

Asta Cekaite Thunqvist

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9374254/publications.pdf>

Version: 2024-02-01

33
papers

1,763
citations

430874

18
h-index

454955

30
g-index

36
all docs

36
docs citations

36
times ranked

576
citing authors

#	ARTICLE	IF	CITATIONS
1	A Child's Development of Interactional Competence in a Swedish L2 Classroom. <i>Modern Language Journal</i> , 2007, 91, 45-62.	2.3	175
2	Calibration in directive/response sequences in family interaction. <i>Journal of Pragmatics</i> , 2013, 46, 122-138.	1.5	161
3	Emotion as Stance. , 2012, , 16-40.		153
4	Shepherding the child: embodied directive sequences in parentâ€™child interactions. <i>Text and Talk</i> , 2010, 30, 1-25.	0.6	123
5	Language Play, a Collaborative Resource in Children's L2 learning. <i>Applied Linguistics</i> , 2005, 26, 169-191.	2.4	122
6	Affective stances in teacher-novice student interactions: Language, embodiment, and willingness to learn in a Swedish primary classroom. <i>Language in Society</i> , 2012, 41, 641-670.	0.5	111
7	The Comforting Touch: Tactile Intimacy and Talk in Managing Childrenâ€™s Distress. <i>Research on Language and Social Interaction</i> , 2017, 50, 109-127.	2.4	85
8	The Coordination of Talk and Touch in Adultsâ€™ Directives to Children: Touch and Social Control. <i>Research on Language and Social Interaction</i> , 2015, 48, 152-175.	2.4	82
9	Touch as social control: Haptic organization of attention in adultâ€™child interactions. <i>Journal of Pragmatics</i> , 2016, 92, 30-42.	1.5	69
10	Peer group interactions in multilingual educational settings: Co-constructing social order and norms for language use. <i>International Journal of Bilingualism</i> , 2013, 17, 174-188.	1.2	53
11	Socializing emotionally and morally appropriate peer group conduct through classroom discourse. <i>Linguistics and Education</i> , 2013, 24, 511-522.	1.2	45
12	Enchantment in storytelling: Co-operation and participation in children's aesthetic experience. <i>Linguistics and Education</i> , 2018, 48, 52-60.	1.2	44
13	â€™Schwedischâ€™ he canâ€™t even say Swedishâ€™- subverting and reproducing institutionalized norms for language use in multilingual peer groups. <i>Pragmatics</i> , 2010, 20, 587-604.	1.0	44
14	Affectionate touch and care: embodied intimacy, compassion and control in early childhood education. <i>European Early Childhood Education Research Journal</i> , 2018, 26, 940-955.	1.9	43
15	Collaborative corrections with spelling control: Digital resources and peer assistance. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2009, 4, 319-341.	3.0	33
16	Language policies in play: Learning ecologies in multilingual preschool interactions among peers and teachers. <i>Multilingua</i> , 2017, 36, .	1.3	31
17	Adult-initiated touch and its functions at a Swedish preschool: controlling, affectionate, assisting and educative haptic conduct. <i>International Journal of Early Years Education</i> , 2018, 26, 312-331.	0.8	26
18	Children's Laughter and Emotion Sharing With Peers and Adults in Preschool. <i>Frontiers in Psychology</i> , 2019, 10, 852.	2.1	22

#	ARTICLE	IF	CITATIONS
19	Emotion Socialization in Teacher-Child Interaction: Teachers's Responses to Children's Negative Emotions. <i>Frontiers in Psychology</i> , 2019, 10, 1546.	2.1	20
20	Stance and footing in multilingual play: Rescaling practices and heritage language use in a Swedish preschool. <i>Journal of Pragmatics</i> , 2019, 144, 127-140.	1.5	14
21	Triadic conflict mediation as socialization into perspective taking in Swedish preschools. <i>Linguistics and Education</i> , 2020, 59, 100753.	1.2	14
22	Crying and crying responses: A comparative exploration of pragmatic socialization in a Swedish and Japanese preschool. <i>Journal of Pragmatics</i> , 2021, 178, 329-348.	1.5	13
23	Tattling and Dispute Resolution: Moral Order, Emotions and Embodiment in the Teacher-Mediated Disputes of Young Second Language Learners. <i>Sociological Studies of Children and Youth</i> , 2012, , 165-191.	0.2	10
24	Language play, peer group improvisations, and L2 learning. , 0, , 194-213.		9
25	Children's touch in a Swedish preschool: touch cultures in peer group interaction. <i>International Journal of Early Years Education</i> , 2024, 32, 103-121.	0.8	7
26	The moral character of emotion work in adult-child interactions. <i>Text and Talk</i> , 2020, 40, 563-572.	0.6	6
27	Subversive compliance and embodiment in remedial interchanges. <i>Text and Talk</i> , 2020, 40, 669-693.	0.6	6
28	Emotion socialization "compassion or non-engagement" in young children's responses to peer distress. <i>Learning, Culture and Social Interaction</i> , 2021, 28, 100462.	1.8	3
29	Language as context: A case of early literacy practices in New Zealand and Sweden. <i>International Journal of Early Years Education</i> , 2022, 30, 55-70.	0.8	3
30	Chapter 2.3. Embodiment in reciprocal laughter. <i>Pragmatics and Beyond New Series</i> , 2021, , 163-186.	0.5	2
31	Calibrating joint attention and affective stances in young children's peer interactions. <i>Journal of Pragmatics</i> , 2022, 198, 29-42.	1.5	2
32	Emotional stances and interactional competence. <i>Pragmatics and Beyond New Series</i> , 0, , 131-152.	0.5	0
33	Pragmatics of crying in adult-child interactions: Introduction to special issue. <i>Journal of Pragmatics</i> , 2021, 186, 358-363.	1.5	0