

Storytelling in the Classroom

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ENGLISH 
LANGUAGE 
PROGRAMS 

Today's Goals

- Explore the use of storytelling in the language classroom
- Discuss the role of storytelling in
 - *The learner-centered classroom*
 - *Intercultural communication*

Let's Begin With a Story

Visualize & Imagine

- Scenes from the story
- Sounds
- Feelings
- Draw three images of what you see.
- Share with your neighbor
- Now, retell the story with your images

Some benefits in the classroom

- Encourages speaking and listening fluency
- Student interaction
- Confidence building
- Increased motivation
- Compensation strategies (circumlocution)
- Natural exposure to language in context

Making Stories Interactive

From “Making Stories and Storytelling Interactive” by Alison Smith

Interactive Activities

- ▣ Predict
- ▣ Pause and Predict
- ▣ Sound Effects
- ▣ Questions
- ▣ Story S
- ▣ Story Freeze Frame

From “Making Stories and Storytelling Interactive” by Alison Smith

Predict what will happen based
on the title of the story,
“Joha and His Donkey”

Using words from the story,
predict what will happen

- Market
- Villagers
- Son
- Donkey
- Weight
- Angry



Looking at a picture from the story, predict what will happen.

Given the first and last sentence,
predict...

- One day, Joha was riding his donkey to market.
- It's impossible to please everyone all the time, so it was best if each person decides how to live his or her own life.

Pause and Predict - 1

One day, Joha was riding his donkey to market. Joha's son walked beside the donkey, holding the reins and talking with his father.

When they passed a group of villagers, the people criticized Joha. They asked, "How can you be so heartless, Joha? How can you ride upon the donkey while your son is forced to walk beside you?"

What happened next?

Pause and Predict - 2

When Joha heard this, he climbed down and lifted his son up onto the donkey's back.

They continued on their journey, Joha walking beside the donkey, holding the reins as they made their way towards the market.

What happened next?

Chose the most important words

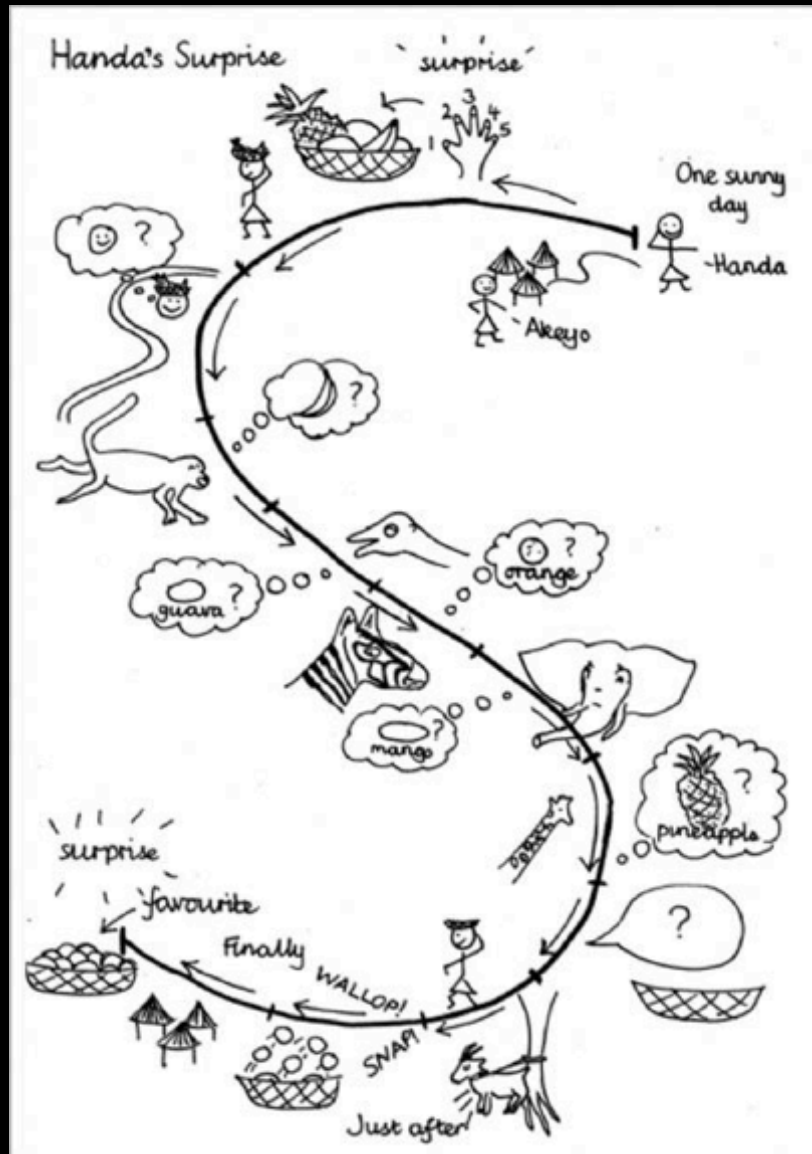
Encourage interaction by having students make sound effects

- Donkey walking
- Villagers scoffing
- Neighbors laughing

Sound Effects & Questions

Walking down the road, Joha, his son, and the donkey passed a group of women gathered around a well.

When the women saw Joha they were shocked. They asked him, 'How is it that an old man walks while his young son rides the donkey? Surely this is not right!'



Draw
along and
predict
with
“Story S”



Draw along and predict with “Story S”



It's impossible to please everyone all the time, so it was best if each person decides how to live his or her own life.

Enhancing understanding

- Tell and retell story using pictures, prompts, real objects, etc
- Give a purpose for listening to the story and a task to do while listening
- Revise existing vocabulary
- Pre-teach new vocabulary
- Relate story themes to learners' lives
- Elicit students' reactions and opinions

Enhancing understanding

- Prediction before, during, and after the story
- Encourage students to act out and discuss stories
- Get students to join in the repeated phrases in the story
- **How could this be extended?**

Extension Activities

- Letter to Joha
- Story reviews
- Summary/Retelling
- Write a poem/song about story
- Change the climax
- ???



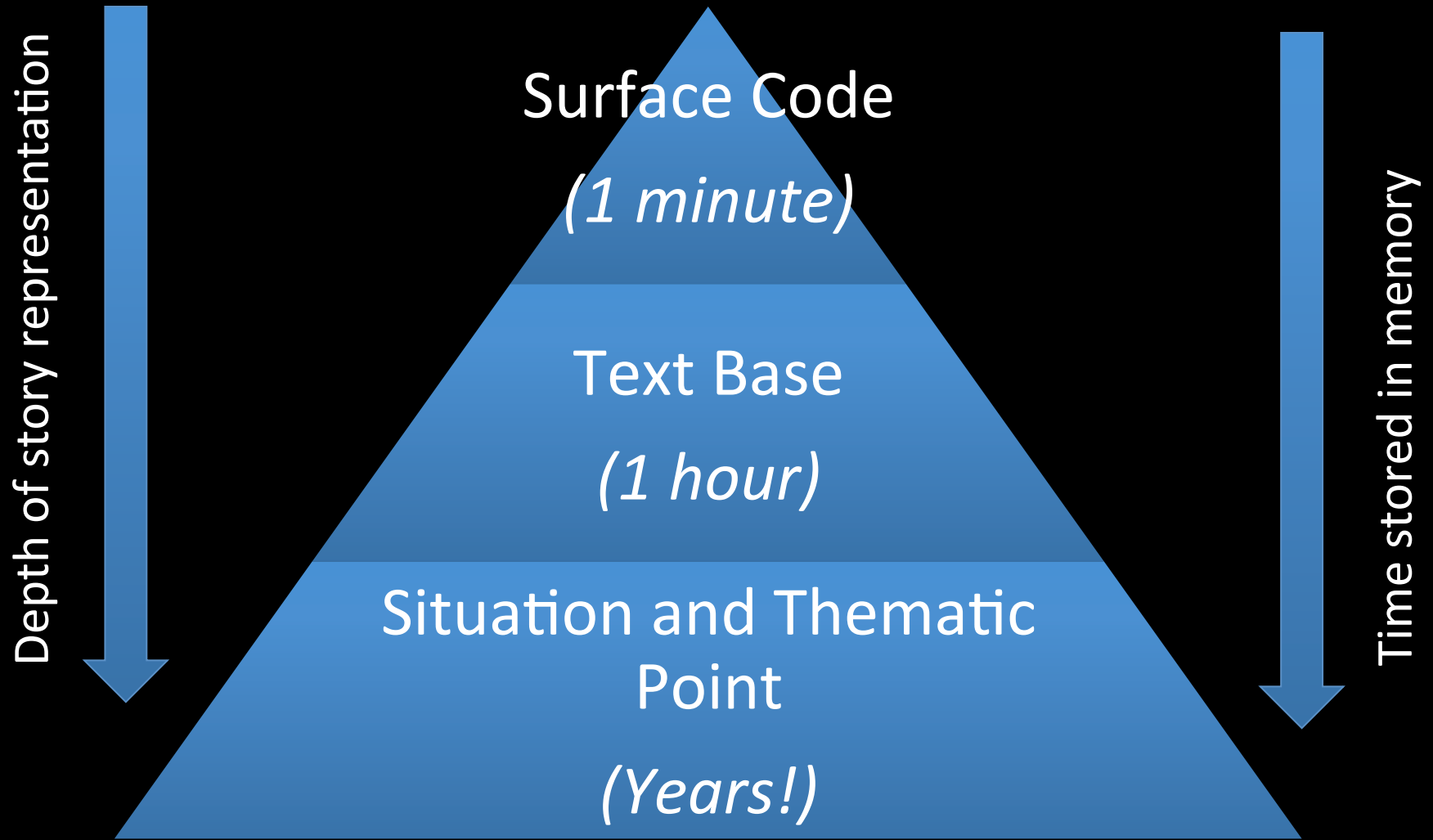
“Joha and His Donkey”

On www.worldstories.org.uk



Will students remember stories?

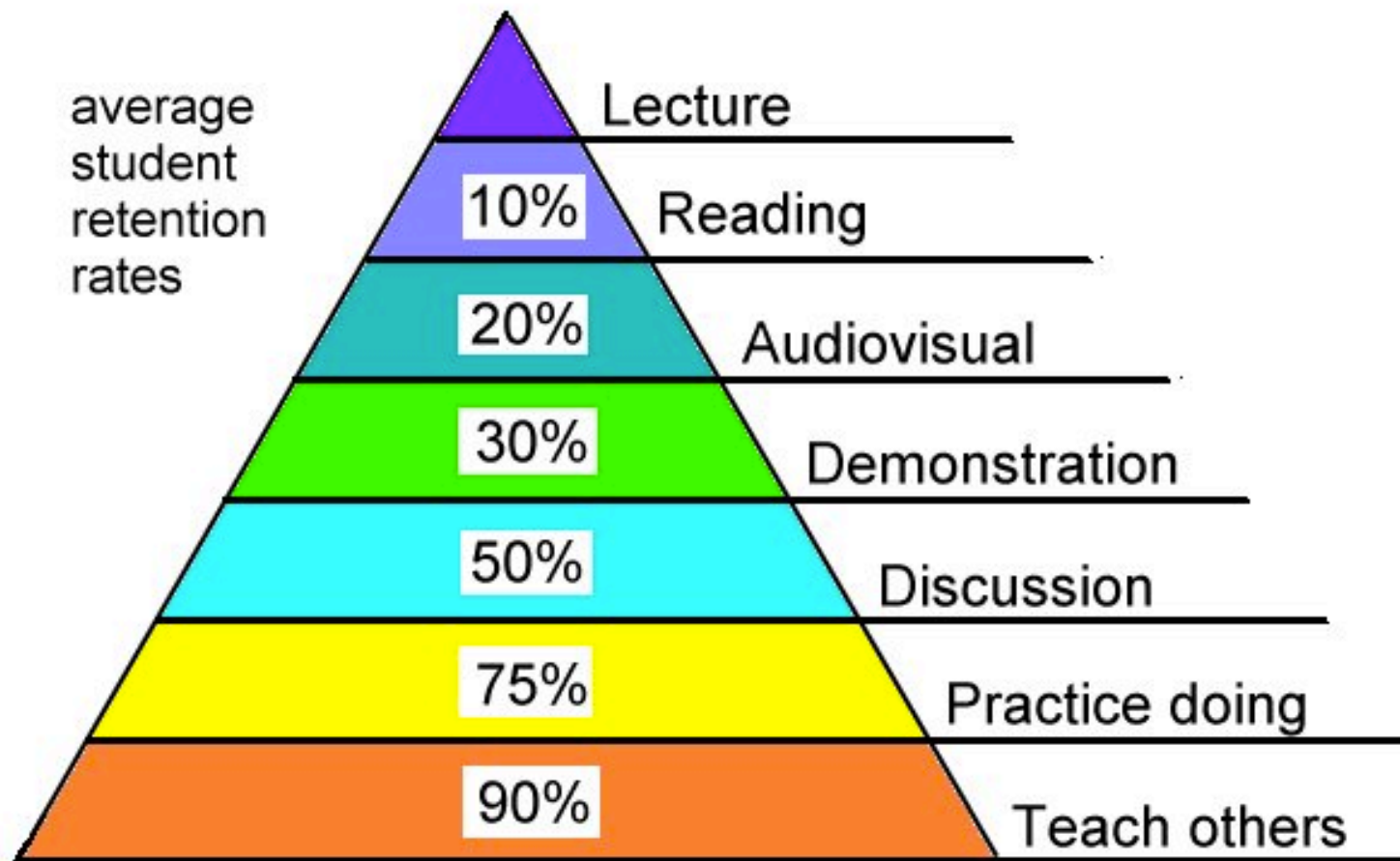
Graesser's (2002) Theory of Storytelling



“If history were taught in the form of stories, it would never be forgotten.”

Rudyard Kipling

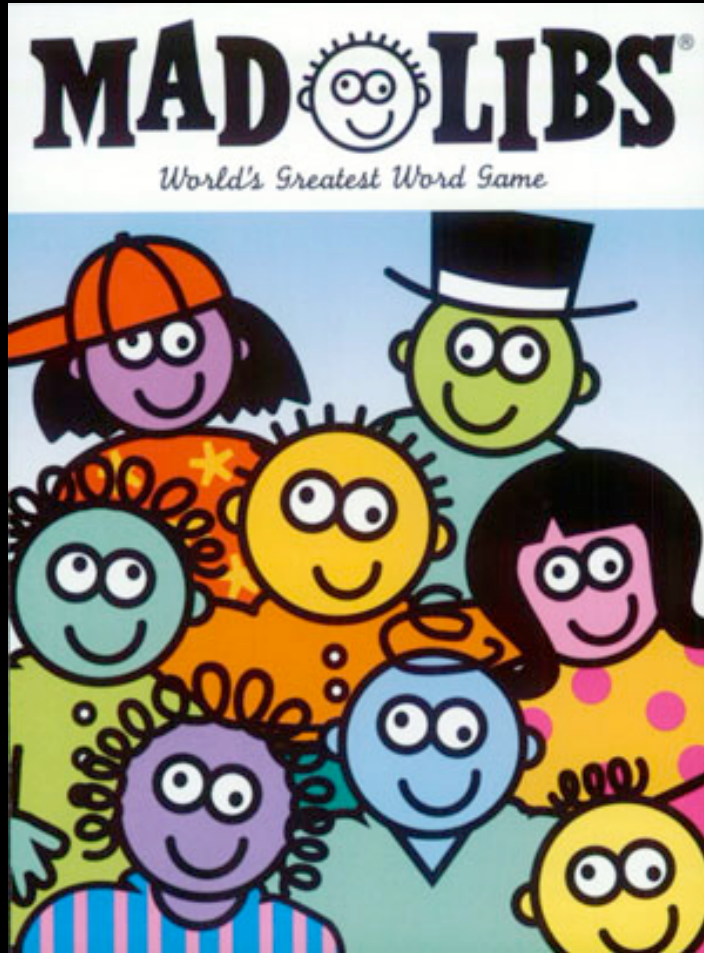
Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Let's Create a Story!

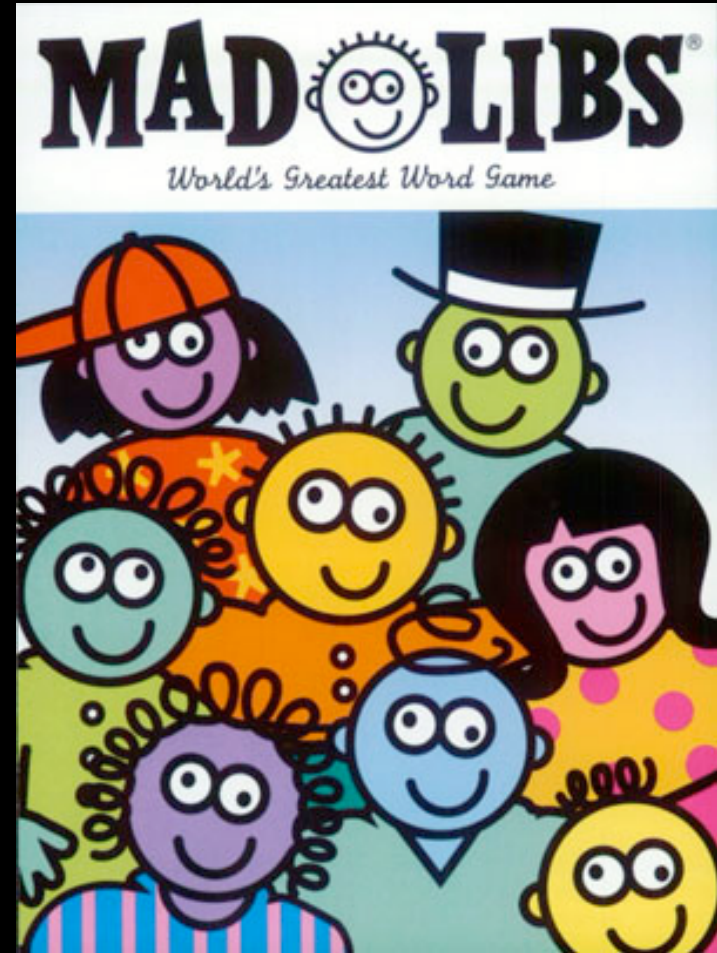
Madlibs



- A popular phrasal template word game
- Started in 1953
- One player asks another for a list of words
- The other player uses the words to complete a story

With a partner, name a...

- Place
- Season
- Feeling/Emotion
- A valuable object
- An Action
- Another feeling/emotion



Complete the story with your words

I was walking in __ (place) ____.

It was ____ (season) ____.

I was feeling ____ (emotion) _.

I saw something in the __ (place) ____.

It was a ____ (valuable object) ____.

So, I __ (action) ____.

I felt __ (second emotion) ____.

What happened next?

Share your story

Got time for another story?

Imitate these Animals

Rabbits

Fox

Monkey

Elephant

Lion

Plop

One day, a group of rabbits heard a large “PLOP!” and became very scared.

They ran and ran as fast as they could, deeper and deeper into the woods.

They came across a fox who said “where are you going, rabbits, in such a rush?”

David Heathfield

Plop

“Plop is coming!!!”

Fox got frightened and joined the rush.
They ran and ran as fast as they could,
deeper and deeper into the woods.

They came across some monkeys who said
“where are you going in such a rush?”

David Heathfield

Plop

“Plop is coming!!!”

The monkeys got frightened and joined the rush.
They ran and ran as fast as they could,
deeper and deeper into the woods.

They came across an elephant who said “where
are you going in such a rush?”

David Heathfield

Plop

“Plop is coming!!!”

The elephant got frightened and joined the rush.
They ran and ran as fast as they could,
deeper and deeper into the woods.

They came across a lion who said “where are
you going in such a rush?”

David Heathfield

Plop

“Plop is coming!!!”

“I have powerful claws and sharp teeth, I am the strongest of all animals. I am not afraid.

"Who is this plop? And where is he?"

The animals answered....

David Heathfield

What happened?
What was it?

Useful Resources

Story Websites

World Stories

www.worldstories.org.uk



The Moth

<http://themoth.org>



Storytelling Websites

David Heathfield

<https://sites.google.com/site/davidheathfield2/teacher-training>



Folklore & Mythology Electronic Texts

<http://www.pitt.edu/~dash/folktexts.html>

- **Andersen, Hans Christian (1805-1875).**
 1. [Hans Christian Andersen: Fairy Tales and Stories](#). An excellent home page featuring tales, electronic texts of most stories, and links to additional information.
 2. [The H. C. Andersen Home Page](#). Links to Andersen's works in Danish. This site
 3. [H. C. Andersen-Centret](#), a treasure trove of information (in Danish and in English)
- **Androcles and the Lion.** Tales of type 156, in which a man pulls a thorn from a lion's paw.
 1. Androcles (Aesop).
 2. The Slave and the Lion (Aesop).
 3. Androcles and the Lion (Joseph Jacobs).
 4. The Lion and the Saint [Saint Jerome] (Andrew Lang).
 5. Of the Remembrance of Benefits (*Gesta Romanorum*).
 6. The Lion and the Thorn (Ambrose Bierce).
- **Animal Brides.** Folktales of type 402.
 1. Chonguita the Monkey Wife (Philippines).
 2. The Dog Bride (India).
 3. The Cat Who Became a Queen (India).
 4. The Mouse Maiden (Sri Lanka).
 5. The Frog's Skin (Georgia).
 6. The Tsarevna Frog (Russia).
 7. The Frog (Austria/Italy).
 8. The Frog's Bridegroom (Germany).
 9. Doll i' the Grass (Norway).
 10. The She-Wolf (Croatia).
 11. Links to additional tales of type 402.
- **Animal Brides and Animal Bridegrooms: Tales Told by North American Indians.**
 1. The Bear Who Married a Woman (Tsimshian).
 2. The Girl Who Married the Crow (Thompson [Ntlakyapamuk]).
 3. The Woman Who Became a Horse (Thompson [Ntlakyapamuk]).
 4. The Woman Who Became a Horse (Skidi Pawnee).
 5. The Bear Woman (Okanagon).
 6. The Fish Man (Salish).
 7. The Man Who Married a Bear (Nez Percé).
 8. Of the Woman Who Loved a Serpent Who Lived in a Lake (Passamaquoddy).

Some Digital Storytelling Resources



Digital Stories: A 21st-Century
Communication Tool for the English
Language Classroom

English Teaching Forum

<http://americanenglish.state.gov>

Digital Stories at UMBC

University of Maryland, Baltimore County

<http://www.umbc.edu/digitalstories>

