Effects of Story Grammar Marker®: Listening Comprehension & Oral Expression

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linking language development to literacy

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Abstract

This study examined the effect of narrative intervention utilizing the Story Grammar Marker® methodology on listening comprehension and oral expression abilities of 28 school-aged children diagnosed with language impairment.
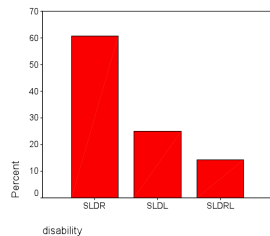
Grade Level Of Participants
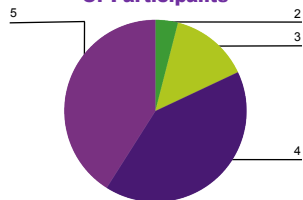
Of the 28 students at a school in Western Massachusetts, 61% were male and 39% were female.

Statistically significant outcomes were revealed. Usage of the Story Grammar Marker® Progress Monitoring tools for diagnostic and intervention purposes is discussed.

Student Disability

Objective

The Story Grammar Marker®, by MindWing Concepts, Inc. (www.mindwingconcepts.com) is an effective tool in increasing listening comprehension and oral expression of narratives. The SGM® is a visual, tactile and kinesthetic iconic manipulative designed to help students recall and sequence story details, think critically about the characters' motivation, feelings, plan and mental states, infer information not directly stated, and predict future events in literature and life. A significant difference will be found between pretest and posttest measures in students who have a specific learning disability in reading and/or language who receive the Story Grammar Marker® intervention.

Results

Significant Outcomes of the Story Grammar Marker Assessments (n=28) Paired dependent *t* test were conducted comparing pretest and posttest scores for 11 components of the SGM® Assessments. Of the eleven components there were eight statistically significant outcomes and three non-significant outcomes. Participants scored significantly higher on posttest measures of oral retellings. Additionally, students had a significant increase in posttest scores in listening comprehension as measured by their answers to the *SNAP* comprehension questions. Finally, as of grade 2, *the expectation is that students are solid in the three narrative macrostructure elements of character, action sequence and resolution*, therefore, no significant difference was noted between the pretest and posttest of those elements.
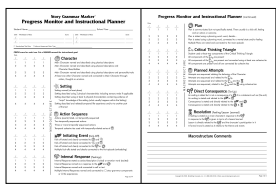
Pair	M	SD	t	Significance (p<.01)
Pre- Post Comprehension	-28.930	22.50	-6.804	.000
Pre- Post Setting	-1.643	.559	-15.559	.000
Pre- Post Initiating Event	-1.393	1.315	-5.605	.000

Pair	M	SD	t	Significance (p<.01)
Pre- Post Plan	-1.857	.705	-13.934	.000
Pre- Post Critical Thinking	-.607	.994	-3.232	.003
Pre- Post Planned Attempt	-2.500	1.202	-11.007	.000
Pre- Post Direct Consequence	-2.571	1.069	-12.728	.000

Listening Comprehension | Setting | Initiating Event | Plan | Critical Thinking Triangle® | Planned Attempt | Direct Consequence
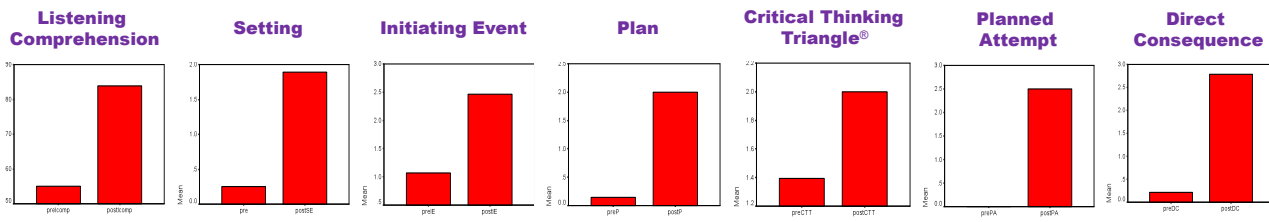
Methods & Materials

Intervention
- Story Grammar Marker® manipulative tool
- 16 weeks
- 35 minutes of daily direct instruction

Assessment
- Pre and Post oral narrative retellings were collected and transcribed utilizing selected stories from the *Strong Narrative Assessment Program* (SNAP, Strong, 1998)
- Students also answered factual and inferential comprehension questions about the story content that were provided in the administration manual of the S*NAP*
- Narratives were independently analyzed by two certified Speech and Language Pathologists for sentence and narrative complexity using the SGM® Progress Monitor and Instructional Planner (Moreau, 2009).

Conclusion

The results of this study provide efficacy for the Story Grammar Marker's® developmental methodology as well as the use of the manipulative tool to increase both listening comprehension and oral expression. The information presented in this study is beneficial to educators seeking effective intervention for students who perform poorly on listening comprehension of narratives, oral expression of narratives and answering questions related to narratives.

The results of this study indicate that after receiving the SGM® intervention, students were more aware of how stories were structured and were able to use the structure to increase their listening comprehension levels as measured by comprehension questions and narrative retellings.

References

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Moreau, M. & Fidrych, H. (1994,1998, 2008) *The Story Grammar Marker® teachers manual,* MindWing Concepts, Inc. Springfield, MA