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The effect of a structured narrative programme on language disordered children

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**THE EFFECT OF A STRUCTURED NARRATIVE PROGRAMME
ON LANGUAGE DISORDERED CHILDREN**

by

ROSEMARY J. SIMPSON Grad. Dip. Spec. Ed.

**A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of
Master of Education**

at the Faculty of Education, Edith Cowan University

Date of submission: June 15th, 1995.

ABSTRACT

This study examined the effectiveness of a structured narrative programme which had been developed to improve the narrative skills of children attending a Language Development Centre in Western Australia. The research was conducted over an eight week period with eight Year One (ie ~6 years old) boys who had been diagnosed as having severe language disorders.

A single subject research design was used to investigate the narrative development of the students. The design followed the ABAB format (baseline-experimental design-baseline-experimental design) as outlined in Tawney and Gast (1984). The number of words used by each subject, the number of adverbials of time and place used and the number of times the subject used 'because' appropriately were measured. During the first fortnight of the study (Weeks 1 and 2) the subjects were required to produce a personal oral narrative on each of the ten consecutive school days. The topics changed daily and coloured posters were used to signal the required topic. During the second fortnight (Weeks 3 and 4), the subjects participated in a structured narrative programme immediately prior to producing their personal oral narratives each day. In the third fortnight (Weeks 5 and 6) subjects were required to produce a personal oral narrative each day but were not involved in the narrative programme. In the fourth and final fortnight the subjects participated in the structured narrative programme immediately before producing their personal oral narratives each day. After each of the 40 personal oral narrative sessions, the transcriber recorded the use of the four language aspects to be measured; the number of words, adverbials of place, adverbials of time and appropriate use of 'because'.

All individuals made substantial gains in most of the language aspects being measured although individual students varied in their improvement, with some students showing little improvement in one or two of the language aspects. It was noted that some students had particular difficulty when they were introduced to adverbials of time, causing a decrease in their use of adverbials of place. Detailed case studies of individual students are included to provide further information for comparison. The number of times the four language parameters were used were tallied and analysed using student's t-test and the non-parametric analogue, the Mann-Whitney U-test (Snedecor & Cochran, 1977). The group as a whole showed significant improvement in three of the language parameters measured.

Although the group results do not show a significant increase in the use of Adverbials of place, most individual results did increase.

The findings indicate that the narrative skills of children with language disorders can be improved significantly by their participation in a narrative programme which is repetitious and has a predictable structure and sequence. In general it was found that the number of words used by the students increased soon after the commencement of the programme and was followed by increases in the use of adverbials of place and time and increases in the appropriate use of 'because'.

It is apparent from this study however, that students are individual in the way they learn these skills and that their progress needs to be monitored continually to ensure that each child is grasping concepts taught, before being introduced to new ones. Further research is required to establish whether this programme encourages generalization of these skills into other areas and whether it could be used effectively with other children who have language deficits.

"I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text."

Signature.....

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Date.....15..6..1995....

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

Human language is a complex communication system which allows individuals to make sense of, and participate in, their world. Once they have left school, individuals spend a large proportion of their days talking and listening to other people (Zubrick, 1988). It is the desire to communicate that provides the motivation for humans to develop speech and language. An important part of communication in children is the development of symbolic representation. In other words, the child makes use of the linguistic code to represent an object, an event or a relationship with an agreed verbal symbol or a combination of symbols. Bernstein & Tiegerman (1991) have found that between the ages of 9 and 13 months, children learn to use conventional forms of vocal and gestural behaviour. As they develop, they learn to approximate more closely to the formal linguistic code used in their culture and society. During this progression, children discover that things have names (i.e., a symbolic representation).

When the realization comes that a symbol can be substituted for its referent, oral communication changes to include the symbolic form. At this stage children have developed the ability to internalize concepts of the perceptual, tactile, auditory and action patterns related to the objects and the children's manipulation of them. The children's manipulation of the contents of their world teaches them about the relationships between people and actions and between actions and objects. This enables them to learn about how the world is organized (Bloom & Lahey, 1978).

1.1.1 Pre-School Language Development

During the early pre-school years, children continue to develop their vocabularies, while learning new word meanings, new concepts and how to code these concepts linguistically (Bernstein & Tiegerman, 1991). They also learn to express their ideas in phrases and

sentence form. Developmental studies suggest that around the ages of four to six years, children's syntax is often adult-like (Menyuk, 1977). Their utterances contain expanded noun and verb phrases, negative sentences, yes/no questions, the use of "and", "wh" questions, as well as causal, conditional and temporal constructions. They continue to develop discourse skills such as participating in conversations, giving instructions and providing descriptions about objects, events and people. By the time children enter school, the majority of them are able to use language for a variety of functions: to contribute new information on a topic (Bloom, Rocissano & Hood, 1976); to describe objects, events, past experiences and plans (Moerk, 1975) and to use language to demonstrate, instruct and reason (Tough, 1977). However, the majority of children in their pre-school years fail to recognize that words are arbitrary symbols which are quite separate from the objects, actions and events that they represent. For example, a four to five year old child is likely to describe the word 'snake' as a long word because snakes are long while a seven year old is more likely to say that it is a short word because it only has five letters in it (Bernstein & Tiegerman, 1991). Similarly, pre-school children and early primary grade (Years one to three) children are likely to have difficulty in:

- (i) recognizing that words and sentences can have more than one meaning. eg (a) *You are wearing a pretty top. I took the top off the bottle.* (b) *The sheep is ready to eat.*
- (ii) in understanding that different structural forms can be used to express the same meaning. eg *The girl was hit by the boy. The boy hit the girl.*

Research has been conducted showing that most children cannot cope with tasks requiring an understanding of these factors until they are about eight to nine years old (Tunmer, Pratt & Herriman, 1984).

1.1.2 Oral Language Development At School

The school years are very important ones in the continuing development of children's oral language (Menyuk, 1983). Although their language has reached a degree of complexity by the time they are five years old, communicative skills are still developing. During the school years, vocabulary continues to grow and children's pragmatic and discourse skills

(For definition of terms see Operational Definitions, p.23) continue to develop. These skills encompass the rules of conversation and include such aspects as learning how to enter, initiate and maintain a conversation as well as developing appropriate turn taking skills and responses. Children also develop the ability to plan, organize and sequence their ideas into coherent and cohesive units. These units, or structures, are called narratives and refer to oral monologues in which information is presented in an organized and cohesive manner in order to convey completeness of information. Botvin and Sutton-Smith (1977) and Applebee (1978) have found that around the age of five years children begin to produce integrated chaining of events with a central protagonist. Researchers generally agree that, at the age of about six years, children can produce an adult like narrative and that development continues such that nine and ten year olds are able to embed one episode within another and produce other more complex constructions (Applebee, 1978; Peterson & McCabe, 1983; Stein & Glenn, 1979). During this period the children also develop their metalinguistic abilities, which represent a higher conceptual understanding of language and enable children to talk about language. Van Kleeck (1984) talks about metalinguistic awareness as consisting of three aspects: recognizing that language is an arbitrary conventional code; recognizing language as a system of units with agreed rules for combining those units; and recognizing that language is used for communication. In other words, metalinguistic awareness includes phonological, semantic, syntactic and pragmatic components. There has been a great deal of research (Bryant & Bradley, 1981; Goswami & Bryant, 1990; Rohl & Milton, 1992; Tunmer, 1990) which has indicated that understanding of these rules assists in learning to read and write. In addition to requiring an understanding of metalinguistics, the oral demands of a classroom require skills in other language areas.

The majority of children begin school with oral language levels at a satisfactory stage of development to cope with the complex language demands that are used in classrooms. These demands include following teachers' instructions, answering questions, asking questions, describing events and re-telling stories. All of these aspects of language

facilitate the intellectual growth of the children. (This will be discussed further in Chapter 2.) However, a significant number of children enter the school system each year with language disorders (see Section 1.1.3).

1.1.3 Prevalence of Language Disorders

Little research has been done to discover factors which may correlate with language disorders, in the Australian context. In Western Australia, children attending schools for language disordered children come from a range of socio-economic backgrounds. A study in Britain indicates a correlation between language disorders and the following factors: maternal education, maternal mental ability, socio-economic status of the family, birth weight and parental knowledge of child development (Silva & Ferguson, 1980). According to the studies of Enderby and Phillips (1986), 1% of all school age children in England have severe language disorders. They have shown that the prevalence of language disorder in three to four year olds is 10-11% and, at "early school age", 6-8% of children have a disorder. The discrepancy between these figures may relate to younger children being diagnosed as language disordered when in fact they may be language delayed with average intellectual ability, and may have improved their language skills considerably by the time they begin school. Another factor explaining this discrepancy may relate to the possibility that some of these language disordered three to four year olds were involved in speech pathology programmes before reaching school. The studies referred to also report that there is a significant number of children in schools whose language disorders are never diagnosed. It has been suggested that these discrepancies among the studies highlight the need to re-evaluate the findings in order to determine more accurately the prevalence of language disorders (Blum-Harasty & Rosenthal, 1992). If these studies are relevant to Australian children, teachers of Year One, Two or Three students could expect to have at least one child in the class whose language is disordered which is likely to impact on his/her educational progress. Any child in this category is likely to require a specific type of support. Difficulties that these children experience, as a result of the language disorder, may include an inability to maintain a

conversation beyond simple sentences or familiar topics, relating experiences with insufficient detail (and confusing the listener with referencing difficulties) and frequently misunderstanding messages and classroom instructions. Bloom & Lahey (1978) have differentiated five types of language disorder. According to them they include children who:

- (i) have difficulty with the understanding and use of phonological, morphological and syntactic rules; (For definition of terms see Operational Definitions, p.23)
- (ii) experience difficulty in the conceptualization and formulation of ideas relating to objects, events and relations (semantics);
- (iii) have not learnt to adjust the language to suit the listener, can not use language for a range of communicative functions and have difficulty speaking and understanding in certain contexts (pragmatics);
- (iv) experience association difficulties, have problems integrating form, content and use (association);
- (v) have language and communication skills similar to those of younger children (delay). Children in this category, whose language skills do not improve without intervention, may have other identified difficulties such as intellectual disabilities.

Language disordered children may have all or some of the disorders which are described above.

1.1.4 Educational Implications of Language Disorders

Children with language disorders are unlikely to fulfil their academic potential and will miss out on educational opportunities which require them to think and talk about language. Language and learning are inseparable. As children develop, internal language is used to think, solve problems and reason. Westby (1985) has described this progression as children learning to talk and then talking to learn. She writes that in the first instance children need to learn to talk by internalizing phonology, syntax and semantics which are necessary to communicate their basic wants and desires. However, when they are talking to learn, language is used to monitor and reflect on experience and

reason about, plan and predict experiences. Current theory suggests that learning to read involves learning to superimpose a familiar spoken language code on a new, visual symbol code (Shames & Wiig, 1982). It is a process which involves various components, which are being able to break the code, use the text successfully, analyse the text and learning to understand the meaning and structure of the text (Freebody, 1992). As children progress into middle and upper primary school, they use language to infer and predict meaning. By the time children are in high school, the emphasis in reading shifts to higher level skills, where internal language is used to solve problems, infer meaning and to understand the writer's viewpoint or to make a critical analysis. These skills are all prerequisites for higher level comprehension. Thus it is very difficult for a child without the familiar verbal code to develop any of these more abstract skills. In upper primary and high school, children are asked to summarize academic reading, provide book reports and to be able to discuss current events, both local and global issues (Milosky, 1987). All these aspects of school require narrative skills.

In order to ensure that children with language disorders have educational opportunities that are equal to other children, early diagnosis is important. Provision of appropriate support, which may include an intervention programme designed to remediate the language difficulties, is necessary. Early diagnosis is sometimes difficult because language disordered children often 'sound' similar to children without language problems and may be capable of making requests and answering questions. If they have not been identified before starting school they may continue to mask their problems and make satisfactory progress in reading and writing, particularly those children with semantic/pragmatic disorders. This is because many have average intelligence and, as well as having good visual skills, have developed strategies for coping with language difficulties as they arise. For example, children with a comprehension disorder may spend the first year at school copying the actions of the children around them, rather than responding to the teachers' instructions. At this stage in their schooling, they often manage to hide the fact that they do not understand. Damico and Oller (1980) are

concerned that teachers may not recognize signs of language disorders in older children, who may have masked an expressive language disorder by choosing to say little in very simple terms. When these children are expected to use text books containing complex language, difficulties increase and it becomes apparent that they have a learning disability. It is difficult for anyone without specific training and experience in the field, to recognize the compensating strategies which language disordered children often employ. However, when these children reach Years three and four and are expected to use prediction and inferencing skills, the problems become apparent. On the other hand, those experiencing difficulties with the narrative structure are usually identified soon after beginning school, when the children find that the classroom has its own rules governing language (Crais & Lorch, 1994). These children experience difficulty in telling news or relating stories, activities which are daily events in most Year One classes.

The narrative structure is very important once children commence school (Carrow-Woolfolk, 1988). In Year One there are many demands placed on children, all of which require them to be capable of producing narrative structures. They participate in newstelling about personal experiences, "show and tell" sessions, reading, writing and re-telling well known stories. These activities all require the same organizational strategies required in narrative production (Hedberg & Stoel-Gammon, 1986; Page & Stewart, 1985). Stein and Glenn (1979) have described the internal structure of a narrative, which consists of settings, initiating events, internal responses, attempts, direct consequences and reactions, as a form that guarantees the full understanding of the story. This theory has implications for reading comprehension. The development of the narrative structure provides the basis for further language learning and interaction with other communicators. It also enables children to make a transition into written narratives once the skills required have been mastered. Oral narratives must develop to a relatively complex level before competence in written narratives can be achieved (Carrow-Woolfolk, 1988). They provide the transition between orality and literacy because of their

fluency and prosody, often combining structural aspects of both oral and literate language (Westby, 1985).

In my capacity as a teacher in a Western Australian Language Development Centre (LDC) over the past six years, I have observed that as children become more proficient in producing oral narratives, their written narratives improve, suggesting that there is a transfer across the two modes. Children with language disorders experience difficulty with the narrative structure. Currently, at the LDC in which I am employed every one of the 40 pupils enrolled experiences difficulty in producing a narrative. This situation has not varied over the previous years.

1.1.5 Developing Strategies to Assist Language Disordered Children

To overcome educational problems associated with language disorders, the Education Department in Western Australia, established four Language Development Centres (LDCs), in the early 1980s. These Centres cater for children with an "average" or "above average" performance intelligence quotient (as measured by the WIPPSI or WISC-R), who have language disorders which have been diagnosed by speech pathologists and school psychologists.

Some of the children referred to the LDCs have been identified as having a language disorder at a very early age and have been referred to a speech pathologist by a Child Health Clinic nurse or a doctor. These children may have attended sessions with speech pathologists for a year or more before starting school. The year before these children are due to begin pre-school they are assessed by school psychologists to determine the most appropriate placement (education support unit or centre, mainstream or LDC). If they are found to meet the psychological criterion for the LDCs they are then required to undergo a standardized battery of language assessments with speech pathologists. The assessments include pragmatics, comprehension, syntax, metalinguistics, phonology, functions of language and narrative. (For definition of terms see Operational Definitions,

p.23). If the child is found to have phonological difficulties (articulation) but development in the other language areas is satisfactory, he/she would not be accepted into the LDC because phonological difficulties in isolation are not considered to impact greatly on the educational progress of children. In many of the cases children are not identified until they begin pre-school. In these cases the teachers may recognize language difficulties, or may note that the children are having difficulties with other aspects of language such as turn-taking, co-operating and/or making friends. School psychologists may often follow up the teachers' concerns and decide to assess these children. The parents of these children are the ones who make the final decision about whether or not to allow a referral to a Language Development Centre and, as a result, decisions are often made that these children are immature and should repeat pre-school. Over the past six years there have been eight children referred to the North East LDC who were considered to be appropriate referrals according to the entry criteria for LDCs, whose parents did not accept a place offered to them. Of these, five took advice from the class teacher who felt that the problem was only one of immaturity and that it would be better to repeat pre-school. The remaining three took advice from their family and friends who convinced them that there was not a problem. The other LDCs have reported similar situations. If the children reach Year One or more before being identified, attention may be drawn to the problem through lack of progress in reading and writing, behaviour problems in the classroom and playground and/or a reluctance to attend school. If these children have experienced a lot of failure they may also exhibit evidence of low self esteem. These additional factors compound the problem for LDC staff if the children are eventually enrolled. There are also those children discussed previously who are not identified until Year Three or Four. These children are usually those who have comprehension disorders and who have managed to hide their difficulty by copying the other children in the class. However, when they are expected to carry out higher level comprehension tasks such as predicting and inferring their problems become apparent. Children of this age may never have the opportunity to enrol in a specialized language programme available at a Language Development Centre because the entry criteria include priority being given to

children from Pre primary to Year Three. This problem will be further discussed later in the chapter.

Once the children have enrolled in the LDCs, their disorders are described and stages of development pinpointed by speech pathologists and specially trained teachers. The children are placed in small groups (6-10 children) and work on programmes which are developed collaboratively by the teachers and the speech pathologists, and are designed to lead the children through the appropriate sequences in the developmental ladder. Programmes which have been developed include those designed to improve syntax, problem solving, comprehension, semantic organization, metalinguistics, pragmatics and narrative skills. Narrative skills are considered to be of high priority at the North East Metropolitan Language Development Centre, as without them it is difficult to learn to read or write in a meaningful way. In a later chapter further discussion will cite literature pertaining to the importance of the narrative structure and why it maintains a high priority at the LDC.

In recognition of the importance of the narrative structure as a fundamental pre-requisite to education, a Narrative Programme was established to develop the narrative skills in children at LDCs. This was developed collaboratively by the speech pathologist and staff at the LDC, who then trialled it, adapted it and evaluated it by assessing the children's narrative levels at the beginning and end of the year. However, although staff were pleased with the results, other factors could have contributed to the improvement, such as parent workshops on narrative, chronological maturity of the children and the increasing expertise of teachers at the LDC. The specific aims in developing the programme were to provide children with a framework to enable them to maintain a narrative, using introductory and closing statements and presenting events in an orderly manner that lead to a logical resolution. During the process of developing the programme, it was necessary to consider the most appropriate framework on which to base it.

A review of relevant literature was undertaken by the staff to ensure all currently accepted views were considered before deciding on the most appropriate framework to facilitate narrative development. Among those considered were Bruner (1975), Bruner and Sherwood (1976) and Ratner and Bruner (1978) who have all observed that joint action routines are effective frameworks within which communication and language skills are acquired. In addition Snyder-McLean, Solomonson, McLean and Sack (1984) defined a joint action routine as "...a ritualized interaction pattern, involving joint action, unified by a specific theme or goal, which follows a logical sequence, including a clear beginning point, and in which each participant plays a recognized role, with specific response expectancies that is essential to the successful completion of that sequence" (p214).

Ratner and Bruner (1978) further speculated that rule governed play routines facilitate language acquisition for the following reasons: they provide a very familiar, yet limited, set of semantic meanings; while being variable, these play routines are highly sequential and children are able to predict the position for appropriate responses; and the routines provide roles that are clearly defined and delineated, and reversible. While their studies were concerned with very young infants, Snyder-McLean et al (1984) believed that the routines also facilitate the language acquisition of older children.

The narrative structure is a very predictable, rule governed one with stable organizational patterns representing specific types of temporally and causally related information, therefore lending itself easily to a joint action routine. With this framework in mind, a Narrative Programme was developed, providing a continuum for the introduction of the various components. The programme, which is easy to implement and allows for varied application, appears to be effective in improving the narrative structure of language disordered children.

If the Narrative Programme has a significant effect on the narrative production of language disordered children in the North East Metropolitan Districts Language

Development Centre, it may also be a useful teaching programme in other schools, with children who have language deficiencies but who did not gain a place in an LDC. The Placement Committee at the North East Metropolitan Districts Language Development Centre receives a large number of appropriate referrals each year. However, due to the size of the LDC approximately 40% of the referrals are placed while the remaining 60% have no alternative other than remaining in mainstream education. (In 1994 a total of 45 appropriate referrals were received by the North East Metropolitan Districts LDC and only 11 were accepted due to a lack of places available.) Similar statistics are evident in the other three LDCs which indicate that there are many children in Western Australian primary schools who have been identified with severe language disorders, but are not receiving appropriate services because, while qualifying for a place in meeting the selection criteria, there are insufficient places available. There are many other children who come to the attention of the Placement Committees who have identified language disorders but whose parents make a decision to leave them in the mainstream schools. In addition to these severely language disordered children, there are many referred to the LDCs who have language disorders, but are not appropriate referrals according to the entry criteria. (see operational definitions for a definition of "language disorder" according to LDC criteria, p.25) These children are below average IQ, but not far enough below average to qualify for Education Support placement. Another factor is that some children are not identified early enough (between Pre primary and Year Three) and cannot be catered for in one of the LDCs. Whatever the reason may be, the fact is that many language disordered children remain in mainstream education. Teachers of these children, the majority of whom have not received appropriate training in this specialized field, would find it difficult to cater for their specific language needs. In addition to these severe language difficulties, there are a number of children referred to the LDCs who are experiencing difficulties with some of the language areas but do not present as severe enough to be accepted into the LDCs. There is also the problem of children who have not been identified as having a language disorder, but who may be in need of a special programme to help them with language difficulties which they may be experiencing.

The provision of programmes which focus on language development and are easy to implement, may have the potential in small group instruction, to assist both the teachers and the language disordered children in mainstream schools, as well as being useful teaching tools in the LDCs.

This study will investigate aspects of the Narrative Programme which was initiated in response to concern by language specialists in the LDCs in Perth, Western Australia. For the purpose of this study I will be measuring the number of words used, adverbials of place, adverbials of time and the appropriate use of 'because', as indications of narrative development. There are many aspects which could have been measured but the decisions were based on the following reasons. The number of words used was measured in order to ascertain whether the increased utterance prompted the use of more complex language, which was reported by Brown (1975) in his research. As the students were all failing to demonstrate an ability to alert the listener to where and when the event happened, it was decided to measure adverbials of time and place in an attempt to increase the ease with which an unfamiliar listener could understand their stories. According to Brown (1975), adverbials of place are the first adverbials used by most children, with those of time and manner following soon after and, on average, children around three years are using adverbials of place, time and manner conversationally. Considering that the students involved in the study were all 6 years old and rarely using adverbials of any type, it was decided that adverbials of place and time would be appropriate aspects to measure. The students all appeared to be having difficulty with understanding causality, and as most children begin to connect occurrences by about 33 months of age (Bernstein & Tiegerman, 1991) it was considered to be a component in need of treatment.

1.2 Operational Definitions Used in Language Development Centres

Focussed Chain is a structure where events are sequenced with the macrostructure of relating to a central theme, yet the beginning and end of narration do not relate/link.

Narrative is an oral monologue in which information is presented in an organized and cohesive manner in order to convey completeness of information. It includes the telling, re-telling or relating of real or fictional events or stories. Newstelling is a narrative structure.

True Narrative is the final stage of narrative development, where the focussed chain is expanded upon by introducing causal relationships. One event develops from another and simultaneously includes new information.

Syntax refers to grammar used at school and includes connectors, adjectival phrases, adverbials of time, place and manner, the use of pronouns for referencing and the use of cognitive or mental verbs. It is the rule system that governs the structure of sentences. Syntactic rules describe parts of speech (eg noun, verb) and sentence constituents (eg noun phrases, verb phrases).

Metalinguistics is an awareness of language and an ability to deliberately reflect on its features. This involves being able to use language to talk about language.

Comprehension refers to understanding the linguistic component of language which includes the vocabulary, analysing the grammar, understanding the concept words and the relationships between the words.

Pragmatics is concerned with the expression and comprehension of the overall message and refers to the development of socially acceptable communicative behaviour. Examples of pragmatic skills include taking turns in conversation, eye contact, body language, the distance between speakers and recognizing aspects of language, such as humour and sarcasm.

Cognitive uses of language refers to the use of language for thinking, organizing and learning. It includes the subject's learning style and how a he/she approaches tasks.

Phonology is a term used to describe the system of rules that govern sounds and their combinations. Phonemes are the smallest linguistic units of speech which are combined in specific ways to form words eg *Hat* and *mat* differ from each other in only one way -their initial sound. Because this initial sound difference results in two different words, the difference is a meaningful one. Hence, by definition, *h* and *m* are two different phonemes.

Morphology is the component of language which governs word formation. A morpheme is the smallest unit in a word and it cannot be broken into any smaller parts that have meaning. Words are made up of one or more morphemes. A free morpheme is one that has meaning on its own eg *toy*. A bound morpheme is one that cannot stand alone and is attached to a free morpheme eg *un* in *unhappy*.

Problem Solving refers to the use of language for reasoning and thinking.

Discourse refers to the ability to maintain a conversation beyond short sentences.

Language disordered children, according to the entry criteria for Language Development Centres in Western Australia, refers to children who have been identified as having:

1. Performance measures in the average or above average range on the WIPSSI or WISC-R INTELLIGENCE TESTS. These tests consist of two sections, performance tests and verbal tests. Included in the performance tests are items such as object assembly, geometric design, block design, mazes, picture completion and animal pegs. The verbal tests include such items as information, comprehension, arithmetic, vocabulary, similarities and sentences.

2. Verbal measures significantly lower than the performance measures (~ 20 points).
3. A history of existing or anticipated school failure (including pre-school), based on checklist or interview data from the class teacher and any relevant attainment test results.
4. Language levels significantly below age expectations in at least one of the accepted sub-areas of language. The language assessment is administered by a speech pathologist and assesses the following areas:

syntax

narrative

metalinguistics

comprehension

pragmatics

cognitive uses of language

phonology

problem solving

If the child has satisfactory development in all the language areas except phonology he/she will not be accepted into a Language Development Centre. This is because a phonology disorder on its own is not thought to impact significantly on educational progress.

5. Absence of any other significant problem. e.g. autism, intellectual handicap, severe behavioural disorder, severe epilepsy, severe motor disability, severe hearing handicap. These children are excluded because the LDCs are short term placements. Children with limited ability would require long term placements. Similarly, children with physical handicaps can be catered for more completely in a school with additional support services eg physiotherapists, occupational therapists etc. LDCs will not accept children with severe behavioural disorders because their presence would be too disruptive to children who are only placed for a limited time.

6. If the child is from a home where English is not the main language spoken it must be established that he/she experiences difficulty in the first language as well as in English.

Severely language disordered children refers to children whose language levels are approximately two years below age expectations in four or more of the given areas at school entry.

Moderately language disordered children refers to children whose language levels are approximately one year below age expectations in two or more of the given areas at school entry.

Mildly language disordered children refers to children whose language levels are approximately six months below age expectations in two or more of the given areas at school entry.

Mainstream Schools refers to local primary schools which cater for students from K-7.

Newstelling refers to the child's ability to relate a personal story to an audience.

Joint Action Routine is a ritualized interaction pattern. It could be used to describe a regular daily ritual such as "Bedtime" when the child going to bed understands the sequence and roles of all the participants eg Mum tells child to clean teeth and hop into bed. Dad comes into room and reads bedtime story. Dad kisses child and says, "Goodnight". Mum comes in and kisses child, says, "Goodnight" and turns out the light. It involves joint action, unified by a specific theme or goal, which follows a logical sequence. It includes a clear beginning point, and involves each participant playing a recognized role, with specific response expectancies that are essential to the successful completion of that sequence.

Literate language refers to the language skills required to learn. Skills include explaining, describing, summarizing, reasoning and problem solving. Literate language is more explicit and involves more complex syntactic structures than oral conversational speech.

Language delay refers to language which developing normally but at a slower than expected rate.

1.3 Significance of the Study

The main purpose of the study is to determine the extent to which a structured narrative programme improves language disordered children's newstelling ability. The development of narrative structure is an important skill. It affects children's ability to tell stories as well as their ability to comprehend them.

If it can be established that a structured narrative programme facilitates improvement in the narrative abilities of the language disordered children in this study, there are important educational implications for other children whose language skills are not adequate for the language demands of the classroom. The programme could provide teachers of language disordered children with a teaching resource that is easy to implement and which provides a framework to improve story telling skills.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In order to develop an effective Narrative Programme a number of factors need consideration. Initially it must be established that the child requires a language intervention programme and to do this a clear understanding of "normal" language development is needed. Before proceeding with the development of a programme it must be ascertained that the focus area (i.e., narrative) is one which is an important component of the child's educational progress. When designing a programme for narrative production the components of narrative need to be defined. These could be determined by examining the main influences in narrative research, including Stein and Glenn's (1979) story grammar and Applebee's (1978) narrative stages, both of which are used by speech pathologists in Western Australia and are considered to provide useful information regarding the child's level of competence in narrative production. If a language programme is to be successful it is necessary to examine research pertaining to previous programme development and implementation and to make use of successful components. A review of relevant literature was undertaken to examine these aspects.

2.2 The Normal Course of Language Development

If language intervention is going to be successful, it has to work in harmony with the natural sequence of language acquisition. To try to teach a child some aspect of language without knowing whether he/she is at an appropriate stage to respond to it, is likely to lead to failure for the child and disillusionment for the teacher. Therefore it is necessary that educational practitioners understand language development in 'normal' children (Perera, 1984). This understanding will also assist in the identification of children with "language disorders". It is difficult to define language development as 'normal' or otherwise, as the stages of language development vary to a limited degree across different cultures and to a lesser extent across various socio-economic groupings, making it

difficult to assign stages to ages. In order to gain a broader perspective the language practitioner needs to be aware of the theories of language development which are continually evolving.

Skinner (1957) was the first to present the behavioural approach to language development. He believed that language learning depended on the child's environment and that language is mastered by imitation, practice and selective reinforcement. In other words, children learn language because their verbal behaviour is selectively rewarded by others in their environment. Osgood (1963), Mowrer (1954) and Staats (1963) held similar views on language development.

Chomsky (1965) claimed that children are born with an innate linguistic mechanism which he referred to as a language acquisition device (LAD). The LAD contains two components: a set of rules or general principles for forming sentences in addition to a set of procedures for discovering how these principles are to be applied to the child's particular language. He asserts that the LAD is activated by exposure to linguistic input. Children's LAD processes information from their linguistic environment and generates hypotheses about the rules of language. In other words they use a problem solving approach to work out the rules. This theory enabled Chomsky to account for the ability young children have in acquiring language easily and rapidly and in producing novel utterances which show that the child has tried to impose grammatical rules, though not always correctly. (eg., The dog eated his dinner.) According to this theory, language is part of the genetic preprogramming and, therefore, early language learners cannot acquire the rules of language by imitating adult speakers who may make many false starts, speak in incomplete sentences and may not always use correct grammar. Chomsky, and later McNeill (1970), emphasised the problem solving process which contributed to the changing view of language development, adult-child interaction and the definition of language.

Other language development researchers (Schlesinger, 1977; Sinclair-deZwart, 1973) argue that Chomsky treated language as if it was independent of cognitive development. Schlesinger argues that Chomsky's model fails to differentiate between what the child is born "knowing" and what he/she "comes to know" and how these things develop into words and phrases. Fillmore (1968) challenges Chomsky's assertion that syntactic rules govern language development, believing it to be more influenced by semantics (rules that govern meaning).

Although Chomsky's theory has been superseded by those which provide more in-depth information on language acquisition, his work made others in the field search for developmental patterns which were observable across various cultures. Bloom (1970) focussed on the meaning conveyed by children's language rather than on their syntax. Bloom described this process as semantic relations. She believed that children convey meaning long before they understand syntax and that these meanings are gained through prior cognitive knowledge.

This theory led to the pursuit, by various researchers, of an understanding of the cognitive prerequisites for language acquisition. An examination of previous work done by Piaget was undertaken in an attempt to discover links between attaining early concepts and early linguistic constructions. Evidence supporting this theory has been provided by many researchers (Piaget, 1962; Slobin, 1973; Sinclair-deZwart, 1973; Morehead & Morehead, 1974). Other researchers who have carried out studies since then, question the validity of the cause-effect relationship between language and cognition (Bates, Benigni, Bretherton, Camaioni & Volterra, 1979).

The pragmatic approach to language is another school of thought in which language development is viewed within the framework of social development. Many researchers in this area (Searle, 1965; Dore, 1975; Halliday, 1975; Bates, 1976) gave rise to a classification system for categorizing children's communicative intentions. Others

(Bruner, 1974/1975; Bates, 1976; Wells, 1981) examined the role of parents and caregivers in language acquisition. As a result of this research they were able to identify the social prerequisites for language acquisition. These important prerequisites included very early interaction between mothers and children in the developmental period of birth to 6 months which provides the foundation for communication.

McLean and Snyder-McLean (1978) observed that all the models contribute to a better understanding of language and highlighted the urgent need for a complete model of language acquisition and suggested that until there is one, it is necessary to integrate them all. Carrow-Woolfolk (1988) considers that if the many individual speech and language disorders are to be treated effectively, language specialists should utilise the range of language theories that best suit the particular disorder.

The most recent views of language, which have been promoted by some theorists over the past twenty years, are the socio-cultural and socio-linguistic approaches, which emphasize the social-communicative functions of language. Proponents of the socio-linguistic view believe that the prime motivation for language is effective communication (Bates, 1976; McLean & Snyder-McLean, 1978) and that children learn language by using it (Aitwerger, Edelsky & Fores, 1987). According to this view the child decides upon the form and content required for each communication situation. The socio-linguists believe that the main context for language learning is the interaction between the child and caretaker where the topic and purpose is negotiated. The caretaker, or adult, is attuned to the level of the child and provides the child with opportunity for further development in language learning. Gleitman, Newport and Gleitman (1984) believe that the child's social environment facilitates the communication learning process and that the child's organizational pre-programming selects, modifies and reorganizes that information according to his/her cultural bias. Those supporting the socio-cultural viewpoint, believe that cultural differences are reflected in the different language socialization practices evident in different community groups (Heath, 1988). Scott (1989) and Crais and Lorch

(1994) have found that the environmental influences in the home lead to a diversity in communication styles and that cultural issues may cause difficulty in bridging the move from home to school.

Regardless of the model to which one subscribes, the development of language evolves through identifiable, broadly defined stages. Greenfield and Smith (1976) have found that, although children between the ages of 12 and 18 months old are only able to use single words, they use these to express a variety of meanings. They include actions on things, possessors of things, disappearance of things, locations of things as well as things acted on. In addition to these, they are also able to label, request and reject things. These single words, according to many researchers (Stern & Stern, 1907; de Laguna, 1927; Leopold, 1949a; McCarthy, 1954) are equivalent to a complete sentence in the meaning they convey and are referred to as holistic speech. Goldin-Meadow, Seligman and Gelman (1976) have found that, at this stage, children's comprehension vocabulary of object names is particularly large. For every word a child says, he/she is able to comprehend four. Weiman (1976) has found that between the ages of 18 months and two years, children produce two word utterances, with meaning being reflected in the emphasis (eg., 'Daddy work'). This utterance by a child can have different meanings depending on the emphasis. 'Daddy work' with the emphasis on daddy means that daddy, not mummy or anyone else, is at work. On the other hand, 'Daddy work' means that daddy is at work, not at the beach or anywhere else.

Piaget (1963) has discussed the preoperational period that children enter at the age of about two years. During this period, children enter a new stage of cognitive development where they are more inclined to think about things before acting. For example, a child will actively search for an object, rather than, as in the previous stage, look in the expected spot and if unable to find it, seemingly forget about it. Klima and Bellugi (1966) discuss the linguistic development at this stage when children move to three and four word utterances which may include negatives. At this stage they also begin to ask simple

questions, such as, "Where Mummy?" as well as learning the important skills of turn taking in conversation (Keenan, 1974). This skill may first emerge as repetition of a statement. For example, the child's mother may say, "Mummy's cold", to which the child may respond, "Mummy's cold". Before long, this develops to, "Here's my hat", to which the child responds, "Pretty hat." According to Brown (1975) and deVilliers and deVilliers (1973), at about the age of two years, children's language begins to include function words such as "in" and "on", as well as suffixes such as "ing" denoting tense. Within months they are using the articles "a" and "the" and have begun to add "s" for plurals and "ed" for past tense. Brown and Fraser (1963) have called this stage telegraphic speech where children systematically eliminate certain words. It should be noted at this point, however, that both Brown's and deVilliers & deVilliers' studies were based on very small samples. They studied the language development of their own, or friends' children, so the language samples may not be representative of the wider community. Individual development varies greatly at this age, particularly in the age of acquisition of the various morphemes. However, grammatical morphemes do tend to be acquired in the same order.

Garvey (1977) has found that by approximately three years, children are becoming more sophisticated in their conversational skills and are not only adept at turn taking, but can request more information if they need it. Another development seen at around this age is that children begin to connect occurrences (Bernstein & Tiegerman, 1991).

When children are around four years old, they have begun using auxillary verbs such as "can" and "may", pronouns such as "behind" and "beside", reflexive pronouns such as "myself" and "yourself", as well as conjunctions such as "but" and "if" (Shames & Wiig, 1982). Sachs and Devin (1976) have discussed the social language skills which emerge at this stage, including the ability to modify utterances to suit the listener.

Children are not able to adequately describe event structures until about the age of four years even though they have learned some basic ideas about events by the age of two

years. They cannot describe events until they have learned to describe actions one at a time (Karmiloff-Smith, 1981; Nelson & Gruendel, 1986; Slobin, 1973) and after they are able to describe event sequences (Peterson & McCabe, 1983). It is believed that event knowledge facilitates language development (Farrar, Friend & Forbes, 1993) and that event structure is learnt through the understanding of many routines and daily events. They provide the children with 'scripts' which have a fundamental role to play in cognitive development (Mandler, 1984; Nelson, 1985). Bruner (1983) and Nelson (1985) both believe that it is in the context of shared event knowledge that children are most likely to be successful in learning language. It has been found that 57% of the narratives produced by three to five year olds include an introduction and at least one event (Umiker-Sebeok, 1979).

By the time children are around six years of age they are able to produce a "true narrative" (Applebee, 1978). Narrative production refers to the ability to "....construct a story that combines an appropriate setting with characters who react to a central problem through a sequence of events that move to a logical conclusion" (Galda, 1984 p105). Narrative development continues during the next few years and children learn to produce more complex narratives with an increasing number of episodes and an increasing ability to link the episodes together in more complex ways (Applebee, 1978; Peterson & McCabe, 1983; Stein & Glenn, 1979). Bamber and Damrad-Frye (Cited in Crais & Lorch, 1994), have noted that by the age of about nine years most children can provide evaluative statements, while Westby (1992) found they complete episodes and provide detail.

In order to be competent in a classroom, children must be able to cope with the language demands. They include adequate semantic, phonological and syntactic development as well as the ability to use language for a variety of specific functions (Halliday, 1978). These functions include: (a) relating socially to others while stating personal needs; (b) directing the actions of the self and others; (c) giving information; (d) reasoning, judging and predicting; and (e) imagining and projecting into non-classroom situations. Although children may have acquired a wide range of the linguistic forms used in oral language by

a young age, many more complex grammatical structures are required in formal 'school speech' as well as in reading and writing material used at school (Perera, 1984).

If children experience difficulties in using language for any of these necessary functions they are likely to experience difficulty in a classroom setting (Staab, 1983). In some instances, the language demands of the classroom may be too high for children with normal language development. However, when particular children are experiencing difficulties not experienced by their peers, language disorders may exist.

2.3 What are Language Disorders?

Tomblin (1983, p143) has defined a language disorder as one "...when the pattern of communicative performance exhibited enables a clinician to predict continued deficits in language development and in the social, cognitive, educational or emotional developments which rely heavily on language skills." This definition emphasises the importance of normally developing language to enable an individual to function adequately, not only academically, but in order to pursue activities requiring social and emotional interactions.

Bloom & Lahey (1978, p290) have defined language disorders as

".....any disruption in the learning or use of the conventional system of arbitrary signals used by persons in the environment as a code for representing ideas about the world for communication." They believe that children with language disorders have unique language development stages which are likely to cause difficulties in communication with children whose language is developing along the conventional continuum. The important aspect of this definition is its emphasis on the unique developmental pattern of language disordered individuals, suggesting that intervention needs to be specialized and carefully monitored for individual progress.

A definition from American Speech and Hearing Association Quarterly (1980, p317) states that "... A language disorder is the abnormal acquisition, comprehension or expression of spoken or written language. The disorder may involve all, one or some of

the phonologic, morphologic, semantic, syntactic or pragmatic components of the linguistic system. Individuals with language disorders frequently have problems in sentence processing or in abstracting information meaningfully for storage and retrieval from short and long term memory."

Shames and Wiig (1982) believe that it is important to differentiate between children whose problems appear to be confined to language and those who have other characteristics, such as below average overall intellectual functioning. Although those children may be slow to acquire language, the features are often the same as normally developing children (Coggins, 1979), whereas children with disorders confined to the language area usually show a unique pattern of development (Shames & Wiig, 1982) and consequently require a programme designed by a specialist, experienced in catering for this atypical language pattern. Bishop & Edmundson (1987) carried out a longitudinal study in which they found that some children, who had been previously assessed and found to be language disordered, resolved their own communication difficulties over a period of time. In a Language Development Centre, which only caters for language disordered children, children such as those involved in that particular study, are referred to as language delayed and would not fulfil the selection criteria.

According to the Language Development Centres in Western Australia a language disorder is present when a child is experiencing difficulties with one or more areas of language, in the presence of normal intellectual functioning. These areas include comprehension, pragmatics, discourse, semantic organization, problem solving, metalinguistics, syntax, narrative and vocabulary (Box, Leitaio & Wright, 1990).

Early language disorders are demonstrated in a number of ways. Bernstein and Tiegerman (1991) note that children with language disorders are often disinterested in listening to stories, unable to follow the story, have difficulty following directions and, although often able to understand many nouns, verbs and prepositions, have word retrieval problems. Vogel (1975) has found that children with language disorders have

difficulty comprehending *Wh* questions (why, when, where, what, who), processing and using pronouns and possessives, passive constructions, relative clauses, negations, contractions and adjective transformations.

Language disordered children are usually identified because their language is slow to emerge and develop. Although Leonard (1979) has found that their linguistic features are sometimes the same as those of younger, normally developing children, he has also noted that the relationship among these features in language disordered children is not always the same as that in normally developing children. An example of this can be seen by the fact that a normally developing child will begin to use the suffix "ing" when his/her mean sentence length is two words. However, a child with a language disorder does not acquire this suffix at any fixed mean sentence length. In other words it varies from child to child.

Brown (1975) has carried out research examining the syntactic development in children who are exhibiting normal patterns of language development. He has found that the development does not depend on the chronological age of the child but on the mean length of his/her utterance. In other words, as the child says more, major linguistic changes take place. However, Bernstein and Tiegerman (1991) have adapted Brown's list and included an approximate age of mastery, which is a useful guide for those working with children experiencing difficulties with language.

Table 1. Order of emergence of 14 grammatical morphemes (Bernstein & Tiegerman, 1991. Page 110)

Grammatical Morphemes	Examples	Age of Mastery (in months)
1. Present progressive verb ending <i>-ing</i>	Mummy pushing	19-28
2. Preposition <i>in</i>	Put in box	27-30
3. Preposition <i>on</i>	Put on table	27-30
4. Plurals regular (-s)	More blocks	24-33

5. Past irregular verbs	He went outside	25-46
6. Possessive form ('s)	Johnny's car	26-40
7. Uncontractible copula verb	He was bad	27-39
8. Articles <i>a, the</i>	Give me a big one	28-46
9. Past regular (-ed)	He jumped	26-48
10. Third person singular regular	He cooks	26-46
11. Third person singular irregular	He has books	28-50
12. Uncontractible auxillary verbs preceding another verb	The boys are eating	29-48
13. Contractible copula	I'm good	29-49
14. Contractible auxillary	I'm eating	30-50

Before it can be assumed that children are language disordered, they must undergo a thorough examination of their linguistic skills. In Western Australia, if speech pathologists plan to refer children to one of the Language Development Centres, the assessments will include syntax, narrative, metalinguistics, comprehension, pragmatics, cognitive uses of language, phonology and problem solving. (For definition of terms see Operational Definitions, p.23.) These assessments are standard requirements for all referrals to the four Language Development Centres.

2.4 Educational Significance of Effective Narrative Production

Current research suggests a correlation between language disorders, reading ability and academic success (Catts & Kamhi, 1986; Liberman, 1983; Shankweiler, Liberman, Mark, Fowler & Fischer, 1979; Vellutino, 1977). Language in children develops from an informal, oral communication to the more formal literacy skills required for education. During their first year at school, most children are beginning to establish literate use of language which forms an integral part of the education system. It is important that children reach a stage of conceptual thought that enables them to manipulate language effectively for use in varying situations in the classroom. Children need to acquire skills to use literate language through reflecting on experiences and talking about events or concepts which they have not experienced. They must learn to use more formal language

by manipulating language so as to produce effects of focus and emphasis, to learn to be succinct and coherent and to engage in increasing amounts of internal, mental use of language (Baker, 1990).

As children develop their language skills they begin to learn through language (Halliday, 1978). Westby (1985) describes this as 'talking to learn'. Language in children develops from an informal, oral communication to the more formal literacy skills required for education. She believes that Language in children develops from an informal, oral communication to the more formal literacy skills required for education. Narratives also serve to bridge the gap between the language used at home and classroom language by introducing a more formal language structure to allow children to concentrate more on detail than form (Scott, 1989). Slackman, Hudson and Fivush (1986) believe that children need to understand event relations in order to be "freed to transform and manipulate event sequences by accessing knowledge about cause and effect contingencies" (p 68). Carrow-Woolfolk (1988) has found that, when speaking, children can concentrate on making stories more interesting if the structural components of the story (narrative structure) have been internalized. Stories are distinguished from other genres by their unique structural organization which is recognized by members of a shared culture. All cultures use language for narrative purposes (Westby, 1985), although the structure of the narrative may differ across different cultures. (e.g., Chakravarti (1990) has found that the Aboriginal narrative style is different to that of the non-Aboriginal Australians.) Grimes (1975, 1978) has studied narratives in 25 countries and found that three properties are reflected in each. These properties are content (structure), cohesion (relationships between sentences) and staging (perspective). Once the text is recognized as a story the recipient (listener or reader) uses certain expectations appropriate for the story function that guide comprehension and interpretation (Halliday, 1976; Hasan, 1989). The knowledge of the structure allows the listeners to attend to the information being presented, rather than the framework of the stories (Gordon & Braun,

1983). Children who fail to internalize the structure will therefore have greater difficulty in comprehending the information contained in it.

The development of narratives is a two way process in that individuals need previous knowledge in order to understand them, but may also gain knowledge from narratives which will assist in the organization of their world (Yoshinaga-Itano & Downey, 1986). Westby (1985) writes that narratives are used to dream, remember, anticipate, hope, despair, love, hate, believe, doubt, plan, construct, criticize, gossip and learn. She therefore hypothesises that if children are going to function adequately in the world and be able to interpret appropriately what they see and read, narrative ability is essential. Children with adequate oral narrative skills are able to tell jokes, debate issues, make friends, persuade, inform, express solidarity and clarify viewpoints (Preece, 1987; Stuart, 1992). Understanding the narrative structure is also an important skill when learning to read.

When children begin formal education, they are expected to learn how to read. Reading and writing are important subject areas in schools and most modern education systems revolve around these modes of communication. There have been many studies carried out in an attempt to investigate whether there is a relationship between adults reading stories to children and the children's literacy development (Durkin, 1966; Clay, 1967; Heath, 1982; Teale & Sulzby, 1986). Wells (1986) believes that the story telling ability of children is largely determined by whether or not they were involved in early literacy experiences (eg having stories read to them). Zubrick (1988) supports this theory and believes that children are natural story tellers if they have grown up with parents who have been described as being "school oriented" (Heath, 1982). This term refers to parents who regularly expose their children to the narrative structure through story books and discussion of these stories. Zubrick (1988) believes that the children of these 'school oriented' parents are directed, during the story reading sessions, to many activities which make the transition to classroom literacy easier. The parents she describes are likely to

encourage their children to become active participants in the stories and help them to recognize that pictures in books are related to the print. They are also likely to ask questions which enable their children to understand that reading has a purpose. These parents often praise children when they begin to "read" (using pictures to retell a familiar story or making up a story while looking at a book) and encourage the introduction of characters, a formal beginning (Once upon a time), an initiating event and a closing statement. These pre school experiences enable children to make an easy transition to reading. It is believed that, although reading may stimulate children's receptive language, only those parents who question the children frequently during the story and encourage their children to assist in the story telling, will help them to master more complex expressive skills (DeBaryshe, 1993). On the other hand, some children begin school to find that the oral narrative skills expected of them are at variance with their homes. This may be due to cultural or familial differences (Heath, 1982). Children from homes which have these differences are likely to need support with oral language development in order to make the transition to reading.

Children cannot be passive when learning to read. They must interact with the text in order to anticipate and hypothesise (Wiig, 1982). Rummelhart (1984) advocates the schema theory to account for the process of learning to read. He believes all knowledge is packed into units, known as schemata. These units contain knowledge, as well as information about how this knowledge is used. In other words it is a theory of how a reader makes meaning from a text. It has been noted that children develop narrative skills when they are able to embed one schema within another (Yoshinaga-Itano & Downey, 1986). A speaker uses his/her schema, or knowledge about the listener, or at least the cultural expectations of the listener, to lead him/her to the desired hypothesis. Authors do not spell out every detail in the text but expect the reader to use subtle clues which are woven into their writing. There are a number of researchers who have investigated aspects of the schema orientation and who view narrative acquisition as a consequence of general cognitive development. They have found narrative development to facilitate

summarization, recall and comprehension of fables and folk stories (Glenn, 1978; Kintsch, 1974; Mandler, 1982; Mandler, Scribner, Cole & DeForest, 1980; Stein & Glenn, 1979; Stein & Nezworski, 1978; Wimmer, 1980). It has been found that children as young as three years of age are able to operate with well organized schema events in their narrative structures (Fivush & Slackman, 1986; Slackman, Hudson & Fivush, 1986).

An educator who has written about the process of reading from a socio-cultural perspective, is Freebody (1992). He describes the process of learning to read, as one which involves various reader roles which are being able to break the code, use the text successfully, analyse the text and understanding the meaning and structure of the text. He believes the culture, language background and knowledge of the reader are important in the reading process. He also believes understanding the structure of the text is important. It is believed that the ability to use the knowledge of text or story structure is a necessary component when learning to read (Short & Ryan, 1984; Williams, 1984a; Winograd, 1984).

Halliday and Hasan (1976) have developed a model of text coherence. In order to communicate a text's function, the speaker is obliged to use language in a very specific way, dictated by cultural consensus. Therefore, unless children are competent in the use of language and understand the narrative structure which most books are based upon, learning becomes an increasingly difficult process as they proceed through the education system. Other factors related to the structure of language have also been found to influence learning to read. For example, Tunmer (1990) has found that children require an early understanding of grammatical structure, along with knowledge of the sound system, to assist in the prediction of words when beginning to read. Many studies have been done on the link between learning to read and the development of various aspects of language, but as this research is concerned with narrative structure, these details will not be discussed.

The organizational structures that are required for narrative production are also necessary components for newstelling, reading and writing (Hedberg & Stoel-Gammon, 1986; Page & Stewart, 1985). Consequently, children without those organizational structures are likely to be disadvantaged in all of the former academic pursuits. Once a child has mastered the skills of producing an oral narrative, the transition into written narratives is less difficult. Oral narratives must develop to a level which is relatively complex before competence in written narratives can be achieved. They can also be used to integrate oral and written language, and comprehension and expression (Carrow-Woolfolk, 1988) as well as providing a means of developing other aspects of language, including inference, cohesion, syntax, vocabulary and figurative language (Carrow-Woolfolk, 1988).

According to a number of researchers, the level of narrative development is reflected in the literate language development in children and is an important form of discourse for school children. They have found that the language style which children and adults use when producing narratives relates to their level of literacy acquisition and school achievement (Michaels, 1981; Scollon & Scollon, 1980). Merrit and Lises (1989) believe that oral narratives are a suitable base for analysing a variety of cognitive and linguistic skills which constitute complex language. They have found that narrative analyses reflect children's ability to use linguistic devices to give common meaning across sentences, general organization of content and the ability to interact to construct a joint narrative. It has been argued that narrative development, as measured by a story telling task, is the language area most capable of predicting school success in 4 year old children with language disorders (Bishop & Edmundson, 1987). Similarly, it has been shown to be a good predictor of later academic performance of children with normally developing language skills (Crais & Lorch, 1994).

Features which are specific to narratives include the expression of extended or elaborated verbal units of information, introductory and closing statements, orderly presentation of

events that lead to a logical resolution and expectations that the listener take a relatively passive role (Roth & Spekman, 1986). Stein and Glenn (1979) describe an internal structure in narratives which consists of a specified set of story grammar rules which include a number of story components and the devices which link the components together. Stein and Glenn (1979) state that the internal structure of a narrative is a form that guarantees the full understanding of the story. They have divided the episode structure into three essential components: a goal, an attempt at the goal's attainment and the consequence or resolution of this attempt. These components are all essential because of their relational nature. For example, if the attempt is not described explicitly, it is difficult to identify a following statement as a consequence. Stein and Glenn believe that, because of the relationship between the statements, they are more than a series of causally or temporally connected statements, but they are complete units or schemata.

Research which has investigated the narrative structures of children with language disorders has revealed that they have less words and fewer different words than children with normally developing language (Newcomer, Barenbaum & Nodine, 1988; Strong & Shaver, 1991). They also include fewer story grammar components (Kelab-Aker & Kelty, 1990; Merritt & Liles, 1987). Merritt and Liles (1987) found that they include fewer complete episodes and Liles (1985) noted that children with language disorders have more incomplete cohesive ties (eg linking sentences with 'and' and 'but').

Applebee (1978) is well known for his narrative research and speech pathologists in Western Australia make use of his stages (See p.48) when assessing children's narrative ability. He has written about the stages of narrative and the effect of literature, or stories, on our lives. He believes that exposure to the narrative structure, through literature, affects children in three areas.

(i) It affects the way in which the listeners, or readers, perceive the relationship between the experience in the story and their own lives.

- (ii) It affects the extent to which the techniques and conventions of literary form are mastered.
- (iii) It affects the complexity of the experiences which listeners or readers are able to master (both real and literary).

In Australian schools, children are frequently required to produce oral narratives to describe, explain and interpret events. If they are unable to do this, they are unable to reflect the degree of mastery of academic material (Crais & Lorch, 1994). As the narrative structure is important in the educational framework, it is necessary to understand its structure and its components before attempting to assess them. Once the structure is understood, intervention strategies can be planned.

2.5 Story Grammar

Bartlett (1932) was one of the first to propose that there are mental structures which are used to encode and retrieve information from stories. He believed that listeners transformed the information they heard, through a combination of blending, omissions and additions of new detail and that the transformation depended on the listeners' past reactions and experiences. Although many investigators have verified Bartlett's claims (Bransford & McCarrell, 1974; Paris, 1975), they also believed that a model of story comprehension, formally defining the strategies, operations and schemas was necessary to study story memory.

Rummelhart (1975) has developed a grammar which he believes represents a listener's, or processor's, internal organization of story material. Along with others, he believes that story narratives are joined together in predictable rule-governed ways with stable organizational patterns representing specific types of temporally and causally related information. These rules are known as story grammar and form a cognitively based framework, or "schema", that aids the speaker in generating a story and guides the

listener in the comprehension and retelling of stories (Mandler & Johnson, 1977; Stein & Glenn, 1979).

Stein & Glenn (1979) propose that stories have an internal structure or schema with the following elements which are defined below:

1. **Setting:** introduces the main character(s) and provides the physical and temporal consequence.
2. **Series of Episodes:** each episode is an entire behavioural sequence and includes:
 - (a) **Initiating Event** - causes the main character to act and may be an external event such as a natural occurrence or action or an internal event such as perception.
 - (b) **Internal Reaction** - an emotional reaction to the initiating event.
 - (c) **Internal Plan** - defines the character's strategies to effect change in the situation.
 - (d) **Action or Attempt** - character's actions to resolve the problem (application of the plan).
 - (e) **Outcome or Consequences** - refers to the result of the character's action or attempted action.
 - (f) **Ending or Reaction** - refers to an emotional or evaluative response by the character concerning the preceding chain of events.

Stein and Glenn carried out further studies to validate their theories about children's organization of story information and found that when children are listening to or reading a story, they expect the information to be presented in certain patterns, and attend to informational sequences to match these patterns. They also organize the incoming information into similar patterns. Therefore, if children's knowledge of story structure is sound, they will be well equipped to understand stories they hear or read and better able to recount events and re-tell stories. It is believed that story grammar represents children's internal representation of what constitutes a story as well as being a guide to comprehension and recall (Mandler & Johnson, 1977; Stein & Glenn, 1979).

There are other Story Grammar models (Mandler & Johnson, 1977; Rummelhart, 1975; Thorndyke, 1977). Although there is some variation in the terminology used they are very similar in terms of their content and organization.

It has been stated that the Story Grammar model is a more sensitive index than the model proposed by Applebee (Kemper, 1984). However, Applebee (1978) developed a model which speech pathologists in Western Australia consider to be appropriate for narrative analysis of children up to six years of age.

2.6 Applebee's Narrative Stages

Applebee outlines six stages of narrative development (Applebee, 1978). The stages are based on Vygotsky's (1962) stages of concept development and show the same general developmental order. A summary follows.

Stage 1: *Heaps* is a pre-narrative structure where there is no organization among the elements of narration. This structure consists of labelling or describing. For example:

Daddy eats tea

And the boy likes bread

I put hat on

And I saw a dog in the park

The cat ran so fast

Stage 2: *Sequences* is also a pre-narrative structure where the story elements are related to the central character or event through concrete associations or perceptual bonds. There are no causal associations and the sequences of events do not necessarily relate directly to the theme. For example:

The fierce dragon ate a man. And then he telephoned. He went to a shop and ate some chairs. He went in someone's house and ate the T.V.. Then he ate himself.

Stage 3: *Primitive Narrative* is the stage where there is a common theme yet no sequencing of ideas. Simple inferences must be made. For example:

Panda Bear is so funny. I got him for a present and his face was so cute. When my toys are bad we make a cage and put them in. They run and jump in the house and they shouldn't because Daddy doesn't like it. He 'plains about the noise. I smack the toys. I don't like them to be bad anymore.

Stage 4: *Unfocussed Chain* refers to the stage where events are sequenced, but lacking any central character or topic. During this stage, it is apparent that the child is beginning to see how one event can lead to another. For example

Someone throw a rock at the doll and broke the doll's head right off. They didn't have any glue. You buy glue at the shop. In the morning they'll buy the glue.

Stage 5: *Focussed Chain* is a structure where events are sequenced with the macrostructure of relating to a central theme, yet the beginning and end of narration do not relate/link. A feature of this stage is that the story ends abruptly. For example:

John Brown was walking in the bush. Then he swam in the river to get to the other side. Then there was a boat to pick him up. Then he got to the other side. He went into the bush. The robbers came and got him. Then pretty soon he got loose.

Stage 6: *Narrative (or True Narrative)* represents the final stage of development, where the focussed chain is expanded upon by introducing causal relationships. One event develops from another and simultaneously includes new information. These stories often have a climax. Westby (1978) says that this stage represents a different world view from the other stages and is indicative of a change in children's cognitive organization from the pre-operational stage to the concrete operational stage. According to Applebee (1978), children developing "normally" in language are capable of producing a True Narrative, orally, at approximately six years of age. For example:

Once there was a little girl and a pet dog. The dog was pretty naughty. He ran away from the little girl and went a long way away. The little girl caught the dog with her hands. She put the dog down. The dog ran away again. He came near the railway line. He stepped on it and the train ran over him. But he was still alive. When the little girl got to the line she found the dog. She was happy. Her dog was still alive.

2.7 Language Intervention

The literature examined to this point in the study shows that children who begin school with a language disorder, with particular emphasis in this review being placed on narrative difficulties, are at a disadvantage in a classroom where they are expected to tell news, read stories, describe events and report what they have learnt. All of these tasks require the use of the narrative structure. In the majority of cases, it is found that language disordered children have not learnt this structure without specialized intervention. In order to ensure that they are not educationally disadvantaged, it is important that intervention procedures are put in place in an attempt to assist them to overcome their problems. Bernstein & Tiegerman (1991) believe that the focus should be on providing the best services to meet the needs of the children within their families, in their schools and in their social contexts.

When teachers or speech pathologists begin to plan an intervention model they need to be aware that the children in the group represent varied backgrounds and competencies (Crais & Lorch, 1994). Following are some ideas and intervention models which have been used to assist children with narrative disorders.

2.8 Facilitating Narrative Development

Narrative development as a means of language improvement can begin as early as Year One. Although the complexity of the story, the vocabulary and the number of story components used increases with increasing age, it is possible to teach the narrative structure to young school children (Kelch-Aker & Swank, 1987).

The first step in developing a programme where narratives serve as a means of instruction is to develop children's ability to tell stories (Carrow-Woolfolk, 1988). According to Westby (1984), the major categories from story grammar analysis (Stein & Glenn, 1979) are useful for providing scaffolding for narrative development (See p.47). These include a setting (the people involved, the time and place), an initiating event (what happened), an internal response (how the character felt about the initiating event), an internal plan (what they decide to do about the initiating event), attempts (what they do do), consequence (how the story turned out) and a formal ending. When teaching the structure of narratives children must be aware that they have a functional purpose such as newstelling, story writing and understanding stories (Carrow-Woolfolk, 1988).

2.9 Components of a Language Intervention Programme

Language intervention is a set of interactive procedures which allows children to discover, acquire and use new language behaviours. As language is important in order to enable individuals to make sense of the world, intervention is essential.

When planning a language intervention programme it is necessary to look at the different models available and choose one most appropriate to the situation. Following are some strategies which are used for language intervention.

Taenzer, Cermak & Hanlon (1981) and Fey (1986) believe that the most effective method of intervention is a totally naturalistic setting, where children interact naturally and each member of the group stimulates the others, can be effective in some situations. Children are able to imitate models of narrative discourse, which are encountered in the natural environment. Success with modelling procedures have been reported by Leonard (1975), Courtright & Courtright (1976, 1979) and Muma (1979). Some concern has been reported about this intervention model by professionals who believe that no amount of unstructured naturalistic stimulation would assist the development of forms that have not

yet been patterned through use in social interactions or patterns that a child has not yet internalized (Carrow-Woolfolk, 1988).

Other researchers (Cazden, 1983; Page & Stewart, 1985) have reported success when some structure is introduced. Intervention procedures have been used to incorporate interaction protocols between the language disordered child and the individuals in his/her environment in order to simulate a normal home setting during the early stages of child development. The specialist provides stimulation by introducing topics, toys or other stimulus and children are allowed to interact naturally. In this method the child's environment is manipulated so that child needs to ask, demand and question. The specialist may emphasise certain linguistic structures in a systematic way. Scaffolding is an intervention technique with some structure introduced, usually a procedure where an adult assists a child with his/her oral language by asking questions to help the child organize and build on a story. When using this method with young children, the adult could ask who was in the story, where it happened and so on. Older children may be asked questions which lead them to include more sophisticated aspects such as motivations, internal responses and closings (Carrow-Woolfolk, 1988). Nelson (1993) believes that exposure is the most powerful intervention tool and that teacher modelled stories can be used to emphasise a particular element of narrative structure. It has been found that collaborative narration and group story telling based on shared experiences is an effective intervention strategy. For this strategy to be effective, a high level of shared experiences is necessary about which a class constructs a narrative (Wallach & Miller, 1988). This method encourages language disordered children to extend their utterances through providing more detail. Lewis, Duchan and Lubinski (1985) believe that children can be taught concepts of overlapping event sequences or temporal relatedness by having children describe events that occur in real time.

According to Ratner and Bruner (1978) an intervention programme has three major components:

1. It has a product goal in that it specifies a set of behavioural products that are deemed appropriate and needed by a given child or group of children.
2. It also has a procedures component, specifying what activities and schedules will be used to facilitate the attainment of these content goals.
3. An intervention has a context (i.e., it has a milieu of physical, social and activity elements in which treatment goals are sought).

According to these criteria the initial task is to set the goals and this can be done after the assessment procedures .

The next task is to determine which procedures would best facilitate the goals. Snyder-McLean et al.(1984) suggest the use of Joint Action Routines as useful language intervention strategies both at home and at school. They define a joint action routine as "...a ritualized interaction pattern, involving joint action, unified by a specific theme or goal, which follows a logical sequence, including a clear beginning point, and in which each participant plays a recognized role, with specific response expectancies that are essential to the successful completion of that sequence".

Children are involved in routines from a very early age, such as waving goodbye to dad, saying goodnight to the family, bedtime stories and learning nursery rhymes (Carrow-Woolfolk, 1988). Ratner and Bruner (1978) also stress the importance of routines because they assist children in language mastery in the following ways: (i) the semantic domain in which utterances are to be used is limited and it becomes familiar; (ii) a predictable task structure and sequence with clear boundaries are provided, which permit insertion of intelligible utterances; (iii) they encourage reversible role relationships between speaker and listener; and (iv) a playful atmosphere that allows children to separate or distance themselves from the task and therefore be ready to innovate, is provided.

If a Joint Action Routine is to be successful it must have the ability to interest and motivate the children, to contain a unifying theme, to limit and clearly define the roles involved and allow for role reversibility, to include predictable nonarbitrary sequences as well as sequences for turn taking, and to provide for planned repetition and controlled variation (Snyder-McLean et al., 1984). Carrow-Woolfolk (1988) writes that routines are particularly useful in the early stages of language development, during which children need the scaffolding provided by the internalized language patterns associated with specific actions and things. They are also valuable for the development and expansion of syntax. After the age of five years it has been suggested that the use of deliberate rehearsal and organization may lead to improved recall (Myers & Perlmutter, 1978).

The third criterion is that the programme has a context. This supports the views of Lewis, Duchan and Lubinski (1985) who propose that children describe events in real time which could relate to personal experiences. They believe that an effective programme could include having children describe an event viewed on a video tape. Johnson (1985) has found that toys and props are useful for re-enacting dialogues.

Modelling, scaffolding of narrative experiences and exposure to quality narratives are all factors which facilitate narrative development (Westby, 1985; Zubrick, 1988). These findings were all taken into consideration in the development of the Narrative Programme (Appendix I).

Before developing any programme, students' current language levels must be known and desired student outcomes clearly stated. In this particular study, the Pre-LAT Narrative assessment profiles were considered in order to determine specific elements upon which to focus (Appendix III). These profiles showed that the students were all experiencing difficulty in providing listener orientation, particularly with the use of adverbials of place and adverbials of time. In addition to the information gained from the Pre-LAT profiles, classroom teachers at the LDC had reported that the students told confusing news stories

which failed to orient the unfamiliar listener to where or when the events occurred. Consequently, it was decided that it would be of benefit to the Year 1 students to target adverbials of place and time as indicators of improvement. In the Pre-LAT assessment profiles, there was no evidence that any of the students understood causality. Research has shown that children should be able to connect occurrences at approximately 3 years (Bernstein & Tiegerman, 1991). Consequently, it was considered that appropriate use of 'because' should be measured as causality reflects a real understanding of text. Brown (1975) has found through his research, that an increase in the number of words used by children whose language skills are developing normally, leads to the use of more complex language. Teachers at the LDC had observed, through anecdotal records that this appeared to be so for the language disordered students at the LDC. For these reasons, it was decided that the number of words used would be an appropriate language aspect to measure.

2.9 Major Research Question

Does the implementation of a structured narrative programme facilitate development of specific aspects of oral narrative? Specifically, does the total number of words, adverbials of place and time and appropriate use of 'because' increase in personal story telling?

CHAPTER 3

METHOD

3.1 Subjects

The subjects were eight students, who turned six during the year in which the research was conducted and were in their first year at school. All the subjects had attended pre-school the previous year on a part time basis (i.e., four half days per week). All of the subjects were identified as having language disorders. (See Operational Definitions, p. 24). The subjects were all in Year One at a Language Development Centre and were all boys. There has been a predominance of boys referred to the LDC during the six years I have been teaching at the school, but there are usually at least two or three girls in each year. However, in 1993 all the Year One students were boys. For the purpose of this study the students have been given fictitious names to preserve their anonymity.

3.2 Design

The study used a single subject research design to investigate the narrative development of the subjects. The design followed the ABAB format (baseline-experimental design-baseline- experimental design) as outlined in Tawney & Gast (1984). This is the most frequently used design in single subject behaviour modification research (Kratochwill, 1978 cited by Tawney & Gast, 1984). It is a powerful measure of experimental change because of the repeated introduction and withdrawal of the intervention strategies (Tawney & Gast, 1984). It is a simple way of evaluating change. However, with learned tasks students do not usually revert to their former state and usually retain some of the learned behaviours between treatments.

Parametric and non-parametric, paired and unpaired tests were used to assess the statistical significance of the results presented. Where there was disagreement between parametric and non-parametric results the non-parametric result was accepted on the basis that the criteria for the use of parametric statistics (ie normal distribution, homogeneous

variance) were not met. Between treatment results of individual students were compared using Student's t-test and the non-parametric analogue, the Mann-Whitney U-test (Snedecor & Cochrane, 1977). Mean results of all eight students between treatments were compared using paired statistics.

Table 2. Timeline of study components

<i>FEBRUARY, 1993</i>	<i>Pre-LAT</i>
<i>AUGUST, 1993</i>	
<i>WEEKS 1-2</i>	<i>10 NEWS TRANSCRIPTS FOR EACH SUBJECT</i>
<i>WEEKS 3-4</i>	<i>NARRATIVE PROGRAMME COMMENCES 10 NEWS TRANSCRIPTS FOR EACH SUBJECT.</i>
<i>WEEKS 5-6</i>	<i>10 NEWS TRANSCRIPTS FOR EACH SUBJECT</i>
<i>WEEKS 7-8</i>	<i>NARRATIVE PROGRAMME RESUMES. 10 NEWS TRANSCRIPTS FOR EACH SUBJECT</i>

3.3 Instruments

- Pre-LAT Assessment
- During the eight week programme, transcripts were taken by the researcher or observer. Tape recorders were not used as a number of the subjects have severe articulation problems, making it very difficult to understand after any time lapse.
- After each session, the researcher filled in record sheets based on the transcripts.

3.4 Materials

- Stepping stones required for Narrative Programme. These consisted of eight large, coloured cardboard cues with words and simple drawings. Each cue represented a step of the Narrative Programme (see 3.5.1.2 for detail).
- Large, colourful posters relating to topics.

3.5 Procedure

3.5.1 Evaluation

3.5.1.1 Pre-LAT Assessment

The students involved in the research were assessed using the Pre-LAT, which confirmed that they were all experiencing difficulties with the narrative structure and provided a diagnostic tool to enable the researcher to determine what the main difficulties were. Although this test does not have standardized norms, it has been used extensively in LDCs by Speech Pathologists, who have now published it. The test used for the purpose of this research is known as the Pre-LAT Narrative Assessment and was developed using the same components as the LAT, which has also been used extensively in LDCs. The LAT has been used with a wide sample of students in regular schools and speech pathologists are satisfied with its results. However, the LAT was found to be suitable for older students in Year Two or above. Consequently, the Pre-LAT was developed, providing an assessment tool for the Pre-school and Year One students. The story model consists of a temporal chain, with a setting followed by a sequence of events in a temporal sequence. There is some evidence of a reaction sequence in that the order of events is important, and there is evidence of a plan but there are no explicit causal relations between events. There is causality at a microstructure level, within sentences. This structure is based on research into age-appropriate narrative levels (Catts & Kahms, 1986).

Each student was tested individually. After ensuring that the student was at ease in the test situation, he/she was read a story, called 'At the Beach'. The student looked at the pictures in the book as the story was being read. The student was then asked to re-tell the story using the pictures in the book as a prompt. This story re-tell was transcribed by the researcher or the observer and analysed as prescribed according to the Pre-LAT instructions, based on Applebee's Stages and Stein & Glenn's Story Grammar. They were analysed according to the following story components:

1. Traditional beginning

one day, once upon a time

2. Setting: Introduction of characters

Peter, Mary, Spot

3. Setting: Time

early morning

4. Setting: Plan

decide to go to the beach

5. Setting: Action

get dressed, pack bags

6. Event 1

preparing picnic

7. Event 2

drive to the beach

8. Event 3

arrive at beach and set up

9. Event 4

eat lunch

10. Event 5

bury dad in sand

11. Concluding Event

raining, go home

The first 11 events were analysed according to whether they were absent, partially marked but episode not clearly related, more fully marked but still incomplete or literate in character - marked completely, as in story model or further elaborated.

The following 12 components were analysed quantitatively with unusual features noted.

12. Connectors

and, then, when, so, because

13. Mental/ Cognitive Verb

decided, wondered, think, thought, hope

14. Adverbials of Time

once upon a time, one morning, very early, straight away, first, after lunch

15. Adverbials of Place

to the beach, into the kitchen, into a lunchbox, into their big red car, for the beach, to the beach, in the shade, to the car, home

16. Adverbials of Manner

quickly, suddenly

17. Modals

might, would

18. Adjectives (Noun phrase expansions)

hot sunny day, beachbag, some jam sandwiches, big red car, too hot, cold

drink, very hungry, very tired

19. Reference

children, Peter, Mary, Spot, Mum, Dad, they, we, I, he, me

20. Tense

Past

Present

Future

21. Originality of Narrative

Partial re-telling

Basic Re-telling

Some creative ideas added

Elaborated and extended story

22. Literate features

Direct speech

Repetition for emphasis

Formal literate vocabulary

The Pre-LAT Narrative results established each subject's narrative level before the commencement of a programme (See Appendix III for further detail).

3.5.1.2 Research Programme

During the research programme each student participated in a personal story telling exercise on 40 consecutive school days. Large, brightly coloured posters, which changed daily, provided the stimulation for the students. The topics represented by the posters were carefully selected to provide a range of common experiences in an attempt to ensure no students were disadvantaged by the topic selection. Some of the topics had been covered at school with associated outings. However if a topic had been covered at school the students were not asked for news on that topic if it had been covered within the month before the study. The school association was never used in the introduction of a topic. For example, one of the stimulus pictures was a commercial picture of a zoo rather than a photo of the school excursion to the zoo. This was planned deliberately to enable students to draw on different experiences and to allow originality.

Tape recorders were not used to record the narrative samples because a number of the students have severe articulation problems and, while it is possible to understand them in a one to one situation, it is difficult to transcribe accurately after any time lapse. In order to ensure reliability of the transcripts the researcher and assistant both transcribed the news told by the eight students during a class news session before the study commenced. There was 100% consistency in the transcriptions. This process was repeated at the beginning of Week 4 with the same result. Another factor designed to minimise extraneous influences was the postponement of the parent workshop on narrative, which is held during first term each year, until the study was completed. This was to ensure that the results observed could be attributed to the Narrative Programme and not influenced

by parents who had attended the Narrative Workshop and begun a home programme based on information gained from it.

WEEKS 1 and 2

On each of the first ten days the subjects were taken individually into a room where the tester and another staff member were waiting. The subjects were shown a different stimulus poster on each occasion. They were allowed approximately two minutes to look at the picture and then given the following instructions: "We would like you to tell us a news story about the picture. It can be a story about something you have done or a "pretend" story. I'm going to listen to your story and Mrs is going to write your story down so that we can read it again. Tell us as much as you can." During the newstelling, one adult would listen, showing interest at all times. The other adult transcribed each student's news while sitting in a corner of the room where it was less distracting for the student (Procedure 1).

The topics for the first ten newstelling sessions were as follows and in this order:

1. Zoo
2. Underwater World
3. A Suburban House
4. A Fire Station
5. A Shopping Centre
6. A Fair
7. A Birthday Party
8. Rottnest Island
9. A Family Eating A Meal
10. Sci-Tech

WEEKS 3 and 4

During the following fortnight the students were introduced to the Narrative Programme. This consisted of ten 30 minute sessions. The programme is repetitious and involves a consistent routine (See Appendix I for details). In order to have optimal impact on development it incorporates a number of interchangeable roles. The topic for this fortnight was 'The Circus'. Students were told that the narrative steps were taught to help them to tell a story and to help other people understand that story. They were told that each step is a special part of the story and that if any of them are left out, the listener will not understand the story. The steps were then placed on the floor. Each step was a colourful clown head with words and symbols on it.

- Step 1 Introduction (Good Morning, Good Afternoon etc)
- Step 2 My story is about.....(the circus, the clowns etc)
- Step 3 Day (picture of calendar)
- Step 4 Time (illustration of a clock)
- Step 5 Who (illustrations of circus people, circus animals and other people)
- Step 6 What (illustrations of people, animals etc in action)
- Step 7 I thought.....(illustration of people with different expressions eg
happy, sad)
- Step 8 Because

The researcher then modelled a story using the steps.

STEP 1: Good morning.

STEP 2: My story is about the circus.

STEP 3: On Friday

STEP 4: In the afternoon,.....

STEP 5: Mum and I.....

STEP 6: Went to the circus and saw lions and clowns.

STEP 7: I thought it was exciting

STEP 8: Because the lion was growling.

The students were then asked who could remember the story and a child was chosen to re-tell it. Each child was then walked through the steps trying to re-tell the researcher's story. The students were prompted if any confusion or hesitation was shown. On Day 2 the researcher modelled a new story, still based on the circus theme and two students were chosen to re-tell it. The students were then asked to make up their own stories using the steps and were prompted if there was any hesitation or confusion. Throughout the ten sessions the circus theme was discussed. This procedure continued for the ten days. By Session 10 all the students were able to walk along the steps by themselves, although some required occasional prompting.

At the end of each 30 minute narrative session, the students were allowed to engage in supervised free play in the library, using jigsaws and construction sets. The researcher spoke to the students before the end of the tenth narrative session and said, "I really enjoyed listening to your news stories last week and I would like you to tell me some more." The students were then taken individually to another room where the researcher and transcriber were waiting. The procedure which followed was the same as Procedure 1, using new stimulus pictures as follows:

1. A Father Cooking with his Children
2. Children Playing in a Playground
3. Children Swimming in a Swimming Pool
4. A Family Driving in a Car
5. Museum Poster
6. A Child Holding a Puppy
7. A Winter Scene
8. Children on a School Bus
9. Dentist and Child Patient
10. Best Friends

Students were not given any specific feedback after each news session. However, after each news telling session the researcher said something positive to each student such as, "Thank you for telling me such an interesting story" (Procedure 2).

WEEKS 5 and 6

During the next ten sessions students were asked to tell news again using Procedure 1. There were no Narrative sessions preceding the news. The following stimulus pictures were used:

1. A Family having a Picnic
2. Boys Playing Football
3. Children Watching Television
4. Mother Holding a Baby
5. Teacher Teaching a Class
6. A Farmyard Scene
7. Children Involved in an Argument
8. Father Reading a Bedtime Story
9. A Child in Hospital
10. Dining in a Restaurant

WEEKS 7 and 8

In the following ten sessions the students were once again involved in the structured Narrative Programme using the same steps as in the first ten Narrative sessions which is referred to as Procedure 2. The topic used for these ten sessions was "The Beach". During these sessions the Day and Time steps were placed alongside each other. This was done as an incidental teaching point because the researcher had noticed the emergence of a very stilted pattern of "On Friday in the morning". The students did not appear to understand that it was also appropriate to use "Yesterday morning", "On Saturday night" and so on. The researcher decided that the time section may have been taught in a stilted way and that it was necessary to change it. Before the Narrative session

the students had a minute participating in a "brainstorming" session thinking of different ways they could describe the Day and Time segment. The researcher modelled a story.

STEP 1: Good morning.

STEP 2: My story is about the beach.

STEP 3: On Sunday morning.....

STEP 4: My family and I.....

STEP 5: Went to the beach and had a swim. After the swim we ate our lunch and then we went home.

STEP 6: I thought it was fun.....

STEP 7: Because we played chasey in the water.

Students were told that it was better to say "On Sunday morning" than "On Sunday in the morning" because that's how grown ups speak.

During the next ten sessions the students were given verbal praise for using "because" appropriately. At the end of Session 3 during this phase, five minutes was spent at the end of the Narrative session to model appropriate ways of using "because". Students were then encouraged to correct the researcher when "because" was used inappropriately. Examples given included 'I thought it was boring because I love going to the beach' and 'I thought it was great because it was great'. Students were also given a lot of verbal praise if they remembered to join the Day and Time together. If students used adverbials of time such as 'a long time ago', 'this afternoon' or 'on the holidays', they were also praised.

At the end of each narrative session during Weeks 7 and 8, five minutes was spent providing children with feedback about their stories. The researcher made positive comments about anything original that was included, like the use of adjectives and 'grown up words'. Comments included telling students the researcher would be very pleased if anyone could use such exciting words during the next session. At the end of

each of these ten sessions the students were taken to the library and asked to tell the researcher some news. The stimulus pictures used for these sessions were as follows:

1. Children Running in a Race
2. A Policeman
3. Children Breaking Up for School Holidays
4. Children having Cooking Lessons
5. Christmas Tree and Children
6. Children Painting with Easels
7. A Crowded Movie Theatre
8. A Pet Shop Window
9. Wharf Scene with Ships, Trains and Buses
10. People having a Haircut in a Barber Shop

3.6 Data Collection

During each news session the researcher or the independent observer transcribed each student's news story. Following every session a chart was filled in recording:

- (i) number of words in each utterance
- (ii) use of adverbials of place
- (iii) use of adverbials of time
- (iv) use of 'because' as a connector (both appropriate and inappropriate use).

When a student used a more mature adverbial of time (eg "On Sunday morning" rather than "On Sunday in the morning") he/she scored 3 instead of 2 points. Although "Once upon a time" could be considered to be a formal introduction rather than an adverbial of time, for the purpose of this study it was scored as an adverbial of time in order to provide consistency with the Pre-LAT scoring procedure.

In the following chapter a discussion of each student, including graphs showing their progress in the number of words used, adverbials of place, adverbials of time and appropriate use of 'because' will precede a discussion of the group results. Trend lines

were determined least square linear regression analysis (Snedecor & Cochran, 1978). They were included to demonstrate visually overall progress for each child and were calculated for each set of data. They do not have any statistical significance. In some cases a trend line provides a general indication of progress made but in other situations, as will be shown, it is an inadequate representation. Weeks 1 and 2 will be referred to as Fortnight 1, Weeks 3 and 4 as Fortnight 2, Weeks 5 and 6 as Fortnight 3 and Weeks 7 and 8 as Fortnight 4 for the purpose of discussion.

CHAPTER 4.

RESULTS AND DISCUSSION

4.1 Introduction

This study was a First Case Study approach (Tawney & Gast, 1984). Each student's results will be presented and discussed separately and, in order to establish the student's level of narrative development prior to the introduction of the Narrative Programme, a brief outline of his Pre-LAT assessment will precede discussion about the results scored during the programme. The Pre-LAT differs from the original, personal stories (newstelling) used for the transcripts, in that it is a story re-tell. Consequently, a direct comparison cannot be made. Although it is difficult for students with language disorders to find the literate language (see Operational Definitions, p.23) with which to re-tell a story, in some respects it is easier than newstelling. When the story to be used for the story re-tell is read to the students, they are exposed to the narrative structure, introduced to the characters, given information about where and when the events took place, told why certain events occurred (causality) and given a conclusion. They are also prompted with pictures from the book and given verbal prompts if required during the re-tell (e.g., Can you tell me what happened next?). During newstelling however, students are expected to relate a personal story with no prompts. They must organize the structure internally as well as providing the detail about who was involved and where, when and why events occurred. It would therefore be expected that students would be likely to use more words, more adverbials of place and time and be more aware of causality in a story re-tell than they would be in personal newstelling. Merritt and Liles (1987) have found that story re-telling tasks do result in a longer story than a personal story generation task. Although it is difficult to compare a story re-tell with a personal news story, each student's Pre-LAT results are included as an indication of the narrative stages at which the students began the programme. At the beginning of the Narrative Programme, all the students were at narrative stages well below the average for their ages (according to Applebee's Stages which are used by speech pathologists in Western Australia). During

the discussion Adverbials of Place will be referred to as APs and Adverbials of Time will be referred to as ATs. Following this discussion, a graph of the group's progress during the study will precede discussion of the increases made by the whole group and comparing and contrasting students' individual increases. For additional information regarding the students' transcripts, refer to Appendix II.

4.2 Discussion of Evan S's results

Pre-LAT:

Evan S began his story re-tell with a traditional beginning and introduced 2 of the 5 characters from the story. A few APs were used. He gave no indication of the times involved in the story even though a number of ATs were in the story and a necessary component for listener comprehension. Although there was some causality Evan S failed to include it in his re-tell. Evan S was placed at the Sequence Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight Evan S averaged 18.7 words per session (Fig.1a). He gave little information apart from a brief 'picture description' of the event. eg "I saw a eagle and a snake and a baby elephant..." (see Appendix II; i-iii). The transcripts usually consisted of 1 or 2 sentences and the only cohesive device used was the connector 'and'. He did not introduce his stories apart from some use of 'Good morning' and the stories were predominantly egocentric. Very few characters were introduced apart from the occasional mention of family members. During the second fortnight, after the introduction of the Narrative Programme, Evan S showed a marked increase in the number of words he used with word usage increasing to a mean of 51.7 words per session. On 4 occasions he introduced the story with "My story's about.." which was taken directly from the programme (see Appendix II; iv-vii). He began one of his stories with "A long time ago" which was one of the terms introduced in a 'brainstorming' session when the "When" step was being introduced. Evan S also introduced a number of characters into his stories during the second fortnight, including his nanna, a neighbour, a friend, a teacher, a boy

in his class, a lady, a dentist and his sister. On one occasion he confused the listener with the use of pronouns without referents. eg "We put the ball and we done this..." During the third fortnight Evan S increased his word usage to a mean of 54.6 words per session, which was only a slight increase compared to the previous changes. He continued to introduce a variety of characters including family members, friends and teachers. He began 7 of his stories with "My story is about..." (see Appendix II; iv-vii). During the fourth and last fortnight the mean number of words used per session by Evan S decreased slightly to a mean of 51.3 words per session. He introduced every story with "My story is about...." and introduced the same variation of characters (see Appendix II; xiii-xvii). Evan S's number of words increased considerably during the study as indicated by the trend line.

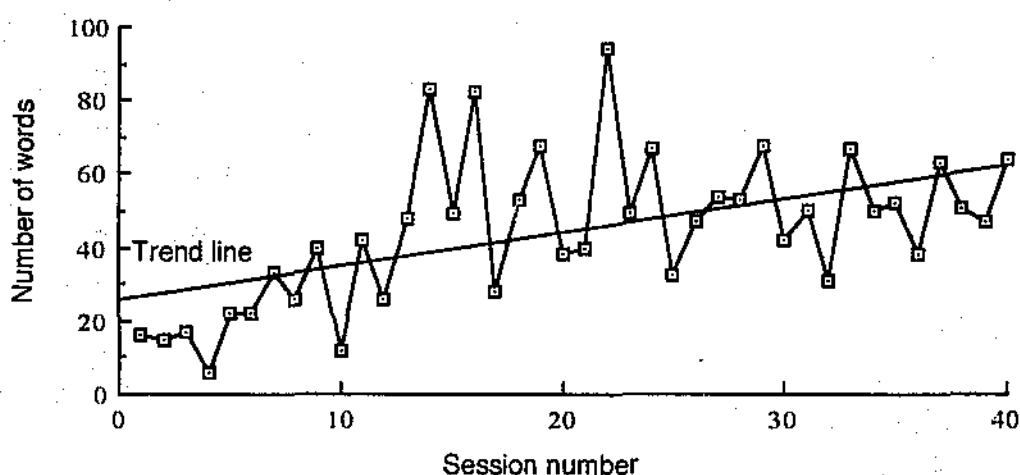


Figure 1a: The number of words per session recorded during successive narrative transcript sessions for Evan S.

ADVERBIALS OF PLACE

During the first fortnight Evan S did not always let the listener know 'where' the event took place and APs averaged 1.2 per session (Fig.1b). There was an increase in the second fortnight with a mean of 2.6 per session. He used phrases such as "over the park", "through the hoop" and "in our car". In the third fortnight APs were less evident decreasing to a mean of 2.2 per session. During the fourth fortnight there was a further decrease to a mean of 1.6 per session. Although Evan S made some increase in the usage

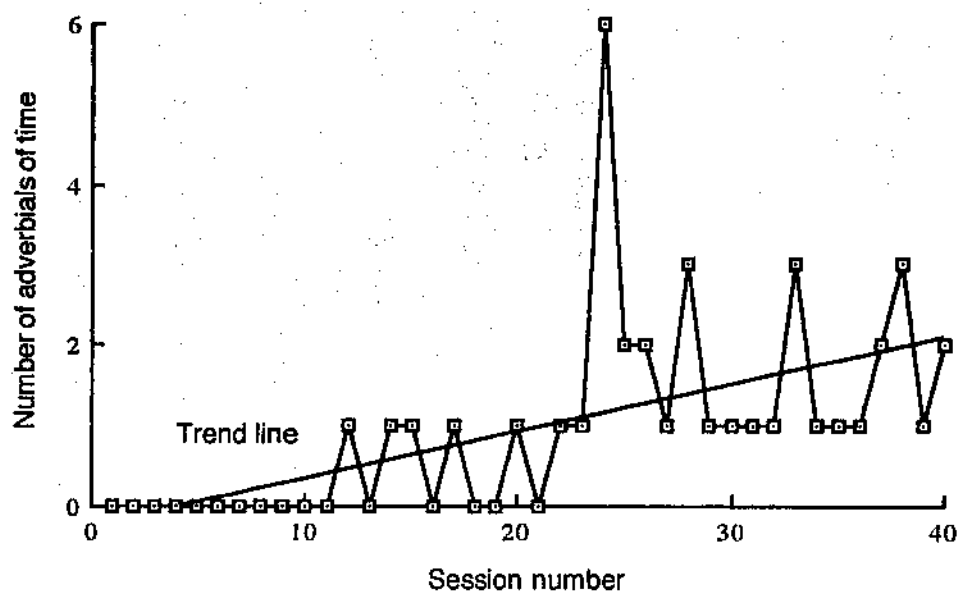


Figure 1c: The number of adverbials of time per session recorded during successive narrative transcript sessions for Evan S.

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

Evan S failed to demonstrate use of a concluding statement to complete his stories in the first fortnight (Fig. 1d). On 2 occasions he concluded with the following statements: "I don't know anything else" and "I don't any more" indicating a certain discomfort about how to finish. On one occasion he ended his story with "Thankyou for listen". Evan S began to use concluding statements during the second fortnight. For the first week he continued to finish his stories with statements like "That's all". However, during the second week of the second fortnight he began using the feeling step taken directly from the Narrative Programme and saying things like, "I thought the bus was good because it brings me to school and home". Although Evan S failed to demonstrate use of 'because' during the first fortnight, in the second fortnight he had a mean usage of 0.5 per session indicating some understanding of causality. During the third fortnight, Evan S increased his usage to a mean of 0.9 per session when he concluded his stories with appropriate feeling statements followed by causality. These included some original words such as, "I like cartoons because I like **characters**" and "I think it's a bad story because there **meanies** in it". During the fourth fortnight Evan S concluded all his stories with variations on "I think it was good because I like ships". He did not demonstrate originality in that he invariably used "I think it was good" and his mean usage per session

of APs between sessions 10 and 20, these gains were not consistent and this is shown by the trend line which indicates little change.

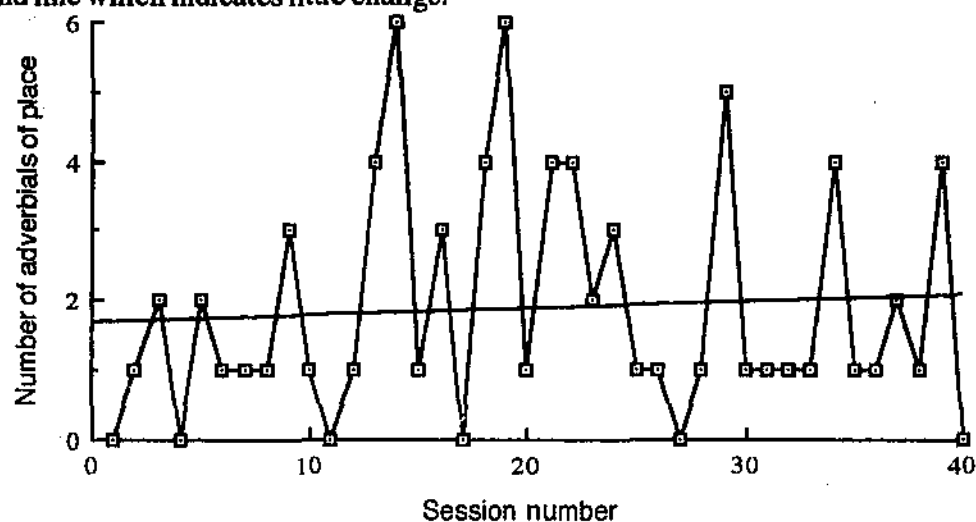


Figure 1b: The number of adverbials of place per session recorded during successive narrative transcript sessions for Evan S.

ADVERBIALS OF TIME

Adverbials of Time were not used at all by Evan S during the first fortnight (Fig.1c). He failed to establish when these events took place. However, during the second fortnight he had a mean of 0.5 ATs per session. On one occasion he said "sometimes". During the third fortnight there was a considerable increase when Evan S had a mean of 1.8 ATs per session. Although his use of ATs decreased slightly in the fourth fortnight, to a mean of 1.6 per session, Evan S used them in all of his stories. Examples include "On Tuesday", "A long time ago" and "On a school day". During this fortnight, one of the teaching points had been aimed at encouraging the children to combine the 2 time steps (Day and Time) and Evan S did this on 2 occasions with "On Tuesday afternoon..". The trend line provides a reasonable indication of the steady progress made by Evan S in increasing his usage of ATs.

increased to 1. Evan S showed a considerable increase in his appropriate usage of 'because' as indicated by the trend line. Evan S's narrative generation during the first fortnight demonstrates no knowledge of the 'frame' or structure of a story. He did not, on most occasions, provide a temporal, physical or spatial context for the narrative.

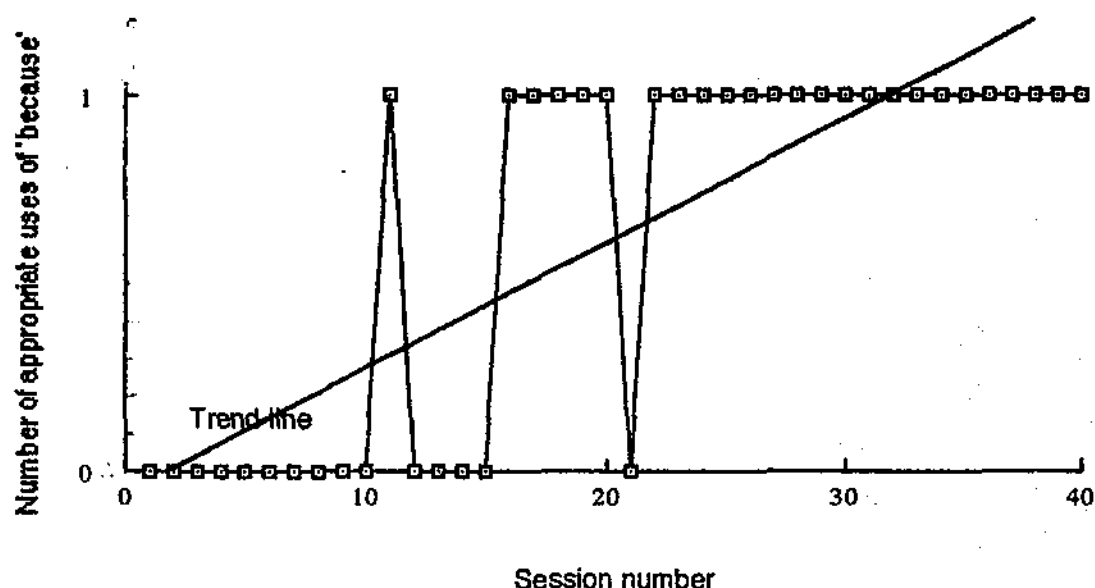


Figure 1d: The number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for Evan S.

Table 3: OVERALL PROGRESS OF EVAN S

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	18.7	1.2	0.0	0.0
2	51.7	2.6	0.5	0.6
Change 1-2 (%)	176.0			
3	54.6	2.2	1.8	0.9
Change 2-3 (%)	6.0			
4	51.3	1.6	1.6	1.0
Change 3-4 (%)	-6.0			
Overall Change 1-4 (%)	174.0			

In assessing the communicative function of the narrative, Evan S did not provide sufficient factual information and elaboration of unfamiliar aspects of the script for listener comprehension before commencing the Narrative Programme. He was not sensitive to the listener. However, by the fourth fortnight he always provided a temporal context for the narrative and in most of the stories some physical and/or spatial context was provided. In assessing the communicative function of the narrative, Evan S provided an increasing amount of factual information and some elaboration of unfamiliar aspects of the script for listener comprehension during the fourth fortnight and was becoming more sensitive to the listener. Evan S increased his word usage considerably as soon as the Narrative Programme was introduced, suggesting that the structure made him feel more confident about telling a story. After the initial increase he showed little further change in the number of words, but continued to use approximately the same number. There was also a considerable change in the APs as soon as the programme was introduced. However, once he began to use ATs, the use of APs began to decrease. By the end of the Programme Evan S was only using slightly more APs than before commencing it. Use of ATs increased steadily and the increase was maintained. Evan S showed a sharp increase in his appropriate usage of 'because' which he maintained.

4.3 Discussion of Sam T's results

Pre-LAT:

Sam T did not introduce his story and introduced 3 of the 5 characters from the story. Very few APs were used and this caused some confusion for the listener. He only used 1 AT. Although there was some causality in the story Sam T did not include it. Sam T was placed at the Sequence Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight Sam T had a mean of 18.6 words per session (Fig.2a). He gave little information apart from a brief 'picture description' of the event (e.g., "I saw a big, long snake and a crocodile....", see Appendix II; i-iii). The transcripts usually consisted

of 1 or 2 sentences and the only cohesive device used was the connector 'and'. He did not introduce his stories apart from some use of 'Good morning'. On one occasion he began with "Good morning girls and boys" when only 2 female adults were listening, which may indicate a lack of understanding of newtelling routines in the classroom. His stories were predominantly egocentric. No other characters were introduced apart from the occasional mention of his mother. During the second fortnight Sam T had a mean of 28.6 words per session, which was a marked increase. On 8 occasions he began his story with "My story about" which he had taken directly from the Narrative Programme (except that he left out "is"). He increased the number of sentences he used to approximately 3 and began to include new characters, particularly school friends. The stories often failed to make sense (e.g., "On Friday in the morning, bread and toast", see Appendix II; iv-vii). During the third fortnight Sam T increased his mean number of words per session to 32.5. He began all his stories with "My story is about...". He introduced family members, teachers and an occasional friend into the stories. The stories could usually be understood by the listener, although sometimes they included inaccurate information. (e.g., "...I was sick. I had a baby.") He sometimes introduced a topic and then gave irrelevant information (e.g., "My story's about swimming. On Friday in the morning Mark and me we found our tractors", see Appendix II; viii-xiii). During the fourth fortnight Sam T increased his mean number of words per session to 47.8. This represents a bigger increase than between the previous 2 fortnights. His range of characters continued to include family, teachers, friends and pets. He introduced every story with "My story is about...". He still regularly said "...I found out" even though this statement had never been used in any context for about 4 weeks. His stories began to make more sense in that he introduced a topic and provided information about it, although some aspects of his stories confused the listener. They included "...I we thought I did the chair race and I came second..." and "...the man and I the policeman caught a robber" (see Appendix II; xiii-xvii). The trend line provides a good indication of the progress made.

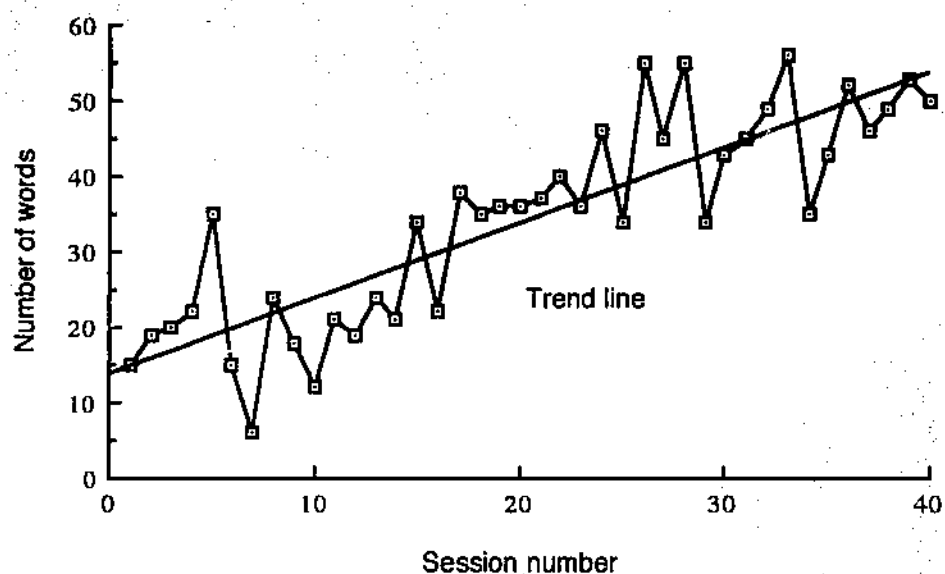


Figure 2a: The number of words per session recorded during successive narrative transcript sessions for Sam T.

ADVERBIALS OF PLACE

During the first fortnight Sam T did not always let the listener know 'where' the event took place (Fig.2b). The mean number of APs per session was 0.7. However, during the second fortnight there was a decrease to a mean number of 0.3 APs per session. It is interesting to note that Sam T consistently used the phrase "I found out.." which made it difficult to use APs. He picked up that phrase during one of the 'brainstorming' sessions when it was suggested as an alternative. He increased his use of APs during the third fortnight to a mean of 0.6 per session. However, he continued to use the phrase "I found out..." most of the time. His APs increased slightly to a mean of 0.7 per session during the fourth fortnight. As indicated by the trend line Sam T showed little overall improvement in his use of APs.

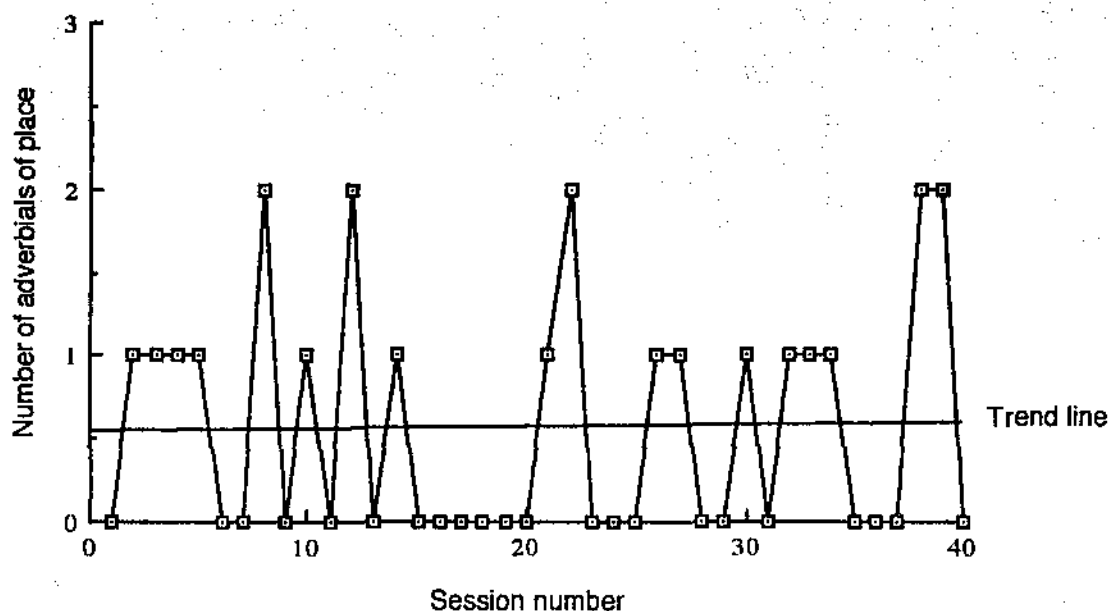


Figure 2b: The number of adverbials of place per session recorded during successive narrative transcript sessions for Sam T.

ADVERBIALS OF TIME

During the first fortnight Sam T did not establish when these events took place (Fig.2c). ATs were not used at all. During the second fortnight on 7 occasions he used phrases such as "On Saturday in the morning...." and on one occasion he said "On the weekend" which was an original idea. His usage increased to a mean of 1.3 per session. During the third fortnight ATs increased to a mean of 2 per session. He included variations of the phrase "On Friday in the morning....." in every story. During the fourth fortnight ATs decreased slightly from 2.0 to a mean of 1.9 per session. As indicated by the trend line Sam T showed a considerable increase in the number of ATs used during the study.

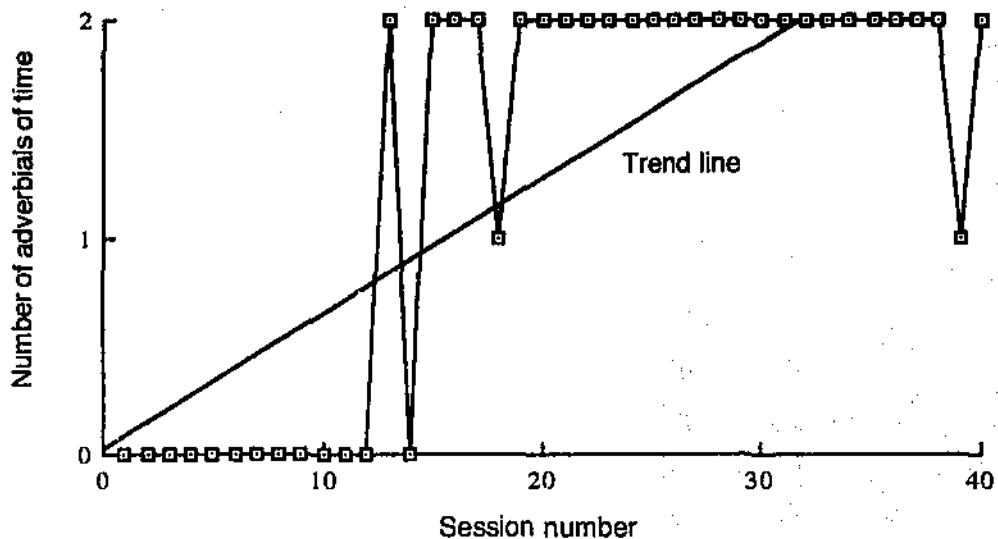


Figure 2c: The number of adverbials of time per session recorded during successive narrative transcript sessions for Sam T.

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

During the first fortnight, Sam T did not use concluding statements at the end of his stories (Fig.2d). On 3 occasions he concluded with variations on "Thankyou listening my news" and on one occasion he said "That's all". During the first week of the second fortnight, Sam T concluded his story with a variation on the statement "I thought it was great fun" on 4 occasions. In the second week of the second fortnight he began to use 'because' even though it was sometimes inappropriate, suggesting a lack of understanding of causality.(e.g., "I thought it will be great fun because it scarey".) However, on a few occasions it was used appropriately. During the third fortnight, Sam T concluded every story with a feeling statement followed by the use of 'because' but they all were inappropriate. They included these sentences: "I thought it be great because it was good", "My friends feel sad because it was good", and "I thought it was great fun because it was good nice". He had learnt the structure but it had no meaning for him. During the fourth fortnight the treatment concentrated on appropriate use of 'because' and after 2 inappropriate attempts Sam T appeared to understand what it meant. Although his attempts were sometimes clumsy (e.g., "I thought it wasn't good because I don't like stitches") they made sense. In the fourth fortnight Sam T had a mean number of appropriate uses of 'because' of 0.7 per session. The trend line on this occasion indicates steady development, but in fact Sam T appeared to have no understanding and showed no

use of causality until the last 8 sessions where he used 'because' appropriately in 7 of them.

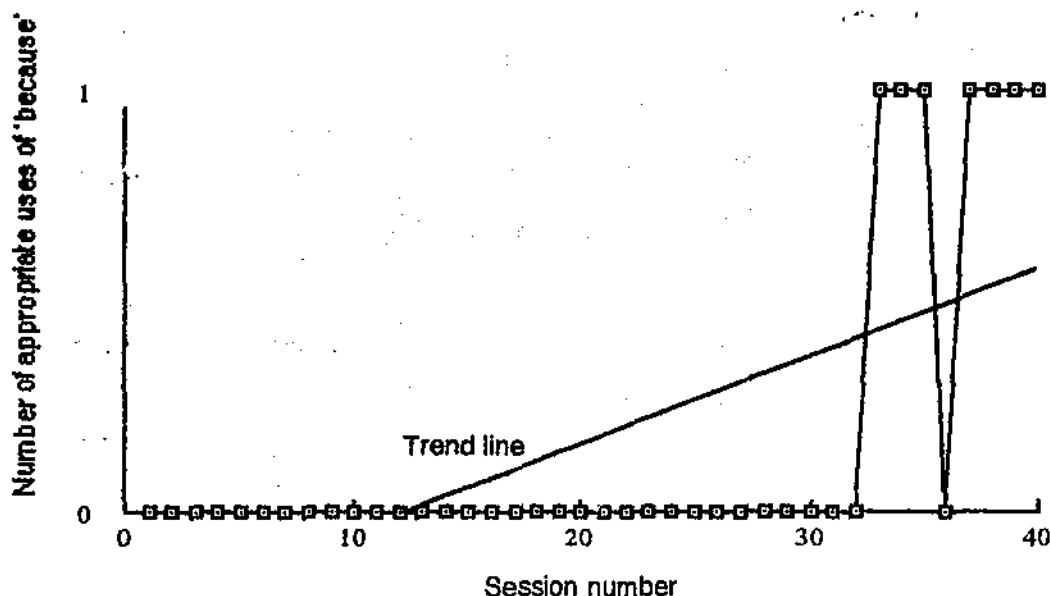


Figure 2d: The mean number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for Sam T.

Table 4: OVERALL PROGRESS OF SAM T

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	18.6	0.7	0.0	0.0
2	28.6	0.3	1.3	0.0
Change 1-2 (%)	54.0			
3	32.5	0.6	2.0	0.0
Change 2-3 (%)	14.0			
4	47.8	0.7	1.9	0.7
Change 3-4 (%)	47.0			
Overall Change 1-4 (%)	157.0			

Sam T's narrative generation during the first fortnight demonstrates no knowledge of the 'frame' or structure of a story. He did not, on most occasions, to provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Sam T failed to provide sufficient factual information and elaboration of

unfamiliar aspects of the script for listener comprehension. He was not sensitive to the listener. However, during the fourth fortnight Sam T demonstrated an increasing knowledge of the structure of a story and an increasing understanding. He consistently provided a temporal context for the narrative and some spatial context. His provision of a physical context was still limited. In assessing the communicative function of the narrative, by the conclusion of the study, Sam T still provided little factual information and little elaboration of unfamiliar aspects of the script for listener comprehension. He was, however, developing some sensitivity to the listener.

Sam T's word usage increased steadily once the Narrative Programme commenced with the biggest increases occurring in the 2 fortnights during which the programme was running. Sam T was one of the few students who used APs before the Narrative Programme was introduced. His usage decreased once the programme began and then he slowly reintroduced them. However, his overall number at the completion of the programme only equalled that of the initial fortnight. It appears that this happened because Sam T got stuck on one statement that was introduced in one of the brainstorming sessions. That statement was "I found out that...." (see Appendix II) and when used, it precluded the use of APs. It was very difficult to redirect him. His ATs, which were not evident before the Narrative Programme began, increased steadily during the study. It appeared that Sam T understood the importance of alerting the listener to when the event took place by the end of the study. Sam T began using 'because' inappropriately as soon as it was introduced into the programme. However, it was not until the fourth fortnight, when a lot of teaching time was devoted to the appropriate use of 'because' that he began to use it appropriately. There was still some inappropriate use in the final fortnight but this was decreasing.

4.4 Discussion of Rob B's results

Pre-LAT:

Rob B did not introduce his story and eventually introduced 3 of the 5 characters from the story. Only 2 APs were used and this caused some confusion for the listener. He didn't use any ATs. Although there was some causality in the story Rob B failed to include it. Rob B was placed at the Sequence Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight Rob B averaged 33 words per session (Fig.3a). He gave more information than the previous students during the first fortnight and usually included an action statement as well as a 'picture description' of the event (e.g., "I saw a crab and I swam in the water", see Appendix II; i-iii). The transcripts usually consisted of 1 or 2 sentences which were often quite long. The only cohesive device which was used was the connector 'and'. He used the greatest number of words of any of the students in Fortnight 1. He did not not introduce his stories apart from some use of 'Good morning'. On one occasion he began with "Good morning girls and boys" when only 2 female adults were listening, which indicated a lack of understanding of newstelling routines in the classroom. His stories were also predominantly egocentric. No other characters, apart from himself, were introduced except for the occasional mention of his family and on one occasion he named some of his classmates. During the second fortnight Rob B increased his mean number of words per session to 47.5. On 8 occasions during this fortnight he introduced his story with variations on "My story is about dinosaurs" taken directly from the Narrative Programme. He still failed to introduce many characters apart from the occasional mention of a friend and/or family member (see Appendix II; iv-vii). During the third fortnight Rob B's word average decreased slightly to a mean of 47.4 per session. He introduced more characters including friends, family and teachers. He consistently introduced his stories with "My story is about..." (see Appendix II; viii-xiii). Rob B's word average decreased again in the fourth fortnight to a mean of 41.8 per session. However, he did use some more complex language (e.g., "I run fast **than** Scott", "no smarties in it **yet**" and "when it was sunny", see Appendix II; xiii-xvii). Rob B showed some increase but it was not considerable as indicated by the trend line.

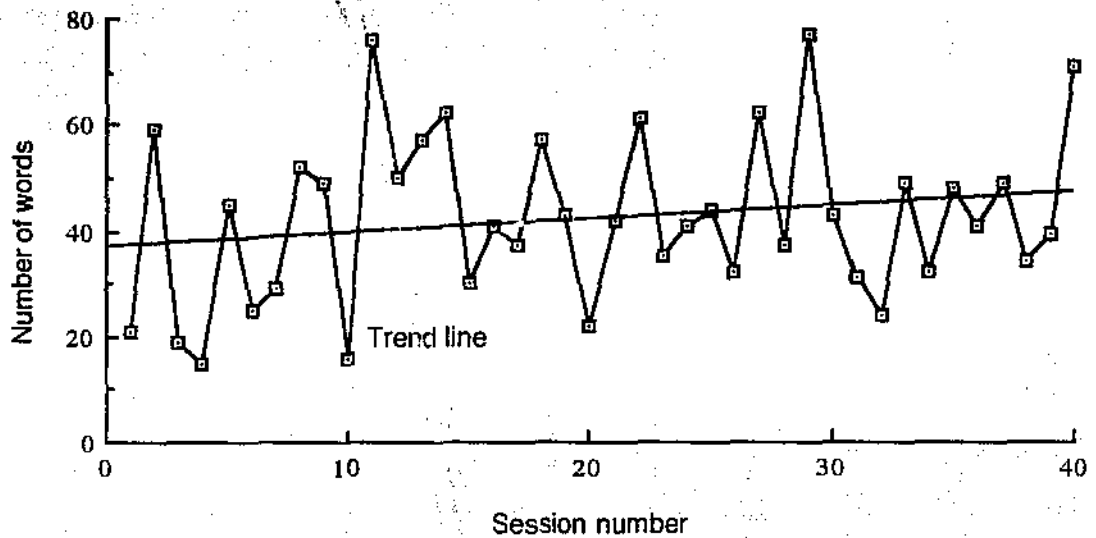


Figure 3a: The number of words per session recorded during successive narrative transcript session for Rob B .

ADVERBIALS OF PLACE

Rob B did not always let the listener know 'where' the event took place during the first fortnight, although APs averaged 1.6 per session (Fig.3b). Like Sam T, Rob B used fewer APs during the second fortnight when he had a mean of 1.1 per session. His APs increased slightly to a mean of 1.4 per session during the third fortnight. With the exception of 2 stories he introduced the 'when' step with a variation on "On Friday in the morning..". APs decreased during the fourth fortnight to a mean of 0.7 per session. He was using fewer APs at the end of the programme than when he began. As he began to introduce ATs into his narratives, his APs began to decrease, suggesting that he was not able to cope with the additional language demands. The trend line in this case shows a downward trend which is an indication of his progress.

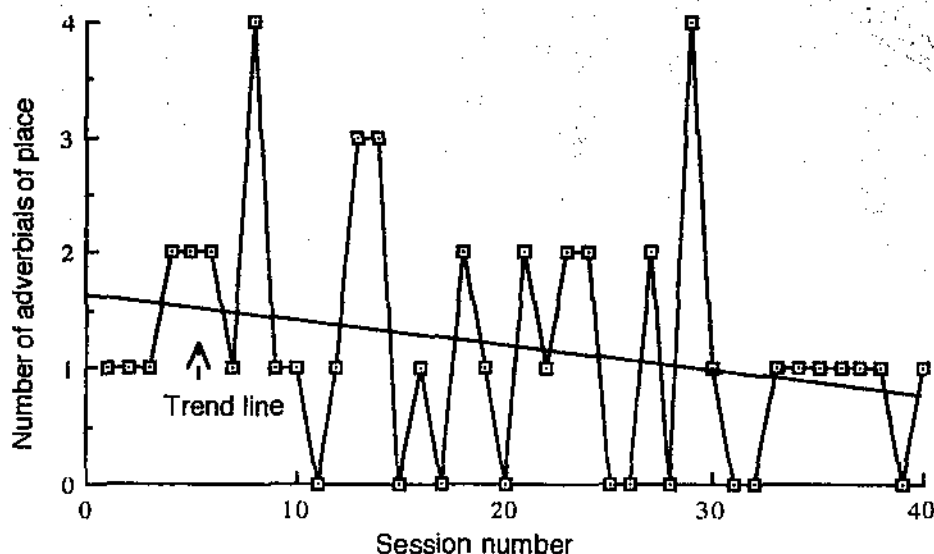


Figure 3b: The number of adverbials of place per session recorded during successive narrative transcript sessions for Rob B .

ADVERBIALSOFTIME

On most occasions, Rob B did not establish when events took place during the first fortnight, although on one occasion he stated the day on which the event occurred (Fig.3c). ATs averaged 0.1 per session. A similarity between Sam T and Rob B is seen in the fact that Rob B showed a big increase in his use of ATs which increased to a mean of 1.6 per session during the second fortnight. Examples of these included "In the morning", "Later on" and "On Friday in the morning". ATs remained at that level of use in the third fortnight but further increased to a mean of 2.3 per session during the fourth fortnight. On 3 occasions he used the more mature construction "On Friday morning..". This had been one of the teaching points in the fourth fortnight. Rob B showed a considerable increase in the use of ATs as indicated by the trend line.

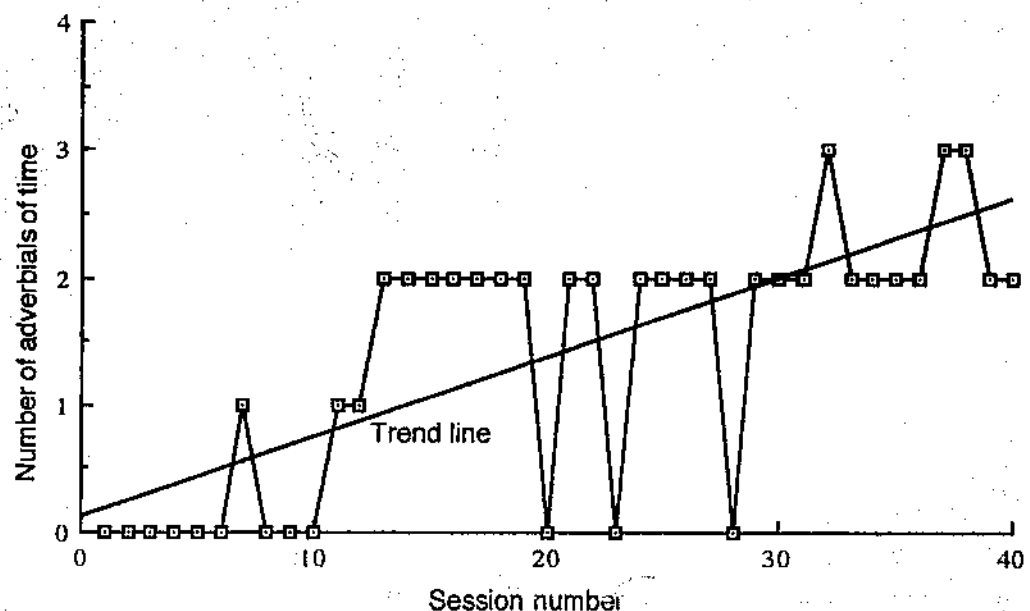


Figure 3c: The number of adverbials of time per session recorded during successive narrative transcript sessions for Rob B .

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

Rob B failed to use a concluding statement at the end of his stories during the first fortnight (Fig.3d). On 4 occasions he concluded with variations on "Thankyou listening my news". During the second fortnight Rob B used 'because' appropriately on one occasion. However, he still had difficulty concluding his stories satisfactorily and often said things like "That's all I got". On one occasion he concluded with "I think it was great because it was too loud" which indicated an understanding that stories require a conclusion but resulting in inappropriate use of 'because'. However, on another occasion he used an appropriate ending with "I thought it was excellent because dinosaurs have horns". He began to experiment with conclusions for his story during the third fortnight. His attempts included "Thankyou listening to my news because Ray drive us". "The end because the night story's great" and "I think it will be great because the Eagles very good". His average appropriate use of 'because' was 0.3 per session and inappropriate use was a mean of 0.7 per session. However, his stories indicated some signs that he was beginning to understand causality. During the fourth fortnight appropriate use of 'because' increased to a mean of 1 per session. The concluding statements lacked originality and were all variations on "I thought it be great fun because I like cooking". There was no inappropriate use which suggested that understanding was increasing. The

trend line provides an indication of the progress made. However, it indicates a steady increase which was not the case, as use was inconsistent.

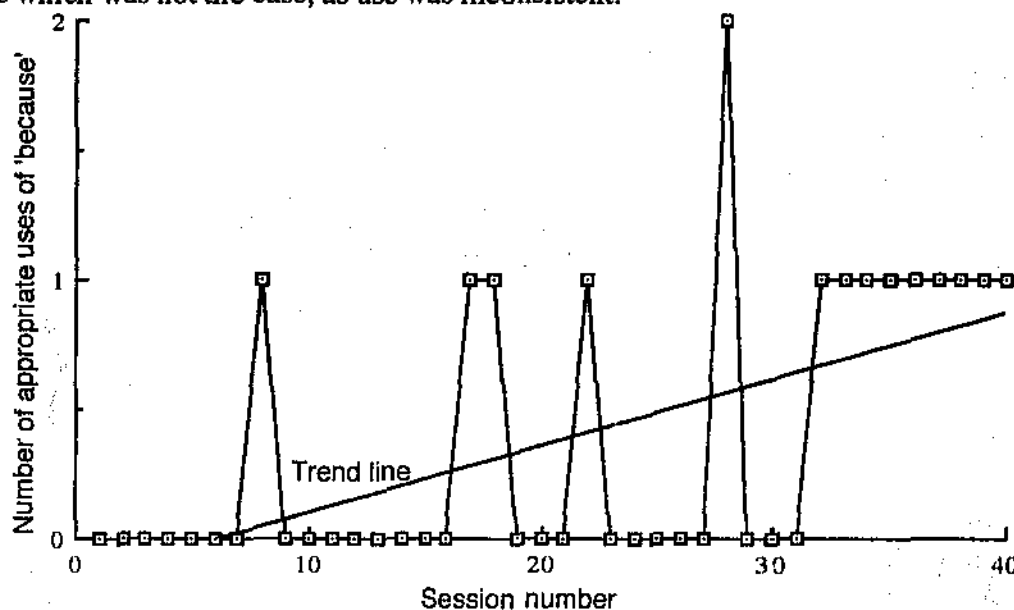


Figure 3d: The number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for Rob B.

Table 5: OVERALL PROGRESS OF ROB B

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	33.0	1.6	0.1	0.1
2	47.5	1.1	1.6	0.2
Change 1-2 (%)	44.0			
3	47.4	1.4	1.6	0.3
Change 2-3 (%)	0.0			
4	41.8	0.7	2.3	1.0
Change 3-4 (%)	-22.0			
Overall Change 1-4 (%)	27.0			

Rob B's narrative generation during the first fortnight demonstrated no knowledge of the 'frame' or structure of a story. He did not, on most occasions, provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Rob B failed to provide sufficient factual information and elaboration of

unfamiliar aspects of the script for listener comprehension. He was not sensitive to the listener. However, Rob B's narrative generation by the fourth fortnight demonstrates an increasing knowledge of the structure of a story. He usually provided a temporal context for the narrative but often failed to give spatial or physical contexts. In assessing the communicative function of the narrative, Rob B provided more factual information and elaboration of unfamiliar aspects of the script for listener comprehension than in the previous fortnights, indicating an improved sensitivity to the listener.

Like Evan S, Rob B increased his word usage considerably once the Narrative Programme was introduced, indicating that he felt more confident once he had some structure to base the story on. APs actually decreased with the introduction of the Narrative Programme and continued to decrease steadily so that on completion of the programme, Rob B was using less APs. His ATs increased steadily once the Narrative Programme was introduced. As with Sam T, an increase in ATs coincided with a decrease in APs. During the second fortnight when 'because' was introduced, Rob B showed evidence of some appropriate use but he continued to use 'because' inappropriately. By the end of the programme he had increased his appropriate use but was still showing a need for further work in this area with some inappropriate use still evident.

Although Rob B showed some improvements in his newstelling it would have to be said that his improvement was less than that experienced by the other students. At the end of the Narrative Programme Rob B's news was still confusing to the listener because he rarely indicated the physical or spatial context of the story.

4.5 Discussion of Lyle M's results

Pre-LAT:

Lyle M did not introduce his story and introduced 2 of the 5 characters from the story. A few APs were used. He did not use any ATs. Although there was some causality in the story Lyle M failed to include it. He was placed at the Sequence Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight Lyle M averaged 15.4 words per session (Fig.4a). He gave little information during the first fortnight apart from a 'picture description' of the event (e.g., "I saw a lion and a tiger and a duck", see Appendix II; i-iii). The transcripts usually consisted of 1 sentence. The only cohesive device used was the connector 'and'. During the second fortnight Lyle M's word usage increased to a mean of 20.8 words per session. He did not introduce many characters apart from family members and the occasional friend and the only cohesive device used was the connector 'and'. On 3 occasions he began the story with "My story is about On Friday in the morning...". However, on the other days he appeared to have forgotten the structure that he was learning. He did not introduce his stories apart from some use of 'Good morning'. His stories were also predominantly egocentric. No other characters were introduced apart from the occasional mention of his family (see Appendix II; iv-vii). During the third fortnight Lyle M increased the number of words used to a mean of 30.4 per session. He began every story with "My story is about....." He continued to introduce family members as his only characters (see Appendix II; viii-xiii). During the fourth fortnight Lyle M's words increased to a mean of 54.6. He still spoke about family members predominantly but also introduced friends and teachers on occasions (see Appendix II; xiii-xvii). Lyle M increased his word usage considerably as indicated by the trend line.

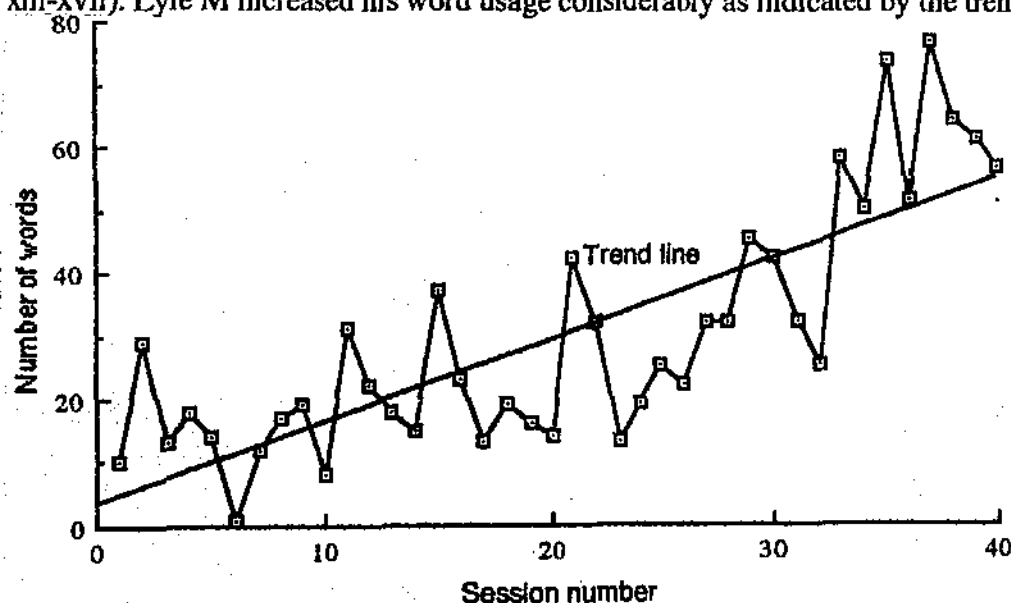


Figure 4a: The number of words per session recorded during successive narrative transcript session for Lyle M.

ADVERBIALS OF PLACE

Lyle M did not always let the listener know 'where' the event took place in the first fortnight (Fig.4b). APs averaged 0.6 per session. During the second fortnight they decreased to a mean of 0.5 per session. During the third fortnight APs increased to a mean of 1.5 per session. They included phrases such as "on the bus", "to the doctor" and "back home". In the fourth fortnight Lyle M's APs increased to a mean of 2.3 per session. Lyle M increased his use of APs considerably during the study as indicated by the trend line.

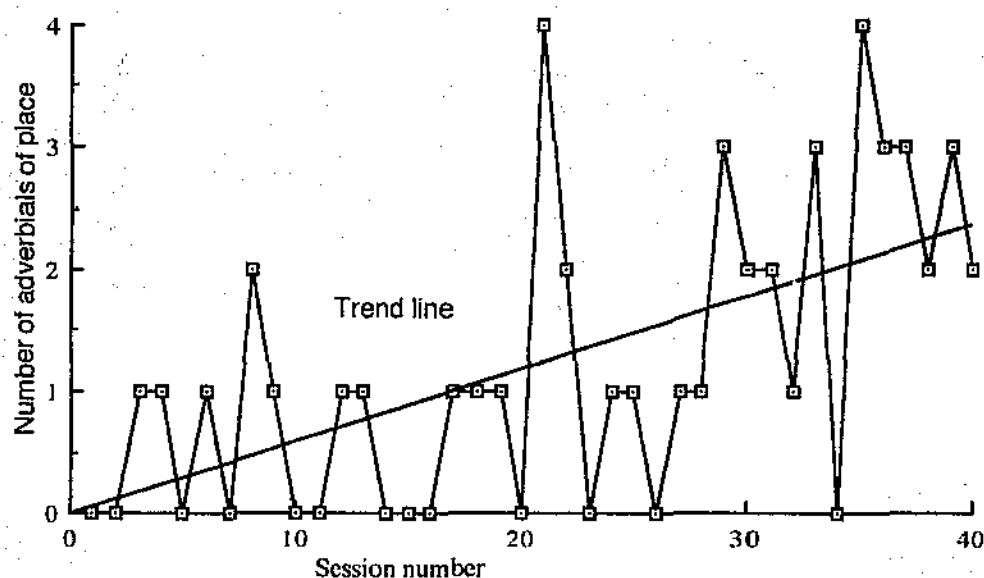


Figure 4b: The number of adverbials of place per session recorded during successive narrative transcript sessions for Lyle M.

ADVERBIALS OF TIME

There was no evidence of ATs during the first fortnight (Fig.4c). However, during the second fortnight there was an increase to a mean of 0.4 per session. During the third fortnight ATs decreased to a mean of 0.1 per session. On no occasion did he mention the day that the event occurred. During the fourth fortnight there was an increase to a mean of 0.7 per session and Lyle M included "A long time ago" and "On Friday morning". These phrases represent a more mature utterance. Lyle M increased his use of ATs as indicated by the trend line.

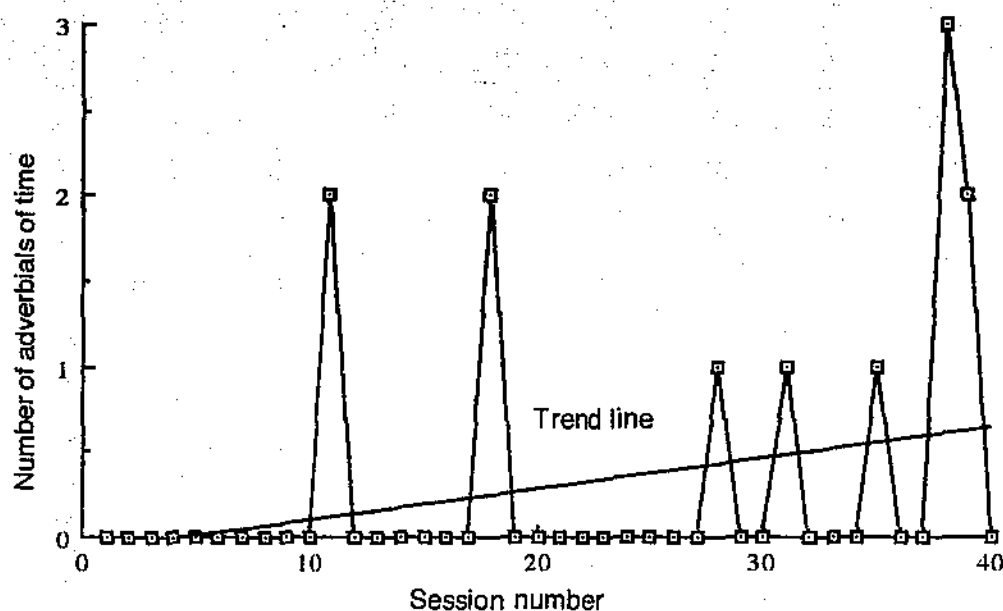


Figure 4c: The number of adverbials of time per session recorded during successive narrative transcript sessions for Lyle M.

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

Lyle M did not use a concluding statement at the end of his stories (Fig.4d). On 6 occasions he concluded with variations on "Thankyou listening my news". On 2 occasions during the second fortnight Lyle M concluded his stories with "I think it will be great fun". However, on all the other days he ended with phrases such as "That's all". He did not use "because" at all. During the third fortnight Lyle M concluded every story with "That's all". There was still no use of 'because', either appropriate or inappropriate. During the first week of the fourth fortnight Lyle M continued to conclude his stories with "That's all". However, on the second day of the second week he concluded with "I thought it be great fun because I like Jurassic Park". He continued with similar endings for the remainder of the programme indicating that he now understood the significance of the concluding statement. Appropriate use of 'because', which was not evident before, had increased to a mean of 0.4 per session. Lyle M failed to understand the appropriate use of 'because' until the final four sessions when it was used consistently. The trend line shows a steady increase but it was actually a sharp one which did not occur until the final 4 sessions.

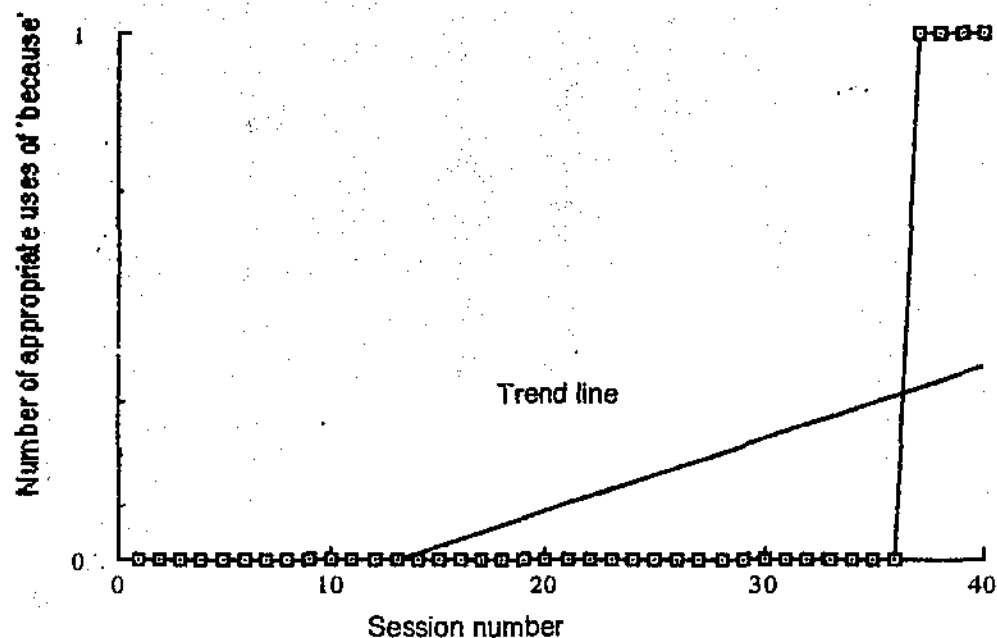


Figure 4d: The number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for Lyle M.

Table 6: OVERALL PROGRESS OF LYLE M

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	15.4	0.6	0.0	0.0
2	20.8	0.5	0.4	0.0
Change 1-2 (%)	35.0			
3	30.4	1.5	0.1	0.0
Change 2-3 (%)	46.0			
4	54.6	2.3	0.7	0.4
Change 3-4 (%)	80.0			
Overall Change 1-4 (%)	254.0			

Lyle M's narrative generation during the first fortnight demonstrates no knowledge of the 'frame' or structure of a story. He did not, on most occasions, to provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Lyle M did not provide sufficient factual information and elaboration of unfamiliar aspects of the script for listener comprehension. He was not sensitive to the listener. However, during the fourth fortnight, Lyle M's narrative generation demonstrates some knowledge of the structure of a story and he often provided a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Lyle M provided more factual information and elaboration of unfamiliar aspects of the script for listener comprehension by the end of the study. He demonstrated an improved sensitivity to the listener.

Lyle M increased his word usage steadily once the programme was introduced, but the most considerable increase was during the fourth fortnight. APs decreased once the Narrative Programme began but then increased over the next two fortnights. By the completion of the programme Lyle M was aware of the need to alert the listener to where the event took place. He presented a typical ABAB profile with ATs in that they increased on commencement of the programme, decreased when the programme was not running and increased again when the programme recommenced. Lyle M never used 'because' inappropriately and in fact did not use it at all until the last four sessions when it appeared that he understood and had mastered its use.

4.6 Discussion of Frank L's results

Pre-LAT:

Frank L used a traditional introduction for his story and introduced 3 of the 5 characters from the story. Very few Adverbials of Place were used and this caused some confusion for the listener. He used 3 Adverbials of Time but only 2 of these were appropriate. Although there was some causality in the story Frank L failed to include it. Frank L was placed at the Primitive Narrative Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight Frank L averaged 26 words (Fig.5a). He gave little information during the first fortnight apart from a 'picture description' of the event (e.g., "I saw a baby crocodile and I saw a spotted cat and a bear and some baby elephants", see Appendix II; i-iii). However, unlike the other students, he used some adjectives. The transcripts usually consisted of 1 sentence. The only cohesive device used was the connector 'and'. He did not introduce his stories apart from some use of 'Good morning'. His stories were also predominantly egocentric. No other characters were introduced apart from the occasional mention of his mum. During the second fortnight Frank L had a mean number of 61.2 words per session which is quite an increase on the previous fortnight. However, many of the stories were very confusing and he appeared to be trying to say more without considering the meaning, creating difficulty from a listener perspective (e.g., "...and I slide down and there sharks there because I got a boat" and "And when the Grade 2s have to play with the Grade 3s and Grade 4s they were going and but when Graham wasn't my friend he was a Grade 3"). Although he usually used "and" as a connector he frequently displayed inappropriate use of connectors by using "and but when" in the middle of his sentences, possibly a technique he employed to allow him time to plan what he would say next. During the second fortnight, on 2 occasions Frank L introduced his story with "My story is about...". However, on the other 8 occasions he failed to introduce the story (see Appendix II; iv-vii). During the third fortnight Frank L's words decreased to a mean of 58.3 per session. He continued to use confusing combinations of words (and but when). Frank L introduced a range of characters in his stories including teachers, friends, his dog and family members. Some of his sentences were very confusing. eg "On Friday I had a baby and I was little because when I was a baby I went to the doctor and I was grown up like John". There is evidence of an attempt to provide a sequence but it is very confusing (see Appendix II; viii-xiii). During the fourth fortnight Frank L's word average increased to 69.9. In one of his stories he showed an understanding of more literate language by using direct speech when he said, "The police said, 'What's wrong with him?' 'I don't know,' said the

Ambulance Man" (see Appendix II; iv-vii). The trend line is an indication of the considerable increase in the number of words used.

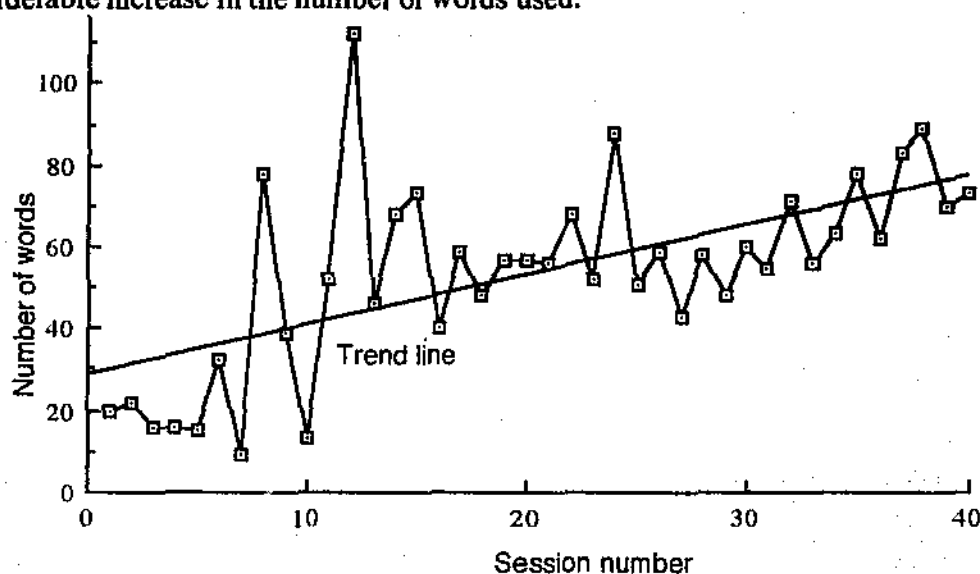


Figure 5a: The number of adverbials of place per session recorded during successive narrative transcript sessions for Frank L .

ADVERBIALS OF PLACE

Frank L did not always let the listener know 'where' the event took place during the first fortnight (Fig.5b). APs averaged 0.7 per session but on the occasions that he did use them, they were non specific (e.g., "I go in the place and Mum put me on it"). During the second fortnight Frank L's use of APs increased considerably to a mean of 3 per session. During the third fortnight, APs decreased to a mean of 1.5 per session. However, they increased to a mean of 2.8 per session during the fourth fortnight. Frank L's APs followed an erratic pattern with a few very high usage sessions. However, the trend line is quite a good indication of the general pattern which was a small increase.

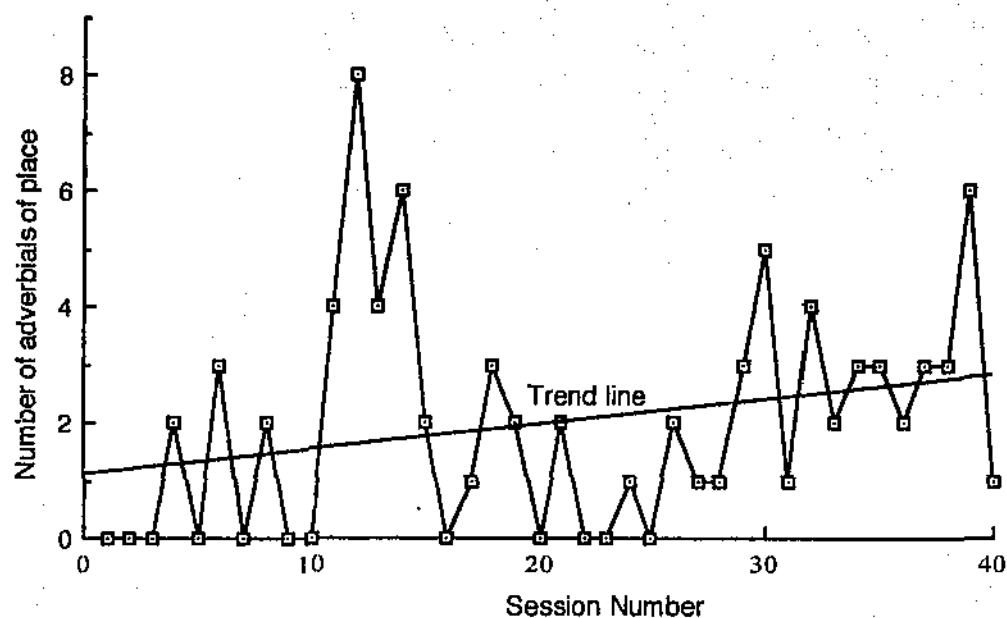


Figure 5b: The number of adverbials of place per session recorded during successive narrative transcript sessions for Frank L .

ADVERBIALS OF TIME

There was little evidence of ATs during the first fortnight apart from one occasion when he said "On tea time.." (Fig.5c). During the second fortnight Frank L showed some increase when ATs increased from a mean of 0.1 per session to a mean of 0.6 per session. In the third fortnight ATs increased to a mean of 1.4 per session. During the fourth fortnight Frank L showed some confusion with time when he used phrases like "Last week when I was small". However, he also used some more mature expressions such as "On Saturday morning". ATs increased to a mean of 2.4 per session. Once again Frank L displayed an erratic pattern of improvement in this area but the trend line is quite indicative of the general increases made.

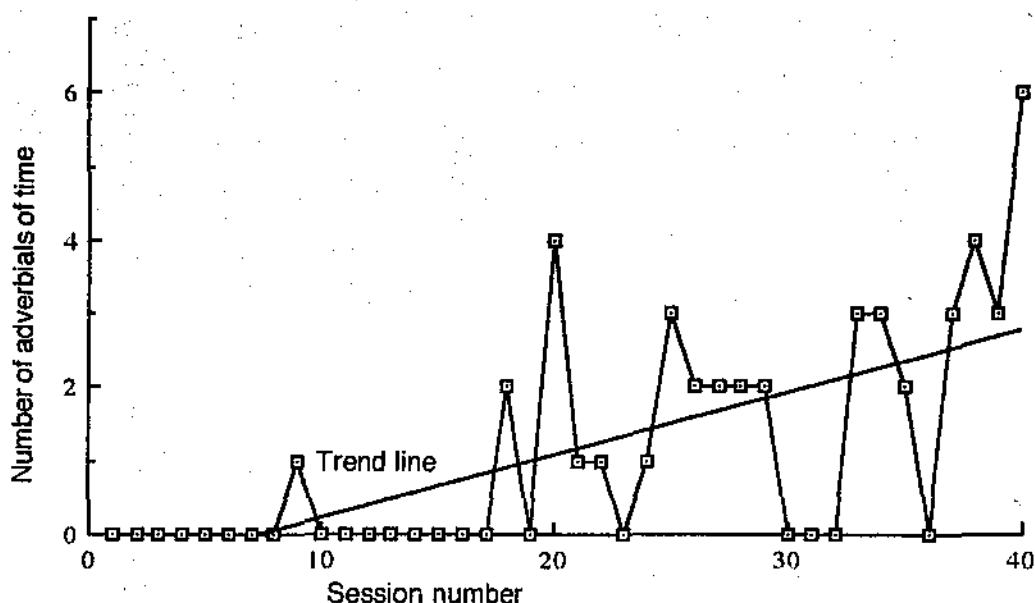


Figure 5c: The number of adverbials of time per session recorded during successive narrative transcript sessions for Frank L .

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

Frank L failed to use a concluding statement at the end of his stories in the first fortnight (Fig.5d). On 1 occasion he concluded with "Thankyou for my news". On 5 occasions during the second fortnight he concluded his story with variations on "I thought it was exciting because it was great". He had some difficulty with using 'because' appropriately. During the third fortnight appropriate and inappropriate use of 'because' remained the same as in the previous one. He experimented with a variety of conclusions during the third fortnight and included "I think it was excellent because the footy is my favourite", "That's all" and "That's all folks". The latter ending was quite appropriate because his story on that occasion was about the cartoon, "Bugs Bunny". During the fourth fortnight Frank L began to understand the idea of concluding a story and finished all of the stories during this fortnight with variations on "I thought it was nice because I like cooking". He used a variety of words to express his feelings including "sad", "exciting", "great fun" and "fantastic". One more mature ending was "I thought it was great fun because I like going on the train and getting a ticket". Appropriate use of 'because' increased from a mean of 0.2 per session to a mean of 0.9 per session while inappropriate use decreased from a mean of 0.3 per session to a mean of 0.2 per session.

Once again, Frank L continued to display an erratic pattern of improvement in this area which is not indicated in the trend line.

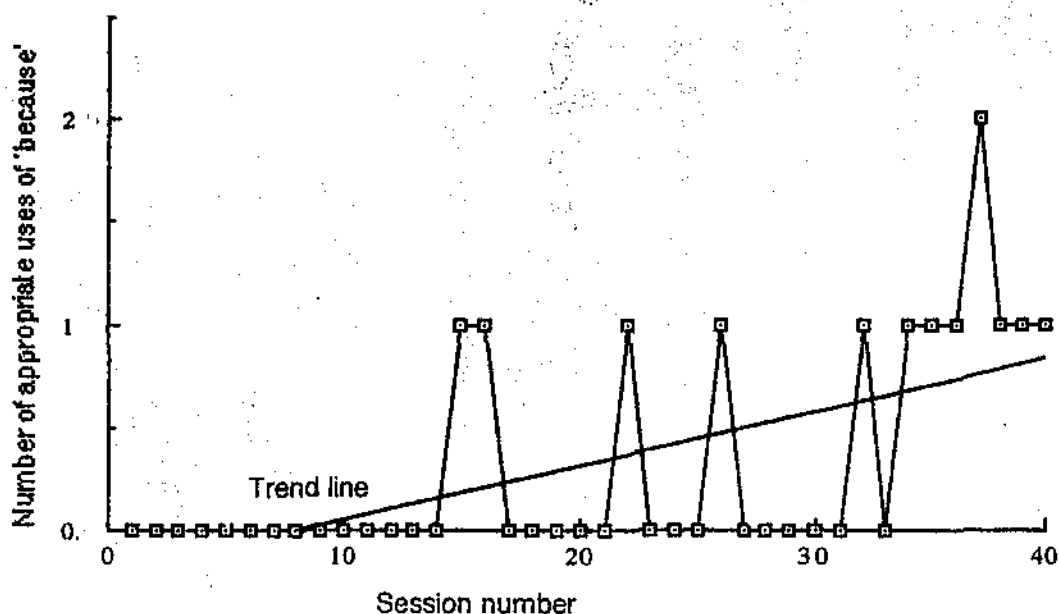


Figure 5d: The number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for Frank L .

Table 7: OVERALL PROGRESS OF FRANK L

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	26.0	0.7	0.1	0.0
2	61.2	3.0	0.6	0.2
Change 1-2 (%)	135.0			
3	58.3	1.5	1.4	0.2
Change 2-3 (%)	-5.0			
4	69.9	2.8	2.4	0.9
Change 3-4 (%)	20.0			
Overall Change 1-4 (%)	169.0			

Frank L's narrative generation during the first fortnight demonstrates no knowledge of the 'frame' or structure of a story. He failed, on most occasions, to provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Frank L failed to provide sufficient factual information and elaboration of unfamiliar aspects of the script for listener comprehension. He was not sensitive to the listener. However, by the fourth fortnight Frank L demonstrated an improved knowledge of the narrative structure and he always provided a temporal and physical context showing greater listener sensitivity.

Like Evan S, Frank L showed a considerable increase in the number of words used as soon as the Narrative Programme began and after that maintained that number approximately, although there were slight fluctuations. Frank L showed a classical ABAB pattern with use of APs in that they increased during the fortnights that the programme was running and decreased when it was not. He showed a considerable improvement at the end of the fourth week. However, Frank L's use of ATs increased steadily during the 4 fortnights and also showed a good overall improvement. During the final fortnight, Frank L used more mature ATs on 4 occasions (e.g., On Friday afternoon...). When Frank L was introduced to the use of 'because', during the second fortnight, he tried to use it but attempts were inappropriate. However, by the fourth fortnight he had obviously grasped the meaning and although he still made a couple of inappropriate uses, he regularly used it appropriately. Frank L improved in all measured aspects of newstelling by the end of the study.

4.7 Discussion of John B's results

Pre-LAT:

John B did not introduce his story and only introduced 1 of the 5 characters from the story. A few APs were used and it was quite clear to the listener where the events occurred. He used 2 ATs. Although there was some causality in the story John B failed to include it. John B was placed at the Sequence Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight John B averaged 24.2 words per session (Fig.6a). He gave little information during the first fortnight apart from a 'picture description' of the event (e.g., "I saw a mummy elephant and three babies and two run away...", see Appendix II; i-iii). He also made some use of adjectives as well as 'nearly', 'really late'. The transcripts usually consisted of 1 sentence. The only cohesive device used was the connector 'and'. He indicated a possible difficulty with specific vocabulary when he said that they got 'lots of stuff' at the shop. He did not introduce his stories apart from some use of 'Good morning'. On one occasion he began with "Good morning girls and boys" when only 2 female adults were listening, which may indicate a lack of understanding of newstelling routines in the classroom. His stories were predominantly egocentric. No other characters were introduced apart from the occasional mention of his family and a boy, who was not clearly identified. During the second fortnight John B showed a big increase in the average number of words which increased to a mean of 59.3 per session. He introduced more characters including family members, school friends, pets, bus staff and a dentist. He introduced 9 out of the 10 stories during that fortnight with an introduction taken directly from the Narrative Programme, "My story is about..." (see Appendix II; iv-vii). During the third fortnight John B's words increased to a mean of 71 per session. He introduced every story during this fortnight with "My story's about...". He introduced a variety of characters including family, teachers, family friends, school friends and doctors. During the fourth fortnight John B's mean number of words increased to 77.3 per session. During this fortnight John B appeared to have some difficulty with specific vocabulary when he described the shopping as "stuff" throughout the story and when discussing vegetables said, "I don't know what that one was" (see Appendix II; xiii-xvii). John B made a considerable increase in the number of words he used during the study as indicated by the trend line.

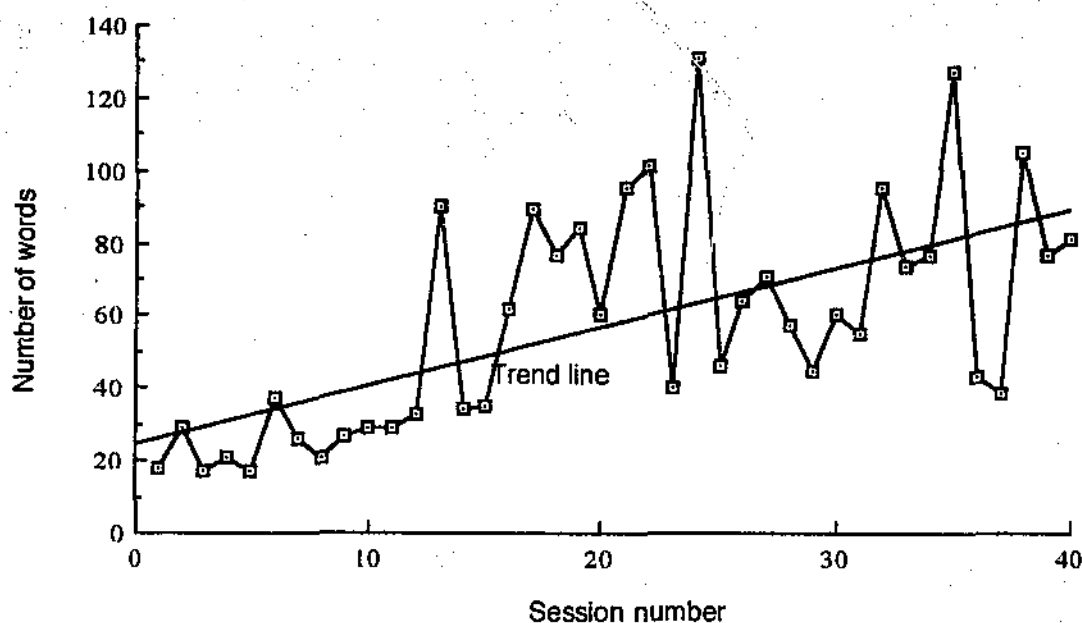


Figure 6a: The number of words per session recorded during successive narrative transcript sessions for John B.

ADVERBIALS OF PLACE

John B did not always let the listener know 'where' the event took place in the first fortnight (Fig.6b). APs averaged 0.3 per session. In the second fortnight there was an increase in the mean number of APs used, to 2.8 per session. He used some very original APs, including "...to the bottom of the deep end..", "next to the shark.." and "up to the end of his place..". During the third fortnight APs decreased to a mean of 1.4 but increased to a mean of 3.4 per session in the next fortnight. He was very specific with physical and spatial context. John B showed a considerable increase in the number of APs used during the study as indicated by the trend line.

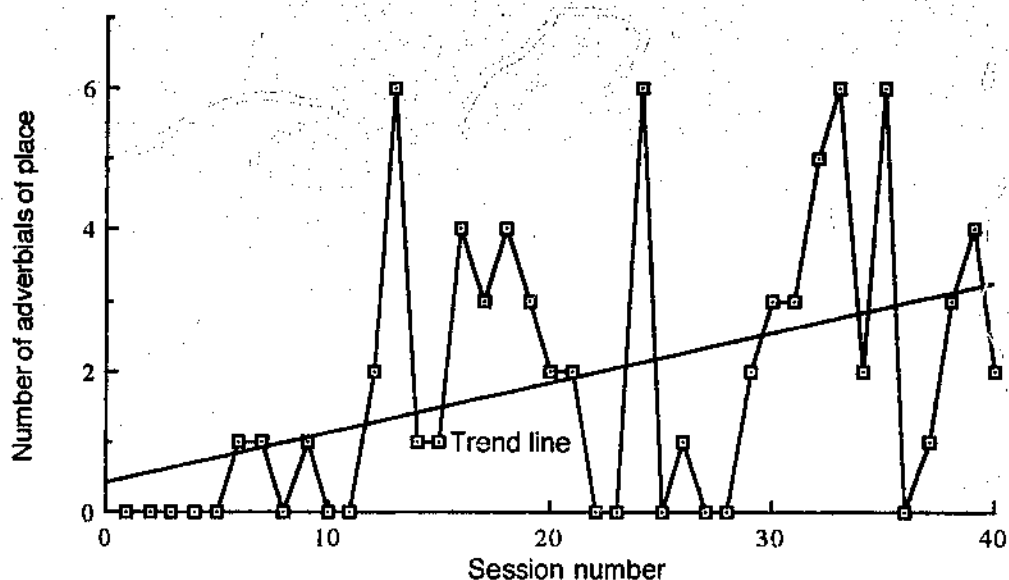


Figure 6b: The number of adverbials of place per session recorded during successive narrative transcript sessions for John B.

ADVERBIALS OF TIME

John B did not use ATs during the first fortnight but, during the second fortnight, usage increased to mean of 1.7 words per session (Fig.6c). All ATs which were used were from the programme, apart from the word "yesterday". During the third fortnight usage increased slightly to a mean of 2.1 words per session. John B followed the introduction of every story with an AT. However, it appeared that he had little understanding of what it meant because he always used Monday or Friday and made some confused statements such as "On Monday in the morning my mum and dad read me stories on Monday nights". ATs continued to increase during the final fortnight from 2.1 to 2.4 but they were still repetitive indicating continuing confusion. Overall John B's usage of ATs improved considerably throughout the study as shown by the trend line. However, it fails to show the sharp increase that occurred when the treatment began.

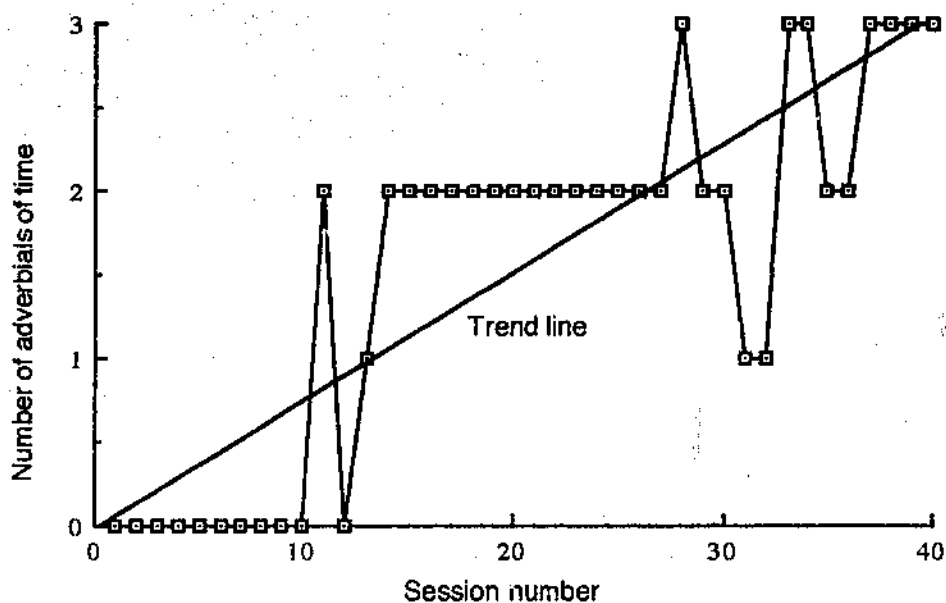


Figure 6c: The number of adverbials of time per session recorded during successive narrative transcript sessions for John B.

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

John B failed to use a concluding statement at the end of his stories in the first fortnight (Fig.6d). On 5 occasions he concluded with variations on "Thankyou listening my news". During the second fortnight John B concluded his stories with a variation on "I thought it was great fun because all of them are my really best friends" and had a mean appropriate use of 'because' of .6 per session. He did not use 'because' inappropriately at any time. He increased use of 'because' to a mean of 1 per session in the third fortnight but continually used "I think it was great fun because..." showing a lack of originality. However, his causality showed some extension on one occasion when he concluded his story with "I thought it was great because Kylie's birthday is great at Hungry Jack's", "...because Kyle Rhys and Kristen came over" and "...because pirates and numbers are really great". He used 'because' inappropriately on one occasion. During the fourth fortnight John B continued to end all his stories with "I thought it was great...". He was also using a repetitive story ending on most occasions, with "...because I like ...". Appropriate use of 'because' remained the same with a mean of 1 per session. There was no inappropriate use of 'because'. John B increased his appropriate use of 'because' as indicated by the trend line. However, it does not show the plateauing effect which occurred after session 28.

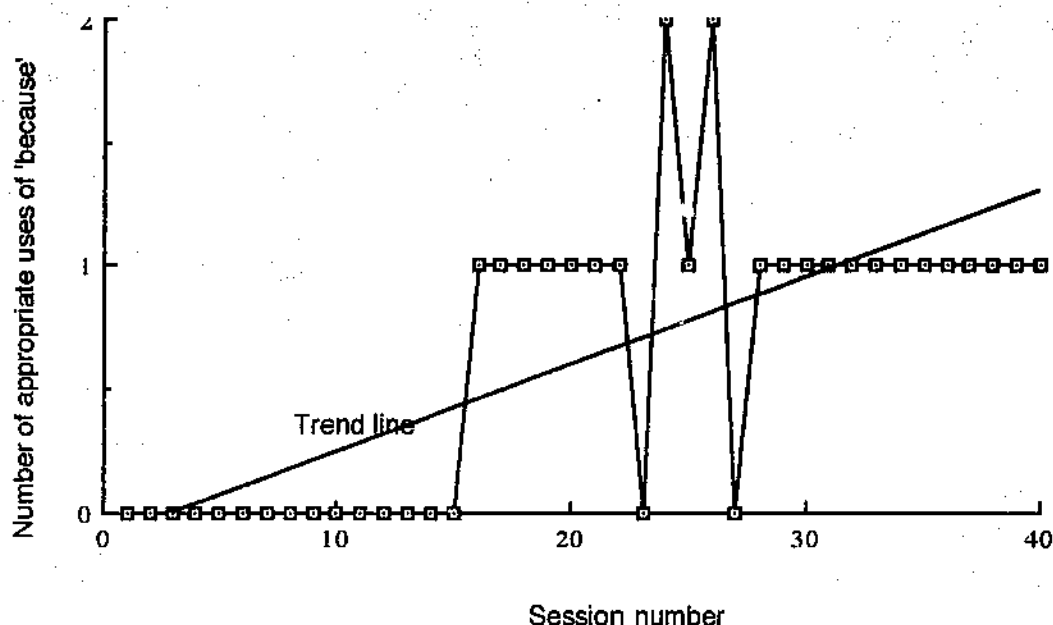


Figure 6d: The number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for John B.

Table 8: OVERALL PROGRESS OF JOHN B

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	24.2	0.3	0.0	0.0
2	59.3	2.8	1.7	0.6
Change 1-2 (%)	145.0			
3	71.0	1.4	2.1	1.0
Change 2-3 (%)	20.0			
4	77.3	3.4	2.4	1.0
Change 3-4 (%)	9.0			
Overall Change 1-4 (%)	219.0			

John B's narrative generation during the first fortnight demonstrates no knowledge of the 'frame' or structure of a story. He failed, on most occasions, to provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, John B failed to provide sufficient factual information and elaboration of unfamiliar aspects of the script for listener comprehension. Thus he was not sensitive to

the listener. John B's narrative generation during the fourth fortnight demonstrates a marked increase in knowledge of the structure of a story. He provided a physical, spatial and temporal context for most of his narratives. In assessing the communicative function of the narrative, John B provided more factual information and elaboration of unfamiliar aspects of the script for listener comprehension than in the first fortnight, indicating an increased sensitivity to the listener.

John B, like Evan S, showed a considerable increase in the number of words used as soon as the Narrative Programme was introduced. He continued to increase the number of words he used during the next 2 fortnights but only slightly. John B's use of APs adhered to the ABAB model. He showed good increases during the treatment fortnights but fell back when off treatment. In fact the number he achieved during the second fortnight was the greatest. It was obvious that he understood the necessity of alerting the listener to where the event occurred. ATs, on the other hand, showed a steady increase and by the time the programme finished, he was consistently alerting the listener to when the event occurred. He regularly made use of more mature ATs (6 times) (e.g., "On Saturday morning..."). However, the repetitive use of certain days indicates that John B did not realize that the listener needs to be alerted to when an event actually happened. John B learnt how to use 'because' appropriately during the first fortnight that it was introduced and then continued to use it for the duration of the programme. Overall John B made great improvements in all areas and developed greater sensitivity to the listener.

4.8 Discussion of Tom N's results

Pre-LAT:

Tom N did not introduce his story and introduced 2 of the 5 characters from the story. He had referencing problems which confused the listener. A few APs were used and this helped with listener comprehension. He did not use any ATs. Although there was some causality in the story Tom N failed to include it. Tom N was placed at the Sequence Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight Tom N averaged 25.7 words per session (Fig.7a). He gave little information during the first fortnight apart from a 'picture description' of the event (e.g., "I saw a stingray and some colour fish and I saw a stingray", see Appendix II; i-iii). He was often repetitive (e.g., "I saw a dolphin and I saw a shark and I saw a cuttle fish...."). The transcripts usually consisted of 1 sentence. The only cohesive device used was the connector 'and'. He did not introduce his stories apart from consistent use of 'Good morning'. His stories were also predominantly about himself and his family. During the second fortnight Tom N increased his mean number of words to 61.6 per session. His stories were still mainly concerned with family members, although some school friends and the bus driver were introduced. On 7 occasions he introduced his story with variations on "My story is about..." taken directly from the Narrative Programme (see Appendix II; viii-xiii). During the third fortnight Tom N's word average increased to a mean of 70.7 per session. He connected his story parts with "and", "so", "then" and "when". During the fourth fortnight Tom N's mean number of words increased to 79.6 per session. He continued to use a variety of cohesive devices including "Then", "When I wonned...", "...and when" and "and so" (see Appendix II; xiii-xvii).

The trend line indicates the steady increase which occurred.

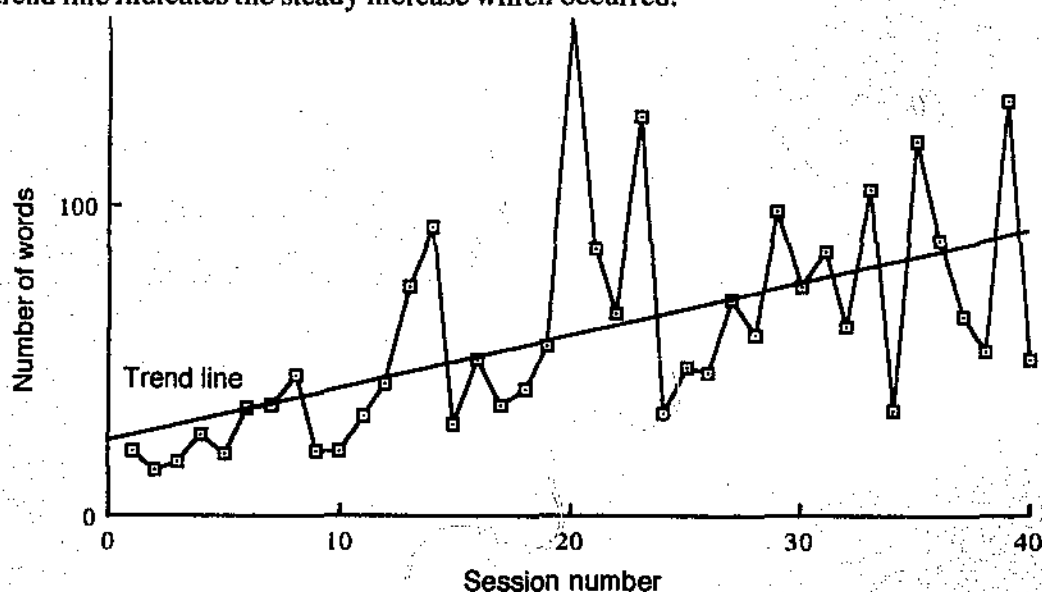


Figure 7a: The number of words per session recorded during successive narrative transcript sessions for Tom N.

ADVERBIALS OF PLACE

During the first week Tom N did not always let the listener know 'where' the event took place (Fig.7b). APs averaged 1.2 per session. On some occasions he confused the listener with sentences like "I go and it is funny..." Tom N increased his use of APs during the second fortnight to a mean of 2.2 per session. Some of these included "through a hole", "back from the block", "on top" and "out of the hose". During the third fortnight APs remained the same as the second fortnight but in the fourth fortnight there was an increase to a mean of 2.6 per session.

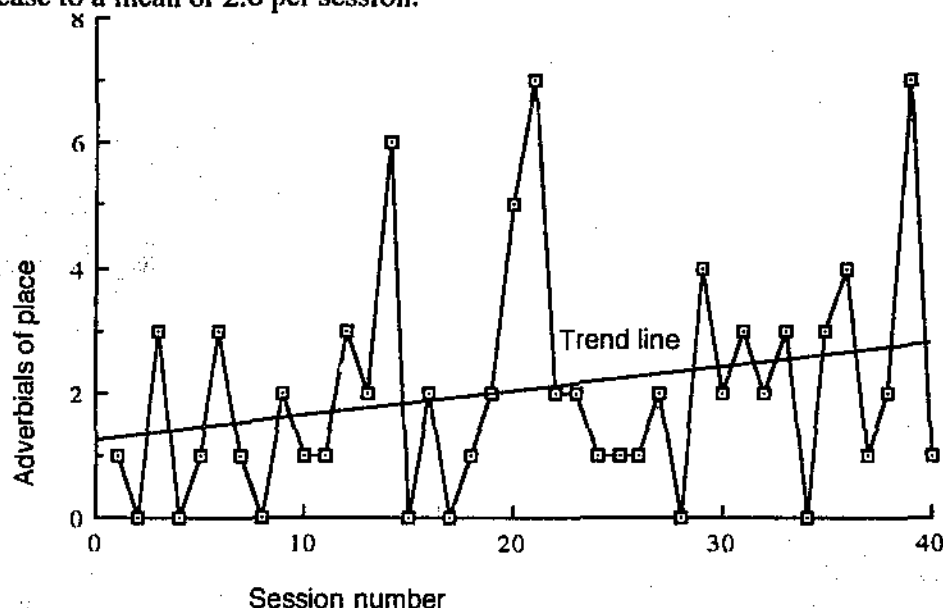


Figure 7b: The number of adverbials of place per session recorded during successive narrative transcript sessions for Tom N.

ADVERBIALS OF TIME

During the first fortnight Tom N failed to establish 'when' the events took place (Fig.7c). There was no evidence of ATs during the first fortnight but in the second fortnight there was a mean of 1.7 ATs per session. On 7 occasions he used terms like "On Friday in the morning..." taken directly from the programme. On 2 occasions he used "In the morning.." and "In the Afternoon...". ATs remained unchanged during the third and fourth fortnights. Tom N had a very erratic pattern in this area and on this occasion the trend line, which indicates a steady increase, does not represent his progress.

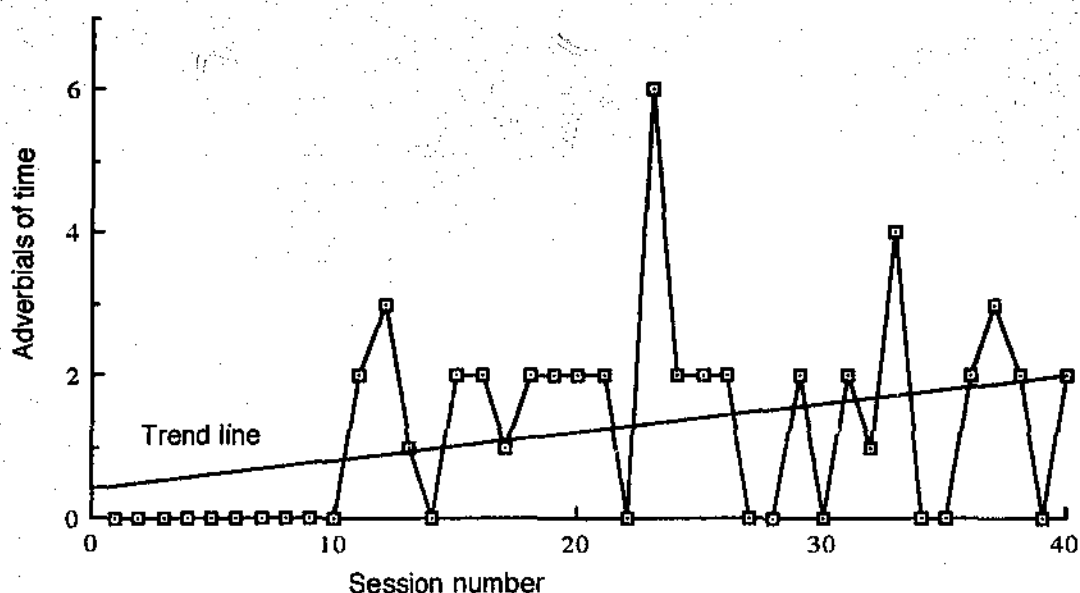


Figure 7c: The number of adverbials of time per session recorded during successive narrative transcript sessions for Tom N.

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

Tom N failed to use a concluding statement at the end of his stories in the first fortnight (Fig.7d). On 2 occasions he concluded with variations on "Thankyou listening my news". He tried to finish his stories off during the second fortnight but had some difficulty remembering the framework. On 3 occasions he said, "Thankyou for listening my news...". On 1 occasion he said, "Thankyou for listening my news because it was storming hard". On 3 occasions, he finished his news with "I thought it was great fun" taken from the Narrative Programme and on 3 occasions he used variations on "I thought it was great fun because it was great fun" indicating a desire to take on the structure but a failure to understand what it meant. During the second fortnight he used 'because' appropriately once. Inappropriate and appropriate use of 'because' increased during the third fortnight. Inappropriate use increased from a mean of 0.5 per session to 0.8 and appropriate use increased to a mean of 0.2 appropriate uses of 'because' per session. Inappropriate use included such sentences as "I thought it was great fun because it was fun" and "I thought it was great fun because it was so great". The only appropriate use occurred in the middle of his story when he said, 'I like teachers because Mrs Archer let us do work'. During the fourth fortnight inappropriate and appropriate use of 'because'

remained the same. Inappropriate use averaged 0.8 per session and appropriate remained at a mean of 0.2 per session. The trend line indicates a steady progression but this is not indicative of what happened. There was evidence of some use of 'because' but Tom N also failed to use it at all on many occasions.

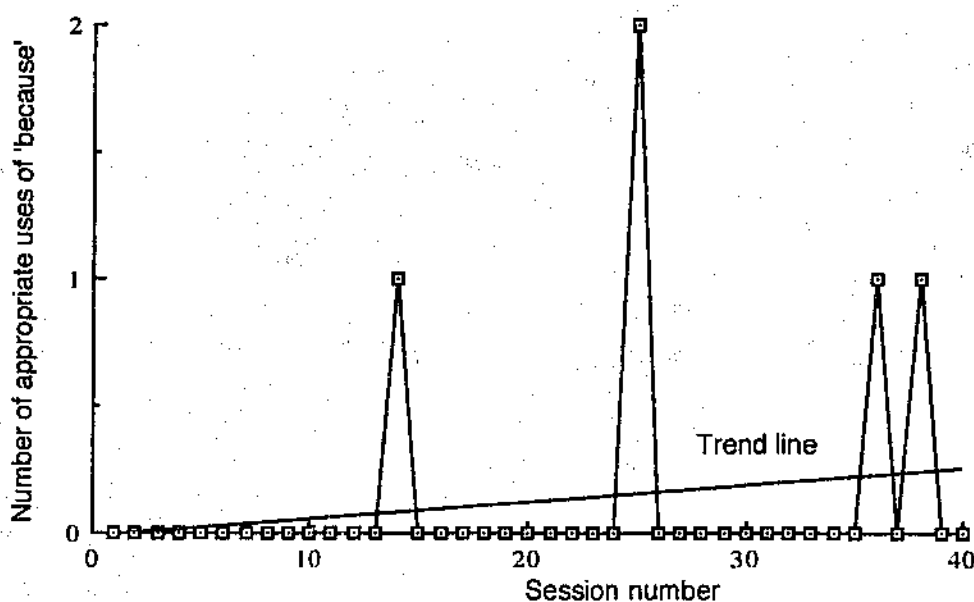


Figure 7d: The number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for Tom N.

Table 9: OVERALL PROGRESS OF TOM N

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	25.7	1.2	0.0	0.0
2	61.6	2.2	1.7	0.1
Change 1-2 (%)	140.0			
3	70.7	2.2	1.6	0.2
Change 2-3 (%)	15.0			
4	79.6	2.6	1.6	0.2
Change 3-4 (%)	12.0			
Overall Change 1-4 (%)	210.0			

Tom N's narrative generation during the first fortnight demonstrates no knowledge of the 'frame' or structure of a story. He failed, on most occasions, to provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Tom N failed to provide sufficient factual information and elaboration of unfamiliar aspects of the script for listener comprehension. He was not sensitive to the listener. However, Tom N's narrative generation during the fourth fortnight demonstrates an increasing knowledge of the structure of a story. He began to provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Tom N provided improved factual information and elaboration of unfamiliar aspects of the script for listener comprehension. He was beginning to develop some sensitivity to the listener.

Like Evan S and John B, Tom N made considerable increases in the number of words used as soon as the programme was introduced. He continued to increase for the next 2 fortnights but not to the same extent. Tom N's APs increased steadily once the programme began. By the end of the fourth fortnight, he was using them in each of his stories, with the exception of one. He appeared to understand the necessity of alerting the listener to where the event occurred. However, with ATs he showed no increases after the initial improvement in the second fortnight. This increase was maintained. He used a more mature form on one occasion during the fourth fortnight. Tom N had considerable difficulty with appropriate use of 'because'. He made many attempts, beginning in the second fortnight but only managed 5 appropriate uses while he had 21 inappropriate attempts. It was obvious that, at the conclusion of the programme, he still failed to understand its use.

4.9 Discussion of Matt T's results

Pre-LAT:

Matt T did not introduce his story and failed to introduce any of the 5 characters from the story. One AP was used, causing confusion for the listener. He did not use any ATs.

Although there was some causality in the story Matt T failed to include it. He was placed at the Heaps Stage of Narrative development as a result of his Pre-LAT assessment.

NUMBER OF WORDS

During the first fortnight Matt T averaged 3.4 words per session (Fig.8a). His stories varied from very short sentences to a few words relating to the same topic to "mmmm" (e.g., "A lion and a bear. Me great." "I saw a hose", see Appendix II; i-iii). Transcripts usually consisted of 1 sentence. He only used the connector 'and' on one occasion. He did not not introduce his stories apart from beginning with 'Good morning' on 3 occasions. His stories often had no characterization but on 4 occasions he mentioned himself. His mum and dad were mentioned. During the second fortnight Matt T averaged 4.6 words per session, a slight improvement from the previous fortnight. The only character he introduced was his dad, and the stories were egocentric overall. Once again, he did not attempt to introduce his stories apart from the occasional opening of "Good morning.." (see Appendix II; iv-vii). During the third fortnight Matt T's mean number of words increased to 10.4 per session. His stories were still egocentric with only his dad and sisters being mentioned apart from himself. There was never any introduction to his stories. There was evidence of some confusion with pronoun use. eg "You eat my lunch" (see Appendix II; viii-xiii). During the fourth fortnight the mean number of words increased to 23.7 per session. There was some increase in character introduction with a teacher and his mum and dad being mentioned (see Appendix II; iv-vii). The trend line on this occasion is a good indication of progress made which was steady increase in the number of words used.

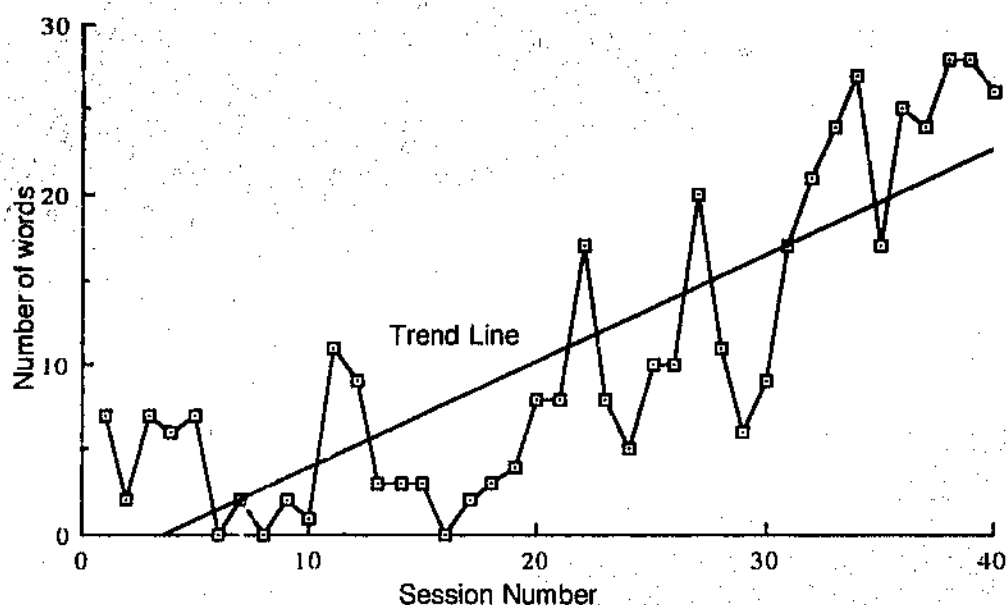


Figure 8a: The number of words per session recorded during successive narrative transcript session for Matt T.

ADVERBIALS OF PLACE

Matt T did not let the listener know 'where' the event took place in the first fortnight with no evidence of APs (Fig.8b). He increased his use to a mean of 0.2 per session in the second fortnight which is only a minimal increase. During the third fortnight APs increased to a mean of 0.7 but there were no further increases in the fourth fortnight. Matt T increased his use of APs during the study and this is indicated by the trend line. However, his progress was not as steady as it suggests.

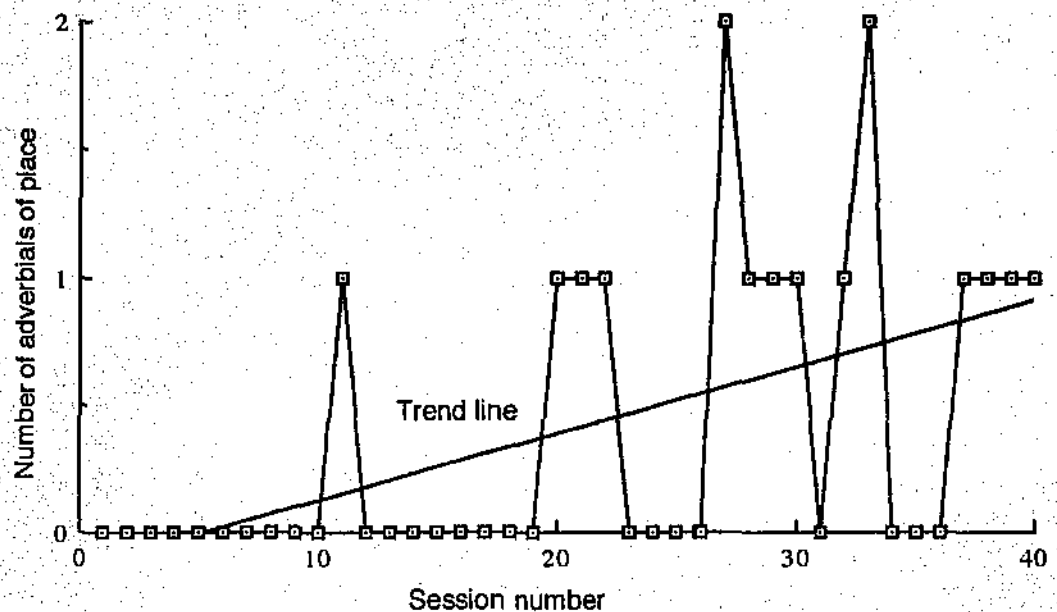


Figure 8b: The number of adverbials of place per session recorded during successive narrative transcript sessions for Matt T.

ADVERBIALS OF TIME

Matt T failed to establish 'when' the events took place during Fortnights 1, 2 and 3 (Fig.8c). During the fourth fortnight ATs increased to a mean of 0.8 per session. On Days 3 and 5 of the second week, in the fourth fortnight, he said, "...Friday morning" which suggests he may have initially internalized "On Friday in the morning" which most of the children used before progressing to the next stage. He also said, "On the school holidays..". Although the trend line indicates a slow but steady increase it was uncertain whether or not MT had really grasped this concept because of his limited use.

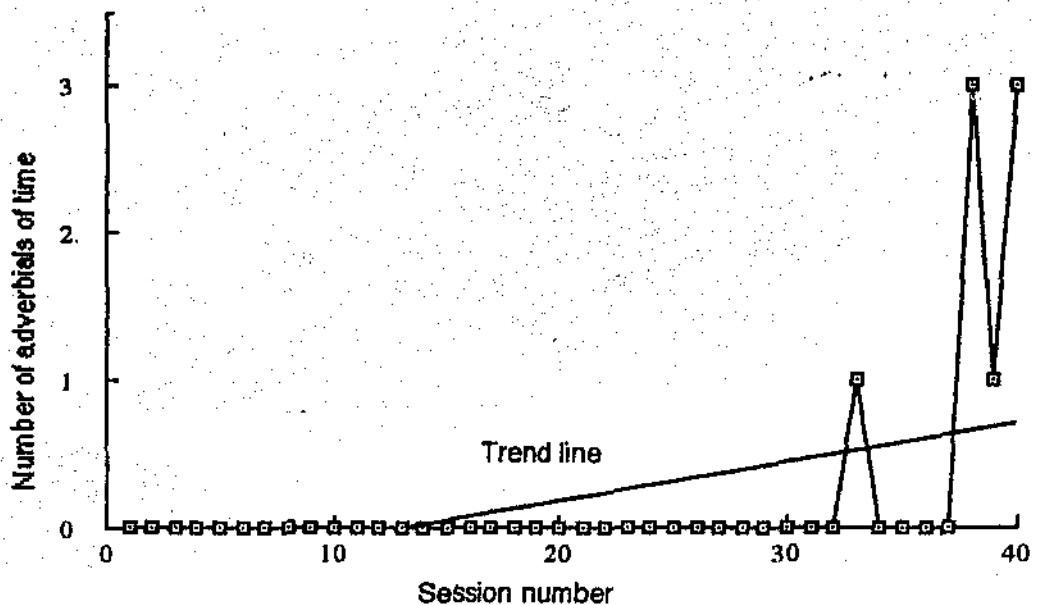


Figure 8c: The number of adverbials of time per session recorded during successive narrative transcript sessions for Matt T.

USE OF CONCLUDING STATEMENT & APPROPRIATE USE OF BECAUSE

During the first three fortnights Matt T failed to use concluding statements at the end of his stories (Fig.8d). He usually continued saying "mmmmm" until the researcher indicated that he could leave. He made no attempt to indicate in any way that the story was complete and there was no evidence of causality. During the fourth fortnight there was evidence of causality with inappropriate use of 'because' averaging 0.2 per session and appropriate use averaging 0.8 per session. The trend line indicates the increase that occurred. However, there was a sharp increase after session 31 and then a plateauing when he maintained the increases.

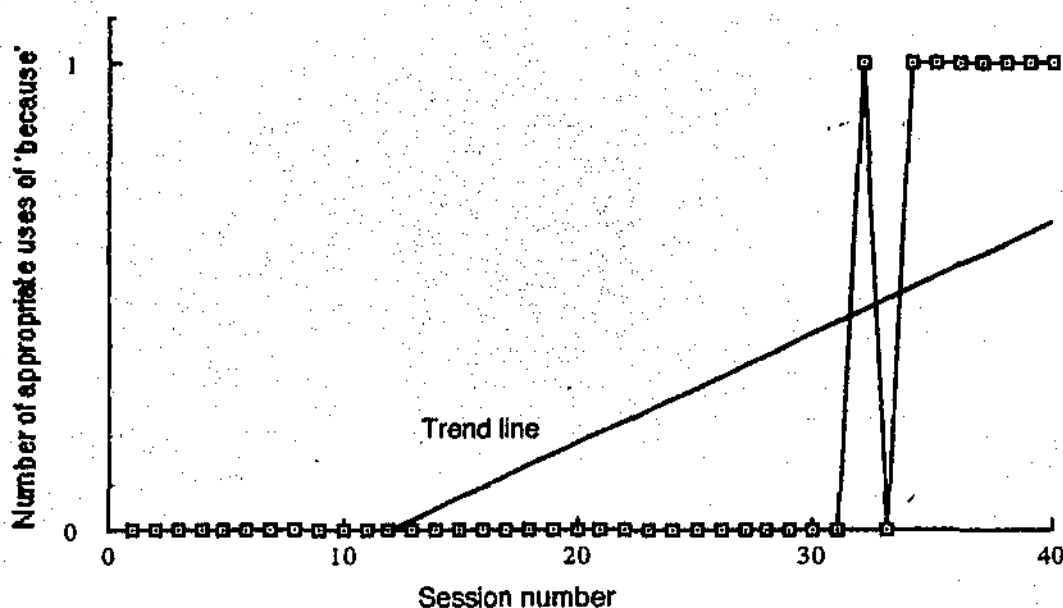


Figure 8d: The number of times 'because' was used appropriately per session recorded during successive narrative transcript sessions for Matt T.

Table 10: OVERALL PROGRESS OF MATT T

Fortnight	Mean number of 'Words'	Mean number of Adverbials of Place	Mean number of Adverbials of Time	Mean number of appropriate uses of 'Because'
1	3.4	0.0	0.0	0.0
2	4.6	0.2	0.0	0.0
Change 1-2 (%)	35.0			
3	10.4	0.7	0.0	0.0
Change 2-3 (%)	126.0			
4	23.7	0.7	0.8	0.8
Change 3-4 (%)	127.0			
Overall Change 1-4 (%)	597.0			

Matt T's narrative generation during the first fortnight demonstrates no knowledge of the 'frame' or structure of a story. He failed, on all occasions, to provide a temporal, physical or spatial context for the narrative. In assessing the communicative function of the narrative, Matt T failed to provide any factual information and the script was very confusing for listener comprehension. He was not sensitive to the listener. However, by

the fourth fortnight, although he usually failed to introduce his stories, it was apparent that he was developing some understanding of the structure. He gave the listener more information and concluded all his stories with a feeling statement and some causality.

Matt T increased his words during the second fortnight but the greatest increases occurred in the third and fourth fortnights. He increased his use of APs slightly in the second fortnight but the biggest increase was in the third. This was maintained in the fourth. He failed to use any ATs until the fourth fortnight, when he used mature ATs in the third last and last stories. Similarly, with the use of 'because', Matt T did not use it at all until the fourth fortnight, where he made 2 inappropriate attempts before using it appropriately in each of the last 7 sessions.

4.10 Discussion of group results

Following is a discussion of the overall progress of the students involved in the study, with comparisons made to highlight similarities which occurred in their language learning patterns. Preceding this discussion is a graph showing the group's progress across the four areas during the study.

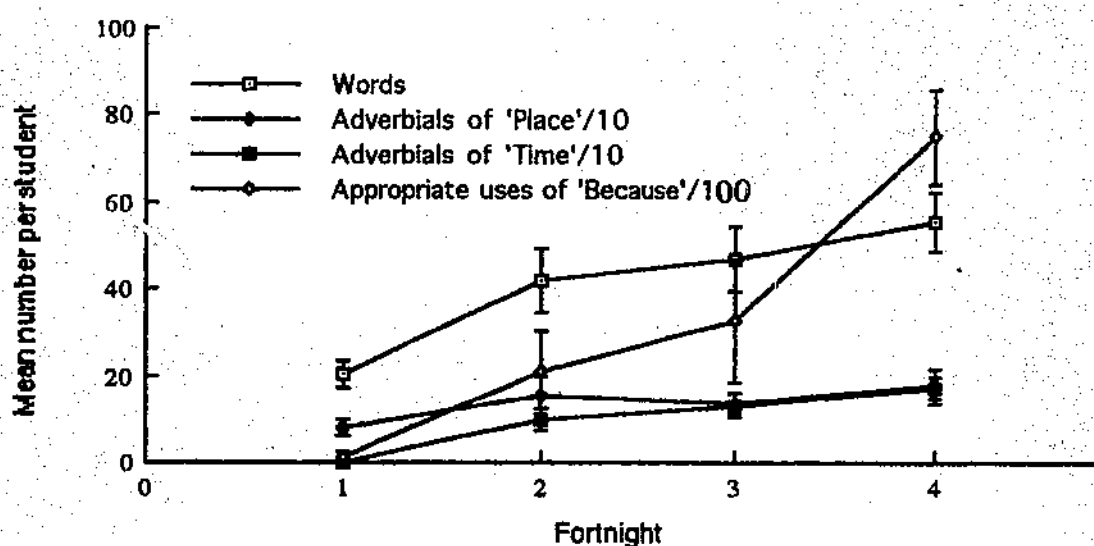


Figure 9a: Overall performance of the students on the measures of word usage used in this study (n=8).

NUMBER OF WORDS

The mean number of words used by the group in their newstelling sessions during the study increased from 20.6 to 55.75, an increase of 170% (Fig.9a). However, the greatest increase in the group was seen between the first and second fortnight where the mean number of words increased by 103.4%. At the end of the first fortnight the mean number of words was 20.6. By the end of the second and third fortnights this had increased significantly by over 20 words to 41.91 ($t_p=4.03$, $p=0.002$) and by 5 words to 46.91 ($t_p=2.508$, $p=0.026$) respectively. In the fourth fortnight the mean number of words had increased by almost 10 words to 55.75 ($t_p=2.56$, $p=0.038$). The above results indicate that the students improved most during the second fortnight when they began to learn the steps of the Narrative Programme. During the third fortnight when the programme was not in place there was still a significant increase but less than when the treatment was in progress. In the final or fourth fortnight when the programme was again in place, the number of words increased significantly compared to the third fortnight. In other words the overall increases in the number of words adhered to the classic ABAB model supporting the notion that the Narrative Programme caused these increases.

Every student involved in the study increased the number of words used in newstelling as soon as the Narrative Programme was introduced. For many of them this was the only change during that fortnight, indicating that a feeling of security was a factor influencing this new confidence. It is possible that the introduction of some structure increased the students' confidence in the direction their stories were taking. Some students increased their number of words more than others but considerable gains were made by all of them. The greatest increase in range during the 8 week period was noted in the student who said the least to start with. His average number of words per news session went from 3.4 to 23.4. The student who increased his words the least was the one who used the most words in the first fortnight. His words ranged from an average of 33 in the first fortnight to 41.8 in the fourth fortnight. These patterns are to be expected. In these types of studies, the students who have shown little progress previously often display a rapid

learning curve initially when involved in a new programme, before leveling off. Two of the students increased the number of words used according to the ABAB profile (Fig.10a). Sam T increased his words to a large extent during the treatment fortnights and while he increased slightly in the third fortnight, the increase was minimal. Frank L's pattern was similar except that his number of words decreased slightly in the third fortnight. Evan S and Rob B increased the number of words used in the second fortnight before plateauing in the third fortnight and reducing the number of words used in the fourth fortnight (Rob B showing a greater reduction than Evan S for no apparent reason). Lyle M improved steadily in the second and third fortnights and made great increases in the fourth fortnight as though he required time to increase his confidence. John B and Tom N increased their word usage the most in the second fortnight, less in the third and even less in the fourth. Matt T increased his words to some extent in the second fortnight and to a greater extent in the third and fourth fortnights. There was no apparent reason for these individual developmental patterns but they probably relate to the different learning styles of different students.

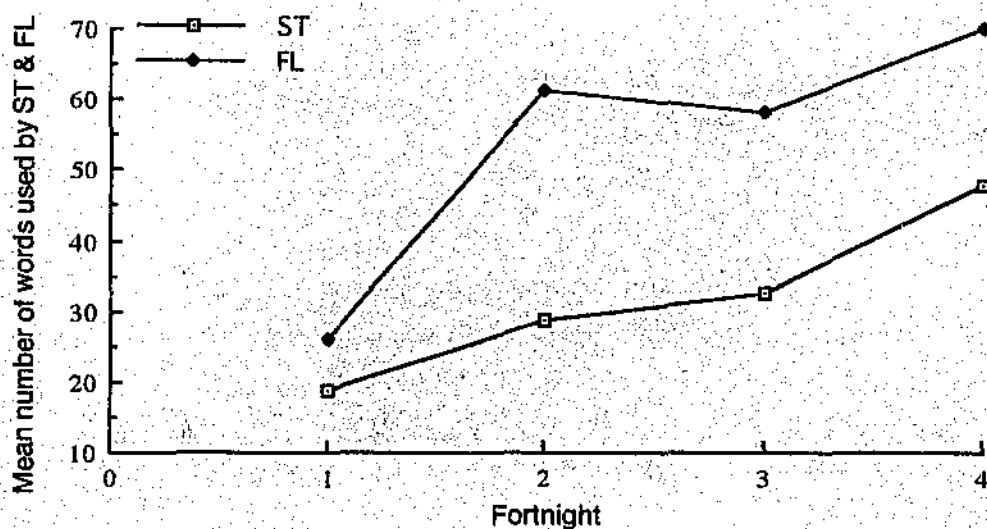


Figure 10a: The mean number of words used by Sam T & Frank L per fortnight

ADVERBIALS OF PLACE

At the end of the first fortnight the mean number of APs for all eight students was 0.79 (Fig.9a). By the end of the second fortnight there was no significant increase with a mean of 1.55 ($t_p=1.76$, $p>0.05$). By the end of the third fortnight there was still no significant difference from the second fortnight ($t_p=2.04$, $p=0.08$). At the end of the fourth fortnight there was no significant increase with a mean of 1.77 ($t_p=1.22$, $p>0.05$). Overall there was no significant increase in the mean number of adverbials of place used during the study. However, the more detailed discussion of individual student's results which preceded has shown that individual students improved considerably during the study.

Of the 8 students involved, 6 showed an increase in the use of APs. It is interesting to note that the 2 students who did not increase their usage (1 remained the same and the other decreased) had actually begun the programme with some evidence of APs. These students, Rob B and Sam T, may have found it difficult to maintain current language patterns when trying to take on new, unfamiliar ones because both these students were among the three who showed the greatest increase in ATs. There was no distinct pattern with different students developing in different ways. Frank L, John B and Tom N all progressed in a classical ABAB profile (Fig.10b). In other words they increased in fortnights 2 and 4 when the treatment was in place but decreased or plateaued during fortnight 3. Lyle M increased his use of APs in fortnights 3 and 4 which supports the view that he requires additional time before he is confident enough to take on new language elements. Evan S and Matt T improved steadily.

It was apparent that some topics provided the students with the opportunity to make more frequent use of Adverbials of Place and this should be considered when studying the results.

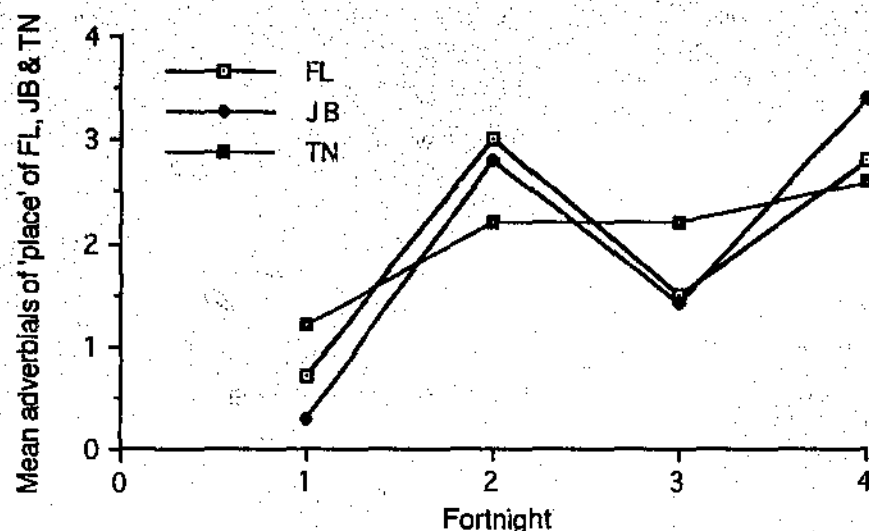


Figure 10b: Mean number of adverbials of place used by Frank L, John B & Tom N per fortnight

ADVERBIALS OF TIME

The mean increase of ATs for all eight students increased from 0.025 to 1.71 (Fig.9a) during the study. The greatest increase was seen in the second fortnight with the introduction of the Narrative Programme. At the end of the first fortnight the mean was 0.025 and this increased significantly in the second fortnight to 0.97 ($t_p=3.99$, $p=0.005$). There was no further significant increase in the third fortnight when the mean number of ATs increased to 1.32 ($t_p=1.81$, $p>0.05$). There was a significant increase between the third and fourth fortnights when the mean increased to 1.71 ($t_p=2.426$, $p=0.046$). The increase in the ATs adhered to the ABAB model, further supporting the notion that the Narrative Programme was causing these increases.

Every student increased his mean number of ATs. Once again there was variation in the students' patterns of development. Rob B and Lyle M developed in the ABAB model (Fig.10c). These students did not show similar developmental profiles in their increases of APs. On the other hand Evan S and Sam T made increases during fortnights 2 and 3 and plateaued in the fourth fortnight while Tom N increased in the second fortnight and then plateaued. Frank L and John B improved steadily and Matt T made no progress until

the fourth fortnight, indicating that he did not demonstrate understanding the concept before then or was not ready to attempt its use.

It was apparent that some topics provided the students with the opportunity to make more frequent use of Adverbials of Time and this should be considered when studying the results.

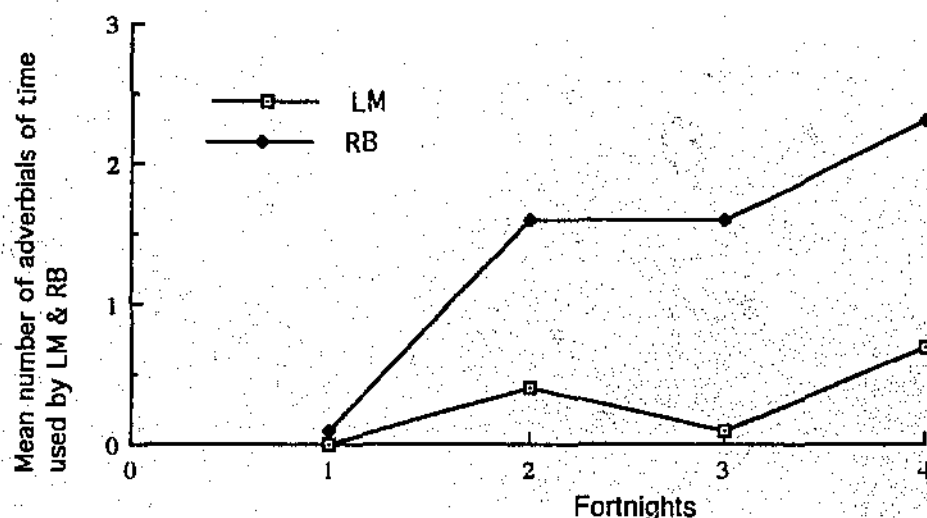


Figure 10c: Mean number of adverbials of time used by Rob B & Lyle M per fortnight

APPROPRIATE USE OF 'BECAUSE'

During the first fortnight appropriate use of 'because' had a mean of 0.03. There was no significant difference between the first and second fortnight when the mean was 0.21 ($t_p=2.205$, $p>0.05$). A comparison of means between the second and third fortnight was 0.325 ($t_p=2.049$, $p>0.05$) and were not significantly different. There was a significant difference in the means of the third and fourth fortnights when the mean increased to 0.75 ($t_p=3.48$, $p=0.0103$). These results suggest that the concept of causality or the appropriate use of 'because' is a difficult one for students with language disorders to grasp and requires increased teaching time and time for the students to practise before it is understood.

Every student increased in the appropriate use of 'because' (Fig.9a). Frank L was the only student adhering to the ABAB model (Fig.10d). Evan S and Rob B showed steady increases for the duration of the programme. John B and Tom N increased during fortnights 2 and 3 but plateaued in fortnight 4. Sam T, Rob B and Matt T displayed no evidence of causality in fortnights 2 and 3 but used 'because' appropriately in fortnight 4. Matt T's increases suggest that he is similar to Lyle M in that he is not prepared to try new language elements until he has understood them. It is interesting to note that the students also varied in the extent to which they used 'because' inappropriately. Tom N and Rob B consistently used it inappropriately. Even when they began appropriate use, both students continued to use 'because' inappropriately to the same extent as before. Sam T had difficulty initially and made many inappropriate uses but these decreased when he grasped the understanding of causality. Lyle M, on the other hand, did not use 'because' until the fourth fortnight and then it was used appropriately at all times. This further supports the notion that Lyle M requires confidence before taking on new language elements. He did not appear to have the confidence to practise by using 'because' inappropriately initially. Matt T, John B, Frank L and Evan S used 'because' inappropriately on a few occasions.

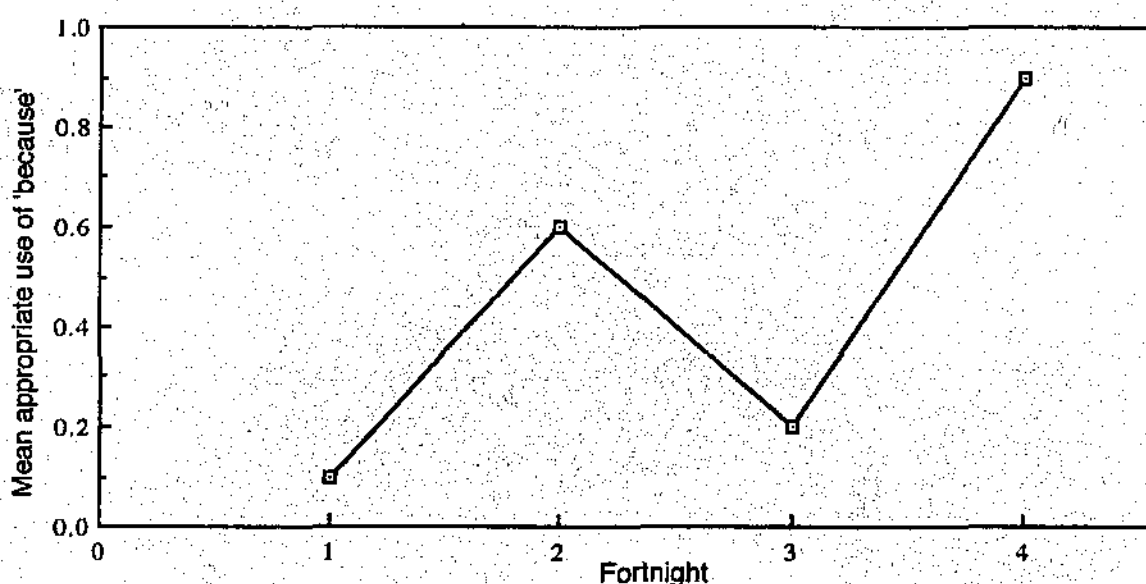


Figure 10d: Mean number of appropriate uses of 'because' for Frank L per fortnight

In the overall study there were significant increases shown in the number of words used, adverbials of time and appropriate uses of 'because' which shows that in these areas the programme was successful. There was no significant overall improvement in the use of adverbials of place. However, a number of students showed increases in APs which then decreased when they began using ATs. It is likely that if the programme were to continue to allow the students more time to become used to the additional language requirement of ATs, the APs would be used again. More teaching time could be dedicated to this area. The only student who showed any consistent pattern of learning across the four areas being monitored, was Frank L who seemed to respond to treatment and plateau when not being treated. This occurred on three occasions out of the four. Apart from that every student progressed in different patterns according to the different areas being examined.

These findings will be discussed in relation to the literature in the final chapter.

CHAPTER 5

SUMMARY AND CONCLUSION

5.1 Introduction

This study has presented the results of a programme designed to teach the narrative structure to students with language disorders. The results indicate that teaching the structure to these students improved a number of aspects of their narrative ability, supporting the view of Kelcab-Alker and Swank (1987) who believe that narrative structure can be taught to young children. It also supports the suggestion by Myers and Perlmutter (1987) who believe in the use of rehearsal to improve recall. Once the students were familiar with the organizational plan the amount they said increased. They then attended more to other aspects including Adverbials of Place, Adverbials of Time and causality (appropriate use of 'because'). These results support the findings of Scott (1989) and Carrow-Woolfolk (1988) who found that once students no longer have to think about *form* they can concentrate on *detail*. Similarly Brown (1975) who found that as a child says more, major linguistic changes take place. Aitwerger, Edelsky and Fores (1987) have found that children learn language by using it and this was also supported by the findings of this study.

The results support the use of the intervention model upon which the programme was based, supporting the findings of Snyder-McLean et al.(1984) who found that Joint Action Routines could be used effectively in schools for language intervention. They also support the views of Lewis et al.(1985) in that the students responded well to describing 'real events' in 'real time'. The modelling provided by the teacher during the narrative sessions was effective, supporting Leonard (1975), Courtright & Courtright (1976, 1979) and Muma (1979) who had all reported successes using modelling in language intervention.

5.2 Outcomes and Implications

Brown (1975) discovered in his research, that children's language development depends to some extent on the mean length of their utterances (MLU). It is necessary to increase their MLU so that they have a need to acquire more complex language structures. If children say little they are not likely to require the more complex language that children with adequate language skills need and use. It is therefore necessary to find a way to increase their utterances to allow them the opportunity to learn and practise these language structures. This study has shown that participation in the narrative programme led to an immediate increase in the number of words used by the students. They also began to use more complex language once they had been introduced to the narrative structure. This supports the views of Brown (1975). These improvements also support the views of language educators who stress the importance of routine as a procedure which facilitates the mastery of aspects of language (Bruner & Sherwood, 1976; Ratner and Bruner, 1978; Snyder-McLean, Solomson, McLean & Sack, 1984). Once the students were familiar with the routine they all increased their utterances considerably and at the same time they began to show some evidence of increases in some of the other language aspects being monitored. It was apparent that the increased length of utterance increased the need for the students to acquire these structures and that the programme facilitated this acquisition. The programme's success can also be attributed to the fact that the students became active participants in the stories when taking part in the narrative programme. This supports the views of Zubrick (1988) who believes that when parents encourage their pre-school children to be active participants in story telling sessions, they are helping them to learn the narrative structure. It also provided students with exposure to good quality narratives with the researcher beginning each session with a modelled personal narrative, a feature considered important by language educators (Nelson, 1993; Westby, 1985; Zubrick, 1988). After the completion of the programme, I observed that the students' stories had become a lot easier for the unfamiliar listener to understand. The reason for this is that students were incorporating adverbials of place and time, using

more words and using 'because' appropriately. This observation provides some justification for the choice of language aspects measured in the study.

Students began using adverbials of place before adverbials of time, supporting the findings of Brown (1975). His study on the stages in the acquisition of language, indicate that children acquire Adverbials of Place before any of the others, with Adverbials of Time following shortly after. It was evident on analysis of the results of the study that some children were not ready to use adverbials of place and time within a short time span and that the emphasis on one seemed to cause a reduction in the other. A Narrative Programme such as this is not designed to get immediate results and is more effective when used as a long term programme to be run in a classroom for language disordered children. If a teacher observed that students were not able to cope with using a language aspect, in addition to maintaining the aspect previously treated (such as APs followed by ATs), the teacher would ensure that more teaching time was devoted to the first aspect, until the students were able to use it with some degree of confidence. Although there were some increases as soon as the programme began, and over the eight weeks' duration of the study, it would be expected that more significant results would be found if the programme was a regular classroom activity. The ABAB design was a short term model to look at the effectiveness of the programme and not considered to be used as a teaching model.

Children learn in different ways. While some will respond to certain themes others will not be motivated by them. It is essential that any themes used during the Narrative Programme are exciting and varied and that teachers are flexible enough to change a theme if the children are not motivated by it. Certain topics which were used in this research did not motivate the students and this became evident when they were asked to tell a story about them. It is important that teachers are constantly ensuring that the topics are of interest to the students. Ideally, themes would be preceded by an outing to introduce the topic because children with language disorders often have word finding difficulties and are often lacking 'world knowledge' to draw on when required. This

stimulation and exposure to relevant vocabulary in the discussions leading up to the outing are effective in providing some background knowledge for the children to use in their stories. It also provides the motivation required to present a stimulating and exciting language programme. The variation of story topics and the use of personal experiences was effective, supporting the views of Snyder McLean et al. (1984) and Lewis, Duchan and Lubinski (1985) who support the view that children learn event relatedness better by describing real events.

Children do not grasp concepts at the same rate or in the same order. The teacher needs to be aware of this and ensure that a good record system is maintained so that the quicker children are exposed to more complex language structures when required and that those who are slower to understand certain concepts continue to work on them until they are learnt. It is also apparent from the results of the study that some children are not prepared to attempt new language elements until they fully understand them. Although it is important to try to teach children that it is acceptable to make mistakes and that this is in fact an effective learning strategy, it is also necessary to cater for children who do not have the confidence to do this, allowing them sufficient time to internalize new structures before using them. This study has shown that students have unique learning styles. Although it is not possible to cater for these individual differences in the programming of language areas, it is essential that the programmes are flexible enough to allow individuals to progress in the way which best suits their needs.

The narrative programme is very adaptable and can be changed to suit the needs of the students currently using it. For example, once the students had learnt and were able to use the structure introduced in this study, an additional step could be included. "AND" could be placed next to the "WHAT" step to encourage the students to include more information. "AND THEN" would assist the students to understand that when discussing more than one event they need to be in the correct sequence. Descriptive language could be introduced by placing a "?" step next to the "WHO" step, requiring children giving a

descriptive word before naming the character (e.g., **My best friend**). This format is also a useful strategy for teaching children to use cognitive verbs, verbs which children with language disorders find difficult to understand (Zubrick, 1987). The final step in the study introduced the use of "**thought**" but others could be included quite easily. For example, as suggested by Zubrick (1987), photographs of a sequenced visit that the children had been on could be used. For the purpose of this programme the photographs could replace the steps. Each child could be asked to tell the story and include some of the questions outlined in the discussion prior to going to the zoo. (e.g., "Good morning. On Friday morning our class went to the zoo. John **wondered** why the giraffe was so tall. Mrs Smith **thought** it was so he could reach the leaves in the trees ".)

When students have become proficient at telling personal stories they could move on to more detailed story re-tells where the teacher reads a story to the group, which they are then expected to retell using appropriate steps. The story would have a number of events and characters and include complication of plot (Stein & Glenn, 1979). This could involve problem solving skills and cause and effect relationships, leading to a more literate use of language. This literate language is necessary for students in all aspects of their education.

5.3 Limitations of the Study

There were a number of factors which limited the study. The study was conducted over an eight week period, which does not allow sufficient time to observe the long term development of language. However, it does provide an indication of the programme's effectiveness in the short term, which should increase over a longer period.

The number of students involved in the study was small, therefore making it difficult to make any broad generalizations based on these results. All the subjects were boys which, although it was unavoidable, could mean that the results have a gender bias.

The study only measured four aspects of narrative development: the number of words used, the number of adverbials of place and time and the appropriate use of 'because'. Although this study investigated generalization to personal newstelling, it did not address the issue of generalization in other areas such as story writing and social interactions. It was also difficult in some cases to ascertain whether the students had a real understanding of the concepts learnt or whether they had learnt the rules and were applying them. The only way to test this would be to monitor daily news sessions and conversations in a more natural environment to see if generalization had occurred.

Some of the topics chosen did not elicit the language aspects being measured which would have affected the results. An example of this is the topic "Best Friends" about which some of the students described and named all of their friends. This meant that they had no need to use adverbials of place or time.

5.4 Recommendations for Changes to the Narrative Programme

The Narrative Programme was effective in assisting the children to develop their narrative skills. However, some aspects could be revised and changed.

It was apparent that placing the day and time steps separately caused students to adopt an unnatural way of speaking (On Saturday in the morning). Once the steps were placed along side each other, they began to say "On Saturday morning" which sounded more fluent. It was also apparent that the students did not generalize these aspects of language easily and that terms had to be introduced through brainstorming sessions with much praise given to anyone using new terms before others would use them. In this programme it was noted particularly that the students rarely used time phrases such as "Last night", "Yesterday", "Tomorrow", "Last year" and so on. The programme had consistently used days of the week and morning or afternoon and so did the children. It is apparent that these terms should be changed regularly because the students tend to get stuck on certain phrases and are difficult to move. In particular they need frequent

exposure to the more common adverbials of time used by mainstream children (e.g., "At my party last year" and "After the sports carnival last term"). This step could be developed after the students had mastered using days and times (e.g., "On Monday morning").

The structure caused some difficulties for those children who do tend to get stuck on a safe course because they tended to use the same format on a daily basis. Some children began every story with the same beginning (e.g., "On Monday morning...") regardless of whether they were talking about being at home with their families or at school. However, this safe course did make them feel more secure about speaking and consequently increased the number of words used.

5.5 Recommendations for Future Research

This study of narrative development in language disordered children only covered a small number of areas that need to be considered when studying oral narratives in school age children. A similar study looking specifically at other aspects, such as adverbials of manner, cognitive verbs and the use of a variety of connectors would be an interesting extension of this study. In any future studies it would be beneficial to have a study group including boys and girls.

It would also be useful to develop a programme aimed at teaching story re-tell using more literate language for children who are at a proficient stage in personal story telling. This would then begin the process of getting children ready for the narrative tasks required of them in middle to upper primary school, such as summarizing books and current affair programmes, note taking, explaining and interpreting events. In order to develop a programme of this type the steps would need to be changed to be more in line with the story grammar model (see p.47). Once this programme was in place a similar study to this could identify areas of improvement resulting from its implementation. It would be important, in any future studies of this kind, to monitor the subjects' use of oral

narratives across other aspects of their schooling to ascertain whether they have generalized the structure and are using it in a range of situations, such as in social interactions, discussions with parents and newstelling in their classes when they no longer have the support of the narrative programme.

I would like to see this programme trialled in another school situated in an area identified as having a large proportion of 'at risk' children. In response to all the current literature indicating the importance of the oral narrative structure for learning environments, this programme may be of use to teachers of children who are experiencing language difficulties.

The Narrative Programme presented in this study is a very structured one, allowing little flexibility and not catering for children's creativity. However, staff at the LDCs have reported that children without this basic narrative structure have difficulty in expressing creative ideas and it is believed that this structure might enable them to concentrate less on the structure and more on the ideas. It would be useful to do some long term research in this area to see if creativity in expression increases with an increase in structure.

5.5 Summary

As oral narratives are essential for social and academic interactions, teachers need to find ways to facilitate the development of these skills in children. This study found that the three aspects of narrative ability of the subjects involved improved during participation in a narrative programme which had a consistent routine with which the subjects were familiar. The intervention method (Joint Action Routine) was effective in a classroom catering for children with narrative disorders and may be useful to use for other areas of language. Some changes have been discussed which could enhance the programme's effectiveness. Teachers of children experiencing language difficulties need programmes which are easy to implement and which are effective in developing narrative skills. This may provide a useful teaching tool for them. As stated by Westby (1984), children need

narrative thought if they are to be able to function adequately in this world and to be able to interpret the things they see and read. Teachers need to be aware of its importance.

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APPENDIX I

NARRATIVE PROGRAMME

The staff at the North East Metropolitan Districts Language Development Centre were concerned that students were not making adequate progress in their narrative development. Together with the Speech pathologist they began to look at programmes being run in other schools and examining research in developmental stages.

The Narrative Programme which was developed is repetitious, involves a consistent routine and incorporates a number of interchangeable roles. This structure fulfils the criteria for success outlined by Snyder & McLean (1984). It was also considered necessary for the children to be active participants in the stories, an aspect considered important by Zubrick (1987).

The stations in the game can vary according to the children's ages and interests, but for the purpose of this description, the Humpty Dumpty Game will be used. The game can be played individually or in teams and has several versions that can be selected to suit the attention, motivation, developmental level and style of any junior primary class.

There are three roles for participating children:

1. Story Tellers
2. Listeners
3. Score Keeper

Equipment:

The game comprises of up to 15 "stations". These cardboard cues are positioned, in numerical order around the room. The stations visually cue the child to the story components and sequence of the narrative structure. The movement around the room is designed to physically reinforce the planning and the components of a complete narrative.

Goal 1- For children to express extended/elaborated verbal units of information that demonstrate:

- (a) appropriate sentence and narrative structure
- (b) conciseness
- (c) appropriate vocabulary
- (d) cohesiveness
- (e) conscious planning
- (f) reflection

Goal 2- For children to use introductory and closing statements

Goal 3- For children to present events in appropriate order and lead a narrative to a logical conclusion

Goal 4- For children to sustain an oral monologue during the narrative task

Goal 5- For children to demonstrate an appropriate listening/audience role

Aims:

The Narrative Programme aims to develop skills in children to enable them to formulate:

- (a) A collection of events related to each other

or

- (b) Stories that have a physical or psychological centre (central event)

or

- (c) Stories that have a chaining of events in temporal or cause-effect sequences

or

- (d) Highly structured narratives in which events are linked both to a common centre or theme and to other events in cause effect and temporal relationships

The aim that each child is working on depends on which stage of narrative development the child presents at.

STATIONS 1 TO 5: SETTING, INITIATING EVENT

Child identifies and chooses the social, physical and temporal context of the story and describes the actions of the main character. In the early stages the stories are about the children and immediate members of their environment.

Once the children exhibit competence in narrative concerning these familiar characters, these stations can include a selection of different characters.

STATIONS 6 TO 10: INTERNAL PLAN, ATTEMPT, CONSEQUENCE, REACTION

Child selects the results of the character's attempt and selects an emotional or evaluative response.

The cognitive and linguistic demands of selecting an INTERNAL PLAN (the character's strategies to cause change) and an ATTEMPT (an action or attempt to deal with the initiating event) may be too difficult for children struggling to establish narratives.

As with the introduction of "other" characters, it is appropriate to introduce these more complex features as new stations and gradually introduce them with much ceremony, salience and bright colours once competence in Pre-narrative sequences emerges (ie minus attempt and internal plan).

Procedures:

Step 1. Introduction and teaching about the stations' functions and purposes. Teacher explains that this is a story telling game and that each station is a special part of the story that can not be left out. If a part is left out the player can not travel right around the room. The teacher teaches the children to recognize the words that are written around the cue cards at each station and aim for children to recognize or identify them.

Step 2. Demonstration. The teacher should demonstrate constructing the story by following the story path. The children should then be asked who can remember the story. The teacher should continue to retell and demonstrate that story until the class has recalled the majority of the story.

Step 3. Role delineation. The teacher introduces the concept of the three roles and walks the class through the duties associated with being a story teller, a listener/reteller and a score keeper.

Step 4. Rehearsal. The children are allowed to walk through the game as many times as required until they can demonstrate a clear understanding of :

- (i) constructing a story drawn from the cue cards at each station;
- (ii) listening to and remembering a story told by someone else

Step 5. Individual participation. Each child will take a turn of telling a story to the class while another child will listen and remember the story. Another child will act as scorekeeper and award points first to the story teller, depending on how many stations were successfully included, and then to the listener who must accurately retell the story while following the story path.

The first few times the game is played it may be most effective for the children to play individually while they learn the stations and roles. It is easier to coach individuals through the procedures. Being able to play the game effectively in teams is an immediate goal. Turntaking, peer teaching/modelling and joint focus are incidental, but additional goals for children playing in teams.

Step 6. Team Performance. The roles in the game are story tellers, listeners and score keepers. Teams can be labelled Humpties, King's Horses and King's Men.

Step 7. Once competence has been established in walking through the story path both as speakers and listeners it is time to establish elaboration and to increase language complexity at the sentence level at the various stations.

A logical beginning is to introduce a new topic eg Something I ate. The teacher explains the change of subject and spends a few minutes "brainstorming" for relevant vocabulary. The first 'time' station involves selecting a day. The teacher should discuss different things that regularly occur on certain days. eg art on Thursday

Children are encouraged to incorporate some of these events into their stories.

Specifying the time of day is the next addition, beginning with "in the morning", "in the afternoon" and so on.

Character elaboration should be developed next. Encourage children to think of a special word to give a better picture of the character.

INCREASE STEPS

1. As children become familiar with the prompt words at each station, try turning them face down or covering up overused selections.

2. As children begin to evidence a sequence, introduce temporal connector cards (and, then).

3. Once children establish effective use of temporal connectors, introduce causal connector (because), then conditional connectors (so, if).

4. Broaden the number and range of reflective verbs and introduce 'moral' cards at the end of the story.

5. Set up the stations without the cue cards and see if the children can relate class outing stories using the story path.

Scoring:

It is important to rate the narrative performance to assist in decision making in terms of increased steps, topic changes and deciding on generalization goals. Progress will be measured on an individual basis. The child/team should be rated on generating or retelling a narrative, or speaking or listening. At each stage the performance is either:

F - Failed to produce an appropriate response despite prompting

P - Prompted. Child is given a visual, gestural or verbal clue by teacher, team member or audience member.

I - Independent. Child independently "completes" station.

The programme should be run daily for approximately 30 minutes per session.

APPENDIX II (I)

NEWS TRANSCRIPTS WEEK 1, DAY 1 19.8.1993

STIMULUS PICTURE: A ZOO

ES

I saw a eagle and a snake ..um.. a crocodile and a baby elephant and a turtle.

ST

I saw a big long snake and a crocodile and a bear and a eagle.

RB

Good morning Um.. at the zoo I saw a crocodile and two baby crocodiles and two baby turtles and a little crocodile.

LM

I saw a lion and a tiger and a duck.

FL

Good morning. I saw a baby crocodile and I saw a spotted cat and a bear and some baby elephants.

JB

Good morning. I saw a mummy elephant and three babies and two run away and I saw monkeys.

TN

Good morning. At the zoo I saw two bears and two baby crocodiles and two baby turtles and a little crocodile.

MT

Mmmmmmm..... a lion and a bear. Me great.

NEWS TRANSCRIPTS WEEK 1, DAY 2 20.8.1993

STIMULUS PICTURE: UNDERWATER WORLD POSTER

ES

Good morning. At Underwater World I saw a stingray and a shark and a turtle.

ST

Good morning. Underwater World I saw a shark and saw a stingray, white fish, crabs saw starfish and turtle.

RB

I saw a shark and stingray and a big fat fish and a bone fish and I saw a baby stingray and it's a yellow one and I saw a big black one....and I saw a little fish and I saw dolphins and I saw a crab and I swam in the water and thankyou listening my news.

LM

Good morning everybody. I saw turtle and I saw sea horse and I saw starfish and shark andand a fish, little fish and other fish. Thankyou my news.

FL

Good morning. I saw a big shark and I saw little fish and I saw a starfish and I saw tiny goldfish.

JB

Good morning. I saw a shark and big fish and another shark and some colourful sharks and some colourful fish and....a colourful seahorse. Thankyou listening to my news.

TN

Good morning. I saw a stingray and saw colour fish and I saw a stingray.

MT

Mmmmm.....dolphins...turtle...mmm.

NEWS TRANSCRIPTS WEEK 1, DAY 3 23.8.1993

STIMULUS PICTURE: A SUBURBAN HOUSE

ES

I live in a house and I play in the house and I got my toys there.

ST

My house is big and I live in my house and I like my house. My mum like my house.

RB

Good morning boys. At my house I got lots of toys and mum cooks food and I like it.

LM

Good morning. My mum and my dad and brother live in my house.

FL

Good morning. This is a house and I like a house. My friend have a house.

JB

Good morning. Peoples have a house and I got a house and mum and dad buy things.

TN

Good morning. I go to my house in the bus and the bus comes to my house.

MT

Good morning. I mmmmm... house mum and dad.

NEWS TRANSCRIPTS WEEK 1, DAY 4 24.8.1993

STIMULUS PICTURE: A FIRE STATION

ES

Good morning. Firemen put out fires.

ST

Good morning At the fire station I saw a extinguisher and a hose and a fire truck and siren and a bell.

RB

At the fire brigade the fire brigade rush to the house and there's a fire.

APPENDIX II (ii)

LM

Good morning Ummm .. I went to the fire station. I saw fire truck and hose. Thankyou listening my news.

FL

Good morning. At the fire station I saw a baby crawling under smoke. There's a fire.

JB

Good morning. I saw a boy and he forget his toys and he nearly get burnt. Thankyou listening to my news.

TN

Good morning. There was a house on fire and a fireman come and I get my teddy and I didn't get burnt and I got out.

MT

Good morning. I saw a hose.

NEWS TRANSCRIPTS WEEK 1, DAY 5 25.8.1993

STIMULUS PICTURE: A SHOPPING CENTRE

ES

I like going to the shops I do and mum like going to shops and my sister she don't like the shops.

ST

Good morning girls and boys. I went to the supermarket and my dad bought a gun and my mum bought some sausages and eggs and sausage rolls and onions and lollies. Thankyou listening my news.

RB

Good morning girls and boys. My mum and I and my sister and my dad we went K-Mart. My mum buy some meat and some milk and when we get back home my mum cook some dinner and when it dark I went to sleep.

JM

Good morning. My mum bought me ta watch and it work. Thankyou my news.

FL

Good morning girls and boys. My mum bought me this (points to badge) and it say "treasure trew".

JB

I go shopping with my mum and my dad and we buy stuff and I like toys.

TN

Good morning. My brother and my dad and we went markets and we bought some meat and milk and sausage.

MT

Good morning. Mum bought me lollies and mmmmm.....

NEWS TRANSCRIPTS WEEK 2, DAY 1 26.8.1993

STIMULUS PICTURE: A FAIR

ES

Good morning. I go on the merry go round and it go round and round and I want the man to stop.

ST

Good morning. There lots of rides and kids like it. lot of noises and screaming.

RB

I go rides and my sister go on rides only little rides. My mum like rides and dad go on rides and that big one.

LM

Good morning. I saw the merry go round and there people there and thankyou.

FL

Good morning. I go in the place and mum put me on and I like it at the fun place.

And I go high like this (moves hands to indicate height) and I not cry for mum.

JB

Good morning. I saw the car that go round and you hit it and it go bump and I like the car and I go really fast and I don't go to bed. Thankyou listening my news.

TN

Good morning. I I go and it is funny and I see the kids and we go on the rides and dad go on the rides. Mum go on the rides and I like it.

MT

Mmmmmmm.....mmmmmm.

NEWS TRANSCRIPTS WEEK 2, DAY 2 27.8.1993

STIMULUS PICTURE: BIRTHDAY PARTY

ES

Well I went to Matthew Browne party and it was at icecream cake and we could pick out our drink. I had burger and a chip and we like it. Thankyou for listen.

ST

Cakes and lollies and that's all.

RB

Good morning. I went to a birthday on Monday. I have my birthday and I have Matthew Browne and Mark and Samantha and Lisa. Thankyou listening to my news.

LM

Good morning. I saw some cakes and some food and a drink.

FL

Good morning. I ate chocolate crackles and birthday cake.

APPENDIX II (iii)

JB

You get clothing and toys and you get to take home lollies and you get cake and you get food. Thankyou for listening to my news.

TN

Good morning. We had a jelly bean cake with chocolate in the middle and we ate jellybean and funny mask and we had dinosaur snake, chocolate snake and chocolate for green. Thankyou listen tmy news.

MT

Umm...Birthday cake.....mmmmmm.

NEWS TRANSCRIPTS WEEK 2, DAY 3 30.8.1993

STIMULUS PICTURE: ROTTNEST ISLAND POSTER

ES

Good morning girls and boys. I got on the ferry. We packed our bags. Water and towel. It was an island. I don't know anything else.

ST

Good morning girls and boys. On Rottnest I go swim. We was lying in the sand and we saw seagulls. Thankyou listening my news.

RB

Good morning girls and boys. I rode my bike. I ride it really fast. And I got my trainer wheels on. You know why? Cos I can't it without my trainer wheels. I was at home and my tyre got flat. I went to the basin and I went in the water.

LM

I went in the water and sand was there and and people, jelly fish in the water. Thankyou.

FL

Good morning girls and boys. I saw a dolphin and a seahorse and I made a sandcastle and it's bigger and il went for a swim in the water and I saw a shark and some colour fishes and some tiny fishes and I saw another shark, two shark. I made a sandcastle and it grow bigger and it got a tunnel in it and I eat icy poles and I see sharks and I saw tiny fish.

JB

Good morning girls and boys. I saw a little fish and a dolphin and a shark and a lizard and a.....

TN

Good morning. Umm.. I saw a dolphin and I saw a cuttlefish and a big shark and a big seesaw and I saw a shark and I saw a cuttlefish and a seesaw. I saw a shark and umm.. shells and I made a caslle with Andrew.

MT

Mmmmm.....mmmm.....mmmm...

NEWS TRANSCRIPTS WEEK 2, DAY 4 31.8.1993

STIMULUS PICTURE: A FAMILY EATING A MEAL

ES

Good morning. My mum cooking in the kitchen and her making cakes and lollies and things we eat. And we sit down at the table and my sister sits at the table and my big sister. I don't any more.

ST

Good morning. I help my mum cooking and she cooking us dinner and we eat vegetables. Thankyou listening.

RB

Good morning. We eat our dinner we do and mummy make dinner and my sister make it fall down. I eat on my plate and I like meat. You know what? Vegetables make you get muscles. And you can get them. And the boys can. Thankyou listening my news.

JM

Good morning. I have tea and food is on the table. I saw the plates and thankyou for listening.

FL

Good morning. On tea time I had peas and I had meat and my friend like the meat and I am eating all my tea up and mummy like me to and I like it. Thankyou for my news.

JB

Good morning. We went to restaurant we did and mum gets a lot of food and we can have ice-cream. I like it. Thankyou listening my news.

TN

Good morning. At my house we have tea and I go to bed and I have stories. Thankyou listening my news.

MT

Mmm.. Tea....Mum...mmmm.....

NEWS TRANSCRIPTS WEEK 2, DAY 5 1.9.1993

STIMULUS PICTURE: SCI-TECH POSTER

ES

Good morning everyone. At Sci-tech I saw a planet and a sun.

ST

Good morning. I saw planets and they were up in the sky.

RB

Good morning girls and boys. I was in a room and there loud noise there were.

LM

I saw a boat and a bean bag.

FL

Good morning everyone. Umm..mm..I saw some stars and a moon and a sun.

APPENDIX II (iv)

JB

Good morning everyone. I saw a telephone and another one and you both can talk to each other. And I saw a ball what you make go by itself.

TN

Good morning girls and boys. Ummm.....mm..I saw a balloon and it goes up and down and it's got buttons on it.

MT

Mmmm.....space.....mmmm.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 3, DAY 1 2.9.1993

STIMULUS PICTURE: A FATHER COOKING WITH HIS CHILDREN

ES

We made gingerbread man and they were yummy and John locked the door because he thought the gingerbread man might run out and then the cleaner try to come in and he can't and Mrs Campbell her open it. And that all.

ST

Good morning. My story about cooking. On Friday in the morning bread and toast. I think it will be great fun.

RB

Good morning. My story's about cooking. In the morning we my dad and I we cook some jelly beans and my dad made some chips cake and we have a party and we did some chocolate crackles and some and my dad made some rats and he make some cat to chase the rat and the rat go fast and the cat go slow "cos the rat got sharp claws and the cat got sharp claws.

LM

Good morning. My story is about cooking. On Friday ummm.. in the morning ummm.. my dad and I we made a cake and a red sausages. I think it will be great fun.

FL

I do cooking at home and I make my mum take out of the fridge some egg and milk and some sugar. We put them in a bowl and we mixed it up. And my mum get the bread out of the cupboard and sausages too and we make pigs in blankets.

JB

Good morning. My story's about cooking. On Tuesday in the morning my dad and I cooked. Got milk and vegetables and breadcrumbs. We made quiche. Thankyou listening my news.

TN

Good morning. My story is about cooking. On Friday in the morning mm.. we found out my dad made a cake with freckles on top and jelly beans. Thankyou for listening my news.

MT

Good morning. Put some milk in it and crack the egg...mmmm.....

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 3, DAY 2 3.9.1993

STIMULUS PICTURE: CHILDREN PLAYING IN A PLAYGROUND

ES

Good morning. A long time ago I went to a park and we got a donut and my friend came and we played and that all.

ST

I play sand um.. I play trucks and play swings and climb up trees...play on monkey bars. That's all.

RB

The truck lift the sand up and a tractor put it down and a truck comes and a bulldozer go driving and a bulldozer went under the tunnel and down and up and down and up and down and up. Later on someone came. Got stuck. The end. That's all.

LM

Good morning. Umm..I was in the park with my mum and I was make a sandcastle and I was digging. That's it.

FL

I played a school and I um.. went up the ladder and I went down the pole. Then I slide down to a slide because I hold like that (demonstrates) and then I slide down and there sharks there because I got a boat. Next I played in the sand and I dig a hole. I put my hand in it and I dig some holes... I build a tunnel. And I play with the trucks and I made a sandcastle and I hold my hands like this on the poles and I done it myself. Next I um.. I um.. um.. run very fast and I beat David so I go to the street. That's all.

JB

Good morning. My story is about playing in the playground. You play in sand with tractors, cars and buckets and a spade and you play on monkey bars. Thankyou for listening my news.

TN

Good morning. On Friday in the morning we digged a hole, a big one to make water go through a hole. After that we filled it in and we played in a cubby house. We went home. I thought it was great fun.

MT

Good morning. I playing sand trucks mmmm..... Him play truck.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 3, DAY3 6.9.1993

STIMULUS PICTURE: CHILDREN SWIMMING IN A POOL

ES

Well.....Good morning. We put the wall and we done this (demonstrated hands) and we done a kick and we touched the lady foot under the water and we play ring a ring a rosie in the water and we go through the hoop in the water and that all

APPENDIX II (v)

ST

Good morning. My story about swimming. On Friday in the morning Mark and I we found our tractors. I thought it was great fun.

RB

Good morning. My story's about swimming. On Friday in the morning I touched the ground and I swim and I pushed off and I float around and I touch my knees on the ground and I just went over the hoop and I went under the hoop. Thankyou listening mynews. That's it. That's all I got.

LM

Good morning. I went in the beach with my mum and dad and I was swimming. That's all.

FL

I put my face in the water and I float on my back and and I go like this (demonstrates freestyle) and I did my um.. I put my face right down the water. Some people in number 3 group is Chantal, Evan, John, Kylie and David and that's it.

JB

Good morning. Yesterday I went to swimming and I got sand and I went to my mum and dad and they had my floatie and I put it on and I took it off and went down and got shells and put them in my basket and went to the bottom of the deep end and I got shells and took them up and I went next to the shark and I did go back to my mum and dad and put a floatie on. Thankyou listening to my news.

TN

Good morning. On Friday I went under water and looked under water. I found a octopus. Then I got a knife to stab it. Then it was dead. Then I gave it to my brother. Then I gave it to my brother. Then I cut out the sting out. Then I took the whole thing out. Then we cooked it and ate it and took the scales off. I thought it was great fun.

MT

Mmmmm.....mmm...I'm going swimming...mmmmmm.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 3, DAY 4 7.9.1993

STIMULUS PICTURE: A FAMILY DRIVING IN A CAR

ES

Good morning. My story's about my nanna. On Saturday we went to Nanna's in our car and Bonny and Nanna and my mum went to the shop to buy a lollie and we got a icy pole and when we come home we got the lollie. And we went to the park and did a goal and I got 2 and Daddy got 4 and we came back and we um played football and it went over the park and they came back. Thankyou.

ST

I went to the shops and we have fruit and I have vegetables and that's all. I thought it good fun.

RB

Good morning. My story's about driving in a car. On Friday in the morning, my dad and my sister - my sister rames Kimmy - and we went to the bush and see some animals and one's a dinosaur in the bush and one's a skeleton and I didn't keep it. It's a tricerotops. I think it will be great because the dinosaurs died.

LM

Good morning. My story's about a car. I went out with my family. That's all.

FL

My sister and I went driving - going to Rottnest and when I get there I went for a swim at Rottnest. I put my face in the water and Mark's Simpson come us well and when I um get my mum and dad, my mum and dad take me back again and my sister said "If you be good at home you will go to school". And that's all.

JB

Good morning. My story's about driving a car. On Friday in the afternoon, my mum and I went to Brett's house and we talked to each other and his mum talked to my mum and my brother played with Matthew Barrett and I played with David Anderson with the transformers. I thought it was excellent.

TN

Good morning. My dad's got a new car and it's got yellow and little bit of yellow and lots of blue. And it's got lights on the front and lights at the back and when we got back from the block we had a jelly bean ice cream. When we finish the jelly bean ice cream we went home. Then we went back in the car and went to the pipe shop because there was oil came out of the hose and we had the hose cut off. Thankyou for listening my news.

MT

Dad drive car...mmmm....

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 3, DAY 5 8.9.1993

STIMULUS PICTURE: POSTER OF THE MUSEUM

ES

Good morning. My story about museum. On Tuesday we went to the museum and the lady told us a story and we saw a big egg of a dinosaur and we saw a emu egg, a big egg, and I thought it was good because birds are not mean.

ST

Good morning. My story about dinosaurs. On Monday, in the afternoon, Alexi and I we found out dinosaurs have sharp teeth and sharp claws. I thought it will be great fun because it scarey.

RB

Good morning. My story is about museum. On Friday in the morning I found out dinosaurs have horns and a skeleton. I thought it was excellent because dinosaurs have horns.

APPENDIX II (vi)

LM

Good morning. My story is about the museum. On Friday in the morning um.. all the children the school went and I saw bones of the dinosaurs and I saw a egg. I think it be great fun.

FL

I got to the museum with my mum and I saw dinosaur bones and they were not scary and my mum's scary and my dad as well. There was a dinosaur rex. It eat other dinosaurs and I saw another dinosaur. I saw a brontosaurus whack his tail on the dinosaur rex and dinosaurs have sharp teeth and sharp claws. I thought it was fantastic because dinosaurs were not scary and that's all.

JB

Good morning. My story's about dinosaurs. On Saturday in the afternoon Brendan and I we went to museum and dinosaurs have bones and eat meat. I thought it was great fun because dinosaurs make noise.

TN

Good morning. My story is about museum. On Friday in the morning Brett and I we found there was gorillas and monkeys and lions and tigers. Thankyou for listening news.

MT

Mmm.... I see dinosaurs.....mmmm.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 4, DAY 1 9.9.1993

STIMULUS PICTURE: A CHILD HOLDING A PUPPY

ES

Good morning. I got 2 chooks and I think I got 7 budgies and I have a rabbit and sometimes a cat comes but it not our one. It the next door neighbour's. And the next door neighbour used to have a dog and him mean and he come to our house and dad throw rocks at him. And the next door neighbour moved to a new house. And that's all. I think it was bad because there was a mean dog.

ST

Good morning. My story's about pets. On Friday, in the afternoon, Bryn and I, Angus, Princess. I thought it be great fun.

RB

Good morning. My story's about pets. On Friday in the morning I count and my dinosaur hide and I find him and he count as well and I hide somewhere special- under my bed. That's the end of my news.

LM

Good morning. My dad bought me a dog and it was a puppy and my dad bought my dog some food. That's all.

FL

I have a dog called Keesha and we feed Keesha and um.. I play the dog and I play my ball about basketball and my dog was good. I thought it was fantastic because my dog was good and that's it.

JB

Good morning. My story's about pets. On Monday in the morning, Sheba and Steven were playing in his rock and Sheba was playing in her kennel and Steven smelled some food and went right into the rock and Sheba got in the box with me. Thankyou for listening to my story. I thought it was great fun because they're my best friends.

TN

Good morning. My story is about dogs. On Friday in the morning my dog did get the paper. It was morning when the paper man come and my dog gave it to me and I gave it to Mum and Mum read it and I thought it was great fun.

MT

Ummm.....mmmm.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 4, DAY 2 10.9.1993

STIMULUS PICTURE: A WINTER DAY WITH PEOPLE HURRYING FOR SHELTER

ES

Good morning. My news is about winter. On Saturday it raining in winter and another time it stormy and raining. I thought it was good because I like rain.

ST

Good morning. My story about storm. On Friday in the morning and I we found out storm and wind and col and ice and winter. I thought it will be great fun because it was cold and freezing.

RB

Good morning. On Friday in the morning I saw a big, big, giant storm. It knocked a tree down and all the leaves died. And one didn't because it's special because it's diamond. Because storms are scary.

LM

Good morning. Umm..I wear my raincoat and I went to school. That's all.

FL

Umm...There was a thunderstorm and there was some rain coming down in our school and I put my raincoat on and I put my hat on as well. And there was a thunderstorm and I start to sneeze- achoo. Then I When there was a thunderstorm, the thunder started to go I thought it was fantastic and that's all.

JB

Good morning. My story's about winter. On Friday in the afternoon Andrew and I we went out and we got wet and we played in the backyard and he and I made wombat stew and I went and got the stuff with his bike and it's a bit small and I went right up to the end of his place and pushed it up over where the stairs are and pat the dog. Then I went over the stairs. Thankyou listening to me speak because it was great fun.

APPENDIX II (vii)

TN

Good morning. My story's about winter. In the afternoon it was raining and storming 'cos it was....Trees were windy and the trees were cold and thank you for listening my news because it was storming hard.

MT

Wear jumper.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 4, DAY 3 13.9.1993

STIMULUS PICTURE: CHILDREN ON A SCHOOL BUS

ES

Good morning. I have tapes when I go on the bus and the bus will bring me home and to school and they got tissues and they got a bag where you put the tissues in and that's all. I think the bus is good because it brings me to school and home.

ST

Good morning. My story is about bus. On the weekend Mr Miller and I we found out Andrew Johns naughty. I thought it was great fun because it was scary and he might run away.

RB

Good morning. My story is about a bus. On Sunday in the morning it was noisy all the people jumping on the bus because there bumps on the road and all the people scream and ray told the people off and David Anderson was the people. And I think it was great because it was too loud.

LM

Good morning. My story's about the bus. On Friday in the morning I um um Ray put me on the bus.

FL

Good morning. My story is about bus. On Wednesday in morning Christopher and I um we went on Ray's bus. Some people were a bit noisy. I wasn't. I was good on Ray's bus. And ...an ..we..um..Brett Behn and I were quiet on the bus. And that's all.

JB

Good morning. My story's about on the bus. On Friday in the afternoon someone from school and the driver, Mr Maley and Mrs Maley and Mrs Elscott, went to school and some people needed tissues and Kylie and I sit in the front with Mrs Maley and one day I brang a eagle and then we at school. Thankyou listening to my news. I thought it was great fun because the bus is really, really great fun.

TN

Good morning. My story is about bus time. On Friday in the morning we found out Ray drives to police station and we looked at what the fireman down..... And I thought it was great fun because I like great fun.

MT

Good morning.....in.....

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 4, DAY 4 14.9.1993

STIMULUS PICTURE: A DENTIST AND CHILD PATIENT

ES

Good morning. My story about the dentist. Ummmm.....mmmm.....Bonny pushed me on the gate and I went to the dentist and the dentist say, "I can't see the tooth she pushed in." I gone. And that all. I thought it was bad because it hurt me and I went to the hospital and I went to the dentist at there too and the dentist at school. And that all.

ST

Good morning. My story about dentist. On Friday in the morning my mum and I we found out my teeth fall out and drink a water. I thought it be great fun because it was good.

RB

Good morning. My story is about dentist. On Monday in the afternoon I got the plaster on and I broke my arm and my arm got together and it's alright and I never go to the dentist again. Thankyou listening to my news.

LM

Good morning. My dad take me the dentist and the dentist see my teeth. That's all.

FL

I got 2 missing and when they go out they started to grow and um well when they growed up they started to grow again and really big. And the tooth fairy came and took my tooth away and took it to the dentist and have a look at it. It started to bleed. It was bleeding inside.

JB

Good morning. My story is about the dentist. On Monday in the morning my mum and I went to the dentist and we got our teeth checked and the man told us to do our teeth when we get home and my sister and my brother went to the dentist after I got home. When I finish my teeth I went to the shop and got dinner. Thankyou listening to my news. I thought it was great fun because the dentist is great fun.

TN

Good morning. My story's about the dentist. On Friday in the morning we went to the dentist and we saw a dentist lady and they check someone's teeth and they had a drink when they were finish and they went back to their class. And I thought it was great fun because it was great.

MT

My teeth fell out.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 4, DAY 5 15.9.1993

STIMULUS PICTURE: BEST FRIENDS

APPENDIX II (viii)

ES

Good morning. Sometime I sleep over my friends and I play on the trampoline with my friends. And sometime I play a game with her sometime and that all. I thought it good because I like my friends.

ST

Good morning. My story about friends. On Friday in the afternoon my mum and I found out I have a friend- my dad, my brother, my budgie. I thought it was great fun because it was good.

RB

Good morning. My story's about friends. My friend's David Anderson and me and Brett Simpson and Lewis. Thankyou listening to my news.

LM

Good morning. My story about friends. Um.. I got a friend name Curtis. That's all.

FL

Good morning. My story's about friends. I had a friend called John and he plays with me all the time. And when the Grade 2s have to ply with the Grade 3s and Grade 4s they were going and but when Graham wasn't my friend he was a Grade 3. And when my friend was playing with me all the time it was Brayden now. But when I was playing with John I was Captain Planet first. And but when John play with me and when John was playing with me all the time he was doing things with me at Mat Time and then it started to go to P.M.P. I thought it was exciting because it was great.

JB

Good morning. My story about best friends. On Friday in the afternoon Brett Behn, David Anderson, Andrew Meldrum and I are best friends and we play with each other. We are in Grade 1 and Brett Behn is in Grade 3. Thankyou listening my news. I thought it was great fun because all of them are my really best friends.

TN

Good morning. My story about friends. On Friday in the morning Brett and me and Andrew Meldrum and Andrew Johns and Brayden and Matthew and we played. They went to my home and they played basketball and then they finished. Then they dig a big hole. Then they fill it up. Then they finish. Then they went down the bank and take the old branches off. Then they went home. Then we had to go to someones birthday and it was Brett's and Andrew Meldrum's. Then they finish. Then we went home. Then we were hungry. Then we had a piece of toast and we finish our toast. Then we had lunch. Then it was night time. Then we went to sleep and it was sunny and cold and we went to school on the bus and the siren went and we took our stuff in and we done our work. I thought it was great fun because it was great fun.

MT

I play with my friend. I play outside.

NEWS TRANSCRIPTS WEEK 5, DAY 1 16.9.1993

STIMULUS PICTURE: A FAMILY HAVING A PICNIC

ES

We went to a picnic on a park. And we went to a farm and I made a big sandcastle and it up to there. and Phillip help me and David Anderson and I gone on a tyre. That's all.

ST

Good morning. My story about a picnic. On Friday in the afternoon Chris and I we found out we play on the swings and the slide. I thought it be great fun because it was good.

RB

Good morning. My story's about picnic. On Friday in the morning I have some toast and some carrots and we went back on the bus and we went driving back to the farm. Thankyou listening to my news because Ray drive us.

LM

Good morning. My story's about a picnic. We went on the bus to Lockridge Farm. We went to the park first and had our lunch. I had a sandwich and I ate the picnic. We went back to school. And that's all.

FL

Umm At the picnic um when I get a picnic we got a picnic basket and it's got food in it and here's a handle...you can carry it. And my mum give me some food yesterday we got some apples, sandwiches and biscuits and then I started to play and my mum said, "You can eat sandwiches".

JB

Good morning. My story's about a picnic. On Friday in the afternoon Andrew and I went to Kings Park. We have a picnic and a teacher try to whack me but got it off her and then I gave the one what Matthew Barrett done back to him and I had the old lady's. Then we fought her and she nearly fell over. And then all the teachers got on her. Then we found heaps and heaps of ropes and we whacked them. I thought it was great fun because Kings Park is great fun.

TN

Good morning. My story's about the picnic. On Friday in the morning mm Brett was coming in the car. Then we got out of the car and Mummy stopped the car and they all got out and we get some lunch and we ate all our lunch. We played on the swings. When we finished it we played in the cubby house and went in the slide. Then we got in the car and put our lunch in and locked the car so it don't fall out. I thought it was great fun because it was fun.

MT

You eat my lunch. Went to the park.

APPENDIX II (ix)

NEWS TRANSCRIPTS WEEK 5, DAY 2 17.9.1993

STIMULUS PICTURE: BOYS PLAYING FOOTBALL

ES

Good morning. My story is about my family and football. A couple..... a while ago we already play footy at the park um we kicked the football and Dad he did an up and down kick. When we got home it was nearly tea time. Um..um..and I took a basketball too and when I was at the park I took my jumper off and Bonnie too and Justine and then we went back home and ate tea. Nanna cooked the tea and we ate it. I thought it was good fun because I like football.

ST

Good morning. My story is about soccer. On Sunday in the afternoon my dad, mum and I we found out we kick the ball in the air in the sky. I thought it was good fun because it was good.

RB

Good morning. My story is about Eagles. On Friday in the morning Eagles won and kick it the football out of the game and they won and all the people said, "Hey! Hey!" and the Eagles went back and the Eagles play footy again. Thankyou for listening to my news. I think it will be great because the Eagles very good.

LM

Good morning. My story about football. My mum and dad and my brothers and my sister and I went to the football. Everyone was there and we were eating and that's all.

FL

Good morning. My story is about football. The Bombers just won today. Bad luck Eagles and the Bombers only won and when the Bombers they just 101 and the Eagles got 24, 8 and when the Eagles done won.....well...and the Eagles was last and the Bombers just winning and everyone said, "Hoorah!" And that's it. I think it was excellent because the footy...is my favourite.

JB

Good morning. My story's about football. On Friday in the afternoon my mum and I watch my brother called Travis. And then the whistle went and my brother got a drink and I did when I didn't play. Then my brother stayed on and I play. Then both of us had a drink at the end of orange. Then I went by myself and got the ball and kicked a goal and point. The ball went in then it went out. Thankyou for listening to my news. I thought it was great fun because that footy is the best best footy.

TN

Good morning. My story is about a football. We went to football and we played. When it was finished we play soccer ball and then we played it. When it was finished we had hunch and we had a hamburger and we had a cake and when we finished the cake we went home. I thought it was great fun because it was so great.

MT

Good morning. My story is about football. I watch football on telly and Eagles. I like them.

NEWS TRANSCRIPTS WEEK 5, DAY 3 20.9.1993

STIMULUS PICTURE: CHILDREN WATCHING TELEVISION

ES

Good morning. My favourite telly cartoons and I watch cartoons and when the bus comes I get on the bus. And I watch Tom and Jerry and I watch cartoons and everyone is in the cartoons and they have all races. I like the cartoons because I like characters.

ST

Good morning. My story about T.V. On Sunday in the afternoon my mum and I we found out I watch Wolf, The Three Little Pigs. I thought it would be great fun because it was good.

RB

My story is about television. I like watch Jurassic Park and it's finished and we go to bed and I watched T.V. in my bed and it's finished and I went to sleep. The end.

LM

Good morning. My story about T.V. I watch Transformers and Turtles. That's all.

FL

I watch cartoons. My favourite cartoon is Bugs Bunny and second is the Big, Bad Wolf and The Three Little Pigs. And when they're finished I watched another one and but when they're finished now....when my nannafinish my cartoons and do you know what the word says? That's all folks.

JB

Good morning. My story's about T.V. On Monday in the afternoon Mum, my brother, my dad and my sister and I watch Supelady and Superman. And the whole lot of us watched Jurassic Park. Thankyou for listening to my news.

TN

Good morning. My story is about Terminator. On friday in the morning we saw Terminator shooting and my dad taped it. We watched two of them at the same time because we've got two t.v.s One in the bedroom and we've got the channels. We've got the Terminator channel and it turns into Terminator cartoons and Terminator Batman and we got Terminator chewy gum. My brother got Terminator chewy gum too and we ate it. When we finished we chucked it in the bin. Then we watched telly and we watched Bart Simpson. Then when it was finished we went back to our house because it start training. Then it was night and we went home to sleep. I thought it was great fun because it was great fun.

MT

I watch telly. I watch videos and cartoons.

APPENDIX II (x)

NEWS TRANSCRIPTS WEEK 5, DAY 4 21.9.1993

STIMULUS PICTURE: A MOTHER HOLDING A BABY

ES

Good morning. My story about a baby. My baby is home and I hold her sometimes and Mum give her milk and sometimes her cry. And I hear her hiccup sometimes and sometimes her do pooh in her pants. And we change her nappy and sometimes her belly button big. And sometime Mum look in her ears. I think that it's good because I like the baby.

ST

Good morning. My story about babies. On Monday in the afternoon Princess and I we found out Princess is young and he has hair and legs and a nose and claws and teeth and a tail. I thought it be great fun because it was good.

RB

Good morning. My story's about babies. On Friday in the morning um my ...I born and I jump on my dad and I scratch my dad in his eye and I cried. Thankyou for listening to my news because babies are naughty.

JM

Good morning. My story's about babies. My mum went to the doctor and her had a baby. That's all.

FL

On Friday I had a baby and I was little because when I was a baby I went to the doctor and I was grown up like John. And but when John's grown up he can run very fast than me. And but when John's very grown up I was grown up and I just do what I'm doing. But when my baby's crying she was crying all the time and but when John's very grown up he can run very fast than me and ...andthat's all.

JB

Good morning. My story's about Kyle Rhys. On Monday in the morning Kyle and I played with my toys- Snoopy, Teddy and Big bear. And we got on my bed and slept little. And we nearly finished our sleep because Kyle was going home and Kristen stayed. And then we had a drink - he had a drink in a bottle and i had a drink in a cup. And Kristen had a drink in a cup and Kira and Travis and my mum had a drink of coffee and my dad and Auntie Erin and Uncle Paul and we all had a drink in the lounge room. We all sat on the lounge. Thankyou listening to my story. I thought it was great fun because Kyle and Kristen came over.

TN

Good morning. My story's about babies. On Friday in the morning Brett and I were at the doctor's and we were a baby. I thought it was great fun because I like it.

MT

Babies cry. Babies stop crying.

NEWS TRANSCRIPTS WEEK 5, DAY 5 22.9.1993

STIMULUS PICTURE: A TEACHER TEACHING A CLASS

ES

Good morning. My story about teachers. On Tuesday I went to the assembly and after assembly I got a Freddo frog off Mr Miller. I think yummy because I like Freddo Frogs.

ST

Good morning. My story's about teachers. On Friday in the morning Mrs Archer and I we found out water the plants chasing the flies. I thought it be great fun because it was good.

RB

Good morning. My story's about teachers. On Monday in the afternoon Mrs Archer helped me do some work and Mrs Archer said, "Go to lunch time." And sometimes I finish and Miss Whittome came. Thankyou listening to my news because the teacher's very nice.

LM

Good morning. My story's about teachers. I went to school with the school bus. I saw Mrs Archer and her sees me and that's all.

FL

Good morning. My story's about teachers. On Friday in the afternoon um but when Mrs Cowan was sick today she was not doing art. And we stayed in our classrooms and Mrs Campbell said, "You can do your work." I thought it was good because it was very good. And that's all.

JB

Good morning. My story's about teachers. On Monday in the afternoon Mrs Cowan and I got a sticker from her and I nearly finished putting it on because i done work....helped her. Thankyou listening to my news. It was great fun because art is good.

TN

Good morning. My story is about teachers. On Friday in the morning I like teachers because Mrs Archer let us do work. And we done good work and no scribbling. Mrs Archer gives us a sticker. I thought it was great fun because I like it at school.

MT

I hate teachers. I talk teachers. I go to teacher.

NEWS TRANSCRIPTS WEEK 6, DAY 1 23.9.1993

STIMULUS PICTURE: A FARMYARD SCENE

ES

Good morning. My story is about farm. On Friday in the morning I go farm and I saw fish and a pony and fish jump up and down. And I saw cow. Thankyou for listening to my news . I thought it was good because I like animals.

APPENDIX II (xi)

ST

Good morning. My story is about farm animals. On Friday in the morning farmer and I we found out we pat the cow and we got some milk from the man and we have a pat of a pony. We hold a baby drinks. I thought it was great fun because it was good nice.

RB

Good morning. My story is about a farm. On Friday in the morning I saw a lamb and a sheep and a horse. Thankyou for listening to my news because it's great.

LM

My story is about farm. I saw a sheep. I got a coe and a horse and a pig and that's all.

FL

Good morning. My story is about a farm. On Friday in the morning I saw ducks, horses, pigs and chooks but when we go back to school we eat our lunch and when we go to play we played hop scotch and played on the monkey bars and.....I thought it was great fun because I liked the farm.

JB

Good morning. My story's about Lockridge Farm. On Friday in the morning the whole L.D.C. went to the farm and we saw a cow first. And after we saw a pony and we saw fishes and sheep and we saw big things like crabs because they've got nippers. They got eyes. I thought it was great fun because Lockridge Farm is the best farm.

TN

Good morning. My story is about a farm.....farm animals.On Friday in the morning Andrew Meldrum and I found out that fish and crabs and a big, big fish in a pond they got little black dots. I think great fun because it was great.

MT

I see pony. I see piglets. We see a dog.

NEWS TRANSCRIPTS WEEK 6, DAY 2 24.9.1993

STIMULUS PICTURE: CHILDREN INVOLVED IN AN ARGUMENT

ES

Good morning. My story is about a fight.On holiday sometimes I fight with my friends um...mmm...we stop fighting and we yell and that's all. We go away from each other. Catherine fight with me because.....she doesn't cry. I think it's bad because I don't like fights. Thankyou for listening to my news.

ST

Good morning. My story is about a fight. On Saturday in the afternoon my mum and I we found out when my brother fight he throw a hat in the tree und the person gets it off. My friends feel sad because it was good.

RB

Good morning. My story is about a fight. On Friday in the morning my dad and I fight. I won . Dad lose. My dad just hit me on the head and hit me right down. Fighting punching means you lose. My dad always gets lose because I punch him in the tummy. I think it was great because the fight was good.

LM

Good morning. My story is about a fight. My num and dad, brother and sister I came.We saw all the people and I saw men fighting. We went home. That's all.

FL

Good morning. My story is about a fight. On Friday in the morning we had a fight in the pre-primary and Andrew Meldrum was fighting me all the time andumthat's it. I thought it was exciting because I don't like fighting.

JB

Good morning. My story is about fighting. On Monday in the morning my brother and I had a fight...arguing and punching. And I won. And I don't eat weeties but my brother does and he lost. Then my sister fought me. And she lost again. Then my mum and dad had a fight. Thankyou listening to my news. I thought it was great fun because fighting is my best fighting.

TN

Good morning. My story is about a fight.We played at home. We played fighting with our hands and no-one got hurt so we stopped playing it so we went inside. Andrew Meldrum and I fight and Andrew gets cross with me and Andrew Johns we do um fighting again and Mrs Archer gets cross and says, "Don't do it again." I thought it was great fun because it was fun.

MT

My sister were having a fight. They stop fighting. I play with me sisters in home. At home have tea.

NEWS TRANSCRIPTS WEEK 6, DAY 3 27.9.1993

STIMULUS PICTURE: A FATHER READING A BEDTIME STORY TO A CHILD

ES

Good morning. My story about stories. Yesterday my mum read me a library book in the night and it was about black people. And some of them were naughty and some of them died. I had it in the night time and I think it's a bad story because there meanies in it.

ST

Good morning. My story about bed time stories. On Sunday in the night time my mum and I we found out we read a book with ghosts and we read a book from Mrs Whitome and Mr Miller and Mrs Cowan and Mrs Campbell. I thought it will be great fun because it was good.

RB

Good morning. My story's about a ghost story. My dad read a ghost story. The kid makes some monsters and some he dream about having some bread and he sleep. The end because the night story's great.

APPENDIX II (xii)

LM

Good morning. My story's about story time. In the night time my mum read me a story about Alladin. And after that I went to bed. Then I wake up. That's all.

FL

Good morning. My story's about bed time stories. On Friday in the morning my dad read me a story and...but when it was finished I go back to sleep. And I had a dream about something...the telephone was a elephant. And I had another dream and it's about a pocket in a rocket. And that's it.

JB

Good morning. My story's about bed time. On Monday in the morning my mum and dad read me stories on Monday nights. One's about pirates and one's about numbers. One's about boats. And they read it in the morning. Thankyou listening to my news. I thought it was great fun because pirates and numbers are really great.

TN

Good morning. My story is about night time books. We read about night time books and we read a bear's book and then we finished it. And then we read a play school book. Then we finished it. Then we read about Terminator books and motor bike books. I thought it was great fun because it was excellent.

MT

Went to sleep. Read a book. Dad take me to bed.

NEWS TRANSCRIPTS WEEK 6, DAY 4 28.9.1993

STIMULUS PICTURE: A CHILD IN HOSPITAL

ES

Good morning. My story about hospitals. On the holidays when my mum was in hospital we saw her and we gave her flowers and cards. And we gave her hugs. And the baby was in a different hospital because she was in Princess Margaret and we got flowers and we went to the hospital and we went to Pizza Hut. I think it good because I love Mum.

ST

Good morning. My story about hospital. On Sunday in the afternoon my mum and I we found out I was sick. I had a baby. I thought it great fun because it was good.

RB

Good morning. My story's about hospitals. On Monday in the morning I got a sore arm and Jamie Begos broked it. And I went tinside Mrs Archer's room and my mum picked me up. And I went to the hospital and I have a plaster. I didn't go to school again. And I didn't have to go on the bus.....have to stay home until my arm gets better. Now it's better because I like the doctor.

LM

Good morning. My story about the hospital. My dad and mum take me to the hospital to see my arm. I fall down and my mum went back to the hospital with my dad and pick me up. I went back home and that's all.

FL

Good morning. My story's about hospital. On Friday in the morning I went to the doctor's and but when the man got hurt on his leg and his arm it started to bleed. It was really hurting and but when the man got better he went back home.

JB

Good morning. My story about hospitals. On Monday in the morning the doctor and I went to the doctor room. And the doctor was checking me. And I said the little things on the wall. I thought it was great because I like the doctor's.

TN

Good morning. My story is about doctors. On Friday in the morning um... my mum was in hospital and we saw my mum and I saw my mum and we had a little party. And my mum was getting better. Then she was way better. Then she didn't have to go to the doctor's. Then we went home and we played. Matthew played with his toys and I played with my steel tractor. And we were allowed to go out the front. And we went to the block. And I thought it was great fun because it was good.

MT

Went to hospital. I sick. Better.

NEWS TRANSCRIPTS WEEK 6, DAY 5 29.9.1993

STIMULUS PICTURE: DINING IN A RESTAURANT

ES

Good morning. Sometime I have McDonald's for lunch and I get a Happy Meal and a coke. And I play on the big slide and then we go. I think it yummy because I like burgers and coke and I like chips.

ST

Good morning. My story about a restaurant. On Friday in the night time my mum, dad and I we found out we go to McDonald's. We had a hamburger and chips and a drink. I thought it be good because it was nice.

RB

Good morning. My story's about restaurant. On Friday in the afternoon I had some chips and a cheeseburger and a cake. That why David Anderson had a birthday. And we went back home. Thankyou for listening to my news because I like birthdays.

LM

Good morning. My story about restaurant. My mum and I and my dad and my brothers and my sisters and me we went to the restaurant. We bought a ice-cream and a soup and we went back home. And that's all.

APPENDIX II (xlii)

FL

Good morning. My story is about restaurant. I went to McDonald's and I had a cheeseburgers and chips. We played at the playground. We go into a burger cage and someone's got to stay for help. And we go to another place - we goed on the slide. I spin around on it. And I went back home. And that's all.

JB

Good morning. My story's about eating in a restaurant. On Friday in the morning Kira and I went to Kylie's birthday at Hungry Jack's. And we had chips, ice-cream cake and a drink and a burger and a game. I thought it was great because Kylie's birthday is great at Hungry Jack's.

TN

Good morning. My story is about Chinese and we went to a Chinese place and we got Chinese chips and we eat some restaurant things. When we finished it we went for a play and we made a big sandcastle and we bashed it down with a bulldozer. And we made a hole through the other side so people could go through the hill. I thought it was great fun because it was great.

MT

I eat tea. I like tea. Go out restaurant.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 7, DAY 1 18.10.1993

STIMULUS PICTURE: CHILDREN RUNNING IN A RACE

ES

Good morning. My story about the sport carnival. On the school day we had a sport carnival and I had a race. And we done tunnel ball and I come first. and then we sit in the factions and we shout. I thought it was good because I like running.

ST

Good morning. My story about the sport carnival. On saturday in the morning Andrew meldrum and I we thought I did the chairs race and I came second and I have a icy pole. I thought it was good fun because it was great fun.

RB

Good morning. My story's about carnivals. On Friday in the morning I run fast than Brett. And I'm faster-- very fast. I think it be great because I like school carnivals.

LM

Good morning. My story about sport. We went out to the sports. We was running and we was doing rolling the ball and after that we went back school and that's all.

FL

Good morning. My story's about the sport carnival. I was in gold faction and black was winning and not gold and red. They lose some points. And gold was winning a little bit. I was running very fast and I'm beating John and that's it. I thought it was exciting because it was really fun.

JB

Good morning. My story is about running races and under and over. On one day we had to sit in the gold rope bit and black sat in the black rope and red sat in the red rope. I didn't get anything because I'm not fast. I thought it was great because I like running races.

TN

Good morning. My story is about a race. On Friday in the morning a guy ringed up for a race. Then Matthew and me goed. Dad took us in his car. When we got there we had drinks, lollies and chips. When I winned and I beat my brother we had a birthday cake with freckles on. When we finished we played with the ball at the park. Then we went home to have lunch. I thought it was great fun because it was good.

MT

I have running races. We playing chasey. We walk. We play sport because I like running races.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 7, DAY 2 19.10.1993

STIMULUS PICTURE: A POLICEMAN

ES

Good morning. My story about policemen. On Monday a policeman came to our school and we asked the policeman some questions. I thought it was good fun because i like him.

ST

Good morning. my story's about policeman. On Sunday morning in the afternoon the man and I the policeman caught a robber and I felt sad and they went to jail and the policeman has a gun and a torch. I thought it was good fun because it was sad.

RB

Good morning. My story's about policeman. On Monday morning um the police tell us questions and I think it be great because I like policemen.

LM

Good morning. My story about policemen. The policemen come to school. We asked some questions and we made a hat of policemen and that all.

FL

Good morning. My story's about policeman. There was a car being crashed and a man just being dead in the car and it smashed on the video wall. When the policeman rang the ambulance to take them in the ambulance car and to the hospital and a police said,

"What's wrong with him?"

"I don't know", said the ambulance man. I thought it was sad because the man is still dead.

APPENDIX II (xiv)

JB

Good morning. My story's about policeman. On Monday night Travis and I went in Sue's car and Nathan Webber, Christopher and Sue and another man. She was going wobbly and policeman was behind her driving properly, not fast. And they put the light up. First they got faster. Then she noticed it was a policeman and then she stopped. Then we went to my house. Then we took Nathan home and had Red Rooster. Then Sue went to jail and now she's out of jail. I thought it was great because I like Red Rooster.

TN

Good morning. My story is about policemen. On Friday in the morning down the park when we went to the park there was a policeman chasing a white car and a different policeman chased a brown car. And there was a house on fire and the fireman put the fire out. I thought it was great fun because it was good.

MT

Policeman stopped a car. Car still going. We going faster. I thought it great fun because I like going in cars.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 7, DAY 3 20.10.1993

STIMULUS PICTURE: CHILDREN BREAKING UP FOR SCHOOL HOLIDAYS

ES

Good morning. My story about the holiday. On yesterday night we got the bits out of the dinosaur puzzle and then we made it up and put it away. Then we do a sticker puzzle and one of the bits was missing. I've got dinosaur footprints. And Bonny hanged my puppet up. Thankyou for listening to my news. I thought it was good because I like stickers.

ST

Good morning. My story about the holidays. On Sunday morning in the afternoon my mum and I we found out I went to the pet shop. And I buy new fishes and one died. And we buy some sea food and crystals. And Goggle died. I thought it was good fun because I like my fishes.

RB

Good morning. My story is about the holidays. On Friday in the morning my dad and I went to the Royal Show and my dad got me a Jurassic Park show bag and it got lots of things. I thought it be great because I like the Royal Show.

LM

Good morning. My story about the holidays. My mum and my sister we went to the city. We went out to lunch. We ate a cheeseburger and chips. We went out to see my cousins. Then we went home. We watch T.V. When I watch T.V. I did my homework. Then I had a drink. And that's all.

FL

Good morning. My story's about the school holidays. On Saturday morning John and I went to the beach and played with my toys and I went for a swim in the water and saw some fish biting me. And a shark came along and hurt my fingers. I thought it was sad because it was terrible.

JB

Good morning. My story's about the holidays. On Friday morning the whole family went to the shops and we bought some stuff and then we went out to the car and put the stuff in the bag in the car. Then we went off and went home and we took the stuff inside and put it away. Then I went and done my room. I thought it was great because I like the shops.

TN

Good morning. My story is about the holidays. On Friday in the morning one day in the holidays Brett Simpson come to my house and we played. We played. Then we played basketball. Then hopscotch because we had chalk.....different colours and when they went home we were doing cooking. And I was trying to do cutting and I cut it right there and I didn't cry and it didn't hurt. And now it's better. It's going to go away in a second.....one day.....some days. And I ate all my breakfast. I thought it was great fun because I thought it was good.

MT

On school holidays I play in school holidays. Like swimming at holidays Like swimming there. Thought it great fun because it be great fun.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 7, DAY 4 21.10.1993

STIMULUS PICTURE: CHILDREN HAVING A COOKING LESSON

ES

Good morning. My story about cooking. On Tuesday we made some fruit sticks and we put some fruit on it. And we put some chocolate in it. And we put on the stick and we put all the chocolate on them. I thought it was nice because I like fruit.

ST

Good morning. My story about cooking. On Tuesday in the afternoon Lisa and I we found out we cook potatoes in the jackets and fruit. I thought it was good fun because I like fruit.

RB

Good morning. My story's about cooking. On Wednesday in the morning Mrs Campbell and I we did some rolls. It got honey in. I think it be great because I like cooking.

LM

Good morning. My story about cooking. All the children and Mrs Campbell we were making cooking. We were making fruit salad. We put some watermelon and strawberries and bananas and that's all. And we talked about the cooking and we ate the food up with a stick and that's all.

APPENDIX II (xv)

FL

Good morning. My story's about cooking. On Friday morning we cooked some potatoes baked in their jackets and some cheese on the top. And it started to melt. When it's cooked we can eat it. And we ate it all up. And when we go back in our classroom we do our work. I thought it was exciting because I like cooking.

JB

Good morning. My story's about cooking. On Friday morning we had some food and Jamie and I got sent down onto the floor. Jamie done nothing. He just stand there and I pushed him. He stand up and not sit down. We cooked some vegies and there was bananas and I don't know what the other thing is. And strawberries, apples I think. There was some more food. I thought it was great because I like cooking.

TN

Good morning. My story is about cooking. Mrs Campbell made fruit and we made it with chocolate. The fruit was orange, chocolate and strawberries. I thought it was great fun because I like cooking.

MT

I like cooking. I like doing cooking with Mrs Campbell. Like doing cooking. We make some fruits. I thought it was great fun because I like cooking.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 7, DAY 5 22.10.1993 **STIMULUS PICTURE: CHRISTMAS TREE AND CHILDREN**

ES

Good morning. My story about Christmas. On the Christmas day I'm going to get some presents and a lolly from Santa. I want a 6 wheel car.....it's got 6 wheels and it's a car. And I want a talking car. I think it going to be great because I like presents.

ST

Good morning. My story about Christmas. On the holidays in the morning my mum and I and my dad and my brother and me we have a card and some presents and toys. I thought it be good fun because I like Christmas.

RB

Good morning. My story's about Christmas. On Friday in the morning my mum and I had some connectables. My dad has a smartie box and it's got no smarties in it yet. My sister has a Puppy Surprise. I think it will be great because I like Christmas.

LM

Good morning. My story about Christmas. At Christmas we was getting the Christmas tree and the toys out. And we put it up in the lounge and we put all things on it and we put the presents on it. And everybody came.....my cousins. We ate lunch and we had a drink and my brothers and my cousins ate all the food up. And all of them went home. And that's all.

FL

Good morning. My story's about Christmas. On Friday in the morning I went to Christmas in the snow and it was very cold out there. And if somebody comes along at Christmas.....When Christmas is finished we went back home. We ate something and I went to school. And my mum's going to bring my lunch.....it's a Ribena, a sandwich and a chocolate cake and that's all. I thought it was nice because I like eating lunch.

JB

Good morning. My story's about Christmas. On Friday in the morning my sister, my brother and I looked out the window and I saw Santa. Then I went back to sleep and I saw his sleigh. So I went outside but Sheba was sleeping so I went outside and saw Santa's sleigh. Then I went inside quickly and lied on my bed and went to sleep. And Santa didn't see me when I looked at him. Then it was day time and I opened my water pistol and my car track and my car track what can go up. And my brother opened his water 50 and he opened his plane set. Kira opened all her Barbie stuff. I thought it was great because I like Christmas.

TN

Good morning. My story is about Christmas. My mum went down the shops and got some Christmas things. And my mum get us two kites. And I got a Bart Simpson suitcase. And we get some presents. And we got some.....I got a trainer wheel bike and my dad painted it with music on it. When I get older Dad's going to take the trainer wheels off and keep them. And I get some presents and there was Easter eggs and I got some Christmas clothes.....cool ones with Bart Simpson. We are collecting for Christmas stamps. We got tons. We going to give them to the bank. I thought it was great fun because I thought it was great.

MT

I like Christmas. I like my presents. I thought it be great fun because I like Christmas.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 8, DAY 1 25.10.1993

STIMULUS PICTURE: CHILDREN PAINTING WITH AN EASEL

ES

Good morning. My story about art. On Tuesday afternoon I made a bird. We made a beak and a head. We put some eyes on it. I thought it was good because I like to make art things.

ST

Good morning. My story about art. On Tuesday in the afternoon Mrs Cowan and I we found out I think it was good I made a mask, a fish, a puppet, a snake. I like the fish. It was paper and paint. I thought it was good fun because I like it.

RB

Good morning. My story is about art. On Friday in the morning Mrs Cowan and I we did some making masks. We put feathers on it and we paint it. I think it will be great because I like art.

APPENDIX II (xvi)

LM

Good morning. My story about art. Mrs Cowan and all the children went to art. We were making a bird and I were making a eagle. We coloured it with paint and crayons. We dried it there and we make the eyes. And we put it on the face. That's all.

FL

Good morning. My story is about art lesson. We do a funny person and his curly hair was funny. The colour is yellow and green and blue. When it's all finished we went back into our classroom and I ring the bell and everyone went to lunch. And we eat all our lunch. I think it was exciting because I like art.

JB

Good morning My story is about art. On Friday in the morning Travis, I and Kira paint and we used green, pink, blue and red and yellow. I made a person and Sheba. I thought it was great because I liked the painting.

TN

Good morning. My story is about art. On Friday in the morning we made a bird and we painted it. And we done eyes and we stapled it together. And then we get told to go back and we get a drink because it was a long time. And we went on the bus and we got our bags and our reading and we went home and the bus driver went home. Then they were all home. I thought it was great fun because I like art.

MT

We made some flowers. We made them with paper. They red and orange. Thought it be great fun because I like playing make some flowers.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 8, DAY 2 26.10.1993

STIMULUS PICTURE: A CROWDED MOVIE THEATRE

ES

Good morning. My story about the movies. A long time ago I went and saw Bambi with my nanna. And Bambi's mum got hot. There was a fire and um the man looked after Bambi. I had a coke and when we went out of there I had some chips and some lollies. I think it was good because I like going to movies.

ST

Good morning. My story is about the movies. On Friday in the afternoon my mum and i we found out i watched Alladin and Alladin saw a blanket and it flies. And Alladin saw a genie. I thought it was good fun because I like movies.

RB

Good morning. My story's about the movies. On Friday morning we went to see Alladin. There was a sad lion and the baboon just picked gold up. And there was a teapot and there was a genie in it. And I think it be great because I like Alladin.

LM

Good morning. My story about the movies. My mum and my sister went to the movies. We watched Jurassic Park. and it was scary. And the dinosaur ate people up and we had popcorn and a coke. And after that the people went on the helicopter and found the bones of the dinosaur and we had a movie called Jurassic Park. And we went home. I thought it be great fun because I like Jurassic Park.

FL

Good morning. My story's about the movies. On Friday morning we watched Bambi and we had popcorn and a drink. I liked it because Bambi came up to a bunny and fell into the snow and bobbed down like :lus. When he was hiding somebody came along and said, "Bambi, where are you?"

"I'm bobbed down in the snow", said Bambi. And when he got Bambi out she went to her mother. I thought it was great fun because I like Bambi.

JB

Good morning. My story's about the movies. On Friday night I'm going to the movies and watch Jurassic Park and Alladin. I'm going to eat popcorn and drink. I think it will be great because I like Jurassic Park.

TN

Good morning. My story is about Silver Brumby. On Monday morning we watched Silver Brumby and we had popcorn and a drink of coke. There was Silver Brumby chasing the other horses and the man was chasing them into the paddock. And the Silver Brumby ran away when it was night time. I thought it was good fun because I thought it was great.

MT

Good morning. My story's about movies. Went to movies and we see Bambi. I thought it be great fun because i like watching Bambi.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 8, DAY 3 27.10.1993

STIMULUS PICTURE: A PET SHOP WINDOW

ES

Good morning. My story is about the pet shop. On Friday morning we went to the pet shop and I saw a rabbit and some budgies and a cat and some special things for animals. I looked at some cages. I thought it was good fun because i found ten cents.

ST

Good morning. My story about pets. on Friday in the afternoon my dog and the deck and princess had a operation and he had stitches and a lady take them off and we went back home in the car. I thought it wasn't good because I don't like stitches.

RB

Good morning. My story's about pets. On Friday morning my mum and I we went to the pet shop and I see dogs and kittens. I think it be great because I like pets.

APPENDIX II (xvii)

LM

Good morning. My story about the pet shop. On Friday morning all the children went to the pet shop. We saw a parrot, a fish and a cat and yabbies and bird food. And we saw a rabbit. We had some donuts. And we went to school and we played a pet game. I think it be fun because I like the pet shop.

FL

Good morning. My story about the pet shop. We saw a budgie and fish and a yabbie and two kittens. They're baby ones. And when we finished the pet shop we went back home. After two weeks we went to the pet shop again. And we saw some more pets and I forget to say them. It is a baby rabbit and lots of budgies. When the pet shop is closed it close all the time. I thought it was fantastic because i like going to the pet shop.

JB

Good morning. My story is about the pet shop. On Friday afternoon the whole language centre went to the pet shop and we saw kittens and birds and a mouse and a crazy crab and fish and lobsters and the fish what walk. And there was noisy toys and there was spinners the mouse get the exercise from. And there was a house to live in and it had two doors or one door. And there was some food for the dogs and each fish. They feed them and one poohed where they eat. And I thought it was great because I like pet shops.

TN

Good morning. My story's about pets. We looked at the pets and when we finished that we went to a different shop. We went to a flower shop and when we finished that we went to have a drink. i thought it be great fun because I like animals and I like plants.

MT

Good morning. I'm talking about pets. On Friday morning Mum and I went to the pet shop. We see dogs. Thought it be great because I like pets.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 8, DAY 4 28.10.1993

STIMULUS PICTURE: A WHARF SCENE WITH SHIPS, TRAINS AND BUSES

ES

Good morning. My story about Fremantle. On Friday we went to Fremantle and we saw a crab what lives in the water and we went on a ship and the man show us two guns. I thought it was good because I like going on the ships.

ST

Good morning. My story about ships. In the afternoon the whole Language Centre go to the ships. We saw some water. We saw some fireman clothes and a hose and we went to the park to have lunch and we have a play. I thought it was good fun because I like ships.

RB

good morning. My story's about my dad's work. On Friday in the morning my dad works with Tachi Didi. My dad drives a car and my mum picks me up. I think it was great because I like Dad.

LM

Good morning. My story's about planes. A long time ago I went to a different school. It was pre-school. It was last year and I had friends. Brendan was there too. We went to a big plane. We go out and we made a aeroplane at school with a egg box. I thought it was good fun because I like aeroplanes

FL

Good morning. My story's about going on a train. On Tuesday imorning my whole family went on the train and when we got off the train we sit down and waited for the train we been on before at the station. And we do not eat or smoke or drinking on the train. I thought it was great fun because I like going on the train and getting a ticket.

JB

Good morning. My story's about Brownies. On Tuesday afternoon the Brownies and the leaders and I and Nathan and Kira and Uncle Graham went on the bus to a circus. And there was slides. Nathan went down and had a slip and hurt himself. And there was a dunking machine and there was a crawly thing and there was some other stuff there. I thought it was great because I like the slide I went on mostly.

TN

Good morning. My story is about transport. My whole family went to the park and we saw some birds and some grasses and some play area and some sand under the play area. And we play on the swings. Then we finished and we dig a big hole and we made a big sand castle. Then we went home. Then we caught flies. Then we had our lunch with soup. And we went shopping and we took lots of food. Our car was a long way from the shops. Then we had to get a taxi and I had to give the man money and he gave me money back. And I put it in the bank. Then we went on the bus again. I thought it was great fun because it was great.

MT

Good morning. My story's about on Friday Mum and I went to ship. We went on a big ship. thought it was great fun because I like ship.

NEWS TRANSCRIPTS FOLLOWING NARRATIVE WEEK 8, DAY 5 29.10.1993

STIMULUS PICTURE: PEOPLE HAVING A HAIRCUT IN A BARBER SHOP

ES

Good morning. my story about a haircut. A long time ago in the night I got my haircut. I had a spiky hair cut. Dad did too but I had a spikier one. He cut it with scissors. He wet my hair with some water. But I don't remember all of it. I thought it was good because I like getting my hair cut.

APPENDIX II (xviii)

ST

Good morning. My story about haircuts. On Friday in the afternoon my aunty and I he cut my hair and everyone laughed at me. He used scissors and comb and a squirter bottle. And you wash your hair with shampoo. I thought it was good fun because I like haircuts.

RB

Good morning. My story's about haircut. On Friday in the morning my mum cut my hair. She got the scissors and brushed it with the brush. And I had a shower and washed my hair. She got the scissors and brushed it with the brush. And I had a shower and washed my hair. I went to bed and had a sleep. When it was sunny my sister saw my haircut. I thought it was great because I like haircuts.

LM

Good morning. My story about my haircut. My dad cut my hair with the scissors. He was combing my hair and he wet my hair. Then he finished and I have a look in the mirror. I liked it. I went in the shower. I thought it be great fun because I like cutting my hair.

FL

Good morning. My story about haircuts. Last week when I was small I had a haircut at home. Mum shaved it like Luke did. When I got my hair cut when I was small my mum cuts my hair all the time. When it's finished it wasn't wobbly and my hat didn't wobble it. And the day of the week it's Wednesday. I thought the haircut was fantastic because I like haircuts.

JB

Good morning. My story's about my haircut. On Friday morning my mum and I and my dad and my brother and my sister are going to the haircut place and me, Travis and Kira are getting haircuts. They will cut my hair into short a bit and they have scissors, shaver, brush and stuff hanging up. And there's a windmill in the next shop. I saw it. And some birds.....bird windmills. I thought it was great because I like haircuts.

TN

Good morning. My story is about haircuts. On Friday in the morning we saw a haircut. And we went to it and got a haircut and so did my brother. He cut my hair and made it cool. I thought it was great fun because I thought it was great.

MT

Good morning. My story about haircut. Friday morning Mum and Dad I went to the haircut. I thought it be great fun because I like haircuts.

APPENDIX III

LANGUAGE ASSESSMENT TOOL ---- NARRATIVE TESTSHEET [PRE-LAT]

CHILD'S NAME:

DOB:

DOT:

INSTRUCTIONS FOR TASK ADMINISTRATION:

This is a narrative re-tell task. The test administrator begins by saying to the child:

"I'm going to tell you a story. I want you to look at the pictures and listen while I tell it to you. After I've finished, I'm going to ask you to tell the story onto my tape recorder so that other children can listen to it later on"

Test administrator reads whole story making sure that the child is listening & looking at the appropriate page.

"Now it's your turn. I'll turn the tape recorder on and you start when you're ready."

Do NOT attempt to transcribe the child's story while they are speaking. Be an interested listener. Joint involvement of the child and adult in the task affects the quality of the re-tell.

Prompts: Minimise the number of prompts given during the re-tell. Any prompts given must be nonspecific eg *"Can you tell me any more?"*. Do not use leading prompts eg *"What happened next?"*

STORY MODEL: "FUN AT THE BEACH"

Little Books: Level 0 Book 2]

[N.B. Administer BLANK questions 1 & 2 prior to narrative model]

[p1] Once upon a time there were two children called Peter and Mary. They had a dog called "Spot". One morning they woke up very early. It was a hot sunny day so they decided to go to the beach. Peter and Mary got dressed and packed their beach bags.

[p2/3] They went into the kitchen to help mum and dad get a picnic ready. Dad made some jam sandwiches and Peter packed them into a lunch box. Spot wondered where they were going.

[p4/5] When everything was ready, they climbed into their big red car and set off for the beach. Mary said, "When we get there, I might play with my floatie."

[p6/7] When they got to the beach, Peter and Mary had a swim straight away. Dad put up the umbrella and then he made a sandcastle. Mum said, "It's too hot for me. I think I'll sit in the shade and read my book."

[p8/9] Then it was lunchtime. First, they all had a cold drink and then they ate their food. Peter ate his lunch quickly because he was very hungry. Spot thought, " I hope I can have a sausage ! "

[p10/11] After lunch, dad was very tired so he decided to have a sleep. The children thought it would be fun to cover dad up with sand.

[p12] Suddenly it started to rain, so they all ran to the car to go home.
Poor dad !

RE-TELL

1. What is the main purpose of the study?
 2. What are the research objectives?
 3. What is the research methodology?
 4. What are the results of the study?
 5. What are the conclusions of the study?
 6. What are the limitations of the study?
 7. What are the implications of the study?
 8. What are the future research directions?
 9. What are the contributions of the study?
 10. What are the key findings of the study?
 11. What are the strengths of the study?
 12. What are the weaknesses of the study?
 13. What are the strengths of the methodology?
 14. What are the weaknesses of the methodology?
 15. What are the strengths of the results?
 16. What are the weaknesses of the results?
 17. What are the strengths of the conclusions?
 18. What are the weaknesses of the conclusions?
 19. What are the strengths of the implications?
 20. What are the weaknesses of the implications?
 21. What are the strengths of the future research directions?
 22. What are the weaknesses of the future research directions?
 23. What are the strengths of the contributions?
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 25. What are the strengths of the key findings?
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What would be a good title for this story ? _____

LANGUAGE ASSESSMENT TOOL ---- NARRATIVE PROFILE [PRE-LAT]

CHILD'S NAME:

DOB:

DOT:

Criteria for evaluating Story Components from transcript of "FUN AT THE BEACH":

Comments: Absent

Examples: description of errors

Partially marked, but episode not
clearly related

&/or interesting features

More fully marked but still incomplete

Literate in character: Marked completely,
is as in story model or further elaborated

Story Components:	COMMENTS	EXAMPLES
1. Traditional beginning [One day, Once upon a time]		
2. Setting: Introduction of characters [Peter, Mary, Spot]		
3. Setting: Time [early morning]		
4. Setting: Plan [decide to go to beach]		
5. Setting: Action [get dressed, pack bags]		
6. Event [preparing picnic]		
7. Event [drive to beach]		
8. Event [arrive at beach & set up]		
9. Event [eat lunch]		
10. Event [bury dad in sand]		
11. Concluding Event [raining, go home]		

[The story model is a temporal chain: consisting of a setting followed by a sequence of events in a temporal sequence. There is some evidence of a reaction sequence in that the order of events is important, and there is evidence of a plan but there are no explicit causal relations between events.

NB There is causality at a microstructure level - within sentences.]

Note examples that the child used in the following categories,
and tick quantitatively:
[make any comments on unusual/interesting features]

12. Connectors

and
[and] then
when
so
because
others:

13. Mental/Cognitive verbs

decided
wondered
think
thought
hope
others:

14. Adverbials of time

once upon a time
one morning
very early
straight away
first
after lunch
others:

15. Adverbials of place

to the beach
into the kitchen
into a lunchbox
into their big red car
for the beach
to the beach
in the shade
to the car
home
others:

16. Adverbials of manner

quickly
suddenly
others:

17. Modals

might
would
others:

18. Adjectives

[Noun phrase expansions]

hot sunny day
beachbags
some jam sandwiches
big red car
too hot
cold drink
very hungry
very tired
others:

19. Reference

[Score appropriate ✓ or
inappropriate/confusing*]

children
Peter
Mary
Spot
mum
dad
they
we
I
he
me
others:

In these categories make comments, give examples, note errors:

19 Tense [note consistency of production]

Past

Present

Future

20. Originality of narrative

Partial re-telling

Basic re-telling

Some creative ideas added

Elaborated and extended story

21. Literate features

eg direct speech, formal literate vocabulary, repetition for emphasis

22. Any other interesting features

LANGUAGE ASSESSMENT TOOL ---- NARRATIVE PROFILE [PRE-LAT]

CHILD'S NAME:

DOB:

DOT:

STAGE OF DEVELOPMENT [Based on Applebee's stages]

- Rate:
- 0 HEAP [no relationship/organisation among story components]
 - 1 SEQUENCE [basic time sequence, no intentional planning, simple association]
 - 2 PRIMITIVE NARRATIVE [basic macrostructure, evidence of causality, some exploration of character eg feelings]
 - 3 TRUE NARRATIVE [fully developed plot, must have orientation, complication + resolution, intentions/goals of characters explicit]

STORY SCHEMA

- Rate:
- 0 Story lacks identifiable schema components
 - 1 Story includes one or two schema components eg initiating event, ending
 - 2 Story includes most basic components
 - 3 Appropriate narrative schema is provided, subplots & events are included

LISTENER ORIENTATION

- Rate:
- 0 Fails to provide orientation at commencement of story or between episodes
 - 1 Some initial orientation is given, but it is not reintroduced or re-established
 - 2 Character and place orientation are provided but story lacks time orientation
 - 3 Character, time & place orientation are provided & maintained through the story

ADVERBIALS

- Rate:
- 0 Little or no evidence of adverbials
 - 1 Occasional use of adverbials of place
 - 2 Occasional use of adverbials of time & increasing use of adverbials of place
 - 3 Evidence of use of adverbials of place, time & manner

VOCABULARY

- Rate:
- 0 Nonspecific or inappropriate vocabulary used; mostly labelling & overuse of deixis
 - 1 More specific vocabulary used. However still concrete, familiar & lacks variety
 - 2 Developing description & elaboration within the story. Some use of adjectives, adverbials, expanded noun phrases etc
 - 3 Use of more formal literate vocabulary evident eg mental verbs, modals.
A wider use and range of descriptive vocabulary throughout re-tell

CONNECTORS

- Rate:
- 0 Lacks intersentential links and connector use; re-tell consists mainly of simple sentences
 - 1 Mostly temporal connection eg and, and then
 - 2 Causal connectivity evident eg because, so if
 - 3 Greater variety of connectors used & more literate types eg until, suddenly

REFERENCING

- Rate:
- 0 Does not use referencing or fails to indicate referent clearly resulting in confusing re-tell
 - 1 Cohesive skills developing - referencing attempted but use not consistent & often inappropriate
 - 2 Cohesive ties generally exist between successive utterances; anaphoric referencing used more consistently and referent usually identified
 - 3 Cohesive skills are used consistently and correctly

STORY REGISTER [Use of literate features eg conventional story starter, direct/indirect speech, story telling techniques such as repetition & emphasis, use of title, conventional story ending etc]

- Rate:
- 0 Absent, story is highly oral in character
 - 1 Use of literate features is inconsistent/occasional [once/twice during retell] and possibly marked incorrectly
 - 2 Emerging use of literate features
 - 3 Literate features are incorporated throughout re-tell, story is literate in character

TOTAL SCORE: _____

AVERAGE RATING: _____
[DIVIDE TOTAL SCORE BY 8]