Effective Use of Storytelling to Develop Students’ Interest in Reading and Promote Values Education

English Language Education Section
Curriculum Development Institute
Education Bureau
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Objectives

◆ To review how storytelling should be conducted in the primary English classroom

◆ To share and discuss how to incorporate storytelling into the primary English classroom to promote reading and values education

◆ To provide hands-on activities for the participants to explore the use of storytelling as a teaching strategy for reading in the primary English classroom
School-based English Language Curriculum
Components of the School-based English Language Curriculum

English Language Curriculum Guide (Primary 1 - 6) (CDC, 2004)
Five Teaching Strategies for Reading

- Storytelling
- Reading Workshops
- Independent Reading
- Shared Reading
- Supported Reading

KS1

KS2

Purposes of the Five Teaching Strategies for Reading

With each teaching strategy, students should be involved in reading different text types for a variety of purposes.

Teachers should plan for:

- reading to their pupils (Reading Aloud and Storytelling)
- reading with their pupils (Shared Reading and Supported Reading)
- reading by their pupils (Independent Reading)

Literacy Instruction for Teachers (LIFT) (English Language Education Section, 2007)
Deciding on the Teaching Strategies for Reading

Supports? Challenges?

• If there are many challenges and few supports, the text is probably best for storytelling or reading aloud.

• If there are more challenges than supports, the text is probably more suitable for use as a shared reading text.

• If there is a good balance of supports and challenges, the text is probably a good choice for a supported reading text.

• If there are many supports and a few challenges, the text is probably suitable as a text for independent reading.
Using Storytelling in the Primary English Classroom
Storytelling can...

- hold the **attention** and **concentration span** of students
- stimulate **emergent readers’ interest** in reading
- **engage** students **interactively** with the stories
- develop students’ capacity to **respond** and **give expression to** imaginative experiences **with increasing understanding**
- develop students’ **listening skills, basic reading skills** and **skills in writing stories**
- help to promote **reading across the curriculum**
- develop **positive values and attitudes**
Considerations in conducting Storytelling in the primary English classroom

Who should conduct storytelling?

How to choose appropriate texts for storytelling?

How to conduct storytelling?
Who should conduct storytelling?

All English teachers (both NETs and LETs)

Basing on story books or drawing upon own experiences

Making use of simple language and appropriate intonation, facial expressions, gestures, props and pictures

Adjusting vocabulary in the process of storytelling to suit students’ language proficiency

Enhancing students’ participation through group participating actions/sounds

What are teachers’ roles?

What about students?
Conducting Storytelling in the Primary English Classroom

At the Market
Focus:
• Steps in conducting Storytelling

Activity:

Literacy Instruction for Teachers (LIFT) (English Language Education Section, 2007)
Choosing appropriate texts for storytelling

Features of the texts:

- Narrative texts with clear and simple storyline
- Narrative texts with repetitive language patterns
- Rhythmic chants
- Real books with or without words
- Morals that help to promote values education
- Narrative texts with themes introduced in other KLAs/subjects (Reading across the Curriculum)

How to choose appropriate texts for storytelling?
Demonstrations on

- The use of storytelling as a teaching strategy for reading
- The use of storytelling to promote reading across the curriculum
- The use of storytelling to enhance students’ understanding of positive values and attitudes
Demo 1
- Using storytelling as a teaching strategy for reading
Demo 1 - Using storytelling as a teaching strategy for reading

• Story: The Tailor

• Features:
  - simple and clear storyline
  - repetitive language pattern

• Reading skill:
  - following predictable texts by recognising the repeated use of sentence patterns
Demo 2
- Using a story with a theme that can promote Reading across the Curriculum
Promoting reading across the curriculum (1)

Roles of English Language teachers

- Language Forms and Communicative Functions
- Language Skills
- Language Development Strategies
- Generic Skills
- Attitudes Specific to English Language Learning

To achieve the overall aims of education:
- lifelong learning
- whole-person development

Basic Education Curriculum – Primary 1-6 (2014), Chapter 1"
School-based Major Concerns:
- Creating a caring school campus
- Nurturing responsible and considerate students

Curriculum planning in different KLAs/subjects

Life-long Learning and Whole-person Development

Promoting reading across the curriculum (2)

Achieving the aims of education

English Language
- Nurturing positive values and attitudes through reading and identifying values, attitudes and beliefs expressed in the text
Nurturing positive values and attitudes through reading and identifying values and attitudes expressed in the text.

Major Concern of the School
- Creating a caring school campus
- Nurturing responsible and considerate students

KS2 Module: Caring for others

KS2 Module: Caring for others

English Language

Reading Workshops

General English

Units:
- Good manners
- Getting on with others

Our Fragile Environment

Bali
- Everything is connected.
- We should care about others.
Demo 2 – Using a story with a theme that can promote reading across the curriculum

• Story: Bali

• Features:
  □ simple and clear storyline
  □ themes introduced in other Key Learning Areas/subjects
  □ moral developing positive values and attitudes

• Reading skill:
  □ identify characters, setting and sequence of events in stories
Demo 3
- Using a story with a moral that can enhance students’ understanding of positive values and attitudes
Demo 3 – Using a story with a moral that can enhance students’ understanding of positive values and attitudes

• **Story:** *The Road to Lhasa*

• **Features:**
  - simple and clear storyline
  - repetitive language pattern
  - moral developing positive values and attitudes

• **Reading skill:**
  - infer ideas and feelings of characters
Let’s listen to some sound…

https://www.youtube.com/watch?v=K5IE0wTDdZc

https://www.youtube.com/watch?v=4onbsh1VNFm

https://www.youtube.com/watch?v=CaxoscdmrG4
Storytelling can...

- appeal to students with diverse learning needs
- foster the development of positive values and attitudes
- develop students’ language skills
- provide opportunities for cross-curricular teaching
- enhance students’ participation in lessons
- bring fun and enjoyable learning experiences to students too 😄
Main Concern of the School
- Creating a caring school campus
- Nurturing responsible, considerate and polite students, family members and citizens

Oreo
- acceptance, being considerate

Features:
- Related to students' daily life experience
- Develop positive values and attitudes

English Language
Reading Workshops
General English
Storytelling
Unit: Me and my friend
1. Is storytelling best conducted by NETs?

2. Are story books and big books required in conducting storytelling?

3. Is storytelling only for very young children?

4. Is storytelling used only when there is spare time in English lessons?

Teachers, do you have answers to these questions now?
Consultation Seminar on the Ongoing Renewal of the School Curriculum: Focusing, Deepening and Sustaining - English Language Education KLA (For Primary Schools)

**Course ID: CDI020151344**

- **Event AA:**
  - Date: 7/12/2015 (Mon)
  - Time: 9:30 - 12:00
  - Venue: WP01, West Block, Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong

- **Event AB:**
  - Date: 18/12/2015 (Fri)
  - Time: 14:30 - 17:00
  - Venue: GCCITKD Cheong Wong Wai Primary School, 2 Chui Tin Street, Sun Chui Estate, Shatin, N.T.