I will tell you something about stories, (he said).
They aren’t just entertainment.
Don’t be fooled.
They are all we have, you see all we have to fight off illness and death.
You don’t have anything if you don’t have stories.

*Ceremony*, p. 2 Leslie Marmon Silko
Member of the Laguna Pueblo

Why are narratives important?
- Narratives are a universal genre -- a primary mode of thought
- Narratives are the earliest extended monologue texts produced by children
- Narratives are important for establishing and maintaining social relationships.
- Narrative comprehension and production is associated with academic success
- The ability to produce coherent personal narratives is associated with the development of self-identity and psychological well-being

Ways narratives vary across cultures
- Reasons for telling stories
- Who tells stories
- How children are socialized to storytelling
- How stories are structured or organized
- Types and frequency of story content and themes

Significance of cultural variations in narratives
- If educators and speech-language pathologists are unaware of cultural variations in narratives, they may evaluate students’ narratives inappropriately.
- If students are unable to comprehend and produce personal and fictional stories with the expected Euro-American functions, structure, and content, they are at risk for academic difficulties.
- If schools focus on Euro-American stories, students not from that cultural background do not see themselves in the educational materials used in schools, which may affect their development of a positive self-identity.
- If schools use stories from only mainstream culture, mainstream students do not learn of the larger world

Chameleons Readers
If readers in the 21st century are to promote dialogue and mutual understanding between civilizations, they must be chameleon readers.

They must be able to comprehend texts written by persons from the diverse cultures throughout the world.

Types of Narratives

- **Personal/autobiographical narratives**: Develop by reminiscing with adults
- **Fictional narratives**: Children whose parents provide better reminiscing of personal experiences tell better fictional narrative
- **Life stories**: A selective set of autobiographical experiences that explains how a person came to be who she is and projects a sense of purpose and meaning into the future.

Story Grammar (Stein & Glenn)

- **Setting**: Introduces the main character or describes the social, physical (place), or temporal (time) of the story.
- **Initiating event**: The event, physiological state (hunger, pain), or perception of an external event that begins the story; usually represents the problem around which the plot of the story is developed.
- **Internal response**: The character’s feeling response to the initiating event.
- **Internal plan**: What the character thinks about the initiating event and his/her feelings; what he/she thinks about doing about the problem or initiating event
- **Attempt**: Characters’ overt actions in dealing with the initiating event.
- **Consequence**: Outcome of the attempt(s) or of the story.
- **Ending**: The resolution of the story which may be an affective response (living happily ever after), a thought (knowing you have found a friend), or an action (fiding off into the sunset)


Story Grammar (example)

- **Setting**: 
  - 1. Both mother and father dipladacus were afraid to leave the valley.
  - 2. Mother dipladacus was afraid of the great tyrannosaurus rex.
- **Initiating event**: 
  - 3. So one day little dipladacus went to the rocks.
  - 4. He didn’t have anything to do.
  - 5. Then he began to throw rocks at the mountares!
  - 6. The big tyrannosaurus rex heard him!
  - 7. He lumbered forward filled with rage!
- **Internal response**: 
  - 8. He was frightened but he was brave.
  - 9. He knew what to do!
- **Attempt**: 
  - 10. He began to throw rocks at tyrannosaurus rex!
  - 11. He had no more rocks!
  - 12. So he began to hit tyrannosaurus rex with trees!
- **Consequence**: 
  - 13. Tyrannosaurus rex fell into the water!
- **Ending**: 
  - 14. And dip was saved. (Westby, 1982, p.7)

Story Grammar Marker

- **Characters**
- **Setting**
- **Initiating Event**
- **Internal Response**
- **Plan**
- **Attempts**
- **Resolution**
- **Consequence**
- **Ending**

Tomi Adeyemi

- **Children of Blood and Bone**

Danger of the Single Story

- **Chimamanda Adichie**: https://www.youtube.com/watch?v=D9Ihs241zeg
Windows & Mirrors of the Bookshelf

https://www.youtube.com/watch?v=_wQ8wiV3FVo

THE INFLUENCE OF CULTURE ON NARRATIVES

The Turtle Storyteller represents grandmothers passing down traditions. The baby turtles represent rebirth and life learning experiences of the next generation. Turtles are the symbols of Mother Earth and wisdom to the people of the Pueblos.

A Pueblo elder has said: “As long as turtles are around the village, the Pueblo will thrive.”

Project TALES
(Talking about Life Experiences and Stories)
Narrative Socialization

Family Reminiscing – A Foundation for Narratives

Reminiscing leads to development of autobiographical memory necessary for personal event narratives and life stories.

Autobiographical Memory

- Memory of autobiographical events (times, places associated with emotions, and other contextual knowledge) that can be explicitly stated
- Properties of autobiographical memory:
  - Knowing is semantic facts
  - Remembering is a feeling that is located in the past (episodic memory)


National Parks in Utah

Autobiographical Memory

Climbing to Angels Landing, Zion National Park

Top of Angels Landing

Independence/Interdependence

Individualism
- Develop early independence
- Responsible for self
- One's own goals take priority
  - Motivated by own preferences, needs, rights
- Tasks more important than relationships
- Cognitive skills independent of social skills

Collectivism
- Learn to depend on others
- Be responsible for others
  - Personal goals secondary to goals of the group
- Motivated by the norms of, and duties imposed by, the group
- Relationships more important than tasks
- Social and cognitive skills integrated

Individualism
- Child: I talked to the balloon pilot
- Adult: You talked to the balloon pilot? What did he tell you?
- Child: He showed me how to pull the cord to ignite the burner. That made the air inside the balloon hot. The hot air made the balloon rise.
- Adult: Yes, it was very hot so you needed to be careful not to touch it.
- Child: Then the balloon went up
- Adult: I think you were a little bit scared when it left the ground.

Collectivism
- Child: I pulled the cord.
- Adult: But what did you do before that?
- Child: I got in the basket.
- Adult: Yes, but what did you do before you got in the basket?
- Child: I talked to the pilot.
- Adult: And what did he tell you?
- Child: How to get in the basket.
- Adult: Then what did you do?

Promoting Autobiographical Narratives

Interdependent
- Pragmatic/repetitive/low elaborative
  - Relatively little talk about the past or future
  - Fewer details about past experiences
  - Focused on present and emphasized cooperation, adaptation to accommodate other people

Independent
- Elaborative/high elaborative
  - Mothers give voluminous descriptive information about experiences
  - Prompt children to give embellished narratives
  - Encourage children to focus on self and feelings about past

Collective
- General, sparse narratives
  - Skeletal descriptions of multiple events
  - Greater orientation toward social engagement, moral correctness, and concern for authority

Individualistic
- Specific, elaborate narratives
  - Detailed descriptions of one or two events
  - More self references, personal evaluations, autonomy in face of authority

Children’s Early Autobiographical Narratives

Interdependent
- Pragmatic/repetitive/low elaborative

Independent
- Elaborative/high elaborative

Collective
- General, sparse narratives
  - Skeletal descriptions of multiple events
  - Greater orientation toward social engagement, moral correctness, and concern for authority

Individualistic
- Specific, elaborate narratives
  - Detailed descriptions of one or two events
  - More self references, personal evaluations, autonomy in face of authority


Chinese Immigrant Families

Uphold Culture-of-Origin Values

• More frequently mentioned others-involved actions than EuroAmerican families
  – More frequent mention of when, where, who, and what

• High expectations of proper behavior
  – Mention negative behaviors more than EuroAmerican families
  – More likely to bring up moral and social rules
  – Focus on their own child’s behavior rather than other children’s behaviors

Incorporate Host Culture Values

• Like EuroAmericans mention more the child’s internal states than others-involved internal states (contrary to other studies of Chinese families)
  – But also frequently mentioned the thoughts and feelings of others than EuroAmerican families


Original Adverse Childhood Experiences

Five are Related to Other Family Members

• absence of a parent though divorce, death or abandonment
• a mother or stepmother who was treated violently
• a household member who abused alcohol or drugs
• a household member who was diagnosed with a mental illness
• a household member who went to prison

People with 6 or more ACEs died nearly 20 years earlier on average than those without ACEs.


Five are Personal

• emotional abuse
• physical abuse
• sexual abuse
• emotional neglect
• physical neglect


Effects of trauma on autobiographical memory

• Overgeneralized memories
  – Fragmented, incomplete autobiographical memories
  – Negative self-representations
• Mothers who have experienced multiple ACEs have less coherent personal narratives
  – Less detailed reminiscing with children
  – Less secure attachments with their children
• Children with less secure attachments have less developed narratives
• Greater trauma, less integrated identity


Children with 4 or more ACEs are 32.8 times more likely to be diagnosed with learning and behavioral problems

• 2007 Bayview Child Health Center, San Francisco
• 2008 Made connection between ACEs and toxic stress
• 2019 Appointed first surgeon general for California

https://www.youtube.com/watch?v=95ouU3dsNk


Narrative Genres/functions

• Recounts
  – Tell Daddy about our trip to...
• Accounts
  – Did you hear what happened to…?
• Eventcasts
  – I’m putting the soda in the chest and then I’ll load the car.
• Stories
  – One upon at time....


### Cultural Variations in Narrative Genres

<table>
<thead>
<tr>
<th>Genre</th>
<th>Mainstream</th>
<th>Mexican American</th>
<th>Chinese American</th>
<th>White working class</th>
<th>Black working class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounts</strong></td>
<td>Common with children</td>
<td>Rare</td>
<td>Rare</td>
<td>Predominant genre, tightly scaffolded</td>
<td>Rare</td>
</tr>
<tr>
<td><strong>Eventcasts</strong></td>
<td>Adults request further explanation, suggest alternative outcomes</td>
<td>Frequent, occur especially in family gatherings</td>
<td>At home, asked about events of day; not outside home or with strangers</td>
<td>Not until school; must be accurate</td>
<td>Frequent in response to teasing; exaggeration valued</td>
</tr>
</tbody>
</table>


### Discourse Organization

![Discourse Organization Diagram](image)


### Structure of Navajo stories

**Indian Fry bread**

"An idea bubbles up here, then another idea over there, and another idea there ... " (Benally)

### Numbers in Stories

- **European**
  - 3s and 7s
- **China**
  - 8 symbolizes riches and happiness; 3 & 9 are lucky numbers
- **Japan and China**
  - 4 is taboo in some regions
- **Southwest/Plains Native Americans; Mayan**
  - 4s (4 cardinal directions)
- **Northwest Native Americans**
  - 5s
Discourse Structures

Western
Deductive
(topic first)
X (main point, actions suggested)
Because of Y (background reasons)

Eastern
Inductive
(topic delayed)
Because of Y (background reasons)
X (main point, actions suggested)

Differences between Western and Chinese Expository Style

• Where the topic is located
• How subsets of information are ordered
• Whether or not discourse cues make explicit the hierarchy and relationships of ideas
• Whether conclusions are drawn based on the foregoing.

Western Expository

There are three possible positions one can take about male and female creativity. The first is that males are inherently more creative in all fields. The second is that if it were not for the greater appeal of creating and cherishing young human beings, females would be as creative as males. If this were the case, then if men were permitted the enjoyment women have always had in rearing young children, male creativity might be reduced also. (There is some indication in the United States today that this is so.) The third possible position is that certain forms of creativity are more congenial to one sex than the other and that the creative acts will therefore come from only one sex in a given field.

Qi-Cheng-Zhuang-He Expository Style

Of all kinds of flowers in the grass and on the trees of the world, many are very lovely. Tao Yuan-ming in Chin Dynasty favors chrysanthemum. Ever since the Lee and Tan Dynasties, worldly people favor the peony. I favor the lotus because it grows out of mud, but is not stained by mud and it is washed by the water and does not appear sensual. It is straight, going without branches. The farther the fragrance spreads, the more refreshing it is. Every single bud stands out straight. It is best to appreciate it from a distance but not to lay a hand on it.

I would say this. Chrysanthemum, the hermit of the flowers; peony the opulent of the flowers; lotus the gentleman of the flowers. Aye! the love of chrysanthemum is scarcely heard since Tao Yuan-ming; the love of lotus, who else but me? the love of peony, countless people.

Symbolism of Chinese Flowers

• Peony: Fame and wealth
• Chrysanthemum: good luck to the home; life of ease; long life
• Lotus: Perfection, purity of heart and mind

Rewriting Chinese Texts in English Structure

• Put the topic or comment/thesis and argument at the beginning of the essay
• Put background information about the topic at the beginning of the essay
• Modify general statements so that the argument is changed from inductive to deductive and explicitly marked
• Insert time markers to show contrast between propositions
• Elaborate or reiterate key terms for semantic cohesion
• Insert pronouns and demonstratives to increase syntactic cohesion

Effects of Rhetorical Conventions on Reading Recall

Freshman & Senior Chinese-Speaking English Majors

• Did not rate organization of texts as different
• Recalled more of the passages using Chinese organization
• Did not rate the English-organized texts as more difficult to read or remember than Chinese-organized texts
• Higher English proficiency did not result in higher level of long-term retention of texts in L2 organization

Universal Narrative Content

- Villainy
- Lack/loss
- Trickery/deceit
- Hero journey

Narrative Content

- Villainy
- Lack/loss
- Trickery/deceit
- Hero journey

Trickster Tales

The trickster, a hero, either in human or animal form, who outwits or foils a more powerful opponent through the use of trickery.

- West African: Anansi the spider
- Nigeria: Zomo the rabbit
- Peru: Guinea pig
- US South/African-American: Brer Rabbit
- Puerto Rico: Juan Bobo
- India/China: Monkey
- Southwest Native American: Coyote
- Northwest Native American: Raven
- Irish: Leprechauns
What’s more precious than rubies, more lasting than gold?
What can never be traded, stolen, or sold?
What comes with great effort and takes time, but then,
Once yours, will serve you again and again.
Cultural Variations in Story Grammar Structure

- **Australian Arabic**: detailed settings
- **Australian English**: focus on plot; attempts by character
- **Australian Vietnamese**: context and setting of story
- **US American**: settings and actions; goal-directed plans; attempts that lead to consequences
- **Thai**: lack of goal structure; hence lack of attempts and consequences; consist of initiating events and resolutions
- **Japanese**: lack of goal structure; hence lack of attempts and consequences; consist of initiating events and resolutions
- **Native Americans**: describe landscapes, walking; events sequence, causality not a focus


Story Starters

- As Peter and Frank walk to school, Frank throws Peter’s cap into a tree.
- Mother sends Michael to the store to buy meat for supper. On the way home, Michael plays with friends and some meat is eaten by a dog.
- A teacher finds some money missing from her desk.
- Elizabeth interrupts homework by trying on mother’s coat and gets ink on it.
- John and Bill are playing ball and break a neighbor’s window, but no one sees them do it.


Interpreting Narrative Content

- **Linear/sociological**: Arab & Moroccan groups – focused on actions of characters in terms of their roles in story, e.g., JR’s action in terms of son of Elly and Jock Ewing, husband of Sue Ellen, and brother of Bobby.
- **Segmented/psychological**: American – focused on characters, their motivations, and their interrelationships, e.g., causes and consequences of personality of JR, explaining what made him so competitive or Pam’s emotional responses
- **Thematic/ideological**: Russian – searched for theme or message, rather than attending to specific actions or motivations, e.g., program reflects reality in America or is a propaganda for the American way of life.


Educational Philosophy

- **Confucian/Eastern**: Purpose of education to achieve social harmony
  - Academic success achieved through hard work
  - Human ability is malleable; can be improved through effort
  - Respect authority
  - Education is teacher centered
  - Joy comes from reaching educational goals
- **Socratic/Western**: Purpose of education to develop critical thinking
  - Academic success more influenced by innate ability than effort
  - Question authority; student opinion valued
  - Education more student-centered
  - Learning itself should be enjoyable

Functions of Hero Journey Myths

- **Mystical**: creating a sense of awe about the world and self
- **Cosmological**: considering how the world came to be and why it is the way it is
- **Sociological**: valuing your community and culture
- **Pedagogical**: providing models for your own development

Eastern and Western Superheroes

**Eastern**
- Powers from fake mysticism (will power, meditation, spirituality)
- Hero discovers power and works to get better at it
- Usually have a strong mentor
- Work in teams with all genders, races, ages

**Western**
- Powers from fake science (alien plants, rays, insect bites, mutant genes)
- Inherit or get the power without planning – Spiderman’s bite, Batman’s wealth, Superman’s powers; doesn’t have to work to get better at it
- Mentors are absent or dead
- Fight lonely battles; usually white, straight male

Characteristics of Hero Journey Stories

**Eastern**
- Focus on internal struggles; greater use of verbs of mental states
- Greatest fighters typically portrayed as gurus respected for the wisdom they have gained through martial arts

**Western**
- Focus on external struggles; greater use of action verbs
- Fighters achieve through their physical prowess; portrayed as skilled athletes respected for their physical abilities

Why are personal narratives important?

- Much social interaction occurs in conversations
  - Most conversation involves telling our stories
- Stories are the basis of self-identity
- The stories we tell ourselves guide our behavior

6 Prompts

1. Tell me a story about a time when you felt excited, or really happy.
2. Tell me a story about a time when you felt worried or confused. Perhaps a time when lots of things were happening and you didn’t know what to do.
3. Tell me a story about a time when you were really annoyed or angry.
4. Tell me a story about a time when you felt proud of yourself.
5. Tell me a story about a time when you had a problem and you had to fix it. Tell me all about what happened and what you had to do to fix it.
6. Tell me a story about something that has happened to you that was very important to you.

Cultural Dimensions

- **Interdependence/collective vs. independent/individualistic**: are people’s self-image defined in terms of “I” or “We”?
- **Power Distance**: extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally
- **Uncertainty avoidance**: extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these

### Frequent Themes

<table>
<thead>
<tr>
<th>Taiwan</th>
<th>United States</th>
<th>Australia</th>
<th>Britain</th>
<th>NZ</th>
<th>Russia</th>
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</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>8</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>6</td>
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<tr>
<td>Academic achievement</td>
<td>Need to/desire to do well on exam</td>
<td>Worry about/preparation for oral competition</td>
<td>Cram school</td>
<td>Difficulty understanding academic task; getting help to understand</td>
<td></td>
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<tr>
<td>School supply responsibilities</td>
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<td>22</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Did't bring pencil</td>
<td>Didn't bring calligraphy pen</td>
<td>Tablet broken</td>
<td>Didn't bring textbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer relationships</td>
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<td>22</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Help with work</td>
<td>3</td>
<td>22</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Protect from bullies</td>
<td>1</td>
<td>22</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Lost item</td>
<td>1</td>
<td>22</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

### Themes in Taiwanese Narratives

- **8 Academic achievement**
  - Need to/desire to do well on exam
  - Worry about/preparation for oral competition
  - Cram school
  - Difficulty understanding academic task; getting help to understand

- **4 School supply responsibilities**
  - Didn\'t bring pencil
  - Didn\'t bring calligraphy pen
  - Tablet broken
  - Didn\'t bring textbook

- **3 Helping others**
  - Help with work
  - Protect from bullies

- **1 Lost item**

### Themes in English Narratives

- **42 Peer relationships**
  - 22 Fighting/arguing with siblings/cousins, friends
  - 8 Being left out/losing friends
  - 3 New Zealand, help to include
  - 5 Peers doing inappropriate behavior (throwing game pieces, jumping around/making noise)
  - Being bullied or witnessing bullying; being mean to others
  - Peers not cooperating on school tasks/spots games

- **9 Problem with school tasks**
  - Need help with math, writing
  - Building space buggy
  - 5 Fixing/making something (US)
  - 5 Damaged something owned by someone else (ornament, Lego structure, garage door)
  - 4 Lost item

### Possible Cultural Influences on Taiwanese Stories

- **Confucian Philosophy**
  - History and value of educational testing in Asian cultures (e.g., college entrance exams) and academic achievement
  - Academic success depends on hard work, study, persistence
  - Historically, high educational performance essential for entering most prestigious universities, which is essential for gaining best governmental/business positions

**Possible Cultural Influences on English Stories**

- **Educational Philosophy**
  - Academic performance primarily due to innate abilities
- **Independence/Individualism**
  - Persons responsible for solving own problems
  - Have to be verbal to connect with others
  - Speak your mind; your needs, rights, desires take priority over others
  - Important to establish who you are
  - Higher levels of aggression toward peers in individualistic cultures
  - Collective cultures: supportive of in-group peers, but aggressive with outgroup members


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**Graphic Journeys: A Multiliteracies Approach to Telling Our Stories**

- Complete a personal story
  - Present narratives, information and findings in oral, graphic, digital, and written forms


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**Developing a Sense of Identity through Personal Stories**

- Stories are the basic unit of human understanding.
- Some people are unable or unwilling to tell their stories

Drew Dudley, 2016 ASHA Opening Ceremony Keynote