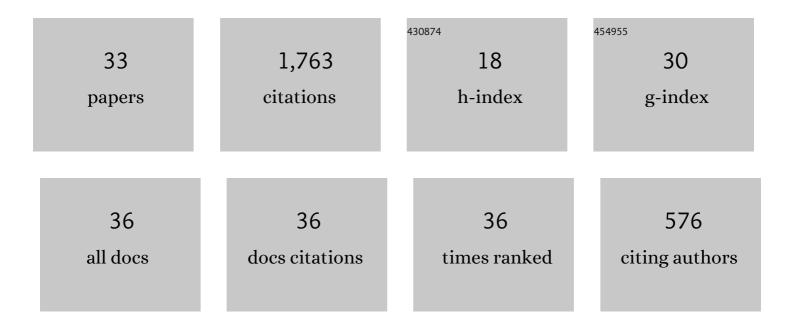
Asta Cekaite Thunqvist

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/9374254/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Children's touch in a Swedish preschool: touch cultures in peer group interaction. International Journal of Early Years Education, 2024, 32, 103-121.	0.8	7
2	Language as context: A case of early literacy practices in New Zealand and Sweden. International Journal of Early Years Education, 2022, 30, 55-70.	0.8	3
3	Calibrating joint attention and affective stances in young children's peer interactions. Journal of Pragmatics, 2022, 198, 29-42.	1.5	2
4	Emotion socialization – compassion or non-engagement – in young children's responses to peer distress. Learning, Culture and Social Interaction, 2021, 28, 100462.	1.8	3
5	ChapterÂ2.3. Embodiment in reciprocal laughter. Pragmatics and Beyond New Series, 2021, , 163-186.	0.5	2
6	Crying and crying responses: A comparative exploration of pragmatic socialization in a Swedish and Japanese preschool. Journal of Pragmatics, 2021, 178, 329-348.	1.5	13
7	Pragmatics of crying in adult-child interactions: Introduction to special issue. Journal of Pragmatics, 2021, 186, 358-363.	1.5	0
8	Triadic conflict mediation as socialization into perspective taking in Swedish preschools. Linguistics and Education, 2020, 59, 100753.	1.2	14
9	The moral character of emotion work in adult-child interactions. Text and Talk, 2020, 40, 563-572.	0.6	6
10	Subversive compliance and embodiment in remedial interchanges. Text and Talk, 2020, 40, 669-693.	0.6	6
11	Emotion Socialization in Teacher-Child Interaction: Teachers' Responses to Children's Negative Emotions. Frontiers in Psychology, 2019, 10, 1546.	2.1	20
12	Children's Laughter and Emotion Sharing With Peers and Adults in Preschool. Frontiers in Psychology, 2019, 10, 852.	2.1	22
13	Stance and footing in multilingual play: Rescaling practices and heritage language use in a Swedish preschool. Journal of Pragmatics, 2019, 144, 127-140.	1.5	14
14	Adult-initiated touch and its functions at a Swedish preschool: controlling, affectionate, assisting and educative haptic conduct. International Journal of Early Years Education, 2018, 26, 312-331.	0.8	26
15	Affectionate touch and care: embodied intimacy, compassion and control in early childhood education. European Early Childhood Education Research Journal, 2018, 26, 940-955.	1.9	43
16	Enchantment in storytelling: Co-operation and participation in children's aesthetic experience. Linguistics and Education, 2018, 48, 52-60.	1.2	44
17	The Comforting Touch: Tactile Intimacy and Talk in Managing Children's Distress. Research on Language and Social Interaction, 2017, 50, 109-127.	2.4	85
18	Language policies in play: Learning ecologies in multilingual preschool interactions among peers and teachers. Multilingua, 2017, 36.	1.3	31

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#	Article	IF	CITATIONS
19	Touch as social control: Haptic organization of attention in adult–child interactions. Journal of Pragmatics, 2016, 92, 30-42.	1.5	69
20	The Coordination of Talk and Touch in Adults' Directives to Children: Touch and Social Control. Research on Language and Social Interaction, 2015, 48, 152-175.	2.4	82
21	Calibration in directive/response sequences in family interaction. Journal of Pragmatics, 2013, 46, 122-138.	1.5	161
22	Socializing emotionally and morally appropriate peer group conduct through classroom discourse. Linguistics and Education, 2013, 24, 511-522.	1.2	45
23	Peer group interactions in multilingual educational settings: Co-constructing social order and norms for language use. International Journal of Bilingualism, 2013, 17, 174-188.	1.2	53
24	Affective stances in teacher-novice student interactions: Language, embodiment, and willingness to learn in a Swedish primary classroom. Language in Society, 2012, 41, 641-670.	0.5	111
25	Tattling and Dispute Resolution: Moral Order, Emotions and Embodiment in the Teacher-Mediated Disputes of Young Second Language Learners. Sociological Studies of Children and Youth, 2012, , 165-191.	0.2	10
26	Emotion as Stance. , 2012, , 16-40.		153
27	Shepherding the child: embodied directive sequences in parent–child interactions. Text and Talk, 2010, 30, 1-25.	0.6	123
28	" â€~Schwedis' he can't even say Swedishâ€+ subverting and reproducing institutionalized norms for language use in multilingual peer groups. Pragmatics, 2010, 20, 587-604.	1.0	44
29	Collaborative corrections with spelling control: Digital resources and peer assistance. International Journal of Computer-Supported Collaborative Learning, 2009, 4, 319-341.	3.0	33
30	A Child's Development of Interactional Competence in a Swedish L2 Classroom. Modern Language Journal, 2007, 91, 45-62.	2.3	175
31	Language Play, a Collaborative Resource in Children's L2 learning. Applied Linguistics, 2005, 26, 169-191.	2.4	122
32	Language play, peer group improvisations, and L2 learning. , 0, , 194-213.		9
33	Emotional stances and interactional competence. Pragmatics and Beyond New Series, 0, , 131-152.	0.5	0