APPETIZERS OF THE IMAGINATION

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Most of the time, when the topic gets too complicated on which students find hard to gulp all the conception that I am nursing them, I pursue for the salvage of a teaching strategy that never ever failed me: the ‘Story telling.’

Stories are appetizers which invigorate the mind and tickle the imagination. Children can become individually tangled in a story as they recognize with the characters and attempt to construe the account and graphics. This creative involvement supports the development of own artistic powers.

Heeding to stories in class is a pooled societal involvement. Reading and writing are often singular activities; storytelling spurs a communal reply of laughter, blues, enthusiasm and eagerness which is not only pleasurable but can aid shape up child’s self-assurance and hearten social and emotional growth.

Youngsters adulate to lend their ears to stories over and over again. This recurrent reiteration permits definite language matters to be assimilated while others are being excessively strengthened. Countless stories also encompass ordinary repetition of crucial lexis and structures. This benefits children to recall every aspect, so they can increasingly absorb to forestall what is about to transpire next in the story. Repetition also emboldens involvement in the story. Following connotation and foreseeing language are essential skills in language acquisition. Listening to stories permits the educator to present or review fresh terminology and sentence constructions by revealing the children to language in diverse, notable and accustomed circumstances, which will supplement their rationality and increasingly arrive on their own speech.
As emphasized by Anderson (2005), storytelling is the novel custom of teaching. Societies which lone method of instruction is storytelling is still proliferating up to this point. Though exertions have been instigated to duplicate or update it, such as the automated storytelling of television, live verbal storytelling will certainly not go out of style. A modest narrative will always be the keystone of the art of teaching. Informal or fictional, unaffected or extravagant—the full array of language exists in stories which have developed in a exceptional fashion. The listeners profit from witnessing non-polished speech produced on-the-spot. While listening to stories, children cultivate a sense of assembly that will eventually support them to apprehend the more multifaceted stories of literature.

So after an hour, I did notice that we were done with the lesson. Story telling had saved my day.

References: