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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
