

Affective stances and announcements in young children's social interactions: Everyday morality in recruiting a conversational partner

Interactional studies on children's peer group social interactions have shown that children's peer groups provide a crucial site for the organization of social order and instantiating everyday morality through discursive practices (Goodwin, M. 2006; Evaldsson, 2007). Children negotiate friendships, hierarchical or subordinate positions, and organize coalitions in conflicts and play. Especially play access negotiations have been examined as children's way of protecting one's play space and positioning the other in a disadvantageous social position and identity (Goodwin, M. 1990).

In the presentation, we will contribute to this line of research by examining children's affectively valorized announcements that are directed to the peer group: young children recurrently design affectively valorized announcements as first turns in a situation of their peers' co-presence when they are not engaged in focused social interaction (Goffman, 1963). In this presentation, we argue that establishment of joint attention is an inherently accountable affair: The organization of involvement in a social situation is regulated by normative and discursive expectations (Goffman, 1963: 51). Participants "may be obliged to sustain at least a certain minimal main involvement to avoid the appearance of being utterly disengaged" (Goffman, 1963: 240).

The data consists of 30 hours of video recordings of everyday play activities collected in a Swedish preschool (children 2-6 of age). Using multimodal interactional analysis (Goodwin, 2000), we explore how children's positively valorized announcements are used: i) to initiate social interaction; ii) how they are responded to. Announcements (e.g., 'wow. look!'; 'look! A fire-engine') usually publicly display children's positive affective stances (Goodwin, Cekaite, Goodwin 2012) of 'excitement', 'enthusiasm', and have an intricate multimodal design that with embodied and prosodic means displays the noteworthiness of the affectively child's interactional move. We argue that the ways in which i) heightened affective stances are used as interactional resource, for engaging and inviting peers to social interaction (conversation or joint play) and ii) how they are responded to or publicly ignored can be seen as contingently evolving practices for doing everyday morality, where children's responsivity, and joint attention and participation are at stake. We show how the establishment of joint attention and participation in young children's

interactions is fundamentally an affectively valorized interactional process these interactional moves are. They are inseparable from the flow of social activity and the interactional competences of a 'noteworthy' recipient design.