

TEFL Conference ,Amman ,Jordan

Story-telling Techniques

In learning ,stories are so much fun for adults as well as young learners

Each one of us has a joyful child deep in his or her heart. Children love to hear stories and act them .So , using stories in teaching is a lot of fun for students ,whether we are teaching children or adults . Students can practice known words, and learn some new vocabulary and language forms within rich network of associations. Weaving the sentences together in connected speech is an essential skill for successful communication . Story-telling is an effective and enjoyable way to develop this skill.

Here are some ways we can use stories with the help of repetition , pictures ,and other materials.

- I. a-Choose a short story with words that appear frequently in the text . Make cards with these words.
b-Give each student one card.
c-Start telling the story repeating some words ,which suit your class ,twice while you are going on.
d-Ask them to join in repeating from the beginning .
e-Then repeat the whole story from the beginning and ask them to stand up and sit down quickly every time they hear the word on their card.

This way helps to keep students involved, practicing and listening carefully to the language presented.

- II. Put students in groups of four or five.
 - a- Give one group cut-outs from magazines .They try to make up a story arranging the pictures the way they find suitable.
 - b- Give one group a text of a story and cards with some key words .After they read it ,they try to retell the story with the help of cards .
 - c- Give one group a text of a story with a short dialog .They try to act it out making up a longer dialog .

d- Give one group a sentence to be the beginning of a story .They try to complete this story in turn .Each one adds a new sentence.

III-Students can all have a look at pictures of a story put at random .They can work in small groups of three to do some activities like:

a. Number the Pictures in Order and Tell the Story.

b. Match the Pictures with the sentences.

Students look at a list of sentences and picture frames. They should draw a line from the picture frame to the sentence that relates to the frame.

c. Commands Which Require Nonverbal Responses.

You can check students' comprehension by giving commands like , "Point to the bike." , "Put an X on the ducks." , "Circle the armchair ."

d. Circle T for True or F for False.

Then you can give them true or false sentences to do and then check in groups .They rewrite the false ones to make them true.

e. Fill in the Blanks.

You can give them a fill-in-the-blanks exercise to have the opportunity to write what they have already seen in print in the previous exercise.

f. Write the Story.

Review key words from the story with the class .Write them on the board .Then have students use these words ,additional words they have identified and the first and last picture frames to cue their writing of the story. Help them with spelling but do not demand perfect grammar or a sentence for each frame .You can choose sentences with common errors from several students' compositions. Write these sentences anonymously on the board and have the class work together to make the corrections.

For higher level students ,you can try doing other ,more demanding activities . For example:

1. Try to imagine yourself as one of the characters in the story. With the other students in your group ,discuss which character you have chosen and why . Together , create a personal history of these characters. How long have they known each other ? What kind of relationship do they have?

2.What adjectives do you use to describe each one of the characters . Write as many as you can then discuss with your group.

3.Find another partner who has chosen the opposite character from you (in step 1 above) and practice creating a dialog for one of the pictures.

4.You can ask them to write a letter to one of the characters in the story .

These are a few ideas and creativity has no limits.

References

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