and gender is more visible in the study of talk in early childhood.

The focus placed on adult talk by prevailing research in language

FORMATIVE INFLUENCES

Adults in their world “do” gender.

the concept of talk as a medium in which both young children and the

The authors of three articles explore

Raeining and masculine behaviors. The authors of three articles explore ways that can reflect, resist, or ignore these cultural norms or acceptable

When children learn to speak a language, they also learn to use it in

between siblings (Dehart).

child (by el, e.g., peers of all, talk among friends [Sheldon]) and talk

mental, social, and linguistic contexts are examined. Talk between parent and

interconnections between language and gender in these key develop-

roced in and contribute to conversational processes in childhood. The

This issue of Research on Language and Social Interaction explores

Parent-Child, Peer, and Sibling Relationships

in Childhood: Conversations in

Confusing Gender Through Talk

Research on Language and Social Interaction, 23(1), 1-5
Comparing Gender Differences in Early Childhood

The interaction of parent-child talk, peer talk, and sibling talk in

Comparative AND CONTEXT

Russell et al. (1999) found that gender differences in discourse were especially pronounced in the discussion of activities, and that these differences were more noticeable in the discussion of activities than in the discussion of emotions. This is consistent with research by other researchers who have found that boys and girls tend to engage in different types of conversations, with boys more often discussing activities and girls more often discussing emotions. However, it is important to note that these differences are not absolute, and that there is considerable overlap between the topics that boys and girls discuss. For example, both boys and girls may discuss activities that are related to school, such as sports or science projects, and both boys and girls may discuss emotions such as sadness or happiness. Additionally, it is important to consider the context in which these conversations occur, as well as the cultural and social norms that influence how boys and girls interact with each other and with adults. 

In summary, gender differences in early childhood discourse are influenced by a range of factors, including the topics discussed, the social context in which the conversations occur, and the cultural and social norms that shape these interactions. Understanding these differences is important for developing effective strategies to support the language and communication development of all young children, regardless of gender.
CONCLUSION

While the self-expression theme is shaped by those norms, young children do not act in mutually acceptable ways and align opportunties that they come to know about gender roles. Early social interactions between girls and boys are key in shaping gender perspective, and those of gender-appropriateness can and must be counteracted.

The article in this issue focuses on what are actually gendered spousal roles, which help us to understand the discourse.

REFERENCES


GENDER

The gendered spousal roles must be adapted to the particularities of the discourse.
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