

(Westerveld & Gillon) Story Retelling Protocol & Scoring instructions

Ana Gets Lost

Introduction

The child listens to an English translation of the story “Ko au na galo” (Ana gets lost; (Swan, 1992). Now that this book is no longer available from Learning Media, the authors have received permission to distribute the electronic version of the book to be used as part of the language sampling kit. Copyright remains with the Crown. The book is included on the USB stick (in PDF format).

The story is about a Pacific Islands girl who gets lost in the city, while looking for her mum and dad. It is a 10-page ‘reader’ with coloured pictures (and Tokelauan text), that is typically used in the New Zealand classroom. The story was selected for two reasons; First, children from different cultures living in suburban New Zealand are expected to be familiar with the story content and vocabulary, such as ‘policeman’, ‘beach’, and ‘dairy’. Second, the story has not been published in English, which minimises the chances of children being familiar with this book. The original translation of “Ko au na galo” was adapted to better reflect a 6-year-old’s level of linguistic complexity.

The story has been audio-recorded by a female speech-language pathologist specifically for use in Australia. The story should be played for the child on a PC. Ensure the quality of sound is acceptable. The child is told:

“I brought a book to show you. I have it on my computer. We can’t read this book as it is written in another language, but I have recorded the story in English. Let’s look at the book and listen to the story. I will ask you some questions about the story afterwards”.

Start the PDF, so that the title page of the book is visible to the child. You can remove the Slide information on the right hand side by clicking this little icon



Click on the first page to start the general instructions – show the child the location of the arrow on the keyboard, if necessary, and make sure the child doesn’t click any buttons in between pages. The child will hear the following instructions:

“This story is called Ana gets lost. Push the arrow on your keyboard to go to the first page. Each time you hear the sound of the bell (bell sounds), push the arrow to go to the next page. Let’s begin”.

Each child is asked eight questions about the story, immediately following the first storytelling to evaluate story comprehension. The responses to the story comprehension questions should be tape-recorded and scored. To reduce the influence of story comprehension on the child’s retelling performance, the child should be provided with the correct information, if the child’s answer is clearly incorrect or if the child fails to answer the question.

The child is asked to listen to the story twice, approximately 10 minutes apart, before being asked to retell the story without the support of pictures. Because of logistical difficulties

utilising a naïve listener (see Westerveld & Gillon, 1999/2000), it was decided to mimic an uninformed listener situation by creating a real communicative purpose. The child is therefore told:

“Let’s listen to the story a second time. Afterwards we will put a new tape in the recorder and then I would like you to tell the story, so that other children can listen to your story next time”.

Listen to the story together. Put the computer aside before asking the child to tell the story.

“OK, now it’s your turn to tell the story. Let’s start at the beginning”.

If the child does not start telling the story spontaneously, one or two of the following prompts can be used:

- *“What was the story about?”*
- *“What happened in the beginning?”*
- *“Just use your own words”.*
- *“Just tell me what you remember”.*

The following prompts are used to encourage the child to continue telling the story:

- *“And then?”*
- *“Anything else you can remember?”*

Remember to thank the child for telling the story!

Story used in the Story Retelling Task - Ana Gets Lost

One Saturday morning, Ana's mum and dad went fishing on the beach.

Ann had been sick all week, so she had to stay at home with her big brother, Tom. She asked Tom if he wanted to play with her.

No thanks, he said, I want to read a Sports Magazine.

Ana got bored, so when Tom fell asleep, she decided to go looking for her mum and dad. She quietly opened the front door and went outside.

Ana walked towards the beach, but she got lost. She kept walking until it got dark.

Ana got very scared and she started to cry. She stopped outside a dairy.

She was still crying and didn't know what to do.

Then Ana felt a pat on her shoulder.

She looked around and saw a policeman.

Hello, he said, are you Ana?

Yes, said Ana, giving him a big smile.

The policeman took Ana home in the police car.

Mum and Dad were very happy to see Ana.

They thanked the policeman for finding Anna, and bringing her home safely.

The policeman told Ana not to get lost again.

Then he smiled and drove away.

Ana gets lost – comprehension scoring

If the child's answer is unclear, ask for clarification / elaboration, e.g., "why?" or "is there any other reason"?

No.	Questions	Prompt	Correct	Incorrect
1	Who is the story about?	If child says: a little girl, ask: "what's her name?"	Anna	
2	Why did Ana have to stay at home?	If child says: her mum and dad went fishing, ask: "why couldn't she come?"	Because she is sick	too dangerous / too young wasn't allowed so she didn't get lost
3	Why did Ana get bored?		nothing to do, brother wouldn't play with her, no one to play with	had to stay home because she wanted to play boring inside brother was reading a comic brother fell asleep
4	Where did Ana go to find her parents?	Prompt: where did her parents go?	beach	dairy
5	Why did Ana get scared?		<u>it was</u> getting dark/night time, got lost, couldn't find them, all alone	She was scared at night.
6	Who found Ana?		Police/policeman Cop	
7	What did the policeman do?	What else did he do? If child says: "told her not to get lost again".	bring/took her home	
8	Why were Ana's parents happy to see her?	Ask for clarification if necessary	Because they thought they had lost her, because she (had) got lost/ because they might have never seen her again, because she was safe, because they didn't know where she was.	Because the policeman found her. Because she was back / back home again. She came back.