

Collaborative Storytelling: A Study of Instructor Strategies for Bilingual Children's Self-Narrative Composition

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ABSTRACT: The purpose of this study is to analyze instructor strategies for constructing Korean picture books dealing with self-narratives. The 15 bilingual children in the case study had either Russian or English as their first language and had very low oral proficiency in Korean, having lived in Korea for an average of less than 3 years. Therefore, it was difficult for children to compose their picture book independently. In this study, strategies for self-narrative construction were devised and applied, addressing linguistic, content, cultural and identity aspects over the course of 10 weeks of lessons. The result of the study showed that children with low oral proficiency were able to construct their own narrative through teacher's collaborative strategies. In interviews, both children and parents expressed high levels of satisfaction with the picture books.

KEYWORDS: collaborative storytelling, bilingual children, Korean picture books, educational strategies