



**GLOBAL
TALES**
TALKING ABOUT LIVED
EXPERIENCES IN STORIES

NEWSLETTER

December 2023

Our team

Now representing >26 countries!



This year we welcomed new members from a wide range of countries, including South Korea, China, Hong Kong, Vietnam, Ghana and we now have representatives from more than 26 countries, speaking more than 20 languages. We have an amazing opportunity to conduct cross-cultural, cross-linguistic research.

Presentations



Westerveld, M., Kraljević, J. K., Theodorou, E., Einarsdóttir, J. T., Lyons, R., Westby, C., . . . Wong, A. (2023). Global Connections to Address Child Language. Paper presented at the **32nd World Congress of IALP, Auckland, New Zealand**

Athanasia Lambrou, Elena Theodorou, Kakia Petinou. Development of personal narratives skills of Greek Cypriot children: focusing on microstructure. **ICPLA Conference. Salzburg. Austria.** (4-7 July, 2023)

Gabaj, M., Kuvač Kraljević, J., & Matić Škorić, A. (2023). Lexical diversity, syntactic complexity and coherence in personal narratives of school-age children. U: Novak T. (ur.). **10th International Conference: Research in Education and Rehabilitation Sciences . Zagreb (Croatia):** Faculty of Education and Rehabilitation Sciences

Domby, L. (2023). Clinical Applications of the Global TALEs Project in Guatemala. Paper presented at the **32nd World Congress of IALP, Auckland, New Zealand**

Haffner, E. Narrative variation: Differences on the individual level and in task demands. Multilingualism, Narratives, and Literacy, 07.06.2023, **ZAS, Berlin.**

OSF Global TALEs



- Translated protocols
- Collaborators
- Presentations
- Analysis methods
- Project updates

<https://osf.io/ztqg6/>

Special Issue promotion video



Kuracki, K. & Dłużniewska A., (2023), Collage of emotions and experiences in the school space of ten-year-old children - psychological and linguistic analysis of personal narratives in the light of the Global Tales protocol. Paper presented at International Scientific Conference entitled **Early education in a collage of theory and practice of the new reality** (Institute of Pedagogy of the Maria Curie-Skłodowska University in Lublin and the Elementary Education Section of the KNP Polish Academy of Sciences)

Kuracki, K. & Dłużniewska A., (2023), School as a space for satisfying psychological needs in the narratives of 10-year-old children - an intercultural perspective. Paper presented at National Scientific Conference entitled The school is friendly and safe. Counteracting threats organized by the Cardinal Stefan Wyszyński University in Warsaw.

Grant successes



Wenchun Yang (China): Shaanxi Provincial Social Science Fund: The development of narrative skills in Mandarin-speaking children with Autism Spectrum Disorder. This project investigates both narrative comprehension and production skills in Mandarin-speaking children with ASD and compare their performance to TD age- and years of schooling-matched peers.

Melissa Bortz (US): Grant Application Summer Support of Research, St John's University, Queens, New York. Global TALES was the method used to collect data from 12 multilingual 8 to 12 year olds to determine their use of translanguaging - A pilot study.

Christel van Vreckem and colleagues from the University of Ghent (Belgium): IOF = Industrieel OnderzoeksFonds = Industrial Research Funding. During this 2-year-project, we aim to develop a proof of concept for a tool that will be able to transcribe personal stories of children, with the language errors (verbatim transcription, speech to text). During this project, we focus on normally developing children of the first year of elementary school (6-7 years) and the last class of kindergarten (5-6 years).

AMAZING

Work in progress

Sara (Israel) and Marleen (Australia): personal narratives of children on the autism spectrum - school age children.

Christel (Belgium): Collecting data within children of the first grade (1st year of elementary school, 6-7 years) and last year of kindergarten (5-6 years) by theses

Elena (Cyprus): Collecting developmental data from children aged 8 - 10. We are also collecting data from children with DLD aged 6 to 10.

Mateja Gabaj (Croatia): I collected data from 50 children with DLD and 50 children with TLD aged 9-11 years, 4th grade primary school students

Kristine (Denmark): children with DLD (6-13 years) - comparing performance to MAIN, BUS etc. Also, 18 ten-year-olds including ToM (Masters project).

Elna/Gagarina (Germany). Adaptation to German. Aiming to assess 30-40 children

Plans for 2024

Khaloob (Israel): Narrative in dynamic assessment by Arabic-speaking children

Laura (Spain) and Kristine (Denmark). 10 - year-olds: comparing children's narratives about basic emotions to those of self-conscious emotions.

Jung-Mee (Korea). Feasibility of using the protocol with Korean children

Pamela (Canada): using the French version of the protocol (language of instruction will be French) and using the English version of the protocol (language of instruction will be English)



- Dłużniewska A., Kuracki, K.** (2023), Emocje i potrzeby w przestrzeni szkolnej dzieci dziesięcioletnich - psychologiczno-lingwistyczna analiza narracji osobistych w świetle protokołu Global Tales [Emotions and needs in the school space of ten-year-old children - psychological and linguistic analysis of personal narratives in the light of the Global Tales protocol], *Lubelski Rocznik Pedagogiczny*, pp. 25-39
- Einarsdóttir, J. T., & Þráinsdóttir, E.** (2023). Personal narratives of 10-year-old children in Iceland—verbal productivity, word diversity, and topics. *Folia Phoniatrica Et Logopaedica*, 75, 372-381.
- Ferman, S., & Kwar, K.** (2023). Tele-assessment of oral personal narratives in Arabic- and Hebrew-speaking children using the Global TALEs protocol. *Folia Phoniatrica Et Logopaedica*, 456-469.
- Kuvač Kraljević, J., Matić Škorić, A., & Gabaj, M.** (2023). Personal narratives of school-age children: A cross-sectional developmental study. *Folia Phoniatrica Et Logopaedica*, 412-430.
- Lyons, R., Antonijevic-Elliott, S., Barbotin, S., et al.** (2023). Feasibility of using the Global TALEs protocol to elicit personal narratives in 10 year-old children in Ireland. *Folia Phoniatrica Et Logopaedica*, 393-400.
- Maviş, İ., & Yaşar-Gündüz, E.** (2023). Evaluating the personal narrative skills of monolingual turkish speaking 7- and 10-year-old children with typical development through Global TALEs: A pilot study. *Folia Phoniatrica Et Logopaedica*, 382-392.
- Srivastava, V., Chan, A., & Westerveld, M. F.** (2023). What do children in India talk about: Personal narratives of typically developing Hindi-speaking children. *Folia Phoniatrica Et Logopaedica*, 447-455.
- Theodorou, E., Vogindroukas, I., Giannakou, E., et al.** (2023). Telling personal narratives: Comparing stories told by 10-year-old speakers of Cypriot Greek Dialect and of Standard Modern Greek. *Folia Phoniatrica Et Logopaedica*, 401-411.
- Van Vreckem, C., Desoete, A., Simoens, D., et al.** (2023). Vocabulary diversity in personal narratives produced in response to the Global TALEs protocol in Dutch-speaking students with and without dyslexia. *Folia Phoniatrica Et Logopaedica*, 470-479.
- Westby, C. E., Chen, K.-M., Lee, J. P., et al.** (2023). Topic and content of personal narratives of children from three East Asian cultures and three English-speaking cultures. *Folia Phoniatrica Et Logopaedica*, 431-446.
- Westerveld, M. F., & Nelson, N.** (2023). Editorial: Evaluating children's personal narrative skills using the Global TALEs protocol: Implications for practice. *Folia Phoniatrica Et Logopaedica*, 367-371.
- Westerveld, M. F., Nelson, N. W., Claessen, M., et al.** (2023). Children's use of evaluative devices in response to the global TALEs protocol. *Folia Phoniatrica Et Logopaedica*, 480-494.

Wrapping up



A big thank you to everyone for your enthusiasm and commitment to child language research and practice. It has been an absolute pleasure getting to know you - albeit via Zoom! I am really looking forward to 2024.

As always please feel free to email me if you want to connect with others, find out more about the protocol, and/or if you have suggestions for guest presentations / grant applications / new members! Our next meeting is on 5 February 2024, 10pm AEST.

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