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The potential of different types of picture sequences for the assessment of the narrative abilities of children

The conference presentation focuses on investigating narrative abilities of children of preschool age that interweave development of different language domains with development of the early literacy skills that are especially needed for reading and for meaning and comprehension.

For our study we collected narrative production of 53 children from low-income families (LIF) before school entry (mean age = 6 years, 4 months) using two wordless picture sequences (one with event-based and one with problem-based type of picture sequence) and asked follow-up comprehension questions. Four analyses were performed: story productivity analyses, the global structure of narratives, analyses of story components (both basic and episodic) and story comprehension.

To explain significant differences between stories depending on which type of picture sequence was used, analyses of visual and textual elements of the story presentation were performed to explain the interpretation potential of these elements for the story complexity. Results of the study will be presented to explore the utilisation of different types of story sequences as assessment tools in early childhood education and care.