

THE EFFECTIVENESS OF PRE-SET CONCEPT MAP ON THE STORYTELLING QUALITY OF PERSIAN-SPEAKING CHILDREN

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Abstract. Storytelling is one of the activities that is carried out at home or at school by parents or teachers. A child shows his/her interest in listening to the stories at the age of 2 or 3. The way adults tell the story has an effect on children's memory. In this research, the effect of concept map on the storytelling quality of 7-year-old Persian-speaking children was studied. The subjects of this study were 20 children who were selected from elementary school in district 9 of Tehran. The subjects were randomly divided into two groups, experimental and control group. Children of experimental group participated in story-telling experiment in which its concept map was prepared in advance by the researcher. So, the examiner described the story with the help of a preconfigured concept map for this group, and after a short time they were told to retell the story individually for the examiner in a class at school. Their storytelling was recorded for further analyses. The control group also listened to the story but without any concept map. The children storytelling ability was scored by two school teachers based on the table of Evaluation inspired by Via (2002). To assess the quality of the story reproduced by the children, their storytelling activity was scored (from 5 to 1) through a table containing information such as quality of content, transition, planning and story design, action and dialogue and the accuracy of information. The findings showed that the experimental group had better performance than the control group and their differences were significant.

Keywords: concept map, child language, storytelling ability, retelling

References

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