

STORYTELLING ABILITY OF PERSIAN-SPEAKING CHILDREN WITH CONCEPT MAP AND STORY GRAMMAR

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Abstract. Storytelling is an effective method to enhance children's learning level, because it compels children to create meaning based on their observations and experiences. Using concept map provides graphical tools for organizing and representing children's stories so it can help them creating more innovative stories. Learning story grammar also, improves children's knowledge about storytelling. The main objective of this study was to evaluate the effect of concept map and story grammar on storytelling ability of Persian-speaking children in two age groups. We examined 14 Persian children with the age ranges of 7-8 and 8-9 year olds. Children took part in story-telling experiment in which they tell story and draw their concept map on a piece of paper. Findings revealed that although Persian-speaking children in the older age group used story grammar features (time and place of the story event, the main character of the story, events and their sequences) and Concept map in their storytelling more and more precisely and their stories are more complex, but these differences in their performance were not significant between the two age groups. This study provides strong evidence that the concept map and story grammar can improve children's storytelling ability. All story events and characters that are enclosed in circles and the relationships between them encourage children to tell their story with more details.

Keywords: concept map, story grammar, child storytelling, child language

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