

STORYTELLING AND LANGUAGE LEARNING

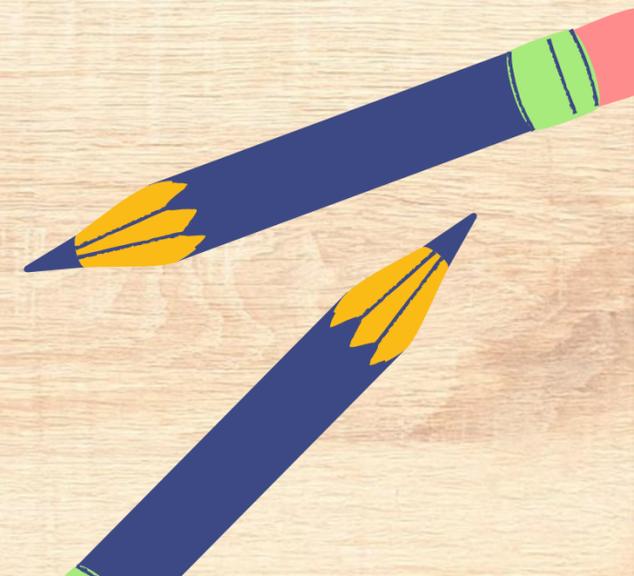
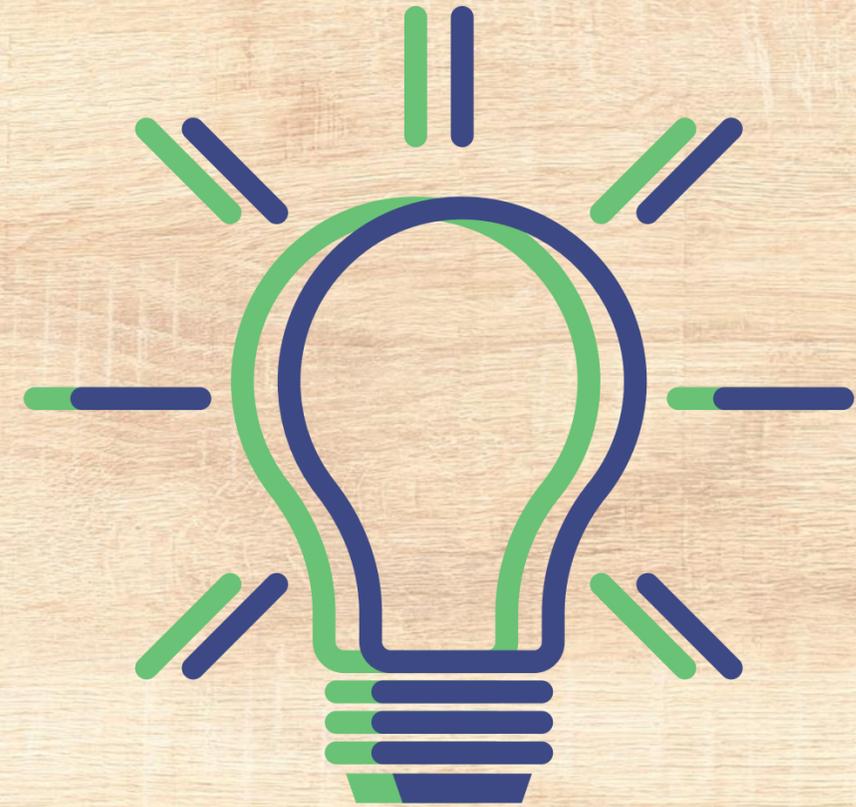
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POLL QUESTION 1

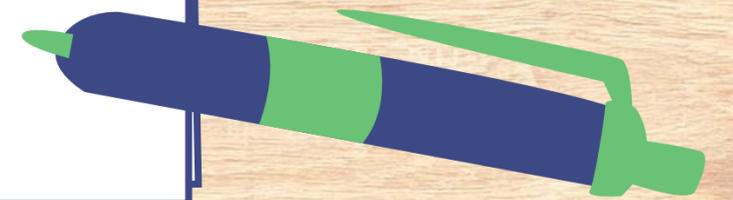
STORYTELLING IS

“pure energy
horizontally contained
between the mind of the
[storyteller] and
the ear of the reader”
(Nikki Giovanni)



RELEVANCE OF STORYTELLING

- fosters engagement
- stimulates critical thinking
- improves comprehension



THE PLOT LINE

Linear

- Su+Vb+Object
e.g. *I shut the door.*
- MI+SP+P+Com

Non-linear

/flashback

- Su+{Adv}+Vb+DO+{Adv Clause}
- e.g. *I quickly shut the door
before the cat could escape.*

Parallel

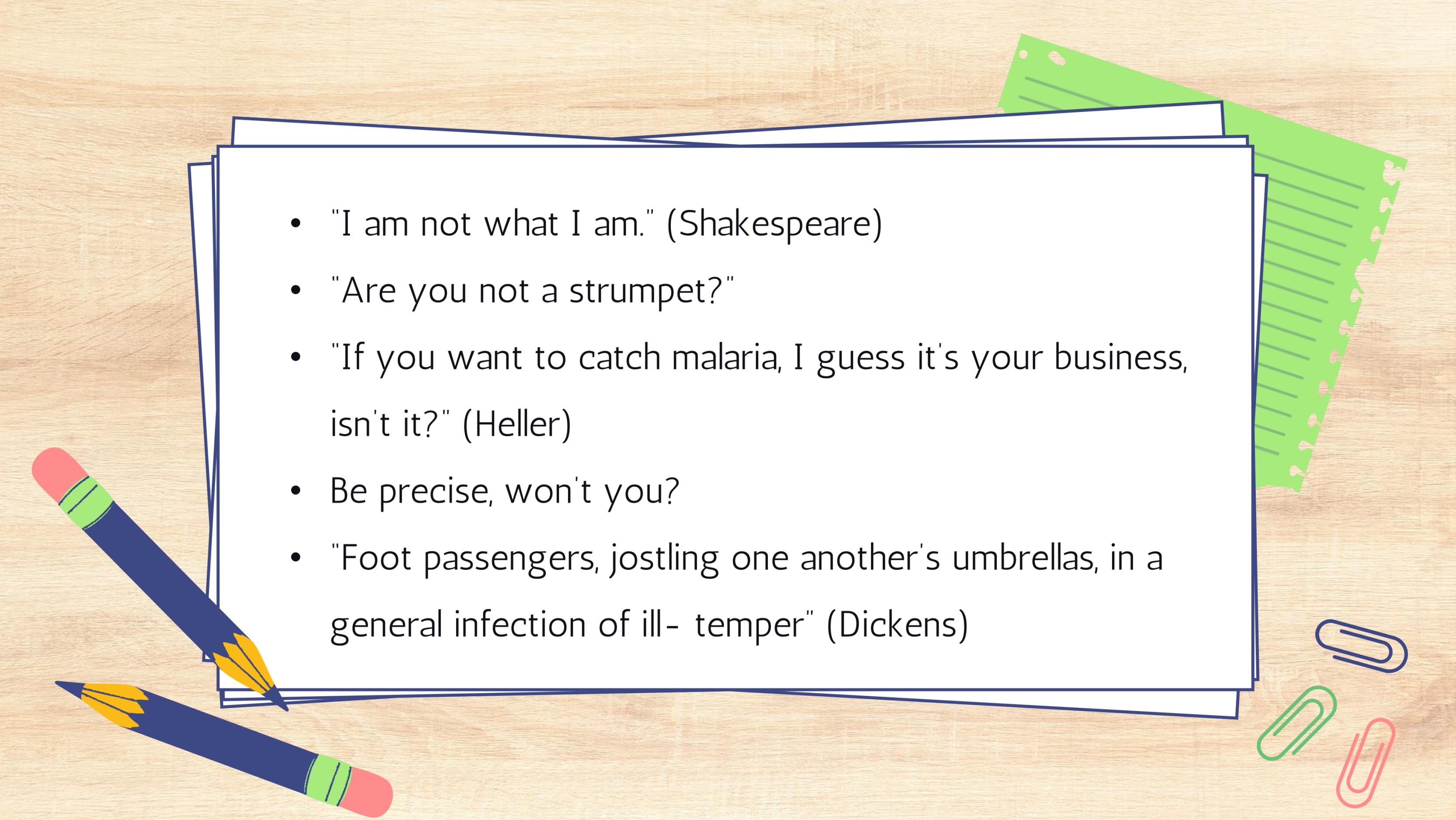
- *If I were you,
I'd call.*
- *No sooner had I
parked, than it
started to rain.*

THE CHARACTERS

the hero/ine

the villain

**the minor
characters**

- 
- The image features a stack of papers on a light-colored wooden desk. The top paper is white with a dark blue border and contains a list of five items. To the left of the papers, a blue pencil with a red eraser and a green band is positioned diagonally. To the right, three paperclips are scattered: one blue, one green, and one red. In the background, a green sheet of paper with a perforated edge is visible.
- "I am not what I am." (Shakespeare)
 - "Are you not a strumpet?"
 - "If you want to catch malaria, I guess it's your business, isn't it?" (Heller)
 - Be precise, won't you?
 - "Foot passengers, jostling one another's umbrellas, in a general infection of ill- temper" (Dickens)

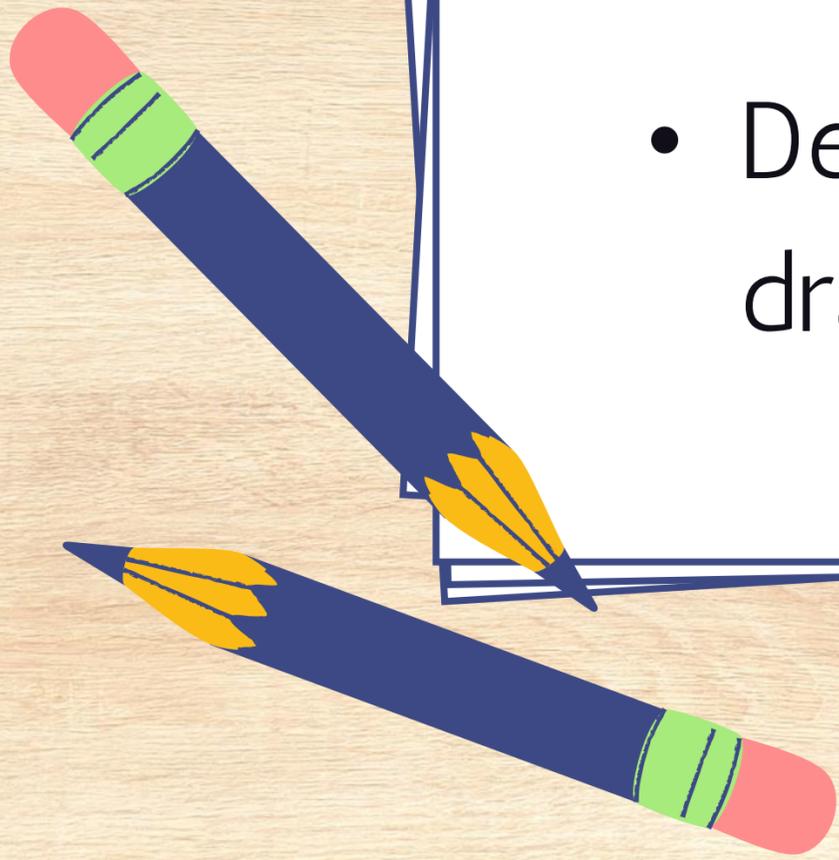
THE POINT OF VIEW

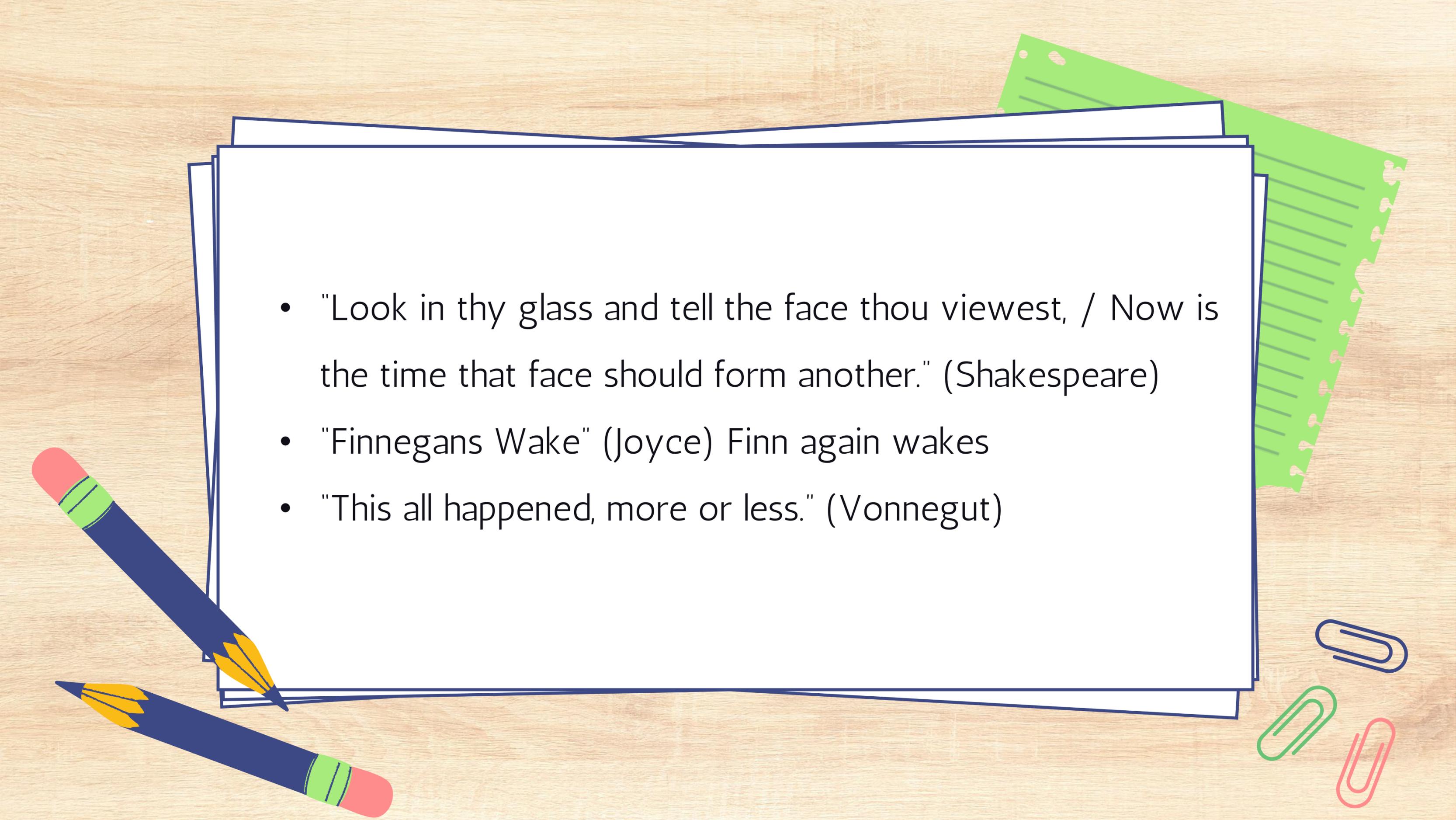
Subjective
Objective
Credibility ?



THE LANGUAGE

- Vocabulary enhancement (figurative, connotative, denotative)
- Decoding figures of speech (symbolism to draw linguistic and cultural parallels)



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- The image features a stack of papers on a light-colored wooden desk. The top paper is white with a dark blue border and contains three bullet points. To the left of the papers, two blue pencils with yellow tips and green erasers are positioned diagonally. To the right, three paper clips are scattered: one blue, one green, and one red. A green sheet of paper with a perforated edge is visible behind the white paper.
- "Look in thy glass and tell the face thou viewest, / Now is the time that face should form another." (Shakespeare)
 - "Finnegans Wake" (Joyce) Finn again wakes
 - "This all happened, more or less." (Vonnegut)

POLL QUESTION 2

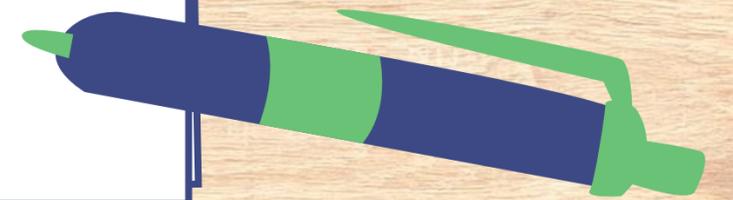
STORYTELLING IN THE CLASSROOM

- To enhance comprehension

inhabit the story

- To stimulate vocabulary enrichment

complex, sophisticated lexicon; identify L1 - L2 connections



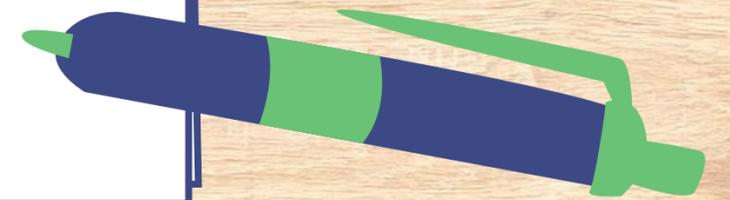
STORYTELLING IN THE CLASSROOM

- To open doors to intercultural intelligence

compare similar stories / stories with similar morals

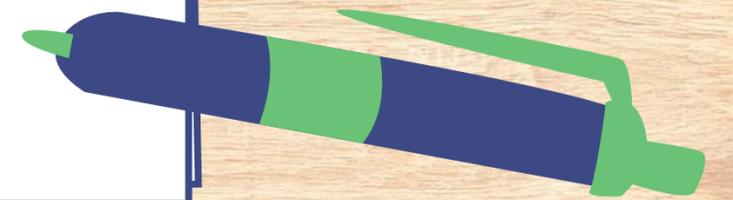
- To stimulate critical thinking

search the why, how, what if of the story



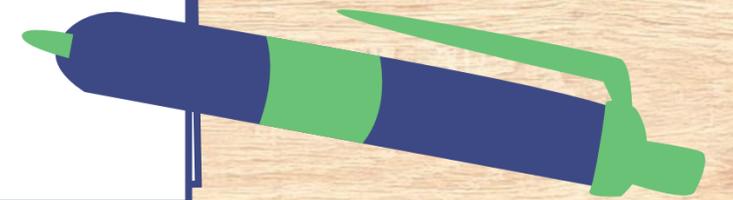
EXAMPLE ACTIVITIES

- Dialogue creation
- Fill in the blanks dialogue
- Reimagine a different ending
- Create a character's FB/Instagram page
- Tell the story of when you met a character



EXAMPLE ACTIVITIES

- Jigsaw a story
- Add thought bubbles to favourite character
- The **what if** scenario (insert your story)
- Summarize the summary (from a 10 sentence paragraph to a 1 sentence summary)



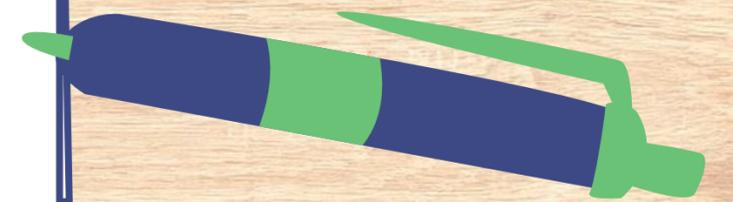


LIBRARY

- **Classics:** Shakespeare, Dickens, Joyce, Salinger, Hemingway, Conrad
- **Canadian literature:** Wagamese, Atwood, Munro, Choy, Lam, Edugyan
- **Poetry:** Whitman, Dickinson, Poe, Frost, Giovanni
- **World greats:** Murakami, Achebe, Cormac McCarthy

TECHNOLOGY

- Google docs for collaborative storytelling
- Google map for character travel logs
- Storyboardthat.com
- Twine (twinery.org)
- Bookcreator.com (publish your own story)
- Microsoft Sway
- Canva.com
- Storifyme.com
- Klynt.net
- Medium.com



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THANK YOU

POLL QUESTION 3