

# **The Grammar of Autobiography:**

A Developmental Account

**Jean Quigley**



# Grammar Of Autobiography A Developmental Account

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### **Grammar Of Autobiography A Developmental Account:**

The Grammar of Autobiography Jean Quigley, 2000-05 This is the first book to bring together four distinct literatures functional linguistics child language narrative development and discursive psychology It is an outgrowth of the historical relationship between psychology and linguistics especially the post Wittgensteinian turn to language Relevant issues are situated at that interface in a way that should prove accessible to both linguists with little or no psychological knowledge and to psychologists with no linguistics background are addressed Previously there have been volumes on the theses of discursive psychology and social constructionism and volumes on the workings and theories of functional linguistics but none have attempted to link the two as natural bedfellows in this way While clearly situated within the spirit of the Berkeley school it goes beyond it by virtue of linking functional linguistics and discursive psychology and by doing this ontogenetically Overall this book is an investigation of the psycholinguistic thesis of the social construction of selfhood and the psychology of everyday life Featuring the only book length studies of the use of grammatical analysis as a research strategy in psychology it integrates issues of human development and child language in a new way It deals in careful linguistic analyses examining the role of grammatical forms in constituting context which involves an examination of their functions that are then used to highlight fundamental aspects of development The linguistic analyses are treated as a testing ground for the ideas and claims made in discursive psychology The discussion deals with many of the current issues in psychology and related disciplines including narrative morality agency and responsibility in order to show the central role of language in human functioning

**Modal Auxiliaries and the Grammar of Autobiography** Jean M. Quigley, University College, Dublin. Department of Psychology, 1998 *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 **The**

**Development of Language** Geoff Williams, Annabelle Lukin, 2006-03-22 This book presents a unique range of interdisciplinary work on questions of language development and evolution It makes visible the significant contribution which meaning oriented linguistics is making to debates about the origins of language from the perspective of language evolution in the species as well as language development in the child As well as linguistics in the systemic functional or Hallidayan tradition the book offers contributions from primatology psychiatry sociology and education 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 **Key Terms in Stylistics** Nina Nørgaard, Beatrix Busse, Rocío Montoro, 2010-08-19 Stylistics is the study of the ways in which meaning is created and shaped through language in literature and in other types of text Key Terms in Stylistics provides the reader with a comprehensive overview of the field along with sections that explain relevant terms concepts and key thinkers listed from A to Z The book comprises entries on different stylistic approaches to text including feminist cognitive corpus and multimodal stylistics There is coverage of key thinkers and their work as well as of central terms and concepts It ends with a comprehensive bibliography of key texts The book is written in an accessible manner explaining difficult concepts in a straightforward way It will appeal to both beginner and upper level students working in the interface between language linguistics and literature

**Re/constructing "the Adolescent"** Jennifer Andrea Vadeboncoeur, Lisa Patel Stevens, 2005 Young people today are frequently demonized by media images as well as by classroom reports Dominant discourses as ways of seeing and talking about youths are constructed and managed by adults and offer young people a limited set of roles to play and options for engaging with society Contributors to Re Constructing the Adolescent problematize the social construction of the adolescent through a critique of the discourses that position youths and an examination of how youths enact contest and sometimes transform those same discourses These studies combining empirical research and semiotic analyses offer a fresh perspective on young people in western societies today at the level of everyday discourse embodied through gesture and symbolic action with material effects Selves and Identities in Narrative and Discourse Michael G. W. Bamberg, Anna De Fina, Deborah Schiffrin, 2007 The different traditions that have inspired the contributors to this volume can be divided along three different orientations one that is rooted predominantly in sociolinguistics a second that is ethnomethodologically informed and a third that came in the wake of narrative interview research All three share a commitment to view self and identity not as essential properties of the person but as constituted in discursive practices and particularly in narrative Moreover since self and identity are held to be phenomena that are contextually and continually generated they are defined and viewed in the plural as selves and identities In the attempt of moving closer toward a process oriented approach to the formation of selves and identities this volume sets the stage for future discussions of the role of narrative and discourse in this generation process and for how a close analysis of these processes can advance an understanding of the world around us and within this world of identities and selves *Writing Feminist Lives* Malin Lidström Brock, 2017-05-05 This book draws attention to the

controversy that surrounds Betty Friedan Germaine Greer Gloria Steinem and Simone de Beauvoir's lives and the important role that their life stories have played in their feminist writing. Directly and indirectly the four women have contributed to battles over feminism's meaning through autobiographically informed political writing. Inevitably therefore their biographers are also participants in these battles yet not always on the same side as their subjects. *Writing Feminist Lives* introduces a further fold of nuance into considerations of biography and feminism by showing that the biographers of the four women have made methodological choices that reflect their loyalty to or their scepticism towards competing ideological definitions of the exemplary feminist life. *Narrating the Self and Nation in Kenyan Autobiographical Writings* Samuel Ndogo, 2016

Author Samuel Ndogo offers an understanding of the autobiographical genre in contemporary Kenyan literature. He draws attention to life writing as a form of cultural re-imagining in post-colonial Africa. Taking into consideration contradictions and paradoxes of referentiality in life writing this book examines the autobiographies of Jaramogi Oginga Odinga Ngugi wa Thiong'o Wangari Maathai and Bethwell Ogot. The analysis dwells on self-representations in correlation with imaginations of the Kenyan nation in these works. Thus the study gives a critical account into the modern memoir the forms and styles it takes the ways in which these authors tend to understand and present their lives. *Series Contributions to African Research Beitrage zur Afrikaforschung Vol 63 Subject African Studies Literary Criticism*

**Multimodalities and Chinese Students' L2 Practices** Min Wang, 2020-03-13 Adopting a poststructural approach *Multimodalities and Chinese Students' L2 Practices* examines the intertwined relationship between positioning and agency in multilingual multicultural and multimodal contexts using evidence from Chinese international students' experiences as English learners. *Psychology and the Question of Agency* Jack Martin, Jeff Sugarman, Janice Thompson, 2012-02-01

Disciplinary psychology has failed to achieve a coherent conception of human agency. Instead it oscillates between two differing conceptions of agency that are equally untenable: a scientific-reductive approach to choice and action and an instrumental approach that celebrates a romantic notion of free will. This book examines theoretical philosophical psychology and argues for a historically and socioculturally situated human capacity for choosing and acting in ways not entirely determined by culture and/or biology. The authors present a detailed developmental theory of how agentic capability emerges from the pre-reflective activity of humans in a real physical and social world. Implications of the theory are considered for psychological research and practice and for the broader socio-political impact of disciplinary psychology in Western liberal democracies. *Children as Agents in Their Worlds* Sheila Greene, Elizabeth Nixon, 2020-03-09

Are children the passive recipients of influence from their parents and from society? Is their development determined by their genes and their neurons or do they have the capacity to think about and influence their own lives and the world around them? How does their interaction with their social and material worlds support or hinder agency? Are children agents and what do we mean by agency? *Children as Agents in Their Worlds* aims to answer these questions through a critical psychological and relational approach while referencing and critiquing a wide range of

perspectives from other disciplines including sociology anthropology and education Greene and Nixon review the pioneering work of scholars of childhood studies and current post human theories of agency and offer a developmental perspective on the emergence of the sense of agency and the exercise of agency in children They discuss key themes including agency in families agency within the school context and with peers and children as agents in the wider public sphere They explore agency and diversity examining sex age genetic inheritance and contextual sources of difference such as social class and geographical location Offering a stronger theoretical base for research and policy through a synthesis of both psychological and relational theories *Children as Agents in Their Worlds* will be essential reading for students and professionals in developmental psychology sociology and anthropology as well as education childhood studies children s rights and related fields

**Teaching Literature to Adolescents** Richard Beach, Deborah Appleman, Susan Hynds, Jeffrey Wilhelm, 2013-08-21 This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors *Teaching Literature to Adolescents* a totally new text that draws on ideas from the best selling textbook *Teaching Literature in the Secondary School* by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site databases Instructors and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text

**Ethnic Subjectivity in Intergenerational Memory Narratives** Mónika Fodor, 2019-11-05 In this interdisciplinary study M nika Fodor explores how intergenerational memory narratives embedded in the speaker s own stories impact ethnic subjectivity construction Working with thematically selected life experiences from interviews conducted with second and late generation European Americans Fodor demonstrates how the storytellers position themselves in a range of social cultural and political discourses to claim or disclaim ethnicity as part of their subjectivity Tying narrative content structural and performance analysis to the sociological and sociolinguistic concepts of symbolic capital and investment Fodor

unpacks the changing levels of identifying with one's ancestral ethnic heritage and its potential to carry meaning for late generation descendants. In doing so, she reveals the shared features of identification among individuals through narrative meaning making which may be the basis of real or imagined heterolocal discourse community formation and sustained ethnic subjectivity. The narrative analysis demonstrates how the cohesive force among members of the community is the shared knowledge of story frames and the personalized retelling of these. *Ethnic Subjectivity in Intergenerational Memory Narratives* draws on inherited often moving personal experiences that offers new insights into the so far largely unexplored terrain of the narrative structure of intergenerationally transferred memory retellings that will be of great interest to students and scholars of ethnic studies, migration and identity studies. **The Irish Journal of Psychology**, 2000 **Applied**

**Philosophy for Health Professions Education** Megan E. L. Brown, Mario Veen, Gabrielle Maria Finn, 2022-05-17 This book increases the accessibility of philosophical concepts to a wider audience within medical education, translating knowing to doing. It prompts health professions educators and researchers to consider the dynamics and structure of contemporary issues within health professions education in new philosophical ways. Through considering the practical implications of applying philosophical concepts to contemporary issues, the book recommends avenues for further research and pedagogical change. Individual educators are considered with practice points for teaching generated within each chapter. Readers will acquire practical ways in which they can change their own practice or pedagogy that align with the new insight offered through our philosophical analysis. These practical recommendations may be systemic in nature, but the authors of this book also offer micro level recommendations for practitioners that can be considered as ways to improve individual approaches to education and research. **Bibliographic Guide to Psychology** New York Public Library. Research Libraries, 2000

*Speaking the Past* Alicia Otano, 2004 Child perspective is a symbolic narrative strategy that designs multilayered possibilities for meaning in ethnic writing. This book positions Asian American bildungsromane in the context of American writing about children, reading them through the lens of their narrators, the oftentimes dual child/adult perspective to examine how narrative point of view nuances and shapes issues of personal, ethnic and national positioning. This approach privileges the author's narrative choices and engagement with genre, revealing how these critical writerly decisions construct texts that signify on multiple levels and dialogue productively with other texts. Their interpretation and creative negotiation of the key elements of narrative perspective lead us to uncover aspects which are constitutive of the successful manipulation of narrative voice. The texts analyzed in this study demonstrate the flexibility of this narrative technique and its usefulness as a critical tool through which important thematic issues: family, race, culture, war, assimilation and language may be deployed. Reading the way Asian American texts manipulate child perspective positions these texts within developing critical paradigms and allows the reader to examine the manner in which they influence the development of American literature and the theory that reads it. **American Book Publishing Record**, 2000

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