

1. Record Nr.	UNINA9910458857303321
Titolo	Development of pragmatic and discourse skills in Chinese-speaking children // edited by Zhu Hua, Lixian Jin
Pubbl/distr/stampa	Amsterdam (Netherlands) ; ; Philadelphia, Pennsylvania : , : John Benjamins Publishing Company, , 2014 ©2014
ISBN	90-272-7026-0
Descrizione fisica	1 online resource (140 p.)
Collana	Benjamins Current Topics
Disciplina	428.24951
Soggetti	English language - Study and teaching - Chinese speakers Second language acquisition Language acquisition Discourse analysis Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Development of Pragmatic and Discourse Skills in Chinese-Speaking Children; Editorial page; Title page; LCC data; Table of contents; Development of pragmatic and discourse skills in Chinese-speaking children; Defining aims; Themes and Contexts in this special issue; Acquisition of language-specific features; Sociocultural and socioeconomic factors in development of pragmatic and discourse skills; Understanding the process of meaning-making through pictures; Looking back and looking forward; References; The pragmatic function of self/other reference in Mandarin child language; 1. Introduction 1.1 Forms and functions of self/other reference 1.2 Self/other reference in child Mandarin; 1.3 The present study; 2. Methods; 2.1 Participants and data; 2.2 Analytical framework; 3. Results; 3.1 Instances of self/other reference; 3.2 Forms and functions of self-reference; 3.2.1 Children's speech; 3.2.2 Mothers' speech; 3.3 Forms and functions of other-reference; 3.3.1 Children's speech; 3.3.2 Mothers' speech; 4. Discussion and Conclusion; References; Appendix; Transcription conventions; Gloss abbreviations; Tense and temporality; 1.

Introduction; 1.1 How time is expressed in Chinese languages  
1.2 Acquisition of Chinese temporality in the early years  
2. Method; 2.1 The Corpus; 2.2 Communication task; 2.3 Coding of the linguistic forms and functions; 3. Results; 3.1 The developmental repertoires of temporal lexicons; 3.2 The developmental changes in time expression; 3.3 Double aspectual marking and inappropriate use of temporal devices; 4. Discussion; 4.1 Acquisition of temporal devices by Cantonese speakers in the early years; 4.2 Acquisition of time concepts in the early years; 4.3 Acquisition of the pragmatics of time expression in the early years; 5. Conclusion; Acknowledgments  
References  
Maternal affective input in mother-child interaction; 1. Introduction; 2. Data and methods; 3. Results; 3.1 American maternal positivity vs. Chinese maternal negativity; 3.2 Praise and appreciation - Positive maternal affective input; 3.3 Threatening, scolding, and name-calling - Negative maternal affective input; 4. Discussion; 5. Concluding remarks; References; Do educational backgrounds make a difference?;  
1. Introduction; 2. Method; 2.1 Participants; 2.2 Procedure; 2.3 Data analysis; 3. Results; 3.1 Comparison of the mothers' communicative participation  
3.2 Comparison of mothers' communicative interchanges  
3.2.1 Social interchanges by mothers with different educational backgrounds in interactions with their children; 3.2.2 Comparison of speech acts of mothers with different educational backgrounds; 3.2.3 Levels of Pragmatic flexibility by mothers with different backgrounds in interaction with children; 3.3 Comparison of language quality in interaction by HEB and LEB mothers; 3.3.1 Analysis of language input in interaction with children by HEB and LEB mothers; 3.3.2 Analysis of language types used in speech acts by HEB and LEB mothers  
3.3.3 Analysis of mean length of turns within a topic in mother-child interactions

---

Sommario/riassunto

This chapter explores 3 to 6 year old Chinese children's comprehension of a picture storybook *The Very Hungry Caterpillar*. The results show: (1) Chinese children's understanding of images, actions and characters' states improves with age; (2) Children develop their understanding of images first, followed by actions and then characters' states; (3) It is easier for children to understand images prominent in pictures than those not prominent in pictures or containing culture-specific information with which children are not familiar, actions represented directly through the relationship of

---