accentuations, 196
adult–child interactions
characteristics of, 9–10, 42
discourse effects, 3
and motherese, 241
and peer-group culture, 248–249
and traditional learning, 88
affect, judgement and appreciation, 107–108, 109, 111–118, 123–125
affective displays, 108, 124
affective stance
and identity, 157, 162–163
indexical aspects of, 200
in peer play contexts, 196
playful, 202
positive affect, 7, 65, 85, 89–90
Andersen, E., 208
argumentative discourse
over abstract issues, 36–38
conflict avoidance, 28
and cooperation, 27–28
and cultural co-construction, 31–32, 39–40
de-escalation strategies, 30–31
defined, 25
and discursive literacy, 83–84, 85
as double-opportunity space, 24–25, 39
within double-opportunity space, 23
metaphor serving opposing goals, 23
and reality–fiction resolution, 29–30
and small group activity, 89
and sociality, 27
study background, 25–26
Aronsson, K. and Thorell, M., 208
Bakhtin, M., 111, 196, 208
Barnes, D., 87, 89, 90, 93, 102
Barthes, R., 91
Bayeux Tapestry, 91
bilingual resources, see also code-switching
explicit verbal statements, 130–131, 140, 145–146
hybrid statements, 142–143
and literacy skills, 147–148
bilingualism, see also code-switching;
language play (second language learning); metasociolinguistic stances;
pretend play, bilingual settings;
second language learning; vocabulary knowledge, second language learners
bilingual expertise, 163–165, 166, 228–230
bilingual identities, 149–152, 157–159, 161, 163, 166–167
bilingual knowledge, 163–165, 230–231
and discursive literacy, 147–148
and epistemic stances, 157–159, 160–163, 166–167
heteroglossic utterances, 142–143
knowledge displays, 157–159, 160–163, 203
and language play, 194–195, 198
peer play and vocabulary learning,
214–215, 216–221
play frames, 133–134, 228
Blum-Kulka, S., 4–5, 33, 64, 237
Bogdan, R., 247
Bourdieu, Pierre, 197
Brown, R., 238
Bushnell, K., 197
call–response format, 38
Cathcart-Strong, R., 197
Cekaite, A. and Aronsson, K., 170, 197, 201
Chomsky, N., 238
code-switching
bilingual knowledge displays, 145, 157–159, 203
and changes of play frame, 140, 145, 147
contesting linguistic expertise, 155–157
epistemic stances, 160–163
and language play, 196
within multilingual peer groups, 14, 151
as paralinguistic clue, 132, 133
collaborative emergence, pretend play,
7–8, 42–43
Index

conflict resolution, 27–31
constructivism, 59
Cook, G., 201
Cook-Gumperz, J., 131
Corsaro, W. A., 6, 27
cultural identities and peer interaction, 155–157, 188
decontextualized language, 129–130
developmental tradition, 24
Di Cori, P., 91–92
discursive literacy, see also literacy
and argumentative events, 83–84, 85
and bilingual children, 147–148
and decontextualized language, 129–130
defined, 32, 64, 130
distancing, 33, 35–38
links with pretend play, 11–12, 63–64, 84–85, 147
and narrative competence, 130
textuality, 33–34
discursive practices
links with peer-group culture, 5, 6–7, 8, 237, 245–247
and peer talk, 23, 237
in preadolescents, 6–7, 12
in preschool children, 6–7
and small group activity, 89–90
in the school setting, 88
distancing
abstract issues, 36–38
and discursive literacy, 33, 35–38
and speech acts, 35–36
double-opportunity spaces
and argumentative discourses, 23, 24–25, 39
peer talk as, 4–5, 23, 215, 237
in second language learning, 184, 212
and vocabulary acquisition, 215
Du Bois, J., 150, 165
Ehrlich, Z. and Blum-Kulka, S., 130
emotional engagement
friendship bonds, 119–123
popular culture and evaluative language, 112–113, 115–116, 117–118
Enfield, N. J. and Levinson, S. C., 26
environmental design studies, 66
epistemic stances
affiliative epistemic stances, 160–163
bilingual knowledge displays, 157–159, 160–163
claiming authority, 155–157
contesting linguistic expertise, 154–155
epistemic authority displays, 157–159
solidifying bilingual expertise, 163–165
Evaldsson, A.-C., 151
expert-novice interactions, 9, 42, 61, 184, see also verbal rituals
exploratory talk, 93–94, 102, 104, see also small group activity
fantasy play, see pretend play (PP)
Fasulo, A. and Pontecorvo, C., 88, 89
Fasulo, A. et al. (1998), 91
footing (alignment), 131–132, 137–140, 146–147, see also stance, theory of
framing, see play frames
friendship bonds
and alignment, 118, 119–121
and argumentative events, 27, 39
expression through musical alignment, 121–123, 124
and mutual reassurance, 121
and narrative storytelling, 54–55, 61
and second language learning, 216–217
Frith, S., 121
games, defined, 65
Garrett, P., 151
Geertz, C., 107
gender
and argumentative events, 31–32
gender roles and popular culture, 122–123
and narrative storytelling, 46–47, 52–53, 58–60
and small group activity, 95–96, 104
Girardet, H., 87
Goffman, E., 131, 132, 150, 153
Goldman, L. R., 130, 140, 145
Goodwin, C., 91, 131, 144, 151
Goodwin, C. and Goodwin, M. H., 132, 144, 153
Goodwin, M. H., 140
Gopnik, A., 28
Gumperz, J. H., 131
Harris, P. L., 65
Harris, P. L. et al. (1989), 34
Harvard Home-School Study, 215
Heath, S. B., 130, 145
Henry, G. and Rickman, D., 216
direct-and-now discourse, 69–70, 74–75
historical reasoning
development of, 37, 91–92
and small group activity, 99–104, 105
Hutto, D., 247
Hymes, D. H., 25
Index

274

instructional design studies, 66
Jaffe, A., 149, 151, 153
Kärkkäinen, E., 154–155
Keenan, E., 201
Koven, M., 111–112
Kyratzis, A., 151
Labov, W., 111
language learning, see also second language learning
devolutional research, 3
diversity of, 250
experimental research, drawbacks in, 239–240, 250
first stages and peer talk, 243–244
and gender construction, 32
historical overview, 238–239
and identity, 149
as independent and child-driven, 238, 239, 241
ludic perspective, 194
and peer-group culture, 212–213, 244–245
through pretend play in the wake of a story, 85
and reflexivity, 195
verbal rituals, 38, 184–191
and vocabulary, 214
language play (second language learning)
hybridities (play with registers), 206–208
improvisations, 199–200, 212
as learning resource, 212–213
and metalinguistics, 195
metaphonological play, 201–202
metapragmatic play, 206–212
and metapragmatics, 195–196
metasemantic play, 202–204
metasyntactic play, 204–206
and reflexivity, 195
use of repetition and improvisation, 196–198
role reversals, 208–211
second language and peer interaction, 194–195, 226–227
study background, 198–200
verbal rituals, 185–188
Lave, J. and Wenger, E., 152, 169
leadership roles, 94–95
Levinson, S., 26
literacy, see also discursive literacy
exposure to books, 61
and kindergarten schooling, 63
knowledge acquisition and visual documents, 91, 248–249
written and oral, 248–249
literate capacity, 65
Martin, J. R., 107
Mashburn, A. J. et al. (2009), 216
metacognitive discourse
and character enactment, 83–84
defined, 83
and the original story text, 83
metaplay discourse, 69–70, 85
metasociolinguistic stances
and bilingual knowledge, 149, 163–165, 166–167
defined, 149
and peer-group culture, 149–150, 153
and sociolinguistic identities, 150–151, 157–159, 161, 163, 166–167
mocking-subversive keying, 117
motherese, 241
multilingual settings, 151, 165–166
music
and emotional entrainment and friendship bonds, 119–123, 124
and films, 118–119
narrative development
analysis (table), 50
and audience response, 55
narrative competence (bilingual settings), 130, 137–138, 143, 146
narrative trajectories, 50–51, 54
and peer-group culture, 60, 109
playful experimentation in, 53–56
and pretend play, 129–131
narrative skills
and gendered sub-cultures, 46–47
social class factors, 46
narrative storytelling
boys and conflict narratives, 59
and gender, 46–47, 52–53, 58–60
peer-oriented narratives, 43–45, 60, 249–250
performance aspect, 44, 45, 60
preschool children, studies, 45–48
sociocultural contexts, 54–55, 58–59, 60
study background, 48–51
narrative styles
first-person, 51–52
selection of narrative elements, 46
third-person fictional stories, 55–56
narrative themes
cross-fertilization of, 53, 57–60, 61
family-genre stories, 52–53, 59–60
shared narrative genre, 57–59
Index

Ochs, E., 196
Ochs, E. et al. (1989), 43
Olson, D. R., 78
opportunity spaces, see also double-opportunity spaces
narrative storytelling, 60
peer talk, 4–5, 43
oral performance, 11, 44, 45, 60, 196
original story text (OST), see also pretend play in the wake of story reading (PPWS)
 adherence to the text, 78–79
 awareness of, 75–78
 as constraining factor, 68
 impact on pretend play, 67–68
 interactions with, 64, 75
 and metacognitive discourse, 83
 as source of authority, 80–81

Painter, C., 107–108
participants’ perspectives, 199
Paugh, A., 151
peer-group culture
 children’s deep involvement within, 7–8, 31, 237
 collaboration within, 42–43
 concept of promises, 35
 emotions and evaluative language, 118
 and friendship bonds, 27, 39, 61, 216–217
 importance for language learning, 4, 212–213, 244–245
 links with wider language communities, 5, 6, 8, 237, 245–247
 meaning negotiation within, 4–5
 metasociolinguistic stances, 149–150, 153
 in multilingual settings, 151, 166–167
 and narrative storytelling, 249–250
 and popular culture, 107, 108
 pre-teenage children, 108, 123–125
 social status within, 83–84
 and storytelling, 109
 peer language socialization
 bilingual knowledge displays, 157–159
 contesting linguistic expertise, 155–157
 epistemic authority displays, 157–159
 epistemic stances, 160–163
 keying (tone), 184, 185–187, 191
 in a monolingual Swedish school, 159–160, 166
 and peer interaction, 170–171
 solidifying bilingual expertise, 163–165
 studies of, 169–172
 study background, 152–154
 peer talk
 affordances, 23–24
 and vocabulary knowledge, 214–217

characteristics of, 9–10, 243
 as double-opportunity space, 4–5, 23, 215, 237
 egalitarian nature of, 5, 8–9
 and first stages of language learning, 243–244
 linguistic anthropologic studies, 4
 literate features, 11–12
 oral features, 11
 and second language learning, 170, 243
 sociocultural benefits, 9, 40
 Pellegrini, A. D., 11–12, 65, 129, 130, 138
 Pellegrini, A. D. and Galda, L., 69
 Peters, A., 242–243
 Piaget, Jean, 5, 8–9, 63
 play frames
 in bilingual settings, 133–134
 cohesion devices, 140–142
 here-and-now discourses (out-of-frame), 69, 74–75
 in-frame and out-of-frame mobility, 73–74
 in-frame discourse, 69
 joint orientation within, 136, 137–140
 metaplay discourses, 69–70, 85
 out-of-frame role negotiations, 71–73
 within pretend play, 65–66, 131, 132–133
 underscoring, 135–136, 142–143, 145–146
 and vocabulary knowledge, 226–227, 232–233
 play, defined, 65, see also pretend play (PP)
 popular culture
 and evaluative language, 112–113, 115–116, 117–118
 films, 118–119
 and gender roles, 122–123
 music, 119–123, 124
 and peer-group culture, 109–110
 popular drama, 111–118
 study background, 110–111
 positive affect
 and peer interaction, 7, 89–90
 and the role of play, 65, 85
 pretend play (PP), see also code-switching;
 play frames
 cooperation within, 7–8, 42–43
 conflict resolution, 28–30
 and discursive literacy, 11–12, 147
 and extended discourses, 11–12, 247
 and narratives, 129–131
 norms of and argumentative discourse, 28
 play frames, 131, 132–133
 shared make-believe, 28–30
 speech representation in, 12
Index

Swain, M., 194
symbolization, 63, 91

Tabors, P., 170
textuality
  in argumentative discourse, 33–35
  in discursive literacy, 33
Theory of Mind, 34
Turino, T., 121

verbal rituals
  and empowerment, 189–191
  and grammatical learning, 189
  and language learning, 184–185
  and sociability, 185–189
visual documents, 91, 248–249
vocabulary knowledge, second language learners
  acquisition within a double-opportunity space, 215
expanding word meanings, 225–226
expansion through humour, 226–227
growth rate and preschool talk exposure, 215–216, 217, 223, 232
intercorrelations between PPVT, tokens and types (table), 221
introducing new words, 224–225
and language learning, 214
longitudinal models, 222–223
and peer interaction, 218, 223–230
and peer talk, 217, 218, 222–223, 232
and preschool children, 215–216
results of fitting a taxonomy of multi-level models for change predicting raw vocabulary scores (table), 222
study background, 217–221
target children’s PPVT-III raw scores (table), 219
through teacher-led talk, 214, 217
token and types per minute for target children (table), 220
Vygotsky, L., 9, 63, 107, 181
Wittgenstein, L., 247–248