

STORY IMPACT ON THE LANGUAGE DEVELOPMENT, EMOTIONAL AND BEHAVIORAL SELF-CONTROL OF PRESCHOOLERS

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Abstract:

This article aims to highlight the results of a research undertaken to demonstrate the formative role of stories / tales in language and communication development, emotional and behavioral self-control of preschoolers. The research aims to answer to concrete problems posed by educational practice at micropedagogical level.

Keywords: *Preschoolers, language, communication, emotional self-control, behavioral self-control.*

1. Introduction

Communication, as a social skill, is perceived as the most important component that ensures the progress in child development. Preschooler's language develops massively under the influence of adults, with which establishes more and more complex communication relationships. Acquiring the language, the child obtains the means by which can make communication with others in higher forms. The language helps him to relate, but especially facilitates fullest knowledge of objective reality. The language in the preschool period becomes an active and very complex instrument of the children's relationships with the others and, at the same time, an instrument for organizing mental activity. At preschool age, language allows the child to perform complex relationships with adults and other children to express ideas and inner states, but also to understand and acquire information.

2. The research aim

The investigated aspect is centered on language development of preschool children under the influence of the stories, taking into account simultaneously, the emotional language, translated into nonverbal communication and the verbal language as vocabulary acquisition and spontaneous use in verbal communication. Hereby we present the results of

the research under our coordination, undertaken by Oana Miron, preschool teacher in Brețcu kindergarten with extended program, Covasna County, made to achieve the scientific methodological study to obtain the first didactic grade.

Affective structures in the preschool period are in the full process of formation. The satisfaction of children's needs and desires is associated with positive affective states, while contradicting and blocking their emotional cause emotional states of dissatisfaction, discontent. "Affectivity, centered first on family complexes, widens its register as social relations are multiplying and the moral feelings, related to the beginning on the sacred authority, evolve in the sense of mutual respect and reciprocity" (Piaget and Inhelder, cited in Sion, 2003, p. 110). At this stage it is programmed the switching from emotions to feelings, through imitation mechanism. The child acquires affective states and emotional expressions. "The preschooler emotional behaviors diversify, get rich and become more consistent and appropriate to the context; realizing a true emotional learning" (Sion, 2003, p 111).

But the child imitative behavioral patterns do not stop only to adults directly perceived (parents, teachers, grandparents, etc.). In terms of language, the child is learning patterns and phrases that he does not fully understand from the media (advertisements, cartoons). If the child sees that these verbal behaviors are admired and accepted by adult, he will repeat them. If the impact is not positive and awakens negative reactions from adult, he will gradually abandon them. As the child internalizes the imitated behaviors and understands the causality, the behavioral and verbal self-control appears.

In terms of emotional self-control, it occurs after the same model as for verbal behaviors, but with certain slowness, because the adults' reactions control is not the same. The child senses quite early that his emotional state influences the behavior of parents, most often for the purposes of his intentions and desires. Growing up, during the preschool period, the child observe the effects of his obedient or opponent behavior and tries to get what he wants by these forms. But as he grows, after the age of 5 years, as the socialization is more aware, in relation to the rules, moral internalization behavior occurs.

Internalization or crossing from the external controlled responses to behavior governed by internal standards and principles, allows children to behave in a moral manner, without adult supervision and vigilance. There is a path to be followed in the education of emotional intelligence. If at the beginning parents insists in telling the child all the time what to do and how to react, this control must be tempered and decreased with time, even in small preschool period. Children should only be guided in solving the encountered

problems, because only then will learn to set goals for themselves and practice the main dimensions of emotional intelligence:

- a) The awareness of their own emotions (to be able to recognize and name the emotions and the differences between feelings and actions);
- b) The emotional control (to be able to control his anger and frustrations without express them through aggression);
- c) Personal motivation (the use of emotions productively, to be less impulsive);
- d) Empathy (reading the emotions from the perspective of the other, listening and understanding the other's needs);
- e) Directing interpersonal relations (development of interpersonal relationships on mutual understanding and sympathy without conflict or conditioning).

Most often children encounter the most eloquent moral models in stories and tales. From these characters, they see (when there are illustrated or animated), that truly moral individuals do not simply conform to social influences of others, that they do not acts only to obtain immediate benefits depending on the situation, as carry out by them as children.

From the discussions about the characters they notice that the characters adopt relatively permanent and general standards of conduct that govern their behavior in relation to many people (characters), in many environments and in a variety of circumstances or events. Thus, there is a desire to behave like heroes from the stories / tales, which are appreciated by the others. This attitude is reinforced only by maintaining the atmosphere of fairy tales and stories for a long period. Fairy tale atmosphere and is best maintained by kindergarten, with all its fittings, with all educational context, as well as themed activities.

The most significant progresses in the ability of self-regulation, emotional and behavioral self-control occur after the age of 5 to preschoolers. They are able to internalize the rules and obey them even when adults are not present. Preschoolers can, at this age, to inhibit the action much better to accept delayed rewards and tolerate frustration, after the heroes from the stories and tales models. They also manage to self-monitories their behavior according to the context, but often expect the confirmation from adults. Although it seems that emotional self-control is installed, the emotional intelligence is just developing, episodes of instability can occur at any time. M. Zlate specified "however, preschooler affectivity is quite unstable" (Zlate, cited Verza 2000, p 98).

In conclusion, emotional intelligence can be developed under the influence of education, from early ages, and is not dependent on the child's intellectual ability. Depending on how this intelligence is educated, the children are different, relate differently, integrate different in social groups.

Differences between children in terms of self-control capacity "predict" their life chances.

3. The research design

3.1. Objectives and research hypotheses

The research has the following objectives:

O1. Identifying the modalities in which the story can be exposed to influence the emotional and verbal language development of preschoolers;

O2. Valorization of the story highlighting shapes to develop at preschoolers the verbal behavior and desirable action in social group;

O3. Identifying the level of development of preschoolers' abilities in communication, mediated by stories.

The research has the following assumptions:

General hypothesis:

If the story is set properly to preschool age, in different ways, it can influence changes in the children's level of communication.

From the general hypothesis were derived the following specific hypotheses:

1. If the story is adapted in presentation, in an accessible to children language may influence the reception of the dominant formulas that the story highlighted;

2. If the story is deepened by different teaching methods (drawing, coloring, dramatization), its impact on the child's behavior will be increased;

3. If the story is presented and enhanced as content, it will determine the development of an emotional language relevant in expressive communication.

3.2. The research methods and instruments

Through systematic observation it was ensured the record of the behavioral manifestations of children's natural activity in normal kindergarten educational activities. It was provided qualitative data. Case study, with ascertaining function, provided in-depth analysis of the behavior of each subject, from the point of view of language, behavior, attitudes and emotional development. The pedagogical experiment, with a formative function, enabled verification of the causal hypotheses. The experiment consisted in monitoring the effect of the presentation of the story from different points of teaching methods, focused on language and conduct target group subjects. By introducing various techniques of presenting the tales was targeted the verbal language and emotional development of preschool subjects.

The activity's products analysis method captured data products regarding: children's mental abilities (quality of knowledge, skills, abilities)

the working style (chromatic analysis of the colored drawings), progress in learning (through repeated drawings). In the experimental stage were used as research tools: sheets with drawings for coloring, on which emotions are analyzed in terms of color. To investigate the verbal and emotional language were used: the sheet of language and communication evaluation and rating scale for socio-emotional skills. To analyze the activity products (designs), we used color symbolism and characterization criteria proposed by Max Luscher, who investigated the relationship between color preference and personality structure. The colors were split in: primary colors - blue, green, red and yellow and secondary - purple, brown, black and gray. Each of these colors has three roles: to be, which is to be active stance.

Table no. 1 Chromatic interpretation, after Max Luscher

<i>color</i>	<i>what represents</i>	<i>personality</i>	<i>affectivity</i>
PRIMARY COLOURS			
blue	depth of feelings	passive, sensitive, responsive to relationships	silence, satisfaction, affection
green	the suppleness of will	passive, defensive, tenacious,	assertiveness, self-esteem, perseverance
red	will power	active, competitive, effective	desire, excitability, domination
yellow	spontaneity	active, resourceful, ambitious,	originality, joy of living
SECONDARY COLORS			
black	negation, general conflict	renunciation, surrender,	protest towards the situation
brown	irreparable loss	has no lasting connections	emotional insecurity
purple	exaggerated imagination	need for understanding from others	lack of emotional security, sensitivity

For interpreting the chromatic analysis was used the color representation in which:

- Primary color representation of oneself and the other characters indicate sense of security, belonging, comfort, joy (appreciated by "+");
- Representation of all the characters with secondary colors indicate sadness, insecurity, conflict situations, fear, rejection (appreciated by "-").

Table no 2 Chromatic table used to interpret drawings

red, pink orange	yellow	blue	green	purple	black, grey	brown
Primary Colors				Secondary Colors		
Pleased with himself, goodwill	Cheerfulness Tolerance Ambition	Safety Responsiveness to relations	Resistance Emotional balance	Discomfort Sensitivity	Fear Rejection Conflict	Lack of security
+	+	+	+	-	-	-

The rating scale (Annex no. 1) has 18 items regarding the language and communication abilities of the subject, evaluated on a 5-step scale (1 – acquired, 2 – partial acquired, 3 – pending to acquire with verbal support, 4 -

pending to acquire with concrete support, 5 - not acquired). The 18 items are grouped thematically as follows:

- The ability to perceive verbal message (1 and 2);
- Intelligible verbal communication skills (3-8);
- Conscious and active communication skills (9-12);
- Civilized social communication skills (13-18).

To follow the evolution of language and communication, the rating scales are completed at the beginning of the experiment and at the end, observing the development on groups of items, without assessing or diagnosing the communication's level, so the instrument will be applied for ascertaining. The rating scale of the socio-emotional skills (Annex no.2) is composed of 20 items that describe children's socio-emotional behaviors. The rating scale is structured in 5 steps (1 – acquired, 2 – partial acquired, 3 – pending to acquire with verbal support, 4 - pending to acquire with concrete support, 5 - not acquired). It starts from acquired behavior, so frequently used, to the not acquired investigated behaviors. Items are grouped into the following areas:

- Relationships with adults (teachers), adaptation to educational activity - items 1-4;
- Relations with peers, adaptation to peers - items 5-7;
- Independent behaviors- items 8-10;
- Behavioral and emotional control - items 11-20.

Along with the described instruments was used a list of minimum vocabulary that can be induced by the story *The old woman's daughter and the old man's daughter*, by Ion Creangă, the story that stood as the foundation for the experimental stage.

Table no. 3 Inventory of vocabulary induced by the story

No crt	Expression	frequent		sometimes		rare		hardly ever	
		a	b	a	b	a	b	a	b
1	Once upon a time								
2	Beautiful girl								
3	Hardworking girl								
4	Obedient girl								
5	Good girl at heart.								
6	Lazy girl								
7	Grumpy girl								
8	Bad girl at heart								
9	Please help me								
10	I do / he does a good deed								
11	Neatly / nurture								
12	Patient, tolerant								
13	Gentle								
14	Blessing								
15	Shame								
16	Payback								

a – before experimental phase b – after experimental phase

These instruments were applied at the beginning of the experiment and at the end, comparing subjects' evolution after the experimental phase.

3.3. The presentation of the experimental group

The research was conducted in Kindergarten "Pinocchio" from Brețcu Village, Covasna, in the teaching in Romanian language classroom, in May 2011 - April 2012. The experimental group has a number of 15 children, aged from 3 to 7 years, which complies with the characteristics of the community to which belongs. All subjects are part of the community as their parents and grandparents in the area, so being raised in the local traditions. The rural area of residence allows the group to know and understand certain elements of the story, such as fruit trees, fountain, bread baking oven, caring for domestic animals (especially dog), the forest.

3.4. The research results

3.4.1. Preexperimental stage

To follow the evolution of the emotional and verbal language were completed (Table no. 4), at the beginning of the experiment, the rating scales for language and communication and for socio-affective skills. The filling in was based on systematic observation in the first two weeks of September, before preschoolers starts the organized program of teaching, learning and assessment. Following the completion of the two rating scales, we found that the language and communication of 15 subjects had the following characteristics:

Table no 4 The level of language development by age, in the preexperimental stage

Characteristics of the language	Age	Number of children	Development	
			Normal	Disorders
The ability to perceive verbal message	3 years	4	75%	25%
	4 years	3	75%	25%
	5 years	4	100%	0
	6-7 years	4	100%	0
Intelligible verbal communication skills	3 years	4	75%	25%
	4 years	3	66%	33%
	5 years	4	75%	25%
	6-7 years	4	75%	25%
Conscious and active communication capacity	3 years	4	50%	50%
	4 years	3	66%	33%
	5 years	4	75%	25%
	6-7 years	4	75%	25%
Civilized social communication ability	3 years	4	50%	50%
	4 years	3	66%	33%
	5 years	4	75%	25%
	6-7 years	4	75%	25%

Table no. 5 The assessment model of language development in each subject

	LANGUAGE AND COMMUNICATION	developed normally			disorders in development	
		1	2	3	4	5
1	ABILITY TO LISTEN WHAT IS TOLD				X	
2	ABILITY TO UNDERSTAND WHAT IS TOLD			X		
3	ABILITY TO SPEAK CORRECT, COHERENT			X		
4	ABILITY TO SPEAK WITH SOMEONE				X	

The assessment algorithm showed that normal development of language (*Tabel no. 5*), according to age particularities, is present in almost all subjects. The percentage indicates that only one subject on each age level encounters some problems in development. The only area where they met lower percent, at age of 3 years, was civilized communication and usage of specific formulas and welcome address.

This level of language development and communication indicates that subjects fall within the age characteristics, indicating a willingness of subjects to develop under the educational influence. For the general

assessment of the socio-emotional skills it was used a specific rating scale, but the same way of evaluation.

Analyzing the data presented in Table no. 6, it can be appreciated that the relationships with adults are normally developed for preschool and the relationships with peers are closer to normality, given that for subjects of 3 - 4 years adaptation to group is only in the debut stage, especially because for some of them it is just the beginning of formal education. As regards the independent behavior, it is highlighted a lower percentage at ages 3-4 years, indicating opposing behavior, as they were described by H. Wallon, making the group of subjects to fit, however, in -a level of normality.

Table no 6 The level of socio-emotional skills development in preexperimental phase

Socio-affective Skill Level	Age	Children No.	Development	
			normal	disorders
Relationships with adults, adaptation to the educational activity	3 years	4	50%	50%
	4 years	3	100%	0
	5 years	4	100%	0
	6-7 years	4	100%	0
Relationships with colleagues, adapting to peer group	3 years	4	50%	50%
	4 years	3	66%	33%
	5 years	4	100%	0
	6-7 years	4	100%	0
Independent conduct	3 years	4	25%	75%
	4 years	3	66%	33%
	5 years	4	75%	25%
	6-7 years	4	100%	0

3.4.2. The experimental stage

In the experimental stage, which extended over a period of 6 months, from September 2011 to February 2012, was implemented the story of *The old woman's daughter and the old man's daughter*, by Ion Creangă, using different ways of teaching (Table no.7):

Table no 7 Stages and story presentation methods

Stage	Objective	Teaching methods	Educational means
I. Familiarity with the story	Familiarization with the story content in its logical conduct	Narrative Conversation	Collection of fairy tales Images
II. Awareness of logical sequence of text	Retelling the text based on a suite of image	Storytelling Exercise	Coloring book
III. Story	Expressing emotional	Didactic game	Worksheets

consolidation	impressions by color	Exercise	
IV. Dramatization of the story	Emotional expression by dramatizing the story	Simulation game Conversation	Decorative items

3.4.3. Postexperimental stage

In the post experimental phase subjects development was analyzed in terms of emotional language that precedes and influences verbal language in preschool period. Emotional language is analyzed in terms of color respectively unintentional use of color in the portrayal of the fairy tale. If we analyze the way the illustrated message is received by the subject and his emotional reaction, it can be seen that, the colors of distressed characters, injured dog, well broken down, tree full of caterpillars and broken furnace, were used in general dull, sad colors. Most of the drawings were completed chromatic with: black / gray, brown, red, blue and green. The color representation (Table no 8) for difficult situations indicate that the message of the story came to the understanding of subjects, and thus influencing the emotional state can implicitly determine the way of the verbal expression.

<i>Color</i>	<i>Significance</i>	<i>Interpretation</i>
Black - Grey	Fear, sadness	<i>Subjects empathize with the suffering character, feel the lack of security and show kindness to help and support, and relate to the animal or personified object</i>
Brown	Lack of security	
Red	Goodwill	
Blue	Responsiveness to relations	

Table no 8 The chromatic table

Given the fact that the tale presents the situation in two separate ways for four personified objects, there were compared the level of disadvantage colors, at their rehabilitation; in their case, the colors used are more diversified. Emerge as the dominant red, orange and yellow, blue slips between them, green and brown (Table no 9).

Table no 9 The color representation

<i>Color</i>	<i>Significance</i>	<i>Interpretation</i>
red, pink, orange	Pleased with himself	This chromatic indicates that the subjects are satisfied that objects and respectively the dog were rescued and are in good shape, even more, it rewards the good deed of the man that
yellow	Joy, tolerance	
green	Emotional balance	

blue	Responsiveness to relations	cared for them. Cheerfulness and responsiveness to relationships indicates that they would resort to helping anyone in need, which indicates a high emotional impact.
brown	Lack of security	

Analyzing the color expression at subjects aged 4-5 years it can be observed that 72% of these colors represented properly the emotional state which was transmitted by the drawing. To see if the color expressiveness is presented at the level of the human characters of the tale, namely to see what is the degree of sympathy for some of the characters, there was also analyzed the chromatic.

The analysis was made by chromatic associating the old man, with his daughter, and the old woman with her daughter. By comparing them the two representations were analyzed. For characters considered positive (Daughter of the old man and the old man) the dominant colors are: yellow (joy, ambition), red, pink (benevolence), green (resistance), while for the negative characters (the old woman's daughter and the old woman) the dominant colors are: blue (safety), brown (no security), purple (discomfort, envy). These colors indicate that subjects correctly perceived the tale message, distinguishing positive from negative behaviors, which expresses the awareness of differentiation between good and evil in fairy tale. Regarding the fifth human character from the fairy tale, the Holy Sunday, and her 'babies', represent the test of courage and tolerance to both daughters, the chromatics is different.

The entire chromatic drawing analysis indicates that the emotional message of the tale was acknowledged by subjects, which facilitates the assumption of a specific tale action vocabulary; moreover, it may favor the assumption of a borrowed behavior from positive characters. These findings support and confirm the specific hypothesis 3 that assumes that the tale introduced and strengthened content can cause the development of an emotional language that causes an expressive communication.

Use of language, especially the language induced by the action of the story, was assessed based on items (15, 16, 17) from "The assessment rating scale of language and communication".

Age	No.	Uses frequently and presentation formulas		Uses often formulas request		Uses frequently of gratitude and appreciation	
		Before experiment	After experiment	Before experiment	After experiment	Before experiment	After experiment
3 years	4	25%	75%	50%	50%	25%	75%
4 years	3	33%	67%	67%	100%	33%	100%
5 years	4	75%	100%	50%	75%	75%	100%
6-7 years	4	100%	100%	100%	100%	100%	100%

Table no 10. Changes occurred in free communication, after experiment

From Table no 10 it can be observed that the frequency of greetings, requests and thanksgiving used increase during the experiment. Thereby at the end of the experiment most subjects use these formulas in open communication within the group. These formulas entered in the common vocabulary, mainly with children of 5 and over 5 years old. The fact that 5 year old subjects, only 75% use request formulas and 3 of 4 subjects frequently use these formulas. It can be explained by analyzing individual subjects, as it is related to the individual characteristics of children. These findings support the hypothesis and confirm the specific hypothesis 1 that argues that if the tale is adapted from presentation language accessible to children, it can influence the uptake of dominant formulas that are highlighted by the tale.

Analyzing expression inventories acquired directly from the content of the tale we can appreciate that the highest frequency expressions used were recorded in following successful post: *beautiful girl, obedient girl, a good deed, gentle, shame, payback, help me (please help me)*. The expression "once upon a time" as an initial formula for both tales and stories, was used by most children when initiating a retelling of a story or a fairy tale activity. This indicates that this expression was perceived as belonging to this genre, and was not taken as belonging to everyday life, thus it did not entered in the active vocabulary. All these elements of vocabulary helped greatly the awareness of expressions through role playing. The issues analyzed based on "The assessment grid of language and communication" indicate changes of 1-

2 points for each subject for the items: (9) *exploit* acquired vocabulary in various activities, (11) *memorize* texts, poems, riddles, roles, (12) *reproduce in a expressive manner* texts, poems, riddles, roles.

Table no 11. Changes occurred in language and communication after experiment

items	3 years	3 years	3 years	3 years	4 years	4 years	4 years	5 years	5 years	5 years	5 years	6-7 years	6-7 years	6-7 years	6-7 years
(9)	+1	+1	+1	0	+1	+1	+1	+1	+1	+1	+1	+1	0	+1	+1
(11)	+1	0	+2	+1	+1	+1	+1	+1	+1	+1	+1	0	+1	+1	+1
(12)	+1	+1	+1	+1	+2	+1	0	+1	0	+1	+2	0	0	+1	0

As can be seen in Table no 11, there were found changes to all three items in a positive direction in almost all subjects, thus, in terms of vocabulary valorisation 86.6% have made progress, in memorizing poems and roles progress the progress was at a rate of 86.6% and expressive reproduction progress was recorded only at 66.6% for preschool children. Following these observations, revealed by assessment tools, it can be appreciated that the subjects' vocabulary has a positive evolution. As was pointed out the fact that the development of language and vocabulary is consistent with the stages stressed out by the scientific literature, by highlighting the stories formative effect on children's language in the preschool period, there were conducted four case studies, the selected subjects were aged between 4-6 years and different genders, the tiebreaker criteria being the development of emotional behavior. Detailed presentation of the evolution of the four subjects will be carried out in the next issue.

4. Conclusions

Kindergarten brings the child in a position to communicate about various topics, while family communication is restricted to residence environment and parental concerns. Also in kindergarten the child has the advantage of obtaining explanations or intuitive support for many vocabulary acquisitions, while in the family he can assimilate words and phrases heard only from parents.

This point was included in the work developed by Miron Oana, which emphasizes the importance of the content analysis of stories and valuing them for a longer period of time, showing that for vocabulary and language of children not the amount of information is important, but the awareness of linguistic expressions. Another issue highlighted is that of adapting the language used in stories at the level of understanding and preschool age. As a first condition in the development, activation and plasticizing vocabulary is the quality of the chosen narrative text. Given the fact that the group participating in the experiment brings together children from 3 up to 7 years old, the way of adaptation of language used in stories was capitalized for it to be equally understood by all children. By adapting the language, there was

obtained the increase of active vocabulary words, measured by minimum vocabulary inventory, which indicates that a minimum of seven expressions (44%) were completely assimilated by all children, regardless of their age. The number of expressions increased as the age of the children was higher.

Emotional self-control, behavioral self-control, relational capabilities within the group of children are personality traits that begin to form at this age level, preschool age, and the present study showed what changes occur in a certain period of time. All these behaviors outline the individual way of manifestation of each child. Because cognitive development in children is very closely related to language development, pre-school teachers should constantly show concern for the communication capabilities of each child participating in this level of education. Increased attention to language development implicitly leads to the development of thinking and their operations, thus preparing school entrance.

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ANNEX NO 1

Assessment Grid for language and communication

LEGEND:

1	- ACQUIRED
2	- ACQUIRED PARTIALLY
3	- UNDERGOING ACQUISITION WITH VERBAL SUPPORT
4	- UNDERGOING ACQUISITION WITH CONCRET SUPPORT

5	- NOT ACQUIRED
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	LANGUAGE AND COMMUNICATION	1	2	3	4	5
1	ability to listen what is told					
2	ability to understand what is told					
3	ability to speak correct, coherent					
4	ability to speak with someone					
5	storytelling ability					
6	ability to explain					
7	ability to respond briefly					
8	ability to express in sentences					
9	harness acquired vocabulary in miscellaneous activities					
10	identifies language elements: sounds, syllables, words					
11	memorizes texts, poems, riddles, roles					
12	reproduces expressively texts, poems, riddles, roles					
13	capacity to express their opinions					
14	expressed interest for books					
15	uses frequently greeting and presentation formulas *					
16	uses frequently formulas of request **					
17	uses frequently formulas of thanksgiving and appreciation ***					
18	the ability to use and interpret means of non-verbal communication: gestures, attitudes, drawing					

* *hello, goodbye, etc.*

** *pretty please give me, please tell me, please help me*

*** *thank you ... nice, I like ... I do not like ... it's fair to ... etc.*

ANNEX NO 2

SOCIO-AFFECTIVE SKILLS ASSESSMENT GRID

LEGEND:

1	- ACQUIRED
2	- ACQUIRED PARTIALLY
3	- UNDERGOING ACQUISITION WITH VERBAL SUPPORT
4	- UNDERGOING ACQUISITION WITH CONCRET SUPPORT
5	- NOT ACQUIRED

SOCIO-AFFECTIVE SKILLS		1	2	3	4	5
1	EXPRESSES WITH EASE IN THE PRESENCE OF ADULTS					
2	TO RELY ON ADULTS					
3	ABLE TO REQUEST FOR OTHERS HELP					
4	ABLE TO COLLABORATE WITH ADULTS					
5	ENGAGES IN GROUP ACTIVITIES					
6	GOOD RELATIONSHIPS WITH OTHER CHILDREN					
7	PARTICIPATED IN ACTIVITIES INITIATED BY CHILDREN					
8	CAPABLE TO CHOOSE A FAVORITE ACTIVITY					
9	ABLE TO CARE FOR HIMSELF AND HIS OWN OBJECTS					
10	ABLE TO DRESS HIMSELF, TO HANDLE WRITING INSTRUMENTS					
11	ABLE TO MANIFEST EMOTIONS SPONTANEOUSLY					
12	ABLE TO EXPRESS FEELINGS VERBALLY					
13	CONFIDENT IN HIS OWN WORK					
14	ACCEPTS RESPONSIBILITY					
15	PREFERES TO BE A LEADER					
16	PREFERES TO BE LED					
17	CAPABLE TO CONTROL IMPULSES, REACTIONS					
18	CAPABLE TO WAIT HIS TURN					
19	ABLE TO SETTLE DISAGREEMENTS WITH COLLEAGUES					
20	EXPRESS CIVILIZED CONDUCT AND COMMUNICATION					