Negotiating play entry in after school centers

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Introduction

- PhD
- Dutch after school centers
- Peer interactions
- Motivation for discussing my topic
- Statement of objective
- Forecasting the contents of my talk
Theory

• Negotiating play entry: discourse practices
  (Corsaro, 1979; 2003; Cromdal, 2001; Evaldsson, 1993)

• Participation framework
  (Goodwin & Goodwin, 2004; Danby & Baker, 2000; Theobald, 2009; Butler, 2008; Bateman, 2011; Goodwin, 1995; 2001; 2006; Cromdal, 2001)

• Negotiating play entry sequences
  (Cromdal, 2001; Keisanen & Rauniomaa, 2012; Rae, 2001; Mortensen, 2009)
Activity: open and closed
Research Question

• How do newcomers and players from 4 to 8 years of age organize play entry in play that is already running in after school centers? And how do entry practices relate to the nature of the activity (open – closed) and the created participation framework?
Method

- 78 hours of videotaped interactions
- Two after school centers
- Sampled during 6 months in 2010-2011
- 67 transcribed play entry interactions
  (Jefferson, 1984; Ten Have, 2007)
Request for access

1 Floris ((leans forward to Hanna)) can I come along?
2 Hanna yes [but then you have to colour such a thing too
3 Jamy [yes
4 Hanna ((shows drawing to Floris)) because we have a treasure
5 map
Entry practices: preparing

Preparing request:

• Presequences: non-verbal

• Presequences with pre-request
Preparing play entry

1  Hessel  ((approaching activity))  what do you do?
2  Michael  just take a look in your mail box
3  Hessel  ((leaves and returns with a book/dummy))
4        what’s this?
5  ((Michael and Jos look))
6  Jos     a book [that ((unint.))]
7  Michael [do you know what you can do with it? (.). you can
8        write your name. You can (do anything unintel.)
9  Hessel  ((goes standing between Michael and Jos en looks what Emma
10        is doing))
Creating boundaries

1. Marouan ((leans on table and looks at the game))
2. Jos ((runs away and returns))
3. Kees now it’s my turn
4. Jos [NO::: (. ) YOU ARE NOT PLAYING ALONG ((to M))
5. [((runs along M and tap him on his bag))
6. Marouan HEY::: ((backing away)) I am not playing along either
7. Jos [nja but your not playing along!
8. [((Sander and Kees are looking at Jos and Marouan))
9. Sander you don’t play along too ((hangs over the table))
10. Marouan I don’t play along too
11. (. )
12. Jos but you aren’t allowed to watch either
13. Marouan how stupid you are!
14. Sander he is not stupid

8-12-2014
Negotiations

1 Reframing: open activity and open participation frame: children reframe and create a more closed participation frame

2 Endless negotiation: open activity: children create more closed participation frame: participation with new conditions again and again
Reframing

15 Hanna  We are going to play outside (unint.) we are going to look
16  for a treasure in the bushes
17  (.)
18 Moniek  Yes, going (.). going, [we are going
19  [NO NOT YOU
Jamy

20 Moniek  Really do:
21 Jamy  No ...? ((to Hanna))
22 Hanna  I’M NOT GOING TO CLIMB TREES BECAUSE WE ARE GOING TO LOOK
23  FOR A TREASURE IN THE BUSHES
24 Jamy  Yes
25 Hanna  A duck treasure
26 Jamy  Yes, yes and (.). and Moniek is not going with us?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>112 Moniek</td>
<td>okay, I will do a treasure map too (. ) make</td>
</tr>
<tr>
<td>113 Hanna</td>
<td>but you have to do the same</td>
</tr>
<tr>
<td>114 Moniek</td>
<td>(( running away ))yes, yes, yes yes but the same isn’t</td>
</tr>
<tr>
<td>115</td>
<td>possible, a same must look after a treasure box</td>
</tr>
<tr>
<td>116 Hanna</td>
<td>but i will a whole different (. ) because that is in the</td>
</tr>
<tr>
<td>117</td>
<td>incentive bushes</td>
</tr>
<tr>
<td>118 Moniek</td>
<td>yes I will do also one in the [one</td>
</tr>
<tr>
<td>119 Hanna</td>
<td>[no, then you have to do it a</td>
</tr>
<tr>
<td>120</td>
<td>little, then you have to, have have to, because treasure</td>
</tr>
<tr>
<td>121</td>
<td>maps are a little ragged. ((tearing her treasure map))</td>
</tr>
<tr>
<td>122 Moniek</td>
<td>no you think so? But that is what pirates have</td>
</tr>
<tr>
<td>123 Hanna</td>
<td>yes yes because i am a pirate with you Jamy</td>
</tr>
<tr>
<td>124 Moniek</td>
<td>YES AND ME ALSO</td>
</tr>
<tr>
<td>125 Floris</td>
<td>I want to join</td>
</tr>
<tr>
<td>126 Hanna</td>
<td>YOU HAVE TO HAVE A TREASURE MAP</td>
</tr>
</tbody>
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Conclusion & discussion

- The nature of activities influence access negotiations, but children, newcomers and already playing children, are able to create the participation framework: in open activities a closed framework can be created and vice versa
References


