

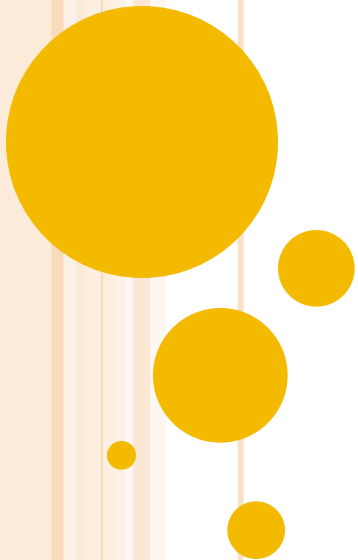
ACTING OUT ENGLISH STORIES!

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Strumenti di lavoro

per narrazioni in lingua inglese

alla Scuola dell' Infanzia e alla Scuola Primaria



WHERE DO I COME FROM?



Teaching English
with drama @
Nursery School

Many
opportunities of
experience in
different
contexts and
roles



Primary school:
a change must come!!



How to be a MAGIC TEACHER
&
Power of Bilingualism



WHAT ABOUT NARRATIVE TEACHING?

- **STORIES** =
 1. Oral text (phonetic discrimination)
 2. Series of events (predictions about meaning)
- Linguistic informations + Relations, affectiveness
- Universal way of organization of living experiences
- **COOPERATION** among peers (active role in a group) and promotion of personal **CREATIVITY** (Winnicott, 2004)
- Teacher: organizer of a specific context

L'atto del narrare diviene potente strumento di comunicazione, di apertura, assume prospettiva formativa e trasformativa in quanto riflessione sia per chi narra sia per chi è coinvolto nell'ascolto.

Marina De Rossi, 2008: 115



WHY NARRATIVE TEACHING IN EFL?

- Implicit learning of LINGUISTIC STRUCTURES in a MEANINGFUL CONTEXT (long term memory)
- NOT ONLY SINGLE WORDS!! (Short term memory: possible learning at any age)
- REFLECTION on linguistic learning process: “Conferma di ipotesi” Slobin (1985)
- GLOBAL LIVING EXPERIENCE



HOW CAN CHILDREN CREATE STORIES IN ENGLISH?

The teacher's role:

Creating a listening stories routine

Organizing a meaningful context

- Working with the body – oral words – images
- Use of strategies (individual/group) and tools from the context



HOW TO CREATE A LEARNING DRAMA?

1. **PRE-TEXT:** a word, a gesture, a location, a story, an idea, an object or an image. (O' Neil 1995)
2. **Creating roles and stories**
(use of non-verbal communication strategies to compensate for linguistic deficiencies)
3. **Teacher-in-role**
4. **Techniques and tools....**



WHAT SHOULD WE EXPECT?

Some examples...



Playing with a story



Drawing and telling my own story



Creating and acting out our own story

