Week 9

Instructive Strategies: Stories, Drama and Songs

**Stories**

**Features of Stories**

- Opening: *Once upon a time...*
- Introducing the characters (who)
- Describing the setting (where)
- Introducing the problem (what)
- Resolution of the problem after a series of events (how)
- Closing: ... *and they all lived happily ever after*
- Moral Lesson (implicit or explicit)

**Language use in stories**

1. **Parallelism**: Repeated patterns
   
   *Grandmother, what big eyes you’ve got.*
   
   *All the better to see you with my dear*

2. **Rich vocabulary**
   
   Nouns for things
   Verbs for actions
   Adjectives for descriptions

3. **Alliteration**: red riding

4. **Contrast**: good and evil (*The Beauty and the Beast*)

5. **Metaphor**:
   
   Forest: life outside the safety of the family
   
   Apple: Danger (*Snow White*)

6. **Intertextuality**: Making references within one text to aspects of another.

7. **Narrative/ Dialogue:**
Choosing stories

1. Choose stories that are enjoyable, interesting and motivating, that have characters and a plot that engage children, that help them empathize with the characters, and that include fantastical beings or animals in imaginary worlds.

2. Choose stories that help children feel positive about other countries and cultures and can broaden their knowledge of the world.


4. Choose stories that have a balance of dialogue and narrative; repeated patterns of language

5. Choose stories that have the built-in repetition of words and phrases.

6. Choose stories that have new language, but not so much that the story becomes incomprehensible

Using a story

1. **Listening**: Listening to the teacher read or tell a story is a useful language learning activity at any age; using story books does not have to be about teaching reading. Listening to a story practices the ability to hold in mind the meaning of an extended piece of spoken discourse. If a story appeals the children, they will want to hear it again and again.

2. **Reading**: Brain storming (talking about the background of the story)- Pre-teaching the key vocabulary items (if necessary)- Reading (once or twice with different tasks, reading part by part and/or reading until the resolution)- follow-up activities

3. **Speaking**: Acting roles (dialogue), retelling the story (characters in other situations or characters beyond the story), writing the dialogues of the story, retelling the story from another point of view etc.

4. **Writing**: Using the discourse of the story in other contexts, rewriting the story with differences in events, completing an unfinished story, extending a finished story, rewriting from a different point of view, rewriting as a character in the story...etc.

**Taken from:**
What to keep in mind while using stories

Selection
1. Read, read, read
2. Choose stories you like
3. Choose stories appropriate for your learners
4. Choose stories with a simple structure
5. Choose stories with positive values.
6. Study the story’s background
7. Test your selection

Preparation
1. Learn the story
2. Outline the story
3. Control the story’s length
4. Control the story’s vocabulary
5. Refine your storytelling style
6. Practice, practice, practice
7. Relax before telling

Presentation
1. Start on the right foot
2. Express enthusiasm and enjoyment
3. Concentrate on your voice
4. Maintain eye-contact
5. Help with your hands and body
6. Use props sparingly: objects, costumes, puppets and bells
7. Pay attention the physical setting: quiet, well-lit, comfortable

Follow-up
1. Ask comprehension questions
2. Invent exercises in phonetics, semantics and syntax
3. Do listening activities:
4. Do oral activities
5. Do written activities
6. Do visual activities
7. Do creative drama activities.

Taken from
Retrieved on April 20, 2010 from: 
**Songs**

The students should be given a task to follow and/or complete while they listen to the song. Following the lyrics of a song only is not an effective method.

**Pre-listening to the song**

The teacher may pre-teach 1-2 vocabulary items or revisit the already learnt items. The students may be asked to predict the song (if they haven’t listened to it before), or talk about the song (if they are familiar). Before they start listening, the students may also be given the incomplete lyrics of the song to complete through prediction using the contextual clues.

**While listening**

The students may listen to the song and check their predictions in terms of content and language, identify a group of vocabulary items (adjectives, nouns, verbs; antonyms, synonyms; names of places, people etc.), complete the missing parts of the song (words or sentences), reorder the lyrics and so on.

**Post listening**

The students should be encouraged to use the information or language provided by the song in a follow up activity, so they may rewrite the song, discuss on the main idea presented in the song, write a comment, a letter, a note about the idea in the song and so on.

**Drama**

- Role-Play: The students have a new identity.
- Simulations: The students have their own identity in a real life task.
- Picture Talk: They have the identity of the people in the picture given; the picture can be taken from an old or a recent, and a seen or an unseen movie.