

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

Index

[More information](#)

Index

- 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

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

Index

[More information](#)

Index

273

- conflict resolution, 27–31
- constructivism, 39
- 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
- evaluative language, 107–108, 109, 111–118, 123–124
- 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
- here-and-now discourse, 69–70, 74–75
- historical reasoning
 - development of, 87, 91–92
 - and small group activity, 99–104, 105
- Hutto, D., 247
- Hymes, D. H., 25

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

Index

[More information](#)

274 Index

- instructional design studies, 66
- Jaffe, A., 149, 151, 153
- Kärkkäinen, E., 154–155
- Keenan, E., 201
- keying, 117, 184, 185–187, 191
- Koven, M., 111–112
- Kyratzis, A., 151
- Labov, W., 111
- language learning, *see also* second language learning
- developmental 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

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

Index

[More information](#)

Index

275

- 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, 169–170
- 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
- collaboration 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

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

Index

[More information](#)

276 Index

- pretend play in the wake of story reading (PPWS)
 and argumentative discourse, 83–84, 85
 defined, 64, 65–66
 and discursive literacy, 63–64, 84–85
 in-frame and out-of-frame mobility, 73–74
 interactions with the original story text (OST), 64, 67–68, 75
 interpretive reproduction in, 81–82
 and language learning, 85
 and literacy skills, 63–64
 and metacognitive argumentative discourse, 83–84
 out-of-frame discourses, 71–73, 74–75
 play frames, 65–66
 research formats, historical, 66
 study background, 67
 use of distanced discourse, 68
- pretend play, bilingual settings
 character motives, 143–144
 and decontextualized language, 129–130
 embodied practices, 132, 139, 144–145
 and literacy skills, 129–131
 narrative competence in, 130, 137–138, 143, 146
 need for verbal explicitness, 130–131, 140, 145–146
 and participation (footing), 131–132, 137–140, 146–147
- psycholinguistic development, 4–5
- Ravid, D. and Tolchinsky, L., 64
- reflexivity
 in discursive literacy, 33, 139, 147
 and language learning, 195, 200
 and metacognition, 83–84
- repetition rituals, 177–178, 196, 208–210
- research
 future research directions, 15–16
 scope of studies, this volume, 15
- Rogoff, B., 175
- Roskos, K. *et al.* (2010), 66
- Sawyer, R. K., 7
- second language learning, *see also* language play (second language learning)
 bilingual socialization, 180–181
 interaction with teachers, 177
 ludic perspective, 194
 non-verbal communication, 174
 novice phases, 172
 novices, access strategies, 184
 participation by doing, 177
 and peer-group positions, 13, 14, 215, 230–231, 233
- peer interaction, benefits, 12–13, 194–195, 218, 223–227, 233
- peer interaction, drawbacks, 13–14, 216–217, 227–230, 233
- peer interaction, novices, 179–180
- peer reading to novice children, 181–184
- and peer talk, 170
- peers as teachers, 184
- phase of innocence, 172–174
- repetition rituals, 177–178
- silent phase, 173–174, 184
- study background, 171
- use of repetition and improvisation, 197–198
- verbal rituals, 184–191
- and vocabulary knowledge, 214–215
- Seidman, S. *et al.* (1986), 144
- small group activity
 collaborative/oppositional aspects in, 89, 90, 96–99, 104
 egalitarian nature of, 89–90, 95, 104
 and exploratory talk, 102
 and historical reasoning, 99–104, 105
 leadership types, 94–95, 104
 as learning tool, 88–89
 study background, 87, 90–91, 92–93
 value of, 105
- Smith, P. K., 63
- Snow, C. E., 129–130, 144
- Snow, C. E. *et al.* (2007), 215–216
- social interaction
 and gender construction, 31–32
 Piagetian theory, 8–9
 Vygotskian theory, 9
- sociality
 and argumentative events, 27–31, 39
 and evaluative language, 108
 and human interaction, 26–27
- sociocultural aspects
 argumentative discourse research, 24, 39
 and language learning, 242–243
 narrative construction of reality, 48
 of peer talk, 4–5, 6–7, 9, 40, 43
 in research, 240, 241–242, 250
- sociolinguistic identities
 in bilingual settings, 150–151, 157–159, 161, 163, 166–167
 in multilingual settings, 151–152, 230–231
 in peer talk, 14
- speech events, 23–24, 25, 35–36
- stance, theory of, 150–151, *see also* affective stance; epistemic stances
- Stanislavskij, C., 196
- storytelling, *see* narrative storytelling

Swain, M., 194	growth rate and preschool talk exposure, 215–216, 217, 223, 232
symbolization, 63, 91	intercorrelations between PPVT, tokens and types (table), 221
Tabors, P., 170	introducing new words, 224–225
textuality	and language learning, 214
in argumentative discourse, 33–35	longitudinal models, 222–223
in discursive literacy, 33	and peer interaction, 218, 223–230
Theory of Mind, 34	and peer talk, 217, 218, 222–223, 232
Turino, T., 121	and preschool children, 215–216
verbal rituals	results of fitting a taxonomy of multi-level models for change predicting raw vocabulary scores (table), 222
and empowerment, 189–191	study background, 217–221
and grammatical learning, 189	target children’s PPVT-III raw scores (table), 219
and language learning, 184–185	through teacher-led talk, 214, 217
and sociability, 185–189	token and types per minute for target children (table), 220
visual documents, 91, 248–249	Vygotsky, L., 9, 63, 107, 181
vocabulary knowledge, second language learners	Wittgenstein, L., 247–248
acquisition within a double-opportunity space, 215	
expanding word meanings, 225–226	
expansion through humour, 226–227	