

Micro-Paper 42: *Storytelling*

Mónica López-Ladino

MA Candidate in Learning and Teaching Processes in Second Languages,
Universidad Pontificia Bolivariana, Sede Central Medellín | LSLP Teacher Researcher
mlopez@vermontmedellin.edu.co

Defining the Term

In educational settings, storytelling refers to the use of a story as a pedagogical tool that can introduce a message related to a specific learning topic. Stories are an inherent part of the human oral tradition; they offer a view to comprehend and make sense of the world, at the time students explore and enjoy the relation between fantasy, imagination, and reality. Besides, stories help teachers to expose students to the target language in a natural way, and to connect them with classroom issues or learning objectives.

Storytelling allows teachers to materialize or tell a story in multiple ways (e.g. oral, written, gestural, digital, etc.) keeping the notion that a story presents a sequence of events that convey meaning. Furthermore, a story is also a text that appears in the classroom in form of: nursery rhymes, songs, illustrations, videos, picture books, poetry, among other possibilities. It is also a strategy for awakening students' motivation because it is a time for entertainment, interacting, playing and learning; it is not only about listening, but also about actively participating in the use of the language.

Storytelling brings several language, cognitive, social and emotional development benefits to students. In terms of language, storytelling is an authentic resource to link the language with the world for a deeper comprehension of the reality. This way, teachers can use stories to develop social and emotional skills that help students understand behaviors, human attitudes, and emotions in order to appreciate and respect others. As a classroom strategy, storytelling exposes students simultaneously to new vocabulary, language structures, listening, speaking, reading, and writing within a context provided by the story, becoming comprehensible for students.

In a classroom, storytelling becomes a social experience where students can share their thoughts, their points of view, their anecdotes, and

construct together a sense of the world, at this point, the second language constitute the vehicle for communication.

Connecting it to LSLP

It is the interest of LSLP researchers to revisit school literacy, in term of the project 21st century literacies in the P-16 school context. Storytelling turns into tool to understand children's personal literacies: how they read the connection between the language and the world and how children can get familiar with different kinds of texts and also start to build texts.

Using storytelling in the P-5 classroom is an opportunity to think about literacy in a broader way when teachers and students can make of it a social practice. Furthermore, storytelling will help the research group to develop critical literacy and multimodality concepts in the English second language classroom.

Expanding Second Language Research

Storytelling is a widespread strategy to teach a second language but it has been poor explored in our country, included as a way of literacy.

Storytelling can allow researchers to understand the emergent literacies that are being constructed in school scenarios. It is important to explore how people can use this strategy to develop literacy in second languages.

References

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