

Cambridge University Press

978-1-107-01764-1 - Children's Peer Talk: Learning from Each Other

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

Frontmatter

[More information](#)

---

## Children's Peer Talk

Inside and outside the classroom, children of all ages spend time interacting with their peers. Through these early interactions, children make sense of the world and co-construct their childhood culture, while simultaneously engaging in interactional activities which provide the stepping stones for discursive, social and cognitive development.

This collection brings together an international team of researchers to document how children's peer talk can contribute to their socialization and demonstrates that if we are to understand how children learn in everyday interactions we must take into account peer group cultures, talk, and activities.

This book will be of interest to students and researchers in the fields of language acquisition, sociolinguistics, pragmatics and discourse analysis, and related disciplines. It examines naturally occurring talk of children aged from three to twelve years from a range of language communities, and includes ten studies documenting children's interactions and a comprehensive overview of relevant research.

ASTA CEKAITE is Professor of Child Studies in the Department of Thematic Research at Linköping University, Sweden.

SHOSHANA BLUM-KULKA (1936–2013) was Professor Emerita in the Department of Communication and the School of Education at the Hebrew University, Jerusalem.

VIBEKE GRØVER is Professor of Education in the Department of Education at the University of Oslo.

EVA TEUBAL is Professor Emerita of Early Childhood Education at the David Yellin Academic College of Education, Jerusalem.

Cambridge University Press  
978-1-107-01764-1 - Children's Peer Talk: Learning from Each Other  
Edited by Asta Cekaite, Shoshana Blum-Kulka, Vibeke Grøver and Eva Teubal  
Frontmatter  
[More information](#)

---

Cambridge University Press

978-1-107-01764-1 - Children's Peer Talk: Learning from Each Other

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

Frontmatter

[More information](#)

# Children's Peer Talk

*Learning from Each Other*

---

*Edited by*

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



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press

978-1-107-01764-1 - Children's Peer Talk: Learning from Each Other

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

Frontmatter

[More information](#)

## CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Published in the United States of America by Cambridge University Press, New York

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107017641](http://www.cambridge.org/9781107017641)

© Cambridge University Press 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

Printed in the United Kingdom by Clays, St Ives plc

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-107-01764-1 Hardback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

<i>List of figures</i>	<i>page</i> vii
<i>List of tables</i>	viii
<i>List of contributors</i>	ix
<i>Preface</i>	xi
<b>Part I Introduction</b>	<b>1</b>
1 Children’s peer talk and learning: uniting discursive, social, and cultural facets of peer interactions: editors’ introduction ASTA CEKAITE, SHOSHANA BLUM-KULKA, VIBEKE GRØVER AND EVA TEUBAL	3
<b>Part II Children’s peer talk and extended discourse</b>	<b>21</b>
2 “Now I said that Danny becomes Danny again”: a multifaceted view of kindergarten children’s peer argumentative discourse SARA ZADUNAISKY EHRLICH AND SHOSHANA BLUM-KULKA	23
3 Narrative performance, peer group culture, and narrative development in a preschool classroom AGELIKI NICOLOPOULOU, CAROLYN BROCKMEYER CATES, ALINE DE SÁ AND HANDE ILGAZ	42
4 “Let’s pretend you’re the wolf!”: the literate character of pretend-play discourse in the wake of a story ESTHER VARDI-RATH, EVA TEUBAL, HADASSAH AILLENBERG AND TERESA LEWIN	63
5 Explanatory discourse and historical reasoning in children’s talk: an experience of small group activity CAMILLA MONACO AND CLOTILDE PONTECORVO	87
	v

vi	Contents	
6	Evaluation in pre-teenagers’ informal language practices around texts from popular culture JANET MAYBIN	107
<b>Part III Children’s peer talk and second language learning</b>		<b>127</b>
7	Peer interaction, framing, and literacy in preschool bilingual pretend play AMY KYRATZIS	129
8	Metasociolinguistic stance taking and the appropriation of bilingual identities in everyday peer language practices ANN-CARITA EVALDSSON AND FRITJOF SAHLSTRÖM	149
9	“Say princess”: the challenges and affordances of young Hebrew L2 novices’ interaction with their peers SHOSHANA BLUM-KULKA AND NAOMI GORBATT	169
10	Language play, peer group improvisations, and L2 learning ASTA CEKAITE AND KARIN ARONSSON	194
11	The potentials and challenges of learning words from peers in preschool: a longitudinal study of second language learners in Norway VESLEMØY RYDLAND, VIBEKE GRØVER AND JOSHUA LAWRENCE	214
<b>Part IV Conclusion</b>		<b>235</b>
12	What, when, and how do children learn from talking with peers? KATHERINE NELSON	237
	<i>References</i>	251
	<i>Index</i>	272

Figures

---

4.1	Coding scheme: in-frame and out-of-frame discourse (based on 5875 coded turns)	<i>page</i> 70
4.2	In-frame and out-of-frame discourse (based on 5875 coded turns)	70
4.3	Coding scheme: attitude towards text (based on 5875 coded turns)	76
4.4	Children’s attitude towards the OST (5875 turns)	76
9.1	Sindy: what’s going on here?	173
9.2	Sindy: what’s going on here?	174
9.3	Interactional failures	175
9.4	Rough and tender	176
9.5	Rough and tender	176
9.6	Bilingual socialization	180
9.7	Bilingual socialization	180
9.8	Rachel “reading” to novices	182
9.9	“Say wall”	187
9.10	Who likes to eat x?	187
10.1	Continuum between old and new elements	197
11.1	Prototypical trajectories of two children	223

Tables

---

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	<i>page 50</i>
9.1	Nonverbal and verbal strategies of communication	184
11.1	Target children’s PPVT-III raw scores	219
11.2	Tokens and types per minute for target children and peers (in play) and teacher-led talk (in circle time)	220
11.3	Intercorrelations between PPVT, tokens and types per minute for target children and peers (in play), teacher-led talk (in circle time) and maternal education	221
11.4	Results of fitting a taxonomy of multi-level models for change predicting raw vocabulary scores	222



Cambridge University Press

978-1-107-01764-1 - Children's Peer Talk: Learning from Each Other

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

Frontmatter

[More information](#)

## Contributors

---

HADASSAH AILLENBERG, Ph.D., Head of Music Department, Kaye College of Education, Beer-Sheva, Israel.

KARIN ARONSSON, Ph.D., Professor, Department of Child and Youth Studies, Stockholm University, Sweden.

SHOSHANA BLUM-KULKA (1936–June 10, 2013), Ph.D., Professor Emerita, Department of Communication, Hebrew University, Israel.

CAROLYN BROCKMEYER CATES, Ph.D., Assistant Professor, Director of the Bellevue Project for Early Language, Literacy and Education Success, New York University School of Medicine, New York, USA.

ASTA CEKAITE, Ph.D., Professor, Child Studies, Department of Thematic Research, Linköping University, Sweden.

ALINE DE SÁ BARBOSA, Ph.D., Research Psychologist, Instituto Alfa e Beto, Rio de Janeiro, Brazil.

ANN-CARITA EVALDSSON, Ph.D., Professor, Department of Education, Uppsala University, Sweden.

NAOMI GORBATT, Ph.D., Director of Literacy and Language Arts Department, CET – The Center for Educational Technology, Tel-Aviv, Israel.

VIBEKE GRØVER, Ph.D., Professor, Department of Education, University of Oslo, Norway.

HANDE ILGAZ, Ph.D., Assistant Professor of Psychology, Bilkent University, Ankara, Turkey.

AMY KYRATZIS, Ph.D., Professor of Education, Gevirtz Graduate School of Education, University of California, Santa Barbara, USA.

JOSHUA LAWRENCE, Ed.D., Assistant Professor of Language, Literacy and Technology, School of Education, University of California Irvine, USA.

Cambridge University Press  
978-1-107-01764-1 - Children’s Peer Talk: Learning from Each Other  
Edited by Asta Cekaite, Shoshana Blum-Kulka, Vibeke Grøver and Eva Teubal  
Frontmatter  
[More information](#)

---

x           List of contributors

- TERESA LEWIN, Ph.D., Head of Curriculum and Teacher Training, Kaye College of Education, Beer-Sheva, Israel.
- JANET MAYBIN, Ph.D., Senior Lecturer, Faculty of Education and Language Studies, The Open University, Milton Keynes, UK.
- CAMILLA MONACO, Ph.D. Researcher, Department of Educational and Developmental Psychology, University of Rome “Sapienza,” Italy.
- KATHERINE NELSON, Ph.D., Professor Emerita, The Graduate Center, Psychology, The City University of New York, USA.
- AGELIKI NICOLOPOULOU, Professor of Psychology and Global Studies, Director of Social Science Research Center (SSRC), Department of Psychology, Lehigh University, Bethlehem, USA.
- CLOTILDE PONTECORVO, Ph.D., Professor Emerita, Department of Educational and Developmental Psychology, University of Rome “Sapienza,” Italy.
- VESLEMØY RYDLAND, Ph.D., Researcher, Department of Education, University of Oslo, Norway.
- FRITJOF SAHLSTRÖM, Ph.D., Senior Lecturer, Institute of Behavioral Sciences, University of Helsinki, Finland.
- EVA TEUBAL, Ph.D., Professor Emerita, David Yellin Teachers’ College, Jerusalem, Israel.
- ESTHER VARDI-RATH, Ph.D., Head of the Department of Early Childhood Education, Kaye College of Education, Beer-Sheva, Israel.
- SARA ZADUNAISKY EHRLICH, Ph.D., Lecturer, Beit Berl Academic College, Israel.

Cambridge University Press

978-1-107-01764-1 - Children's Peer Talk: Learning from Each Other

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

Frontmatter

[More information](#)

## Preface: in memory of Shoshana Blum-Kulka

---

It was with deep sorrow we received the news that Shoshana Blum-Kulka died in Jerusalem on June 10, 2013, just when this book had been completed and was ready to be sent off to the publisher. Shoshana was crucially important to the production of this book and we are saddened that she never saw it published. The idea for a book on children's peer talk and its importance to learning was hers, and throughout the editorial process she played a significant role in conceptualizing the book, recruiting authors, co-authoring chapters, and reviewing contributions. This book would never have appeared without Shoshana's contribution.

At the time of her death, Shoshana was Professor Emerita at the Hebrew University of Jerusalem. With a background in linguistics, she published numerous books and articles on translation, cross-cultural communication, family discourse and media discourse. To understand the phenomena that she explored, she built on both micro- and macro-oriented disciplines, understanding human interaction within power relations and societal theories. Particularly important was her work on pragmatic language development in children, drawing on and contributing to linguistic anthropology, cross-cultural and developmental psychology and education. Examples of her work include *Dinner Talk: Cultural Patterns of Sociability and Socialization in Family Discourse* (Lawrence Erlbaum, 1997) and *Talking to Adults: The Contribution of Multiparty Discourse to Language Acquisition* with Catherine Snow (Lawrence Erlbaum, 2002). By directing attention to the significance of naturally occurring multi-party, intergenerational talk, these books were major contributions to the study of children's pragmatic socialization. Through her teaching and her supportive guidance of students she built a pioneering interdisciplinary research agenda on discursive pragmatics.

In all her writing Shoshana demonstrated sensitive understanding of young children and their way of communicating and expressing themselves. She was always fascinated by the fine nuances of human interaction, such as the way we direct others, formulate requests, and express politeness. When examining the impact of young children's peer talk on their learning and thinking, she demonstrated ways in which peer talk offers opportunities for children's construction

Cambridge University Press  
978-1-107-01764-1 - Children’s Peer Talk: Learning from Each Other  
Edited by Asta Cekaite, Shoshana Blum-Kulka, Vibeke Grøver and Eva Teubal  
Frontmatter  
[More information](#)

---

xii Preface

of childhood cultures as well as for individual development; both perspectives were captured in her conceptualization of the “double opportunity space.”

What stands out is the originality of her thinking, her creativity, and her willingness to cross disciplinary borders. Up to the very last days of her life she continued to wonder at children’s peer cultures and how children learn from each other through talking. She was a rare mixture of intellectual power and integrity, of commitment and involvement in social-educational issues. Shoshana displayed a unique human and academic generosity and willingness to acknowledge the contribution of others. We feel deeply privileged to have collaborated with her and give thanks for her life and work.

Asta Cekaite  
Vibeke Grøver  
Eva Teubal