NARRATIVE ABILITIES IN BILINGUAL AND MONOLINGUAL CHILDREN WITH SLI

Language Acquisition in Special Circumstances
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Three types of knowledge in Telling a story
- Linguistic knowledge - How to use the language within the sentence
- Textual knowledge - How to build the discourse?
  - Semantic relations between the different sentences (contrast, entailment, induction)
  - The relations of these sentences to the discourse topic.
- Narrative knowledge - What makes the narrative a unique genre:
  - Description of an event
  - Temporality – sequencing events
  - Causality – one event caused the other
  - Narrative structure – initiating event, attempt to solve the problem, result – coda (the minimal story)

What can we look at?
- Microstructure features
  - Length, MLU, NW, NDW
- Syntactic structures
- Macrostructure complexity
  - Narrative structure (minimal story)
  - Goal (G), attempt (A), outcome (O)
  - Mental State terms (MS)
  - Comprehension

Story Grammar Elements (Macrostructure)

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Introduces the main characters and tells where the story takes place</td>
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<tr>
<td>Initiating event</td>
<td>A statement of the problem</td>
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<tr>
<td>Internal response</td>
<td>Thinking or feeling statements</td>
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<tr>
<td>Plan</td>
<td>A character’s plan to achieve aims</td>
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<tr>
<td>Attempt/action</td>
<td>An attempt to solve the problem</td>
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<tr>
<td>Consequence</td>
<td>The result of the attempt or action, an outcome</td>
</tr>
<tr>
<td>Ending</td>
<td>A resolution of the problem, can also be a summary statement</td>
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</tbody>
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Adults

Tense
- One Anchor tense: past or present
- Causality by enablement: adding the background which makes something possible
- Coherent global organization
- Wide reference to psychological state (feelings, psychological motivations)
- A wide semantically motivated variety of linguistic forms: ba-hatzala, kodem, livsof – mirroring the global organization.
- Deictics as markers of the development of the story-line
- Connectives are used for embedding
- Temporality is marked for sequentiality and simultaneity.

Null subject
- In third person to enhance the cohesion – one referent for several utterances (34%)

Connectives
- Wide use of past tense
- No temporal anchor (50%)
- Local motivations for tense shifting

Null subject
- Rare, mostly ungrammatical (9%)

3 years old

Tense
- Wide use of past tense
- No temporal anchor (50%)

Connectives
- Local-spatial organization
- Deictics: po, hine, kan, axshav
- Enumeration of similar situations: gam, od pa’am
- Conjunction by (discourse) ve rather than az or axar-xa. No cause and effect.

Null subject
- Utterance initial connectivity
- Rare, mostly ungrammatical (9%)
5 years old

Tense
- One dominant anchor tense
- Tense shifting (though rare) is motivated by text units

Connectives
- Connectives are used for chaining utterances into an event
- Temporal organization through connectives: yom exad, asar-kax, pit’om ...
- Causal organization (rare): only physical and local

Null subject
- Grammatical, in complex and coordinated sentences (16%)
NARRATIVE PRODUCTION BY CHILDREN WITH LANGUAGE IMPAIRMENT


MAISAM

Discussion:

- SLI expanded their narratives by adding nonthematic discourse, something that neither control group did.
- Children with SLI also formed fewer thematic propositions than their chronological peers.
- Children with SLI engaged in leapfrogging narratives unlike either control groups.
- Higher frequencies and ratios of implicit propositions were found in the narratives of SLI in comparison to both control groups. (due to impairments of word retrieval and complex sentence production)
- Children with SLI produced more connectives than the children with NLA but less than the NCA group- this discourse dimension is a relative strength.
- SLI children have relatively more dysfluencies than do non-impaired children in narration. (difficulties in planning and monitoring)

Jumping Around and Leaving Things Out


Shani

- Consideration of 5 dimensions of narrative discourse of children with SLI revealed systematic weaknesses and strengths.
- Children with SLI cannot adequately organize a coherent narrative due to the demands required by this genre (hierarchical organization, temporal and causal relationships, etc.)
- Children with SLI place a considerable burden on their listeners.

1. *CHI: he was in his bedroom with his dog looking at /*/ in the jar.
   2. *CHI: and there was a frog inside.
   3. *CHI: then he got up to his bed with his dog.
   4. *CHI: frog hopped onto another jar and hopped out again.
   5. *CHI: the boy got his jacket for a piece of wood or something.
   7. *CHI: he found the dog and find the frog.
   8. *CHI: the boy and the dog jumped out.
   9. *CHI: the boy was angry.
10. *CHI: when looking for him /*/ saw birds and looms of trees in the forest.
   11. *CHI: he looked down a hole.
12. *CHI: and the dog found a beehive.
13. *CHI: and he found a squirrel or something
   15. *CHI: the boy looked in a hole in the tree.
16. *CHI: the /*/ and he found some /*/ the dog found /*/ found some bees.
17. *CHI: /*/ bees went after the dog.

18. *CHI: /*/ boy fell off the tree.
   19. *CHI: and this owl came out.
20. *CHI: /*/ owl went after the boy.
21. *CHI: but the boy went into a rock looking for the dog.
   22. *CHI: the boy got stuck on the reindeer.
23. *CHI: and the boy went after it.
   25. *CHI: and they both fell off a cliff.
27. *CHI: landed on top of each other.
28. *CHI: /*/ went near a log and got over at last.
   29. *CHI: /*/ found a /*/ found the frogs.
30. *CHI: /*/ opposite side of the log.
   31. *CHI: /*/ found a frog and went home.
   32. *CHI: /*/ they
Narrative skills of children with communication impairments
Norbury and Bishop (2003). Narrative skills of children with communication impairments

Khalooob

Memory?

Galit Traves

Telling stories in two languages: Narratives of bilingual preschool children with typical and impaired language

Noor

Thank you and have a lovely summer