Relating Events in Narrative

A Crosslinguistic Developmental Study

Ruth A. Berman • Dan Isaac Slobin

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Ruth Aronson Berman,Dan Isaac Slobin

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Relating Events in Narrative Ruth A. Berman,Dan Isaac Slobin,2013-06-17 This volume represents the culmination of an extensive research project that studied the development of linguistic form function relations in narrative discourse It is unique in the extent of data which it analyzes more than 250 texts from children and adults speaking five different languages and in its crosslinguistic typological focus It is the first book to address the issue of how the structural properties and rhetorical preferences of different native languages English German Spanish Hebrew and Turkish impinge on narrative abilities across different phases of development The work of Berman and Slobin and their colleagues provides insight into the interplay between shared possibly universal patterns in the developing ability to create well constructed globally organized narratives among preschoolers from three years of age compared with school children and adults contrasted against the impact of typological and rhetorical features of particular native languages on how speakers express these abilities in the process of relating events in narrative This volume also makes a special contribution to the field of language acquisition and development by providing detailed analyses of how linguistic forms come to be used in the service of narrative functions such as the expression of temporal relations of simultaneity and retrospection perspective taking on events and textual connectivity To present this information the authors prepared in depth analyses of a wide range of linguistic systems including tense aspect marking passive and middle voice locative and directional predications connectivity markers null subjects and relative clause constructions In contrast to most work in the field of language acquisition this book focuses on developments in the use of these early forms in extended discourse beyond the initial phase of early language development The book offers a pioneering approach to the interactions between form and function in the development and use of language from a typological linguistic perspective The study is based on a large crosslinguistic corpus of narratives elicited from preschool school age and adult subjects All of the narratives were elicited by the same picture storybook Frog Where Are You by Mercer Mayer An appendix lists related studies using the same storybook in 50 languages The findings illuminate both universal and language specific patterns of development providing new insights into questions of language and thought

Relating Events in Narrative Ruth Aronson Berman,Dan Isaac Slobin,1994-01-01 Relating Events in Narrative, Volume 2 Ludo Verhoeven,Sven Stromqvist,2004-02-13 Relating Events in Narrative Volume 2 Typological and Contextual Perspectives edited by Sven Str mqvist and Ludo Verhoeven is the much anticipated follow up volume to Ruth Berman and Dan Slobin s successful frog story studies book Relating Events in Narrative A Crosslinguistic Developmental Study 1994 Working closely with Ruth Berman and Dan Slobin the new editors have brought together a wide range of scholars who inspired by the 1994 book have all used Mercer Mayer s Frog Where Are You as a basis for their research The new book which is divided into two parts features a broad linguistic and cultural diversity Contributions focusing on crosslinguistic perspectives make up the first part of the book This part is concluded by Dan Slobin with an analysis and overview discussion of factors of linguistic typology in frog story research The second part offers a variety of theoretical and methodological perspectives all dealing with contextual variation of narrative construction in a wide sense variation across medium modality speech writing signing genre variation the specific frog story narrative compared to other genres frog story narrations from the perspective of theory of mind and from the perspective of bilingualism and second language acquisition Several of the contributions to the new book manuscript also deal with developmental perspectives but in distinction to the 1994 book that is not the only focused issue The second part is initiated by Ruth Berman with an analysis of the role of context in developing narrative abilities The new book represents a rich overview and illustration of recent advances in theoretical and methodological approaches to the crosslinguistic study of narrative discourse A red thread throughout the book is that crosslinguistic variation is not merely a matter of variation in form but also in content and aspects of cognition A recurrent perspective on language and thought is that of Dan Slobin s theory of thinking for speaking an approach to cognitive consequences of linguistic diversity The book ends with an epilogue by Herbert Clark Variations on a Ranarian Theme

Relating Events in Narrative Ruth Aronson Berman,Dan Isaac Slobin,1994 This volume represents the culmination of an extensive research project that studied the development of linguistic form function relations in narrative discourse It is unique in the extent of data which it analyzes more than 250 texts from children and adults speaking five different languages and in its crosslinguistic typological focus It is the first book to address the issue of how the structural properties and rhetorical preferences of different native languages English German Spanish Hebrew and Turkish impinge on narrative abilities across different phases of development The work of Berman and Slobin and their colleagues provides insight into the interplay between shared possibly universal patterns in the developing ability to create well constructed globally organized narratives among preschoolers from three years of age compared with school children and adults contrasted against the impact of typological and rhetorical features of particular native languages on how speakers express these abilities in the process of relating events in narrative This volume also makes a special contribution to the field of language acquisition and development by providing detailed analyses of how linguistic forms come to be used in the service of narrative functions such as the expression of temporal relations of simultaneity and retrospection perspective taking on events and textual connectivity To present this information the authors prepared in depth analyses of a wide range of linguistic systems including tense aspect marking passive and middle voice locative and directional predications connectivity markers null subjects and relative clause constructions In contrast to most work in the field of language acquisition this book focuses on developments in the use of these early forms in extended discourse beyond the initial phase of early language development The book offers a pioneering approach to the interactions between form and function in the development and use of language from a typological linguistic perspective The study is based on a large crosslinguistic corpus of narratives elicited from preschool school age and adult subjects All of the narratives were elicited by the same picture storybook Frog Where Are You by Mercer Mayer An appendix lists related studies using the same storybook in 50 languages The findings illuminate both universal and language specific patterns of development providing new insights into questions of language and thought

Relating Events in Narrative: Typological and contextual perspectives Ruth Aronson Berman,1994 This follow up volume to the frog story studies book Relating Events in Narrative A Cross Linguistic Developmental Study 1994 is dividied into two main parts Part one focuses on crosslinguistic perspectives whilst part two offers a variety of theoretical and methodological perspectives *Relating Events Narrative Set* Various Authors,2020-12-29 This volume represents the culmination of an extensive research project that studied the development of linguistic form function relations in narrative discourse It is unique in the extent of data which it analyzes more than 250 texts from children and adults speaking five different languages and in its crosslinguistic typological focus It is the first book to address the issue of how the structural properties and rhetorical preferences of different native languages English German Spanish Hebrew and Turkish impinge on narrative abilities across different phases of development The work of Berman and Slobin and their colleagues provides insight into the interplay between shared possibly universal patterns in the developing ability to create well constructed globally organized narratives among preschoolers from three years of age compared with school children and adults contrasted against the impact of typological and rhetorical features of particular native languages on how speakers express these abilities in the process of relating events in narrative This volume also makes a special contribution to the field of language acquisition and development by providing detailed analyses of how linguistic forms come to be used in the service of narrative functions such as the expression of temporal relations of simultaneity and retrospection perspective taking on events and textual connectivity To present this information the authors prepared in depth analyses of a wide range of linguistic systems including tense aspect marking passive and middle voice locative and directional predications connectivity markers null subjects and relative clause constructions In contrast to most work in the field of language acquisition this book focuses on developments in the use of these early forms in extended discourse beyond the initial phase of early language development **Relating Events in Narrative, Volume 2** Ludo Verhoeven,Sven Stromqvist,2004-02-13 Relating Events in Narrative Volume 2 Typological and Contextual Perspectives edited by Sven Str mqvist and Ludo Verhoeven is the much anticipated follow up volume to Ruth Berman and Dan Slobin s successful frog story studies book Relating Events in Narrative A Crosslinguistic Developmental Study 1994 Working closely with Ruth Berman and Dan Slobin the new editors have brought together a wide range of scholars who inspired by the 1994 book have all used Mercer Mayer s Frog Where Are You as a basis for their research The new book which is divided into two parts features a broad linguistic and cultural diversity Contributions focusing on crosslinguistic perspectives make up the first part of the book This part is concluded by Dan Slobin with an analysis and overview discussion of factors of linguistic typology in frog story research The second part offers a variety of theoretical and methodological perspectives all dealing with contextual variation of narrative construction in a wide sense variation across medium modality speech writing signing genre variation the specific frog story narrative compared to other genres frog story narrations from the perspective of theory of mind and from the perspective of bilingualism and second language acquisition Several of the contributions to the new book manuscript also deal with developmental perspectives but in distinction to the 1994 book that is not the only focused issue The second part is initiated by Ruth Berman with an analysis of the role of context in developing narrative abilities The new book represents a rich overview and illustration of recent advances in theoretical and methodological approaches to the crosslinguistic study of narrative discourse A red thread throughout the book is that crosslinguistic variation is not merely a matter of variation in form but also in content and aspects of cognition A recurrent perspective on language and thought is that of Dan Slobin s theory of thinking for speaking an approach to cognitive consequences of linguistic diversity The book ends with an epilogue by Herbert Clark Variations on a Ranarian Theme **Form-function Relations in Narrative Development** E. Birgitta Svensson,2018-03-15 This book provides insights into the development toward narrative competence and illustrates multifaceted patterns in the developing capacity to create globally coherent narrative texts The methodology draws from both a psycholinguistic approach to narrative development systemic functional linguistics and writing pedagogy theory This book extends previous studies on narrative writing development since it provides a multifaceted window into the progression of narrative development from elementary school through secondary school and university to life as a professional journalist and writer It also shows how narrative writing development is related to the cognitive emotional psychological and social development of the individual *Communication Disorders in Spanish Speakers* José G. Centeno,Raquel Teresa Anderson,Loraine K. Obler,2007 This book bridges the gap in the literature on Hispanic individuals for student clinicians and professionals in Speech Language Pathology Speech Therapy It links empirical and theoretical bases to evidence based practices for child and adult Spanish users This volume provides both students and licensed professionals in speech language pathology much needed multidisciplinary bases to implement clinical services with Spanish speakers Researchers and practitioners from Speech Language Pathology Neurolinguistics Neuropsychology Education and Clinical Psychology provide theoretical and empirical grounds to develop evidence based clinical procedures for monolingual Spanish and bilingual Spanish English children and adults with communication disorders Young L2 learners’ narrative discourse Christine Möller,2015-01-19 Written and Spoken Language Development across the Lifespan Joan Perera,Melina Aparici,Elisa Rosado,Naymé Salas,2015-11-23 This multidisciplinary volume offers insights on oral and written language development and how it takes place in literate societies The volume covers topics from early to late language development its interaction with literacy practices including several languages monolingual and multilingual contexts different scripts as well as typical and atypical development Inspired by the work of Liliana Tolchinsky a leading expert in language and literacy development a group of internationally renowned scholars offers a state of the art overview of current thinking in language development in literate societies in its broadest sense Contributors offer a personal tribute to Liliana Tolchinsky in the opening section

Social interaction, Social Context, and Language Dan Isaac Slobin,Julie Gerhardt,Amy Kyratzis,Jiansheng Guo,2014-07-10 This collection of essays is a representative sample of the current research and researchers in the fields of language and social interactions and social context The opening chapter entitled Context in Language is written by Susan Ervin Tripp whose diverse and innovative research inspired the editors to dedicate this book to her honor Ervin Tripp is known for her work in the fields of linguistics psychology child development sociology anthropology rhetoric and women s studies She has played a central role in the definition and establishment of psycholinguistics child language development and sociolinguistics and has been an innovator in terms of approaches and methods of study This book covers a wide range of research interests in the field from linguistically oriented approaches to social and ethnography oriented approaches The issue of the relationships between forms and structures of language and social interactions is examined in studies of both adult and child speech It is a useful anthology for graduate students studying language and social interaction as well as for researchers in this field **Crosslinguistic Approaches to the Psychology of Language** Jiansheng Guo,Elena Lieven,Nancy Budwig,Susan Ervin-Tripp,Keiko Nakamura,Seyda Ozcaliskan,2010-10-18 Inspired by the pioneering work of Dan Slobin this volume discusses language learning from a crosslinguistic perspective integrates language specific factors in narrative skill covers the major theoretical issues and explores the relationship between language and cognition **Space in Languages** Maya Hickmann,Stéphane Robert,2006-01-01 Space is presently the focus of much research and debate across disciplines including linguistics anthropology psychology and philosophy One strong feature of this collection is to bring together theoretical and empirical contributions from these varied scientific traditions with the collective aim of addressing fundamental questions at the forefront of the current literature the nature of space in language the linguistic relativity of space the relation between spatial language and cognition Linguistic analyses highlight the multidimensional and heterogeneous nature of space while also showing the existence of a set of types parameters and principles organizing the considerable diversity of linguistic systems and accounting for mechanisms of diachronic change Findings concerning spatial perception and cognition suggest the existence of two distinct systems governing linguistic and non linguistic representations that only partially overlap in some pathologies but they also show the strong impact of language specific factors on the course of language acquisition and cognitive development **Narrative Development in a Multilingual Context** Ludo Th Verhoeven,Sven Strömqvist,2001-01-01 In this volume the results of a number of empirical studies of the development of narrative construction within a multilingual context are presented and discussed It is explored what operating principles underlie the process of narrative production in L1 and L2 Developmental relations between form and function will be studied across a broad range of functional categories such as temporality perspective connectivity and narrative coherence Moreover a variety of language contact situations is considered with broad variation in the typological distances between the languages in order to enable cross linguistic comparison The analysis of learner data in various cross linguistic settings may thus offer new information on the role of the structural properties of unrelated languages on the process of narrative acquisition In the present volume an attempt is also made to find out how transfer from one language to the other is facilitated Finally the effects of input on narrative construction in children s first and second language are examined in several studies

Acquisition and Development of Hebrew Ruth A. Berman,2016-08-25 The volume addresses developing knowledge and use of Hebrew from the dual perspective of typologically specific factors and of shared cross linguistic trends aimed at providing an overview of acquisition in a single language from infancy to adolescence while also shedding light on key issues in the field as a whole Essentially non partisan in approach the collection includes distinct approaches to language and language acquisition formal universalist pragmatic usage based cognitive constructivist and deals with a range of topics not often addressed within a single volume phonological perception and production inflectional and derivational morphology simple clause structure and complex syntax early and later literacy writing systems with data deriving from varied research methodologies interactive conversations and extended discourse adult input and child output longitudinal and cross sectional corpora structured elicitations Each chapter provides background information on Hebrew specific facets of the topic of concern but typically avoids ethno centricity by relating to more general issues in the domain The book should thus prove interesting and instructive for linguists psychologists and educators and for members of the child language research community both within and beyond the confines of Hebrew language expertise Variation and Change in the Encoding of Motion Events Juliana Goschler,Anatol Stefanowitsch,2013-11-14 The linguistic typology of motion event encoding is one of the central topics in Cognitive Linguistics A vast body of typological contrastive and psycholinguistic research has shown the potential but also the limitations of the original distinction between verb framed and satellite framed languages This volume contains ten original papers focusing specifically on the variation and change of motion event encoding in individual languages and language families The authors show that some of the central claims about motion event encoding need careful re examination and reformulation and that individual languages and language families are more variable across space and time than even a refined typology could neatly capture at this time The volume thus contributes to a more detailed and fine grained foundation for the investigation of conceptual causes and consequences of different motion event encoding strategies

Children's Discourse Maya Hickmann,2002-11-21 This comparative study explores two central questions in the study of first language acquisition What is the relative impact of structural and functional determinants What is universal versus language specific during development Maya Hickmann addresses these questions in three domains of child language reference to entities the representation of space and uses of temporal aspectual markings She provides a thorough review of different theoretical approaches to language acquisition and a wide range of developmental research as well as examining all three domains in English French German and Chinese narratives Hickmann s findings concern the rhythm of acquisition the interplay among different factors syntactic semantic pragmatic determining children s uses and universal versus variable aspects of acquisition Her conclusions stress the importance of relating sentence and discourse determinants of acquisition in a crosslinguistic perspective Children s Discourse will be welcomed by those working in psychology and language related disciplines interested in first language acquisition New Directions in Cognitive Linguistics Vyvyan Evans,Stéphanie Pourcel,2009-06-24 Nearly three decades since the publication of the seminal Metaphors We Live By Cognitive Linguistics is now a mature theoretical and empirical enterprise with a voluminous associated literature It is arguably the most rapidly expanding school in modern linguistics and one of the most exciting areas of research within the interdisciplinary project known as cognitive science As such Cognitive Linguistics is increasingly attracting a broad readership both within linguistics as well as from neighbouring disciplines including other cognitive and social sciences and from disciplines within the humanities This volume contains over 20 papers by leading experts in cognitive linguistics which survey the state of the art and new directions in cognitive linguistics The volume is divided into 5 sections covering all the traditional areas of study in cognitive linguistics as well as newer areas including applications and extensions Sections include Approaches to semantics Approaches to metaphor and blending Approaches to grammar Language embodiment and cognition Extensions and applications of cognitive linguistics **The Crosslinguistic Study of Language Acquisition** Dan Isaac Slobin,2014-03-05 In this final volume in the series the contributors attempt to expand the contexts in which child language has been examined crosslinguistically The chapters build on themes that have been touched on anticipated and promised in earlier volumes in the series The study of child language has been situated in the disciplines of psychology and linguistics and has been most responsive to dominant issues in those fields such as nativism and learning comprehension and production errors input and universals of morphology and syntax The context has primarily been that of the individual child interacting with a parent and deciphering the linguistic code The code has been generally treated in these volumes as a system of morphology and syntax with little attention to phonology and prosody Attention has been paid occasionally to the facts that the child is acquiring language in a sociocultural setting and that language is used in contexts of semantic and pragmatic communication In addition there has been a degree of attention paid to the interactions between language and cognition in the process of development As for individual differences between children they have been discussed in those studies where they could not be avoided but such variation has rarely been the focus of systematic attention Differences between individual languages have been of great interest but these differences have not often been placed in a framework of systematic typological variation And although languages and their grammars change over time the focus of attention on the individual child learner has generally led to neglect of explanatory principles that are best found on the level of linguistic diachrony rather than the level of innate ideas or patterns of learning and cognition in the individual child The chapter authors seek to explore these neglected contexts in more depth

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Table of Contents Relating Events In Narrative A Crosslinguistic Developmental Study

1. Understanding the eBook Relating Events In Narrative A Crosslinguistic Developmental Study
    - The Rise of Digital Reading Relating Events In Narrative A Crosslinguistic Developmental Study
    - Advantages of eBooks Over Traditional Books
2. Identifying Relating Events In Narrative A Crosslinguistic Developmental Study
    - Exploring Different Genres
    - Considering Fiction vs. Non-Fiction
    - Determining Your Reading Goals
3. Choosing the Right eBook Platform
    - Popular eBook Platforms
    - Features to Look for in an Relating Events In Narrative A Crosslinguistic Developmental Study
    - User-Friendly Interface
4. Exploring eBook Recommendations from Relating Events In Narrative A Crosslinguistic Developmental Study
    - Personalized Recommendations
    - Relating Events In Narrative A Crosslinguistic Developmental Study User Reviews and Ratings
    - Relating Events In Narrative A Crosslinguistic Developmental Study and Bestseller Lists
5. Accessing Relating Events In Narrative A Crosslinguistic Developmental Study Free and Paid eBooks

    - Relating Events In Narrative A Crosslinguistic Developmental Study Public Domain eBooks
    - Relating Events In Narrative A Crosslinguistic Developmental Study eBook Subscription Services
    - Relating Events In Narrative A Crosslinguistic Developmental Study Budget-Friendly Options
6. Navigating Relating Events In Narrative A Crosslinguistic Developmental Study eBook Formats
    - ePub, PDF, MOBI, and More
    - Relating Events In Narrative A Crosslinguistic Developmental Study Compatibility with Devices
    - Relating Events In Narrative A Crosslinguistic Developmental Study Enhanced eBook Features
7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Relating Events In Narrative A Crosslinguistic Developmental Study
    - Highlighting and Note-Taking Relating Events In Narrative A Crosslinguistic Developmental Study
    - Interactive Elements Relating Events In Narrative A Crosslinguistic Developmental Study
8. Staying Engaged with Relating Events In Narrative A Crosslinguistic Developmental Study
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Relating Events In Narrative A Crosslinguistic Developmental Study
9. Balancing eBooks and Physical Books Relating Events In Narrative A Crosslinguistic Developmental Study
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Relating Events In Narrative A Crosslinguistic Developmental Study
10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
11. Cultivating a Reading Routine Relating Events In Narrative A Crosslinguistic Developmental Study
    - Setting Reading Goals Relating Events In Narrative A Crosslinguistic Developmental Study
    - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Relating Events In Narrative A Crosslinguistic Developmental Study
    - Fact-Checking eBook Content of Relating Events In Narrative A Crosslinguistic Developmental Study
    - Distinguishing Credible Sources
13. Promoting Lifelong Learning
    - Utilizing eBooks for Skill Development

    - Exploring Educational eBooks
14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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