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| Nota di contenuto | Cross-linguistic development of narrative comprehension from A to Z -- Narrative comprehension in Lebanese Arabic-French bilingual children -- Inferential comprehension, age and language: How Swedish-German bilingual preschoolers understand picture-based stories -- Bilingual Turkish-Swedish children's understanding of MAIN picture sequences: Individual variation, age, language and task effects -- Narrative comprehension in simultaneously bilingual Finnish-Swedish and monolingual Finnish children -- Narrative comprehension by Croatian-Italian bilingual children 5-7 years old: The role of receptive vocabulary and sentence comprehension -- Bilingual children's lexical and narrative comprehension in Dutch as the majority language -- Why do you think the boy would be unhappy if he saw what the cat was eating? Comprehension of German narratives in Russian and Turkish-German bilingual children -- Narrative comprehension and its associations with gender and nonverbal cognitive skills in monolingual and bilingual German preschoolers -- Bilingualism effects in the narrative comprehension of children with Developmental Language Disorder and L2-Greek: Links with language executive function and Theory of Mind -- Commentary: Time travel in the development of cross-linguistic narrative evaluation. |

"Comprehension of texts and understanding of questions is a cornerstone of successful human communication. Whilst reading comprehension has been thoroughly investigated in the last decade, there is surprisingly little research on children's comprehension of picture stories, particularly for bilinguals. This can be partially explained by the lack of cross-culturally robust, cross-linguistic instruments targeting early narration. This book presents an inference-based model of narrative comprehension and a tool that grew out of a large-scale European project on multilingualism. Covering a range of language settings, the book uses the Multilingual Assessment Instrument for Narratives to answer the question which narrative comprehension skills (bilingual) children can be expected to master at a certain age, and explores how such comprehension is affected (or not affected) by linguistic and extra-linguistic factors. Linking theory to method, the book will appeal to researchers in linguistics and psychology and graduate students interested in narrative, multilingualism, and language acquisition"--
