

The impact of storytelling on verbal intelligence (Vocabulary, General knowledge, Comprehension) of Preschoolers in Ahvaz

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ABSTRACT

This study aimed to assess the impact of storytelling on verbal intelligence of Preschoolers in Ahvaz. The research sample consisted of 28 children (14 people in test group and 14 people in control (witness) group) who were selected by multistage random sampling. The experimental study is accompanied with pretest - posttest control group. The research instrument was a test of intelligence and Kessler Preschoolers. After random selection of groups the pre-test was taken of two groups. And then test group exposed to the independent variable (storytelling) was performed for 12 sessions, each session 45 minutes. After the intervention and posttest, a month later, both groups were checked again. For data analysis multivariate analysis of covariance (MANOVA) was used. The analysis results showed that story telling was effective in verbal intelligence of test group students compared to control group and this change was still stable one month later.

KEY WORDS: Storytelling, Verbal IQ, Preschool Students.

1. INTRODUCTION

Storytelling as a means of education can encourage children to discover their own sense of uniqueness and increases their ability to establish a real connection between thoughts and feelings. Language skills can increase student's ability to resolve personal conflicts in calm state by using conversation (interpersonal interactions). Telling and listening to stories encourages children to use their imagination (visualization and imagery). This strong imagination can increase students' self-confidence and personal motivation because they assume themselves, able and competent to achieve their desires and dreams. (Jack, Zapys, 2007, Parniani, 2010).

Storytelling is a process that even though it may be performed among all society groups, but the main audiences is children and teenagers. In contrast, children education is the purpose and main program of the educational system. Throughout history in spite of rapid advances in technology and industrial development community, storytelling still plays an important role in understanding and expressing educational issues. In a way that today in the developed countries and new education systems this aspect of education is considered strongly and it is used in efficient systems teaching language, alphabet, music, etc. (Behbehani, 1999).

The effect of telling the story, either from memory or reading from a text and video is quite obvious and enlightened. Using this method in pre-school and primary school courses is necessary and is included in teachers and educators work program. And in the higher levels is considered as some teachers' implied and innovative activity. Stories usually are heard better than read due to their simplicity, fluency and the fantasy element. That is why we see the art of storytelling has an ancient history; Perhaps the same time that Adam (peace be upon him) told his own story of being driven out of the Garden with regret and sadness with his wife for his children (Morad Hasel, Mohammad Poor, 2006). One of the effective methods in children education is indirect methods such as art. In this regard, the importance and attraction of storytelling for children in different contexts from the experts perspective has been emphasized (Vali, 2007). Education specialists proposed two distinct aim stories children's storytelling. The prime objective of storytelling is providing partial knowledge about the world and culture and second aim is transferring knowledge in education to teach people how to think and act (Yousefilovieh, Matin, yousefi lovieh, 1999). The story is the mean of gathering children around a storyteller and thus the relations between them becomes stronger and their information increases. In addition to happiness, a joy that they obtained from various stories, it grows and develops their intellect and mind. Storytelling educational values can be summarized in following aspects; Entertainment, increasing child experiences, thinking, imagination and concentration development, being familiar with problems and their solution, communication, cultivate artistry (Morad Hasel, 2006) Storytelling, reading and talking about the story, helps the child mental and emotional ability and the child becomes familiar with sounds, words and language. Reading stories to child strengthen his or her imagination, increases curiosity of the child and it helps its brain

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development. And also when child becomes more familiar with story, it helps him/her to distinguish between the real world and the imaginary world. Intelligence is person's general ability for targeted actions, rational thinking and management of the environment. Wechsler defines intelligence as a person talent to understand the world and to meet the expectations (Klein, 1991). From the Wechsler perspective, intelligence is the Permanent effect and interaction with the environment, and if this relationship is balanced creates the ability to adapt the environment and the development of intelligence. For Wechsler intelligence is a general and universal concept and also emphasizes on purposeful behavior and he considers IQ actions as targeted actions. Wechsler believes that the IQ (Intelligence)behavioral manifestations are greatly influenced by factors that are not considered as intelligence and other factors such as motives are involved in intelligent behavior and these factors are part of any attempt to measure general intelligence (Salimi, 2008).

Storytelling increases children's mental and language abilities and improves verbal lingual intelligence which includes sensitivity to oral and written language and the ability to use words and language. This kind of people enjoy reading, writing, storytelling, lectures and verbally express their thoughts. They think in terms of word sand language instead of forms and they uses language as a tool to maintain recalling their information. Writers, poets, speakers and lawyers have high verbal-linguistic intelligence (Gardener and Hetch , 1989)

Verbal intelligence is ability to play with alphabet letters combining them with words. Each person's verbal IQ can be measured based on the number and variety of words and also his ability to understand relationships between them (Tony Buzan, Sharifi 2008).

Storytelling for children helps them to obtain useful verbal skills, and children keep them in their memory and use them in conversation with others for example in general information, vocabulary, understanding. Knowledge that an average child with average facilities must have earned in other words child awareness and knowing of the environment which represents the social and cultural environment, and emphasizes on knowledge that child obtain informally from environment . It includes general information also the words that are cognitive ability, learning, conceptualization memory and child verbal skills development depends on the child's experiences and learning environment. Child treasury's words represent his ability in learning and obtaining information and represent the child's general mental ability and comprehension that is child's awareness of events and social environment (Razavieh and Shahim,2012). The stories can provide framework for training and improving self-understanding and educational efficiency and interpersonal relationships (Youssef loye, Delavar, Yousefiloye,2008).Yary Gravsh(2013) in his research concluded that storytelling can increase feelings, sense of curiosity, organize thoughts to act as individual become skillful in words and general information. maloni (2007) in the research regarding the relationship between storytelling interventions in improving verbal skills showed that storytelling interventions can improve oral narrative skills of children with disabilities. Danger (2003) studied the effect of a child-centered group play therapy (in which story therapy were used in some meetings) for children with speech disorders (pronunciation, oral language and audial language). The results showed that this treatment, have a great practical importance in improving verbal skills, an average use in increasing listening skills and positive effects on self-esteem that is social interaction. Hess (2006) in one study examined the effectiveness of play therapy technique (as well as story therapy in which an adult is used as a partner) in a ten-year-old child with autism disorders and by reading and telling story, draining events emotionally, expected social dealings and behavior, the use of popular games familiar with adults guidance showed a planned story and the opportunity to play enhances the ability to pretend and understand social roles.

Radbkhshet al (2013) conducted a study to evaluate the impact of playing game and storytelling on students' creativity. The results showed that playing and storytelling are effective in increasing students' creativity and play and storytelling can help improving people creativity significantly, especially in children.

Yahya Mahmoudi (2012) in a research titled group effectiveness of social skills by storytelling on children's externalizing behavioral studied the group during a four-week, with eight-sessions of social skills based on storytelling. The results showed a significant reduction in aggressive and role breaking behavior at the end of this period. Nadafi (2010) in a study entitled effect of storytelling on teaching some citizenship concepts for Mashhad 6 years boys showed that storytelling are effective on teaching concepts of citizenship, and stated that storytelling can help significantly educate citizenship concept to children. Parirokh (2010) has done a study to evaluate the effect of good fiction books appropriate with book therapy approach on aggression of (A) children's age group.

In this study, 5 kindergarten children in preschool level (6-5 years old) were selected for this experiment, the storybooks were read for children during the10 sessions of 20 to30 minutes. The observations and obtained data showed aggressive behavior to some extent was reduced.

According to previous studies results, this study aims to examine the effects of storytelling on verbal IQ and its components (general information, vocabulary, comprehension) of Ahvaz preschoolers .

2.THE RESEARCH METHOD

2.1. The Society, sample, and sampling method

The experimental study of the pre-test and post-test follow-up was with the control group. Statistical society of this study includes all Ahvaz 6-5 years old children who were studying in education year of 2013-

2014. They were selected by using multistage random sampling method. . From Ahvaz area one kindergartens, four centers were selected. Then from 6-5 preschools children 28 children were selected randomly and put in two groups of intervention and control. In this way test group and control group were pretested. Then test group were exposed to independent variable (Storytelling). But control group received no intervention. After completion of interventions, both groups were post tested in order to determine the impact of independent variable effect on verbal IQ dependent variable and its component, test was repeated a month later again.

2.2. Methods

With cooperation of 4 centers’ parents and managers, test group’s children in order to participate in storytelling program attended one of the kindergartens. In next stage, using the Wechsler Intelligence Scale for preschool period (1967)compliance and normalization in Iran by Razavieh, Shahim(1989) both groups’ children were pretest. Then the intervention group was exposed to three sessions per week, totally 45 minutes for 12 sessions during 4 weeks. IQ of both groups after the end of 12 sessions (as post-test) and one month later (follow- up test) were measured. In this study from a variety of stories, stories were selected which were based on the verbal IQ (intelligence) growth criteria and increasing general information and children verbal skills appropriate for 5-6 years old groups, with limited main characters and the stories that were understandable and simple and fun with beautiful images. Because experience showed that children pay attention to books images and these pictures are interesting for them.

2.3. Measuring tool

Wechsler Intelligence Scale (1967) Wechsler Intelligence Scale for preschool period is the third Scale that David Wechsler presented to measure intelligence. Wechsler Intelligence Scale was published in order to measure the intelligence of pre-school children4 to 6years old. This scale consists of 11tests, the six verbal tests and other 5 non-verbal (practical) tests. The verbal scale includes general information, the vocabulary meanings, arithmetic, similarities, understanding and store test. Practical Scale contains Animal House, completing images, labyrinth, and geometric cubes. Wechsler intelligence test includes a series of tests to measure different abilities. In their combination they present capacity and ability of general intelligence. Wechsler is based this intelligence scale on the assumption that children in 4to6 years old in the characteristics which interpreted as inelegance to be fully productive can display it in various forms(Sharifi , 2008).

To determine the reliability of the scale and all tests re-survey method was used, which showed good reliability coefficients of the all verbal scientific intelligence based on report for 0/75 general information and 0/60 Vocabulary and 0/39 comprehension (Razavieh and Shahim, 2012).In this study for determining the reliability of the Wechsler Intelligence question naires kronbakh alpha method was used that for all questionnaires was equal to 0/88 , 0/77 general information and 0/66 Vocabulary and 0/51 comprehensions which shows acceptable reliability coefficients of the mentioned questionnaire.

2. RESULTS

In table 1. The mean and the research variables criterion deviation are reported

Table 1: Mean and standard deviation of the study (research) descriptive variables

Variable	stage	Statistical index/ Group	Mean	Standard Deviation
Verbal IQ	Post- Test	Test	97/50	3/99
		Withness	96/29	3/40
	Pre-Test	Test	103/43	4/81
		Withness	96/14	3/54
	Follow-Up	Test	103/57	4/83
		Withness	96/14	3/13
Verbal IQ in general information	Post- Test	Test	10/79	1/05
		Withness	10/43	1/15
	Pre-Test	Test	12/36	0/929
		Withness	10/64	1
	Follow-Up	Test	12/21	1/05
		Withness	10/64	1/01
Verbal IQ in Vocabulary (words)	Post- Test	Test	11/14	1/56
		Withness	9/71	1/81
	Pre-Test	Test	12/57	1/60
		Withness	9/79	1/76
	Follow-Up	Test	12/50	1/60
		Withness	9/71	1/82
Verbal IQ in copmprehension	Post- Test	Test	10/36	1/90
		Withness	8/71	1/59
	Pre-Test	Test	12/07	2/30
		Withness	8/57	1/45
	Follow-Up	Test	12/14	2/21
		Withness	8/71	1/54

Table 2: Results of the multivariate analysis of covariance (Mankva) on the average of preschooler children post-test scores of verbal intelligence components of preschool children control and test groups.

Test Name	Value	DF Error	F	meaningful Level (P)
Pilaei Test Efficacy	0/829	3	33/16	0/0001
Wilcoxon Test	0/174	3	33/16	0/0001
Hellinger Test Effectiveness	4/73	3	33/16	0/0001
Largest Root Test	4/73	3	33/16	0/0001

As can be seen in Table 2 between preschool children test and control groups at least of one of the components (general information, vocabulary, comprehension) has meaningful difference. To realize this difference analyzing multi variate covariance was used (Mankva) which its results are shown in Table 3.

Table 3: One-way analysis of covariance in the context Mankva on mean of post-tests scores of the intelligence verbal component (general information, Vocabulary, comprehension) in preschooler test and control groups with pretest control.

Variable	Source of Changes	Total Squares	Freedom level	Average Squares	F	Meaningful Level P
General information	Pre-Test	10/45	1	10/45	20/96	0/0001
	Group	10/66	1	10/66	21/36	0/0001
	Mistake	11/47	23	0/499		
Vocabulary	Pre-Test	55/43	1	55/43	101/74	0/0001
	Group	12/69	1	12/69	12/69	0/0001
	Mistake	12/53	23	0/545		
Comprehension	Pre-Test	59/47	1	59/47	124/23	0/0001
	Group	15/03	1	15/03	31/40	0/0003
	Mistake	11/01	23	0/479		

As it can be seen in Table 3 by controlling the pre-test between the test and control groups in terms of verbal intelligence in preschool children General Information, vocabulary and comprehension, the significant differences observed.

4. Conclusion

The results showed that storytelling is effective in the verbal intelligence and its components (general information, vocabulary, comprehension) in Ahwaz preschool children and causes an increase in children's verbal IQ, therefore the result of this study is in alignment with most of previous research. (Yary Gravsh) (2013) (Maloney (2002), Hess (2001), Dangr (2003), Radbakhsh Et al. (2013), Mahmoudi (2012) Nadafi (2010) Parirokh (2010) Homaeil (2009) Yousefi Loyeh (2006).

In explaining this conclusion, we can say that education in the form of stories with creating more interest and motivation, as well as more tangible Information, concepts and skills for children leads to obtaining concepts deeper and better. Some of the stories stated by educator were unofficially displayed as a play and illustrated as daily conversation among children in real life. Trainings and within group processes and training attraction based on story in safe, cooperative and active environment leads to more children self-understanding of their feelings and behaviors and these factors together lead Identification with fictional characters to guide children to ward more self-control and positive interactions with peers. When preschoolers express their ideas and respond to them are raising an important listening and verbal skills. When verbal IQ of children in creases a larger vocabulary and expression and more word scan express their feelings. When children verbally are able to fulfill their needs and social interaction (communications) and assertiveness increased their emotional and behavioral problems are reduced.

Increase of preschool children verbal intelligence may cause experience a deep level of engagement, it evokes the curiosity in children and encourages them to continue learning and these are valuable educational experiences. oral storytelling dramatic negotiations provides the basis for children today and future learning

experiences, they better understand general courses in schools and later periods as well as good skills in vocabulary and general knowledge, religion, geography and so on. This help children learn the general courses better and faster when entering school. on the other hand make them interested in reading. So storytelling is an important role in children's education that should not be neglected and educators can support Cognitive and emotional community development using described storytelling techniques support. Educators record child interactive documents for confirmation tests for children daily storytelling track. Recording this progress over time allows educators and family to follow child's interests in communication and understanding life experiences.

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