

Discourse Processes

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Special Issue:
The Effects of
Personal Experience on
Narrative Elaboration

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Effects Of Personal Involvement In Narrative Discourse A Special Issue Of Discourse Processes

RJ Shavelson



Effects Of Personal Involvement In Narrative Discourse A Special Issue Of Discourse Processes:

The Effects of Personal Involvement in Narrative Discourse Max Louwerse, Don Kuiken, 2014-05-22 Over the last several decades the study of discourse processes has moved from the complementary efforts characteristic of multidisciplinary research to the explicitly integrative focus of interdisciplinary research. Some organizations have supported the methodological and conceptual merger of areas like literary studies, psychology, linguistics, and education. As evident in this special issue, research concerning personal involvement in narrative discourse has benefited from these developments. The five studies supported in this issue examine a range of potential determinants of personal involvement in narrative discourse. These include overt verbalization of thoughts and feelings, foregrounding preference for genre and protagonists, relevance of the content of a text to the reader, and identifying with a character. These studies also examine different aspects of what is absorbed by the reader, including sophisticated forms of questioning, lasting appreciation of story points, involvement with story characters, commitment to story, consistent beliefs, and changes in the sense of self. Collectively, these studies challenge the conception of what it means to understand media presentations of fictional narratives, as well as the conception of the strategies through which such understanding is attained.

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The Oxford Handbook of Cognitive Literary Studies Lisa Zunshine, 2015 The Oxford Handbook of Cognitive Literary Studies applies developments in cognitive science to a wide range of literary texts that span multiple historical periods and numerous national literary traditions.

Narrative Complexity Marina Grishakova, Maria Poulaki, 2019-08-01 The variety in contemporary philosophical and aesthetic thinking, as well as in scientific and experimental research on complexity, has not yet been fully adopted by narratology. By integrating cutting edge approaches, this volume takes a step toward filling this gap and establishing interdisciplinary narrative research on complexity. Narrative Complexity provides a framework for a more

complex and nuanced study of narrative and explores the experience of narrative complexity in terms of cognitive processing affect and mind and body engagement Bringing together leading international scholars from a range of disciplines this volume combines analytical effort and conceptual insight in order to relate more effectively our theories of narrative representation and complexities of intelligent behavior This collection engages important questions on how narrative complexity functions as an agent of cultural evolution how our understanding of narrative complexity can be extended in light of new research in the social sciences and humanities how interactive media produce new types of narrative complexity and how the role of embodiment as a factor of narrative complexity acquires prominence in cognitive science and media studies The contributors explore narrative complexity transmitted through various semiotic channels embedded in multiple contexts and experienced across different media including film comics music interactive apps audiowalks and ambient literature

Handbook of Discourse Processes Arthur C. Graesser, Morton Ann Gernsbacher, Susan R. Goldman, 2003-04-02 This Handbook is a comprehensive overview of the multidisciplinary field of discourse processes The editors hope to foster a more interdisciplinary approach to discourse processing with this Handbook while simultaneously developing an appreciation within the field for multiple methods of establishing rigorous scientific claims The field of discourse processes is currently fueled by seven dominant approaches discourse psychology corpus analysis computational discourse discourse technologies conversation analysis hybrid qualitative and quantitative approaches and cultural foundations The contributors also discuss future trends in research including corpus analyses the integration of neuroscience with discourse research and the development of more advanced computer technologies for analyzing discourse *Linguistics and Language Behavior Abstracts*, 2008 **The Oxford Handbook of Psycholinguistics** M. Gareth Gaskell, Gerry Altmann, 2007 The Oxford Handbook of Psycholinguistics brings together the views of 75 leading researchers in psycholinguistics to provide a comprehensive and authoritative review of the current state of the art in psycholinguistics With almost 50 chapters written by experts in the field the range and depth of coverage is unequalled *Mind, Brain and Narrative* Anthony J. Sanford, Catherine Emmott, 2012-12-20 An examination of the scientific evidence for the mechanisms which underlie the effect a writer's language has on the reader **Reading Comprehension Difficulties** Cesare Cornoldi, Jane V. Oakhill, 2013-04-03 Recognizing the characteristics of children with learning disabilities and deciding how to help them is a problem faced by schools all over the world Although some disorders are fairly easily recognizable e.g. mental retardation or very specific to single components of performance and quite rare e.g. developmental dyscalculia schools must consider much larger populations of children with learning difficulties who cannot always be readily classified These children present high level learning difficulties that affect their performance on a variety of school tasks but the underlying problem is often their difficulty in understanding written text In many instances despite good intellectual abilities and a superficial ability to cope with written texts and to use language appropriately some children do not seem to grasp the most important elements or

cannot find the pieces of information they are looking for Sometimes these difficulties are not immediately detected by the teacher in the early school years They may be hidden because the most obvious early indicators of reading progress in the teacher's eyes do not involve comprehension of written texts or because the first texts a child encounters are quite simple and reflect only the difficulty level of the oral messages sentences short stories etc with which the child is already familiar However as years go by and texts get more complex comprehension difficulties will become increasingly apparent and increasingly detrimental to effective school learning In turn studying assimilating new information and many other situations requiring text comprehension from problem solving to reasoning with linguistic contents could be affected Problems with decoding dyslexia and language disorders have attracted more interest from researchers than have specific comprehension problems and have occupied more room in specialized journals Normal reading comprehension has also been a favorite with researchers However scarce interest has been paid to subjects who have comprehension difficulties This book is an attempt to remedy this situation In so doing this volume answers the following questions Does a reading comprehension problem exist in schools How important and widespread is the problem Is the problem specific How can a reading comprehension difficulty be defined and identified Does the syndrome have a single pattern or can different subtypes be identified What are the main characteristics associated with a reading comprehension difficulty When can other well identified problems add to our understanding of reading comprehension difficulties Which educational strategies are effective in preventing and treating reading comprehension difficulties What supplementary information can we get from an international perspective

Routledge Encyclopedia of Narrative Theory David Herman, Manfred Jahn, Marie-Laure Ryan, 2010-06-10 The past several decades have seen an explosion of interest in narrative with this multifaceted object of inquiry becoming a central concern in a wide range of disciplinary fields and research contexts As accounts of what happened to particular people in particular circumstances and with specific consequences stories have come to be viewed as a basic human strategy for coming to terms with time process and change However the very predominance of narrative as a focus of interest across multiple disciplines makes it imperative for scholars teachers and students to have access to a comprehensive reference resource **Practice**

in a Second Language Robert DeKeyser, 2007-03-12 This volume focuses on practice from a theoretical perspective and includes implications for the classroom **Cumulated Index Medicus**, 1995 Current Index to Journals in Education

, 2001 Memory Development Between Two and Twenty Wolfgang Schneider, Michael Pressley, 2013-06-17 In this volume two scholars with different but complementary interests in memory and cognitive development present a careful overview of the field of memory development from the perspective of their theory of good strategy use In addition to treating broad topics of general interest such as knowledge cognitive capacity and metamemory the text also examines controversial issues surrounding the development of children's memory particularly eyewitness memory The result is a coherent statement about memory development accompanied by commentary on the study of memory development plus applications of the theory and

research in the area This book is intended for advanced undergraduate and graduate students as well as researchers and other professionals interested in child and adolescent memory Resources in Education ,1998 *Sociological Abstracts* Leo P. Chall,2003 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers Erfahrung aus Narration Robert Forkel,2020-06-22 Wie ber die ra der Zeitzeugenschaft hinaus ein lebendiges statt lediglich wissensbasiertes Erinnern an die NS Zeit sichergestellt werden kann ist vor allem eine Frage der narrativen Vermittlung Im Rahmen literaturwissenschaftlicher Experientialit tsforschung und am Beispiel transgenerationaler Erz hltechniken wird gezeigt wie beim Lesen historische Erfahrungen evoziert und im eigenen Erfahrungshorizont verankert werden Handbook of Couples Therapy Michele Harway,2005-01-21 The essential guide to successful couples therapy at every stage ofthe lifecycle A variety of therapeutic interventions can help couples developthe tools for a successful relationship Yet many practitionersbegin seeing couples without extensive training in couples work To fill this gap in their therapeutic repertoires noted couplestherapist Michele Harway brings together other well known expertsin marriage and family therapy to offer the Handbook of CouplesTherapy a comprehensive guide to the study and practice of couplestherapy The book s chapters provide a variety of perspectives alongdevelopmental theoretical and situational lines Recognizing theneed for clinically proven evidence based approaches chaptersprovide detailed coverage of the most effective treatment modes Couples at different stages of the lifecycle feature prominently inthe text as do relevant special issues and treatment approachesfor each stage Subjects covered include Premarital counseling from the PAIRS perspective an extensivecurriculum of interventions for premarital couples The first years of marital commitment Couples with young children Couples with adolescents Therapy with older couples Same sex couples A variety of theoretical approaches includingCognitive Behavioral Object Relational Narrative Integrative and Feminist and Contextual Special issues and situations including serious illness physical aggression addiction infidelity and religious spiritualcommitments or conflicts Providing a diverse set of treatment approaches suited to workingwith a wide range of adult populations the Handbook of CouplesTherapy is an essential resource for mental healthprofessionals working with couples *Inferences during Reading* Edward J. O'Brien,Anne E. Cook,Robert F. Lorch, Jr,2015-04-16 Inferencing is defined as the act of deriving logical conclusions from premises known or assumed to be true and it is one of the most important processes necessary for successful comprehension during reading This volume features contributions by distinguished researchers in cognitive psychology educational psychology and neuroscience on topics central to our understanding of the inferential process during reading The chapters cover aspects of inferencing that range from the fundamental bottom up processes that form the basis for an inference to occur to the more strategic processes that transpire when a reader is engaged in literary understanding of

a text Basic activation mechanisms word level inferencing methodological considerations inference validation causal inferencing emotion development of inferences processes as a skill embodiment contributions from neuroscience and applications to naturalistic text are all covered as well as expository text online learning materials and literary immersion

The Teacher's Role in Implementing Cooperative Learning in the Classroom Robyn M. Gillies, Adrian Ashman, Jan Terwel, 2007-09-26 Cooperative learning is widely endorsed as a pedagogical practice that promotes student learning. Recently the research focus has moved to the role of teachers' discourse during cooperative learning and its effects on the quality of group discussions and the learning achieved. However, although the benefits of cooperative learning are well documented, implementing this pedagogical practice in classrooms is a challenge that many teachers have difficulties accomplishing. Difficulties may occur because teachers often do not have a clear understanding of the basic tenets of cooperative learning and the research and theoretical perspectives that have informed this practice and how they translate into practical applications that can be used in their classrooms. In effect, what do teachers need to do to affect the benefits widely documented in research? A reluctance to embrace cooperative learning may also be due to the challenge it poses to teachers' control of the learning process, the demands it places on classroom organisational changes and the personal commitments teachers need to make to sustain their efforts. Moreover, a lack of understanding of the key role teachers need to play in embedding cooperative learning into the curricula to foster open communication and engagement among teachers and students, promote cooperative investigation and problem solving and provide students with emotionally and intellectually stimulating learning environments may be another contributing factor. *The Teacher's Role in Implementing Cooperative Learning in the Classroom* provides readers with a comprehensive overview of these issues with clear guidelines on how teachers can embed cooperative learning into their classroom curricula to obtain the benefits widely attributed to this pedagogical practice. It does so by using language that is appropriate for both novice and experienced educators. The volume provides an overview of the major research and theoretical perspectives that underpin the development of cooperative learning pedagogy, outlines how specific small group experiences can promote thinking and learning, discusses the key role teachers play in promoting student discourse and demonstrates how interaction style among students and teachers is crucial in facilitating discussion and learning. The collection of chapters includes many practical illustrations drawn from the contributors' own research of how teachers can use cooperative learning pedagogy to facilitate thinking and learning among students across different educational settings.

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