

# ESSARP Centre programme

## Courses



**ESSARP**  
English Speaking Scholastic  
Association of the River Plate

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.

### D1127 - Webinar - From Storytelling to creative writing

**Dates:** 06 May from 17:30 hs. to 19:00 hs. - 2025

**Venue:** Distance

**Sessions:** 1 **Minimum attendance for certificates:** 1

**Vacancies per school:** 5

**For:** Primary Teachers

Please enrol before: **2025, May 1st**

**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 picturebooks with young learners: play with the language at word level, as well as with pronunciation, rhythm, intonation, figures of speech and repetitive structures to develop language awareness.

Read, perform and tell stories with children to encourage interactive and collaborative learning.

Learn techniques and strategies to include storytelling, reading aloud and interactive and performative reading into our English language classes.

Design creative activities to respond to the reading experience and develop self-expression which fosters language appropriation.

Make our lessons memorable and meaningful!

**Contents:** In this workshop, we will dive into the interplay of storytelling and creative writing in the English classroom with (very) young learners. We will observe how they contribute to creating dynamic interactions among learners who undergo a wholesome language learning experience.

We will introduce a pedagogical framework which fosters techniques and strategies to explore and exploit storytelling in the classroom, and we will introduce creative writing prompts to trigger learners' engagement in crafting all sorts of imaginative stories.

In our session, we will work with contemporary children's picturebooks and plan engaging activities to trigger learners' creativity.

We will read from a selection of picturebooks written by Colin McNaughton, 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 Classen, Carlson Ellis, C. Naylor-Ballesteros, Kevin Henkes, Peter Reynolds, Chris Raschka, Ed Emberley, Maurice Sendak, Julia Donaldson, Oliver Jeffers, Lisa Mantchev, among others.

**Bibliography:** Egan, Kieran (2005). *An Imaginative Approach to Teaching*. Jossey-Bass.  
Hollenbeck, Mathleen M. (1999). *Teaching with Favorite Leo Lionni Books*. Scholastic.  
Lazar, Gillian (2005). *Literature and Language Teaching*. Cambridge UP.  
Maley, Alan (1994). *Short and Sweet. Short Texts and How to Use Them*. Penguin.  
McRae, John (1991). *Literature with a Small "l"*. Macmillan.  
Mourão, Sandie (2010). What's in a picture book? in Mourão, S. (Ed.) *APPInep: Celebrating ten years of teaching children in Portugal*. APPI.  
Mourão, Sandie (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, Sandie (2016). Picturebooks in the Primary EFL Classroom: Authentic Literature for an Authentic Response. *CLELEjournal*, 4(1), 25-43.  
Nodelman, Perry (2003). *The Pleasures of Children's Literature*. Allyn & Bacon.  
Phillips, Diane. Et Al. ((1999). *Projects with Young Learners*. Oxford UP.  
Pope, Rob (1995). *Textual Intervention. Critical and Creative Strategies for Literary Studies*. Routledge.  
Read, Carol (2007). *500 Activities for the Primary Classroom*. Macmillan.  
Read Macdonald, Margaret (1993). *The Story-teller's Start-up Book*, Atlanta: August House Inc.  
Roche, Mary (2015). *Developing Children's Critical Thinking through Picturebooks*. Routledge.  
Slattery, Mary (2008). *Teaching with Bear*. Oxford UP.  
Worthy, Jo (2005). *Readers Theater for Building Fluency*. Teaching Resources.  
Wright, Andrew (1995). *Storytelling with Children*. Series Ed. Alan Maley. Oxford UP.  
Wright, Andrew (1997). *Creating Stories with Children*. Oxford UP.

**Methodology:** Workshop: The sessions will have a dialogical and interactive approach in which participants discuss and apply concepts, brainstorm creative teaching ideas, develop supporting teaching materials and carry out tasks in groups.