International Journal of Research in Engineering and Science (IJRES)
ISSN (Online): 2320-9364, ISSN (Print): 2320-9356
www.ijres.org Volume 10 Issue 7 ǁ July 2022 ǁ PP. 632-638

Narrative's in 5-7 Years Typical Tamil Speaking Children

Dr. Satish Kumaraswamy, Jomin Joseph, Rakshitha S

Date of Submission: 08-07-2022 Date of acceptance: 22-07-2022

I. Introduction

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication.

Contemporary views of human language hold that:

- Language evolves within specific historical, social, and cultural contexts.
- Language, as rule-governed behaviour, is described by at least five parameters - phonologic, morphologic, syntactic, semantic, and pragmatic.
- Language learning and use are determined by the interaction of biological, cognitive, psychosocial, and environmental factors.
- Effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation, and socio cultural roles.

http://www.asha.org/policy/RP1982-00125/

Communication can be viewed as synonymously an information exchange. The process of communication is the flow of information from speaker to listener (Axley, 1984). Communications scholars opine that communication is the process by which people interactively create, sustain, and manage meaning. Narrative communication is a way of communicating by telling stories. The stories are written or told and are named narratives. Narrative communication is one way a speaker addresses audience.

https://en.wikipedia.org/wiki/Narrative_communication

Narrative plays a significant role in every person life as it is an extension of linguistic development. It is a type of discourse in which people describe a series of events from an actual or imagined, or fictional world in the past (Labov & Waletzky, 1967; Labov, 1972).

Narrative Skills build upon vocabulary skills, also reading comprehension and fluency can be build up by having strong narrative skills. Narrative

Analysis is a methodological procedure for recording the naturally occurring talk in day to day human communication. It act as a bridge between oral language and literacy by providing examples of extended, decontextualized, cohesive discourse units that a will encounter in written texts.

http://bas.k12.mi.us/webpages/kseymour/langauge.cfm?subpage=1308619

Bishop and Edmundson (1987) measured narrative task and opined that standard story retelling task, was one of the best predictor of school success in 4year olds with language disability.

Scarborough & Dobrich (1990) suggested risk factors for academic learning difficulties in such children, even when they appear to grow out of the oral language delays.

Kadervek & Sulzby (2000) studied 20 pre-school children aged 2;4to 4;2 years. They analyzed oral narratives and emergent story book reading. Result revealed that, children with language impairment were less able than typical children to produce language features like: lessfrequent use of past tense verb in both contexts and the use of personal pronouns in the oral narratives. Thus the higher order language skills contribute to understanding the relationship between language impairment and later reading disability.

Many children with learning disability get enrolled for academic achievement in a highly competitive environment and face problems of academic under achievements in schools.

A large number of school dropouts belong to this category. It is well that learning disabled can be early predicted, attention to learning disabled can be provided at an earlier date there by achieving school performance. The primary difficult area of reading and writing in learning disabled children are found to have backgrounds in the speaking, listening major language domain.

Feagans and Appelbaum (1986) found narrative ability to be a significant component in expecting academic outcome in primary grade children with learning disability.

Measure to assess oral language skills is the one of a need in present days in Indian scenario, narrative skills serves as a reliable tool to predict the academic achievement in preschoolers and young school going children, in addition to this it also reflects the semantic and syntactic development in children.
Thus the assessment of narrative skills is very important to predict the further development of speech and language and also an academic in school going children. Paul and Smith (1993) observed narrative skills in 4-year-olds with normal, impaired, and late-developing language and found that Four-year-olds who continued to perform below the normal range in sentence structure production scored significantly lower than their normally speaking peers on all measures of narrative skill. Children who were slow to begin talking at age 2 but who, by age 4, had moved into the normal range in basic sentence structure production showed no statistically significant differences, in terms of several of the measures of narrative ability, from either normally speaking 4-year-olds or from the group with persistent delay.

Feagans and Margaret (1999) analyzed a regression model was designed to examine whether narrative skills at 5 and 7 years of age could be predicted from a number of potent predictors, including mother's IQ mother's education, the home environment, the WPPSI IQ at 5 years, and the frequency and duration of otitis media in the first 36 months of life. Using a backward elimination procedure, the model did not predict global language measures such as mean length of utterance (MLU), but it didpredict narrative skill at 5 and 7 years of age, with the final model including the WPPSI and otitis media as significant predictors.

Boudreau and Hedberg (2000) compared early literacy skills in children with specific language impairment and their typically developing peers, results revealed that the children with language impairments performed more poorly than typical peers on tasks measuring knowledge of rhyme, letter names, and concepts related to print. Despite poorer structure, recall of information, and total events included, no significant differences were observed on inclusion of components identified as critical to overall plot line.

Losh and Capps (2003) investigated Narrative Ability in High-Functioning Children with Autism or Asperger's Syndrome the high-functioning group performed relatively well in the storybook context but exhibited difficulty in building their narratives of personal experience with the more sophisticated characteristics typically employed by the comparison group.

Person and Niklasson (2006) investigated different areas of language: the ability to retell a narrative, phonology, syntax and receptive vocabulary in a group of 5-8-year-old children with 22q11 deletion syndrome and found that All but two children had an information score in the retelling task of 1 SD below the population mean. A negative correlation between age and the information score implied that the older the children, the more severe the problems. One child had an average sentence length within the normal limits and five children had subordinate clauses within normal limits. A median of 4% of the utterances included grammatical errors. About 50% of the children had a complete consonant inventory. The phonological process analysis implied delayed rather than deviant development. The group had a moderately low score for receptive vocabulary.

Uccelli and Paz (2007) did a study on Narrative and Vocabulary Development of Bilingual Children from Kindergarten to First Grade: Developmental Changes and Associations among English and Spanish Skills, Significant gains from kindergarten to first grade were found for all English oral language measures. For English narrative productivity, total number of different words (TDW) proved to be a sensitive developmental measure in contrast to total number of words (TNW). In Spanish, significant gains were noted only for narrative story score.

Thorne and Astley (2007) evaluated Picture-elicited narratives generated by 16 age-matched pairs of school-aged children (FAD vs. typical development (TD]) were coded for semantic elaboration and reference ,and found Combining the rates of semantic elaboration and pragmatically inappropriate reference perfectly matched a classification based on performance on the standardized language task. More importantly, the rate of ambiguous nominal reference was highly accurate in classifying children with an FASD regardless of their performance on the standardized language task.

Wetherell, Botting and Ramsden (2007) studied narratives in adolescent subjects with specific language impairment (SLI), they compared the 99 typically developing adolescents and 19peers with specific language

impairment. The subjects were given two different types of narrative task: a story telling condition and a conversational condition. Based on the assessment of the four areas of narrative (productivity, syntactic complexity, syntactic errors and performance) they concluded that the group with specific language impairment was poorer on most aspects of narrative skills.

Eme, Lacroix and Almeciia (2010) explained linguistic features and discourse organization in 52 functionally illiterate French men and women, reported that the subjects had great difficulty handling morphosyntactic rules, referential cohesions and the narrative schema. The authors concluded that individuals who have not succeeded in learning to read also have impaired oral language abilities.

Niemiand Lehtoaro(2010) did linguistic analyses of two children (aged 8 and 10) with Asperger Syndrome (AS) and their two matched controls are based on dyadic therapist-child conversations and on picture description tasks and found that AS discourse carries features of impaired inter-personal and inter-subjective performance, manifest, for example, in linguistic deixis, atypical power-oriented features and lack of joint activity.

Miller and Rhonda (2013) studied the effects of story grammar on the oral narrative skills of English language learners with language impairments, the teaching of story grammar elements paired with the use of repeated story retells is a promising practice that can enhance the narrative proficiency skills of ELLs with language impairments.

Steinberg and Berl (2013) assessed the relationship between fluency and language demand in children with epilepsy, a group known to demonstrate depressed language skills, Children with epilepsy were found to be significantly more disfluent overall than their matched typically developing peers during narrative productions, and demonstrated a higher proportion of stutter-like disfluencies, particularly prolongations. Strekas and Ratner (2013) did a study on Narrative abilities of children with epilepsy and found Children with chronic epilepsy showed the greatest and significant differences in both language skill and listener judgments from their unaffected peers. Differences were smaller for children whose epilepsy was of more recent onset and their matched peers.

Kunnari, Valimma & Laukkanen'2015) investigated Macro structure in the narratives of monolingual Finnish and bilingual Finnish-Swedish children, the results revealed differences between elicitation tasks. The story structure score for bilingual children was lower in a telling task than in a retelling task in Finnish. Further, the retelling task elicited higher structural complexity and more internal state terms, regardless of the language

John, Veena, George and Rajashekhar (2008) compared narrative and procedural discourse in normal young adults and elderly subjects. They also studied the influence of age, gender and education in the Malayalam speakers. The results indicated that the discourse skills alter with the advancing age for all the parameters. Kaipa, saldhana and Prasad (2008) attempted a study to profile the narrative macro and micro structure in children with LLD. The result revealed that the amount and frequency of usage of various narrative macro and micro -structure was better in typically developing children compared to children with LLD. Also both the groups performed better in narrative macrostructure than microstructure.

Srinivasacharya (2008) discussed the form and function of verbal narratives. His research focused on ways and modes of communication of the characters with disorders, both physical and mental, in modern telugu novels and the creative use to which the disorders are put in the imaginative but imaginary world of fiction.

Gloria and Rao (2009) studied the narrative skills in the age group of 5-6 year old typically developing children and concluded that children had more phonological errors and they used reduction and unrelated repair strategy. Studies show that the normal development of phonology and morpho-syntax continues by the age of 6 years.

Nebu and Kumaraswamy (2009) studied Narrative Skills in Geriatrics Malayalam Speakers and found The result shows that there is no significant difference between the trouble sources and type of repair strategies in familiar and unfamiliar tasks, while the repair sequences Value is and type of resolutions showed highly significant difference. The comparison of type token ratio for familiar and unfamiliar tasks revealed
That there is a highly significant difference for both open and close class words. So as the age increases there will be deterioration in the communicative skills.

Hegde, Shruthi and Rão (2010) evaluated the narrative skill performance in normal young adults under familiar and non-familiar communication contexts and they states that the number of trouble sources and repair strategies used were higher in young adults than the middle aged adults and geriatrics.
George (2011) analysed the narratives of the individuals with Down syndrome ten Kannada speaking individuals with DS and ten typically developing children matched for mental age and receptive language age participated in the study. Results revealed no significant difference between the two groups for global structure. Syntactic measures and semantic measures exhibited significant difference between the groups.

Sunny and kumaraswamy (2015) analyzed the repaired strategy and trouble sources in normal geriatrics.20 geriatrics in the age range of70-80 years and found that there is a highly significant difference between the trouble sources, type of repair strategies, repair sequences and resolutions in familiar and unfamiliar tasks. The comparison of TTR for both familiar and unfamiliar task revealed there is a highly significant difference for both open and closed class words and also the unfamiliar tasks have more trouble sources, repair sequences, repair strategies and resolutions.
Communication skills are seen to be deteriorated as a function of age.

NEED FOR THE STUDY

Many of the children with learning disability get enrolled for scholastic achievement in a highly competitive environment and face problems of academic under achievements in schools. A large number of school dropout belongs to this category it is well that learning disabled can be early predicted, attention to learning disabled can be provided at an earlier date there by achieving school performance. The primary difficult area of reading and writing in learning disabled children are found to have roots in the speaking, listening primary language domain.

Feagans and Appel baum (1986) found narrative ability to be a significant component in predicting academic outcome in primary grade children with learning disability. Measure to assess oral language skills is the one of a need in present days in Indian scenario, narrative skills serves as a reliable tool to predict the academic achievement in preschoolers and young school going children, in addition to this it also reflects the semantic and syntactic development in children. Thus the assessment of narrative skills is very important to predict the further development of speech and Hence the language and also an academic in school going children. Present study was carried out with the aim of analyzing narrative in typical Tamil speaking children

AIM OF THE STUDY

The aim of the present study was to analyze the narratives (repaired strategy and trouble sources) in typical Tamil speaking 5-8 years children.

II. METHOD

Subject

A group of 40 children (25 boys &15 girls) in the age range of 5-8 years with no significant history of speech, language, hearing as well as neurological problem participated in the present study. All the participants were Tamil native speakers. Instrument Audio samples were recorded by using standardized Samsung voice recorder.

Procedure

The recording was done in a well illuminated sound treated room. All children who participated in the present study were made to sit comfortably and Mic was kept 10 cm from the mouth. Each subject was made to narrate a story from their English storybook into their native language.
Audio recordings of the sample generally had duration of 8 minutes at the minimum and 10 minutes at the maximum. Minimum of 100 utterances were considered for the analysis. The data was transcribed using International Phonetic Alphabet 2005. The samples were analyzed o study types of trouble sources such as phonological, morphological- syntactic, semantic, discourse and also repair strategies such as repetition, unrelated, elaboration, reduction and substitution along with the complexity and success of resolution like most successful, successful and unsuccessful and repair complexity was coded as simple or complex which was given by Orange, Lubinski and Higginbotham (1996).
The data was also analysed in terms of Type Token Ratio (TTR).
When TTR=Total number of different words/Total number of words.

III. RESULTS AND DISCUSSION

The present study analysed the narration samples of 40 typically developing children, with the aim of describing; the trouble sources, repairs, resolutions and type token ratio in narratives, The results have been discussed below.

	N	Mean	Std. deviation	Median (IQR)	Friedman test

					value	P value
PHONOLOGY	40	2.05	1.38	2 (1-3)	13.789	.008
MORPHO SYNTAX	40	2.33	1.51	2(2-3)		HS
LEXICAL SEMANTICS	40	2.13	1.42	2(1-3)		
DISCOURCE	40	1.45	1.08	2(0.25-2)		
OTHER	40	1.60	1.26	1.5(1-2)		

Table 1: showing mean scores of trouble source (phonology, morphosyntax, lexical semantics, discourse and others).

As can be observed from the above figure 1 morpho-syntactic trouble sources were noticed more frequently compared to other,
Discourse was the least trouble source seen.

	N	Mean	Std. deviation	Median (IQR)	Friedman test	
					value	P value
REPETITIONS	40	7.70	4.78	8 (4-11.7)	71.094	P<0.001
UNRELATED	40	2.68	1.77	2(2-4)		HS
ELABORATION	40	1.45	1.58	1(0-2)		
REDUCTION	40	2.60	1.77	2(1-4)		
SUBSTITUTION	40	1.65	1.58	1(0-8)		

Table 2: showing mean scores of repair strategy (repetitions, unrelated, elaboration, reduction and substitution)

From the above figure 2 and table 2, it is clear that there is a high significant difference of $p < 0.001$ when comparing the repair strategy across the subjects.

IV. DISCUSSION

The aim of this study was to examine the repaired strategy and trouble sources in typical 5-8 years Tamil speaking children. The subject selection criteria included, to have attended English medium school for their kinder garden education and currently studying in 1*, 2nd, and 3'standard and their mother tongue was Tamil, Subjects were selected on the basis of showing no signs of speech, language and hearing problem ; no history of middle ear infection and no neurological deficits.

A large number of morpho syntax and presence of phonological type of trouble sources can be expected in the age range of 5-8 years children, As the acquisition of these parameters ensues at these age range. In otherwise same pattern of narration indicate that conducting a narrative analysis could be a effective resource in assessment in the age range of these group.

The results of the present study revealed that children had more errors of morphosyntactic and lexical semantics types of trouble sources and used repetitions, reduction and unrelated repair strategies. The most resolutions type used were successful and simple than others, also they used open class words than closed class words frequently. The results of the present study was correlating with the earlier interpretations by Piaget (1928) the (cited in Peterson and McCabe 1983) proposing that children after the age of six will attain elaborate role in taking skill which is needed in tale. It supports an increase in production of information as the children grow older.

The results were also supported by the Hadley (1998) (cited in Paul, 2001) who reported that students are more likely to show maze behaviours and to make errors in morphological marking in narrative contexts than that are in conversation.

The results of the present study are in agreement with Gloria &Rao, (2009) who reported that morphosyntactic and phonological type of trouble sources were mostly used by the children's at the age of 6 yrs. From this study it can be inferred that the normal development of phonology and morphosyntax is still continuing by the age range of S to

8 yrs. Cognition has an important role in narrative skills. Cognitive development allows an important improvement in narrative skills.

Young children cannot give enough orientative information because they assume that while narrating the events, the events can automatically present the same understanding and appreciation on the parts of the listeners as they themselves perceive while older children or adult cannot. The development of more complex language skills allows children to master better narrating skills. Since utterances in narration becomes longer and more complex, increasing age will normally equip children to have better productive ability as in adults trouble source type

Implications:

1. Narrative sample of children can be considered as a potential source of language evaluation in children.
2. Below 8 years of age morphosyntax and phonological type of trouble sources are expected to be more, repair strategies such as repetitions, unrelated and reductions were used frequently and the resolution frequently used were successful and simple also open class word are used frequently than closed class words.

V. Summary and Conclusion

The main aim of the present study was to analyze and profile the narrative skills in 40 typically developing Tamil -English bilingual school children in the age range of 5-8 years. The subject selection criteria include, to have attended English medium school for their kinder garden education and currently studying in 1*, 2nd, and 3rd, standard and their mother tongue was Tamil. Subjects were selected on the basis of showing no signs of speech, language and hearing problem; no history of middle ear infection and no neurological deficits.

The speech samples were elicited and audio recorded of the sample had duration of 8 mints at the minimum and 10 mints at the maximum. Generally 100 utterances were selected for the analysis. The data was transcribed with each of the subjects' utterances written on a separate line. The transcription was written in simple IPA and marked separate line for each utterance. The samples were analyzed to study types of trouble sources such as phonological, morphological-syntactic, semantic, discourse and also repair strategies such as repetition, unrelated, elaboration, reduction and substitution along with the complexity and success of resolution like most successful, successful and unsuccessful and repair complexity was coded as simple or complex which was given by Orange, Lubinski and Higginbotham (1996).

The results of the present study revealed that children had more errors of morphosyntactic and lexical semantics types of trouble sources and used repetitions, reduction and unrelated repair strategies. The most resolutions type used were successful and simple than others, also they used open class words than closed class words frequently.

This study draws us an idea of how the narrative skills can be profiled in normally developing children. Feagans and Appelbaum (1986) reported that narrative skills are the important factor in predicting academic outcome in primary grade children with learning disability. Thus the present study would serve as a reliable tool to predict the academic achievement in young school going children, also provides information about normal development of morphosyntax and phonology in children.

LIMITATIONS OF THE STUDY

1. Video recording could not be done
2. Only one task was used in the present study.
3. Study was not compared between gender.

FUTURE DIRECTIONS

1. Study could be done for more number of subjects.
2. Study can be done based on different gender.
3. Video recording can be done while collecting data it will add value in nonverbal aspects of narration.
4. Study could be done based on dialectal variations.
5. Different tasks can be taken.
6. Can compare between CBSE verses government schools.
7. Study could be done based on socioeconomic status.

REFERENCES

[1]. Axley,S. (1984). Managerial and Organizational Communication in Terms of the Conduit Metaphor. The Academy of Management, 9, 428-43.

[2]. Bishop,D.,& Edmundson,A. (1987). Language impaired 4-year olds :Distinguishing transient from persistent impairment. Journal of Speech and Hearing Disorders, 52, 156-173.

[3]. Boudreau,M,D., & Hedberg,N,L.(2000).A Comparison of Early Literacy Skills in Children With Specific Language Impairment and Their Typically Developing Peers. American Journal of Speech-Language Pathology,8, 249-260.

[4]. Eme, E., Lacroix, A., & Almecia, Y. (2010). Oral narrative skills in French adults who are functionally illiterate: linguistic features and discourse organization. Journal of speech Language and Hearing Research, 5, 1349-1370.

[5]. Feagans ,L., & Appelbaum, M. (1986). Validation of language subtypes in learning disabled children. Journal of educational psycho logy,78,358-364.

[6]. Feagans,L., & Margaret,S. (1999). Relationship of Middle Ear Disease in Early Childhood to Later Narrative and Attention Skills. Journal of Pediatric Psychology, 12,581-594.

[7]. George,S. (2011). Narrative abilities of individuals with down syndrome. A unpublished masters dissertations submitted to University of Mysore, Mysore, Karnataka, India.

[8]. Gloria,J., & Rao,S.(2009). Analysis of narrative skills in 5-6 year old typically developing children. A unpublished Masters Disserta-ton submitted to Mangalore University, Karnataka, India.

[9]. Hegde, M., Shruthy. T.S. & SubbaRao, T.A. (2010). Narrative skill performance in normal young adults under familiar and non-familiar communication contexts.

[10]. Hutson-Nechkash, Peg. (2001). Narrative Toolbox: Blueprints for Story building. Eau Claire, WI: Thinking Publications.
[11]. John. S., Veena, K. D., George, A., & Rajashekhar, B. (2008). Spoken discourse in normal young adults and elderly: influence of age, gender and education in Malayalam speakers. Paper presented at ISHA conference, Mangalore, February 1-3.
[12]. Kaderavak,J.N.,&, Sulzby, E. (2000). Narrative production by children with and without specific language impairment: Oral narratives and emergent readings. Journal of speech andhearingresearch.43,4-49.
[13]. Kaipa.,saldhana.,& Prasad. (2008). An insight into the narrative macroand microstructure abilities of children with language learning.Paper presented at ISHACON.pune.January23-25.
[14]. Kerman, 1977; McFadden & Gillam, (1996). cited in, Ukraietz T.A.,Justice,L.M.,Kaderavek,J.N.,Eisenberg,S.L., Gillia,R.B., &Ham,-H.M. (2005). The Development of Expressive Elaboration in Fictional Narrative Journal of Speech, Language,and HearingResearch, Vol. 48 1363-1377
[15]. Kunnari,S., Valimma, T., & Laukkanen,P. (2015). Macrostructure in thenarratives of monolingual Finnish and bilingual Finnish Swedish children. Applied Psycholinguistics,37,123-144.Labov, W. (1972) .language in the inner cit.philadelphia: university ofPennsylvania press.
[16]. Labov,W., & Waletzkyj. (1967).narrative analysis: Oral version of personal experience.InJ.Helm(ed.) Eassys of the verbal andvisual arts.
[17]. Losh,M., & Capps,L., (2003). Narrative Ability in High-Functioning Children with Autism or Asperger's Syndrome Journal of Autism and Developmental Disorders,33 ,239-251.Miller, & Rhonda D.(2013). The Effects Of Story Grammar On The Oral Narrative Skills Of English Language Learners with Language Impairments All Dissertations. Paper 1402.
[18]. Nebu, E. A., Thomas, D., Varghese, J., & Kumaraswamy, S. (2014).Narrative skills in geriatrics Malayalam speakers. Language in India, 14, 131-138.
[19]. Niemi,J.& Lehtoaro.L. (2010). Linguistic reflections of social engagement in Asperger discourse and narratives: Aquantitative analysis of two cases. Clinical Linguistics and Phonetics ;24(11):928-40.
[20]. Orange. J. B., Lubinski, R. B., & Higginbotham, D. J. (1996).Conversational Repair by individuals with Dementia of the Alzheimer's type. Journal of speech and hearing research,39,881-895.
[21]. Paul,R., & Smith,R,L. (1993). Narrative skills in 4-year-olds with normal, impaired, and late-developing language. Journal OfSpeech And Hearing Research, 36, 0022-4685.
[22]. Person, C.,& Niklasson,L. (2006). Language skills in 5-8-year-oldchildren with 22q11 deletion syndrome. International journal of language and communication disorders ,41(3):313-33.
[23]. Polanyi, L. (1989). Cited in Speech Language Communication. In Miller, Joanne L., & Eimar, Peter D. Pragmatics and Discourse.Pp397. Academic press, Inc.
[24]. Scarborough.H,S & Dobrich, W. (1990).Development of Children with Early Language Delay. Journal of speech and hearing research, 33(1):70-83.
[25]. Srinivasacharya.(2008).Formand function of verbal Narratives. Unpublished Doctoral thesis. Central institute of Indian Languages. Mysore University. Retrieved from languäge in India.
[26]. Stadler ,M., & Ward,G:(200S).supporting the narrative development ofyoung children. Early childhood Education Journal,33,1-3.
[27]. Stein,N,L.,& Gleen,C,G . (1979). (cited in) Fitzgerald, J., Spiegel,D,L.(2014) Enhancing Children's Reading Comprehension through Instruction in Narrative Structure. Journal of literacy research•15(2) , 1-17
[28]. Steinberg, M,E., & Berl,M.(2013). Fluency Patterns in Narratives from Children with Localization Related Epilepsy. Journal of fluency disorder, 38 (2),193-205.
[29]. Strekas,A., & Ratner,N,B. (2013). Narrative abilities of children with epilepsy. International Journal of Language And communication Disorders .48(2), 207-19.
[30]. Sunny.S,X.,& Kumaraswamy, S. (2015) Narrative Analysis inmalayalam speaking geriatrics. Language in India , 15, 131-138.
[31]. Thorne, C,J., & Astley,S,J. (2007). Exploring the utility of narrative analysis in diagnostic decision making: picturebound reference ,elaboration, and fetal alcohol spectrum disorders Journal of Speech Language and Hearing research. 50(2),459-74.
[32]. Uccelli,P.,& Paez,M,P. (2007). Narrative and Vocabulary Developmentof Bilingual Children from Kindergarten to First Grade:Developmental Changes and Associations Among English andSpanish Skills. Language Speech & Hearing Services inSchools,38(3), 225- 236.
[33]. Ukraietz T.A.,Justice,L.M., Kaderavek,J.N., Eisenberg,S.L., Gillia,R.B., & Harm,H.M (2005). The Development of Expressive Elaborationin Fictional Narratives. Journal of Speech, Language, andhearing Research, 48,1363-1377.
[34]. Westby,C.E. (1999).Assessing and remediating text comprehension problems. In A.G. Kahmi & H.W Catts (Eds), Reading
[35]. Disabilities: A developmental language perspective 199-260, Boston,MA:Little Brown.
[36]. Wetherell,D., Botting,N & Ramsden, G.(2007). Narrative in adolescent specific language impairment (SLI): a comparison with peers across two different narrative genres. International Journal of Language & Communication Disorders,42,583-605.

RETRIEVED FROM:

http://bas.k12.mi.us/webpages/kseymour/langauge.cfm?subpage=130861
http://www.asha.org/policy/RP1982-00125/
http://www.speechtherapyct.com/whats new/Child20Narrative20Develop
ment.pdf
http://www.stevedenning.com/Business-Narrative/types-of-story.aspx
http://www.upenn.edu/pennpress/book/1082.html
https://en.wikipedia.org/wiki/Narrative communication.