

# Storytelling as a Pedagogical Tool





**What is one story you remember from  
your childhood?**

**Who told you this story and in which  
language?**

# Why use storytelling in classrooms?



- Stories are interesting, motivating, and enjoyable.
- Demonstrate rhythm, intonation and pronunciation of language.
- Help develop positive attitudes towards language and language learning.
- Stories exercise the imagination and boost creativity.
- Introduce new language items and help reinforce others.
- Can help children make sense of their everyday life.
- Listening to stories in class is a shared social experience.
- Can encourage social and emotional development.
- Provides opportunities for multilingual approaches



Stories develop children's learning processes such as listening for general meaning, predicting and guessing meaning. In particular, they can develop the child's listening skills and concentration via:

- visual clues (high-quality pictures and illustrations that support children's understanding)
- audio clues (sound effects)
- their prior knowledge of how language works
- their prior knowledge of the world.

# How to make storytelling interactive?



- Setting the scene and relating it to the child's own personal experience
- Predicting what comes next in a story.
- Providing an overview of the main story-line.
- Asking students about the vocabulary or phrases used in the story.
- Explaining vocabulary, a grammatical rule or cultural information.
- Reminding pupils what has happened so far in the story.
- Explaining how to do an activity such as pair work or a game.

# Making storytelling an immersive experience



Using puppets or masks

Changing up the seating arrangement

Using flashcards and games

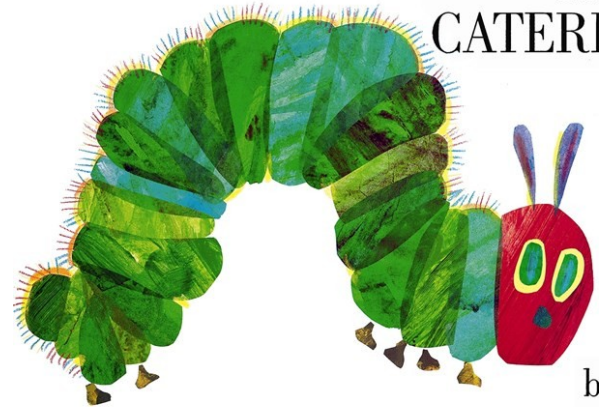
Using other props such as real objects

Playing an audio recording of the story

Showing videos or animation based on the story

## *The Very Hungry Caterpillar*

A butterfly laid an egg on a leaf. A tiny caterpillar hatched from the egg. He was very hungry and started to look for some food. For one week he ate fruit, dairy products, meat, vegetables, cake and sweets. He ate too much food and had a stomach ache, so the next day he ate a leaf and felt better. He was now a big, fat caterpillar and it was time to build a cocoon. After two weeks in the cocoon, he nibbled a hole and pushed his way out. He was now a beautiful butterfly.



## THE VERY HUNGRY CATERPILLAR

by Eric Carle



Science: life cycle of the butterfly (labelling a diagram)

Language focus – food vocabulary: flashcard games; classifying food into groups; What is a healthy diet? Writing a food diary

Geography – Butterflies of the world: following a colour key to colour butterflies (locating continents)

Maths – asking about quantity: completing a worksheet to calculate total number of fruits

## *The Very Hungry Caterpillar*

Science and Maths – food: class survey on likes/dislikes; bar graph to collate results

Learning to learn – reviewing: playing a game to review story (reading and answering questions)

Conceptual reinforcement – thinking about time: completing a chart to record a month in the life of a very hungry caterpillar

Art and design: making an egg-box caterpillar; making a tissue-paper butterfly (listening to instructions); symmetrical pictures





<https://storyweaver.org.in>