



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: Ommit, 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.