



STORYTELLING AND LANGUAGE LEARNING

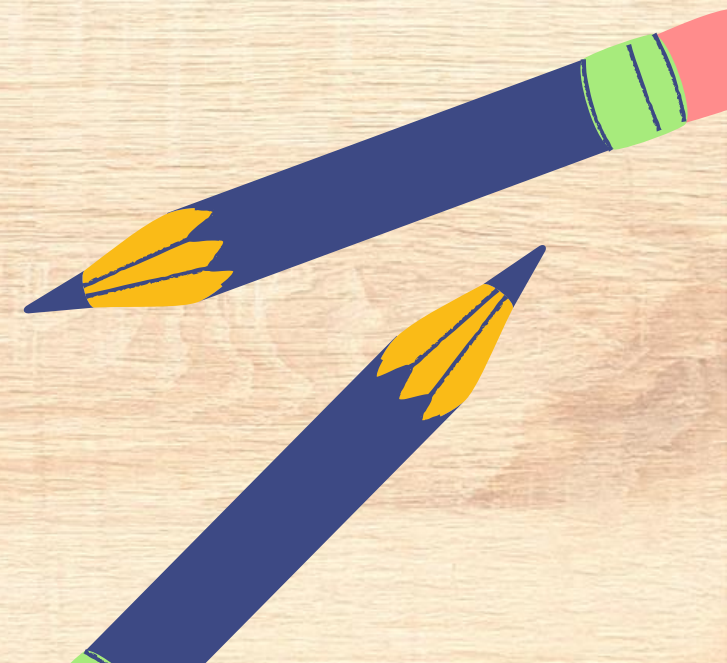
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POLL QUESTION 1

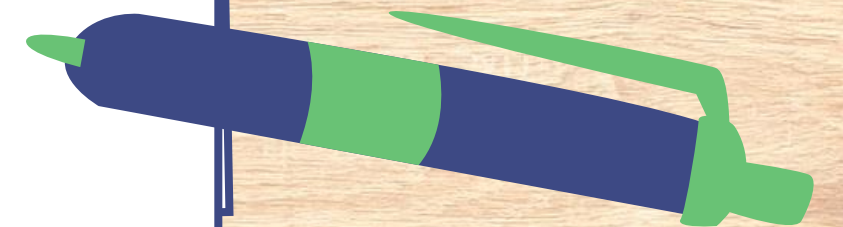
STORYTELLING is

“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

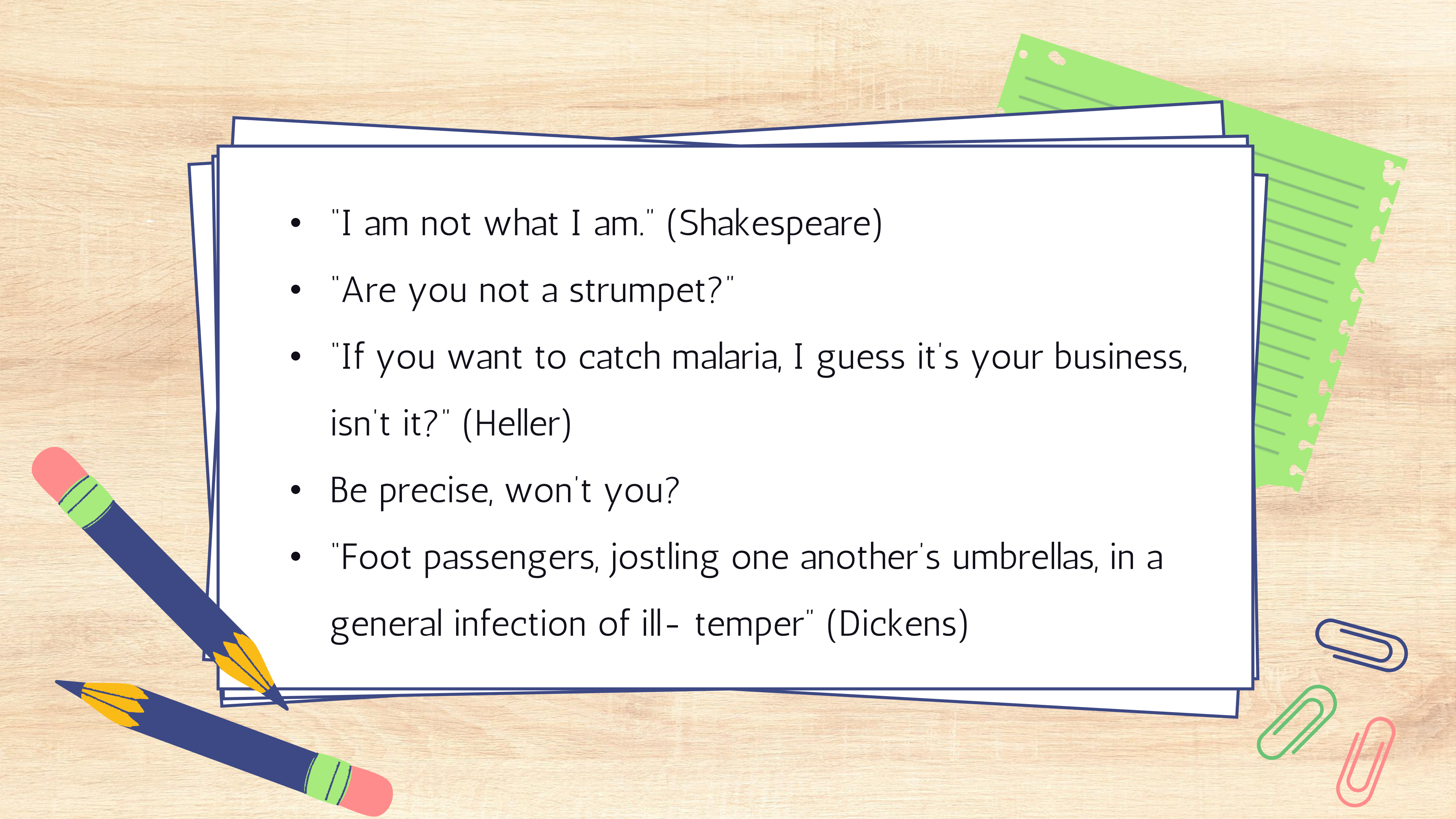
- *If I were you,
I'd call.*
- *No sooner had I
parked, than it
started to rain.*

THE CHARACTERS

the villain

the hero/ine

**the minor
characters**

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- The image features a stack of papers on a light brown wooden surface. The top paper is white with a dark blue border and contains a bulleted list of five quotes. Behind it, a green spiral-bound notebook is partially visible. In the bottom left corner, two blue pencils with yellow erasers and green bands are positioned diagonally. In the bottom right corner, three paper clips are scattered: one blue, one green, and one red.
- "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)

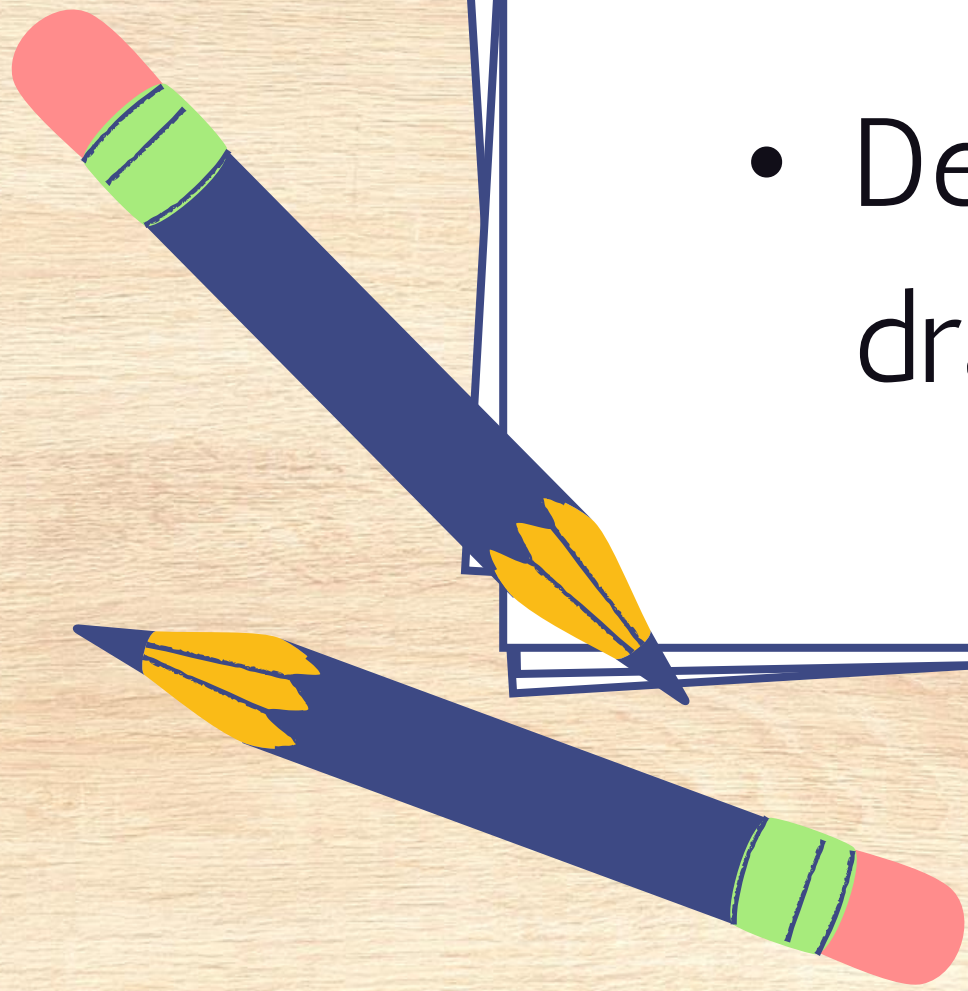
THE POINT OF VIEW

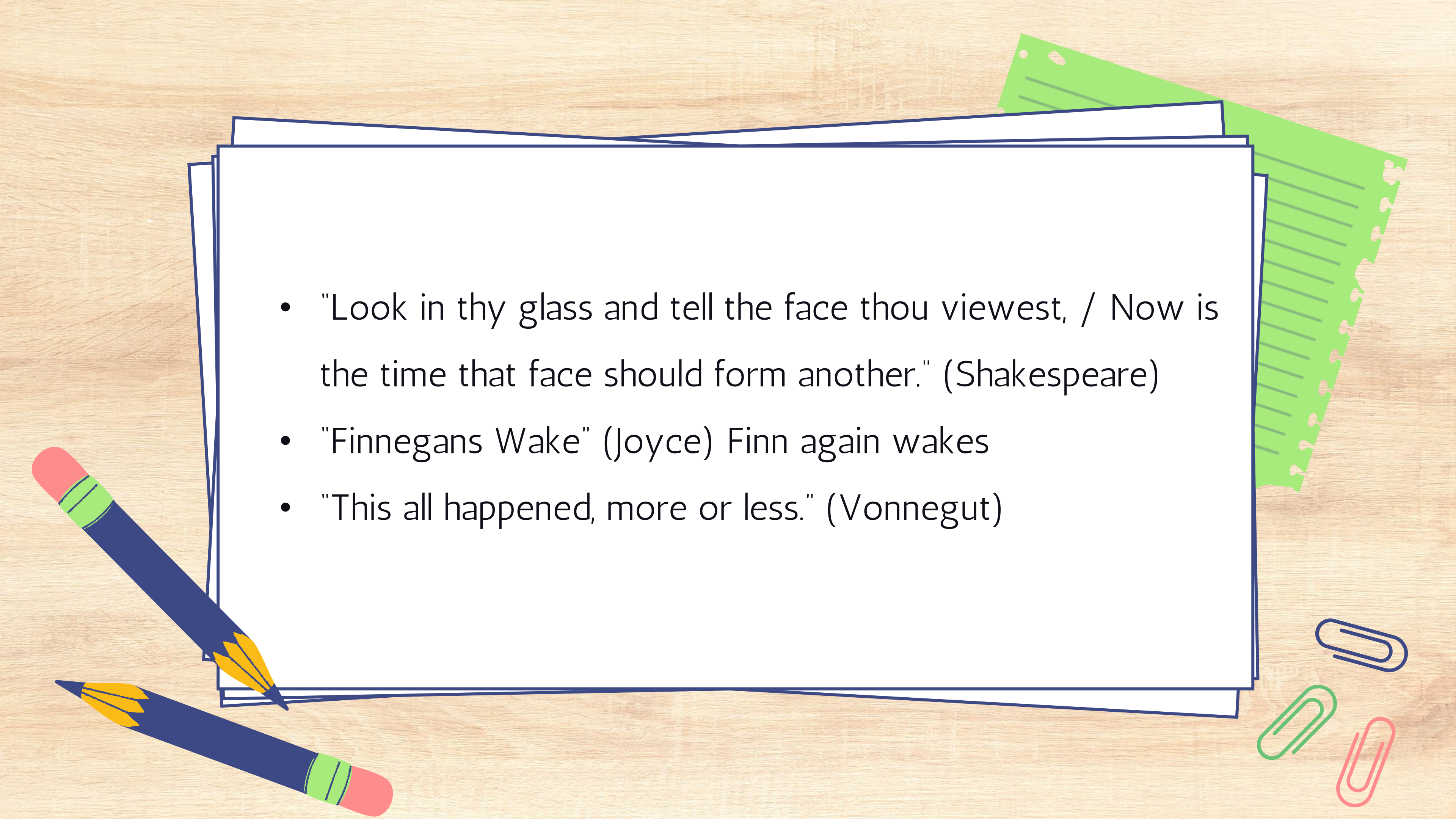
Subjective
Objective
Credibility ?



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 brown wooden surface. The top paper is white with a dark blue border and contains a bulleted list. Behind it is a green paper with horizontal lines and a perforated edge. Two blue pencils with yellow erasers and green bands are positioned diagonally across the bottom left. Three paper clips (blue, green, and red) are scattered at the bottom right.
- "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

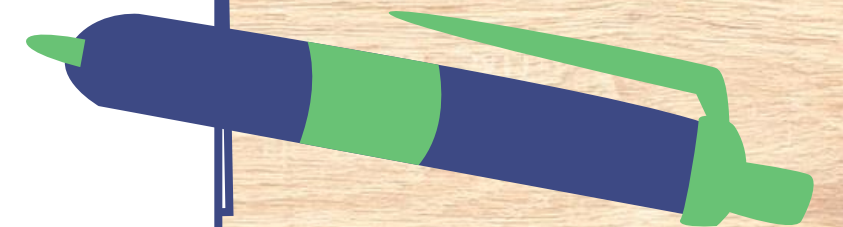
STORYTELLING IN THE CLASSROOM

- To enhance comprehension

inhabit the story

- To stimulate vocabulary enrichment

complex, sophisticated lexicon; identify L1 - L2 connections



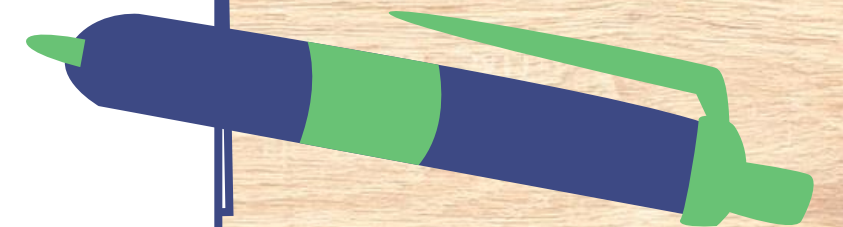
STORYTELLING IN THE CLASSROOM

- To open doors to intercultural intelligence

compare similar stories/stories with similar morals

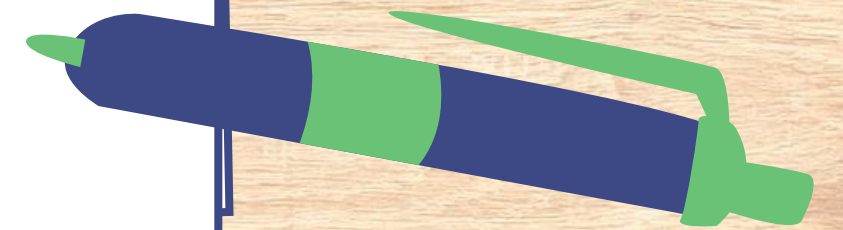
- To stimulate critical thinking

search the why, how, what if of the story



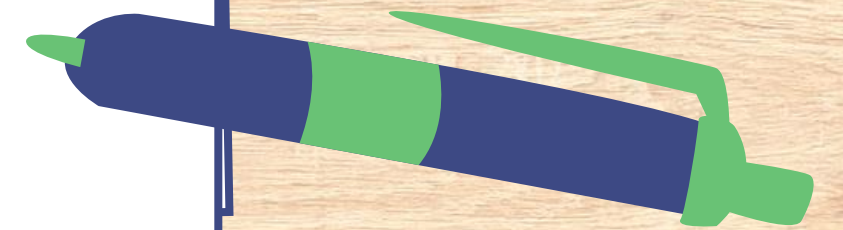
EXAMPLE ACTIVITIES

- 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)



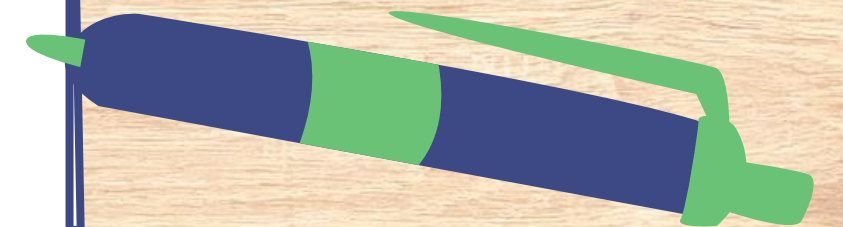


LIBRARY

- **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