Apprendere e insegnare l'inglese come lingua straniera alla scuola primaria

WEBINAR 3:

LO STORYTELLING

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l'umanesimo che innova

DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, DEI BENI CULTURALI E DEL TURISMO

Temi e calendario

- Webinar 1 – 10/02/23 – E. Cognigni
  Acquisire una lingua straniera nella classe plurilingue: premesse teoriche e ricadute sull'insegnamento.
- Webinar 2 – 13/02/23 – S. Castagnoli
  Metodologie per l'insegnamento dell'inglese nei primi anni della scuola primaria
  - glottodidattica ludica
  - TPR - Total Physical Response
- Webinar 3 – 16/02/23 – S. Castagnoli
  Lo storytelling

  Laboratorio 1

- Webinar 4 – 09/03/23 – E. Cognigni

  Insegnare l'inglese in una prospettiva plurilingue

  ➡ Laboratorio 2

- Webinar 5 – 30/03/23 – S. Castagnoli

  Metodologie per l'insegnamento dell'inglese negli ultimi anni della scuola primaria

- Webinar 6 – 06/04/23 – S. Castagnoli

  Uno sguardo al CLIL

  ➡ Laboratorio 3

Lab1

- gruppo 1: **21 febbraio** ore 17-19
- gruppo 2: **22 febbraio** ore 17-19
- gruppo 3: **23 febbraio** ore 17-19
- gruppo 4: **24 febbraio** ore 17-19

stanza 1 (tutor: A. Steta):
https://eu.bbcollab.com/guest/2cc74e6e6c2546db8b2b7e50aac96bce

- gruppo 5: **22 febbraio** ore 17-19
- gruppo 6: **23 febbraio** ore 17-19
- gruppo 7: **1 marzo** ore 17-19
- gruppo 8: **2 marzo** ore 17-19

stanza 2 (tutor: A. Calcabrini):
https://eu.bbcollab.com/guest/c1f33cc9261d40d9ab4e45fc3ced8846

Lab2

- gruppo 1: **13 marzo** ore 17-19
- gruppo 2: **14 marzo** ore 17-19
- gruppo 3: **15 marzo** ore 17-19
- gruppo 4: **16 marzo** ore 17-19
- gruppo 5: **20 marzo** ore 17-19
- gruppo 6: **21 marzo** ore 17-19
- gruppo 7: **22 marzo** ore 17-19
- gruppo 8: **23 marzo** ore 17-19

stanza 1:
https://eu.bbcollab.com/guest/2cc74e6e6c2546db8b2b7e50aac96bce

Lab3

- gruppo 1: **13 aprile** ore 17-19
- gruppo 2: **14 aprile** ore 17-19
- gruppo 3: **17 aprile** ore 17-19
- gruppo 4: **19 aprile** ore 17-19

stanza 1 (tutor: O. Ercoli):
https://eu.bbcollab.com/guest/2cc74e6e6c2546db8b2b7e50aac96bce

- gruppo 5: **12 aprile** ore 17-19
- gruppo 6: **13 aprile** ore 17-19
- gruppo 7: **14 aprile** ore 17-19
- gruppo 8: **17 aprile** ore 17-19

stanza 2 (tutor: C. Mengascini):
https://eu.bbcollab.com/guest/c1f33cc9261d40d9ab4e45fc3ced8846

ATTENZIONE!
NUOVI ORARI

Indicazioni nazionali (2012)

- Nell'apprendimento delle **lingue la motivazione nasce dalla naturale attitudine degli alunni a comunicare, socializzare, interagire e dalla loro naturale propensione a "fare con la lingua"**.
- L'insegnante avrà cura di **alternare diverse strategie e attività**: ad esempio proposte di **canzoni, filastrocche, giochi con i compagni, giochi di ruolo**, consegne che richiedono **risposte corporee a indicazioni verbali in lingua**.
- Introdurrà gradualmente delle **attività che possono contribuire ad aumentare la motivazione, quali ad esempio l'analisi di materiali autentici (immagini, oggetti, testi, ecc.), l'ascolto di storie e tradizioni di altri paesi, l'interazione in forma di corrispondenza** con coetanei stranieri, **la partecipazione a progetti** con scuole di altri paesi. L'uso di **tecnologie informatiche** consentirà di ampliare spazi, tempi e modalità di contatto e interazione sociale tra individui, comunità scolastiche e territoriali. (…) **Si potranno inoltre creare situazioni in cui la lingua straniera sia utilizzata, in luogo della lingua di scolarizzazione, per promuovere e veicolare apprendimenti collegati ad ambiti disciplinari diversi [CLIL]**.
- **Alle attività didattiche finalizzate a far acquisire all'alunno la capacità di usare la lingua, il docente affiancherà gradualmente attività di riflessione** per far riconoscere sia le convenzioni in uso in una determinata comunità linguistica, sia somiglianze e diversità tra lingue e culture diverse, in modo da sviluppare nell'alunno una consapevolezza plurilingue e una sensibilità interculturale.

Storytelling

- Una forma quasi **teatrale** di lettura o di narrazione, basata su un ampio **coinvolgimento** dello spettatore.
- **Ascoltare storie è una situazione comunicativa autentica per il bambino**, che il bambino riconosce come familiare, e normalmente percepita come situazione piacevole e rilassante
  - Motivazione + aspetti emotivi e affettivi
  - *Rule of Forgetting* (Krashen, 1983): la lingua viene acquisita in modo inconsapevole



On the importance of reading aloud

Reading a book to children – motivation and practical tips: https://www.youtube.com/watch?v=YM4PyyAo8eE

- improves attention span, helps them focus
- stimulates curiosity
- talk about something not ordinary
- promotes literacy in general
- builds a bond

Stories for language teaching

- "The **power** exerted by stories in the mother tongue has a similar potency in foreign language learning. They have a **universal, archetypal appeal**. Stories are comfortingly **familiar**; there is a 'grammar' of stories which can be followed by children even if they do not understand every word."
  - Motivation: Stories help children **enjoy** learning English
  - Language familiarisation: stories help children **acquire intonation and pronunciation** by listening; introduce them to L2 items and constructions without having to use them productively

foreword to A. Wright 1995, *Storytelling with children*

Stories for language teaching

- "The **power** exerted by stories in the mother tongue has a similar potency in foreign language learning. They have a **universal, archetypal appeal**. Stories are comfortingly **familiar**; there is a 'grammar' of stories which can be followed by children even if they do not understand every word."
  - Stories **introduce language in context** – they offer children a world of supported meaning that they can relate to
  - Stories can be told with **pictures** and **gestures** to help children understand
  - Learners develop a **positive attitude to not understanding everything**, and build up the **skills of searching for meaning, predicting and guessing**, which **enhances their listening and reading fluency**

foreword to A. Wright 1995, *Storytelling with children*

Stories for language teaching

- "[Stories] allow for the **natural and enjoyable repetition of words and phrases**. At the same time they offer opportunities for **inventive variations** through **relating the stories to the learners' own lives** and imaginations. (…) And they offer multiple possibilities for **spin-off activities** involving visual, tactile, and dramatic elements."
  - Help children **revise** language they are familiar with
  - Can lead on to lots of activities
  - Stimulus for L2 production

foreword to A. Wright 1995, *Storytelling with children*

The educational value of stories

Stories :

- help children develop their thinking skills and powers of awareness, analysis and expression
- help children understand their world, and relate new things to what they know already
- help children to look at real life from different viewpoints and imagine what it feels like to be someone else
- can introduce the child to other cultures and attitudes
- can link to other subjects the child is learning about in school
- let children share their experiences with the group - everyone listens and feels sad or happy







Reading a story?

Telling a story?

Telling

Good points

1 The children feel that you are giving them something very personal. The story is yours; it is not coming out of a book.

2 Children, these days, are rarely used to the experience of hearing someone tell a story and it can have a powerful effect on them.

3 It is often easier to understand a story being told than one which is read aloud:
- it is natural to repeat oneself when speaking;
- you can see the children's faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns more readily;
- you can make use of your body more effectively to heighten meaning;
- you can use the language you know the children know.

Not so good points

1 You must learn the story well enough to tell it without the book (see the tips on page 15).

2 You might make some mistakes in your English.

Reading aloud

Good points

1 You don't have to learn the story.

2 You don't have to worry about making mistakes in English.

3 If you read the story then the children will always hear exactly the same text and this will help them to predict what is to come.

4 It demonstrates that books are a source of interesting ideas and so encourages reading.

5 The children can, perhaps, borrow the book afterwards.

6 Pictures in the book help the children's understanding.

Not so good points

1 You must be careful not to read too quickly because written texts are usually very precise, economical, and unrepetitive, and that makes listening to them rather difficult.

2 It is easy to 'bury yourself' in a book and forget the listeners!

Telling a story

- speak spontaneously
- use natural intonation to make the story seem real
- look at the children and see if they understand
- use your face and body to make gestures
- practise first and have some support, e.g. notes on cards
- don't worry if you make mistakes (children are unlikely to notice).

Reading a story

- repeat words if you have to
- rephrase in a natural way if the children don't understand
- stop and talk to the children about what is happening
- stop and show pictures, and talk about them
- stop sometimes and talk to individual children about an aspect of the story.

Getting ready for telling stories…

- Learning stories - **internalising** a ten-minute flow of English – is one of the best ways to improve your own English.
- Focus on learning the **gist** of the story, rather than every detail of it. You can also write down the main points.
- Once you are confident that you can remember the basic story, you can concentrate on adding and expressing what you feel about the story.
- The more often you **practice** telling the story, the more you will feel 'at home' with it. Do not expect to tell it brilliantly the first time.

Getting ready for reading stories…

- Practice **reading the story aloud** several times before you use it in class.
- Record yourself, then play it back, and listen to it.
- Prepare
  - the questions you are going to ask the children about the pictures and about the story
  - how to rephrase phrases in the story
  - the comments you could make about the pictures

Before telling or reading a story…

- Half the success of a story depends on what you do before you begin! The children must be in the **right 'frame of mind' for a story**.
- Try to get the children much **nearer** to you. It is important for them to see you and the book (if you are using one) + This changes the relationship between you and them and each other: they know they are going to **share** something.
- If possible, change the **seating** before the story is told. Younger children can be asked to sit on the floor around your feet.
- Bring in pictures and objects that appear in the story to illustrate new words (e.g. *mystery box*).
- Read title and spend time on book cover

Video - part 2

While telling or reading a story…

- One of the most important aspects to consider while reading/telling stories is your **voice**:
  - Your *tone* (soft, harsh, whispering, singing) and *pitch* (high/low)
  - Different voices for different characters, sounds effects
  - Stressing important words + Repeating
  - Pace and pause
- **Body language**: communicate through face and body. Movements should be simple, a little slower and bigger than you would do in normal conversation.
- Using objects (**pictures**, objects, puppets, etc.)
- Eye contact and **involvement**

Extra tips on reading from a book

- Read the story beforehand and get to know it and how to read it with some sense of drama. Also make sure you can pronounce all the words and know what they mean.

- Don't speak into the book.
- Read slowly and with a more dramatic quality than in normal speech.
- Stop to comment, or to invite comments, quite often.
- Look up and try to make eye contact. Check that the whole group is with you.
- Stop to show the pictures and make sure all the children can see them.
- Have your finger ready to open the next page.
- Don't read for longer than about ten minutes (less for younger children).

How to read with your child: https://www.youtube.com/watch?v=-OG2Q6pPQYw

Choosing a story (picture books)

- **Song stories** – the illustrations support a song.
- **Chant / pattern stories** – there are repeated patterns throughout the book, usually without a complex narrative. Examples: Brown Bear, Brown Bear, What do you See?, We're going on a bear hunt
- **Narrative stories** – these stories have a more complex narrative, more characters and a clear beginning, middle and end. Famous examples: Elmer, The Very Hungry Caterpillar.

Choosing a story

Choose stories which:

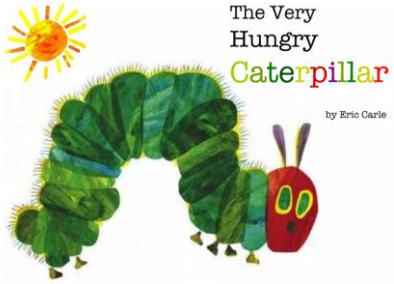
- are appropriate for the children, and they will understand well enough to enjoy (age, previous language knowledge)
  - pre-teach key words and phrases
  - children often accept and like a story in the foreign language they might feel was childish in their own language
  - if language is not properly graded, then adapt it
- will engage the children within the first few lines
- do not have long descriptive passages, and can be divided up into sequences
- help you fulfill your (language) teaching purposes

Figure 1: Storybooks and learning

Cross-curricular links	Brown Bear, Brown Bear...	The Kangaroo from Woolloomooloo	My Cat Likes to Hide in Boxes	Mr McGee	The Very Hungry Caterpillar	Meg's Eggs	The Clever Tortoise	The Elephant and the Bad Baby	Something Else	Funnybones	Princess Smartypants	Jim and the Beanstalk
Maths												
Number and quantity, measuring, multiplication					X	X						X
Making and interpreting graphs or charts					X	X						
Doing surveys or investigations					X							X
Science										X		
Skeletons and bones												
Creatures and their life cycles and habitats	X	X			X	X	X					
Healthy eating, the sense of taste					X							
How plants grow												X
History												
Prehistoric animals						X						
Castles, royalty, coats of arms											X	
Geography								X		X		
The local environment, e.g. shops, parks									X			
Human migration												
Animals around the world	X	X			X		X					
Pollution, the environment	X	X			X							
Using a map or atlas	X	X	X		X		X					
The weather/climate, seasons		X										
Geographical facts about other countries, e.g. flags, landmarks		X	X									

Figure 1: Storybooks and learning

		Brown Bear, Brown Bear...	The Kangaroo from Woodloomoodoo	My Cat Likes to Hide in Boxes	Mr McGee	The Very Hungry Caterpillar	Meg's Eggs	The Clever Tortoise	The Elephant and the Bad Baby	Something Else	Funnybones	Princess Smartypants	Jim and the Beanstalk
	Art and Design												
	Drawing or printing, cooking, making class books, cards, posters, collages, friezes, hats, puppets and models	X	X	X	X	X	X	X	X	X	X	X	X
	Music and Drama												
	Singing songs, rhymes, chants, playing instruments, role play, acting out a play, miming	X	X		X	X	X	X	X	X	X	X	
Learning to learn	Comparing, matching, making associations	X	X	X	X	X	X	X		X		X	X
	Classifying		X	X	X	X					X	X	
	Predicting, guessing, inferring	X	X	X		X	X	X	X	X	X	X	X
	Sequencing	X	X			X		X	X	X	X	X	X
	Hypothesising, problem-solving		X			X			X	X		X	
	Memorising, memory training	X	X	X	X	X	X	X	X	X	X	X	X
	Activating prior knowledge	X	X	X		X	X					X	
	Using dictionaries, researching, using reference books, using the internet	X	X	X	X	X	X	X	X		X	X	X
	Checking, self-assessment				X		X						X
Conceptual reinforcement	Colours	X		X		X		X		X			
	Size, shape, quantity	X				X	X	X	X	X			X
	Time, spatial context			X		X	X						
	Cause and effect, problems and solutions								X			X	
Citizenship/ diversity	Cultural similarities and differences, morality and moral values, helping people, old age, friendship, tolerance, gender or cultural stereotyping	X	X	X	X	X	X	X	X	X	X	X	X
	Conservation of energy, conservation/extinction of animals	X				X	X						



The Very Hungry Caterpillar

Geography – Butterflies of the world: following a colour key to colour butterflies (locating continents)

Science: life cycle of the butterfly (labelling a diagram)

Computing: internet research on butterflies (gap-fill to reconstruct summary of story)

Music – clapping song: 'Monday, Tuesday...' (days of the week) *Counting rhyme*: *Ten Fat Sausages*

Language focus: word creation; copying a poem; singular/plural A or an

Language focus – food vocabulary: flashcard games; classifying food into groups; What is a healthy diet? Writing a food diary

Conceptual reinforcement – thinking about time: completing a chart to record a month in the life of a very hungry caterpillar

Maths – asking about quantity: completing a worksheet to calculate total number of fruits

Learning to learn – reviewing: playing a game to review story (reading and answering questions)

Art and design: making an egg-box caterpillar; making a tissue-paper butterfly (listening to instructions); symmetrical pictures

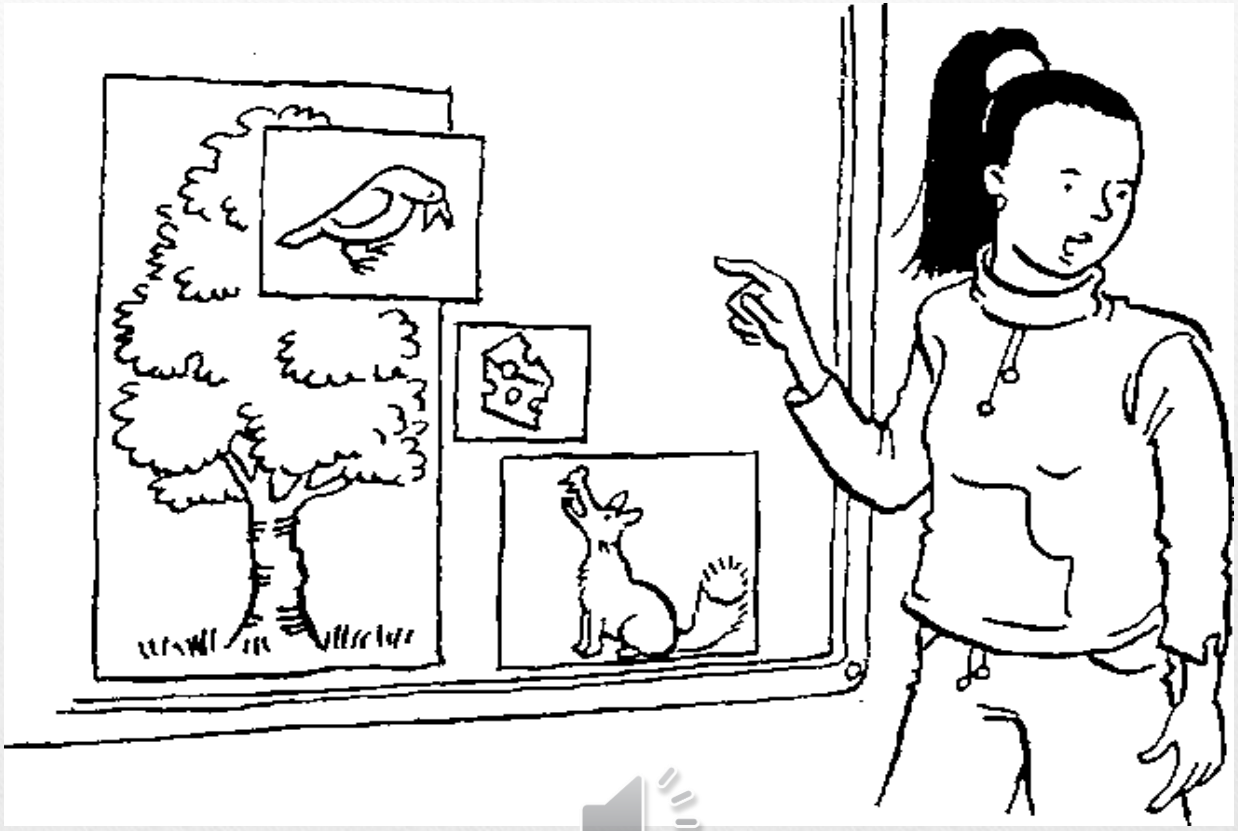
Science and Maths – food: class survey on likes/dislikes; bar graph to collate results

Choosing a story

Choose stories which:

- are appropriate for the children, and they will understand well enough to enjoy (age, previous language knowledge)
  - pre-teach key words and phrases
  - children often accept and like a story in the foreign language they might feel was childish in their own language
  - if language is not properly graded, then adapt it
- will engage the children within the first few lines
- do not have long descriptive passages, and can be divided up into sequences
- help you fulfill your (language) teaching purposes
- **you like, and you feel you can tell well**

Telling a (new) story in English



English for primary teachers, OUP (track 62)

TEACHER: I'm going to tell you a story about two animals. Look. The animals are...

TEACHER AND CHILDREN: A bird and...

TEACHER:... And an elephant.

CHILDREN: [All s*hout*] A fox!

TEACHER: No ... It's an elephant!

CHILDREN: ... a fox!

TEACHER: It's a fox. I'm going to tell you a story about a bird and a fox.

A fox saw a bird eating some cheese. And the fox said "Hey you, give me your cheese. I like cheese and I'm really hungry."

The bird said "No, you can't have my cheese."

And the fox said "Can you fly, bird?"

And the bird said "Yes I can fly."

"So fly down here to me and give me your cheese."

And the bird said "Look, I can fly but you can't have my cheese."

And the fox said "Can you sing, bird?"

And the bird said, "Yes, I can sing. Listen to my song"

And the bird... and says "Oh no, my cheese!"

And the fox said, "Ha, ha, ha... Now I've got your cheese. It's my favourite... Mmmm."

Original text

Each time Elmer smiled and said: "Good morning." After a long walk, Elmer found what he was looking for - a large bush -a large bush covered with berries. Elmer caught hold of the bush and shook it and shook it so that the berries fell on the ground.

(From Elmer by David McKee)



Transcript from classroom And Elmer, as he walked in the jungle, Elmer met all the animals and they always said "Good morning, Elmer." And each time Elmer smiled and said... What did Elmer say? Sh... sh... sh He said... he said "Good morning." What did Elmer say?

CHILDREN: Good morning.

After a long walk, Elmer found what he was looking for. A very big bush. A large bush covered with elephant berries. What colour are elephant berries? What colour? Grey. They're grey. Elephant coloured berries. Grey berries. See Elmer. He caught hold of the bush and shook it and shook it.

ONE CHILD REPEATS: Shookit.

And all the berries fell on the ground. See him he's shaking, shaking the bush. See them... see them... see all the berries.

ONE CHILD REPEATS: See them.

Understanding stories

- After reading a story, ask questions to check that the children have understood it.

Who...	was eating the cheese (at the beginning of the story)? wanted the cheese? asked the bird some questions? sang a beautiful song? dropped the cheese? ate the cheese in the end?

- Accept contributions in Italian, recast them in English.
- If there is something important that children do not understand, go over it again, explain the problem in Italian, then say it again in English

What...	was the bird eating? was the fox thinking? did the fox ask first? did he do then? do you think they both did next? do you think will happen next?

Why do you think	he asked the bird to sing?	because he liked listening to birds singing? to make him open his mouth wide? to make him drop the cheese?
What do you think	the bird felt, at first? he felt at the end? the fox felt, at first? he felt, at the end?	proud? cross? angry? a bit silly? stupid? hungry? jealous? happy? pleased? sad?

Re-telling stories

- When children have heard a story once, you can tell it again. Each time you retell a story, children
  - will become more familiar with the language of the story
  - will be able to participate more
- When the children are listening, you can
  - stop telling the story and see if the children can remember what happens next
  - put up some pictures of scenes from the story. Ask children to point to the picture of what or who you are telling them about.
  - ask the class to stand up and mime the actions as they happen
  - act out the story as you tell it
  - ask the children to listen carefully, then make some deliberate mistakes/changes, e.g. *One day a fox saw a bird eating a hamburger*

Re-telling stories

- You can ask children to retell the story
  - You can give students a series of pictures illustrating different phases of the story which they can put into the correct order.
  - Accept/acknowledge what they say, give them the language they need, dont' correct structure if they get the meaning across well
  - Rephrase and recast, adding correct words and details
- If the children can read, you can
  - Give out cards with the key words and phrases from the story written on them. Ask each child to hold up their word when they hear it
  - Write out the story in sentences on cards and ask groups of children to put them in the right sequence after you have told the story again.

Retelling The Three Little Pigs

TEACHER: OK, so what is the first thing that happens in **The Three Little Pigs, John?**

JOHN: Once a pig made a house and a fox... and the fox... blew it...

TEACHER: Blew it... blew it down. OK, that's right. OK, the first pig made his house with? What did he build it with? What did he build that house with?

JOHN: Grass.

TEACHER: Yeah. Grass. Straw. He built it out of grass. That's right. And who blew it down?

JOHN: A fox...

TEACHER: A fox? A wolf.

CHILDREN: Yes. Yes. A wolf.

TEACHER: That's right and the second pig...

CHILD: The little pig going to his brother's house.

TEACHER: And what did that little pig make his house out of?

CHILD: A wooden house.

TEACHER: OK, a house made out of?

CHILDREN: Wood.

TEACHER: That's right. Yes. Wood. Sticks. Branches from the tree. He built his house out of sticks.

T. recasts what they are saying, adding the right words;

T. does not interfere, but gives them the language they need

T. adds detail to what they say

Other post-storytelling activities

- Crafts, colouring, drawing
- Reordering sequences
- Dramatisation

- Keep all the stories you read in your reading corner and encourage children to look at them again.



TPR storytelling

TPR can also be used in conjunction with storytelling. It works especially well with stories where sentence patterns are repeated. I choose a favorite story such as "Goldilocks and the Three Bears" and tell it using puppets or storytelling pieces. Storytelling pieces are pictures of characters and different items in a story that children manipulate or move around as the story is told. Example 4 (page 34) is a set of reproducible storytelling pieces, and Example 5 (pages 34–35) is the text of the story. Using pictures, I introduce the difficult vocabulary items prior to telling the story. I tell the story as I manipulate the puppets or storytelling pieces. Next, I invite volunteers to hold different puppets or storytelling pieces and move them appropriately as they are mentioned in the story. When children are even more familiar with the story, I provide each of them with their own copies of the storytelling pieces. Children hold up the corresponding storytelling piece as I tell the story. I am aware that when I do this I must slow down the telling or reading of the story so that all of the children can keep up. Eventually, I invite children to be guest storytellers and to have them tell parts of the story while the others hold up the matching pieces.

Linse, Nunan (2005*) Practical English Language Teaching: Young Learners*

Useful links

- Some classics:
  - The very hungry caterpillar (here) (here)
  - The Gruffalo (here)
  - Elmer the elephant (here)
  - We're going on a bear hunt (here)
  - Where the wild things are (here)
  - Brown bear, brown bear, What do you see? (here)
  - Jack and the bean stalk (here)
  - Goldilocks and the three bears (here)

Links for storytelling resources

http://www.teachingenglish.org.uk/article/fairy-tales

British Council website

http://www.bbc.co.uk/learning/schoolradio/subjects/english

BBC website for children (and caregivers)

https://learnenglishkids.britishcouncil.org/en/category/topics/traditional-stories

https://learnenglishkids.britishcouncil.org/short-stories

LearnEnglish Kids website, various animated fairy tales, traditional stories and short stories with activities for children

https://www.facebook.com/groups/1745732368942873

Facebook group «Storytelling per l'insegnamento della lingua inglese» (S. Colombo & M. Bozza – Mr Cat!)


MR CAT'S
MR CAT
and the
MR CAT
Will Christmas be cancelled?
Will it come to that?
"Never!"
cried Santa. "Let's call
Pete the Cat!"
PETE the Cat
Santa asked Pete
to deliver the toys
to all the good girls
and to all the good boys.
SANTA
Art by
James Dean
(creator of Pete the Cat)

To learn more

- G. Ellis, J. Brewster 2014, *Tell it again! The Storytelling handbook for Primary English Language Teachers*. British Council.
- A. Wright 1995, *Storytelling with Children*, OUP, Oxford.
- C. Read 2007, *500 activities for the primary classroom* (section 4: Storytelling and Drama), Macmillan





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