

CROSSLINGUISTIC VARIATION IN NARRATIVE CONSTRUCTION (HOW SPEAKERS OF VARIOUS LANGUAGES TELL A STORY?)

Basic information about the subject (independent of the cycle)

Module name	Crosslinguistic variation in narrative construction (How speakers of various languages tell a story?)
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	Contact hours (work with an academic teacher) Classes 15 Consultations 5 Total number of hours with an academic teacher 20 Number of ECTS points for contact hours 0,8 Non-contact hours (student's own work) Studying literature: 15 Homework & presentations: 15 Preparing for the final credit: 15 Preparing the final presentation/project etc.: 10 Total number of non-contact hours 55 Number of ECTS points for non-contact hours 2,2 Total number of ECTS points for the module 3
Educational outcomes verification methods	Activity during classes, individual work (data collection & final presentation), final test
Description	<p>The topic of the course is: To what extent the characteristics of the particular language we speak influences our way of categorizing reality and talking about it? The issue will be presented in relation to one particular topic that has been extensively studied in many languages, namely narration of wordless picture stories by adult speakers and children. In addition to the lecture and studying the literature students will record and transcribe picture stories in their respective native language (and other languages they could know) that will be analyzed and discussed in the class.</p>
Reading list	<p>Berman, Ruth A. & Dan I. Slobin, eds. <i>Relating events in narrative: A crosslinguistic developmental study</i>. Psychology Press, 2013 [selected chapters]</p> <p>Slobin, D. I. (1996). From "thought and language" to "thinking for speaking." In J. J. Gumperz & S. C. Levinson (Eds.), <i>Studies in the social and cultural foundations of language</i>, No. 17. <i>Rethinking linguistic relativity</i> (pp. 70-96). New York: Cambridge University Press.</p> <p>Bowerman, M., & S. Choi. Shaping meanings for language: universal and language-specific in the acquisition of semantic categories. In Bowerman, M., & S. C. Levinson (eds.). <i>Language acquisition and conceptual development</i> (pp. 475-511). Cambridge University Press, 2001.</p> <p>Hickmann, Maya. Linguistic relativity in first language acquisition. In: M. Kail & M. Hickmann (eds.). <i>Language acquisition across linguistic and cognitive systems</i> (pp. 125-146). John Benjamins Publishing, 2010.</p>
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	Activity during classes, individual work (data collection & final presentation), final test
Comments	-
Reading list	<p>Berman, Ruth A. & Dan I. Slobin, eds. <i>Relating events in narrative: A crosslinguistic developmental study</i>. Psychology Press, 2013 [selected chapters]</p> <p>Slobin, D. I. (1996). From "thought and language" to "thinking for speaking." In J. J. Gumperz & S. C. Levinson (Eds.), <i>Studies in the social and cultural foundations of language</i>, No. 17. <i>Rethinking linguistic relativity</i> (pp. 70-96). New York: Cambridge University Press.</p> <p>Bowerman, M., & S. Choi. Shaping meanings for language: universal and language-specific in the acquisition of semantic categories. In Bowerman, M., & S. C. Levinson (eds.). <i>Language acquisition and conceptual development</i> (pp. 475-511). Cambridge University Press, 2001.</p> <p>Hickmann, Maya. Linguistic relativity in first language acquisition. In: M. Kail & M. Hickmann (eds.). <i>Language acquisition across linguistic and cognitive systems</i> (pp. 125-146). John Benjamins Publishing, 2010.</p>
A list of topics	<ol style="list-style-type: none"> 1. Linguistic relativity: "Sapir-Wharf hypothesis" and its current status. 2. Development of narrative skills. Adult narrative competence. 3. Methodology of crosslinguistic studies on narration. "Frog stories", Hickmann's "CAT story". 4. Collecting data by students. Transcription and analysis. 5. Discussing the outcome of the project.
Teaching methods	Lecture, discussion, case analysis
Assessment methods	Individual work (data collection & final presentation), final test