



Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

D983 - Webinar - Creative Responses to Poems and Stories

Dates: 01 June from 10:00 hs. to 11:30 hs. - 2024

Venue: Distance

Sessions: 1

Minimum attendance for certificates: 1

Vacancies per school: 5

For: Primary teachers

Please enrol before: **2024, May 29th**

Facilitator(s): *Mag. Griselda Beacon MA*

Griselda Beacon is a teacher educator and specializes in literature & art in ELT. Her interests include literature, young learners, CLIL, creativity and critical interculturality. Passionate about art in education, Griselda carries out projects with literature, storytelling, drama, visual arts and creative writing to foster self-expression and creativity in diverse and inclusive English language classrooms. She holds an MA in Literature and Foreign Language Teaching from Philipps-Universität Marburg, Germany, and has been working in the field of teacher education and Primary curriculum development for over 20 years. She has been sharing her experience as an in-service teacher trainer and curriculum developer in Latin America, Europe, Africa & Asia. She is a co-author of *Together* (Oxford UP, 2018), an English coursebook series tailor-made for Argentina and co-editor of the book *International Perspectives on Diversity in ELT* (Palgrave, 2021). Griselda has taught Children's & Young Adult Literature, Creativity, Drama Techniques in the English Class and Play, Music, Dance & Literature in Pre-Primary Education at Teacher Training Colleges in Buenos Aires. She regularly works as a consultant for educational institutions, such as language schools (NILE - Norwich Institute for Language Education) in the UK, ELT publishers (Oxford University Press) & libraries. At present, she lectures in American Literature at Universidad de Buenos Aires -UBA. In her spare time, Griselda loves dancing, getting lost in bookstores and taking drama classes.

Objectives:

- Explore the teaching potential of stories and poems with (very) young learners to develop language awareness and language use through play and performativity.
- Design creative activities to foster self-expression in English, ignite learner's creativity, encourage interactive and collaborative learning and integrate the 'four linguistic skills' in a meaningful and innovative way.
- Discuss formative assessment as a way to check on young learners' creative work.
- Incorporate meta-pedagogical reflective practice.

Contents: The workshop explores the possibilities stories and poems offer to help young learners develop language awareness and appropriation through highly interactive, play-based and collaborative activities. Linguistic games and drama techniques foster exploration and discovery and introduce vocabulary, syntax, pronunciation, rhythm, intonation, in a playful manner.

In our session, we will work with contemporary children's stories and poems, plan activities to trigger the learners' creativity and discuss formative assessment to check on young learners' creative work in English.

We will read a selection of stories and poems written by Mo Willems, Ed Vere, Anthony Browne, Leo Lionni, Eric Carle, Lucy Cousins, Todd Parr, Hervé Tullet, Michael Rosen, Virginie Morgand, Tomi Ungerer, Judith Kerr, N. Bryon & D. Adeola, Yasmeen Ismail, Jon Klassen, Carlson Ellis, C. Naylor-Ballesteros, Kevin Henkes, Peter Reynolds, Chris Raschka, Ed Emberley, Maurice Sendak, Julia Donaldson, Oliver Jeffers, Lisa Mantchev, John Agard, Grace Nichols, Roger McGough, Ian McMillan, Tony Mitton, David Harmer, Paul Cookson, Benjamin Zephaniah, among others.

Bibliography: Egan, K. (2005). *An Imaginative Approach to Teaching*. Jossey-Bass
Hollenbeck, M. M. (1999). *Teaching with Favorite Leo Lionni Books*. Scholastic.
Lazar, G. (2005). *Literature and Language Teaching*. Cambridge UP.
Maley, A. (1994). *Short and Sweet. Short Texts and How to Use Them*. Penguin.
McRae, J. (1991). *Literature with a Small "l"*. Macmillan.
Mourão, S. (2015). Response to picturebooks: A case for valuing children's linguistic repertoires during repeated read alouds. In Mourão, S. & Lourenço, M. (Eds.) *Early Years Second Language Education: International Perspectives on Theories and Practice*. (pp. 62-77). Routledge.
Mourão, S. (2016). Picturebooks in the Primary EFL Classroom: Authentic Literature for an Authentic Response. *CLELEjournal*, 4(1), 25-43.
Pope, R. (1995). *Textual Intervention. Critical and Creative Strategies for Literary Studies*. Routledge
Worthy, J. (2005). *Readers Theater for Building Fluency*. Teaching Resources

Methodology: Workshop: The sessions have a dialogical and interactive approach in which participants discuss and apply concepts, brainstorm creative teaching ideas, develop supporting teaching materials and carry out the tasks in groups. In-between sessions, teachers are motivated to carry out creative tasks with their own learners at school and then share the experience with their colleagues in the workshop to reflect upon the learning process at teacher level and at learner level.