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Teachers' Role in Children's Narrative Development

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Teachers' Roles in Children's Narrative Development



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Previous Research

- Advanced narrative development has been shown to lead to greater literacy success, memory skills, and language acquisition in children. In addition, there are also therapeutic benefits narrative development provides
- Narrative development is strongly influenced by the communicative environment of the child.
- Prior research has primarily been on the role parents play in supporting children's narrative development. As student's spend many of their away hours it is important to also look at the role teachers play.
- The theory of "high-point" states that every story has a high-point, or climax, and a resolution in the story.
- High-point analysis is an operationalization of high-point theory and identifies 6 developmental levels in narratives. Most developed story has a high-point and resolution
 - In order of least developed to most developed: 1. Disoriented 2. Impoverished 3. Chronological 4. Leap-frogging 5. Ending at high-point 6. Classic

Research Questions

- What teacher scaffolds promote/inhibit story resolution?
- How common is reaching high-point in this sample?
- What high-point analysis level is the most common in this sample?

Participants

Teachers		Students	
• White		• 1 st Grade Classrooms	
• Middle Class		• 9 girls, 11 boys	
• 3 Female, 1 Male		• 10 Black, 10 White	
• 1 Student-Teacher		• 20 Students. 28 Stories	

Classroom Demographics

Classroom	Race	SES
Brookline, MA	1/2 Black	Black= Low SES
	1/2 White	White= Mid/High SES
Cambridge, MA	1/2 Black	Lower Middle Class
	1/2 White	
Berkeley, CA	1/2 Black	Black= Low SES
	1/2 White	White= High SES

Method

- Reviewed pre-existing Show-and-Tell transcripts from three 1st grade classrooms. Coded for teacher scaffolds and students' narrative coherence
- **Students:** Looked at narrative high-point and resolution. Indicated where on narrative high-point analysis scale the narrative was
- **Teachers:** Coded for linguistic scaffolds during student narrative.
 - Examples: Yes/No questions, Clarification question, Follow-up questions, Validating phrases, Other comments

Discussion

Limitations:

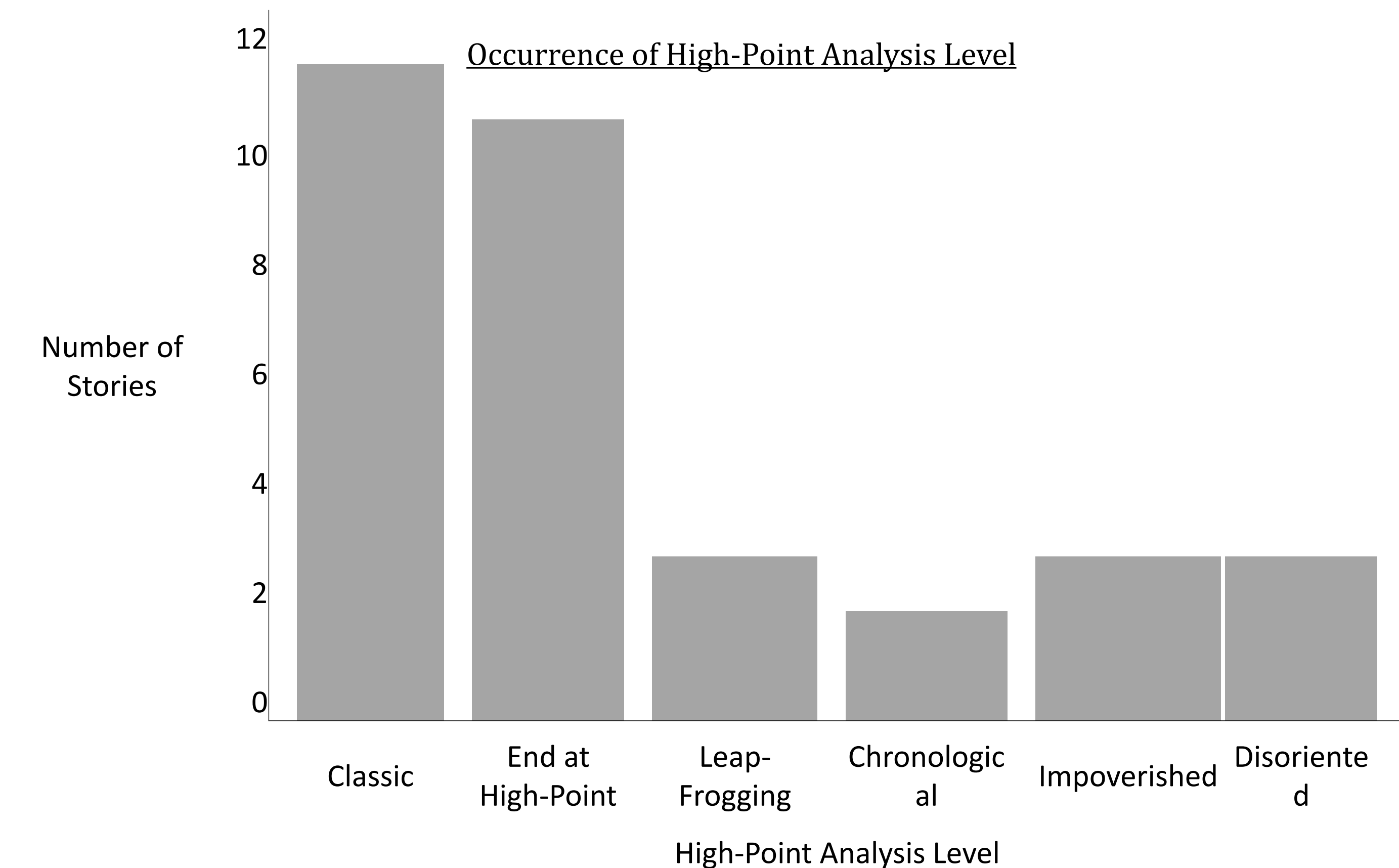
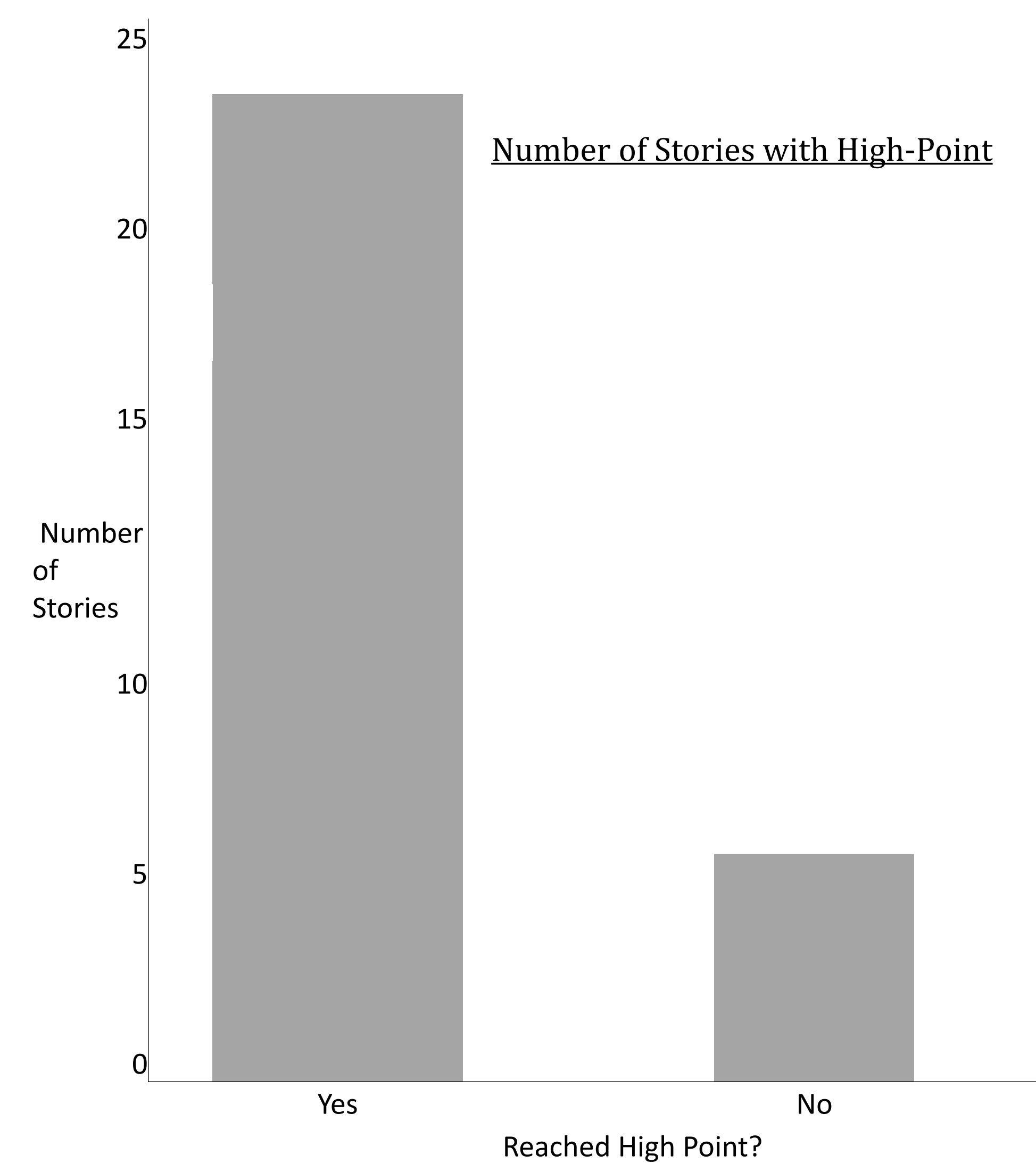
- Small sample size and limited data
- One time-point
- Cultural bias in methodological tools and analysis

Future Directions:

- Observing other aspects of teacher behavior
- Longitudinal Study
- New methodological tools; look for implicit & explicit connections in narratives

Results

- Majority (23 out of 28) stories reached high-point
- Classic and End at high-point were the most common high-point levels
- Only explicit prompting of a resolution had significant correlation with student narrative resolution



Correlations

Measures	Resolution Props	Prompted Resolution	# of Validating Phrases	# of Y/N Qs	# of Clarification Qs	# Open-ended Qs	# of Follow up Qs	Recasting	Repetition of Story	Other Teacher Comment	Peer Comment
Resolution	-										
Resolution Props	-.132	-									
Prompted Resolution	.496**	-.181	-								
# of Validating Phrases	-.146	-.018	-.279	-							
# of Y/N Qs	.094	.110	.438*	-.221	-						
# of Clarification Qs	.039	-.330	.424*	-.190	.152	-					
# of Open-ended Qs	.194	-.186	.361	.141	.060	.437*	-				
# of Follow up Qs	-.088	.021	.193	.037	.334	.206	.281	-			
Recasting	-.147	.156	.029	.150	-.080	.018	.461*	.344	-		
Repetition of Story	.126	.194	.282	-.044	-.011	.204	.447*	.118	.642**	-	
Other Teacher Comment	-.141	.104	-.258	.131	-.071	-.135	-.217	-.159	-.177	-.219	-
Peer Comment	.036	.132	-.124	.441*	-.096	.044	.305	.083	.000	.108	.448*

** Correlation significant at the 0.01 level (2-tailed)
* Correlation significant at the .05 level (2-tailed)
N=28