

Stories that Bind & Inspire

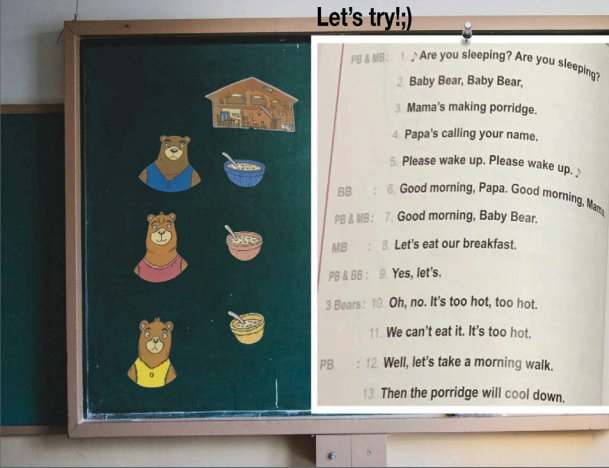
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How Stories are Used in Actual Classrooms in Elementary school



Let's try!



Supporting children's learning to be centred

Trying to understand what are in children's hearts

Giving children opportunities for reflecting back their learning and thinking about each character's feelings deeply

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.

7. Learning through stories

- 7.1 Stories and themes as holistic approaches to language teaching and learning
- 7.2 The discourse organisation of stories
- 7.3 Language use in stories
- 7.4 Quality in stories
- 7.5 Choosing stories to promote language learning
- 7.6 Ways of using a story
- 7.7 Developing tasks around a story
- 7.8 Summary

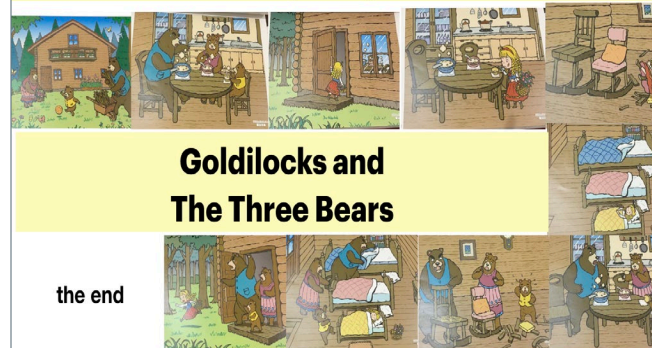
Unique Curriculum

45 minutes English Class 1st ~ 6th grade

	How often?	Co-teaching	
1st & 2nd	Once a week (Foreign Language Activities)	Homeroom teacher & ALT	No Textbook
3rd & 4th	Once a week (Foreign Language Activities)	Homeroom teacher & JTE	
5th & 6th	Twice a week (Subject)	Homeroom teacher & JTE	

Choosing a good stories

Story for 3rd graders



Video material

possible tasks activities (1)

In listening to a story...

- practicing listening for gist
- practicing focusing on details
- re-activate vocabulary and grammatical patterns
- offer opportunities for children to notice aspects of the language use

- Choosing good stories
- Children and their learning guide teaching

Content of Class

Length of time (45 minutes)	Activities
0 ~ 5 minutes	① [Activities for warm up or Songs]
5 ~ 10 minutes	② [Activities for literacy (ABC)]
5 ~ 10 minutes	③ [Joint Storytelling]
10 ~ 20 minutes	④ [Textbook or Activities related to the stories]

Joint Storytelling Manuscript

- meaningful context
- repetitive practice improves their production
- rhythmical phrases and sentences
- some familiar tunes with different words

→ letting children do dialogue interaction in their world of imagination help memorizing language easily

Using situations from the story

possible tasks activities (2)

Characters can be transplanted to other situations.

Choosing good stories

Background knowledge (1)

- an opening
- Introduction of characters
- Description of setting
- Introduction of a problem
- A series of events

- The resolution of the problem
- A closing
- A moral

✓ stories (✓) Non-stories

Capturing Imagination

<Figure 1> Story-Based Curriculum

To make it effective

- familiarity
- repetition
- comprehensible input

(Allen-Tamai, 2014, 134)

Children's reaction

Just repeating phrases and time just passes without thinking which makes the activity boring.	At first, I felt it is really hard, but gradually I found it very interesting and enjoyable to speak.
I prefer talking with my friends (communicative activities) to just repeating phrases.	I feel like I am speaking English fluently that makes me happy.
Using gestures is very hard for me.	Through this activity, I can learn lots of things including intonation of English and its pronunciation. Saying the lines makes me feel like I am a surfer.
All the stories are something I know already, I would like to try something new.	I can be a character in the story in my imagination, using lots of different phrases and it is very fun. If I can speak fluently with classmates and teachers, I become happy.

Using the discourse of the story in other contexts

possible tasks activities (3)

Short phrases from the story may be usable in other contexts.

Children and their learning guide teaching

Background knowledge (2)

Dynamic interplay

- tasks
- activities
- materials

Learning

Acting roles Retelling the story

Acting roles and retelling the story are necessary to help learners to reach the level of being able to actually use the language by themselves.

Teaching

- Nurturing children's heart (developing empathy)
- Children's imagination is powerful and creative
- They are naturally respond and listen attentively

→ Learning style is similar to acquiring their first language and it allows them to actually own the language

	(Teacher) teaching	(Student) learning	(Institution) assessing
textbook	Easy to prepare, little training required, low level language	Limited experience, arbitrary English and skills	Clear outcomes, easy to test and evaluate.
storytelling	Difficult to prepare, requires advanced skills, higher level language	Reaches and motivates students	Ambiguous unclear learning outcomes, not connected to exam, not considered serious or relevant, just fun or waste of time.

Content Based Learning

possible tasks activities (4)

More visual materials

Trying to actively engage all children, growing their love toward the story