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University of Ibadan, Nigeria

Lit le is recorded about the narrat ng abili-
ties of Indigenous Australian kids. In this manner, this
examinat on invest gates the intricacy of stories de-
livered by Indigenous and non-Indigenous Australian
kids in their frst year of school.

An observat onal structure permit ed cor-
relat on across social gatheri g and story conven-
t ons. Three stories were inspired from 49 Indige-
nous and non-Indigenous kids matured 4;10 to 6;5.
Stories were invest gated ut lizing the Index of Nar-
rat ve Com

A ere invest gated ut lizing ANOVA

Part cipant stories included high ut lizat on of
characters, start ng occasi ons, endeavours, and out-
comes; and lit le ut lizat on of inward plans, equat on
based markers, causal word intensifying markers and
assessments. Story mult faceted nature scores didn't
contrast between the Indigenous and non-Indige-
nous youngsters, yet crit cal contrasts were clear
among the three, story convent ons.

Findings recommend that story elicitat on con-
vent ons and examinat on strategies ut lized in this
invest gat on might be f t ng for use with both Indig-
enous and non-Indigenous youngsters from urban
set ngs. In any case, alert is required when set ling
on indicat ve choices dependent on story mult fac-
eted nature scores. A wareness of the cultural and
linguistic differences between the two groups is
needed for the development of a valid and reliable
story elicitation protocol. Findings also suggest
that the use of a standardized story elicitation
protocol without all around grew, socially f t ng
convent ons and standardizing informat on.