A conversational intervention procedure as a tool for improving and evaluating narrative skills: A study of 5-to-8 years old French children.

Edy Veneziano, Christian Hudelot, Laetitia Albert, Chantal Caracci-Simon, Juliette Elie-Deschamps, Emilie Hebert, Marie-Thérèse Le Normand, Marie-Hélène Plunet, Serge Poncin, Nathalie Salagnac

To cite this version:


HAL Id: halshs-00614139
https://halshs.archives-ouvertes.fr/halshs-00614139
Submitted on 17 Jul 2015

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L’archive ouverte pluridisciplinaire HAL, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d’enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Distributed under a Creative Commons Attribution - NoDerivatives 4.0 International License
A conversational intervention procedure as a tool for improving and evaluating narrative skills: A study of 5-to-8 years old French children

E. Veneziano1, C. Hudelot2, L. Albert1, C. Caracci1, J. Elie1, E. Hebert2, M.T. LeNormand3, M.H. Plumet3, S. Poncin1, N. Salagnac4

1) Université Paris Descartes-CNRS, McDoCy, UMR 7114, Paris, France (2) BCL, UMR6079, CNRS & Université de Nice Sophia-Antipolis, Nice, France (3) Université Toulouse-Le Mirail, Toulouse, France (4) INSERM & Université Paris Descartes, Paris, France (5)Université Paris Descartes-INSERM, UMR 663, Paris, France (6) IUPM de Lié (Centre de Gravelines), Gravelines, France

Measures of Narrative Content

1. Overall coherence score for a story of misunderstanding

A score of 0 to 20 points was attributed for: narrative structure (max. 3 pts), explanation of key events (max. 2x4=8 pts), expression of False Belief and of its rectification (max. 4x3=12 pts) and expression of all the main elements (max. 2 pts).

2. Causal explanation of the 4 key events: pushing, pushing back, showing the stone, picking up the partner

Examples of causal explanation (translated from French) for 1) pushing: ‘He has stumbled on a stone and has pushed the other one; 2) pushing back: He pushes back because he thought he had pushed him on purpose. 3) showing the stone: He shows the stone to say that it wasn’t his fault; 4) picking up the partner: He explains to him and the child then helps him to get up.

3. References to the characters’ intentional and epistemic states: intentional: does/doesn’t do it on purpose; epistemic: believe, know...

4. False belief expression (FB score: from 0 to 4) : For the higher scores (3 and 4), children - express the unintentional and/or physical cause of the first push: if a trés plein sarre une pierre ‘he stumbled on a stone’; AND - attribute to one of the characters the belief that the push was intentional: ‘Il a essayé de faux expré ‘the other one believes he did it on purpose’

5. Rectification of the false belief expression (RFC score: from 0 to 6): For the higher scores, children - have P1 explain the physical cause of the first push AND - have P2 understand and clear the misunderstanding: ‘Il disait que c’est à cause de ce caillou que je t’ai poussé...’ and he said that is because of this stone that I pushed you believe'

RESULTS

For all measures and in all groups, a major effect of causal-oriented conversation is found on all subsequent narratives. Post-hoc comparisons show that second, stability and generalization narratives have a higher score than the first narrative, and, for the most part, are not statistically different among themselves.

Fig. 1 Overall coherence, by narrative and class/age

Fig. 2 Explanation of key events, by narrative and class/age

Fig. 3 Epistemic States, by narrative and class/age

Fig. 4 FB expression, by narrative and class/age

Fig. 5 RFB expression, by narrative and class/age

Fig. 6 Success in ToM tasks according to class/age

Fig. 7 Relationship between FB expression in narratives and success in ToM tasks

CONCLUSIONS

1. The findings of earlier studies are validated. A causal-oriented conversation has a major effect on the content of all children’s subsequent narratives: Increase in overall score of coherence, explanation of events, expression of epistemic states, false belief and rectification of misunderstanding. The effect is stronger for children for 5-6 years old than for 6-7 yrs. 2. This effect persists one week later (stability narrative) and 3. Is generalizable for all measures (excepted epistemic states and RFB in 5-6 years old). 4. Children who express the FB in at least one of the four narratives tend to be those who have good mastery of ToM FB tasks.

Results confirm the importance of the conversational procedure for improving young children’s narrative functioning and its usefulness in the assessment of children’s narrative competencies.

The stone story (Fonmann 1980; Veneziano & Hudelot, 2006)