SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL TURABO
SPEECH-LANGUAGE PATHOLOGY PROGRAM

The Description of Narrative Skills in Bilingual Puerto Rican Children

Submitted as part of the requisite for the
Master of Science in Speech-Language Pathology Degree

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May, 2014

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The Description of Narrative Skills in Bilingual Puerto Rican Children

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Introduction

Billy Collins, Poet Laureate of the United States, 2001-2003 once said:

> In unsettled times like these, when world cultures, countries and religions are facing
>
> off in violent confrontations, we could benefit from the reminder that storytelling is
>
> common to all civilizations. Whether in the form of a sprawling epic or a pointed
>
> ballad, the story is our most ancient method of making sense out of experience and of
>
> preserving the past (2003).

The act of storytelling remains an important element of our history and humanity,
and involves complex linguistic processes converting ideas and experiences into spoken and
written words interpreted by an audience. This in turn, nurtures and expands the audiences'
knowledge creating a profound understanding of life. Moreover, it is through storytelling
that we learn of our history and what we learn may provide insight on how we can change
and improve our future. Language allows people to preserve and transmit countless details
of their culture from generation to generation (Haviland, Prins, McBride, & Walrath, 2011, p.
13). Storytelling would not be possible without the development and evolution of language
and its connection to sociocultural and neurobiological factors.

One million years ago, fire became the spark that ignited our desire for knowledge
and facilitated our becoming capable to develop and transcend thought. Humans are social
creatures dependent on the ability to communicate with others using distinct forms, and the
development of knowledge allowed us more reasons for communication. "In some cultures
without written language, storytelling was the only way to convey a society's culture, values,

and history" (Egan, 1989) (as cited by Andrews, Hull, & Donahue, 2009). Homo sapiens began telling stories through cave art images, which depicted important events. Cave art images were early forms of written stories and in addition to oral narratives, which were the principal mode of storytelling, were the basis for providing information for future generations.

Neurobiological factors contributed to the predisposition humans have for producing language. In order to produce oral narratives, we require the complex neurological connections that help us link words with ideas and convert them into meaningful language. Narrative tasks provide the opportunity to examine "complex language, sequencing of events, children's ability to make information explicit for the listener, and the knowledge of story structure" (Olley, 1989, p.44; as cited by Murdoch, 2011, p.83). Certain areas in the cerebral cortex are responsible for interpreting and producing language therefore allowing us create an array of varied combinations in order to produce infinite linguistic possibilities. Lateralization assigns roles to different areas in the cortex and each hemisphere is responsible for certain features. "Intellectual, logical, and analytical functions appear to be largely located in the left hemisphere, while the right hemisphere controls functions related to emotional and social needs" (Brown, Priniciples of Language Learning and Teaching, 2000, p. 54). In other words, the left hemisphere controls language and cognitive processes. Areas responsible for comprehending and producing language depend upon neurological connections in order to provide adequate linguistic functioning. Neurobiological factors also distinguish humans from other mammals, whom do not possess the ability to produce oral and written language although they communicate in other forms, which satisfy their needs for survival.

Understanding human language is so complex, many great minds seek to discover how humans produce and comprehend language and developed theories categorized into different schools of thought or approaches. Behaviorists believed language development began by conditioning certain behaviors as opposed to nativists whom believed humans are predisposed to acquiring language (innateness hypothesis), therefore suggesting that at birth, humans already have the structural means of comprehending and producing language.

Functionalists or constructivists believe humans influenced by their environment, familiar interactions, and knowledge of the world acquires language. As cited by Brown (2000, p. 28), "Piaget (Piaget & Inhelder, 1969) described overall development as the result of children's interaction with their environment, with a complementary interaction between their developing perceptual cognitive capacities and their linguistic experiences."

Discourse, an area important for social interaction, is dependent on the child's cognitive processes in order to construct and emit information to the listener. Therefore, the person must have a semantic representation of an idea in order to transmit the information for another person to interpret. "People talk in order to express meaning, and they listen in order to discover the meaning of what others say. Meaning can be conveyed through language at the word, sentence, and discourse levels" (Bernstein & Tiegerman-Farber, 2009, p. 56). All theories contain accepted and rejected features but together provide reasonable clues to understanding language acquisition.

This study focused on analyzing narrative skills in bilingual children living in Puerto Rico; therefore, it is pertinent to understand the complex sociopolitical relationship between PR and English education. Puerto Rico has been a US territory for over 113 years; as a

result, the United States government implemented English in the school as a tool for Americanizing the people of Puerto Rico. "The new authorities did not conceal its intentions of 'educating to Americanize'. In the minds of many of these officials, the education was an essential tool in the campaign for turning Puerto Ricans into 'good Americans'" (Scarano, 2000, p. 696). The educational policy suffered through various and radical changes between 1898 and 1949 resulting from an educational, cultural and political tug of war between the US government and the people of Puerto Rico. Such resistance on the part of the people was due to a feeling of intrusion and intentions by the government to irradiate their identity by substituting their language.

Today, the system has reduced English to one subject and taught as a secondary language while Spanish has remained the primary language of education and government. English is the primary language in many private and military schools on the island therefore evidences the growth in population of children acquiring English in Puerto Rico. Furthermore, exposure to English through the media and internet influence young children and adolescents.

Intentions existed by the governing party to develop bilingual programs in all public schools on the island as an effort to create bilingual citizens over the next 10 years. This program named the Bilingual Education in the 21st Century Program was highly criticized by opponents. They argued that it is a political move timed with the upcoming status plebiscite and the program lacks of teachers with the skills, preparation and certification to teach all subjects in English except for Spanish and History. In August, 2012 the government opened 66 bilingual schools throughout the island (Thomas, D, 2012). Thirty-one schools taught all subjects except for Spanish and History to children from the ages 5-9. The other 35 schools

only used English as the mode of instruction in some subjects. The rationale for the development of this program was due to the small population of Puerto Rican citizens (30%) that report the ability to communicate in English, according to the census of 2010 (Thomas, D, 2012).

Purpose

The purpose for this investigation was to describe the Puerto Rican bilingual children's narrative skills and compare and contrast their skills in both English and Spanish.

Objectives

1. Described bilingual Puerto Rican children's oral narrative skills in English and Spanish using the Edmonton Narrative Norms Instrument (ENNI).
2. Compared/Contrasted results from both language samples.

Justification

The research studies have not exhaustively investigated narrative development in bilingual children due to the importance of understanding the development of narrative skills in a child's academic progress and social skills. Narratives predict later language status and academic achievement (including reading) (Schneider, Dube, & Hayward, 2009). Children with language impairments tend to have difficulties with producing as well as comprehending narratives (Hutson-Nechkash, 2001). Children with poor oral narrative skills are more aggressive, have communication, socializing difficulties (Ripley, 2012).

The majority of studies on bilingual narratives are located in the US and other countries. Since, the focal populations are bilingual children living in the US from

multicultural backgrounds; their results might differ from those obtained in this study due to due cultural differences. Therefore, there was a necessity for local investigations relevant to the Puerto Rican community and bilingual children on the island. The results of this investigation may provide SLP's in PR other approaches for the intervention of narrative development in Puerto Rican bilingual children.

Theoretical Framework

This research focused on measuring the narrative skills possessed by Puerto Rican children in both English and Spanish. In order to investigate whether or not the child's narrative skills develop simultaneously, comparing results of both languages determined if one language's narrative skills subsume or complement the other. First, we extracted bilingual (English and Spanish) samples from a small group of pre-selected participants in through storytelling. Lofranco, Peña, and Bedore (2006), used wordless picture books to elicit three narrative samples from eight bilingual Filipino children between the ages of 6 and 8 years old living in the US. Hellman, Miller and Dunaway (2010), also used wordless picture books to elicit narrative samples through story retelling in both English and Spanish. The children listened to a taped version of the story "Frog, Where Are You" while observing the pictures.

Edmonton Narrative Normative Instrument

This research used the narrative assessment tool, Edmonton Narrative Normative Instrument (ENNI) developed by Schneider, Dubé and Hayward in 2005. This instrument collected data from children ages 4-9 by means of 6 wordless picture stories custom designed for this tool. The stories range from simple to complex and may contain 2-4 animal

characters of both genders depending on the story's complexity and length. To enable

reliable and valid scoring of the stories told from pictures, it was important that the stimuli

clearly depicted stories that fit some model of a good story (Schneider, Dubé, & Hayward,

2005). The researchers established local norms by collecting data from 377 children from

Edmonton, Alberta, Canada. Two percent of the population sample included Latin American

children. Data collected included for analysis were story information, referring expressions,

and standard language analyses such as number of different words, Mean Length of

Communication Unit (MLCU), and Subordination Index (Schneider, Dubé, & Hayward,

2005).

Glossary

    a. *Acculturation*: cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture; also: a merging of cultures as a result of prolonged contact (Merriam-Webster Dictionary).

    b. *Behaviorist approach* or *Behaviorism*: a school of psychology that takes the objective evidence of behavior (as measured responses to stimuli) as the only concern of its research and the only basis of its theory without reference to conscious experience (Merriam-Webster Dictionary).

    c. *Conditioning*: a simple form of learning involving the formation, strengthening, or weakening of an association between a stimulus and a response.

    d. *Dependent clause:* a group of words that contains a subject and verb but does not express a complete thought (OWL; Berry, Brizee, 2010).

    e. *Discourse*: extended verbal expression in speech or writing (Word Net, 2006).

    f. *Functionalists* or *Functionalism***:** a late 19th century to early 20th century American school of psychology concerned especially with how the mind functions to adapt the individual to the environment (Merriam-Webster Dictionary).

    g. *Independent clause:* group of words that contain a subject and verb and express a complete thought. (OWL; Berry, Brizee, 2010).

    h. *Language***:** a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings (Merriam-Webster Dictionary).

i. *Language Acquisition Device*: a hypothesized innate mental faculty present in infants that enables them to construct and internalize the grammar of their native language on the basis of the limited and fragmentary language input to which they are exposed (Dictionary.com).

j. *Lateralization***:** localization of function or activity on one side of the body in preference to the other (Merriam-Webster Dictionary).

k. *Macrostructure:* In linguistics and discourse analysis, semantic macrostructures are the overall, global meanings of discourse (Dictionary.com).

l. *Morphemes:* a distinctive collocation of phonemes (as the free form pin or the bound form -s of pins) having no smaller meaningful parts (Merriam-Webster Dictionary).

m. *Morphology:* a study and description of word formation (as inflection, derivation, and compounding) in language *(Merriam-Webster Dictionary).*

n. *Microstructure:* the use of linguistic devices at the sentence level that convey meaning and promote critical thinking in both stories as well as information text *(Mind wing concepts).*

o. *Narration***:** That part of a discourse which recites the time, manner, or consequences of an action, or simply states the facts connected with the subject (Webster, 1913).

p. *Nativists* or *Nativism***:** The doctrine that the mind produces ideas that are not derived from external sources (The Free Dictionary).

q. *Pragmatics:* the analysis of language in terms of the situational context within which utterances are made, including the knowledge and beliefs of the speaker and the relation between speaker and listener (Dictionary.com).

r. *Operant conditioning*: conditioning in which the desired behavior or increasingly closer approximations to it are followed by a rewarding or reinforcing stimulus (Merriam-Webster Dictionary).

s. *Semantics***:** the study of meaning (Merriam-Webster Dictionary).

t. *Syntax:* the way in which linguistic elements (as words) are put together to form constituents (as phrases or clauses).

u. *Universal Grammar:* the study of general principles believed to underlie the grammatical phenomena of all languages; also: such principles viewed as part of an innate human capacity for learning a language (Merriam-Webster Dictionary).

Chapter II

Literature Review

Introduction

Language is an essential part of how all living things express and exchange pertinent information relative to their state of mind, necessities, and desires. Noah Webster (1758-1843) once said, *"Language is not an abstract construction of the learned, or of dictionary makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground. (as cited by Johnson, 2004 p. 70)"* It represents our experiences and through language we communicate these experiences to express who we are and what we want. By definition, language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combinations of these symbols. (Bernstein & Tiegerman-Farber, 2009, p. 5) These symbols vary in combinations of visual and vocal cues thus providing an infinite variation for communicational activities.

Language Acquisition Theories

Before entering the concept of bilingualism, it is imperative to review the multitude of theories that explain the processes of first and second language acquisition. The explanation on how we acquire language is still an ongoing inquiry but the theories that have been established in the past 100 years try to elucidate this from different linguistic and psychological perspectives.

"The behaviorist approach focused on the immediately perceptible aspects of linguistic behavior-the publicly observable responses-and the relationships or associations between those responses and events in the world surrounding them." (Brown, 2000, p. 22). Behaviorists such as B.F Skinner suggested language is acquired through operant conditioning, process in which the individual produces verbalizations which are reinforced through constant positive and nonverbal responses. Applying negative reinforcement to a certain behavior would reduce or eliminate that conduct. This approach provoked criticism among other theorists that believed questions were left unanswered such as those regarding how we are able to acquire language, what aspects of language are actually being acquired, the velocity and manner children acquire language; all of which were debated by Chomsky (Bernstein & Tiegerman-Farber, 2009).

Chomsky in turn was a supporter of the Nativist Approach which suggested that people have an innate or natural disposition to acquire language. This explained our ability to differentiate speech sounds from others, organize information according to linguistic rules. This explanation by Chomsky was named the LAD or Language Acquisition Device. LAD explained how children were able to acquire language and new concepts in such a short period of time. Universal Grammar is another theory provided by Chomsky that ties in with LAD and this suggests that children are born with a set of universal rules that dictate how children generally acquire language. (Brown, 2000, p. 23) (Bernstein & Tiegerman-Farber, 2009, p.13) Although Chomsky's theories have contributed greatly in the linguistic field, many critics argued against his thoughts. Child development specialists (Schlesinger, 1977; Sinclair-de-Zwart, 1973) argue that Chomsky treats language learning as if it occurred independently of cognitive (Bernstein & Tiegerman-Farber, 2009, p.13). Another fault with

Chomsky's theories, according to other opposing theorists was that he failed to explain how children acquired meaningful language.

Constructivist or Functional Approach

Proponents of this approach center on the functional aspects of language acquisition within social contexts and its correlation with cognitive development. The environment plays an important role in a child's language development. "What children learn about language is determined by what they already know about the world" (Brown, 2000, p. 28).

In contrast to previously discussed approaches, the functional approach does not focus on the form of language but the purposes for which it is used. Bloom, a major supporter of the Semantic/Cognitive aspect of the Functional Approach, believed that children understood and manipulated the meaningful context of language before acquiring a correct syntactic and morphological structures because they are able to use the same utterance but within different meaningful contexts and in a simple word order. By examining data in reference to contexts, Bloom concluded that children learn underlying structures, and not superficial word order. (Brown, 2000, p. 28).

The other aspect within the functional approach focuses on the socials aspects or pragmatics of language development. "Social interaction and relationships are deemed crucial because they provide the child with the framework for understanding and formulating linguistic content and form." (Bernstein & Tiegerman-Farber, 2009, p. 16) Caretaker and child relationships are the focus for observation in this approach because their interactions may provide insight into the child's language development.

Second Language Acquisition

Theories that explain the process of acquiring a second language are more complex and extensive since not only the language learner is acquiring a new set of morphosyntactical rules but also acquiring another culture in a process known as acculturation. It also involves other factors such as: age, psychoemotional and personality, among others influence the success or failure in acquiring a second language and the degree of language fluency.

Krashen, a major supporter of the innatist approach in second language acquisition, proposed that language must be "picked up" as opposed to learned because the process of acquiring a language is done at a subconscious level. According to Krashen, "Fluency in second language performance is due to what we have acquired, not what we have learned." (Brown, 2000, p. 278).

In the cognitive branch of 2nd language acquisition, Mc Laughlin, an opponent of Krashen's theories, hypothesized that children and adults acquiring a second language have more difficulty learning language in controlled situations that restrict their linguistic abilities while learning new skills. Allowing an unlimited and natural environment for language production allows an automatic usage of language therefore is less difficult for the second language learner.

In the third and final approach, the social constructivist approach, Long hypothesized "comprehensible input is the result of modified interaction." (Brown, 2000, p. 287). In other words, the Interaction Hypothesis suggests native speakers adjust the target language for the 2nd language learners' benefit.

Bilingualism

When a second language learner acquires a language, he/she is described to be bilingual once having achieved proficiency in both languages.

According to ASHA (2004):

Bilingualism is commonly defined as the use of at least two languages by an individual. It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages. It is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time. This proficiency is developed over time when both languages are used simultaneously within the same environment.

"While the child is in the process of developing language, the two systems interact with each other and affect the acquisition of each language." (Bernstein & Tiegerman-Farber, 2009, p. 553) A child might acquire a second language naturally or through academic means while simultaneously learning other language from early childhood or after acquiring a first language. Code switching is an important characteristic found in bilingual children and adults because it represents the ability to switch from one language to another during speech acts.

Presently, there are two types of bilinguals whose definition relies on how and when the child acquired both languages. The first type of bilingualism is described as simultaneous bilingualism which identifies those as acquiring two languages within the same time. "Simultaneous bilingualism occurs when a young child has had significant and meaningful exposure to two languages from birth. Ideally, the child will have equal, quality

experiences with both languages." (ASHA, 2004) Simultaneous bilinguals usually live in a culturally enriched environment where both languages are spoken and the child develops both languages from the time he/she is an infant.

Sequential bilingualism refers to the back to back development of two languages after infancy. Usually a sequential bilingual learns the second language after the reaching preschool age.

According to ASHA (2004):

Sequential bilingualism occurs when an individual has had significant and meaningful exposure to a second language, usually after the age of 3 and after the first language is well established. These second language learners are referred to as "English language learners" in U.S. schools.

English as a Second Language (ESL) is established in the Puerto Rican Public education school system. "The Puerto Rico Department of Education, through its English Program, has offered English as a Second Language curriculum since the 1948-49 school year." (Estado Libre Asociado de Puerto Rico Departamento de Educacion, 2007) The mission of the program is to produce students who are fluent in both languages and are proficient in all language skills: speaking listening, reading and writing. According to the US Census, only 80% of people living in Puerto Rico speak English "less than very well". (2010) It is safe to assume that the Department's mission goals have not been achieved due to the minority of citizens who consider themselves truly bilingual.

Language Areas

Given that language is "socially-shared code" (Bernstein & Tiegerman-Farber, Language and Communication Disorders in Children, 2009, p. 5) it must follow a set of rules that must be shared and agreed upon between both parties in oder for both individuals to produce and interpret the message imparted. Rules of language were divided into three chief areas (Bloom & Lahey, 1975) that correspond to how language is structured (form), the subject matter (content) and how and in what circumstances language is being used (Bernstein & Tiegerman-Farber, 2009, p. 6) .

Language form… "includes the linguistic elements that connect sounds and symbols with meaning." (Bernstein & Tiegerman-Farber, 2009, p. 6) This also dictates the order in which words and sentences are needed be structured in order to create meaningful ideas or representations, therefore, changes in the word and sentence order may influence a change in the meaning aspect of language or language content. "The content component of language, maps an individual's knowledge not only of objects ("big car") but also the relationship that exists between objects, events, and people. (Bernstein & Tiegerman-Farber, 2009, p. 8) Rules that relate words, sentences with meaning are called semantics. Semantics is a "subsystem of language that deals with words, their meanings, and the links that bind them." (Bernstein & Tiegerman-Farber, 2009, p. 8).

Since the purpose of language is for communication, the social aspects of language must be governed by another set of rules that dictate language use. This area of language is known as pragmatics. In Bernstein & Tiegerman-Farber (2009, p. 9) , "Pragmatics includes rules that govern the reason(s) for communicating (called communication functions or

intentions) as well as rules that govern the choice of codes to be used when communicating (Bloom & Lahey, 2005)".   The nonlinguistic aspects are an important feature in language use because they provide additional information regarding the underlying details of both parties during discourse and how the speaker will convey the message accordingly to the listener's needs. In other words, language must be coherent and consistent and must follow the dynamics of turn taking during conversation.

Discourse and Narration

In discourse, all three components are essential for a clear message to be transported to an audience. According to the The American Heritage Dictionary of the English Language (1981), discourse is a verbal expression in speech or writing. Discourse may be delivered in a proper format which discusses a lengthy topic to an audience or follow a conversational style between two parties. Types of discourse include conversations, narratives and expositions.

In narration, the speaker or writer provides an account or description of a particular event by following the language rules of form, use and content. The storyteller or narrator must provide adequate descriptions, details and sequence of events in order to provide a clear message for the audience. "The speaker must present all the information in an organized way and must introduce and organize sequences so that events qre related and lead to some conclusion." (Bernstein & Tiegerman-Farber, 2009, p. 61) Therefore, the narrator has to have a clear cut vision of what is the story they want to tell that may be based on a personal experience or retell another's account. This storytelling or retelling must include a clear beginning, climax and conclusion in order to achieve the storyteller's objective. As stated by Mandler and Johnson (1977), "Story narrative ability relies on the use of an internalized story

grammar that includes both content schema and a macrostructure of the story text grammar."
(Bernstein & Tiegerman-Farber, 2009, p. 222)

Fictional stories are not the only type of narrative, other types of narratives include scripts and personal narratives. According to Hudson and Shapiro (1991, p. 93) , scripts are accounts for what usually happens. A young child may provide an account by using scripts to describe a day by day activity without providing too many details. However, it is not until the age of 4 that they are avle accurately to descrube event sequences, called a plan (Karmiloff-Smith, 1986; as cited by Bernstein & Tiegerman-Farber, 2009, p. 61) Personal narratives are accounts of personal events that have been personally experienced. (Hudson & Shapiro, 1991). This narration is told from the viewpoint of the narrator in the past tense and are always nonfictional.

Narrative Development

Applebee (1978) developed a series of stages of narrative development skills which described the child's progress in building narrative skills. Applebee's Six Stages of Narrative Development are composed of heaps, sequences, primitive narratives, unfocused chains, focused chains, and true narratives.

Table: Applebee's Six Stages of Narrative Development

Stage	Age	Description
Heaps	2 years	The child makes very few conections between ideas during their storytelling. The child describes unrelated events or actions. (Paul, 2007, p. 440) Events listed are of no particular order. The child shows an intent to organize their thoughts. Doesn't center on a particular theme or topic.. The heap is a very primitive mode of organization and is not controlled. (Applebee, A. 1978)
Sequences	2-3 years	Sequences consist of labeling events around a central theme, character or setting. (Paul, 2007, p. 440) There is also an absent plotline. The child lists the character's actions without linking cause and effect or time between events.
Primitive narratives	3-4	Stories have a core or central person, object or event. (Paul, 2007, p. 440) Only three story elements are observed: initiating event, action, and consequence.But there is no real resolution or ending and little evidence of motivation of character. (Paul, 2007, p. 440)
Unfocused chains	4- 4.6 years	The child become more aware of causal relationships between story events. An unfocused chain does not contain a central character. It is a sequence of events which are linked logically or with a cause-effect relationship. The conjunctions "and," "but," and "because" may be used. (Hutson-Nechkash,2001)
Focused chains	5 years	The story contains a central character and a sequence of events revolve around that character. It lacks a proper plot and contains an incomplete ending. The problem is not resolved. (Ripley,2012; Hutson-Nechkash,2001; Paul, 2007)
True narratives	5-7 years	The stories include a central theme, character, plot, character motivations a logical sequence of events and a problem resolution. (Paul,2007; Hutson-Nechkash,2001) The story also includes 5 story grammar elements including initiating event, an attempt or action,and a consequence. (Paul,2007)

According to Bernstein & Tiegerman-Farber in 2010:

Applebee's six levels of narrative development categorize children's stories into six developmental stages that span from age 2 to age 7. This scoring system can be used to evaluate fictional stories and stories depicting personal experiences but not script narratives (p. 188).

Paul (1996) used a modification of Applebee's Six Levels of Language Development created by Klecan-Aker and Kelty (1990) to study slow expressive language development in

young schoolchildren. A wordless picture book was also the method used to stimulate the children's expressive language.

Finally, Hellman, et al. (2010) used the story grammar scoring system to analyze the child's narrative proficiency in both languages. Story grammar scoring will also be included in the analysis in order to identify story elements within the children's narrative samples in order to obtain a complete analysis of the narrative samples. The story grammar scoring system identifies the elements that must be present for a complete story: title, introduction, main characters, supporting characters, conflict cohesion, resolution, conclusion, and listener awareness (Bernstein & Tiegerman-Farber, 2009, p. 188). The categories used to analyze story grammar are Proficient, Emerging and Minimal/Immature. Later on in this research, we will discuss further details on these methods for extracting and analyzing narrative samples.

Narrative Studies

Europe

Many European studies investigated narrative skills in bilinguals of other languages due to multilinguistic populations living in these countries and their geographical approximation to other European countries. A study conducted in France (Akinci, 2001) investigated the use of perspective in narratives produced by 94 Turkish-French Bilingual schoolchildren living born and raised in France from the ages of 5-10 years. According to the study, there are four types of perspectives: the agent, the patient, the actor and the experiencer. "The perspective of the agent is taken when the action is described from the point of view of the agent" (Akinci, 2001). The agent is the root of the cause of an action, Ex: Jeanne beat Pierre. This example clearly shows Jeanne as the agent who is the cause of

Pierre's beating. The patient is the subject who receives the action which is shown from his/her perspective. Ex: Pierre was beaten by Jeanne. In this example, Pierre (the subject) is the patient and is receiving the action from Jeanne. According to Levelt "a patient can only figure in an ACTION, it is the animate entity (if any) subjected to the action" (Akinci, 2001). The third perspective mentioned in this study is the Actor, which indicates actions but not necessarily the cause of an event. "If the actor is not causing the event, it is not the agent." (Akinci, 2001) The fourth perspective is the experiencer who represents the subject who performs a non-volitional action. Ex: Jean sees Marie.

The methods used to elicit narrative samples in French and Turkish from the participants was story retelling of a wordless picture book called "Frog, Where Are You?" Narrative samples were recorded and transcribed. According to the results, Younger children preferred the main character's perspective as the actor whereas the older children from ages preferred the secondary character as the agent while main character becomes either actor or patient (Akinci, 2001). The younger children also used the actor's perspective as the subject. Narrative strategies changed earlier in French than in Turkish therefore suggested French as the main language in these participants, according to the study.

Another European narrative study researched narrative skills vs. pragmatic abilities in monolingual children. Bokus (2005) researched the listener vs. speaker relationship, and their effect on developing narratives. The focal participants used in this study were forty 5-year-old Polish children whose task was to read two picture-based stories, one with a happy ending (Book A) and one with a sad ending (Book B). The researchers instructed the focal group to retell both stories to one group of 20 three-year-olds and another group of 20 seven-year-olds. The purpose of selecting two different age groups was to provoke a change in the

speaker's role according to the listener's age and picture book ending. The researchers divided the focal group into two subgroups: Group A and Group B. First, Group A retold Book A (happy ending) and then Book B (sad ending) to the group of 3 year olds. Later, they retold both stories in the same order to the group of 7 year olds. Group B's task followed Group A's task one week later. This group's task was counterbalanced in terms of book and group order. First, they began with the older group retelling Book B first and then retold both stories in the same order to the younger group of children. Bokus (2005) investigated whether the child's narrative complexity increased or decreased during the narrative adaption for the listener's benefit. The participating listeners' task was to organize story pictures in order during story narration.

The narrative samples identified complex and simple narrative structures. Results revealed a difference in complexity for both groups of language samples. The narratives directed at 3-year-old children were less complex than the narratives used for older 7-year-old children. Twenty-three children constructed simple narratives for younger children and complex narratives for older children. The group of child narrators used many gestures to demonstrate character actions and unchaining events and monitored the listener's attention status during the narration. Fourteen (14/20) five year olds narrated using detailed organized sequences when explaining how the character constructed a doghouse. The author also found different narrative construction styles depending on whether the story had a happy or unhappy ending. The author observed the children's tendency to changing the unhappy ending for the younger children by altering story details that would lead that particular finale in order to create a positive story conclusion. The focal group also added details complementing the story sequence and ending for older children.

The second part of the study required the five-year-old group to create a series of story narration instructions for other inexperienced narrators. The children were then asked, how do they narrate to younger and older children and why. The results showed two different orientations. The first related to the listener's task as the receiver of information whereas the other focused on the listener's necessities. Eighty-five percent of the children felt that it was important to deliver a clear message so the older children can comply with their task. Seventy-five percent also felt that it was important to deliver a clear message for the younger children's' benefit.

In conclusion, this study demonstrated the five year olds' pragmatic awareness during narrative activities and ability to adapt their storyteller roles according to the listener's age. They were also able to modify the story to increase complexity (for older children) and decrease complexity (for younger children).

Another study from Spain (Alvarez, 2001) documented a case study on spatial references in narrative retellings by a bilingual child from the ages 7-11. The child in question learned both languages simultaneously but due to his outside interactions with Spanish speaking children and lack of communication with his American father, he felt more at ease communicating in Spanish.

The author used a wordless picture book "Frog Where Are You" as the method for eliciting a narrative sample. "A central element in the encoding of spatial relations is the verb, together with its objects and satellite" (Alvarez, 2001). The study states that motion events are verbs, which determine spatial relationships and may indicate location changes in a narrative. Among the four semantic entities in the motion event established by the author's

literary research are Figure (moved objects), Ground (refers to the objects where the figure has been moved to), Motion (refers to object movement or location), and Path (the direction of movement or place of movement). The author took narrative samples in both languages once a year ten days apart and later transcribed and analyzed.

Results indicated that the child used few manner verbs and satellite and movement verb combinations in English, and as a result relied on deictic verb use. Stative verbs or verbs indicating position was found to be equal in both languages although a reduction in its use was observed when the child reached 10 years of age. The child also significantly used more verbs indicating direction in Spanish than in English. Results also demonstrated a higher use of Ground elements as the child increased in age. "In both languages, Jan uses more non-spatial predicates to introduce the inanimate which will serve as the background for the action" (Alvarez, 2001).

United States

Narrative skills in multicultural group studies in the United States have only increased within the last twenty years. Many of these studies have relied upon story-retelling procedures using wordless picture books in order to assess children's narrative abilities due to its success in eliciting larger language samples (Fiestas & Peña, 2004). On the other hand, Gutiérrez-Clellen & Quinn (1993) suggested the use of movie shorts to elicit narrative samples because they provide additional information regarding character intent and other sunderlying details not found in wordless picture books. Other studies have found cultural differences in storytelling styles.

According to a study cited by Iglesias, Gutiérrez-Clellan and Marcano (1986), a group of first grade Puerto Rican students used an expressive storytelling style similar to that of American students with African, Greek and Jewish backgrounds. This style consisted of paralinguistic cues and embedded narrative evaluations within their storytelling. The children's narratives were also dependent on their previous knowledge and experiences, which resulted in varied differences in storytelling when encountered with unfamiliar contexts.

Bliss, McCabe, & Mahecha (2001) studied the narratives of a group of bilingual children living in Mexican-American communities in southeastern Texas by collecting narrative samples from children with a normal and impaired language development. According to the study, children with a normal language demonstrated coherent and simple forms of narratives easliy comprehended by their audience with minimal action and event sequencing in both languages. Also noted were the use of description and evaluation in their narratives. In another study (Rodino et al., 2001) cited by Bliss, McCabe, & Mahecha (2001), this was also observed in children with a Central American and Caribbean background. Furthermore, it was also observed within the same population children whose narratives demonstrated the use of actions and event sequencing which suggests a variety of narrative styles within the community (Bliss, McCabe, & Mahecha, 2001).

Fiestas and Peña (2005) researched how language and task influence a bilingual child's narrative execution abilities by studying narrative samples of twelve bilingual Mexican-American children from central Texas with a typical development in both languages. Two narrative samples per language were obtained through two methods: a wordless picture book and a static picture. All samples were recorded, transcribed and

tabulated and story grammar and was analyzed in order to establish a narrative complexity score per task. Productivity and grammaticality results were analyzed for each language.

Results demonstrated that the language of storytelling to some extent had an effect on the complexity of the stories, primarily determined by the inclusion of particular story grammar elements. (Fiestas & Peña, 2004) Complexity was equal in both languages but differed in aspects of story grammar. Children were more likely to include an initiating event and attempt to solve the problem in Spanish; however, they were more likely to include consequences in English (Fiestas & Peña, 2004; Minami, 2005). The authors assume that biculturism and exposure to linguistic texts in both languages play a role in the students' different narrative styles. Therefore, their research coincides with Gutierrez-Clellen & Quinn (1993) literature findings and investigation results on culture's influence on narrative discourse skills in multicultural and linguistic groups. Fiestas and Peñas (2004) also found that task methods and language variables did not effect narrative grammaticality.

Minami (2005) investigated the relationship between language and thought through narrative analysis in language samples taken from equally proficient Japanese-English bilingual children living in San Francisco, California. A Bilingual Verbal Ability Test (BVAT) was administered initially to determine proficiency in both languages. The selected participants were between the ages of 6-12, spoke Japanese in their home and utilized English in their school environment. The method used in extracting narrative samples in both languages were two story telling activites based on a wordless picture book.

According to the results of this study, past tense use was more frequent in English than in Japanese while present tense use was more frequent in Japanese than in English.

According to the study this is due to differences in rules on verb tense agreement.It was also found that tense use in one language sample was transferred to the other language sample. Some children used nominalization in Japanese but did not do so in English while others that used nominalization in English did not do so in Japanese. It was also found that as the children grew older physically or academically, nominalization use decreased in frequency. The cross linguistic similirites between English and Japanese were non past progressive, passive and simple past tenses.

In contrast, both languages differed in present, past, future, and conditional perfect tenses. Passive forms were also found to increase with age in Japanese while this was not employed during English use. This use of the passive form, which is not available in English, is not uncommon in Japanese. Speakers of different languages come to employ the forms particular to each language by the individual child (Minami, 2005).

Lofranco, Peña and Bedore (2006) studied the narrative skills of Filipino children living in Austin, Texas. The primary objective of this research was to provide information regarding the narrative performance of typically developing Filipino American, English-speaking children who have exposure to the Filipino language (Lofranco, Pena, & Bedore, 2006). The focal population in this study were eight Filipino American children between 6 and 8 years old. Parental questionaire and interviews were conducted initially to determine the child's amount of exposure, abilities and use of the Filipino language. The children were expected to have typical language development skills, no medical conditions that affect typical language development plus indrect and direct Filipino language exposure.

Three narrative samples were taken with different elicitation procedures using three different wordless picture books (Lofranco, Pena, & Bedore, 2006). The first procedure for sampling narratives was eliciting without a modelusing the first wordless book [Friends], the second procedure used narrative modeling before eliciting the children's narrative sample using the book [Frog] and the third procedure did involve narrative modeling but the examiner used neutral prompts in order to elicit the child's utterances using the book [Bird]. "The narrative samples were segmented into C-units and mazes were identified and marked. Each narrative transcript was analyzed according to story complexity, productivity, and grammaticality" (Lofranco, Pena, & Bedore, 2006, p. 32).

The results of this study suggested there was a higher narrative complexity in the first non modeling procedure yet the lowest complexity was found in the second procedure that involved narrative modeling. On the issue of productivity the investigators found that the Frog story which used a premodeling procedure was more productive than the Friends and Bird stories. The multi-episode Frog story was also more complex and detailed in comparison to the shorter single episodes Friends and Birds stories. Grammaticality results between all three procedures were not significantly different. The results reflecting maze use were also found as nonsignificant to this study.

The investigators concluded that across the different measures, four interrelated themes emerged. First, children produced longer, more complex narratives when telling the longer, multipart story. Second, children benefited from repeated storytelling and from the model. Third, the considerable individual variation that was apparent during the initial narrative decreased when narrating the second and third stories. Fourth, children used FI English forms as predicted, based on the Filipino/English comparison. Related to the third

and fourth points, the observed variation and proportion of FI forms were likely related to the children's amount of contact with the Filipino language. "The results of the study also reveal that the use of nonstandard English forms does not necessarily indicate a language disorder. Rather, these are utterances that may have been influenced by the grammatical structure of another language (e.g., Filipino) they hear at home" (Lofranco, Pena, & Bedore, 2006).

Another narrative study by Uccelli & Páez, (2007) focused on the relationship and developmental patterns between oral vocabulary and narrative skills of 24 bilingual English/Spanish children. This longitudinal study from kindergaten through 1st grade, used children from low socioeconomic backgrounds to prove theories established in previous literature that suggest children from low socioeconomic backgrounds have low vocabulary levels which affect discourse development. The authors sampled during a 2 year period vocabulary and narrative data from children studying in the public school system from different Latin american poulations. Ucceli & Paez (2007) also collected data regarding language use, parental years of education, and family income which concluded Spanish was used at and the population's family income was less than $30,000.00. The children particpated in two separate assessments for both languages during kindergarten and first grade. Previous to the study, the examiners established rapport with the students through classroom classroom interactions.

The investigators used 3 pictures to elicit a story narrative composed by the children. They also neutrally prompted the child to produce story narrative based on the pictures observed. The narratives were later transcribed and analyzed using three language measures that calculated Expressive vocabulary, narrative productivity and quality scores. Expressive vocabulary was measured by the Woodcock Picture Vocabulary subtest where children

matched words with pictures. Narrative productivity was scored using 2 word frequency measures that analyzed narrative length and lexical diversity. Narrative quality was measured by using a the Story Score (SS) which measured story elements, sequence and perspective and Language Score (LS) which measured story complexity, clarity and noun vocabulary.

The results of this study showed significant improvements in vocabulary across time for English whereas the data remained the same in Spanish (Ucceli & Paez, 2007). The particpants also had low standardized vocabulary scores for both languages although did not score at the bottom of the distribution (Ucceli & Paez, 2007). English showed greater variability in vocabulary than Spanish. The students showed greater quality in English language narrative activites. "Results revealed a positive, moderate association between vocabulary and narrative quality measures within language at both testing times. Children with larger English vocabularies tended to have higher scores on the English narrative quality measures. (Uccelli & Páez, 2007). Spanish and vocabulary correlation was found to be midly significant in Kindergarten. Results also showed cross-language transfer in narrative quality and story scores. A child that obtained high scores in narrative quality or story scores in one language, also showed high narrative quality or story scores in the opposing language.

In conclusion, the students improved in English oral language skills by the time they reached 1st grade although according to standardized tests, their scores continued to be lower than those for monolingual students at the same grade level. It was also found that a few student scores higher than monolingual students therefore suggests that early bilingualism directly causes delays in vocabulary development. Socioeconomic status and parental education are also important factors that contribute to delays in a child's lexical development and narrative abilities.

Hellman, Miller, & Dunaway (2010) studied the clinical efficiency of the NSS (Narrative Scoring Scheme) in 129 English speaking children between the ages 5-7 years in San Diego and Cajon Valley School districts in California. Among the skills needed to tell effective narrations are story grammar features, literate language use and story cohesive devices

According to authors' study to extend beyond simple story grammar analyses, the NSS incorporates multiple aspects of the narrative process into a single scoring rubric and provides an overall impression of the child's narrative ability. This metric combines both the basic features of the story grammar approaches as well as the higher level narrative skills that continue to develop through the school-age years.

Literate language use relates to abstract concepts or linguistic features picked up during through academic means. These are concepts mostly utilized by teachers and include metacognitive and metalinguistic verbs, and elaborated verb phrases.

Hellman, Miller, & Dunaway (2010) stated: "Additional studies have identified that literate language skills were present in children's oral narratives during the preschool years (Curenton & Justice, 2004), developed through the school years and into adolescence (Greenhalgh & Strong, 2001; Nippold, 2007; Pelligrini, Galda, Bartini, & Charak, 1998), and were used less frequently by children with language impairment (Greenhalgh & Strong, 2001).

Narrative cohesiveness is an important feature used to connect multiple utterances in order to construct a complete thought. According to the authors Hellman, Miller, & Dunaway (2010), the three major categories of cohesive devices are referential cohesion,

conjunctive cohesion, and lexical cohesion: Referential cohesion allows a narrator to use noun phrases and pronouns to maintain a cohesive idea between characters, objects and places. Ex: <u>Peter and Sandy</u> went to the *park*. <u>They</u> [Peter and Sandy] played baseball *there* [park]. The narrator uses conjunctive cohesion to link ideas by using connecting words and phrases such as and, but, besides, on the other hand, finally, in addition. Lexical cohesion lets the narrator use vocabulary or phrases to link ideas. Ex: <u>The lawyer</u> lost his most important case. Now, <u>the poor man</u> will never get promoted. It was pertinent for the authors to correlate the participants' vocabulary, grammar and narrative organizational skills in order to comprehend microstructural and macrostructural relationships and NSS linguistic properties.

Criteria for inclusion in the participant selection process were average academic assessment scores, no history of language or learning disabilities and native English speakers. The children listened to and retold an audio recording of the wordless picture book, Frog, Where are You? The selected examiners were trained school based SLPs whose task was to elicit student's narratives neutrally, which in turn were recorded and transcribed. Utterances were segmented into communication units (C-units; Labov & Waletzky, 1967), which included a main clause and all dependent clauses.

The transcripts began and ended with the child's first and last utterance, respectively" (Hellman, Miller, & Dunaway, 2010). Transcribers completed the NSS using a score from 0-5 in seven categories: Introduction, Character Development, Mental States, Referencing, Conflict resolution, Cohesion and Conclusion and depending on the score, results were classified as Proficient, Emerging or Minimal/Immature. The transcribers also analyzed C-Units (Communication units) in order to score the number of dependent and independent clauses. The following language sample measures used to correlate the NSS with

microstructural measures: NTW or length and productivity (number of total words), NDW or vocabulary (number of different words) and MLCU or grammar (mean length of C-unit).

The analysis results of this study concluded that vocabulary use was an indicator in predicting story organizational skills whereas productive grammar correlated with the NSS scores but did not provide a unique prediction of narrative macrostructure abilities. (Hellman, Miller, & Dunaway, 2010) According to the authors' results, NSS was an efficient method for assessing children's narrative skills. This study supports the relationship between vocabulary and its pertinence for the development of narrative skills in children. "Furthermore, the emerging literacy literature has documented the importance of vocabulary in the development of children's narrative and comprehension skills. There is a well-documented relationship between children's vocabulary skills and reading comprehension (see Scarborough, 2001), (Hellman, Miller, & Dunaway, 2010).

South America

Studies on narrative discourse were also present in South American literature although topics related to bilingualism and oral narrative discourses are nearly scarce. A study by Ordóñez (2005) researched narrative proficiency in 18 middle class bilingual Colombian adolescents in Bilingual Immersion programs. The author also included 18 adolescent monolingual Spanish-speaking Colombians and 18 monolingual English-speaking Americans from Boston as the control groups. Ordóñez used a wordless picture book "Frog Where Are You" as the method for eliciting narrative samples in both languages. She allowed the participants to skim through the pictures before narrating the story, but permitted to use the pictures as a reference during story narration.

The bilingual participants were allowed to begin with the language they felt more comfortable with (Spanish). After an hour, they retold the story in English and experienced bilingual and monolingual raters assessed, sorted the narratives into four proficiency levels rating scores from 1 to 4. The expert raters transcribed, coded, and divided the narratives into clauses. The author used a functional orientation coding system where story length, Events, Orientation, Evaluation (clauses that express point of view of the narrator), Cohesion, Interclausal Connection, Time Representation (verbal tenses and verbal aspect), Formal Errors (morphological, lexical and syntactical errors) and Reference Errors(lack of character, things, places, times in narratives).

The results found Spanish monolingual narratives had the highest means and widest variability characterized by connections between ideas, changes in tense and the frequent use of evaluation during narration. The bilingual (Spanish and English) and English monolingual narratives were shorter amount of clauses, centered on events and descriptions and both had similar narrative profiles. Results also showed bilingual participants produced more formal errors in their narratives, than the English monolingual group. The author attributed the differences in monolingual Spanish and English due to cultural and linguistic differences. The bilingual group transferred their English language narrative styles over to Spanish and their narrative skills were underdeveloped in both languages.

This next South American study by Maggiolo, Coloma, & Pavez (2009) evidenced the use of scripts to improve the narrative skills of children with Specific Language Impairment in Chile. A total of 12 children with expresive SLI and a narrative deficiency, averaging 4.5 years participated in this study. Six children were selected as the experimental group while the other remaining six acted as the control group. The children's narrative

deficiency was categorized using a Narrative Development Scale. Children categorized in the initial stages (unstructured narratives)were selected as the participants for this study. Unstructured narratives ranged from non responsiveness to listing events revolving one character. The program used in this study was divided into two units. "The first unit corresponded to a sequence of events pertaining to a incomplete script. The objective was to develop the child's ability to temporarily organize events related to the routine." (Landaeta, Tirapegui, & Guzman, 2006, pág. 383) The content from the second unit included all the components of the routine scripts. The second objective was to develop the child's ability to organize the script's events. (Landaeta, Tirapegui, & Guzman)

The activites used in this research were dramatizations, ordering event sequences using pictures and oral story telling. Each activity was divided into beginning, middle and ending. The first activity consisted of a script themed "A Visit to the Doctor". The script contained 4 events that were dramatized for the children using costumes and realia related to the topic.

In the beginning of the activity, the researcher asked questions related to the topic in order to explore the children's previous knowledge. This also establish a starting point for the activity's development. Afterwards, the adult dressed up as the doctor and dramatized the script using the children as active participants (patients). The children are each given a picture of a sick child with different ailments with which the adult explains their role according to the pictures they receive. The children are provided with an example demonstration using a couple of the children as volunteers. Towards the end of the activity, the children are grouped and provided with 2 pictures that complete the scripts sequence. The children are asked to retell what they experienced. For the final activity, the students are

asked to draw and color a comic strip using craft paper based on the main events in the "A Visit to the Doctor" script. Lastly, the examiners encouraged the children to publish their work on a wall in the room.

This program was only used with the experimental group and lasted 18 sessions of 45 minutes each for 9 weeks. Each session focused on a different everyday topic. After the end of the 18 sessions, the results between the experimental and control groups were compared. The researcher discovered that the experimental group's narrative skills had improved significantly in comparison to the control group. According to the study, 50% of the participants in the experimental group achieved normal narrative development. The routines established in the program helped the children store and comprehend the information. (Landaeta, Tirapegui, & Guzman, 2006) The authors concluded that the program had resulted succesful in treating a child with a narrative deficiency.

Narrative Studies in Puerto Rico

There is a scarcity of literature on Puerto Rican narrative skills therefore serves the purpose of this research. Research on Hispanic narratives in the United States often focuses on Mexican-American populations due to larger populations of Mexicans living in the United States. According the literature, Puerto Ricans use expressive narrative styles (Gutiérrez-Clellan and Marcano, 1986).

Martínez (2009) collected and studied oral narratives from three Puerto Rican preschool children in Río Piedras, Puerto Rico. The purpose of her research was to analyze how preschoolers organize and construct meaning (Martinez, 2009). Martinez used three stories as a method for eliciting the children's narratives. Later, he audio recorded,

transliterated, and analyzed the verbalizations of all three children. In addition to narrative

sampling, the author conducted interviews with the children, parents and teachers in order to

provide pertinent information for this study.

According to Martinez (2009, p.5-6) the results demonstrated that: 1) Language

experiences mold the child's mental schema, cognitive and linguistic development through

their narratives. 2) The children's schema showed the use of connectors through adverbs of

time, conjunctions and cause and effect in order to provide a cohesive and coherent narrative.

3) The preschool children's narrative content and knowledge link closely to their family life,

and everyday cultural and educational experiences. 4) Children interpret and construct

narrative texts within important social contexts and legitimize their experiences when

applying them to their learning processes. 5) It is important to understand that children

should experience the printed word at an early age as a precursor of the development of

discourse skills from a linguistic, psychological and sociological point of view fundamental

for producing text at any level. 6) The child's family, education, and community experiences

and the frequency of their exposure influence their acquirement of discourse skills.

Bilingualism is also another topic that has not exhausted therefore is pertinent to

study bilingual individuals in order to provide concrete data. This provides clinicians with the

basis for correctly diagnosing bilingual children with language disorders. In order to

determine whether a child is bilingual, it is important to evaluate proficiency in both

languages. According to different studies, bilingual proficiency is measured through a variety

of assessments. In addition, it is pertinent to research the individual's language background

through questionnaires, interviewing, etc. (Austin, 2007; Seital, A; Garcia, M, 2009). This

account provides relevant information about when he/she acquired both languages and the functional purposes of language in the individual's life.

The types of language proficiency assessments range from criterion-referenced to formal standardized tests. Many studies have used the Woodcock Muñoz Language Survey to measure bilingual proficiency (Del Vecchio & Guerrero, 1995) (Bliss, McCabe, & Mahecha, 2001) (Austin, 2007) (Esquinca, Yaden, & Rueda, 2005). The Woodcock-Munoz Language Survey~Revised (2011) is a formal standardized test developed by Richard W. Woodcock and F. Munoz-Sandoval. This test measures Cognitive-Academic Language Proficiency Requirements (CALP) in English and Spanish bilinguals from the ages of 2-Adult. CALP includes seven subtests used separately and in combination with other formal and non-formal assessments. The subtests include picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, and passage comprehension.

The Edmonton Narrative Study

A study developed by Schneider, Dube, & Hayward (2009), sought to develop an instrument to establish language norms by assessing narrative skills in Canadian children from the ages of 4-9 years of age. In the study 77 children produced narrative language samples using wordless picture stories developed by the research team. Only 15 children had a Specific Language Impairment and previous to the narrative assessment, all the children with SLI and 15% of the typical group were tested using the Clinical Evaluation of Language Fundamentals (CELF-P or CELF-3). According to the results of the asessment, story grammar scores were higher in Typical developers at every age except for age 9.

Methodology

This chapter describes the methodology used to collect oral narrative samples in Puerto Rican bilingual children in both English and Spanish in order to analyze narrative skills within this population.

Design

This qualitative study was a descriptive /normative research that analyzes narrative texts. "Qualitative approach uses data collection to test hypotheses, based on the numerical measurement and statistical analysis to establish patterns of behavior and test theories." (Hernandez, 2006, p.5). Descriptive research aims to document the factors that describe the characteristics, behaviors and conditions of individuals and groups. The purpose of this study was to describe normative standards or typical values for the characteristics of a given population (Portney & Watkins, 2009).

Objectives

The objectives of this study were to collect and analyze narrative samples of bilingual Puerto Rican children with from at least a 40/60 proficiency in English and Spanish using the Edmonton Narrative Norms Instrument.

Participants

      Inclusion Criteria

Participants involved in this study were 4 bilingual (English-Spanish) children from the ages of 5.0 and 5; 6 receiving a private education and at least a 40/60 proficiency in English and Spanish.. Although the goal was to obtain samples from 10 bilingual children from the ages of 4;0-5;11, this was not possible. The other children tested did not present sufficient expressive language skills required for this study. Although they presented some vocabulary in English, this was limited. These participants must have sufficient oral and comprehension skills in both languages. Thus, it is important to assess their bilingual mental lexicon in order to determine whether the child presents sufficient vocabulary in order to produce narrative samples. Other inclusion criteria include normal hearing, language, and cognitive development. A bilingual child must have communicative competence in two languages in order to function within the environments that require use of either or both languages. There is no need to assess the children's reading and writing school because it is not required for extracting oral narrative samples. In addition, the children's age range suggests they are in the process of acquiring these skills.

Exclusion Criteria

Excluded from this study were participants with a history of speech and language therapy, neurological and hearing disorders. Also excluded from this study were children under 4,0 years of age and over 5,11 years of age; and monolingual children.

Participant recruitment procedure

The investigator contacted and sought permission from the school director in order to use the school as the research setting for this study. This director also provided permission to contact the children's parents. The researcher handed out and posted advertisement flyers

with the researcher's and research mentor's contact information. Flyers were also handed to the parents at the school once permission was granted. The interested parties, communicated with us by telephone where we informed them the date, time and setting of the screening process.   We met the parents individually to explain the purpose and process of this investigation sought permission from those whose children who met the inclusion criteria after performing the screening tasks. The tasks measure oral expression, language comprehension, vocabulary and hearing. The parents acceded to their children's participation by reading and signing an Informed Consent document. This document provides all the necessary information discussed during the previous meeting.

Research Setting

The researchers selected the group of participants from a bilingual private school in the eastern Puerto Rico. The setting took place in an empty classroom with an absence of distractions.

Data Collection Methods

The researchers measured bilingual language proficiency prior to the final group selection to meet inclusion criteria requirements by using screening tasks, which measure the children's language expression, comprehension, and vocabulary.

Two evaluators extracted the selected participants' narrative samples in both languages on separate days. We gave the children the option to narrate the first story in the language they preferred. The first evaluator extracted the sample and measured story comprehension in one language while the second evaluator will extracted the children is

other language sample the following week. Both language samples were audio recorded for transliteration and analysis of story elements.

ENNI Instrument

Schneider, Dubé, and Hayward developed the Edmonton Narrative Norms Instrument in Edmonton, Alberta, Canada in 2005. They collected norm data from 377 Canadian children aged 4-9 and collected narrative samples using custom designed pictures to elicit the children's verbalizations. The reliability and validity of the ENNI for online scoring of first mentions without the need for transcription was established in a study published by Abraham, Shaw, Schneider, & Cummine (2007). The researchers listened to 41 audio-recorded narratives from the original study while using the First Mentions (FM) scoring system. (Abraham, Shaw, Schneider, & Cummine, 2007) Cohen's Kappa coefficient was used to determine reliability between transcription and online FM scoring. (Abraham, Shaw, Schneider, & Cummine, 2007) Results indicated the ENNI is valid and reliable for FM online scoring (Abraham, Shaw, Schneider, & Cummine, 2007)

Description of ENNI materials

Schneider, Dubé, and Hayward (2005) developed custom materials for this instrument. The researchers hired a professional cartoonist to create six sets of picture stories based on scripts developed by Dubé (2001) in a previous study. A panel of narration experts evaluated and approved the use of the six picture sets for the development of this instrument.

Picture stories

"Six original picture sets with animal characters were used to elicit stories, two each at three levels of complexity." (Schneider, Dubé, and Hayward, 2005) The black and white

wordless stories based on familiar day-to-day topics, increased in complexity due to an increase in story length and the number of characters. Each picture story is kept in a separate binder using sheet protectors in order to facilitate the instrument's administration. A seventh picture story or training story* (T1) is provided as an instructional exercise prior to the narrative assessment. The training story is an episode with five pictures and two characters. Its complexity is similar to the simple picture stories A1 and A2. Although they are similar in complexity, they differ in the types of characters used (human vs. animal).

For the purpose of this study, we only used Picture story A1. There are two characters in this story, which sets in a swimming pool. The characters in this story are a young female elephant, and a young male giraffe

Table: Characteristics of the Story Sets

*Story	Number of Episodes	Setting	Number of Characters	Character Description	No. of Pages
A1	1	Swimming pool	2	young female elephant young male giraffe	5
A2	2	same	3	same as A1 plus adult male elephant lifeguard	8
A3	3	same	4	same as A2 plus adult female elephant	13
B1	1	Park	2	young male rabbit young female dog	5
B2	2	same	3	same as B1 plus adult female rabbit doctor	8
B3	3	same	4	same as B2 plus adult male rabbit balloon-seller	13

*See appendix 1: 1a (T1), 1b (A1)   Taken from Schneider, Dubé, and Hayward (2012)

Rubrics

Schneider, Dubé, and Hayward (2005) also developed Story Comprehension questions in order to evaluate the children's story grammar knowledge. The authors developed the Guided Questions set to evaluate the child's comprehension of story details such as setting, event sequences, causal relationships and character motivations through literal and inferential reasoning. The Problem/Resolution questions set extracted the child's ability to integrate the story data in order to identify the character's problem and problem resolution. Importance/Judgment questions evaluate the child's knowledge of the most important events in the story. "These questions require children to integrate the story as a whole and reflect on it to make appropriate judgments" (Schneider, Dubé, and Hayward; 2005).

Table: Description of the Three Questioning Tasks

*Question set	Question Type	Story Elements Evaluated	*'Wh'* question form
Guided	Literal Events in the pictures	1) Setting 2) Initiating Event 3) Attempt 4) Consequence 5) Reaction	Who? / Where? What – happen? What – do? What – happen? How?
	Inferential Events not in the pictures	1) Internal Response 2) Explanations of story characters' reactions	What – thinking? Why?
Problem Resolution	Integrative Inferential	1) Main problem to be solved 2) Outcome of story	What – problem? How?
Importance Judgments	Integrative Inferential	1) Information considered most important in the story 2) Information considered the second most important in the story	What – important? What – important?

*See appendix 2   Taken from Schneider, Dubé, and Hayward (2012)

ENNI administration procedure

The administration procedure consisted of two 1-hour sessions during a 2-week period. During that time, we evaluated the participants independently within a school setting.

Task 1: Practice session

We will provide the child with a training story as a means to explain and exemplify the task instructions.

Schneider, Dubé, and Hayward (2005) explain:

The purpose of the training story was to familiarize the child with the procedure and to allow the examiner to give more explicit prompts if the child was having difficulty with the task, such as providing the story beginning (e.g., "Once upon a time … there was a …")."

Preparing the child with a training story facilitated the process of extracting a narrative sample and provided a fair evaluation that measured the student's true skills. If the instructions confuse the student, his performance will affect the results of the evaluation. Therefore, they are not a true representation of the child's narrative skills.

Practice Story Instructions and Story Prompts (Schneider, Dube, & Hayward, 2009)*:*

Instructions to child*:*

The instructor says: Here, I have a group of pictures that tell a story. First, I will show you all the pictures. Later, when we are done, we will go back to the beginning of the story. Then, I want you to look at the pictures again and tell me the story about what you see in these pictures. Now, I won't be able to see the pictures so you need to tell me the story really well so I can understand it.

Child's response	Examiner's Prompt or Response
The child tells a story.	*Continue with test story (A1)*
Inexplicit response (unclear)	*Remember, I can't see the pictures. Can you start again?*
Labeling items in the picture	*You've told me what's in the picture - now can you tell me a **story** about the picture?*
Continues labeling items or says nothing	*How would you start your story?*
If the child has trouble getting started	*Would you start "One day," or "Once upon a time"?*
If the child repeats "one day" or "once upon a time" and stops	*That's right, [repeat what child said and pause].*
Continues having difficulty	*Repeat what the child started with and add: ...there was a boy who... [pause]*
Continues having difficulty	*Complete the sentence for the child: Once upon a time, there was a boy who went shopping. (only for the practice story)*
Trouble with later pages	*You say: Then what happens in the story?*

Task 2: Test Story A1

During the administration of the assessment instrument, the examiner used less

prompts, encouragements and requests so the child's responses were not influenced thus

keeping the validity of the instrument intact.

Instructions to child: The examiner says: The group of pictures you just looked at

makes up another story. I want you to tell me about that story. Since I cannot see the pictures,

I need you to tell me the best story you can.

According to Schneider, Dubé, and Hayward (2005):

For the set A stories, the examiner was restricted to less explicit assistance such as

general encouragement, repetition of the child's previous utterance, or if the child did not say

anything, a request to tell what was happening in the story.

After instructing the child, it was important to be patient and allow the child time to

respond. It was also important to culminate the test if the child was not able to move past

after the first two pages. Schneider, Dubé, and Hayward (2005) suggested providing prompts when the child is unresponsive and/or repeating the child's last word or phrase. They also suggested the use of neutral responses during the story telling such as, "uh huh, oh, and okay".

Test Story Instructions and Allowed Prompts (Schneider, Dube, & Hayward, 2009)

Child's response	Examiner's Prompt or Response
Trouble getting started.	How would you start your story? [pause]
Continues to have trouble...	Would you start "once upon a time?"
Says "once upon a time" and stop	Repeat what child said and [pause]
No response or "don't know":	What happens in the story?
No response or "don't know" (again)	Look at the pictures. What do you think is happening in the story?
Can't get started or continue	Let's try the next page.
Child mumbles	I didn't hear that – could you repeat that?
Child wants you to label something in the picture	What do you think?
No response or "don't know":	This is your story. You get to decide.[pause]
Still stuck on a label	Let us not worry about that, tell me the rest of your story.
Any time the child gets stuck in the story	Look at the child expectantly and wait for the child to continue. Be sure and give the child time to respond.

The researchers annotated the children's responses on an Edmonton Narrative Norms Instrument Story Grammar Scoring Sheet protocol. (See Appendix 3)

Story Questions

After the narrative sample extraction, the examiner provided the child with a series of comprehension questions (See Appendix 4).

ENNI Analysis

Although the authors' recommended analyzing a child's microstructural and
macrostructural narrative features for a complete narrative analysis, for purposes of this
study, we focused on story grammar and comprehension. Macrostructural analyses focus on
the overall content and organization of stories. Story Grammar is a way to evaluate the
macrostructure of stories (Schneider, Dube, & Hayward, 2009).

Since the only children qualified in this screening process were between the ages of 5
years and 5 years 11 months, there was no need to divide the population into age ranges.

Story Grammar Analysis

Story grammar units decoded from the narrative sample are indicative of story
quality. SG units are units of information that are characteristic of stories judged by adults
and children to be "good" stories (Stein & Policastro, 1984; as cited by Schneider, Dube,
Hayward; 2009) The Story Grammar scoring sheets (See Appendix) specify what should
count as each unit in these stories (Schneider, Dube, & Hayward, 2009).

Story Grammar Units (Schneider, Dube, & Hayward, 2009)		
Setting	Location	Points
Characters	--	1 each
Initiating Event (IE)	Events that start the story' progression; provokes a character's response	2
Internal Response (IR)	How a character's reacts to the IE.	1
Internal Plan (IP)	What is the character's plan to deal with the initiating event?	1
Attempt (ATT)	How does the character act to deal with the initiating event?	2
Outcome		2
Reaction (R)	How do the character's feel, think or react physically about the outcome?	1

According to the authors, only three units are the core units (Initiating Event, Attempt, and Outcome), which are worth two points each whereas other SG units are only worth one point. The examiner only scored points for those events or reactions related to each unit. It was necessary to be aware of the child's word usage in order to assign credit. The child received one point for characters only if he/she uses proper nouns, common nouns, or first person pronouns and whenever he or she mentioned the character.

It was also imperative to distinguish between internal plan and attempt before assigning points. Internal plan refers to the planning or intention of a character in reaction to the initiating event; ex: The character *wants to*, *decides to*, or *thinks to*. A character's attempt establishes the character's action in relation to the initiating event; ex. The character is *going to*, *tries to*, or *goes to*. While scoring Internal Response or Reaction, it was pertinent to credit any response related to the initiating event and outcome. Both the IR and Reaction do not need to be explicit in the story in order to receive points. If a child has provided incomplete units, judge them according to whether a listener could understand them without knowing the story or seeing the pictures. (Schneider, Dube, & Hayward, 2009) If a child provides something that qualifies as a story grammar unit but it is not clear which character was involved, generally you can still give credit for the unit. (Schneider, Dube, & Hayward, 2009)

Story Comprehension

The researcher will categorize the children's story comprehension responses by topic, and question type. This process facilitates the description and analysis of the child's story comprehension which in turn provides data on how well the child understands the story.

Informed Consent

Informed consent is a legal document that explains the research's purpose, parental participation, benefits, risks, confidentiality and notifies of the right to withdraw or refuse participating in the process at any time they wish without any penalty. It also includes the researcher's contact information and mentor (phone and email). Parents had the opportunity to submit any questions, communicate with the researcher, the mentor or the AGMUS IRB if they needed any other information in regards to the research process and their child's privacy.

Confidentiality and Disposal of Participant Data

The principal investigator stored in envelopes the informed consent document, interviews in a drawer under lock and key, and kept for a period of five years within the research mentor's office as stipulated in the AGMUS compliance office. The investigators shredded and disposed all documents keeping the participants' records confidential. The investigators created a list of participants with their assigned pseudonym to protect his/her identities. The list was also grinded and disposed in the same manner mentioned above. We will not divulge participants' identity or the research setting and to protect their identities, we erased audio-recorded materials immediately after transcribing narrative samples.

Potential Risks

Some of the risks that may exist as an effect of this research are fatigue, sleep, thirst, hunger and/or boredom. Performing the interviews after the breakfast and lunch periods minimized some of these risks. We provided water and a snack to satisfy the child's thirst and hunger and allowed for bathroom breaks. The participants did not display emotional

difficulties during this process; therefore, it did not require a referral them to the Psychological Services Clinic at the University of Turabo.

Potential Participant Benefits

The participant received a free bilingual language and hearing screening for their participation. Among the benefits the children received through this activity, was the further development of experiences in creating expressive narratives. This stimulates their language learning experience in both languages through storytelling. The child was required to integrate and interpret the visual information in order to transfer this into oral language. It may also be an enjoyable experience for the child if he or she shows and interest in storytelling.

Potential Societal Benefits

Describing narrative skills in Puerto Rican bilingual children will become a starting point for future research in narrative skills in Puerto Rican bilingual and monolingual children. Future research might include a development of norms in this population, which currently does not exist. As the studies have shown, developing narrative skills can predict an individual's academic and professional achievements. Therefore, understanding narrative developmental norms will provide SLPs with further evidenced-based practice on different methods of intervention.

Chapter 4

Description of the participants

Summary of recruitment process

After obtaining school and parental permission, participants were selected through a screening process, which was implemented within the participants' school setting. A total of 20 children were screened for bilingual proficiency, and typical language development. Only 4 children, at the kindergarten level, qualified to participate in this study. The excluded participants presented possible language delays, were either monolingual or not sufficiently fluent in either language and/or below the age of 4 and over the age of 5 years and 11 months. None of the screened candidates presented hearing impairments and only 2 children presented possible language delays.

For purposes of this study, pseudonyms will used to protect the identity of each child. Although the names used are gender-specific, they do not necessarily represent the child's gender. Before asking the child to narrate a story using the visual stimuli provided by the Edmonton Narrative Norms Instrument (ENNI), they received the option to select the language where they felt most comfortable communicating.

The following is a description of selected participants:

Participant A (Peter):

Peter was 5 years and 6 months old at the time of the screening process and data collection. Although, Peter was fluent in both languages, he opted to use Spanish in his first narration. In terms of languages used at home, according to his teachers and parents, his

family uses both English and Spanish as a means of communication. During his first narration, he was quiet, introverted and required some initial prompting. When asked to narrate a second time in English, during the following week, he was able to do so while providing additional details in his story.

Participant B (Wendy):

Wendy was 5 years and 2 months during the time of the screening process and narrative data collection. She was the youngest child selected for the study. Wendy was observed as a shy and quiet child who required a little more prompting than the other participants were. When asked to narrate the story, she selected Spanish as her preferred language. Her parents speak both languages at home but their language of preference is also Spanish.

Participant C (John):

John's chronological age during this investigative process was 5 years and 5 months. He was observed as quiet and introverted but was willing to perform the narrative tasks. Although, during the screening process he qualified due to sufficient fluency in both languages, he preferred communicating in English. This preference was evident when instead of complying and narrating the story and answering the questions in Spanish, he continued to use English. At home, his parents speak both English and Spanish, yet he shows preference for communicating in English.

Participant D: (Michael):

Michael was aged 5 years and 8 months during this investigative process. He was observed as extroverted, verbal and sociable. He communicated well in both English and Spanish in conversational screening tasks. His family communicates using both English and Spanish although when given option, he stated he preferred narrating the story in English, first.

Summary of participants

According to the description of participants, all the children participating in this study have fluent expressive and receptive language skills in both English and Spanish. They belong to families that communicate in both languages but sometimes showed preferences. All the children were exposed to English within the bilingual school setting. Although they all showed skills in both languages, one child refused to narrate their story in Spanish and three of the children decided to narrate their first story in Spanish. This data evidences the children's language preferences.

Chapter 5

Results

Introduction and research purpose

The purpose of this investigation was to collect and analyze narrative samples in bilingual Puerto Rican children. The children used a preselected story set provided by the Edmonton Narrative Norms Instrument as visual stimuli. We also used a protocol provided by ENNI in order to analyze the children's story grammar elements present in their narratives. Finally, we used comprehension questions also provided by ENNI in order to obtain data on the children's level of narrative comprehension. Another objective in this research was to compare the children's narrative performance in both languages.

Before collecting and analyzing narrative samples, we received permission from the appropriate school personnel and children's parents or guardians. We screened children from grades preschool-kindergarten in according with the inclusion and exclusion criteria indicated during the beginning of this study.

Table 1 and *graphs 1* and *2* display the story grammar scores and standard scores obtained by the participants in both narrative samples. According to the first chart, only three participants (John, Wendy and Peter) provided a Spanish narrative sample. In their bilingual narrative samples, John received, a standard score of 11 meanwhile Wendy received a standard score of 8. Peter obtained a standard score of 9 in his Spanish sample and a 15 in his English narrative sample. Michael only provided an English narrative, which received a story grammar score of 11 and a standard score of 9.

Table 1: Story Grammar Scores

	Spanish		English	
	Story Grammar	Standard Score	Story Grammar	Standard Score
Michael	N/A	N/A	9	11
Wendy	6	8	6	8
John	9	11	9	11
Peter	7	9	11	14

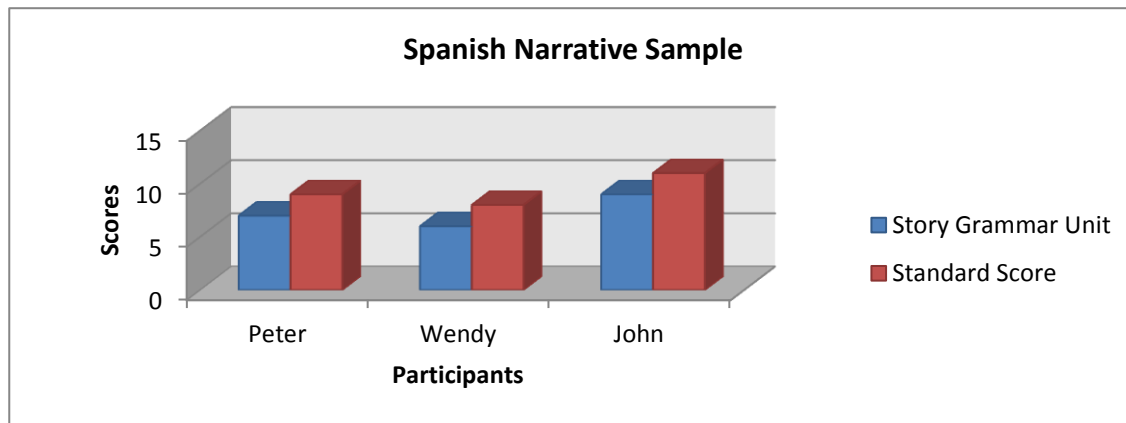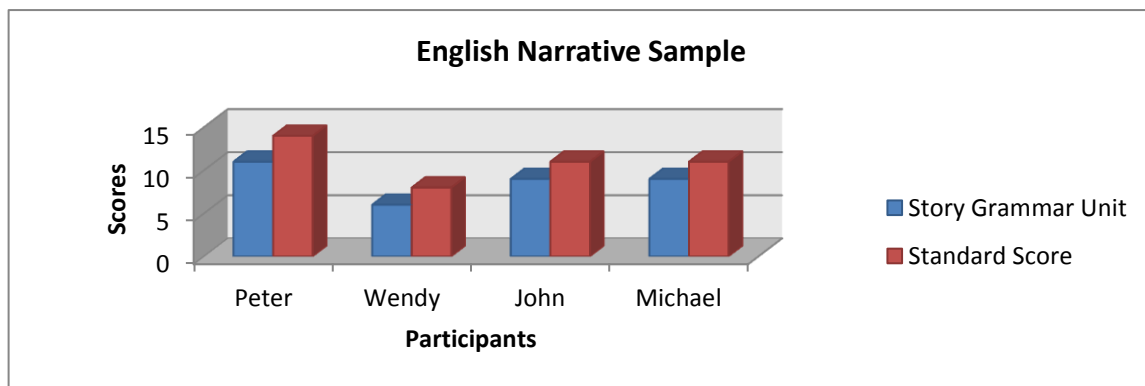*Figure 1: Spanish Narrative Story Grammar Score*

Figure 2: English Narrative Story Grammar Score

Graph 3 displayed the story grammar scores according to the total number of participants. According to the graph, in both the English and Spanish language samples, all the participants presented two characters, a setting, an initiating event, and the giraffe's reaction after solving the problem. None of the participants mentioned a character's internal plan to solve the problem in both narrative samples. Only one child (John) provided a character's internal response to the situation and reactions from all characters in both narratives. Although all participants included a character's attempt within their English narrative sample, only two out of three participants presented the character's attempt in the Spanish language sample. The story's outcome and elephant's reactions were only included in two Spanish narrative samples and three English narrative samples.

Figure 3: Story Grammar Element Scores per Total of Participants
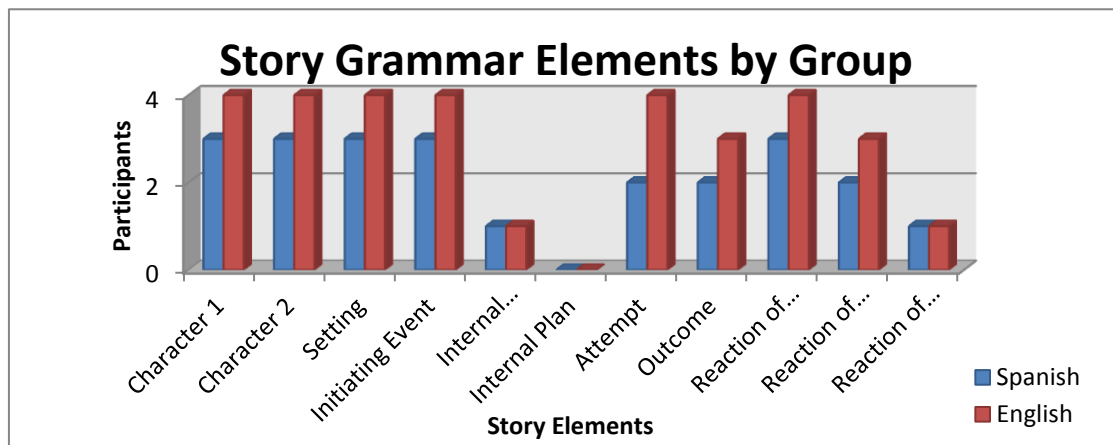
Graph 4 illustrates the classification of the participants scores against the standard population used to normalize this test. According to the data, the participants' execution ranged from average to above average narrative ability in Spanish and English samples. Half of the participants scored above average and average in their English narrative skills. Two children obtained an average narrative score, whereas, one participant presented above

average scores in the Spanish narrative sample.   None of the participants received a below

average score in comparison to the standard population.

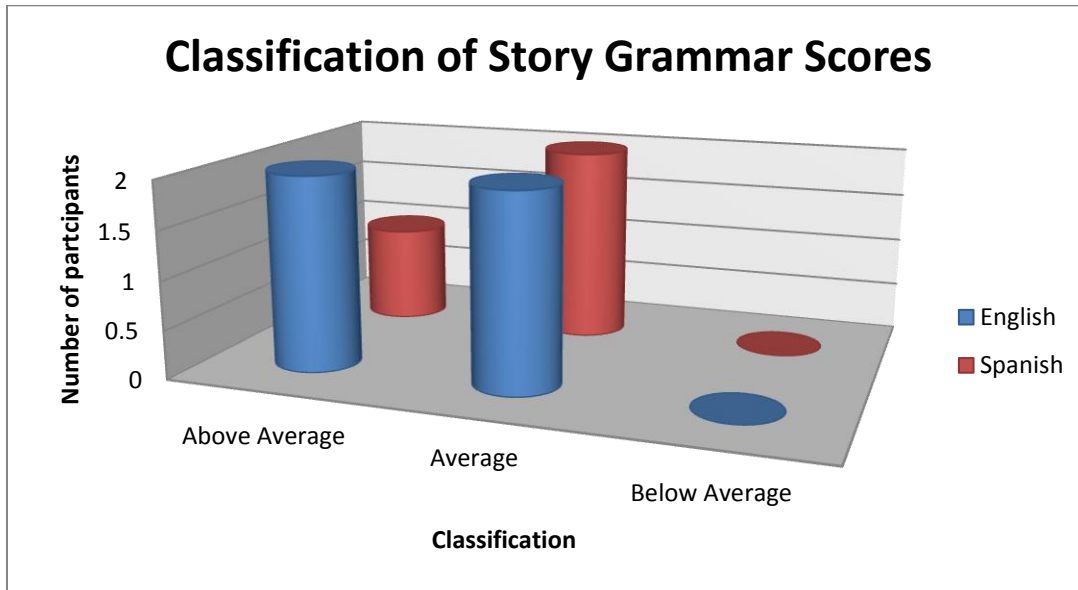*Figure 4: Classification of Story Grammar Scores*

Table 2 lists the types of story comprehension questions and the total amount of questions the

participants answered correctly. The comprehension questions were asked in English and

Spanish depending on the language they used during their story narration. According to the

data on the chart, all participants answered literal comprehension questions about characters,

setting, initiating event, attempt and character #2's reactions in both languages. Only three

participants provided a correct consequence and character reaction #1 in both languages. In

regards to inferential questions, only two participants provided a correct internal response in

both languages. Three out of four participants provided adequate explanations for character

reaction #1 in both narratives. Moreover, all participants provided adequate character #2

reactions in response to inferential comprehension questions in both languages. When given

comprehension questions that required integrating and inferring details from the story, only

one participant provided a problem, resolution, and importance-judgment after their Spanish

narrative sample. After providing an English narrative sample, only one participant gave an adequate response when asked about the problem of the story and two were able to provide a resolution and importance-judgment response.

Table 2: Story Comprehension Question Types and Responses

Designation /Type of Question	Story Grammar	# of Participants' who have responded correctly	
		*Spanish	English
Literal	Character 1	3	4
	Character 2	3	4
	Setting	3	4
	Initiating Event	3	4
	Attempt	3	4
	Consequence	3	3
	Character Reactions 1	3	3
	Character Reactions 2	3	4
	Internal Response	2	2
Inferential	Explanation for Reaction 1	3	3
	Explanation for Reaction 2	3	4
	Problem	1	1
Integrative	Resolution	1	2
Inference	Importance Judgment	1	2

*Only three children provided narrative samples in both languages.

Peter obtained a story grammar score of 7 and a standard score of 9 in his Spanish narrative sample. His English narrative sample, extracted a week later, obtained a story grammar score of 11 and a standard score of 14. According to the norms established in this test, he presents average narrative skills in Spanish and above average narrative skills in English. Within his Spanish language sample, he provided both characters and the story setting; the initiating event, the character's internal responses and reactions from one character. On the other hand, his English language sample provided more details such as the character's attempt, and story outcome.. Neither sample provided an internal plan or second character response.

Description of Participants' Narratives:

1. Peter: Narrative Sample

Story Grammar Unit	Score	
	Spanish	**English**
Character 1 and 2	2	2
Setting	1	1
Initiating Event	2	2
Internal Response	1	1
Internal Plan	0	0
Attempt	0	2
Outcome	0	2
Reaction of giraffe ; reaction of elephant	1	1
Reaction of both	0	0
Total Raw Score	7	11
Total Standard Score	9	14
Standard Deviation	**-0.25**	1.19
Classification	**Average**	**Above Average**

Narrative Sample Spanish

Una jirafa y un elefante juegan en una piscina. La bola se cayó en el agua. Se asustó el elefante. La bola estaba en el agua. La jirafa estaba nadando en el agua. El elefante cogió la bola. La jirafa estaba feliz.

Narrative Sample English

The giraffe and the elephant were playing with the ball. The ball fell in the water. They want to get the ball. The giraffe swims to get the ball. The giraffe gets the ball and gives it to the elephant. The giraffe is wet.

A set of thirteen questions were asked after each narrative. In general, Peter responded to most of the comprehension questions correctly and accordingly. He answered questions regarding characters, setting, reactions, first events and attempts. On occasion, he presented difficulties answering questions about the story's problem and solution in both languages.

Peter: Story Comprehension

Question	English	Spanish
Who is in the story?	*The giraffe and the elephant*	*Una jirafa y un elefante.*
Where are the animals?	*In the pool.*	*En una piscina*
What happens first in the story?	*The elephant lost the ball in the pool.*	*La bola se cayó al agua.*
What was the giraffe thinking?	*"I don't know"*	*La jirafa nado en el agua y buscó la bola.*
What did the giraffe do?	*He swam to take the ball.*	*El elefante cogió la bola.*
What happens when he did that?	*The elephant got the ball.*	*Le dio la bola al elefante*
How did the elephant feel?	*Happy*	*Feliz.*
Why did she feel that way?	*Because he got the ball.*	*Porque cogió la bola.*
How did the giraffe feel?	*Happy.*	*Feliz*
Why did he feel that way?	*Because he got the ball.*	*Porque cogió la bola.*
What is the problem in the story?	*The elephant wanted to catch the ball.*	*La jirafa nadó para coger la bola.*
How was the problem fixed?	*The giraffe went swimming to catch the ball.*	*La jirafa cogió la bola.*

What was the most important part of the story?	*The giraffe went swimming to get the ball.*	*La jirafa nadó para coger la bola.*

John: Narrative Samples

Narrative Sample Spanish
Una jirafa y un elefante estaban jugando con la bola. Después, la bola cayó en la piscina. La jirafa se metió en el agua y cogió la bola. El elefante estaba feliz. Después se enamoraron.

Narrative Sample English
A giraffe and an elephant were playing with the ball. The ball fell into the water. The giraffe is goes into the water to get the ball. He got the ball and gave it to the elephant. The elephant was happy. Then, they got married.

Story Grammar Unit	Score	
	Spanish	**English**
Character 1 and 2	2	2
Setting	1	1
Initiating Event	2	2
Internal Response	0	0
Internal Plan	0	0
Attempt	1	1
Outcome	1	1
Reaction of giraffe ; reaction of elephant	1	1
Reaction of both	1	1
Total Raw Score	9	9
Total Standard Score	11	11
Standard Deviation	**1.19**	**1.19**
Classification	**Above average**	**Above average**

A review of his narrative scores indicate that John obtained a story grammar score of 9 and a standard score of 11 in both narrative samples. According to the norms established by ENNI, he scored above average in narrative skills for both languages. He mentioned two characters, the story setting, initiating event, attempt, both characters' reaction to the situation, and the outcome of the story, However, John left out information related to the characters' internal response and internal plan, both of which indicate the character's intentions which are not explicitly revealed in the story.

John: Story Comprehension

Question	English	Spanish
Who is in the story?	*The giraffe and the elephant*	*Jirafa y un elefante*
Where are the animals?	*In the pool.*	*En una piscina.*
What happens first in the story?	*They were playing with the ball*	*Estaban jugando con una bola.*
What was the giraffe thinking?	*Go in the water and get the ball*	*La jirafa se metió en el agua para buscar la bola.*
What did the giraffe do?	*He went in the water and got the ball.*	*Se metió en el agua.*
What happens when he did that?	*He gave it to the elephant.*	*Le dio la bola al elefante y se enamoraron.*
How did the elephant feel?	*Happy.*	*Feliz*
Why did she feel that way?	*Because he gave her back the ball.*	*Porque se enamoraron.*
How did the giraffe feel?	*Happy too.*	*También feliz.*
Why did he feel that way?	*Because he saw the elephant happy.*	*Porque ella estaba feliz.*
What is the problem in the story?	*The ball fell in the water.*	*La bola se cayó en el agua.*
How was the problem fixed?	*The giraffe went into the water to get the ball.*	*La jirafa se metió en el agua.*
What was the most important part of the story?	*He gave the ball back to the elephant because it's good.*	*Buscó la bola y le dio la bola al elefante.*

John's responses to the story's comprehensions were adequate and coherent in both languages. He provided correct responses on characters, setting, character reactions, attempt, consequence, internal plan, and internal reaction. However, when asked in Spanish for the character's internal reaction, he provided a different response indicating the character's attempt.

Wendy: Narrative Samples

Narrative Sample Spanish
Una jirafa y un elefante estaban en la piscina jugando. La bola se cayó para el agua. El elefante se iba a tirar en el agua. La jirafa le dio la bola al elefante. Tenía frio.

Narrative Sample English
An elephant and giraffe are playing with a ball in a swimming pool. The ball fell into the water. The giraffe is going to the water. He got the ball. He is cold.

Story Grammar Unit	Score	
	Spanish	**English**
Character 1 and 2	2	2
Setting	1	1
Initiating Event	2	2
Internal Response	0	0
Internal Plan	0	0
Attempt	0	0
Outcome	0	0
Reaction of giraffe ; reaction of elephant	1	1
Reaction of both	0	0
Total Raw Score	6	6
Total Standard Score	8	8
Standard Deviation	-0.61	-0.61
Classification	Average	Average

Wendy also obtained an equal narrative score in both samples. Her narrative samples received a total raw score of 6 and a standard score of 8. She presented characters, a setting, an initiating event and the giraffe's reaction. Among the story elements that were not present in either samples were, internal response, internal plan, attempt, outcome, and more than one character reaction. The ENNI norms reveal that Wendy presents average scores in narrative ability for both languages in comparison to the standard population.

Wendy: Story Comprehension

Question	English	Spanish
Who is in the story?	The elephant and giraffe.	Un elefante y una jirafa.
Where are the animals?	In the pool.	En la piscina.
What happens first in the story?	The ball fell in the water.	Se cayó la bola en el agua.
What was the giraffe thinking?	The water.	Se tiró para el agua.
What did the giraffe do?	He got into the water.	Iba a coger la bola.
What happens when he did that?	The giraffe was cold.	El elefante cogió la bola.
How did the elephant feel?	Cold, too.	Frio
Why did she feel that way?	Because she got wet.	Porque se fue al agua.
How did the giraffe feel?	Good.	Frio también
Why did he feel that way?	Because he is still alive.	Porque se fue al agua
What is the problem in the story?	He was cold because he was in the water.	La jirafa se fue al agua y le dio frio.
How was the problem fixed?	The elephant saved the giraffe.	Con la bola.
What was the most important part of the story?	He went to get the ball.	La bola se cayó para el agua.

Wendy answered most of the comprehension questions adequately. She answered questions related to the story's characters, setting, initiating event, attempt, and character reactions in both samples. Nevertheless, although she was able to provide a coherent response about the solution in his English sample, he was not consistent and complete in his response in his Spanish sample. His English comprehension responses provided more complete details than his Spanish sample.

Michael: Narrative Samples

Narrative Sample English	Story Grammar Unit	Score
		English
The giraffe is fighting with the elephant. The ball flew away in the pool. The giraffe wants to get the ball. The giraffe gave the ball to the elephant. The giraffe and the elephant are going to play again.	Character 1 and 2	2
	Setting	1
	Initiating Event	2
	Internal Response	1
	Internal Plan	0
	Attempt	2
	Outcome	2
	Reaction of giraffe ; reaction of elephant	0
	Reaction of both	0
	Total Raw Score	9
	Total Standard Score	11
	Standard Deviation	0.47
	Classification	**Average**

Although Michael presented expressive and receptive language skills in Spanish, he did not opt to narrate his story in Spanish. Viewing the data obtained from the samples presents Michael's narrative skills in English as average when comparing to the norms developed by ENNI. Michael obtained a raw score of 9 and a standard score of 11. According to his only sample, Michael presented characters, setting, initiating event, internal response, attempt and outcome. He did not provide an internal plan, and character reactions.

Michael: Story Comprehension Questions

Question	English
Who is in the story?	*Elephant and giraffe*
Where are the animals?	*In the pool.*
What happens first in the story?	*They were fighting and the ball fell into the water.*
What was the giraffe thinking?	*The giraffe was going to get the ball.*
What did the giraffe do?	*He gave the ball to the elephant.*
What happens when he did that?	*He gave the ball to the elephant and they are going to play again.*
How did the elephant feel?	*She felt happy.*
Why did she feel that way?	*Because the giraffe gave the ball to the elephant.*
How did the giraffe feel?	*Happy.*
Why did he feel that way?	*Because they were best friends again.*
What is the problem in the story?	*They were fighting because the elephant was bouncing the ball.*
How was the problem fixed?	*The giraffe gave the ball to the elephant.*
What was the most important part of the story?	*They were best friends again.*

Michael responded with answers that matched his story. All answers were coherent and provided additional details about his narrative. In his narrative, he mentioned both character were fighting but immediately spoke about the first event, when the ball fell into the water. Although, this part of his narrative was not effectively connected, he provided that connection when answering the story comprehension questions. In his story comprehension answers, he provided details related to characters, setting, reactions, first event, internal response, internal plan, problem, solution and most important part of his story. His response to the most important part of the story was not explicit in his story. During his story comprehension answer, he indicated that the "giraffe and elephant were best friends again". In his story, he only mentioned that the characters are "playing again" after solving the incident.

Chapter summary

All four participants gave narratives based on a set of visual stimuli provided by the ENNI test. Three out of four participants provided both samples in English and Spanish. Those that provided samples in both languages opted to narrate their story in Spanish first. One participant only provided a sample in English. None of the samples collected contained the character's internal plan. All participants presented literal type information such as characters, setting, initiating event, Three out of four participants presented character reactions for either or both their characters. One-third of the participants, who provided bilingual language samples, obtained a similar narrative score on both of their samples. The child presenting different narrative scores on his samples obtained a higher score in his

second narrative sample. All participants answered comprehension questions, which

provided additional story details that helped clarify their story. Although, not all of the

children presented an internal plan in their story, this was mentioned only during the

comprehension questions.

Chapter 6

Introduction

Narration forms the basis of our social, literacy, cognitive, and discourse functioning (McCabe, (1996); as cited by Bliss, L. S., McCabe, A., & Mahecha, N., 2001). Therefore, studying samples of narratives in children help us to distinguish a typical versus non-typical language development.

Brief summary of findings

According to the findings, only three out of four participants provided bilingual language samples due to linguistic preferences. All participants presented literal elements such as characters, setting, first event, and the reaction of the character that drives the plot in both language samples. Two out of three participants that provided bilingual narrative samples, scored equally in both languages. Peter, the participant who obtained different scores on his narrative samples, performing better in the English language sample, narrated a week after the first story sample (Spanish). Three out of four participants opted to narrate their story in Spanish first. Three of the participants received a story grammar score higher than 6 and a standard score higher than 8 in the English narrative sample. Furthermore, one-third of the participants obtained a story grammar score higher than 6 and a standard score higher than 9 in the Spanish narrative sample.

All four participants' narrative skills ranged from average to above average when comparing to norms established by ENNI. In children aged 5. One participant (John) obtained an above average one- standard above the mean in both his language samples. Another participant (Peter) received a higher classification in his English language sample,

than his Spanish narrative sample. Furthermore, Michael received the lowest scores in both narrative samples, which equal to slightly less than average, in comparison to the norms established by ENNI.

Analysis of the comprehension questions' responses indicate, the children provided additional detail and/or modification of their story. They also provided complex story elements such as internal plan and internal response, although they had not included them in their stories. One child included a character reaction that was not implicit in his narrative, and also provided a problem and solution related to the story's moral. Half of the children focused on the action or event as the most important part of the narrative.

Discussion of findings

The Six Stages of Narrative Development vs. Results of Present Study

According to Applebee's Six Stages of Narrative Development, typical children begin developing a truer form of narratives beginning from the age of five. The fifth stage in which narratives contain a main character and a group of events focused around that character but lacks a complete problem and solution are known as focused chains. The last stage of narrative development is called the True Narrative. It appears between the ages of 5 and 7 years and contains all the important elements in the story. The stories include a central theme, character, plot, character motivations a logical sequence of events and a problem resolution. (Paul,2007; Hutson-Nechkash,2001) The story also includes 5 story grammar elements including initiating event, an attempt or action,and a consequence. (Paul,2007) . It is expected that the participants in this study can produce narratives between the 5th and 6th stage of narrative development.

All four children's bilingual narrative skills fall between the 5th and 6th stage of narrative development. John's (narrative samples present all the story elements needed to produce a true narrative (6th stage) in both languages. According to his sample, he presents characters, initiating event, attempt, and outcome. On the other hand, Wendy (aged 5;2) presented narrative samples that contained characters, initiating event and setting but did not include an internal plan, attempt and clear outcome. This suggests that Wendy's narrative abilities in both languages are within the 5th stage of narrative development (Focused chains). Interestingly, Peter , aged 5;6, presented more advanced narrative skills in English than in Spanish. According to the samples, although he included elements such as initiating event, attempt, and outcome within his English language sample, these were not included within his Spanish narrative sample. His narrative skills in English are located in stage 6; "true narratives", meanwhile he continues to develop narrative skills in Spanish, located in the penultimate stage, "Focused Chains". Moreover, Michael's narrative skills are located within the 6th stage of narrative development due to the presence of initiating event , attempt, and outcome.

Comparison between results from ENNI and sampled particpants

According to the authors, of the Edmonton Narrative Norms Instrument, Schneider, Dubé and Hayward (2011), typical children between the ages of 5- 6 years, in the storytelling task, obtained a narrative score of in the simple story set between 8-11 raw score points. Children within that age group that presented a raw score between the ranges of 0-4 points are diagnosed with specific language impairments. In comparison with the results obtained from this study's population, all four participants fall under the range for typical narrative development. Although one participant (Wendy) scored slightly below the norm, it is not

indicative of language impairment due to her age (5;2) and the scores did not deviate severely.

ENNI and Story grammar Comprehension task

According to Schneider, Dubé and Hayward (2011), the comprehension task in the ENNI helped children understand story grammar elements. If a child does not include a story grammar element in his /her narrative sample, the story grammar questions provide support for the child to provide additional information. Schneider, Dubé and Hayward (2011) suggested that "children may not have provided information in production because; they understood it but did include it; and / or it never occurred to them until they were asked". When viewing the results from the comprehension questions, all the participants presented additional detail using the questions as a guide.

Narrative Score Comparisons between Languages

Two out of three participants in this study presented similar narrative scores in both English and Spanish language samples. Only one participant displayed different narrative skills in both language samples. According to a study by the authors, Uccelli & Páez, (2007), "Results revealed a positive, moderate association between vocabulary and narrative quality measures within language at both testing times. Children with larger English vocabularies tended to have higher scores on the English narrative quality measures." They also argued that narrative skills presented in one language may cross over and improve the results and quality of the second language narrative sample. In other words, it is possible for a bilingual child, if he presents sufficient vocabulary , to present similar narrative skills in both languages. In another narrative study by Fiestas & Peña (2004), childred may present a

similar complexity bilingually but may also vary in terms of story grammar elements. Children were more likely to include an initiating event and attempt to solve the problem in Spanish; however, they were more likely to include consequences in English (Fiestas & Peña, 2004; Minami, 2005). Peter's narratives did not include the character's attempt and outcome in his Spanish narrative, however, he included these details in his English narrative sample. This suggests he may present more vocabulary in English than in Spanish.

Implications for future research

The selection and implementation of standardized testing is of upmost importance in order to determine the level of proficiency the participant may present. This helps to discriminate participants who are bilingual from monolingual individuals who possess some expressive skills in another language. This leads to the question, "What makes a person bilingual?" In order to answer that question, it is necessary to define bilingualism through functional and pragmatic aspects. A child that speaks Spanish, might be exposed to English strictly within an academic setting. He or she may present adequate naming skills but may not be able to integrate the acquired vocabulary functionally and coherently.

Suggestions for future research

We suggest that future research on this topic, use a larger sample of participants. Larger samples may help future researchers with obtaining data that is more representative of the population. Another recommendation is using standardized tests such as those recommended by the authors Schneider, Dubé and Hayward (2011) for the process of excluding participants with possible language disorders or delays and/or bilingual proficiency such as the Woodcock Muñoz Language Survey to measure bilingual proficiency (Del Vecchio &

Guerrero, 1995 ; (Bliss, McCabe, & Mahecha, 2001) (Austin, 2007),;(Esquinca, Yaden, & Rueda, 2005). Using standardized testing as a method for inclusion and exclusion criteria, will allow researchers to increase data reliability. When developing narrative norms for a population using the ENNI, Schneider, Bliss and McCabe recommended sampling narratives from 100 participants.

Direction for future research

Future research on narrative skills should focus on developing norms for bilingual and monolingual Puerto Rican children. This instrument is useful for extracting and analyzing narrative samples in many languages sun as Finnish, English, Cantonese, Icelandic, and Hindu dialects.

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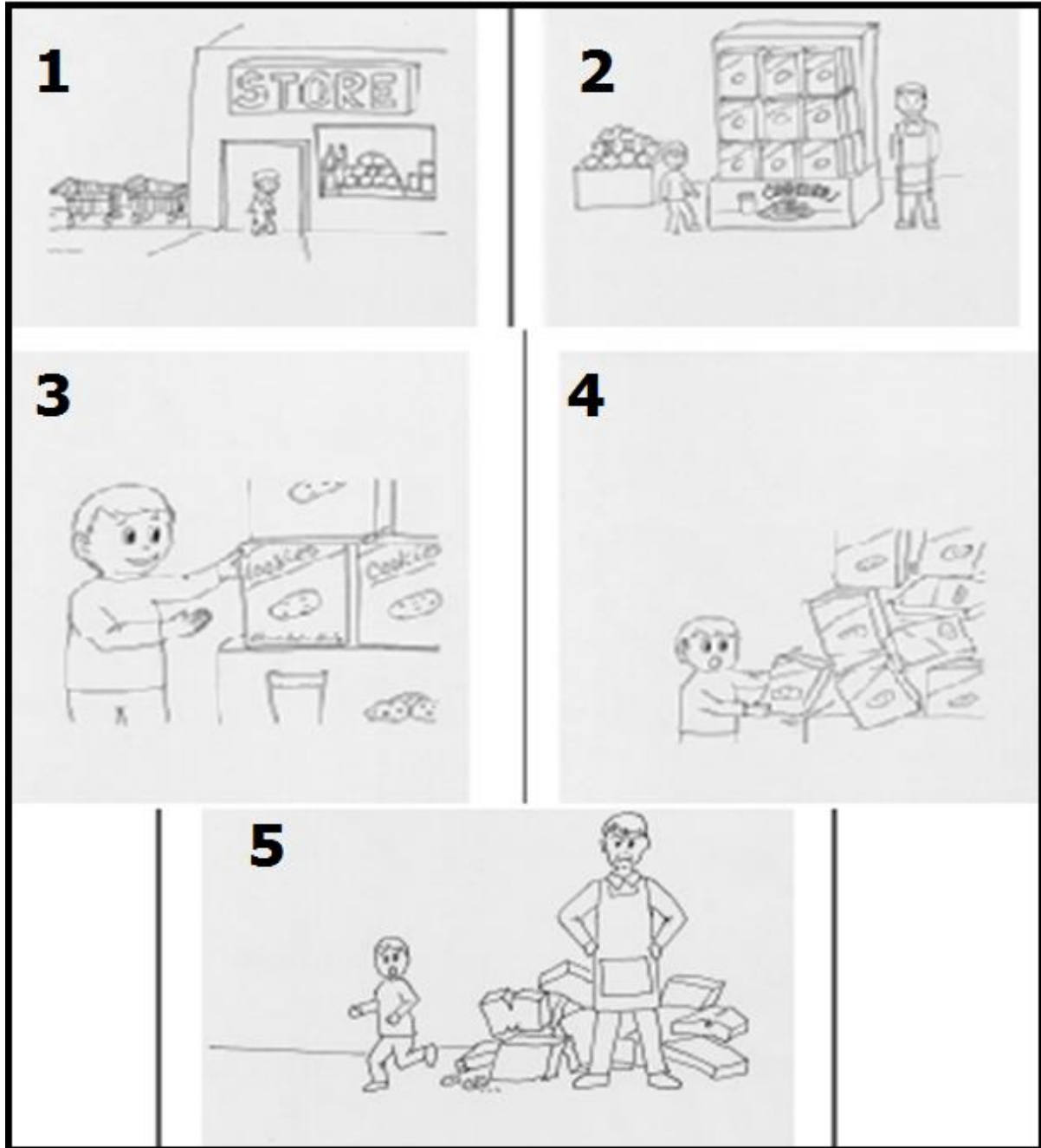
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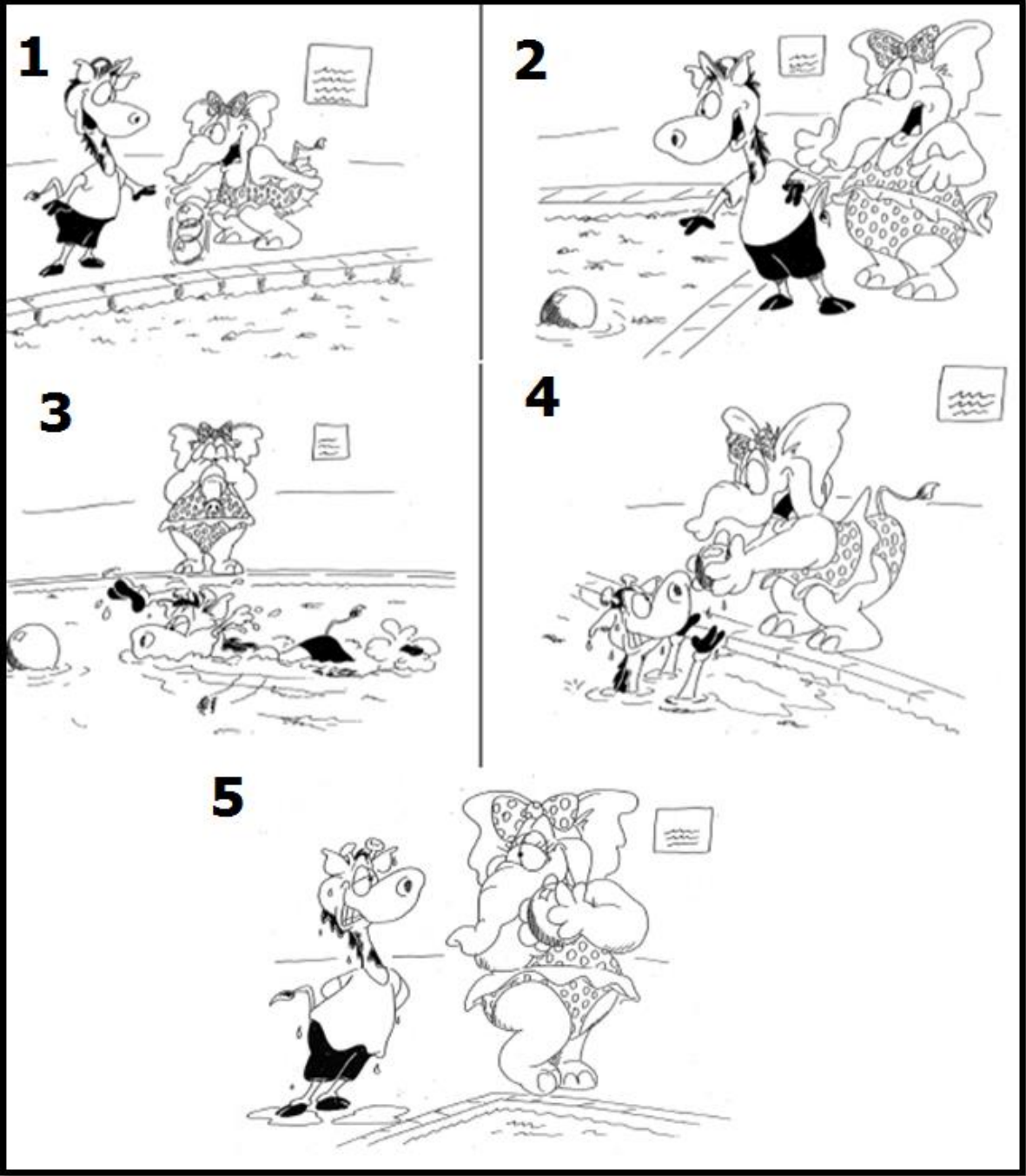Webster. (1913). *Collaborative International Dictionary of English*. Retrieved from Online Dictionary: http://onlinedictionary.datasegment.com/word/narration

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Appendix 1

1a: Training Story T1

Appendix 1b

1b: Story Set: A1

Appendix 2

Story Comprehension Questions

A1 Questions

General Instructions:
"I'm going to ask you some questions about this story that you just told me. Remember you don't have to tell me the story, just answer my questions."

Picture	Question	Story Grammar Categories	Question Type Designation
1.	Q1. *Who is in this story?*	Setting–Characters 1 & 2	Literal
	Q2. *Where are the animals?*	Setting–Location	Literal
2.	Q3. *What happens first in the story?*	Initiating Event	Literal
	Q4. *What was the giraffe thinking?*	Internal Response	Inferential
3.	Q5. *What did the giraffe do?*	Attempt	Literal

4.	Q6. *What happened when he did that?*	Consequence	Literal
5.	Q7. *How did the elephant feel?* (Q8 not asked if child does not respond or answers 'don't know.')	Reaction Character 2	Literal
	Q8. *Why did she feel that way?* (Not asked if child provides explanation in Q7.)	Explanation for Reaction	Inferential
	Q9. *How did the giraffe feel?* (Q10 not asked if child does not respond or answers 'don't know.')	Reaction Character 1	Literal
	Q10. *Why did he feel that way?* (Not asked if child provides explanation in Q9.)	Explanation for Reaction	Inferential
Close Storybook	Q11. *What was the problem in this story?*	Problem	Integrative Inference
	Q12. *How did that problem get fixed in the story?* (Not asked if child does not respond or answered don't know in Q11).	Resolution	Integrative Inference

Allow child to look at pictures if s/he would like OR if you can't figure out which part of the story s/he is referring - ask child to show you the picture.	Q13. *I'm interested in what you thought about the story.* *What do you think was the most important thing that happened in this story?* **Allowable Prompts** **[Moral]** If child gives moral of story. (e.g. you should never take a friend's toy) Say: *"Yes, that's what you learned from the story; can you also tell me something you think was important that happened in the story?"* **[Repeat Answer or Don't Know]** If child still gives moral or says I don't know. Say: *"Think about all the pictures that helped tell the story; what was the most important thing that happened?"* (you can let child look at the pictures if needed). **[Clarify]** If you are not sure which part of the story the child means.	Importance Judgement	Integrative Inference

	Say: *"Which part of the story do you mean?"* (you can let child look at the pictures if needed). **[2 Story Parts]** If a child gives two story parts. Say: *"You've told me two things; which do you think was the most important, (child answer part A) or (child answer part B)?"*		

Appendix 3

Story Grammar Scoring Sheet

Edmonton Narrative Norms Instrument
Story Grammar Scoring Sheet for Story A1

Child's Name: _____   Age:_____   Date: _____

Please read the section of the Manual on scoring SG units before using this sheet.

SG Unit	Acceptable *[child need only have one alternative per unit to get credit for that unit]*	Score	
Character 1	giraffe / male / boy (or any type of animal such as horse) [not acceptable: pronoun]	0	1
Character 2	elephant / female / girl (or any type of animal such as cow) [not pronoun]	0	1
Setting	swimming pool had a ball / playing with ball / want to play ball	0	1
Initiating Event	ball goes in water/pool/sand/mud ball is in water they see a ball	0	2
Internal Response	one / both want to get ball elephant says, e.g., "look what happened," "what am I going to do?" Elephant upset / sad [not: he/she/they want to go swimming]	0	1
Internal Plan	giraffe decides to / thinks he will get the ball	0	1
Attempt	giraffe jumps in pool / swims toward ball / tries to get ball [not: giraffe swimming (without goal); giraffe falls in water]	0	2
Outcome	giraffe gets ball / gives ball to elephant [not: elephant gives ball to giraffe, unless it is noted as unexpected, e.g., "but instead, Elephant gets it and gives it to him"]	0	2
Reaction of Giraffe	giraffe is happy / proud / smiles giraffe says "You're welcome" giraffe's teeth are chattering / giraffe is cold/wet	0	1
Reaction of Elephant	elephant is happy / is grateful / says thank you elephant hugs the ball [not: holds/has the ball]	0	1
Reaction both or unknown	"they" are happy/in love [code only as replacement for Reaction of Character 1 or 2; there should not be more than 2 reactions total]	0	1
	Total raw score:		
	Standard Score:		

88

4 Year Olds		Mean	6.60	SD	2.6
Raw score	z score	Standard Score (M=10, SD=3)			
0	-2.54	2			
1	-2.15	4			
2	-1.77	5			
3	-1.38	6			
4	-1.00	7			
5	-0.62	8			
6	-0.23	9			
7	0.15	10			
8	0.54	12			
9	0.92	13			
10	1.31	14			
11	1.69	15			
12	2.08	16			
13	2.46	17			
5 Year Olds		Mean	7.70	SD	2.78
Raw score	z score	Standard Score (M=10, SD=3)			
0	-2.77	2			
1	-2.41	3			
2	-2.05	4			
3	-1.69	5			
4	-1.33	6			
5	-0.97	7			
6	-0.61	8			
7	-0.25	9			
8	0.11	10			
9	0.47	11			
10	0.83	12			
11	1.19	14			
12	1.55	15			
13	1.91	16			
6 Year Olds		Mean	9.32	SD	1.46
Raw score	z score	Standard Score (M=10, SD=3)			
0-4		<1			
5	-2.96	1			
6	-2.27	3			
7	-1.59	5			
8	-0.90	7			
9	-0.22	9			
10	0.47	11			
11	1.15	13			
12	1.84	16			
13	2.52	18			

CERNIMIENTO DE LENGUAJE Y PRAGMÁTICA DE 3 A 6 AÑOS

Nombre: _____   Fecha: _____

Fecha de nacimiento: _____   Edad: _____ Género: _____

Instrucciones: El clínico presentará al niño los estímulos antes mencionados y marcará (+) para realizado y (-) para no realizado.
Criterio: Deberá aprobar 3/4 estímulos presentados.

Lenguaje Receptivo 3 a 4 años							Lenguaje Expresivo 3 a 4 años						
SEÑALA COLORES (láminas)	+	-	SIGUE INSTRUCCIONES DE 2 PASOS (Simón dice que...)	+	-		NOMBRA COLORES (Láminas de figuras geométricas)	+	-	DESCRIBE LA FUNCIÓN DE OBJETOS (láminas)	+	-	
Rojo			una vuelta y tócate la nariz				Dime el color del círculo			Cama			
Amarillo			Aplaudas y brinques				Dime el color del cuadrado			Cepillo de dientes			
Azul			Siéntate y cierra los ojos				Dime el color del triángulo			Cepillo para el cabello			
Verde			Tocar las orejas y sacar la lengua				Dime el color del rectángulo			Silla			
IDENTIFICA PARTES DEL CUERPO MAS ESPECÍFICAS (lámina de cuerpo completo)	+	-	SELECCIONAR LÁMINAS IGUALES DURANTE JUEGO DE MEMORIA (juego de pares)	+	-		CUENTA HASTA DIEZ (láminas)	+	-	DESCRIBIR LÁMINAS DE ACCIONES (láminas)	+	-	
Cejas			Círculo				Diez			Nadar			
Cuello			Triángulo				Ocho			Leer			
Rodilla			Estrella				Nueve			Brincar			
Cachete			Cuadrado				Seis			Escribir			

Área de Pragmática de 3 a 4 años:

Pide permiso para hacer algo ⭕

Comparte con sus pares ⭕

Comentarios: _____
_____
PASÓ ___   NO PASÓ ___

Área de Pragmática de 4 a 5 años:

Escribe su nombre ⭕

Cuentas historias imaginaria ⭕

Comentarios: _____
_____
PASÓ ___   NO PASÓ ___

Área de Pragmática de 5 a 6 años:

Utiliza juego competitivo ⭕ Comienza a utilizar tópico de género ⭕

Comentarios: _____
_____
PASÓ ___   NO PASÓ ___

Lenguaje Receptivo 4 a 5 años						Lenguaje Expresivo 4 a 5 años					
SEÑALA LOS COLORES SECUNDARIOS (láminas)	+	-	SEÑALA OBJETOS ESCOLARES (láminas)	+	-	DESCRIBE FUNCIONES BÁSICAS DE LOS SENTIDOS (láminas)	+	-	DESCRIBE SECUENCIA (preparar un sándwich)	+	-
Violeta			Bulto			Oído			Pan		
Rosa			Tijeras			Ojos			Mantequilla		
Anaranjado			Lápiz			Boca			Queso		
Negro			Crayolas			Naríz			Jamón		
IDENTIFICA PARTES DEL CUERPO (tocará las partes)	+	-	INSTRUCCIONES MAS COMPLEJAS (frutas, bloques y caja)	+	-	COMPLETA ANALOGÍAS	+	-	DESCRIBE EL OBJETOS Y DA DOS ADJETIVOS (láminas)	+	-
Tobillo			Coloca los bloques rojos dentro de la caja.			Si no te amarras los gabetes...			Gafas		
Codo			Coloca 1 bloque azul y 1 verde dentro de la caja.			Si te caes de la bicicleta ...			Zapatos		
Pestañas			Coloca el guineo y las uvas dentro de la caja y ciérrala.			Si te pones la ropa sucia...			Reloj		
Cejas			Coloca todas las frutas dentro de la caja menos la pera.			Si juegas con fuego...			Martillo		

Lenguaje Receptivo 5 a 6 años						Lenguaje Expresivo 5 a 6 años					
RESPONDE A PREGUNTAS (señala la respuesta / láminas)	+	-	SIGUE INSTRUCCIONES DE RELACIONES ESPACIALES (objeto concreto bola, caja)	+	-	OFRECE SOLUCIÓN A PROBLEMAS (qué ocurre?)	+	-	CONTESTA A PREGUNTAS COMUNES	+	-
¿Dónde duermes?			Arriba			Si no te amarras los gabetes...			¿Nombre y apellidos?		
¿Dónde te sientas?			Detrás			Si te caes de la bicicleta ...			¿Nombre de tus padres?		
¿Con qué te lavas los dientes?			Al lado (izq./der.)			Si te pones la ropa sucia...			¿Fecha de nacimiento?		
¿Con qué te peinas?			Adentro			Si juegas con fuego...			¿Cúal es tu dirección?		
SIGUE INSTRUCCIONES (Simón dice que...)	+	-	SEÑALA LAS ESTACIONES DEL AÑO (láminas)	+	-	CONCEPTOS ABSURDOS (Lámina, ¿que ves en la lámina?)	+	-	CONTESTA A PREGUNTAS COMPLEJAS (cuento)	+	-
Brinca en un pie			Primavera			Lámina 1			¿Cómo se llama el pájaro?		
Levanta la mano derecha			Verano			Lámina 2			¿Qué soñaba el pájaro?		
Mueve la cabeza lado/lado			Otoño			Lámina 3			¿Con quién se encontró?		
Tócate el pie izquierdo			Invierno			Lámina 4			¿Cómo termina el cuento?		

Recomendaciones: Evaluación de Habla-Lenguaje ⭕   Evaluación Neurológica ⭕   Evaluación ENT ⭕   Evaluación Psicológica ⭕

_____   _____   _____   _____

Estudiante que realizó el Cernimiento   Supervisor del Cernimiento   Licencia   Fecha

Realizado por: Zuleika Sierra, Dorimar Colón, Samirca Colón, Lizette Lebrón, Anthony López y Luis E. Rodríguez (marzo 2009)