

Allegato n° 2

“ STORYTELLING AND ITS POTENTIALITIES ”

Storytelling. Approaches to incorporating story-telling into the State School Syllabus

Length of course: 3 hours

Seminar outline:

The aim of this seminar is to encourage teachers to incorporate the practice of story-telling in language teaching by exploring the potentialities of this approach.

- 1) Brief introduction to the topic. Mention the following points:
 - Narrative events, stories
 - Stories are told for different purposes: moral, didactic, entertain, maintenance and regeneration of culture, rhetorical function, allow intellectual, emotional, moral development of personality
 - Stories are an important language – learning resource. They offer the essential conditions for language learning: exposure-use-motivation
 - Stories can be used to teach grammar, vocabulary, pronunciation, the four macro- skills and all kinds of discussion about content
 - Stories help children to understand their world and to share it with others
 - Telling or reading aloud? Both have their strong points
 - Student retelling. Why and How.
- 2) In small groups or in pairs the teachers are asked to brainstorm the term STORY using WORKSHEET A . Feedback/ exchange of ideas.

WORKSHEET “A”

1. The classics of literature
 2. Bedtime tales
 3. Action films
 4. Accident reports
 5. Medical history
 6. Explanations
 7. Narrative jokes
 8. Anecdotes
 9. Troubles-Talk
 10. The gossip
 11. The idle social chat
- 3) In small groups or in pairs the teachers are asked to provide examples of the different kinds of stories used for different purposes, using WORKSHEET “B”
Feedback/Exchange of ideas.

WORKSHEET “B”

1. Moral (Aesop’s fables-Jesus parables)
2. Didactic (Stories revolving around historical personalities or historical turning points)

3. Entertain (Myth of ancient Greece and Rome, the stories that underpin the great operas)
 4. Maintenance and regeneration of culture
 5. Rhetorical function (Newspaper articles, book writers, public speakers)
 6. Intellectual, emotional, moral development of personality
- 4) In small groups or in pairs the teachers are asked to brainstorm: exposure-use-motivation. Feedback \ Exchange of ideas
 - 5) Tools such as shadowing, summarizing, student retelling, action logging and newslettering increase student comprehension, negotiation of meaning and feeling of community. How would you use them in your classroom? Feedback/ Exchange of ideas
 - 6) In small groups or in pairs the students are asked to discuss using worksheet "C" Feedback/ Exchange of ideas

WORKSHEET "C"

A) Why retelling?

1. It is repetition with a purpose
2. It demands a sustained oral flow of coherent language
3. It allows for personal adaptation and response to audience and context
4. It is a natural activity for even very young children
5. It gives children confidence in their ability to tell stories
6. It acts as a bridge between responding to stories and creating their own

B) How to prompt retelling with young learners

1. With questions: who, where, when, what, why
2. Higher-proficiency children can invent 10 questions with the teacher which will lead to answers which retell the story
3. The teacher might retell the story in its barest form and ask the children to add whatever they can remember. The children can ask questions to get more detail and expand the story beyond the original.
4. The children are asked to supply only limited bits of information, maybe their favourite part
5. the teacher can use a sequence of pictures, a sequence of key phrases, a sequence of key words, mime.
6. the children can draw a picture of one part of a story they like and write a sentence or two
7. The children may write the story and illustrate it in book form, prepare / write a dramatic version for audio or video recording, for puppet, mask or shadow play
8. Ask the children to tell the story from the point of view of one of the protagonist or antagonist. A child could pretend to be an object in the story and retell the story from its point of view.

Bibliography:

- Ruth Wajnryb, *Stories. Narrative activities in the language classroom*, Cambridge, 2003
 Vanessa Reilly & Sheila M. Ward, *Very Young Learners*, Oxford, 1997
 Andrew Wright, *Creating Stories with Children*, Oxford, 1997
 Andrew Wright, *Storytelling with Children*, Oxford, 2000