



**Constructing fictional worlds.
A study with argentinian young children from
different social groups.**

Viviana Lewinsky

Instituto de Investigaciones en Ciencias de la Educación. Universidad de
Buenos Aires.



Previous research

Linguistic development in play or narratives

Bruner, 1986; Nelson, 1996; Pellegrini, 1985; Tomasello, 1998, 2003; Vigotsky 2009.

Fictional worlds in symbolic play or fictional narratives

Engel, 2005; Halliday, 1967; Garvey, 1985; Garvey & Kramer, 1989; Sawyer, 2002; Trionfi & Reese, 2009.

Linguistic resources used to create fiction

Auwärter, 1986; Howe et al., 2005; Pellegrini & Galda, 1982; Manrique y Rosemberg, 2009; Pellegrini, 1985; Rosemberg, 2008



Few studies attend to:

- ✓ Children from different social groups
- ✓ Spanish-speaking children

The current study

Data

Corpus 1

50 children (4- years old)

Spontaneous situations at home

Corpus 2

30 children (5- years old)

Quasi-experimental situations at
pre-school

Data processing

Corpus 1

CLAN (MacWhinney, 2000)

Corpus 2

ELAN (Max Planck Institute for
Psycholinguistics, 2018)

CHAT format

(MacWhinney, 2000)

The current study

Procedure

Quantitative and qualitative procedures

Linguistic resources

Direct and indirect speech; decontextualized language; metalludic statements; alternation of verb tenses; connectors

Characteristics of the situation

Participants and roles

Objects and activities

Example qualitative analysis - Corpus 2

Vanina is playing with a fairy, Carolina with a butterfly and Matías with blocks. After a few minutes Matías grabs a dragon.

1 VAN {cambia la voz} hola xxx la hada

"(voice change) Hello xxx the fairy" → direct speech

2 CAR ella se quedó ahí y vino el dragón y =ella=

3 CAR y ella estaba con ella y después le comió a ella

4 VAN porque era su mariposa =y xxx=

"because it was his butterfly = and xxx =" → causal connector

5 MAT =no esperen= ((juega con los bloques))

6 VAN la mariposa le daba la varita.

7 CAR ((asiente)) sí le regaló una varita porque era el cumpleaños de ella

"((nods)) he gave her a wand because it was her birthday" → causal connector

8 MAT ((deja los bloques)) están haciendo adentro/ ((agarra el dragón y lo coloca mirando hacia el juego))

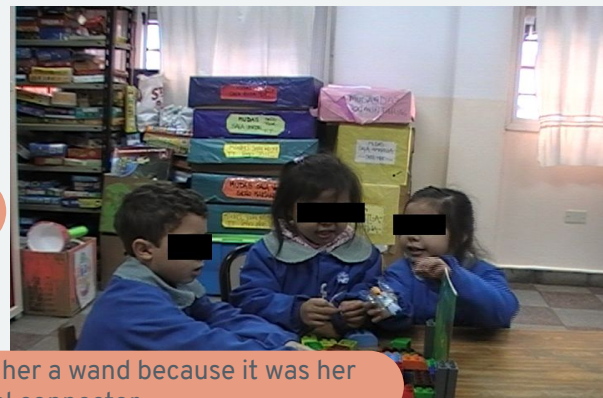
9 VAN &toc &toc

10 MAT dale que yo era el guardia de acá/ ((acerca al dragón a la escena))

"I was the guard here / ((brings the dragon to the scene))" → metalludic statement

11 CAR y después le dijiste {voz del personaje} no puedes entrar {voz del personaje}

(...)



Thanks!

Questions?

Feedback and commentaries are always welcome:

vivilewinsky@gmail.com