

# Chennai Storytelling Festival 2019

[www.storytellinginstitute.org/CSF2019.html](http://www.storytellinginstitute.org/CSF2019.html)

Festival Director: Dr Eric Miller <[eric@storytellinginstitute.org](mailto:eric@storytellinginstitute.org)>

Storytelling Workshop, Fri 8th Feb 2019, 1:30pm-4pm

## **"Storytelling for Teaching-and-learning English Language"**

Workshop Facilitator: Ms Srividya Veeraraghavan <[storytrain@yahoo.com](mailto:storytrain@yahoo.com)>, with

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### Handout

The roots of Storytelling are in humans' first efforts to communicate using spoken language. In Storytelling there is emotion, empathy, expression, creativity, and imagination -- all involving the use of spoken words.

Numerous activities -- involving stories, songs, games, etc -- could be used to help students develop their language abilities.

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#### **Task Based Language Teaching (TBLT)**

In task-based teaching, the tasks are central to the learning activity. TBLT is based on the belief that students may learn more effectively when their minds are focused on a task, rather than on the language they are using. The activity must reflect real life, and learners focus on meaning. Playing a game, solving a problem, or sharing information or experiences, can all be considered as relevant and authentic tasks. The main advantages of TBLT are that language is used for a genuine purpose, meaning that real communication should take place and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form.

From: Kanagadurga.

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#### **Using Story and Song to Teach-and-learn Vowels and Syllables**

- 1) Introduce them to syllables and vowels. What are syllables?
- 2) A short (6 to 7 line) story to illustrate the concept of syllables.
- 3) A clap game to count the syllables.
- 4) A small song on vowels and syllables.

#### **Using Single-syllable Words**

Example: "My Red Car". (All words are one syllable word except hopped, pushed, started.)

I have a red car. My red car is a star. Hop in Mark, hop in Carl. Oh my red car did not start. Mark hopped out. Carl hopped out. I sat in the car. We will push the car. Carl pushed, Mark pushed. The car started. Mark and Carl hopped in. 'Let's go rum, rum', said my car. 'Honk honk', said the horn.

From: Sheetal.

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#### **Finger Plays: Creative Use of Props**

The lyrics in fingerplays correspond to hand movements and the result is what modern educators would refer to as multisensory learning in that it engages multiple senses such as visual, auditory and motion as a means to learning.

Benefits of finger play include:

- 1) Language Development.
- 2) Muscular Coordination.
- 3) Body Awareness.
- 4) Rhythmic Proficiency.
- 5) Preparation for playing a musical instrument.
- 6) Auditory Discrimination.

From: Banumathy.

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### **Elements in Children's Songs and Games that may Help the Children Learn Spoken Language.**

1) Repetition with variation.

**Audio-lingual Method** -- Substitution, Addition/Subtraction, and Transformation drills.  
( [https://en.wikipedia.org/wiki/Audio-lingual\\_method#Oral\\_drills](https://en.wikipedia.org/wiki/Audio-lingual_method#Oral_drills) )

2) Physical enactment of words.

**Total Physical Response.** ( [https://en.wikipedia.org/wiki/Total\\_physical\\_response](https://en.wikipedia.org/wiki/Total_physical_response) )

3) Questions-and-answer Routines.

4) Role-playing.

### **Using Verbal Play to Teach-and-learn Vocabulary and Grammar.**

( <http://storytellinginstitute.org/language.html> )

1) Vocabulary: Fill in the blank --

Match a word with a sentence. (The instructor could say the sentence mime the blank word.)

I am never going to \_\_\_\_\_.  
He's going to clean with a \_\_\_\_\_.  
I'm going to jump and \_\_\_\_\_.  
She'll buy something at the \_\_\_\_\_.  
I'm going up to the \_\_\_\_\_.  
stop, mop, top, hop, shop, chop

2) Vocabulary: Puns --

Compose a sentence that includes the 2 or 3 words.

Examples: they're, their, there. two, too, to. night, knight. I, eye.

3) Tongue-twisters --

She sells seashells at the seashore. Peter picked a peck of pickled peppers.  
A bit of better butter makes a bitter batter better.

C) Grammar: Using Contractions --

Write/say it with and without the contraction. (Informal characters might use contractions).

Examples: He could have gone. He could've gone. Do not go. Don't go.

D) Grammar: Subject and Verb --

They have to match, singular or plural.

Examples: Singular subject and verb: the boy sings.  
Plural subject and verb: the boys sing.

From: Eric.

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By Nohora Inés Porras González --

"Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language", <http://tinyurl.com/story-and-language> .

By Rohini Vij (Nutspace) --

"Booknuts", a video about using story activities to teach-and-learn language, <https://youtu.be/A4qJy1UHzOg>

By Eric Miller --

1) "Verbal Play and Language Acquisition",

<http://storytellingandvideoconferencing.com/17.html> .

2) "Ethnographic Videoconferencing, as Applied to Songs/Chants/Dances/Games of South Indian Children, and Language Learning",

<http://storytellingandvideoconferencing.com/280.html> .

3) "Ways Verbal Play such as Storytelling and Word-games Can Be Used for Teaching-and-learning Languages", <http://storytellinginstitute.org/2015a.pdf> .