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Story telling and retelling in Greek children in preschool and school age Pilot Study

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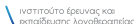
What is narrative?

- Fundamental mode of discourse
- Our main ability for describing and telling stories
- Central ability for organization and sense making of personal and sociocultural experience (Bruner 1990, Georgakopoulou 2002)

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Development of narrative

- According to Stein & Glenn (1979) children at the age of 3 can tell stories about real-life events combined with emotional content including all parts of the episode such as initiation and plan of action.
- By five they are able to sequence events chronologically and gradually order multiple events; if their culture values this type of discourse (Peterson & McCabe, 1983).

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What we need for narration?

- The ability to tell stories requires an understanding of linguistic, cognitive, and social domains (Tager-Flusberg & Sullivan, 1994).
 - An effective narrator has:
 - good language skills in order to codes the meanings (linguistic)
 - good structure abilities as well as good ToM abilities in order to give the appropriate information to the listener (cognitive)
 - good abilities for consideration the perspectives of the story characters, in order to explain their motivations and reactions (social)
- (Stein & Glenn, 1979. Tsimpli et al., 2015).

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Why to assess narrative?

- Narration, or storytelling, is an important aspect of language for young children. Narrative skills have academic and social importance (Spencer & Slocum, 2010).
- Storytelling reflects children's pragmatic language ability, which develops rapidly in early childhood and is related to various characteristics of the child's environment (Urska et al., 2010).

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And also....

- Feagans and Appelbaum (1986) found that narrative skills were better predictors of academic problems than were syntax and semantic skills.
- Moreover, Fazio, Naremore, and Connell (1996) examined a number of language skills in kindergarten as potential predictors of need for academic remediation in second grade. When compared to vocabulary, grammar, rote memory, and morpheme learning, story retelling was the best predictor of academic remediation in the second grade ($r = .40$).

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Aims of the Study

- Preliminary findings about the narrative abilities of Greek children in retelling narrative
- Results' comparison between and across Greek children of different age groups and different sex
- Adapting in the best possible way a concrete scoring form for narrative skills in Greek children

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Participants

- 68 Greek speaking children
- 36 boys / 32 girls
- Age groups: 4-5, 5-6, 6-7 years old
- No any developmental disorder
- No any behavior problems
- All participants attend mainstream schools

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Participants Characteristics

Age Group	Mean (months)	SD
4-5 y.o	79.1	2.29
5-6 y.o	64.8	2.82
6-7 y.o	55.1	3.2

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Materials

- Test of Receptive and Expressive Language Abilities (Vogindroukas, Grigoriadou 2009)
- Last section of the test
- Story Retelling
- 2 different stories, one for boys and one for girls
- Same structure, syntax, amount of information, 79 words each of them

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The story

- In Maria's birthday party her godmother gave her a nice doll with blue eyes, blond hair and red dress as a gift. Maria liked it and was very happy with this present. When Maria was playing with the doll it felt down and one of the doll's hands came out. Maria was unhappy and started to cry. She went to her godmother and showed the doll. The godmother fixed it and Maria was again happy.

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Procedure

- The researcher tells the story once
- Asks the child to repeat the story
- After this, asks the child to answer in 5 questions related to the story
- The researcher audiotapes the child's story

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Methodology

Scoring guidelines for Microstructure:

- 79 words for narration
- 20 key words.
- 10 grammar and morphological references, which contain tenses, inflection of nouns and adjectives, subordinate clause and pronouns

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Methodology 2

Scoring guidelines for Macrostructure:

- Structure
- Characters
- Mental States
- Reference
- Problem Solving
- Cohesion
- Inference and Ending
 - Each one of the characteristics scored with 0 -1-3-5

Miller, J., Andriacchi, K., DiVall - Rayan, Lien, P. (2003).
Narrative Scoring Scheme.

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Description of Characteristics 1

- Structure: Details for the situation and characters
- Characters: Details about the action of the characters
- Mental States: Information about the feelings of characters

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Description of Characteristics 2

- Reference: Good grammatical and syntactic structure
- Problem solving: Reference at the problem and the solution
- Cohesion: The sequencing of, details given to, and transitions between each event
- Inference and Ending: Scores are based on the conclusion of the final event as well as the wrap – up of the entire story.

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Scoring

- 5 points are given for “Proficient” use.
- 3 points are given for “Emerging” .
- 1 point for “Immature” or “Minimal” use.
- Scores of 0 are given for:
 - Poor performance
 - For a variety of child errors
 - Telling the wrong story
 - Conversing with the examiner
 - Refusing to complete the task
 - When target components are imitated

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Sex Differences

	N	Mean	SD
Male	36	2.08	1.15
Female	32	2.87	1.60

	t	df	Sig (2-tailed)
Male * Female	-2.356	66	2.08

There is statistical difference in cohesion related to sex [t(66) = - 2.356, p < 0.05]

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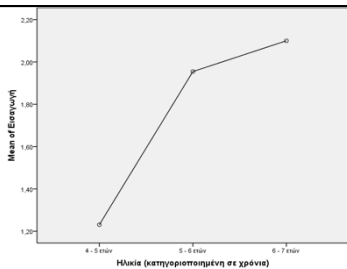
Age Differences

Characteristics	Sig
Theory of mind	.011
References	.001
Problem solving	.000
Cohesion	.001
Inference – Ending	.000
Total	.000

Results demonstrate a statistically significant difference regarding all the above characteristics across the age groups

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ToM has the sharpest change between the first and the second group

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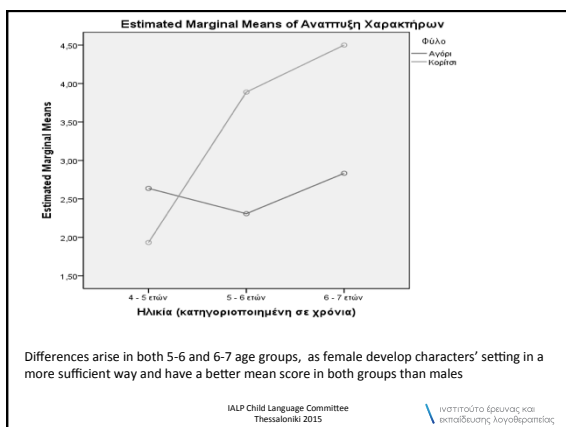
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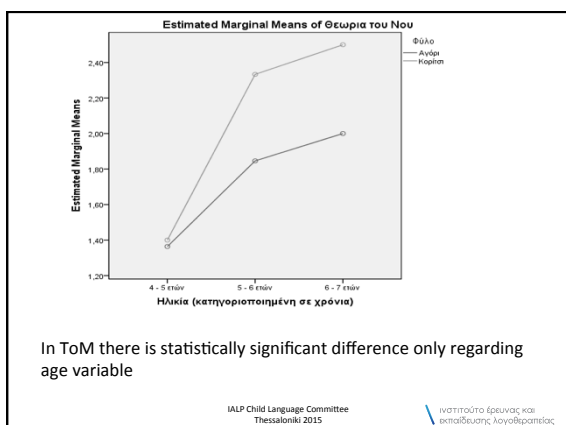
Sex Impact throughout age groups

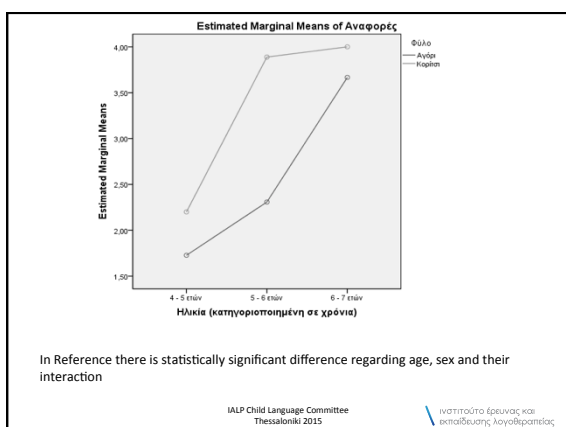
Characteristics	Significance (p)		
	Age	Sex	Age*Sex
Characters	.016	.032	.017
Theory of Mind	.008	.160	.648
References	.000	.031	.315
Problem Solving	.000	.209	.420
Cohesion	.000	.000	.012
Inference - Ending	.000	.293	.062

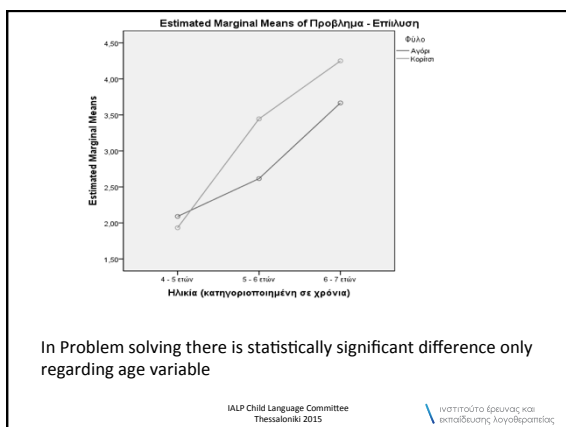
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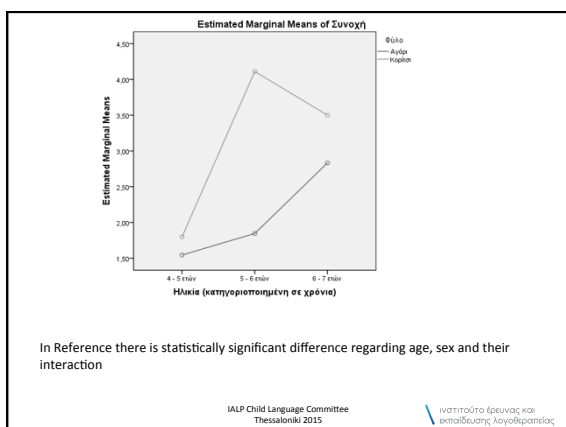
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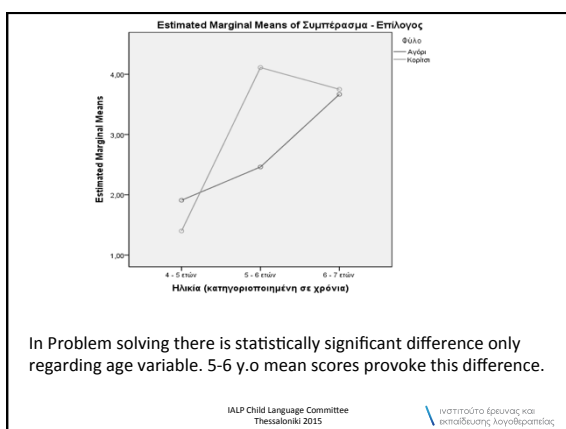












Conclusion

- Preliminary results indicate that Greek children have significant differences regarding age and sex throughout age groups
- Statistical analysis support scoring evaluation
- Findings encourage the creation of a narrative assessment test in Greek Language.
- More participants needed

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