



Tárgytematika

Félév:	2020/21/2
Tárgynév:	Narrative development
Tárgykód:	PEDITNY074
Felelős szervezet neve:	Többnyelvűségi Nyelvtudományi Doktori Iskola
Felelős szervezet kódja:	DITNY
Tárgyfelelős neve:	Stavans Anat

Oktatás célja:

Course Objectives

- To introduce the student to an in depth and "hands-on" analysis of extended discourse as produced from early childhood to adulthood
- To expose the student to the different genres of extended discourse
- To collect and analyze language samples by means of various elicitation tasks rendering different types of narratives
- To answer to the question: "what is the nature of the cognitive, narrative and linguistic competence underlying the production of extended discourse in general and narrative ability in particular?"

Tantárgy tartalma:

This course deals with the development of the narrative ability in humans. Humans, as part of their communicative instinct, use language to "code" ideas, events and thoughts as well as to interpret the world around them. In doing so, we all tell and re-tell personal and vicarious experiences, wishes and feelings and more. We do it by using our "language" tool but we also use other tools such as our cognition and textual knowledge. When we construe narratives, we do it for different communicative purposes and we always have an intended interlocutor. Guess what ... even when we gossip, we construct narratives. In this course, we will learn what is meant by narrative, how and why an we create and use these narratives, what they include and what we can learn from them, and how do we evolve from children-speakers to adult-narrators.

Számonkérési és értékelési rendszere:

An assignment relating reading to lectures, concepts and research discussed.

Kötelező és ajánlott irodalom:

References:



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Kötelező és ajánlott irodalom:

1. Berman, R. A. (1988). On the ability to relate events in narrative. *Discourse processes*, 11(4), 469-497.
2. Berman, R. A., & Slobin, D. I. (Eds.). (2013). *Relating events in narrative: A crosslinguistic developmental study*. Psychology Press. pp. 1-16
3. Labov, W. (2010). Oral narratives of personal experience. *Cambridge encyclopedia of the language sciences*, 546-548.
4. Labov, W. (1997). Some further steps in narrative analysis. *Journal of Narrative & Life History*, 7(1-4), 395–415. <https://doi.org/10.1075/jnlh.7.49som>
5. Slobin, D. I. (1987). Thinking for speaking. *Proceedings of the Thirteenth Annual Meeting of the Berkeley Linguistics Society*, pp. 435-444.
6. Slobin, D. (1996) From "Thought and Language" to "Thinking for Speaking". In J. Gumperz and S. Levinson (eds.), *Rethinking linguistic relativity*. New York: Cambridge University Press. Pp. 70–96.
7. Slobin, D.I. (2003). Language and Thought online: Cognitive consequence of linguistic relativity. In D. Gentner & S. Goldin-Meadow (eds.), *Language in mind: Advances in the study of language and thought*. Cambridge, MA: MIT Press pp. 157-192
8. Stavans, A. 1996. The development of parental narrative input, *Journal of Narratives and Life History*, 6 (3):253-280.