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A Study on Young Children's Narratives with Respect to the Personal Experience at Home and Shared Experiences in the Kindergarten

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Abstract

This study investigated the differences in 3, 4, and 5 year-olds' developmental level of narratives, use of cohesive devices and mental state terms between aspects of the narratives of personal experience at home and shared experience in the kindergarten. The subjects are 56 3-, 4-, and 5- year-olds in Seoul and Gyeonggi-do area. The results are as follows: First, the developmental level of narratives for 3-, 4-, and 5 year-olds in personal experience was lower than that of shared experience, showing a statistically significant difference. This implies that teachers should encourage young children to yield narratives which express their thoughts and feelings during daily experience. Second, the use of logical cohesive devices in personal experience was lower than that of shared experience, showing a statistically significant difference. It is suggested that children use more cohesive devices and de-contextualized language in their narratives when teachers provide language models while interacting with interesting and meaningful educational activities. Third, the use of mental state terms in personal experience was lower than that of shared experience, showing a statistically significant difference. This shows the importance of community activities and teacher's communicative interactions in conversation involving interesting experiences with peers. Further research about this aspect is proposed.

Keywords : narratives on personal experience, narratives on shared experience, cohesive device, mental state term

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Introduction

Human beings try to communicate with others by crying, gesture, etc. since they are born, and adults react to babies' languages and talk to them. Such efforts to communicate affect young children's vocabularies and sentences acquired while they are growing up. It is known that every events we experience in daily life as well as special events are good sources of conversation.

When we have conversation with others there are many chances to talk about our experiences, that is, express personal narratives. Children's experiences of their everyday life come to us in the form of narratives and stories (Riessman, 1993). Linguistic approaches to narrative consist of event representations, actor representations and action representations. The events of a narrative must occur in sequence. "In order to constitute a narrative, there must be at least two actor-action-event units (Bamberg, 1997, p. 92)". The narratives about a child's past experiences which are told to children, elicited from children, or told collaboratively by parent and child to a third party may constitute not only reflections of but also contributions to the child's sense of self (Snow, 1990, p. 214). Some aspects of narratives are shown in linguistic studies in order to distinguish narrative discourse from other forms. The narrative can be viewed as "a bounded unit of discourse, having an internal order that not only unifies its part but simultaneously makes the narrative as a whole discernible from the surrounding discourse (Bamberg, 1997, p. 91)". Personal narratives are "the narratives in which the narrator uses as theme, his or her past experiences, which are stored as event knowledge (Bamberg, 1997, p. 93)". Narrating events should be considered not merely as fleeting moments but also as situations in which children make sense of themselves and the world around them (Engel, 2006). "In producing a personal narrative, the narrator draws primarily on a memory of a single episode, although more general information can be included as background material (Hudson & Shapiro, 1991, p. 91)". Starting from this point of view, children's narratives give researchers insights into their experience of the world. In the sense that narrative can be effective medium of acceptance and introduction for the world, the importance of children's narrative have been increasing (Egan, 1986).

The children who had rich language experiences at home and preschools had higher scores on measures of the breadth of vocabulary knowledge (Peabody Picture Vocabulary Test), the

depth of vocabulary knowledge, and the facility with decontextualized language containing definitions and superordinate concepts (Nielsen & Friesen, 2012). That is, adult-mediated language experiences in the form of explanation, extensions, elaboration on a variety of topics during play, mealtimes, and around print experiences such as storybook interactions, etc. develop young children's vocabulary. Nielsen and Friesen (2012) suggested that an intervention for students significantly behind the norm on measures of language development can affect standardized and non-standardized vocabulary and narrative achievement. They also suggested it will be effective not only for small groups, but also for classroom practice. Thus, teachers can facilitate young children's personal stories by interacting to examine their personal and shared experiences. Thus, the type of narrative which children receive during these conversations differs and might complement that which they receive at home (Schick & Melzi, 2010).

The most contemporary research on experience emphasizes the symbolic as well as the socially mediated and shared nature of human experience (Greene & Hill, 2006). Everyday narratives offer children an international insight for ordering, explaining and communicating their experiences. Communication with others through narratives is meaningful since it transforms one's experiences into understandable form so that one can share one's life experiences with others. Recent perspectives on narrative have changed to focus on socio-cultural perspective. That is, the narrative about socially-shared experience is of increasing concern (Nelson, 2010; Richard, 2010; Schick & Melzi, 2010). Personal narrative is driven by autobiographical memory, but that is achieved from a point-of-view of shared narrative with others; and a social narrative is placed in individuals' common memory in a society (Nelson, 2003). The process of expressing narratives requires bringing out the internally kept personal experiences and memories, including external linguistic stages, and forming shared memories through interaction makes the narrative expression internalized and structured.

To organize narratives young children need to construct meaningful events, while maintaining the sequence of events. Young children describe experiences using memory for functional (e.g., to illustrate a point, to learn lessons, to describe one's self, to entertain others during conversations, etc.), as well as non-functional reasons (e.g., to daydream) (Alea & Wang, 2015). Through functional experience in the kindergarten classroom, young children will have shared memories and experiences based on more in-depth experience.

Narrating personal experiences must occur in social contexts in which children can be provided with opportunities for listening to decontextualized speech that facilitates their comprehension skills (Paris & Paris, 2003). According to the meaning of theme and type of experience, children's personal narratives can have different aspect of contents and developmental level of narrative. At school, teachers could facilitate children's story reading and storytelling by reviewing activities of their personal experience and shared experience. The interaction between teacher and children affects the child's construction of stories (Cook-Gumperz & Green, 1984). This suggests that adults at school or at kindergarten influence children's narrative development by asking questions, and by engaging children in dialogue about shared experience and memories. Reflecting precedent studies, the narrative of shared experience in the kindergarten can be included more meaningful events and memory.

Researchers have examined how children learn to narrate, and how narratives change depending on children's age and development by exploring children's narratives (Engel, 2006; Haden, Haine, & Fivush, 1997; Nicolopoulou, 2008). They explored children's everyday narratives in a day-care center context from an interactional and contextual point of view (Puroila, Estola, & Syrjälä, 2012). The developmental level of the narrative can be analyzed by checking its arrangement according to the time sequence, the presence or absence of a high point, the presence or absence of termination and inclusion of the evaluation (Peterson & McCabe, 1983).

Studies have shown that Interaction between teacher and young children affects them in forming personal narratives (Cook-Gumperz & Green, 1984; Fivush, 1991). To yield narrative, one must organize several sentences appropriately in the order of the events or the theme of the story. The narratives yielded while young children have conversation with adults or peers about daily-life experiences are related to their language development as well as to the use of logical cohesive devices and de-contextualized language (Kulkofsky, Wang, & Ceci, 2008; Nelson, 2010). Young children should be able to use de-contextualized language to talk about their experiences (Paris & Paris, 2003). Shapiro and Hudson (1991) noted that establishing coherence of logic and logical cohesion is required to construct narrative (Lee, Lee, & Schickedanz, 2006). In establishing coherence, children must draw on culturally shared knowledge to temporally and causally organize a narrative into a sequence that is meaningful to themselves and their listeners (Shapiro & Hudson, 1991).

Young children are required to have narrative skill to organize multiple sentences to express their personal narrative for the listener, not merely shared experiences together (Lee, Lee, Han, & Schickedanz, 2011). Also, producing narratives needs greater elaborating strategies including unfolding memory, sufficient vocabulary, literacy, a social-cognition skill, and emotional awareness (Fivush, Haden, & Reese, 2006). For young children's development of narratives, adults such as parents and teachers affect young children by asking questions, bringing children into the conversation and expressing their feelings (McCabe & Peterson, 1991). Earlier studies have shown that young children who have experienced small-group reading use more mental state terms in their narratives, and show more perspective-taking ability (Lee & Oh, 2006).

Mental-state terms is referred as verbal speech that represent internal state. "Also the use of specific mental state terms often categorized into emotion terms (happy, sad, angry), cognition terms (think, decide, believe), desire terms (want, hope), and perception terms (look, hear) (King & La Paro, 2015, p. 245)." When young children express the mental state terms, it reveals their development of memory or thinking, and awareness of desires.

Memory helps to focus on episodic narratives. Thus, expanding the practical knowledge basis and making a story about shared experiences can be generalized in a symbolic meaning (Nelson, 2003). Therefore, "a narrative view of child development presents an experiential child who explores the social, cultural, and physical world in search of meaning in collaboration with social guides and companions (Nelson, 2010, p. 42)". This is because narrative skills provide a culturally appropriate mode for sharing memories with other people, while at the same time provide a form that aids in the long-term retention and retrieval of memories (Kulkofsky et al., 2008).

Curenton (2010) suggested a need for more experimental intervention research that examines narratives in terms of school-related social-emotional skills, specifically in terms of social skills with their classroom peers and teachers. Therefore, conducting studies on young children's narratives from a socio-cultural point of view, that is, having natural conversation with peers while eliciting shared experiences and interests is required. Also, studies about how to have experiences that put structure into narrative thinking in order to organize memories about experiences are required. Yoo and Choi (2003) were concerned about the socio-cultural view of young children's narratives, and analyzed young children's personal

narratives and type of interactions during group discussion. Their findings were that young children who have experience of community activities showed a higher level of acceptance of emotion, opinion, instructions, and criticism. An understanding of mental experiences must, at the least, make others' behavior more sensible for the growing child and at best facilitate children's participation in shared activities with peer and teacher (Brown, Donelan-McCall, Dunn, 1996). "Emotion and cognition terms were used in statements more than questions, and, when using emotion terms, teachers were more likely to refer to their own emotions than children's emotions (King & La Paro, 2015, p. 245)". It implies that the community activities are worth utilizing for young children to develop their own mental states in personal narratives. Research suggests that children are frequently exposed to more diverse narrative form settings in classroom interactions than in the home (Dickinson, 2001). During the school day, children have various opportunities to engage in narrative interaction independently and collaboratively with both teachers and peers. The preceding study mentioned that "further examination of mental state talk within teacher-child interactions has the potential to contribute to understanding aspects of effective teaching in early childhood classrooms (King & La Paro, 2015, p. 245)".

However, up to now, preceding studies on young children's narratives are mostly on the importance of childhood narratives (Kim, 2012, Noh, 2013), and on factors which affect personal narrative and fictional narrative development stages during childhood (Choi & Yu, 2012; Lee & Lee, 2005; Lee & Oh, 2007). "Narrative research relies on language to construct meaning, so it is important to employ methods comfortable for individuals when they write, share activities, or tell their stories (Wang, Koh, Song, 2015, p.94)". Accordingly, "the transformation of personal narratives over time can further reveal the unique interplay of individual development and the broader context of enculturation (Wang, Koh, Song, 2015, p.94)".

A study on comparison of children's narratives on the personal experience at home and shared experience in the kindergarten from a socio-cultural point of view is unprecedented. Thus, the purposes of this study are to explore young children's narratives with respect to the personal and shared experience and to examine the differences in characteristics of narratives between personal and shared experiences of 3-, 4- and 5- year-old children.

For the purposes of this study, the research questions are as follows.

1) Is there any difference in 3-, 4- and 5-year-olds'narrative levels between personal experience at home and shared experience in the kindergarten?
2) Is there any difference in the use of cohesive devices in 3-, 4- and 5-year-olds' narratives between personal experience at home and shared experiences in the kindergarten?
3) Is there any difference in the use of mental state terms in 3-, 4- and 5-year-olds' narratives between personal experience at home and shared experiences in the kindergarten?

Method

Participants

The children participating in this study were 24 3-year-olds, 30 4-year-olds, and 20 5-year-olds attending two private kindergartens in Seoul and Gyeonggi-do area. Both kindergartens used a curriculum based on constructivism. However, while collecting 2 times for narratives of personal experience and 2 times for narratives of shared experience, young children who could not have 4 interviews due to their personal circumstances on the day of the interview were excluded; consequently 15 3-year-olds, 26 4-year-olds, and 15 5-year-olds were selected.

Procedure

The participants had individual interviews in a separate room of the kindergarten from September to December 2013, and the narratives were collected and analyzed. Two researchers who majored in early childhood education and had over three years' experience as kindergarten teachers participated in the procedure of interview and data analysis. After the researchers have developed rapport with the children by working as teaching assistants in the classroom for more than an hour to collect the participants' narratives, the interviews were conducted and audio-taped in a separate room.

Data collecting for narratives of personal experience. Reflecting the precedent studies (Bamberg, 1997; Hudson & Shapiro, 1991; Riessman, 1993), the narrative of personal experience in this study is identified that the narratives in which the narrator uses as theme, his or her past experiences, which are stored as event knowledge and memories in his or her daily life at home with family. Thus, the questions for the participants' narrative of personal experience were "I am curious about something. Can you tell me what you did with your family at home yesterday?" To minimize the effects of the interviewer, the interviewer smiled or nodded while the participants were talking, waited until the participants voluntarily spoke, and then reacted by saying "I see." When the participants gave a response such as "That's all, done, I don't remember," the interviewer encouraged them by saying "Thank you for telling me your experience", and closed the interview.

Each interview was audio-taped and transcribed. Transcribed narratives were analyzed by two researchers for levels of narratives, cohesive devices, and mental state terms.

Data collecting for narratives of shared experience. Reflecting the precedent studies (Bamberg, 1997; Greene & Hill, 2006; Hudson & Shapiro, 1991; Nielsen & Friesen, 2012; Schick & Melzi, 2010), the narrative of shared experience in this study is the social narratives in which the narrator uses the ongoing theme of the kindergarten classroom as a theme of narratives. That is, narratives on shared experience are his or her past experiences in the kindergarten with peers and teacher under interests, which are stored as event knowledge and in depth memory through meaningful group activities and classroom practice based on constructivism over 3~4 weeks. Thus, the narrative interviews for shared experience were conducted a day after ending the classroom projects that is proceeded over a period of more than four weeks in the kindergarten. Examples of the projects are 'puppet show', 'advertising cars' and 'picture book exhibition' and so on. Questions for the narratives of shared experiences in the kindergarten were "I am curious about something. Can you tell me about what you did with your classmates in the kindergarten yesterday?" and progressed in the same way as collecting the narratives about personal experiences at home.

Each interview was audio-taped and transcribed. Transcribed narratives were analyzed by two researchers for the developmental level of narratives, cohesive devices, and mental state terms.

Research tool

Analysis of the developmental level of narrative. In order to compare the developmental level of narratives on personal and shared experiences, McCabe (1997), Peterson and McCabe (1983)'s high point analysis was merged with 8 developmental levels of personal narrative. The developmental level of narrative was scored according to their narratives. Table 1 shows the levels and scores given for each level.

Table 1. *The Developmental Levels of Personal Narrative*

Levels	Definition	Score
Level 1	Narratives with no structure and link of events	1
Level 2	Narratives involving a single event.	2
Level 3	Narratives involving two (or three) propositions about an event or the recounting of two (or three) events.	3
Level 4	Narratives containing more than two or three events that are linked in a jumbled order without a clear sequence	4
Level 5	Events linked in a chronological fashion, but with no high point or coda.	5
Level 6	Same as Level 5 but with a coda.	6
Level 7	Narratives ended at the high point	7
Level 8	Classic narratives	8

The level of narrative on shared experience was scored in the same way, as in the following example.

In table 2, the example of narrative of one 4-year-old's personal experience at home was given a score of level 3. Because this example was narratives involving three propositions about an event or the recounting of three events. But, the example of narrative of one 4-year-old's shared experience in the kindergarten was given a score of level 7. Because this example was narratives ended at the high point ("It was fun, but hard").

Analysis of logical cohesive device of narratives. For the analysis of logical cohesive device of narratives, the tool in Lee and Lee's study (2005) that was a modification of the tools developed by Hudson and Shapiro (1991), John-Steiner and Panofsky (1987) was used.

Table 2. *An Example of Scoring the Narrative of One 4-Year-Old*

Type of experience	Examples	Level/ Score
Personal experience	T: Will you tell me what you did at home with your family after kindergarten yesterday? C: I played with my friends. T: And then? C: I went to another institution. T: Can you tell me more? C: That's what I did. (Inchan, 4-years-old)	3/3
Shared experience	T: Can you tell me what you did in the kindergarten yesterday? I heard you invited children to your classroom. C: Our Rabbit-class children had a picture book exhibition in the kindergarten lobby. It was fun, but hard. T: Uh, why? What happened? C: Well. I just showed picture books there. I saw some children from another class playing in the classroom…I guided them. I gave them some gifts. T: And? C: After giving gifts, I introduced picture books again there to children from the Squirrel-class, Elephant-class, and Love-class. And then I went back to the classroom. I tried to guide (some other children) again. (Inchan, 4-years-old)	7/7

Using this, the frequencies of the participants' use of conjunction and anaphoric references in narrative of personal experience and shared experience were counted and scored. Conjunctions and anaphoric references are as follows.

① Conjunctions

▶ simple conjunctions (and, also)

▶ temporal conjunctions (then, and then, next, first, before, after)

▶ adversative (but, except, sometimes, usually, always, or, though

▶ causal conjunction (because, so, if)

② *Anaphoric references*

▶ antecedent

- using pronouns for previously specified objects (it)
- Definite reference (the cake, that girl) referring to previously specified information

▶ Place

- There, that place, at there
- Body parts (neck, head, hands)

▶ Others

- Other anaphoric expressions (other things, more, both, there)

Analysis of mental state term. The use of mental state terms was analyzed by the classification of Lee, Lee and Sin (2004) that conformed with the studies by de Villiers and de Villiers (2000), Hale and Tager-Flusberg (2003), Lohmann and Tomasello (2003), Nielsen and Dissanake (2000).

Table 3. *Examples of Mental State Terms*

Mental State Term	Example
cognitive term	think, know, believe, wonder, remember, forget, guess, pretend, hope, mean, understand, expect, seek, want, need, wish, prefer, have to, would like
feeling term	sad, hurt, angry, happy, excited, love, dislike, afraid, enjoy, fun, glad, mad, scared, upset, surprise, fear

The following is an example of scoring the use of mental state terms.

In table 4, the number of mental state terms used in the example of narrative of one 4-year-old's personal experience at home was 0. But, the number of mental state terms used in the example of narrative of one 4-year-old's shared experience at home was 2. Because this example showed 2 feeling terms, "fun" and " hard".

Table 4. *An Example of Scoring Used for Mental State Term*

Type of experience	Examples	Score in the use of mental state term
Personal experience	T: Will you tell me what you did at home with your family after kindergarten yesterday? C: I played with my friends. T: And then? C: I went to another institution. T: Can you tell me more? C: That's what I did. (Inchan, 4-years-old)	0
Shared experience	T: Can you tell me what you did in the kindergarten yesterday? I heard you invited children to your classroom. C: Our Rabbit-class children had a picture book exhibition in the kindergarten lobby. It was **fun,** but **hard.** T: Uh, why? What happened? C: Well. I just showed picture books there. I saw some children from another class playing in the classroom… I guided them. I gave them some gifts. T: And? C: After giving gifts, I introduced picture books again there to children from the Squirrel-class, Elephant-class, and Love-class. And then I went back to the classroom. I tried to guide (another friends) again. (Inchan, 4-years-old)	2 **(fun, hard)**

Data analysis

To analyze the difference in the children's narrative levels, logical cohesive device of narratives and the use of mental state terms depending on the personal and shared experiences, the researchers did a T-test using SPSS 18.0 program. To analyze the difference in the children's narrative levels, logical cohesive device of narratives and the use of mental state terms depending on the personal and shared experiences by age, the researchers did a t-test using SPSS 18.0 program.

The ratio of two researcher's agreements is 97% for narrative levels, 97.5% for the logical cohesive device and 98% for mental state terms.

Findings

The developmental level of the narratives depending on personal experience and shared experience

The results of the differences at developmental level of the narratives depending on personal experience and shared experience for 3-, 4- and 5-year olds' are given in Table 5 below.

Table 5. *The Results of the Differences at Developmental Level of the Narratives (***N = 56)**

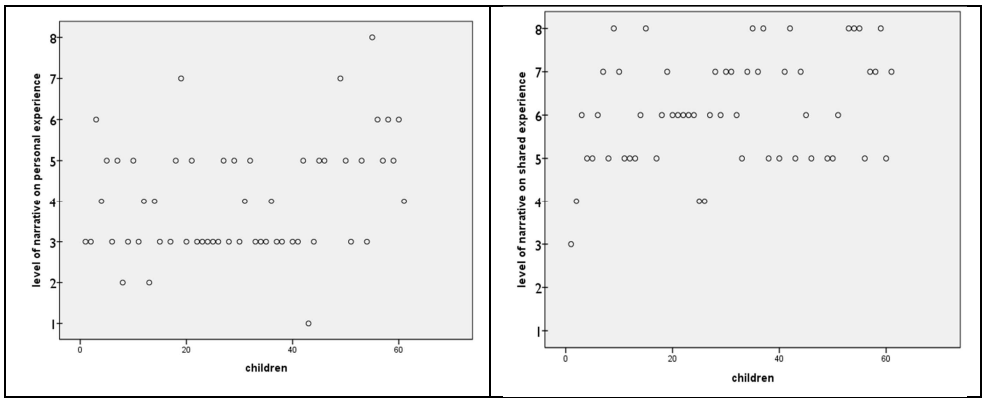
Age (n)	Types of experience		***t***
	Personal Experience M(SD)	Shared Experience M(SD)	
3(n=15)	3.67(1.18)	5.67(1.40)	-4.830***
4(n=26)	3.62(1.20)	6.15(1.12)	-9.297***
5(n=15)	5.07(1.44)	6.47(1.25)	-2.628*
Total	**4.02(1.40)**	**6.11(1.25)**	**-9.267***

**P<.05, **P<.01, ***P<.001*

Table 5 shows the T-test results for differences of developmental level of the narratives between personal experience and shared experience for 3-, 4- and 5-year-olds. The average of developmental level of narratives on personal experience (M=4.02, SD=1.40) was lower than on shared experience (M=6.11, SD=1.25), showing a statistically significant difference *(t= -9.26 , P<.001).*

The results at the average of developmental level of narratives according to the type of experience for each age group were similar. The developmental level of narratives on personal experience for 3-year-olds (M=3.67, SD=1.18) was lower than on shared experience (M=5.67, SD=1.40), showing a statistically significant difference *(t=-4.830, P<.001).* The developmental level of narratives on personal experience for 4-year-olds (M=3.67, SD=1.20) was lower than on shared experience (M=6.15, SD=1.12), showing a statistically significant difference *(t=-9.297, P<.001).* The developmental level of narratives on personal experience for 5-year-olds (M=5.07, SD=1.44) was lower than on shared experience (M=6.47, SD=1.25), showing a statistically significant difference *(t=-2.628, P<.05).*

The scatter diagram of developmental level of narrative on personal experience and shared



Graph 1. *Scatter diagram of narrative of developmental levels for personal and shared experience.*

experience is as follows.

Looking at Graph 1, in the narrative on the personal experience, 28 participants (49.0%) showed developmental level of narrative under level 4 and 29 participants (51.0%.) showed development level of narrative over level 4.

On the other hand, in the narrative on the shared experience, only 1 of the participants (1.7%) showed developmental level of narrative under 4 and 57 participants (98. 3%) showed the developmental level of narrative over 4.

Comparison of logical cohesive devices used in narratives depending on personal experience and shared experience

Table 6 shows the T-test results for the comparison of cohesive devices in narratives depending on personal experience and shared experience. The average of conjunctions used in narratives of personal experience (M=2.32, SD=2.68) was lower than that of shared experience (M=3.63, SD=3.25), showing a statistically significant difference *(t=-2.808, P<.01).* The average of anaphoric references used in narratives of personal experience (M=1.14, SD=1.69) was lower than that of shared experience (M=2.41, SD=2.09), showing a statistically significant difference *(t=-3.549, P<.01).* As a result, the average of the use of conjunction and anaphoric devices to achieve logical cohesive device in narratives of personal experience (M=3.46, SD=3.60) was lower than that of shared experience (M=6.04, SD=4.55), showing a statistically significant difference *(t=-3.728, P<.001).*

Table 6. *Comparison of Cohesive Devices Used in Narratives Depending on Personal Experience and Shared Experience (**N = 56**)*

Cohesive device	Age	Types of experience		*t*
		Personal experience M(SD)	Shared experience M(SD)	
Conjunction	3(n=15)	1.40(1.88)	3.00(2.62)	-1.824
	4(n=26)	**1.65**(1.57)	2.92(2.53)	-2.353*
	5(n=15)	4.40(3.74)	5.47(4.27)	-0.877
	Total	**2.32(2.68)**	**3.63(3.25)**	**-2.808****
Anaphoric reference	3(n=15)	0.33(0.62)	1.53(1.41)	-2.288*
	4(n=26)	1.15(1.19)	3.00(2.47)	-3.402**
	5(n=15)	1.93(2.63)	2.27(1.67)	-0.403
	Total	**1.14(1.69)**	**2.41(2.09)**	**-3.549****
Total	3(n=**15**)	1.73(2.05)	4.53(2.95)	-2.784*
	4(n=26)	2.81(1.94)	5.92(4.55)	-3.403**
	5(n=15)	6.33(5.19)	7.73(5.47)	-0.778
	Total	**3.46(3.60)**	**6.04(4.55)**	**-3.728*****

**P<.05, **P<.01, ***P<.001*

Looking at the cohesive devices used in narratives for each age group, the average of cohesive devices in narrative of personal experience for 3-year-olds(M=1.73, SD=2.05) was lower than that of shared experience(M=4.53, SD=2.95), showing a statistically significant differences*(t=-2.784, P<.05)*. The average of cohesive devices in narrative of personal experience for 4-year-olds (M=2.81, SD=1.94) was lower than that of shared experience(M=5.92, SD=4.55), showing a statistically significant differences*(t=-3.403, P<.01)*. The average of cohesive devices in narrative of personal experience for 5-year-olds(M=6.33 SD=5.19) was lower than that of shared experience(M=7.73, SD=5.47), not showing a statistically significant difference.

The results divided into conjunctions and anaphoric references which are the specific category of the cohesive devices are as follows. The average of conjunctions in narrative of personal experience for 3-year-olds was 1.40 (SD = 1.88) and that of shared-experience was 3.00 (SD = 2.62), difference according to the type of experience has no statistical significance. The average of conjunctions in narrative of personal experience for 4-year-olds was 1.65 (SD = 1.57) and that of shared-experience was 2.92(SD = 2.53), showing a statistically significant differences *(t=-2.353, P<.05)*. The average of conjunctions in narrative of personal

experience for 5-year-olds was 4.40 (SD = 3.74) and that of shared-experience was 5.47 (SD = 4.27), difference according to the type of experience has no statistical significance.

The average use of anaphoric references in narrative of personal experience (M=0.33, SD=0.62) for 3-years-old was lower than that of shared experience (M=1.53, SD = 1.41), not showing a statistically significant differences. The average use of anaphoric references in narratives of personal experience for 4-year-olds (M=1.15, SD=1.19) was lower than that of shared-experience (M=3.29, SD = 3.26), showing a statistically significant difference *(t=-3.402, p<.01)*. The average use of anaphoric references in narratives of personal experience for 5-year-olds (M=6.33, SD=5.19) was lower than that of shared-experience narratives (M=7.73, SD=5.47), not showing a statistically significant differences. Among all the participating young children, the average use of anaphoric references in narratives of personal experience (M=1.14, SD=1.69) was lower than that of shared-experience narratives (M=2.41, SD=2.09), showing a statistically significant difference *(t=-3.549, p<.01)*

Comparison of mental state terms used in depending on personal experience and shared-experience

Table 7 shows the T-test results for mental state terms in Narratives depending on personal experience and shared experience for 3-, 4-, and 5- year-olds.

In Table 7, the average of mental state terms used in narratives of personal experience (M=0.34, SD=0.72) was lower than on shared experience (M=1.48, SD=2.21), showing a statistically significant difference *(t=-3.669, P<.01)*.

Looking at the mental state terms in narratives for each age group, the average use of mental state terms in narrative of personal experience for 3-year-olds (M=0.07, SD=0.26) was lower than on shared experience (M=1.80, SD=3.10), showing a statistically significant difference*(t=-2.162, P<.05)*. For 4-year-olds, the average use of mental state terms in narrative of personal experience (M=0.46, SD=0.81) was lower than that of shared experience (M=1.54, SD=2.06), showing a statistically significant differences *(t=-2.487, P<.05)*. For 5-year-olds, the average use of mental state terms in narrative of personal experience (M=0.40, SD=0.83) was lower than that of shared experience (M=1.07, SD=1.28), not showing a statistically significant difference.

Table 7. *Comparison of Mental State Terms Used in Depending on Personal Experience and Shared-Experience* (N = 56)

Mental state term	Age	Types of experience		T
		Personal experience M(SD)	Shared experience M(SD)	
Cognitive term	3(n=15)	0.00(0.00)	0.27(0.59)	-1.740
	4(n=26)	0.04(0.20)	0.42(0.64)	-3.077*
	5(n=15)	0.20(0.56)	0.33(0.82)	-0.487
	Total	0.07(0.32)	0.36(0.67)	-2.828*
Feeling term	3(n=15)	0.07(0.26)	1.53(3.07)	-1.824
	4(n=26)	0.42(0.81)	1.12(1.93)	-1.718
	5(n=15)	0.20(0.56)	0.73(0.70)	-2.256*
	Total	0.27(0.65)	1.13(2.07)	-2.945**
Total	3(n=15)	0.07(0.26)	1.80(3.10)	-2.162*
	4(n=26)	0.46(0.81)	1.54(2.06)	-2.487*
	5(n=15)	0.40(0.83)	1.07(1.28)	-1.673
	Total	0.34(0.72)	1.48(2.21)	-3.669**

**P<.05, **P<.01, ***P<.001*

The results divided into the differences in use of cognitive terms and feeling terms which are the specific category of the mental state terms are as follows.

The average use of cognitive terms for 3-year-olds in narratives of personal experience (M=0.00, SD=0.00) was lower than that of shared experience (M=0.27, SD=0.59), showing a statistically significant differences *(t=-2.487, P<.05).* The average use of cognitive terms for 4-year-olds in narratives of personal experience (M=0.04, SD=0.20) was lower than that of shared experience (M=0.42, SD=0.64), showing a statistically significant difference *(t=*-3.077*, P<.05).* The average use of cognitive terms for 5-year-olds in narratives of personal experience (M=0.20, SD=0.56) was lower than that of shared experience (M=0.33, SD=0.82), not showing a statistically significant difference. Among all the participating young children, the average use of cognitive terms in narratives of personal experience (M=0.07, SD = 0.32), was lower than that of shared-experience (M=0.36, SD = 0.67), showing a statistically significant difference *(t=*-2.828*, P<.05).*

In terms of feeling state, the average use of feeling terms for 3-year-olds in narratives of personal experience (M=0.07, SD=0.26) was lower than that of shared experience (M=1.53, SD=3.07), not showing a statistically significant difference. The average use of feeling terms for 4-year-olds in narratives of personal experience (M=0.42, SD=0.81) was lower than that of shared experience (M=1.54, SD=2.06), showing a statistically significant difference *(t*=-3.077*, P<.05).* The average use of feeling terms for 5-year-olds in narratives of personal experience (M=0.20, SD=0.56) was lower than that of shared experience (M=0.33, SD=0.82), not showing a statistically significant difference. Among all the participating young children, the average use of feeling terms in narratives of personal experience (M=0.07, SD=0.32) was lower than that of shared-experience (M=0.36, SD = 0.67), showing a statistically significant difference *(t*=-2.828*, P<.05).*

Discussion

This study investigated the aspects of developmental level of narratives, use of cohesive devices and mental state terms for 3-, 4-, and 5-year-olds according to the types of experiences. The conclusions and discussions of the study are as follows.

First, the developmental level of narratives for 3-, 4-, and 5-year-olds in personal experience was lower than that of shared-experience, showing significant differences. This results supported Noh's (2013) suggestion that children's narrative process needs not only psychological interactions by different empirical actions which they have performed, but also social actions including social process and intersubjective process. As Schick and Melzi (2010) mentioned, the various opportunities for narrative during the school day which children receive during these conversations differ and might complement those which they receive at home, and this implies that teachers should encourage young children to yield narratives which express their thoughts and feelings, and teachers need to de velop the child-oriented teaching and learning process by understanding young children's thoughts and their inner world.

Comparing the developmental level of narratives according to the type of experiences in each age group, the difference in narratives between personal and shared experience was 1.93

for 3-year-olds, 2.57 for 4-year-olds, and 1.4 for 5-year-olds. This implies that the level of narrative on personal experience can achieve significant development when they reach age 4. Thus, during this period, recalling young children's personal and shared experience and discussing the experience are important to improve the developmental level of narrative for young children. This can be interpreted as meaning that the developmental level of narrative is effected by the quality of their experience rather than their age. Early in life, conversations with significant adults teach young children how to create narratives on their past experiences. Therefore, by 3 to 4 years of age, young children contribute to discussions about the shared past (Nelson, 1992; Wang, Leichtman, & Davies, 2000, p. 159).

Second, the use of cohesive devices in personal and shared experience narratives for 3-, 4-, and 5-year-olds showed significant differences. The preceding study (Lee & Lee, 2009) suggested that the developmental level of personal narrative and use of cohesive devices had significant differences when teachers' interaction which developed young children's narratives was provided. And it implies that the interaction process which constructs and shares the interesting and meaningful educational activities in child education institutes can be an important factor for narrative development for young children.

In this study, the average level of narratives both for the personal and shared experience of 5-year-olds was about level 5. This means their use of cohesive devices has been already somewhat developed and the difference in use of cohesive devices according to the type of experience is not huge. Therefore, we can expect that interacting with 3- and 4-year-olds while showing modeling of using appropriate conjunction and anaphoric references can have a positive effect for de-contextualizing language development. Particularly, having group discussions about shared experience and making sentences from recalling memories during early childhood can be inferred to be more effective for language development in childhood.

Third, the use of mental state terms in narratives on personal and shared experience for 3-, 4-, and 5-year-olds showed significant differences. Looking at the result by specific categories, the use of feeling terms according to their type of experiences for 5-year-olds showed statistically significant differences. As in preceding studies arguing that narrative of shared experiences by talking about picture books affected their use of feeling terms, it shows the importance of community activities and teacher interaction. Another preceding study have shown that young children who experienced small-group reading used more mental state

terms in their narrative, and showed more perspective-taking ability (Lee & Oh, 2006). Therefore, when young children express the mental state terms, it reveals their development of memory or thinking, and awareness of desires. Also, 5 year-olds in this study presented various mental state terms. Our study shows that 5-year-olds' mental state terms used in narratives on shared-experience are influenced by teachers who used varying amounts of mental state talk (King & La Paro, 2015). This implies that the experiences acquired by having conversation about their project process, teacher and peers can help other children to tell narrative and use rich mental state terms for evaluation. Therefore, it is necessary to carry out a qualitative study about the collaborative process.

Thus, if young children are encouraged to yield meaningful narratives from a young age as they enter educational institutions, their language development can be highly improved. How we manage shared experience can be an issue. Language development needed for yielding narratives for children who are attending constructive educational institutions includes vocabulary and language comprehension, cohesive devices, mental state terms for thoughts and evaluations and memory, with a rich quality and quantity of episodes contained in shared experiences.

The limitations and suggestions for further study are as follows.

First, this study showed that there are significant differences in cohesive devices and mental state terms in narratives for 3- and 4-year-olds. Therefore, a longitudinal study is needed for narrative development in younger children. Also, suggested studying the narrative contents qualitatively can be meaningful.

Second, this study had a limitation in the number of participants since it was conducted at institutions implementing a constructive educational program for collecting narratives of shared experience. In the future, further study with more participants is needed. In addition, a comparative study of children's narratives between the classroom of the constructive curriculum and the classroom of teacher-directed curriculum is required.

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