conversations as long-term resources for second language and literacy acquisition', *Journal of Applied Developmental Psychology* 32: 198–207.
- Grøver Aukrust, V. and Snow, C. E. 1998. 'Narratives and explanations during mealtime in Norway and U.S.', *Language in Society* 27: 221–246.
- Gumperz, J. 1982. 'Conversational code-switching', in J. Gumperz, *Discourse strategies*, pp. 59–99. Cambridge University Press.
1996. 'The linguistic and cultural relativity of inference', in J. Gumperz and S. C. Levinson (eds.), *Rethinking cultural relativity*, pp. 374–406. Cambridge University Press.
- Gumperz, J. and Cook-Gumperz, J. 2005. 'Making space for bilingual communicative practice', *Intercultural Pragmatics* 2(1): 1–24.
- Hamo, M. and Blum-Kulka, S. 2007. 'Apprenticeship in conversation and culture: emerging sociability in preschool peer talk', in J. Valsiner and A. Rosa (eds.), *The Cambridge handbook of sociocultural psychology*, pp. 423–444. New York: Cambridge University Press.
- Hamo, M., Blum-Kulka, S. and Hachohen, G. 2004. 'From observation to transcription: theory, practice and interpretation in the analysis of children's naturally occurring discourse', *Research on Language and Social Interaction* 37: 71–88.
- Harris, P. L. 2000. *The work of the imagination*. Oxford: Blackwell.
- Harris, P. L., Johnson, C., Hutton, D., Andrews, G. and Cooke, T. 1989. 'Young children's theory of mind and emotion', *Cognition and Emotion* 3: 379–400.
- Harris, P. L. and Kavanaugh, R. D. 1993. 'Young children's understanding of pretense', *Society for Research in Child Development Monographs*. (Serial No. 231).
- Harré, R. and Van Langenhoeve, L. 1991. 'Varieties of positioning', *Journal for the Theory of Social Behaviour* 21: 393–407.
- Hart, B. and Risley, T. R. 1995. *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul Brookes.
- He, A. W. 2002. 'Speaking variedly: socialization in speech roles in Chinese heritage language classes', in R. Bailey and S. Schecter (eds.), *Language socialization and bilingualism*. Clevedon, UK: Multilingual Matters.
- Heath, S. B. 1983. *Ways with words*. Cambridge University Press.
1986. 'Taking a cross-cultural look at narratives', *Topics in Language Disorders* 7: 84–94.
- Hedegaard, M., Aronsson, K., Höjholt, C. and Ulvik, O. (eds.) 2012. *Children, childhood, and everyday life*. Charlotte, NC: Information Age Publishing.
- Heller, M. (ed.) 2007. *Bilingualism: a social approach*. New York: Palgrave Macmillan.
- Henry, G. and Rickman, D. 2007. 'Do peers influence children's skill development in preschool?', *Economics of Education Review* 26: 100–112.

- Hickmann, M. 2003. *Children's discourse*. Cambridge University Press.
- Hirschler, J. 1991. *Preschool children's help to second-language learners*. (Unpublished doctoral dissertation, Harvard University).
- Hoff, E. 2006. 'How social contexts support and shape language development', *Developmental Review* 26: 55–88.
- Hoyle, S. M. 1998. 'Register and footing in role play', in S. M. Hoyle and C. T. Adger (eds.), *Kids talk: strategic language use in later childhood*, pp. 47–67. Oxford University Press.
- Howard, K. M. 2009. 'Breaking in and spinning out: repetition and decalibration in Thai children's play genres', *Language in Society* 38: 339–363.
- Howes, C., Droege, K. and Matheson, C. C. 1994. 'Play and communicative processes within long- and short-term friendship dyads', *Journal of Social and Personal Relationships* 11: 401–410.
- Huang, J. and Hatch, E. 1978. 'A Chinese child's acquisition of English', in E. Hatch (ed.), *Second language acquisition: a book of readings*, pp. 383–400. Rowley, MA: Newbury House.
- Hummelstedt, I. 2010. "'Ja har Afrika å du har Asia": etnicitet som resurs i flerspråkiga elevers vardagsinteraktion', Pedagogiska fakulteten, Vasa: Åbo Akademi.
- Hunston, S. and Thompson, G. 2000. 'Evaluation: an introduction', in S. Hunston and G. Thompson (eds.), *Evaluation in text: authorial stance and the construction of discourse*, pp. 1–27. Oxford University Press.
- Huttenlocher, J., Vasilyeva, M., Waterfall, H. R., Vevea, J. L. and Hedges, L. V. 2007. 'The varieties of speech to young children', *Developmental Psychology* 43: 1062–1083.
- Hutto, D. D. 2008. *Folk psychological narratives: the sociocultural basis of understanding reasons*. Cambridge, MA: MIT Press.
- Hymes, D. H. 1972. 'On communicative competence' in J. B. Pride and J. Holmes (eds.), *Sociolinguistics*, pp. 269–293. Harmondsworth: Penguin.
- Hymes, D. 1974. *Foundations in sociolinguistics: an ethnographic approach*. Philadelphia, PA: University of Pennsylvania Press.
- Ilgaz, H. and Aksu-Koc, A. 2005. 'Episodic development in preschool children's play prompted and direct-elicited narratives', *Cognitive Development* 20: 526–44.
- Jakobson, R. 1960. 'Closing statement: linguistics and poetics', in T. A. Sebeok (ed.): *Style in language*. Cambridge, MA: MIT Press.
- Jaffe, A. 2009. 'Introduction: the sociolinguistics of stance', in A. Jaffe (ed.), *Stance: sociolinguistic perspectives*, pp. 3–28. Oxford University Press.
- Jefferson, G. 1996. 'On the poetics of ordinary talk', *Text and Performance Quarterly* 16:1–61.
- Kampf, Z. and Blum-Kulka, S. 2007. 'Do children apologize to each other? Apology events in young Israeli peer discourse', *Journal of Politeness Research* 3(1): 11–27.
2011. 'Why Israeli children are better at settling disputes than Israeli politicians', in F. Bargiela-Chiappini and D. Kádár (eds.), *Politeness across cultures*, pp. 85–105. Basingstoke: Palgrave Macmillan.
- Karrebøck, M. 2008. *At blive et børnehavebarn: en minoritetsdrengs sprog, interaktion og deltagelse i børnefællesskabet*. [Becoming a preschool child: a minority boy's language, interaction and participation in children's community]. Copenhagen: Faculty of Humanities, Copenhagen University.

- Kärkkäinen, E. 2006. 'Stance taking in conversation: from subjectivity to intersubjectivity', *Text and Talk* 26: 699–731.
- Keenan, E. 1983. 'Making it last: repetition in children's discourse', in E. Ochs and B. Schieffelin (eds.), *Acquisition of conversational competence*, pp. 26–39. Boston, MA: Routledge & Kegan Paul.
- Kemler Nelson, D. G. 1999. 'Attention to functional properties in toddlers' naming and problem-solving', *Cognitive Development* 14: 77–100.
- Kim, Y. and Kellogg, D. 2007. 'Rules out of order: differences in play language and their developmental significance', *Applied Linguistics* 28: 25–45.
- Kirschenblatt-Gimblett, B. 1979. 'Speech play and verbal art', in B. Sutton-Smith (ed.), *Play and learning*, pp. 219–238. Philadelphia, PA: University of Pennsylvania Press.
- Koven, M. 2002. 'An analysis of speaker role inhabitation in narratives of personal experience', *Journal of Pragmatics* 34: 167–217.
- Kyratzis, A. 1993. 'Pragmatic and discourse influences on the acquisition of subordination-coordination', *Proceedings of the 25th Annual Meeting of the Stanford Child Language Research Forum*, pp. 324–332. Stanford, CA: CSLI Publications.
1999. 'Narrative identity: preschoolers' self-construction through narrative in same-sex friendship group dramatic play', *Narrative Inquiry* 9: 427–455.
2004. 'Talk and interaction among children and the co-construction of peer groups and peer culture', *Annual Review of Anthropology* 33: 625–649.
2007. 'Using the social organization affordances of pretend play in American preschool girls' interactions', *Research on Language and Social Interaction* 40(4): 321–352.
2010. 'Latina girls' peer play interactions in a bilingual Spanish-English US preschool: heteroglossia, frame-shifting, and language ideology', *Pragmatics* 20: 557–586.
- Kyratzis, A. and Guo, J. 2001. 'Preschool girls' and boys' verbal conflict strategies in the US and China: cross-cultural and contextual considerations', *Research on Language and Social Interaction* 3: 445–475.
- Kyratzis, A., Reynolds, J. and Evaldsson, A.-C. 2010. 'Heteroglossia and language ideologies in children's peer play interactions', *Pragmatics* 20(4): 457–466.
- Kyratzis, A., Tang, Y. and Köymen, S. B. 2009. 'Codes, code-switching, and context: style and footing in peer group bilingual play', *Multilingua-Journal of Crosscultural and Interlanguage Communication* 28(2–3): 265–290.
- Küntay, A. and Ervin-Tripp, S. 1997. 'Conversational narratives of children: occasions and structures', *Journal of Narrative and Life History* 7: 113–128.
- Labov, W. 1972. *Language in the inner city*. University of Philadelphia Press.
- Ladd, G. 2009. 'Trends, travails, and turning points in early research on children's peer relationships: legacies and lessons for our time?', in K. H. Rubin, W. M. Bukowski and B. Laursen (eds.), *Handbook of peer interactions, relationships, and groups*. New York: Guildford.
- Larsen-Freeman, D. 2010. 'Having and doing: learning from a complexity theory perspective', in P. Seedhouse, S. Walsh and C. Jenks (eds.), *Conceptualising learning in Applied Linguistics*, pp. 52–68. Hampshire, UK: Palgrave Macmillan.
- Lave, J. and Wenger, E. 1991. *Situated learning: legitimate peripheral participation*. Cambridge University Press.

- Leseman, P. P. M. 2000. 'Bilingual vocabulary development of Turkish preschoolers in the Netherlands', *Journal of Multilingual and Multicultural Development* 21: 93–112.
- Levinson, S. 2002. 'On the human interactive engine', in N. J. Enfield and S. Levinson (eds.), *Roots of human sociality: culture, cognition and interaction*, pp. 39–70. Oxford and New York: Berg.
- Lewis, M. M. 1951. *Infant speech: a study of the beginnings of language*. New York: The Humanities Press.
- Lillard, A. 2011. 'Mother-child fantasy play', in A. D. Pellegrini (ed.) *The Oxford handbook of play*, pp. 284–295. New York: Oxford University Press.
- Livingstone, S. 2002. *Young people and new media*. London: Sage.
- Livingstone, S. and Bober, M. 2004. *UK Children Go Online: Final Report of Key Project Findings*. London: London School of Economics and Political Science.
- Logan Kelin, N. 2011. 'Doing gender categorization: non recognitional person reference and the omnirelevance of gender', in S. A. Speer and E. Stokoe (eds.), *Conversation and gender*, pp. 64–82. Cambridge University Press.
- Maas, F. K. and Abbeduto, L. 2001. 'Children's judgements about intentionally and unintentionally broken promises', *Journal of Child Language* 28(2): 517–529.
- Maccoby, E. 2002. 'Gender and group process: a developmental perspective', *Current Directions in Psychological Science* 11: 54–58.
- MacWhinney, B. 1995. *The CHILDES project: Tools for analyzing talk*. Hillsdale, NJ: Erlbaum.
- Mail Online 2009. www.dailymail.co.uk/tvshowbiz/article-1167995/EastEnders-fans-uproar-41-000-tell-producers-bring-Danielle-dead.html, April 7.
- Mandler, J. M. and Johnson, N. S. 1977. 'Remembrance of things parsed: story structure and recall', *Cognitive Psychology* 9: 111–191.
- Martin, J. R. 2000. 'Beyond exchange: appraisal systems in English' in S. Hunston and G. Thompson (eds.), *Evaluation in text: authorial stance and the construction of discourse*, pp. 142–175. Oxford University Press.
- Martin, J. R. and White, P. R. R. 2005. *The language of evaluation: appraisal in English*. Basingstoke: Palgrave Macmillan.
- Mashburn, A. J., Justice, L. M., Downer, J. T. and Pianta, R. C. 2009. 'Peer effects on children's language achievement during pre-kindergarten', *Child Development* 80: 686–702.
- Maybin, J. 2006. *Children's voices: talk, knowledge and identity*. Houndmills: Palgrave Macmillan.
- McNamee, G. 1987. 'The social origins of narrative skills', in M. Hickmann (ed.), *Social and functional approaches to language and thought*, pp. 287–304. Orlando, FL: Academic Press.
- McNeill, D. 1970. *The acquisition of language: the study of developmental psycholinguistics*. New York: Harper & Row.
- McTear, M. 1985. *Children's conversation*. Oxford: Blackwell.
- Mercer, N. 1992. 'Culture, context, and the construction of knowledge', in P. Light and G. Butterworth (eds.), *Context and cognition: ways of learning and knowing*, pp. 28–46. London: Harvester Wheatsheaf.
2004. 'Sociocultural discourse analysis: analysing classroom talk as a social mode of thinking', *Journal of Applied Linguistics* 1(2): 137–168.

- Meyer, C. A. 1989. *The role of peer relationships in the socialization of children to preschool: a Korean example*. Ph.D. dissertation, Ohio State University, Columbus.
- Minks, A. 2010. 'Socializing heteroglossia among Miskitu children on the Caribbean Coast of Nicaragua', *Pragmatics* 20: 495–522.
- Monaco, C. 2007. "'Poi devi trovare anche la risposta logica". Pensare storicamente in quarta elementare: un'esperienza di lavoro in piccolo gruppo', *Rivista di Psicolinguistica Applicata* VII(1–2): 39–68.
- Monnot, C. 2010. 'The female pop singer and the "Apprentice" girl: learning femininity through pop music role models in France', *Journal of Children and Media* 4(3): 283–297.
- Mor, E. 2010. 'Between fiction and reality in preschoolers' pretend play', in S. Blum-Kulka and M. Hamo (eds.), *Child talk: patterns of communication in peer talk*, pp. 209–261. Tel-Aviv: The Center for Educational Technology [in Hebrew].
- Muller Mirza, N. and Perret-Clermont, A. N. (eds.) 2009. *Argumentation and education: theoretical foundations and practices*. Dordrecht: Springer.
- Muntigl, P. and Turnbull, B. 1998. 'Conversational structure and facework in arguing', *Journal of Pragmatics* 29(3): 225–256.
- Nelson, K. 1973. 'Structure and strategy in learning to talk', *Monographs of The Society for Research in Child Development*, Serial 143, vol. 38.
1986. *Event knowledge: structure and function in development*. Hillsdale, NJ, Lawrence Erlbaum Assoc.
1989. *Narratives from the crib*. Cambridge, MA: Harvard University Press.
1996. *Language in cognitive development: the emergence of the mediated mind*. New York: Cambridge University Press.
2003. 'Narrative and self, myth and memory', in R. Fivush and C. Haden (eds.), *Autobiographical memory and the construction of a narrative self: developmental and cultural perspectives*, pp. 3–28. Mahwah, NJ: Erlbaum.
2004. 'Construction of the cultural self in early narratives', in C. Daiute and C. Lightfoot (eds.), *Narrative analysis: studying the development of individuals in society*, pp. 87–110. London: Sage.
2007. *Young minds in social worlds: experience, meaning, and memory*. Cambridge, MA: Harvard University Press.
- Nelson, K., Hampson, J. and Shaw, L. 1993. 'Nouns in early lexicons: evidence, explanations, and implications', *Journal of Child Language* 20: 61–84.
- Nicolopoulou, A. 1996. 'Narrative development in social context', in D. Slobin, J. Gerhardt, J. Guo and A. Kyratzis (eds.), *Social interaction, social context, and language: essays in honor of Susan Ervin-Tripp*, pp. 369–390. Mahwah, NJ: Erlbaum.
1997. 'Worldmaking and identity formation in children's narrative play-acting', in B. Cox and C. Lightfoot (eds.), *Sociogenetic perspectives on internalization*, pp. 157–187. Mahwah, NJ: Erlbaum.
2002. 'Peer-group culture and narrative development', in S. Blum-Kulka and C. E. Snow (eds.), *Talking to adults: the contribution of multiparty discourse to language acquisition*, pp. 117–152. Mahwah, NJ: Erlbaum.
- Nicolopoulou, A., McDowell, J. and Brockmeyer, C. 2006. 'Narrative play and emergent literacy: storytelling and story-acting meet journal writing', in D. Singer, R. Golinkoff and K. Hirsh-Pasek (eds.), *Play=learning: how play motivates and*

- enhances children's cognitive and social-emotional growth, pp.124–144. New York: Oxford University Press.
- Nicolopoulou, A. and Richner, E. 2004. "When your powers combine, I am Captain Planet": the developmental significance of individual- and group-authored stories by preschoolers', *Discourse Studies* 6: 347–371.
- Nicolopoulou, A., Scales, B. and Weintraub, J. 1994. 'Gender differences and symbolic imagination in the stories of four-year-olds', in A. H. Dyson and C. Genishi (eds.), *The need for story: cultural diversity in classroom and community*, pp. 102–23. Urbana, IL: NCTE.
- Nicolopoulou, A. and Weintraub, J. 1998. 'Individual and collective representations in social context: a modest contribution to resuming the interrupted project of a sociocultural developmental psychology', *Human Development* 41: 215–235.
- Ninio, A. and Snow, C. 1996. *Pragmatic development*. Boulder, CO: Westview Press.
- Ochs, E. 1988. *Culture and language development*. Cambridge University Press.
1993. 'Constructing social identity: a language socialization perspective', *Research on Language and Social Interaction* 26: 287–306.
1996. 'Linguistic resources for socializing humanity', in J. Gumperz and S. Levinson (eds.), *Rethinking linguistic relativity*, pp. 407–437. New York: Cambridge University Press.
2002. 'Becoming a speaker of culture: language socialization and language acquisition: ecological perspectives', in C. Kramsch (ed.), *Language acquisition and language learning*, pp. 99–120. New York: Continuum Press.
- Ochs, E. and Schieffelin, B. (eds.) 1979. *Developmental pragmatics*. New York: Academic Press.
1989. 'Language has a heart', *Text* 9(1): 7–25.
- Ochs, E., Smith, R. and Taylor, C. 1989. 'Detective stories at dinnertime: problem-solving through co-narration', *Cultural Dynamics* 2: 238–257.
- OECD 2006. *Starting strong II: early childhood education and care*. Paris: OECD.
- Oliver, R. and Grote, E. 2010. 'The provision and uptake of different types of recasts in child and adult ESL learners: what is the role of age and context?', *Australian Review of Applied Linguistics* 33: 26.1–26.22.
- Olson, D. R. 1994. *The world on paper: the conceptual and cognitive implications of writing and reading*. Cambridge University Press.
1996. 'Language and literacy: what writing does to language and mind', *Annual Review of Applied Linguistics* 16: 3–13.
2009. 'Language, literacy and mind: the Literacy Hypothesis', *Psyche [online]* 18, N1: 3–9.
- Ong, W. J. 1982. *Orality and literacy: the technologizing of the word*. New York: Routledge.
- Opie, I. and Opie, P. 1959. *Children's games in the street and playground*. Oxford: Clarendon Press.
- Orsolini, M. and Pontecorvo, C. 1992. 'Children's talk in classroom discussions', *Cognition and Instruction* 9: 113–136.
- Pagani, L. S., Jalbert, J., Lapointe, P. and Hébert, M. 2006. 'Effects of junior kindergarten on emerging literacy in children from low-income and linguistic-minority families', *Early Childhood Education Journal*, 33: 209–215.

- Painter, C. 2003. 'Developing attitude: an ontogenetic perspective on appraisal', *Text* 23(2): 183–209.
- Paley, V. 1986. *Mollie is three: growing up in school*. University of Chicago Press.
1990. *The boy who would be a helicopter: the uses of storytelling in the classroom*. Cambridge, MA: Harvard University Press.
- Pallotti, G. 2001. 'External appropriations as a strategy for participating in intercultural multi-party conversation', in A. Di Luzio, S. Gunthner and F. Orletti (eds.), *Culture in communication: analyses of intercultural situations*, pp. 295–334. Amsterdam: John Benjamins.
- Pan, B. A., Rowe, M. L., Singer, J. D. and Snow, C. E. 2005. 'Maternal correlates of growth in toddler vocabulary production in low-income families', *Child Development* 76: 763–782.
- Paugh, A. 2005. 'Multilingual play: children's code-switching, role-play, and agency in Dominica, West Indies', *Language in Society* 34: 63–86.
2012. *Playing with languages: children and change in a Caribbean village*. New York: Berghah Books.
- Peck, S. 1980. 'Language play in child second language acquisition', in D. Larsen-Freeman (ed.), *Discourse analysis in second language research*. Rowley, MA: Newbury House.
- Pellegrini, A. D. 1985. 'The relations between symbolic play and literate behavior', *Review of Educational Research* 55: 107–121.
2009. *The role of play in human development*. New York: Oxford University Press.
2010. 'Play and games mean different things in an educational context', *Nature* 467: 27.
- Pellegrini, A. D. and Galda, L. 1998. *The development of school-based literacy: a social ecological perspective*. London: Taylor and Francis.
- Peters, A. 1983. *The units of language acquisition*. Cambridge University Press.
- Peterson, C. 1994. 'Narrative skills and social class', *Canadian Journal of Education* 19: 251–269.
- Philp, J. and Duchesne, S. 2008. 'When the gate opens: the interaction between social and linguistic goals in child second language development', in J. Philp and R. Oliver (eds.), *Child's play? Child second language acquisition*, pp. 83–104. Amsterdam: John Benjamins.
- Philp, J., Mackey, A. and Oliver, R. 2008. 'Child's play? Second language acquisition and the young learner in context', in J. Philp and R. Oliver (eds.), *Child's play? Child second language acquisition*, pp. 3–26. Amsterdam: John Benjamins.
- Piaget, J. 1962. *Play, dreams, and imitation in childhood*. New York: Norton.
1995. *Sociological studies*. London: Routledge.
- Piirainen-Marsh, A. and Tainio, L. 2009. 'Other-repetition as a resource for participation in the activity of playing a video-game', *Modern Language Journal* 93: 153–169.
- Plantin, C. 2002. 'Argumentation studies and discourse analysis: the French situation and global perspectives', *Discourse Studies* 4(3): 343–368.
- Pontecorvo, C. 1985. 'Discutere per ragionare: la costruzione della conoscenza come argomentazione', *Rassegna di psicologia* 2(1–2): 23–45.
1991. 'Il contributo della prospettiva vygotkiana alla psicologia dell'istruzione', in C. Pontecorvo, A. M. Ajello and C. Zucchermaglio (eds.), *Discutendo si impara:*

- interazione sociale e conoscenza a scuola*, pp. 21–38. Rome: La Nuova Italia Scientifica.
- (ed.) 1999. *Manuale di psicologia dell'educazione*. Bologna: Il Mulino.
- Pontecorvo, C. and Arcidiacono, F. 2010. 'Development of reasoning through arguing in young children', *Cultural-Historical Psychology* 4: 19–29.
- Pontecorvo, C. and Girardet, H. 1993. 'Arguing and reasoning in understanding historical topics', *Cognition and Instruction* 11: 365–395.
- Pontecorvo, C. and Pontecorvo, M. 1986. *Psicologia dell'educazione: conoscere a scuola*. Bologna: Il Mulino.
- Pontecorvo, C. and Sterponi, L. 2002. 'Learning in educational setting', in G. Wells and G. Claxton (eds.), *Learning for life in the 21st century*, pp. 127–140. Oxford: Blackwell.
2006. 'Explication et justification dans les séquences de rendre compte (accountability): moralité et raisonnement dans les discours familiaux', in C. Hudelot, A. Salazar Orvig and E. Veneziano (eds.), *L'explication: enjeux cognitifs et interactionnels*, pp. 245–254. Paris: Peeters Edition.
- Potter, J. and Wetherell, M. 1987. *Discourse and social psychology*. London: Sage.
- Poveda, D. 2005. 'Metalinguistic activity, humour and social competence in classroom discourse', *Pragmatics* 15: 89–107.
- Premack, D. G. and Woodruff, G. 1978. 'Does the chimpanzee have a theory of mind?', *Behavioral and Brain Sciences* 1(4): 515–526.
- Prout, A. 2005. *The future of childhood: towards the interdisciplinary study of children*. London: Falmer Press.
- Rampton, B. 1995. *Crossing: language and ethnicity among adolescents*. London: Longman.
2002. 'Ritual and foreign language practices at school', *Language in Society* 31: 491–525.
2006. *Language in late modernity*. Cambridge University Press.
- Ravid, D. and Tolchinsky, L. 2002. 'Developing linguistic literacy: a comprehensive model', *Journal of Child Language* 29(2): 417–447.
- Raymond, G. and Heritage, J. 2006. 'The epistemics of social relations: owning grandchildren', *Language in Society* 35: 677–705.
- Reynolds, J. F. 2007. 'Buenos dias (military salute): the natural history of a coined insult', *Research on Language and Social Interaction* 40: 437–466.
2010. 'Enregistering the voices of discursive figures of authority in Antonero children's socio-dramatic play', *Pragmatics* 20: 467–493.
- Richer, E. and Nicolopoulou, A. 2001. 'The narrative construction of differing conceptions of the person in the development of young children's social understanding', *Early Education and Development* 12: 393–432.
- Rindstedt, C. and Aronsson, K. 2002. 'Growing up monolingual in a bilingual community', *Language in Society* 31: 721–42.
- Robinson, E. J. and Beck, S. R. 2000. 'What is difficult about counterfactual reasoning?', in P. Mitchell and K. J. Riggs (eds.), *Children's reasoning and the mind*, pp. 101–119. Hove, UK: Psychology Press.
- Rogoff, B. 1998. 'Cognition as a collaborative process', in D. Kuhn and R. S. Siegler (eds.) *Handbook of child psychology*, vol. 2: Cognition, Perception, and Language (5th edn), pp. 679–744. New York: Wiley.
2003. *The cultural nature of human development*. Oxford University Press.

- Rogoff, B., Mistry, J., Göncü, A. and Mosier, C. 1993. 'Guided participation in cultural activity by toddlers and caregivers', *Monographs of the Society for Research in Child Development* 236(58, no. 8): 1–179.
- Roskos, K. A., Christie, J. F., Widman, S. and Holding, A. 2010. 'Three decades in: priming for meta-analysis in play-literacy research', *Journal of Early Childhood Literacy* 10(1): 55–96.
- Rubin, K. H., Fein, G. and Vandenberg, B. 1983. 'Play', in E. M. Hetherington (ed.), *The handbook of child psychology: social development*, pp. 693–774. New York: Wiley.
- Ruble, D. N., Martin, C. L. and Berenbaum, S. A. 2006. 'Gender development', in W. Damon and N. Eisenberg (eds.), *Handbook of child psychology*, vol. 3: Social, emotional, and personality development, pp. 858–932. Hoboken, NJ: Wiley.
- Rydland, V. 2009. "'Wow – when I was going to pretend drinking it tasted Coke for real!": second-language learners' out-of-frame talk in peer pretend play. A developmental study from preschool to first grade', *European Journal of Developmental Psychology* 6: 190–222.
- Rydland, V. and Grøver Aukrust, V. 2005. 'Lexical repetition in second language learners' peer play interaction', *Language Learning* 55: 229–253.
- Sacks, H. 1992. *Lectures on conversation* (vols. I and II). Oxford: Basil Blackwell.
- Sacks, H., Schegloff, E. A. and Jefferson, G. 1974. 'A simplest systematics for turn taking', *Language* 50: 696–735.
- Sahlström, F., Forsman, L., Hummelstedt, I., Pörn, M., Rusk, F. and Slotte-Lüttge, A. 2013. *Inga konstigheter* [Nothing special]. Stockholm: Liber.
- Sale, M. 1992. 'Call and response as critical method: African-American oral traditions and beloved', *African American Review: Women Writers Issue* 26(1): 41–50.
- Saville-Troike, M. 1976. *Foundations for teaching English as a second language: theory and method for multicultural education*. New Jersey: Prentice Hall.
- Sawyer, R. K. 1995. 'A developmental model of heteroglossic improvisation in children's fantasy play', *Sociological Studies of Children* 7: 127–153.
1997. *Pretend play as improvisation: conversation in the preschool classroom*. Mahwah, NJ: Lawrence Erlbaum.
2001. 'Play as improvisational rehearsal – multiple levels of analysis in children's play', in A. Goncu and E. Klein (eds.), *Children in play, story and school*, pp. 19–38. New York: Guilford Press.
2002. 'Improvisation and narrative', *Narrative Inquiry* 12(2): 321–351.
2005. 'Music and conversation', in D. Miell, R. Macdonald and D. Hargreaves (eds.), *Musical communication*, pp. 45–60. Oxford University Press.
- Schechter, C. and Bye, B. 2007. 'Preliminary evidence for the impact of mixed-income preschools on low-income children's language growth', *Early Childhood Research Quarterly* 22: 137–146.
- Schegloff, E. A. 2007. *Sequence organization in interaction: a primer in Conversation Analysis I*. New York: Cambridge University Press.
- Schegloff, E. A., Jefferson, G. and Sacks, H. 1977. 'The preference for self-correction in the organization of repair in conversation', *Language* 53(2): 362–382.
- Schieffbusch, R. and Pickar, R. 1984. *The acquisition of communicative competence*. Baltimore, MD: University Park Press.
- Schieffelin, B. 1990. *The give and take of everyday Kaluli children*. Cambridge University Press.

1994. 'Code-switching and language socialization: some probable relationships', in J. Felson Duchan et al. (eds.), *Pragmatics: from theory to practice*, pp. 20–43. New York: Prentice Hall.
- Schieffelin, B. and Kulick, D. 2004. 'Language socialization', in A. Duranti (ed.), *Companion to linguistic anthropology*, pp. 349–368. London: Blackwell.
- Schieffelin, B. and Ochs, E. (eds.) 1986. *Language socialization across cultures*. Cambridge University Press.
- Schiffrin, D. 1985. 'Everyday argument: the organization of diversity in talk', in T. A. van Dijk (ed.), *Handbook of discourse analysis*, vol. 3: Discourse and dialogue, pp. 35–46. London: Academic Press.
- Scollon, R. and Scollon, S. 1981. *Narrative, literacy and face in interethnic communication*. Norwood, NJ: Ablex.
- Segal, M. 2008. *What's the story? On the development of narrative competence*. Tel Aviv: The Mofet Institute Press, [in Hebrew].
2011. *The tower failed (the tower fell down): word innovations created by children and their analysis*. Tel Aviv: The Mofet Institute Press [in Hebrew].
- Seidman, S., Nelson, K. and Gruendel, J. 1986. 'Make believe scripts: the transformation of ERs in fantasy', in K. Nelson (ed.), *Event knowledge: structure and function in development*, pp. 161–187. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Sheldon, A. 1996. 'You can be the baby brother but you aren't born yet: preschool girls' negotiation for power and access in pretend play', in Constituting gender through talk in childhood: conversations in parent-child, peer, and sibling relationships (special issue) *Research on Language and Social Interaction* 29:57–80.
- Silverstein, M. 1993. 'Metapragmatic discourse and metapragmatic function', in J. Lucy (ed.), *Reflexive language*, pp. 33–58. New York: Cambridge University Press.
- Siraj-Blatchford, I. and Mani, L. 2008. "'Would you like to tidy up now?'" An analysis of adult questioning in the English Foundation Stage', *Early Years* 28: 5–22.
- Slotte-Lüttge, A. 2005. 'Ja vet int va de heter på svenska.' *Interaktion mellan tvåspråkiga elever och deras lärare i en enspråkig klassrumsdiskurs*. ['I don't know how to say it in Swedish.' Interaction Between Bilingual Students and their Teachers in a Monolingual Classroom Discourse]. Dissertation, Åbo Akademi University Press.
- Slotte-Lüttge, A., Pörn, M. and Sahlström, F. 2013. 'Learning how to be a *tähti*: a case study of language development in everyday situations of a seven-year-old multilingual Finnish child', *International Journal of Bilingualism* 17: 153–173.
- Smith, P. K. 2005. 'Play types and functions in human development', in B. J. Ellis and D. F. Bjorklund (eds.), *Origins of the social mind: evolutionary psychology and child development*, pp. 271–291. New York: Guilford.
- Smith, P. K. and Vollstedt, R. 1985. 'On defining play: an empirical study on the relationship between play and various play criteria', *Child Development* 5: 1042–1050.
- Snow, C. E. 1984. 'Parent-child interaction and the development of communicative ability', in R. Schiefelbusch and J. Pickar (eds.), *Communicative competence: acquisition and intervention*, pp. 69–107. Baltimore, MD: University Park Press.
1999. 'Facilitating language development promotes literacy learning', in L. Eldering and P. P. M. Leseman (eds.), *Effective early education: cross-cultural perspectives*, pp. 141–162. New York: Falmer Press.

2004. 'What counts as literacy in early childhood?' in K. McCartney and D. Philips (eds.), *Handbook of early child development*. Oxford: Blackwell.
- Snow, C. and Ferguson, C. A. (eds.) 1977. *Talking to children: language input and acquisition*. Cambridge University Press.
- Snow, C. E., Porche, M. V., Tabors, P. O. and Harris, S. R. 2007. *Is literacy enough? Pathways to academic success for adolescents*. Baltimore, MD: Paul Brookes.
- Sperber, D. and Wilson, D. 1995. *Postface to the second edition of Relevance*. Oxford: Blackwell.
- Spolsky, B. and Goldberg Shohamy, E. 1999. *The languages of Israel: Policy, ideology, and practice*. Clevedon, UK: Multilingual Matters.
- Stanislavskij, C. 1986. *Building a character*. London: Methuen.
- Statistics Finland, 2009. *The largest groups by native language 1998 and 2008*, retrieved June 3, 2009, www.stat.fi/til/vaerak/2008/vaerak_2008_2009-03-27_kuv_005_en.html.
- Stein, N. L. and Albro, E. 2001. 'The origins and nature of arguments: studies in conflict understanding, emotion, and negotiation', *Discourse Processes* 32: 113–133.
- Sterponi, L. 2009. 'Accountability in family discourse: socialization into norms and standards and negotiation of responsibility in Italian dinner conversations', *Childhood* 16: 441–459.
- Sullivan, P. N. 2000. 'Spoken artistry: performance in second language classroom', in J. K. Hall and L. S. Verplaetse (eds.), *Second and foreign language learning through classroom interaction*. Mahwah, NJ: Lawrence Erlbaum.
- Sutton-Smith, B. 1986. 'The development of fictional narrative performances', *Topics in Language Disorders* 7:1–10.
- [1998] 2001. *The ambiguity of play*. Cambridge, MA: Harvard University Press.
- Swain, M. 2000. 'The output hypothesis and beyond: mediating acquisition through collaborative dialogue', in J. Lantolf (ed.), *Sociocultural theory and second language learning*. Oxford University Press.
- Sylva, K., Bruner, J. and P. Genova 1976. 'The role of play in the problem solving of children 3+5 years old', in J. Bruner, A. Jolly and K. Sylva (eds.), *Play: its role in development and evolution*, pp. 244–257. New York: Basic Books.
- Szymanski, M. 1999. 'Re-engaging and dis-engaging talk in activity', *Language in Society* 28(1): 1–23.
- Tabors, P. 1997. *One child, two languages*. Baltimore, MD: Paul H. Brookes.
- Tabors, P., Aceves, C., Bartolomé, L., Pecz, M. and Wolf, A. 2000. 'Language development of linguistically diverse children in Head Start classrooms: three ethnographic portraits', *NHSA Dialog* 3: 409–440.
- Tabors, P. and Snow, C. E. 1994. 'English as a second language in preschools', in F. Genesee (ed.), *Educating second language children: the whole child, the whole curriculum, the whole community*, pp. 103–125. New York: Cambridge University Press.
- Tannen, D. 2002. 'Agonism in academic discourse', *Journal of Pragmatics* 34(10–11): 1651–1669.
2007. *Talking voices: repetition, dialogue, and imagery in conversational discourse* (2nd edn). New York: Cambridge University Press.
- Tardif, T. 1996. 'Nouns are not always learned before verbs: evidence from Mandarin speakers' early vocabularies', *Developmental Psychology* 32: 492–504.

- Tartas, V., Baucal, A. and Perret-Clermont, A.-N. 2010. 'Can you think with me? The social and cognitive conditions and the fruits of learning', in K. Littleton and C. Howe (eds.), *Educational dialogues: understanding and promoting productive interaction*, pp. 64–82. Oxford: Routledge.
- Tetreault, C. 2009. 'Cité teens entextualizing French TV host register: crossing, voicing, and participation frameworks', *Language in Society* 38(2): 201–31.
- Tin, T. B. 2010. 'Language creativity and co-emergence of form and meaning in creative writing tasks', *Applied Linguistics* 32: 215–235.
- Tomasello, M. 1992. *First verbs: a case study of early grammatical development*. New York: Cambridge University Press.
2002. 'Some facts about primate (including human) social learning and communication', in A. Cangelosi and D. Parisi (eds.), *Simulating the evolution of language*, pp. 327–340. London: Springer Verlag.
2003. *Constructing a language: a usage-based theory of language acquisition*. Cambridge, MA: Harvard University Press.
- Tomasello, M. and Kruger, A. C. 1992. 'Joint attention on actions: acquiring words in ostensive and non-ostensive contexts', *Journal of Child Language* 19: 313–333.
- Turino, T. 2008. *Music as social life: the politics of participation*. University of Chicago Press.
- van Dam, J. 2002. 'Ritual, face, and play in a first English lesson', in C. Kramsch (ed.), *Language acquisition and language socialization*. London: Continuum.
- Verschueren, J. 2004. 'Notes on the role of metapragmatic awareness in language use', in A. Jaworski, N. Coupland and D. Glasinski (eds.), *Metalinguage: social and ideological perspectives*, pp. 53–73. Berlin: De Gruyter.
- Verschueren, J., Östman, O. and Blommaert, J. (eds.) 1995. *Handbook of pragmatics*, pp. 367–371. Amsterdam: John Benjamins.
- Voloshinov, V. N. [1929]1973. *Marxism and the philosophy of language*. Trans. L. Matejka and I. R. Titunik. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. 1978. 'The role of play in development', in M. Cole, V. John-Steiner, S. Scribner and E. Souberman (eds.), *Mind in society: the development of higher psychological processes*, pp. 92–104. Cambridge, MA: Harvard University Press.
- [1920s – 30s] 1978. *Mind in society: the development of higher psychological processes*, ed. M. Cole et al. Cambridge, MA: Harvard University Press.
1986. *Thought and language*. Cambridge, MA: MIT Press.
- Wagner, D. A., Venezky, R. L. and Street, B. V. (eds.) 1999. *Literacy: an international handbook*. Boulder, CO: Westview Press.
- Watson-Gegeo, K. A. and Gegeo, D. W. 1989. 'The role of sibling interaction in child socialization', in P. G. Zukow (ed.), *Sibling interaction across cultures: theoretical and methodological issues*, pp. 54–76. New York: Springer-Verlag.
- Weigand, E. 2006. 'Argumentation: the mixed game', *Argumentation* 20: 59–87.
- Wellman, H. M., Cross, D. and Watson, J. 2001. 'Meta-analysis of theory of mind development: the truth about false belief', *Child Development* 72: 655–684.
- Wells, G. 1985. 'Preschool literacy-related activities and success in school', in D. R. Olson, N. Torrance and A. Hildyard (eds.), *Literacy, language, and learning: the nature and consequences of reading and writing*, pp. 229–255. New York: Cambridge University Press.
- Wenger, E. 1998. *Communities of practice: learning, meaning, and identity*. Cambridge University Press.

- Whalen, M. R. 1995. 'Working toward play: complexity in children's fantasy activities', *Language in Society* 24: 315–348.
- Willett, J. 1995. 'Becoming first graders in an L2: an ethnographic study of L2 socialization', *TESOL Quarterly* 29: 473–503.
- Wittgenstein, L. 1953. *Philosophical investigations*. New York: Macmillan.
- Wolf, D. and Hicks, D. 1989. 'The voices within narratives: the development of intertextuality in young children's stories', *Discourse Process* 12: 329–53.
- Wong Fillmore, L. 1979. 'Individual differences in second language acquisition', in C. Fillmore, D. Kempler and W. Wang (eds.), *Individual differences in language ability and behavior*. New York: Academic Press.
1991. 'Second-language learning in children: a model of language-learning in social context', in E. Bialystok (ed.), *Language processing in bilingual children*, pp. 49–69. Cambridge University Press.
- Wray, A. 2002. *Formulaic language and the lexicon*. Cambridge University Press.
- Zadunaisky Ehrlich, S. and Blum-Kulka, S. 2010. 'Peer talk as a "double opportunity space": the case of argumentative discourse', *Discourse and Society* 21(2): 1–23.
- Zentella, A. 1997. *Growing up bilingual: Puerto Rican children in New York*. Oxford: Blackwell.
2005. 'Premises, promises, and pitfalls of language socialization research in Latino families and communities'. in A. C. Zentella (ed.), *Building on strength: language and literacy in Latino families and communities*, pp.13–30. New York: Teachers College Press.
- Zosuls, K. M., Lurye, L. E. and Ruble, D. N. 2008. 'Gender: awareness, identity, and stereotyping', in M. M. Haith and J. B. Benson (eds.), *Encyclopedia of infant and early childhood development*, vol. 2, pp. 1–12. London: Elsevier.