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Mención lengua extranjera
Second language learning



SECOND LANGUAGE LEARNING

UNIDAD 4. Diseño de actividades de aprendizaje integrado de contenidos y lengua extranjera

GLOBAL CAMPUS
NEBRIJA

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1. Learning through playing. Stories in the classroom

2. Learning through stories

Games are the most natural way of learning by children and essential for their development of cognitive and communicative skills. Through games, children learn how to behave and how to accept rules and respect others.

Learning through stories should be considered as a playful and holistic approach to languages because they offer authentic uses of languages and the opportunity to learn and enjoy. Besides, telling stories in the foreign language classroom helps us develop a positive attitude towards this language, and, because of stories are not just created for the classroom, they help us to introduce the outside world into it.

Teaching using the "storytelling" technique can be included into CLIL (Content and Language Integrate Learning) methodology by Marsh (1994) but also into TPR (Total Physical Response) method by Asher (1969) because of the importance of body language in the process.

3. Artigal´s methodology

This methodology created by Josep Maria Artigal is based on short stories that promote communication in the English language throughout staging. This action will trigger a lot of activities that will help reinforce vocabulary and common expressions.

According to this methodology, using storytelling techniques stimulates children's understanding and speaking skills and motivates them to consider English as an essential communicative tool. To get this, we need to tell the story in English, going with gestures to help them to get the message.

What was senseless for kids at the beginning of the story is at the end something that has sense in the English language, using the English words they have listened, memorized and learned through the staging. Children will think in the short stories characters, images or expressions in English. So, instead of learning the language and after, using it, they learn it while they are using it to communicate with others, considering that learning a language can only be through interacting and never be an isolated process.

At the beginning, the teacher will not use any complementary materials in order to let fly children's imagination and develop understanding skills. In this way, children will have to listen and not simply read the targets or watch the images, which can be distracting. However, after the first telling, complementary activities and images must be included for the purpose of helping children retell the story.

According to Artigal, things are not learned when they are explained by others but only when they are done and explained by ourselves. It is important too to make the story as accessible as possible to children and design activities which help us learn new things or recycle previously learnt items and grammar structure.

We always must bear in mind the language learning objectives when we choose a story (what we want to teach) in order to organize the text and get what we want from it.

4. Organization of stories in children stories

Stories are normally written to be read or listened and their structure depends on that. In all the stories, events happen in a temporal sequence and some difficulties to overcome are found.
Stories like Little Red Riding Hood (Caperucita Roja) have defined certain features which can be recognized as typical of children stories in Western countries. According to Propp, the typical structure of children stories is:

- Introduction
- Introduction of characters
- Introduction of setting
- Problem/conflict
- Series of events
- The problem is solved
- Closing
- Moral

Besides these features, these others can be considered as common too:

- Dramatic irony: the main character knows much less than the reader. It is a very typical strategy which helps the writer catch reader's attention.
- Logical progression of facts.
- Sequence of events interrupted by another unexpected one.
- Alliteration: repetition of words with the same consonant sound.
- Anaphora: repetition of words, sentences and constructions in order to make easier remember the story.
- Intertextuality: references to other texts.
- Contrast between narrative and dialogue text: in narrative we can find past tenses whereas in a dialogue we can find almost any.

5. Quality in short stories

This is a very subjective aspect. However, there are some features that we should bear in mind:

- The plot and the characters should be interesting enough to catch children's attention.
- Catharsis: readers should feel released at the end of the story.
- Children should empathize with characters.
- The plot should be clear and easy to follow. Pictures and gestures can be an important support.
- Values and attitudes must be included.
- Structures: it has to be clear enough and the typical for children stories.
- Dialogue/Narrative: the choice of a text with more or less dialogues depends on what we want to teach. The narrative can be a source of interesting grammatical tenses, whereas dialogues are a good tool to learn expressions for conversation.
- New vocabulary: we can find items we have already works on and we want to recycle, new items that we might want to add and vocabulary that might be added or not, depending on children's interests. Stories should contain new vocabulary but not too much.

6. Skills developed through the storytelling method

a. Listening skills: It is important to repeat the story because when children listen to a story they have listened before, they are recycling knowledge and focusing on new things they have not paid attention before.

b. Discourse skills: A story is like a world created by words that offers a lot of opportunities for communication. Children can act roles, retell the story through pictures (ordering them...) or use situations from the story as a starting point for other activities.

7. Tips to storytelling

When you tell the story to children who are just beginning to learn English, you can...

- Tell the bare story line in English using lots of dialogues, actions, gestures and sounds effects for animals and machines.
- Let the children ask you questions in their mother tongue and show them again with actions, gestures and pictures what you mean.
- Let the children's questions show you what you have to make clearer.

If it is the first time you tell a story to any group of children:

- Use actions, gestures, pictures or any support material.

- Let the children predict what will happen next. It does not matter if predictions are made in their mother tongue. Accept their contribution and recast it in English.
- Change, leave out bits and add to the story to make it more suitable for your class.
- Practice repeating phrases and adding questions for the children.
- Practice using your voice for characters: speak loudly, softly, slowly, high-pitch or low-pitch, according to the character.
- Involve the children as much as possible.

When you tell a story:

- Use a checking question to make sure the children understand what is happening.
- Make children repeat what you have said.
- Remind children the words and concepts they already know.
- Recast in English what the children comment.
- Repeat the chunks of language you want the children become familiar with.

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Online resources

ABC Fast phonics http://www.abcfastphonics.com/ Agenda web http://www.agendaweb.org/

Anglès 365 http://www.edu365.cat/primaria/muds/angles/

BBC http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml Billy Bear 4 Kids http://www.billybear4kids.com/

CP Monreal http://cpmonreal.es/englishforinfanteducation/ Cybergrants http://www.cybergrants.com/qrisgrants/docs/2016/Resource_Guide_for_Infant_and_Toddler_Educators_and_Providers_Pilot_Version_4_2016.pdf

Earlychildhoo teacher: http://www.earlychildhoodteacher.org/teacher-tools/ Educanave http://www.educanave.com/

Eduscape: http://eduscapes.com/tap/tapearly.html

Ednet: https://www.ednet.ns.ca/educators/digital-online-resources English club: https://www.englishclub.com/babies/

Idaa America: https://ldaamerica.org/early-childhood-resource-websites-2/ Jumpstart: http://www.jumpstart.com/parents/activities/baby-activities Kidsolr: http://www.kidsolr.com/earlychildhood/

Kiz Phonics http://www.kizphonics.com/

Learn English Kids http://learnenglishkids.britishcouncil.org/en/ Learning Planet http://www.learningplanet.com/

Letters to Santa http://www.aletter4santa.com/ Lil' Fingers http://www.lil-fingers.com/ Literacy center http://www.literacycenter.net/ Loving 2 learn http://www.loving2learn.com/ Magic keys http://www.magickeys.com/books/ Oxfordowl https://www.oxfordowl.co.uk

Reading Planet http://www.thereadingplanet.com/

Readingrockets http://www.readingrockets.org/ Starfall http://www.starfall.com/

Storyplace https://www.storyplace.org/es

Teaching English: https://www.teachingenglish.org.uk/teaching-kids