



**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.

### D975 - Webinar - Storytelling, Picturebooks & Creativity in our English Classrooms

**Dates:** 06 April from 10:00 hs. to 11:30 hs. - 2024

**Venue:** Distance

**Sessions:** 1

**Minimum attendance for certificates:** 1

**Vacancies per school:** 5

**For:** Kindergarten and Lower Primary teachers

Please enrol before: **2024, Apr 3rd**

**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 (very) 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:** The workshop explores the possibilities stories and picturebooks offer to help children develop language awareness and appropriation through highly interactive and collaborative activities which foster exploration and discovery. In our session, we will work with contemporary children's picturebooks and plan engaging activities to trigger the learners' creativity.

We will read a selection of picturebooks 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 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.

**Methodology:** The session has 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.