Editors' introduction

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We start this editorial by thanking the outgoing editor, Dr Carly Butler. A few years ago, Carly had a vision about a space for dialogue between researchers on children and their social lives, and this journal is the result of the vision. The vision enables a unique space for the voices of those researchers working to deepen our knowledge about the social worlds of children and young people. To have a vision is one part, but equally important is to give action to that vision. Carly's efforts in approaching Equinox Publishing and getting the journal off the ground have resulted in this tangible and fabulous product of *Research on Children and Social Interaction (RCSI)*. So, we celebrate the journal's second issue and give special thanks to Carly for her work, and thanks also to the hard-working team at Equinox.

Our vision taking on the editorial position is to continue the work and the directions taken by the journal. We would like to emphasize our interest in the wide range of interactional approaches: We invite publications that involve analysis of children's naturally-occurring interactions, with special

attention given to ethnomethodologic, conversation analytic, discursive psychologic, as well as linguistic anthropology. We would also like to expand the scope of the journal to include contributions from the perspectives of sociolinguistics, and pragmatics.

There are new developing directions in studies on children and social interaction. The recent International Pragmatics Association (IPrA) conference (Belfast, 2017) has hosted a number of novel contributions that in their analysis included the multimodality – embodiment coordinated with language – panels on children’s story telling (organizer M. Burdelski), young children’s development (organizer C. Demuth) and sensoriality, such as touch in social interaction (organizers A. Cekaite and C. Meyer). Contributions have also demonstrated the importance of materiality in children’s everyday life – revealed in their negotiations and conflicts about play objects and space. The extensive comparative research on children’s argumentative discourse at home and in schools have shown that systematic qualitative approaches, combined with descriptive quantifications, can provide important insights into how everyday conversations with and between children are laden with importance for learning argumentation, literacy and children’s further success in school (panel organizers V. Heller, M. Luginbühl and B. Arendt). These foci are exciting for studying children.

This issue provides five articles focused on children interacting with others as they go about their everyday lives. Close attention to the interactional exchanges of the members, show the competences and intricacies of children’s talk during these encounters. For example, Waring and Yu focus on parent–child interactions to highlight how a child draws on crying as a resource to convince an adult to renegotiate their decision. Sequential analysis highlights a sophisticated ‘turn-by-turn’ crying and shows the interactional nature of crying rather than viewing crying as merely an ‘emotional outburst’. Such a perspective recasts a child’s crying as a ‘special language’ drawn upon to renegotiate potential blockages to the interactional project at hand. Also examining parent–child interaction, Fillipi shows how a young child (23 months) and her mother collaboratively achieve what is recognizable as a story. The mother’s questions, at times tied to previous events, and having a story recipient, helped build interactional conditions for the accomplishment of the story. Ellis, Green and Kral show how children’s games provide opportunities for the transmission of cultural knowledge and indirect teaching of family languages in an Indigenous context. They demonstrate how interpretive reproduction is

accomplished through games in settings outside of school, and how such games may provide children with opportunities to 'reconcile traditional practices' with attributes of formal learning. The joint activity of young children with their educators translating the lyrics of a song is the focus of the article by Jidai, Kultti and Pramling. Their interaction analysis shows how involving young children in such an activity enables linguistic development as well as opportunities for awareness of language at a more abstract level. In a health setting, Kiyimba, Karim and O'Reilly examine the use of why questions in mental health assessments. Their close attention to the question design and sequential analysis highlight that where and how questions emerge in talk is consequential to responses and has implications for practitioner training. Finally, this issue features a book review of Michael A. Forrester's *Early social interaction* by Ovaldsson. This is a reflective and comprehensive review, concluding that Forrester's work is 'an important contribution to the longitudinal study of the development of interactional skills'.

We trust you enjoy the variety and comprehensive studies included in this issue. We invite new submissions for upcoming issues.

Of course, in order to increase the reach of the journal, it is necessary to build our readership. We value your help in doing this! Please ask your institution to subscribe to the journal by providing them with this link: <https://journals.equinoxpub.com/index.php/RCSI/about/subscriptions>.