Stories in the primary class

ALBERTO ANDÚJAR
Why do we use stories?

- **Motivation.** Because children have a constant need for stories, they will always be willing to listen.

- **Meaning.** Children want to find meaning in a story so they listen with a purpose. If they find meaning, they are rewarded through their ability to understand foreign language.

- **Fluency.** The most important ability in a conversation with a native speaker, is to be able to understand a flow of foreign language despite words new to the listener.
Why do we use stories?

- **Language familiarisation.** Stories help the pupils become aware of the general ‘feel’ and sound of the foreign language. They also introduce the learners to language items and sentence constructions.

- **Stimulus for speaking and writing.** The experience of the story encourages response through speaking and writing.
Why do we use stories?

- General curriculum. Developing other aspects of the curriculum such as mathematics, science, etc.

- Communication. Stories develop a sense of sharing and collaborating
Should we tell or read stories?

**READING**

- It helps the teacher put over the language confidently.
- Being able to show the accompanying structures.
- Being able to let the children read what you have been Reading
- Letting the children see that books can be a source of pleasure and interest.
Should we tell or read stories?

TELLING

- Being able to understand the children to understand the story through repetition of key points, acting, drawing on the board etc.
- Being able to see all the children while telling the story so that special adaption can be made.
- Letting the children experience the magic of hearing a story pour out of someone.
Factors to consider when choosing a story

- Is it a story which you really like yourself?
- Is it appropriate for the children and the context in which you are telling it?
- How to remember a story: it is very important to learn the opening and closing lines
- Contribute to the readiness of the children to hear the story? Arrange a certain place in the class to tell the story, change distribution.
- Make the story yours and theirs: Ommitt, add, change...
- Use your full vocal range, from hard to soft, from quick to slow
Factors to consider when choosing a story

- Sometimes be the narrator, sometimes a protagonist, sometimes yourself...
- Look at the children and respond to them
- Relate the story to the class
- If the book have pictures, show them to the children
- Use your body to convey meaning
- DO NOT READ WITH YOUR HEAD DOWN IN THE BOOK
Making stories understandable

- Help the children to predict the content of the story by telling it in the mother tongue beforehand.
- While telling the story, show pictures in the book if you are using one, draw in the board, act and mime.
- Make the most of any repetition in the story and try to repeat some ideas in a different way.
- Study the story beforehand and if necessary simplify some of the language.