

summary, refs on peer interaction & language

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Thu Oct 31 17:57:15 UTC 2002

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Following are references gathered in response to my request for studies that involve analysis of the contributions of children aged 3-7 to the language development (particularly L1) of their peers. The list is a mixed bag: peer contributions to narrative, expression/socialization of gender through language, the communicative behaviours of peer models.

Few of the articles directly address peer interaction as a context for or source of grammatical or lexical acquisition, with the exception of some earlier work discussed and cited in Ervin-Tripp (see below). Thank you to those who responded and even sent off their work to me. Much appreciated.

Bryant, J. B., (2001). Language in social contexts: Communicative competence in the preschool years. In J. B. Gleason (Ed.), The development of language (5th ed) (pp. 213-253). Needham Heights, MA: Allyn & Bacon.

Hirvonen, T. (1988). Children's foreigner talk: Peer talk in play context. In S. M. Gass & C. G. Madden (Eds.), Input in Second Language Acquisition. Rowley, MA: Newbury House.

Küntay, A. & Senay, ?. (in press). Narratives beget narratives: Rounds of stories in Turkish preschool conversations. Journal of Pragmatics.

Nicolopoulou, A. (2002). Peer-group culture and narrative development. In S. Blum-Kulka & C.E. Snow (Eds.), Talking to adults: The contribution of multiparty discourse to language acquisition. Mahwah, NJ: Lawrence Erlbaum Associates.

Pershey, M. G. & Visoky, A. M. (2002). Characteristics of Effective Peer Models in an Integrated Preschool Setting. Proceedings of Head Start's Sixth National Research Conference. (Forthcoming, March 2003).

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. Research on Language & Social Interaction, 29(1), 57-80.

and a few others I'm aware of ...

Ervin-Tripp, S. (1991). Play in language development. In B. Scales, M. Almy, A. Nicolopoulou, & S. Ervin-Tripp (Eds.), Play and the social context of development in early care and education (pp. 84-97). NY: Teachers College Press.

Kyrtziz, A., Marx, T., Wade, E.R. (2001). Preschoolers' communicative competence: Register shift in the marking of power in different contexts of friendship group talk. First Language, 21(63, Pt 3), 387-431.

Preece, A. (1992). Collaborators and critics: The nature and effects of peer interaction on children's conversational narratives. Journal of Narrative & Life History, 2(3), 277-292. (journal now called Narrative

Inquiry)

Preece, A. (1987). The range of narrative forms conversationally produced by young children. *Journal of Child Language*, 14(2) Jun 353-373.

Umiker-Sebeok, D. Jean. (1979). Preschool children's intraconversational narratives. *Journal of Child Language*, 6(1), 91-109. Cambridge Univ Press, US.

For those who might be interested in older children, we reported on the contributions of 10-13 y.o. to their peers' narratives of personal experience (L1 Algonquin, L2 English speakers):

Pesco, D. & Crago, M. (1996). "We went home, told the whole story to our friends": Narratives by children in an Algonquin community. *Journal of Narrative & Life History*, 6(4) 1996, 293-321.

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