Monolingual Spanish Story Retell – Database Description

Databases	Context (Subgroup)	Age Range	Grade in School	# Samples	Location	Special Coding
Monolingual Spanish Story Retell	**Nar (FWAY)**	**5;10 – 9;11**	**1, 2, 3**	**366**	**Mexico**	**SI, NSS**
	Nar (FGTD)	**6;4 – 10;6**	**1, 2, 3**	**360**		
	Nar (FOHO)	**6;1 – 10;1**	**1, 2, 3**	**188**		
	Nar (OFTM)	**6;9 – 10;7**	**1, 2, 3**	**154**		

Participants

The Monolingual Spanish Story Retell database consists of story-retell narratives from native Spanish-speaking participants. The speakers were drawn from public school classrooms in Guadalajara, Mexico and reflect the socio-economic status of this area. They were described as "typically developing" as determined by normal progress in school and the absence of special education services. Age, grade, and gender data is available for all participants.

Additional Inclusion Criteria

All participants were within the following age ranges.

Grade	Age Range
1	5;10 – 7;9
2	6;11 – 9;0
3	7;10 – 10;1

Sample Elicitation

1st grade, 2nd grade, and 3rd grade samples were elicited using the wordless picture books "Frog, Where Are You?" (Mayer, 1969), "Frog Goes to Dinner" (Mayer, 1974), "Frog On His Own" (Mayer, 1973), and "One Frog Too Many" (Mayer & Mayer, 1975).

First the story is modeled for the speaker. Then the speaker is asked to retell the same story. All instructions and prompts are given in Spanish.

Refer to the elicitation protocol for details.

Comprehension Questions (optional)

Following the speaker's retell, you have the option of evaluating his/her understanding of the story by asking a series of comprehension questions. A description of the comprehension questions can be found on the SALT website at www.saltsoftware.com/products/elicitation-materials/comp-questions. The transcripts in this database were not scored for comprehension.

Transcription Notes

The samples were transcribed by fluent Spanish speakers. Utterances were segmented into Modified Communication Units (MC-Units) as defined in the SALT documentation. MC-Units were developed specifically for these samples to account for the pronoun-drop nature of the Spanish language. All transcripts were timed. Pauses, within and between utterances, of two or more seconds in length, were marked in 20% of the samples.

Coding Notes

- [EO:word] marks overgeneralization error
- [EP:word] marks pronoun error
- [EW] marks an extraneous or unnecessary word in the utterance that, if omitted, would make the utterance syntactically correct, e.g., C And he shout/ed and[EW] to the frog.
- [EW:word] marks other word-level error
- [EU] marks utterance-level error (*utterances with 3 or more errors*)
- [FP] marks filled pause words such as *like*, e.g., *You (like[FP]) get six card/s.*
- [CS] is a word code attached to all code-switched words (Spanish words in English transcripts or English words in Spanish transcripts).
- [I] is a word code attached to all imitations of vocabulary provided by the examiner.

The following codes were created to mark Spanish-influenced English:
- [WO] is an utterance-level code signifying words or phrases within an utterance which are out of order in Standard English. The content (semantics) of the utterance is correct; however the word order is awkward, e.g., C And then fall down the dog and the boy [WO].
- [F] was placed at the end of each utterance lacking a stated subject as a result segmenting utterances using MC-units.

Subordination Index (SI) and Narrative Scoring Scheme (NSS) Coding

All transcripts were hand-coded and scored for Subordination Index (SI) and Narrative Scoring Scheme (NSS) as defined in the SALT documentation.

SI is a measure of syntactic complexity that produces a ratio of the total number of clauses (main and subordinate) to the number of C-Units. A clause, whether it is main or subordinate, is a statement containing both a subject and a predicate. Grammatically, a subject is a noun phrase and a predicate is a verb phrase. Main clauses can stand by themselves. Subordinate clauses depend on the main clause to make sense. They are embedded within an utterance as noun, adjective or adverbial clauses.

NSS is an assessment tool developed to create a more objective narrative macro-structure scoring system. It is based upon early work on story grammar analysis by Stein and Glenn, 1979, 1982. This scoring procedure combines many of the abstract categories of story grammar, adding features of cohesion, connecting events, rationale for characters' behavior, and referencing. Each of the scoring categories has explicit examples to establish scoring criteria.

Using SALT to Compare Transcripts to the Monolingual Spanish Story Retell Database

Use SALT's Database menu to compare your transcript with age or grade-matched transcripts selected from the Monolingual Spanish Story Retell database. SALT looks at the plus lines in your transcript to determine which database to pre-select. To pre-select one of these databases, include the following plus lines in your transcript.

> \+ Language: Spanish
> \+ Context: Nar
> \+ Subgroup: FWAY (or FGTD or FOHO or OFTM)

Although you can type these plus lines into your transcript, the easiest way is to select the correct target language (Spanish), sampling context (Nar), and subgroup (FWAY, FGTD, FOHO, or OFTM) when first creating a new transcript using the New Transcript Header information dialogue box in the software.

> FWAY = *Frog, Where Are You?*
> FGTD = *Frog Goes To Dinner*
> FOHO = *Frog On His Own*
> OFTM = *One Frog Too Many*

Acknowledgements

References

Mayer, M. (1974). *Frog Goes To Dinner,* New York, NY: Dial Press.

Mayer, M. (1973). *Frog On His Own,* New York, NY: Dial Press.

Mayer, M. (1969). *Frog, Where Are You?,* New York, NY: Dial Press.

Mayer, M. & Mayer, M. (1975). *One Frog Too Many,* New York, NY: Dial Press.

Stein, N. & Glenn, C. (1979). An analysis for story comprehension in elementary school. In R. Freedle (Ed.) New directions in discourse processing, Vol. 2. Norwood, NJ: Ablex.