



Finding Your Voice: Creative Writing and Storytelling in ELT

This course is aimed at teachers who would like to revitalise their classes, find new ways of teaching reading and writing skills, and explore new ways of using stories in the ELT classroom. It is also for those who would like to discover or develop their own writing talents. It is for teachers who teach at all levels and all ages.

Objectives

- To enable you to develop effective strategies for teaching writing
- To find new ways to exploit texts
- To enable students to discover the processes of storytelling and encourage them to read more appreciatively
- To provide a forum where students can draft, edit and redraft work so that it can be shared with others
- To enable you to use stories effectively in the classroom
- To give you storytelling skills to fully exploit the power of stories
- To unlock your creativity
- To help you develop your own writing skills
- To allow you to discover your hidden talents

Course Content

Finding your voice as a writer These sessions will help you to learn writing skills you can develop in the classroom and use for teaching writing skills, speaking skills and grammar and vocabulary. The course will focus on story writing for language acquisition with a wide range of activities with clear language aims. There will be sessions on textual intervention, writing dialogues, exploiting stories dramatically and cross-curricular activities.

Finding your voice as a storyteller The course will enable you to discover new ways into stories, both written and oral, and there will be a major component on oral storytelling, which will enable you to find your voice as a storyteller and discover how presentation skills can assist you as a teacher. There will also be the opportunity to hear and work with a leading professional storyteller.

Finding your voice – as a person You will discover how stories tell us about ourselves as teachers and discover metaphors for living

In addition to taught elements of the course, there will be time for participants to develop their own writing projects in a secure writing environment

Course Methodology

NILE courses are taught in a range of ways but the underlying principle is that all courses should be taught using methodology that course participants can adapt and emulate for themselves on returning to their classrooms. Sessions are built into each course to allow course participants to reflect on the way that they have been taught and review the suitability of the strategies and techniques for their own circumstances.

Preparation and follow-up

All course participants are issued with a pre-course questionnaire to be returned prior to the course. This is to ensure that the areas of most significance to participants within the general course area are covered. In addition, participants are sent an indicative reading list covering some of the topics to be dealt with on the course. Participants are also asked to bring along to the course information and materials relating to any project they are involved in or have recently completed, which could benefit from supportive critical comment during the course.

The final day of the course will be a “where next” session with the group as a whole. This session will be used to review the concepts and practices dealt with on the course and to see how they will apply to the participants’ workplace on their return. It will be a time for sharing of information and skills acquired on the course and of writing begun and/or completed. Open-ended follow-up consultation is also available to all course participants after the course, via email/internet access.

Timetable

All NILE courses are held between the hours of 9 am and 5.30 pm. The main course sessions will generally begin at 9.15 am and end at 3.30. Additionally there will be time for individual tutorials and writing surgeries between 3.30 and 5.15 pm. All courses last for a minimum of 25 hours per week.

The NILE Team

The director of this course will be Antoinette Moses, a playwright and author who writes stories for many EFL publishers. She has published six original readers for Cambridge University Press, one of which, *Jojo’s Story*, won best elementary graded reader in 2004. Antoinette teaches Creative Writing at the University of East Anglia where she acquired a Creative Writing MA and where she is also currently studying verbatim theatre for a PhD.

Antoinette will be backed up by a team of EFL specialists in Creative Writing and Storytelling. Invited tutors include the following: Jane Spiro, novelist and Principal Lecturer and Head of Academic Group, Applied Linguistics, at Oxford Brookes University. Jane is the author of *Creative Poetry Writing* (OUP) and *Creative Story Writing*, (OUP 2006) and she is currently engaged in PhD research into the role of creativity in teacher development. Nick Owen whose insights into storytelling have been explored in *The Magic of Metaphor - 77 Stories for Teachers, Trainers and Thinkers*, a work already in its 4th reprint and translated into 5 languages.

Since NILE’s courses are for serving teachers or teachers in training, the story-telling sessions, along with the extra-curricular programme, represent an ideal opportunity for course participants to mix socially and professionally with teachers from a wide variety of different countries and contexts.

All of NILE’s courses for teachers include a significant English language improvement element dealing with a variety of aspects of the English language.