

Project “ADULATION- Adult Education for Social Change”

2020-1-CY01-KA204-065947

# “ADULATION Training toolkit to enhance citizenship of adult and senior learners”

Intellectual Output 3

TOPIC 3: IMMIGRATION AND TOLERANCE TO DIFFERENCE

STORYTELLING

TOOL 4

## OVERVIEW OF METHOD – Storytelling

Storytelling is a tool to challenge prejudice and discrimination by working on skills, knowledge, and attitudes.

Situated (or Situational) Learning is a powerful and effective form of learning based on narrative structures. From an early age, humans contextualize experiences by attributing a meaning through storytelling. Adult learners are exceptionally good at using logic to piece together different elements of a story.

## METHODOLOGY

Through time, human beings have been engaging in conversations using stories for long, which has helped them understand each other and the world around them. Storytelling is defined as *'an ancient art form and a valuable form of human expression'* by the National Storytelling Network<sup>1</sup>.

However, a story can be presented in many forms, and different methods are used for different purposes.<sup>2</sup> Thus, when it comes to the practice of telling the story, the focus is on the different forms of telling the story and not on the story itself.<sup>3</sup> As M. Carolyn Clark and Marsha Rossiter argue, learning through stories is based on three elements: hearing, telling and recognizing stories.<sup>4</sup> While according to Horea and Vrečer (2016), storytelling engages interaction between the storyteller and the listeners, therefore, it connects the individuals.<sup>5</sup>

There are many different ways and different purposes of storytelling, and one of them is for education purposes. Storytelling has been used as a method of education to 'create awareness, foster understanding, invite for reflection and discussion, spark curiosity etc.'<sup>6</sup> Storytelling has been used as a method of non-formal education, where the main aim is to enhance the learning and creativity of students.<sup>7</sup>

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<sup>1</sup> National Storytelling Network (2022). What is Storytelling?. <https://storynet.org/what-is-storytelling/>.

<sup>2</sup> Horea, S., & Vrečer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning*. Retrieved from SALTO-YOUTH: [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1431/S-cookbook-web.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf)

<sup>3</sup> Moezzi, M., Janda, K. B., & Rotmann, S. (2017). Using stories, narratives, and storytelling in energy and climate change research. *Energy Research & Social Science*, 31, 1-10. <https://doi.org/10.1016/j.erss.2017.06.034>

<sup>4</sup> Clark, M.C. & Rossiter, M. (2008), Narrative learning in adulthood. *New Directions for Adult and Continuing Education*, 2008: 61-70. <https://doi.org/10.1002/ace.306> p. 65.

<sup>5</sup> Horea, S., & Vrečer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning*. Retrieved from SALTO-YOUTH: [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1431/S-cookbook-web.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf)

<sup>6</sup> Ibid p.8.

<sup>7</sup> Ibid p.5.

Based on the literature review<sup>8</sup>, it is certain that storytelling offers a flexible and creative study option, which can contribute to the special needs of adult learners as they have more stories and experience to share than the youth.<sup>9</sup> Moreover, Tilkin et al. (2011) concluded that storytelling as a pedagogical tool helps learners conceptualise the learning process, empowers adult learners, facilitates communication, inspires personal growth and engages the adult learner.<sup>10</sup>

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<sup>8</sup> Enzo Caminotti Jeremy Gray, (2012), "The effectiveness of storytelling on adult learning", Journal of Workplace Learning, Vol. 24 Iss 6 pp. 430 – 438 Permanent link to this document: <http://dx.doi.org/10.1108/13665621211250333>.

<sup>9</sup> Tilkin, G & Paulus M. &, Biesen A. L, Land J. (2011). 1001 Stories for Adult Learning (Sheherazade project) ISBN 9789081794114. Lies Kerkhofs, Landcommanderij Alden Biesen, Kasteelstraat 6, B-3740 Bilzen. <https://issuu.com/aldenbieseneu/docs/sheherazade-manual> pp.13-14.

<sup>10</sup> Ibid. pp.14-16.

## Tool 4 – Linguistic diversity

### ***Aim & Objectives***

- Learn about issues related to tolerance to difference, more precisely to language diversity
- Understand language diversity
- Develop critical thinking on the topic of tolerance to difference; language diversity
- Raise awareness on language diversity

### ***Time***

120 minutes.

### ***Methodology and Techniques***

The methodological background of this session is the storytelling method; the facilitator/trainer/mentor will build on this. Storytelling in education is used to create awareness, foster understanding, invite to reflection and discussion, spark curiosity, and establish identity and rituals.<sup>11</sup> Stories are a source of knowledge and inspiration, and by telling or listening to them, young people also develop the capacity of acceptance, they learn to accept and let go of their prejudices.<sup>12</sup> *“Storytelling can be used to enhance the learning and creativity of pupils or young people in schools or youth centres. Its three stages allow the beneficiaries to be prepared for the story, to listen carefully and reflect upon its events and to draw conclusions by developing a proactive attitude where the young people are involved in the post-telling of the story.”*<sup>13</sup>

### ***Preparation***

Think of the aims you would like to achieve with this session. Learn about linguistic diversity and think about the different aspects of language diversity in your country/region. Do you know what is the origin of

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<sup>11</sup> Horea, S., & Vrečer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning*. Retrieved from SALTO-YOUTH:

[https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1431/S-cookbook-web.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf)

<sup>12</sup> Ibid. p.16.

<sup>13</sup> Ibid.p12.

language diversity? The non-scientific origin is the Babel Tower myth from the Bible, that you can use it as a story in this session.

### ***Instructions & schedule of the session***

1. Put the chairs in a big circle and ask the participants the following questions:

- a. *Which languages do they speak?*
- b. *Which languages do their parents speak?<sup>14</sup>*
- c. *What are your experiences with language learning?*

Ask them to write it down on paper, and then ask a few participants to share their answers. Discuss it with the participants:

- Necessary tools: paper sheets and pens.

Questions:

- *What does it mean that you speak the same language with your family, neighbours, etc.?*
- *Does your language define your culture? Does your culture define your language?*
- *What about non-native speakers? Should they learn the official language(s) of a country? Should they preserve their language of origin?*

2. Tell or show the story of the Babel Tower to your group. ([Bible, Genesis 11:1-9](#))

3. Discuss it with the participants:

- a. *What did you learn from the story?*
- b. *What were the consequences of creating different cultures with different languages?*
- c. *Have you experienced any judgement based on your accent or language?*
- d. *Why is language diversity important? Should we create a universal, global language?*
- e. *What are the advantages and disadvantages of using a global lingua franca?*
- f. *What are the advantages and disadvantages of language diversity?*

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<sup>14</sup> They can list their native language but their non-native language as well.

## ***Debriefing***

You can catalogue questions for the facilitator to ask the participants. You can give instructions on how to **close the activity**.

- What about migrants or refugees? How can they preserve their native language? Does it important? How does it contribute to multiculturalism?
- What to do with your accent? What does it mean that you have an accent?
- Do you identify yourself with the language and culture of your country or residence?

## ***Expected Outcomes***

### *Knowledge*

- o Origin of language diversity
- o Advantages and disadvantages of language diversity

### *Skills*

- o Critical thinking;
- o Debating skills;

### *Attitudes*

- o Understanding the importance of language diversity
- o Learn how to be more tolerant regarding different languages

## ***Further Reading***

Cauldwell, R. (2014, June 9). *What does your accent say about you?* Retrieved from BRITISH COUNCIL:  
<https://www.britishcouncil.org/voices-magazine/what-does-your-accent-say-about-you>

*European Education Area: Quality education and training for all.* (2021, January 19). Retrieved from European Commission: [https://education.ec.europa.eu/node/13\\_ka](https://education.ec.europa.eu/node/13_ka)

Horea, S., & Vrečer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning*. Retrieved from SALTO-YOUTH: [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1431/S-cookbook-web.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf)

*Linguistic Integration of Adult Migrants (LIAM)*. (2021(b)). Retrieved from COUNCIL OF EUROPE: <https://www.coe.int/en/web/lang-migrants>

Ro, C. (2021, June 3). The pervasive problem of 'linguistic racism'. *BBC*. Retrieved from <https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism>

*Tower of Babel: Story, Summary, Meaning, & Facts*. (2021). Retrieved from Encyclopaedia Britannica: <https://www.britannica.com/topic/Tower-of-Babel>