

# Table of Contents

<b>List of Figures.....</b>	<b>XIII</b>
<b>List of Tables .....</b>	<b>XV</b>
<b>1 Introduction .....</b>	<b>1</b>
<b>2 A Contemporary Perspective on the Developmental Continuum of Fictional Narrative Skills in DLLs over the Preschool Period .....</b>	<b>7</b>
2.1 Theoretical Underpinnings of Narrative Production in Child Language .....	8
2.1.1 Viewpoints on Narrative in Child Development .....	8
2.1.2 The Emergence and Development of Narrative in a Socio-Emotional Context .....	14
2.1.3 On the Importance of Fictional Narrative Production in Early Childhood.....	18
2.2 Emerging Fictional Narrative Skills in Child Language Development: From Decontextualized Language Use to Academic Language Skills .....	21
<b>3 Fictional Narratives in Preschool-Aged DLLs – Collection, Analysis, and Current State of Research .....</b>	<b>25</b>
3.1 Narrative Sample Collection.....	26
3.2 The Development of Fictional Narratives Produced in Response to a Picture-Based Storybook.....	27
3.3 Foundations of a Comprehensive Framework for Analyzing Fictional Narrative Productions .....	29
3.4 Narrative Skills in Preschool-Age Dual Language Learners .....	36
3.5 Chapter Summary and Consequences for Future Research – Study I .....	46
<b>Emerging Narrative Skills of Preschool-Age Turkish-German DLLs : A Multidimensional Approach (Study I) .....</b>	<b>51</b>
<b>4 Methods Study I.....</b>	<b>53</b>
4.1 Participants .....	53
4.2 General Procedure and Test Instruments .....	58
4.3 Narrative Sample Collection, Transcription, Coding, and Scoring .....	60
4.4 Analytical Framework for Narrative Measures .....	65
4.4.1 Microstructural Measures of Narrative Performance .....	65
4.4.2 Composite Measures of Narrative Complexity .....	67
4.4.3 Reliability for Transcription and Narrative Measures .....	72
4.5 Analytic Strategy .....	73
<b>5 Results Study I.....</b>	<b>75</b>
5.1 Preliminary Analysis for Sex Differences .....	75
5.2 Narrative Characteristics in Generations of German Fictional Narratives by Turkish-German Preschool-Age DLLs .....	76
5.2.1 Descriptive Statistics for Microstructural Measures .....	77
5.2.2 Descriptive Statistics for Narrative Complexity Measures .....	77

IX

5.3	Correlational Analyses .....	83
5.3.1	Correlational Patterns Between Narrative Measures .....	83
5.3.2	Correlational Patterns Between Narrative Measures and Further Child Data .....	84
5.4	Regression Analysis .....	87
<b>6</b>	<b>Discussion Study I .....</b>	<b>91</b>
6.1	Turkish-German DLLs' Fictional Narrative Productions .....	91
6.1.1	Characteristics of DLLs' Fictional Narrative Productions .....	92
6.1.2	Relations between Narrative Performance, Language Skills, and Measures of the Home Language Environment .....	98
6.1.3	Predicting Factors of Narrative Complexity .....	103
6.2	Study Limitations and Considerations for Future Research .....	107
6.3	Conclusions Study I .....	110
<b>7</b>	<b>Theoretical and Empirical Underpinnings for the Role of Peer Interactions in Language Learning and a Conceptualization of Peer-Assisted Learning in Early Childhood Education and Care .....</b>	<b>113</b>
7.1	Exploring the Nature of Peer Interactions in ECEC .....	115
7.1.1	Delineation of a Working Definition Peers in ECEC .....	115
7.1.2	Peer Interactions and Peer Relationships in Early Childhood .....	116
7.1.3	Historical Outline of Research on Peer Interactions in Preschool-Age Children .....	118
7.2	On the Role and Scope of Peers in Language Acquisition in Early Childhood Education and Care – A Social-Interactionist Perspective .....	122
7.2.1	Observational Studies Targeting Language Behavior in Peer Interactions .....	127
7.2.2	Longitudinal Evidence for Peer Effects in Language Learning .....	129
7.2.3	The Special Role of Peers in Dual Language Learning in ECEC .....	131
7.2.4	Matthew Effects in Preschool Peer Interactions .....	134
7.2.5	Subsummary: Peers and Language Learning in ECEC .....	136
7.3	Theoretical Underpinnings and the Application of Peer-Assisted Language Learning to the ECEC Context .....	136
7.3.1	Delineation of a Working Definition of Peer-Assisted Learning in ECEC .....	137
7.3.2	A Theoretical Approach to Peer-Assisted Learning on the Backdrop of the 'Relational Didactics' Framework .....	139
7.3.3	State of the Art/ Research on Peer-Assisted Language and Literacy Learning in ECEC .....	141
7.4	Chapter Summary and Consequences for Future Research – Study II .....	144
	<b>Support of Emerging Fictional Narrative Skills through Peer-Assisted Intervention: An Exploratory Study (Study II) .....</b>	<b>147</b>
<b>8</b>	<b>Methods Study II .....</b>	<b>149</b>
8.1	Participants .....	149
8.2	Materials .....	150

8.3	Study Design and Intervention Procedure .....	151
8.4	Treatment Fidelity .....	155
8.5	Analytic Strategy .....	156
<b>9</b>	<b>Results Study II .....</b>	<b>159</b>
9.1	Preliminary Analyses .....	159
9.2	Intervention Effects on Tutees – Pre-Posttest Comparisons .....	165
9.2.1	Narrative Measures .....	165
9.2.2	Narrative Examples .....	168
9.2.3	Generalization Probe .....	171
9.3	Long-Term Intervention Effects on Tutees .....	172
9.4	Intervention Effects on Tutors .....	173
<b>10</b>	<b>Discussion Study II .....</b>	<b>177</b>
10.1	The Efficacy of a Peer-Assisted Clinician-Prompted Narrative Intervention .....	177
10.1.1	Quantitative Changes in Tutee Performance – Patterns of Narrative Growth .....	178
10.1.2	Qualitative Changes in Tutee Performance – Individual Developmental Trajectories .....	180
10.1.3	Long-Term Results of the Intervention Approach .....	181
10.1.4	Intervention Effects on Tutors – Maintenance of Performance .....	182
10.2	Study Limitations and Considerations for Future Research .....	183
10.3	Conclusion Study II .....	189
<b>11</b>	<b>Overall Discussion – Towards a Multi-Faceted Understanding and Enhancement of DLL’s</b>	
	Emerging Narrative Skills .....	193
	<b>References .....</b>	<b>199</b>
	<b>Appendix .....</b>	<b>223</b>