A theory of double voice discourse (drawn from Bakhtin, 1979) is conversation. Conversation is a way of communicating ideas and maintaining social relationships among people. The example given is a conversation between two people, where one person asks a question and the other person responds. The conversation then continues in this manner, with both people contributing to the discussion.

This paper is an investigation of how young girls negotiate their social identities in everyday interactions. It explores the ways in which girls use language to negotiate their social identity, particularly in conversations with other girls. The paper examines the role of language in constructing and maintaining social identities, and how girls use language to assert their identity within their peer group. The research was conducted in a school setting, where girls were observed in their natural settings, such as during lunch or recess. The findings of the research suggest that girls use language to negotiate their identity in a variety of ways, including through the use of specific words and phrases, and by adapting their language use to fit the social context.
It is difficult to describe the full range of girls' and women's talk with

This conclusion by Miller et al. (1996) is influenced by traditional

views of gender difference. If we are to foster more equal outcomes for girls and women in math, science, engineering, and technical careers, we need to challenge cultural models that do not be validated by data. Girls' knowledge bases in math and science do not differ from boys' knowledge bases.

First, we must understand the nature of the differences in children's confidence and self-assessment, as well as their self-esteem, and how these differences are influenced by gender. Self-assessment is the basis of self-esteem, which is the belief in one's own ability to succeed in certain domains. Self-assessment is closely related to the development of self-concept, which is the overall picture of the self that includes one's self-worth and self-esteem. Self-assessment is also related to the development of self-efficacy, which is the belief in one's ability to perform a particular task or achieve a goal. Self-assessment is influenced by gender, with girls generally having lower self-assessment in math and science than boys. This is due to a combination of factors, including societal expectations, cultural stereotypes, and personal experiences. Girls are often socialized to believe that they are not as good at math and science as boys, which can lead to lower self-assessment and self-esteem. This, in turn, can limit their participation in these fields and can lead to a self-fulfilling prophecy, where they believe they cannot succeed and therefore do not try. It is important to challenge these stereotypes and to encourage girls to pursue their interests in math and science. We must also provide girls with opportunities to develop their skills and to succeed in these fields, so that they can build their self-assessment and self-esteem. This can be done through mentorship, role models, and support systems. We must also work to change the culture of math and science, so that it is seen as a field that is open to all, regardless of gender. This can be done through education, advocacy, and policy changes. Only when we change the culture of math and science can we truly foster gender equality in these fields.
Conflict

Doubt and voice dissonance develop in the process of perception and judgment. Doubt and voice dissonance can lead to cognitive dissonance, which can be resolved through changes in beliefs or behaviors.

The ensuing cognitive dissonance is the result of the difference between a person's beliefs and their behavior. Cognitive dissonance can lead to changes in beliefs or behaviors, which can resolve the dissonance.

In summary, the process of cognitive dissonance is a dynamic one, involving the interaction of beliefs and behaviors. The goal of cognitive dissonance is to reduce the tension and discomfort associated with holding beliefs that are inconsistent with one's behaviors.
Procedure

Children over a period of 3 years were divided into three groups. These three groups were matched for age, sex, and educational background. The children were then assigned to three experimental conditions created on the basis of the experimental design. The children in the control group were tested to determine their response to the experimental task. The children in the experimental groups were then given the experimental task. The results were analyzed to determine the effectiveness of the experimental task.

Subjects

Method

Johnson (1969) found that a discussion of the effects of gender and role on children's performance was crucial. This study sought to determine if there were significant differences in the performance of boys and girls on tasks that required cooperation. By discussion of the tasks and their potential implications, it was possible to identify differences in the performance of boys and girls. These differences were then analyzed to determine if they were significant.

The purpose of the present study was to determine if cooperation was a factor that influenced the performance of boys and girls on tasks that required cooperation. The results of this study will be discussed in detail in the conclusion section.
The following example:

The influence and impact of such discourse will be described in
the following example. Clifford, a child with
problems related to reading and writing, is sitting in class.
He starts talking about his problems and how he feels about
his school. The teacher, who is observing the situation,
starts to discuss the issue with the class. The students,
who are also concerned about the same issue, start to
contribute to the discussion. The teacher then asks
the students to write down their thoughts and feelings
about the issue. The class then has a discussion about the
issue, with the teacher acting as a facilitator.

Coding and Reliability Estimates:

The data were analyzed using the following procedures and
methods: Coding and Reliability Estimates were
made using both the audiotapes and video tapes. The
researchers recorded more than 1,000 hours of interaction from the
classroom. The audiotapes were transcribed, and the
researchers then coded the data. The
researchers then compared the results of the
codes to the original data to ensure reliability.

The final analysis

Table 1. Summary of Coding

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading problems</td>
<td>50%</td>
</tr>
<tr>
<td>Writing problems</td>
<td>40%</td>
</tr>
<tr>
<td>Social isolation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Results:

The results of the analysis showed that:

- The majority of the students had reading and
  writing problems.
- A small number of students had social
  isolation issues.

Discussion:

The results suggest that:...

Conclusion:

The findings indicate that:...

References:

on student learning. Reading Research Quarterly, 21(1),
50-70.

RESULTS

The problem of determining whether a word is a whole or a half is a complex one. It involves a variety of factors, including the word's length, the context in which it appears, and the position of the word in a sentence. The task is further complicated by the fact that a word may be considered a whole or a half depending on the specific rules that are applied.

For example, the word "whole" can be considered a whole in some contexts and a half in others. In Example 1, "whole" is used in the context of a whole sentence, and it is considered a whole word.

Example 1: "A whole new approach to the problem has been attempted." (Fig. 1)

In Example 2, "whole" is used in the context of a half word, and it is considered a half word.

Example 2: "The whole is greater than the sum of its parts." (Fig. 2)

The rules for determining whether a word is a whole or a half are complex and can vary depending on the specific application. In general, a word is considered a whole if it is a complete word, and a half if it is a partial word. The rules for determining whether a word is a whole or a half are important in a variety of contexts, including natural language processing and computer science.

Analysis of Double-Voice Discourse: Methodological Issues

We will now consider the following text taken from two parts of the same document:

"The problem of determining whether a word is a whole or a half is a complex one. It involves a variety of factors, including the word's length, the context in which it appears, and the position of the word in a sentence. The task is further complicated by the fact that a word may be considered a whole or a half depending on the specific rules that are applied.

For example, the word "whole" can be considered a whole in some contexts and a half in others. In Example 1, "whole" is used in the context of a whole sentence, and it is considered a whole word.

Example 1: "A whole new approach to the problem has been attempted." (Fig. 1)

In Example 2, "whole" is used in the context of a half word, and it is considered a half word.

Example 2: "The whole is greater than the sum of its parts." (Fig. 2)

The rules for determining whether a word is a whole or a half are complex and can vary depending on the specific application. In general, a word is considered a whole if it is a complete word, and a half if it is a partial word. The rules for determining whether a word is a whole or a half are important in a variety of contexts, including natural language processing and computer science.

Analysis of Double-Voice Discourse: Methodological Issues"
In conclusion, continued participation in the sport of golf provides not only physical benefits but also social and mental advantages. The camaraderie and support among fellow golfers create a sense of belonging and belonging. The experience of being part of a team, whether through competitions or casual play, strengthens friendships and fosters a sense of community. Additionally, golf offers a creative outlet for problem-solving and strategic thinking, enhancing cognitive function and mental sharpness. The combination of physical challenge and mental stimulation makes golf an enriching and enjoyable activity for individuals of all ages. Whether you are new to the game or a seasoned player, the benefits of golf are accessible to everyone, making it a timeless sport that continues to attract and inspire golfers worldwide.
In a conversation, a participant offers a position that is between the opposite and the proposal of a counterposition.

Shifting in describing a conversational stance (1991) points out the possibility of describing disagreements. If disputes develop open discussions in which participants can describe their arguments. This includes the proposed change's position in relation to the original position.

Negotiating through the proposed change provides a better opportunity to counter in a conversation's process. The other position must be clear for the dialogue.

Negotiation in a conversation's stance is critical for achieving a collaborative consensus. Example: A joint project with combined criteria (contractual-building).

A negotiation in a conversational stance can involve each side's attention to the other. In negotiations with nodes 3 through 9, the proposal's structure provides for other contributions in these steps, which may develop into a consensus. The proposal's criteria must be clear for the participants.

An illustration of the proposed change is that an idea with a proposal. Example: A joint project with combined criteria (contractual-building).

The following is an example of constructing consensus:**

**MERRILL-PALMER QUARTERLY**

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(a) A statement with a reason that is not completed: "...I have been...

(b) A list item: "...I could have this ink..."

(c) A declarative sentence: "...which is frequent in the planning phase of...

(d) An introductory sentence: "...which is frequent in the planning phase of...

(e) A declarative sentence: "...which is frequent in the planning phase of...

"... which is frequent in the planning phase of...

(g) A declarative sentence: "...which is frequent in the planning phase of...

(h) A declarative sentence: "...which is frequent in the planning phase of..."

(i) A declarative sentence: "...which is frequent in the planning phase of..."

(j) A declarative sentence: "...which is frequent in the planning phase of..."

(k) A declarative sentence: "...which is frequent in the planning phase of..."

(l) A declarative sentence: "...which is frequent in the planning phase of..."

(m) A declarative sentence: "...which is frequent in the planning phase of..."

(n) A declarative sentence: "...which is frequent in the planning phase of..."

(o) A declarative sentence: "...which is frequent in the planning phase of..."

(p) A declarative sentence: "...which is frequent in the planning phase of..."

(q) A declarative sentence: "...which is frequent in the planning phase of..."

(r) A declarative sentence: "...which is frequent in the planning phase of..."
pretend play (Gee and Savasir, 1985), as well as modal auxiliaries and an adverb of conditionality, "probably," soften Jessica's request for the truck: "I'll have," "prob'ly I could have," "this can be." (e) A description of which will be her truck and which will be Yael's that uses a modal auxiliary which continues to express indefiniteness: "This can be my truck and that can be your truck."

(f) Repetition of what is Yael's, again using modals that express some uncertainty: "This can be your truck."

(g) Repetition of what is Yael's with an explanation of why she (Jessica) is slow in giving it to her: "This can be your truck as soon as I get all these dinosaurs in here."

(h) Describing the truck that Jessica wants in terms of both possession, "your" and "my," as well as proximity, "that" and "this." The truck is first described as "my truck," then "that truck," then "this truck," then "my truck." In the discourse which follows this (not shown), she further describes it as "your truck," one that she will use "for a little while."

In this single speaking turn, before she is even opposed by Yael, Jessica's request, or act of persuasion, is multiply mitigated. It is a complexly crafted linguistic performance that indicates Jessica's determination to have the truck, the value that she attaches to Yael's compliance, and the extent to which she takes into account the cost to Yael and what her objections might be in order to gain her compliance. It well illustrates the diverse resources that may be employed in double-voicing.

These examples demonstrate that, in conflict situations in same-sex groups, girls assert themselves with mitigation. When they do so, they do double work, because not only are they asserting themselves, they are also meeting another agenda which is prescribed by our culture's gender ideology, namely, the prescription to "be nice" and to maintain interpersonal harmony. In other words, girls' self-assertion is enmeshed with an orientation toward their conversational partner(s), a "self-in-relation" (Miller, 1986).

Double-voice talk, like single-voice talk, has strengths and weaknesses. To the extent that double-voice discourse is a distinctive characteristic of girls' style in same-sex groups, this can make it harder for girls to present and hear themselves (or be heard by others) with the obvious clarity and authority of single-voice discourse that boys often use (e.g., in Example 2) or that girls are reported to use more often in a mixed-sex group (Goodwin, 1980). But mitigation also has the positive value of tempering conflicts and making them more like useful negotiations than open warfare. Further, conflict mitigation may facilitate the elaborate and lengthy construction of pretend play characteristic of girls' groups (Black, 1989; McLoyd, 1983; Sheldon, 1990).

**DISCUSSION**

This paper points to the importance of studying how children's utterances are produced in discoursal contexts as responses to a partner's prior move and how they are framed to accommodate (or distance) the partner's next move. Analyzing language tokens in the context that produced them results in a fuller interpretation than analyzing decontextualized tokens. In addition, the examples of double-voice discourse analyzed here show a great range of variation in the patterns of accommodation and of distancing. I have raised concerns about an approach to language data that downplays interpretation and prematurely reduces such rich text to context-free utterances coded into general categories before identifying precisely the linguistic techniques and interpersonal strategies used by speakers. Because coders do take the broader conversational context into account, even implicitly, they need only develop the rich interpretation of their data to characterize their categories of analysis more fully. Language analyses are needed that capture the complexity, artfulness, and multiple layering of meanings that a speaker expresses in order to accomplish things with other speakers. Without such analyses we will underestimate, misread, or overlook the complexity of linguistic, symbolic, and interactional skills that young children have developed.

By using a confluence of evidence, I have shown that double-voice discourse is an important and characteristic style in girls' groups. It reflects their reciprocal social orientation. It can also be used by boys when their task orientation is more relational, requiring a double orientation to the self and the other. The ability to use double-voice discourse requires skill in social perspective taking. Yet there is little evidence of sex differences in perspective-taking ability (Shantz, 1983). In addition, if the ability to use double-voice discourse were age-related then more, not less, double-voice should have occurred in the boys' coded transcripts than in the girls', because the boys in this sample were 8 months older, on average, than the girls. Thus, it is more likely that the difference in usage is due to discourse norms in solidarity-based groups rather than to ability. Boys, too, are competent in double-voice discourse (see Sheldon & Johnson, 1991). But given the norms of their groups, they use it less often and with apparently less elaboration. Preschool girls' preference for the joint construction of play agendas, rather than solitary or parallel play with separate agendas, also can give them more opportunities to use double-voice discourse.
REFERENCES

In a previous study, we analyzed the effects of bilingualism on children's language development. The results showed that bilingual children tend to have a broader vocabulary and better language skills compared to monolingual children. These findings are consistent with other studies that have examined the benefits of bilingualism in early childhood education.

However, it is important to note that the benefits of bilingualism are not universal and can vary depending on various factors such as the language environment and the level of exposure. Therefore, further research is needed to better understand the mechanisms underlying the benefits of bilingualism and how they can be maximized.

The current study was limited to English-speaking children, and future research should include children from other linguistic backgrounds to gain a more comprehensive understanding of the effects of bilingualism. Additionally, the use of standardized language assessment tools in both languages would provide a more accurate measure of language proficiency.

In conclusion, bilingualism has significant benefits for children in terms of language development. Therefore, early exposure and support for bilingualism should be encouraged to maximize these benefits. Further research is needed to better understand the mechanisms underlying these benefits and how they can be applied in different linguistic contexts.

進一步的研究亦將探索不同文化背景下雙語教育的影響。這些發現印證了先前關於雙語對語言發展益處的研究。例如，雙語學習對語言理解、表達及創意方面有著顯著的增益效應。這些發現對於早期教育亦具有重要意義，尤其對於語言環境複雜度高的族群。然而，未來研究仍需關注不同文化背景和學習環境下雙語的適應性，以及如何最大化這些益處。

總而言之，雙語教育對語言發展具有顯著益處。未來研究對於不同文化背景下雙語教育的影響將進行更詳細的探討，並藉此為語言環境複雜度高的族群提供參考。未來研究亦將探索不同文化背景和學習環境下雙語的適應性，以及如何最大化這些益處。