

CHAPTER 4: EMPLOYING STORYTELLING AS A PEDAGOGICAL STRATEGY IN EFL CLASSROOM

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Abstract

One of the oldest forms of education and oral tradition still in use today to transmit the cultures, traditions, and customs of a past society is storytelling. It creates a link between the old and the modern. In EFL lessons, storytelling typically offers a relevant context, an engaging environment, and is utilised as a method to greatly encourage pupils. Although it is generally believed that storytelling is based on imitation and repetition, many creative activities can be used in the classroom because this method encourages students to use their imaginations. Therefore, storytelling is a vital communication technique that can be applied in the language classroom to foster imagination and creativity in both teaching and learning. This study explores the value of storytelling as a teaching method in EFL lessons. It outlines the benefits of employing storytelling as a teaching and learning strategy to improve students' language and literacy abilities as well as to promote student engagement and interaction in language classes. It also looks at how engaging in storytelling activities can increase and promote fascinating language use and improve comprehension across all four skill areas.

Keywords: Storytelling, Teaching English, EFL, Strategy

1. Introduction

Storytelling, as a long-standing, worldwide custom is a powerful communication tool that people can use to share ideas, feelings, and experiences. Stories have been employed for amusement, motivation, instruction as well as to pass on knowledge, preserve culture, and to teach ethical principles. This means that people of all ages use stories for a variety of reasons and relate them to other people of all ages in a variety of ways. For instance, it is possible to observe how children portray relationships between individuals, what they imagine their future needs and wants to be, and how they conduct themselves in the stories they act out while playing. Adult storytellers frequently relate, discuss, ponder, and offer advice about the most important values in the world. After all, the delivery of stories has long served as a means of transmitting cultural traditions and legacy.

Storytelling is the use of narratives as a social tool for valuing, disseminating, and maximising individual understanding. A story is a narrative that includes events, characters, and emotional elements. Reading aloud and storytelling are typically contrasted as being distinct art forms. In contrast to reading aloud, where the reader reads aloud the exact words in a given story or presents a memorised text to the audience, Mello (2001) claims that in storytelling, the storyteller focuses on the main message(s) and is free to use language improvisation, vocalisation, mimetic action, and his or her creativity to convey a story message to the audience. Stories also assist in the more effective transmission of knowledge by making the subject matter more captivating and memorable. According to Ohler (2013), stories offer a useful framework, metaphor, and collection of useful methods for resolving problems, educating ourselves, and achieving our objectives. Additionally, storytelling is an effective tool for communication.

Storytelling can be used in many different contexts, but it is especially effective in language education. According to Andrews and Hull (2009), learning occurs most creatively in social and communal settings that provide real-world contexts for how to apply information. That is, it is mainly about how stories can be used as a tool to spread knowledge in a communal sense. Storytelling, to McDrury and Alterio (2003), is a distinctively human form of communication that allows people to express a variety of aspects of who they are, how they relate to others, and the real or imagined environments people live in. Because tales make up a significant portion of who people are, they aid us in understanding these worlds and how we fit within them. Storytelling, according to Dyson and Genishi (1994), is an interaction between a teller and an audience that involves the use of a narrative structure, vocalisation, dramatic imagery, and/or both verbal and nonverbal clues. The audience responds to the teller's actions verbally and nonverbally as well.

2. Storytelling in Education

Education is a crucial step in helping people advance their knowledge and abilities, sharpen their thinking skills, and give back to the community. In this context, storytelling has been a vital and effective teaching tool despite the evolution and change in educational techniques over time, for they have a significant impact on education, and people. The use of storytelling techniques improves the ambiance and setting of the classroom. Because stories are engaging and even hilarious, they can help learners unwind and lessen their concerns. In contrast to the majority of traditional teaching methods, a well-told tale, according to Richter and Koppett (2000), can promote a sense of community and belonging in learning groups. Hence, use of storytelling in education has several advantages.

To start with, storytelling helps improve students' communication skills. When they tell a story, they can also improve their logical cognitive functions, emotive expressions, and effective audience communication abilities. Young learners, for instance, can enhance their communication abilities through stories by acting out while playing how they imagine how people interact to one another, what they think their needs and desires are for the future, and how they should act. Adult storytellers, on the other hand, frequently debate, describe, pause about, and advocate the most important world ideas. After all, passing down traditions and cultural heritage has always been done frequently through storytelling. These skills help students communicate more effectively inside and outside of the classroom.

Additionally, students can get an understanding of how language functions and how to use it effectively through the characters, dialogue, and events in stories. Additionally, reading a variety of stories- including fairy tales, novels, short stories, etc.- gives children the chance to experiment with new grammatical constructions and idioms, which improves their language proficiency. Moreover, storytelling affects linguistic diversity and cultural diversity in language learning as well as cultivating cultural and historical awareness. That is, the use of stories to comprehend history and cultural context is quite effective. A society's history, morals, and beliefs are reflected in its legends, fairy tales, and traditional traditions. Introducing these tales to students helps them become more historically and culturally aware.

One of the most important benefits of storytelling is that it can help students enhance their grammar and vocabulary. They can see how language is used in real-world situations through stories. For instance, Brown (2017) asserts that the use of stories helps improve students' understanding of the main ideas and topics in text. When students can relate to the experiences of a story's characters, they are better able to comprehend complex ideas. Hence, they are better able to comprehend information and retain it for longer. Furthermore, stories can help students build analytical and critical thinking skills because it is crucial to understand and analyse texts. This also enables storytelling to enhance pupils' capacity for original ideas. In other words, storytelling encourages children to grow as creative thinkers. By telling or making up stories, students can develop their ability to come up with original ideas, imagine different outcomes, and find creative solutions. According to Savvidou (2010), storytelling is a style of thinking about experience that values the perspective of the individual. This enhances one's capacity for problem-solving and promotes unique thought.

One other advantage of storytelling for students is the growth of their emotional intelligence and capacity for empathy. Students who create stories might improve their emotional

intelligence, empathy, and capacity to perceive things from various angles by seeking to understand the sentiments of a fictional character. This might result in closer relationships with others and increased awareness of societal issues. Similarly, narrative improves students' capacity for original thought. Students can use their imaginations to investigate potential links between various characters and events when they are creating stories. A greater aptitude for critical thought and problem-solving benefits children. Since it calls for kids to understand the motivations and emotions of characters, storytelling can aid children in growing their emotional intelligence and empathy.

Another benefit of storytelling is the ability to learn and understand information. That is, using examples from real-world experiences or intriguing stories, one can successfully convey complex or difficult concepts. Stories can help students build their analytical and critical thinking skills because it is crucial to analyse and interpret texts. No matter the learners' age or background, Cameron (2001) claims that storytelling is a successful teaching strategy for fostering the acquisition of language skills in both the first language (L1) and the second language (L2).

2.1. Storytelling in Language Education

Storytelling is a crucial tool for educational objectives, particularly when learning the English language (Wright, 2000). Stories provide students a chance to have their voices heard, and they do this by placing them at the centre of the learning process and demonstrating the value they place on their experiences. Storytelling, according to Coconi (2013), is the act of conveying events via the use of language and sound. This is a form of improvisational expression that centres on a story and/or point of view. Students can use words and pictures to play with their imaginations when they are told stories. Additionally, it encourages participation from the students in class as they begin to develop assumptions about the plot. Along these lines, storytelling is a successful method for teaching English since it helps students' listening abilities. As follows, students' daily lives may benefit from their increased language comprehension.

According to Barrett (2006), stories incorporate various characteristics of learning methodology, such as project-based learning, technology integration, student participation, and reflection for deep learning. Also, Atta-Alla (2012) explains that storytelling is a powerful pedagogical strategy for teaching and improving L2 abilities since it works on language skills in an enjoyable, motivating, and contextualised way. This makes it more interesting for students to listen to stories as well as to speak, write, and read about them. Likewise, Cooper et al. (1992)

claim that storytelling aids students in learning and remembering pronunciation, grammatical structures, and vocabulary.

However, learning a language entails more than merely picking up new vocabulary or grammar rules. That is, understanding a culture and being able to communicate with people require linguistic proficiency. In other words, due to the richness and versatility of the language, learning English can occasionally be a difficult task. Understanding grammar rules is only one aspect of learning English. It is equally crucial to comprehend and use the language itself. When students learn English through stories, they not only learn the language but also how to apply it. In this respect, using stories to teach English is a highly successful teaching strategy, for understanding a language's cultural background and narratives is essential for proper comprehension. Thus, the use of stories when teaching English to non-native speakers helps pupils communicate more effectively and develop their language skills, for they can polish their grammar, vocabulary, and pronunciation skills by telling stories.

In addition, language learners also have the chance to enhance their communication abilities as storytelling encourages student participation, improves cultural understanding, and promotes the growth of critical thinking abilities. It is possible to use language practically by comprehending and sharing a story. While telling stories to others, students can enhance their speaking and writing abilities. Understanding stories can help them develop their listening and comprehension abilities as well. Thus, storytelling is a crucial language learning practise that can aid in the development of efficient communication in L2 classroom.

Storytelling is typically defined in terms of how it functions or what it does to encourage communication between storytellers and tale listeners in the field of language teaching. In this setting, storytelling can be used as a powerful method of expression for ideas, feelings, and experiences. According to Atta-Alla (2012), storytelling is a way to share and explain events. Stories are crucial because they bridge linguistic, cultural, and other differences. All ages can benefit from the storytelling style, dispelling the idea of age discrimination. It is possible to educate morals, cultural standards, and societal values through the use of stories. In addition, Hsu (2010) defines storytelling as the process of relating a story to an audience through the use of voice, facial expressions, hand gestures, eye contact, and involvement. A story is produced as a result of the interaction between the storyteller and the audience. Because of this, while the storyteller uses words and gesture to transmit a narrative, the audience physically reacts to it by squinting, gazing, or grinning, providing feedback on how the narrative is being received to the storyteller.

Furthermore, storytelling plays a significant role in all communities and is a highly effective teaching tool for young learners (Phillips, 2000). Young learners enjoy reading, writing, and listening to stories, and they learn more about society and life in general from the stories. Telling and dramatizing stories has become a fairly common element to the pre-school curriculum (Wright et al., 2008). There are various studies that demonstrate the positive effects of storytelling on young children's language development. To give an example, Willis (1996) demonstrates excellent story-telling techniques for instructors in his book *Teaching Language by Telling Stories* and emphasises the importance of stories in language learning. Additionally, in his article 'Language Acquisition and Language Learning,' Stephen Krashen (1982) demonstrates how stories might impact pupils' language acquisition and the significance of emotional context for language development is discussed. Krashen (1982) makes the case that students can benefit greatly from using stories to replicate the process of acquiring a new language.

Using stories to engage students and make language learning more enjoyable is a great strategy as focused on by Kim (2010). By enabling students to comprehend and communicate in real-world settings, stories can help language learners feel connected. By following the characters' experiences, they can gain a deeper understanding of the language. Narratives can also help students recall information better and keep it for longer. Because they help people build an emotional connection, tales help people recall information better. As a result, language learners can better recall the vocabulary and grammatical rules they study.

Through stories, language learners can learn about many cultures and cultivate cultural sensitivity. According to Ray and Seely (2004), by hearing stories in the target language, learners are exposed to it in a way that feels normal, improving their speaking and comprehension skills. Students learn how to use language in the actual world through listening to and telling stories. They can have a deeper understanding of a civilization's values, beliefs, and history by learning the stories of the society where that society is spoken. This is crucial for a deeper comprehension of the language because of how closely it is related to culture.

There are several fun pre-storytelling exercises that draw children in and encourage participation, such as describing pictures, making predictions, and building connections with others. According to Tedjaatmadja and Renandya (2012), there are a variety of activities that must be completed once the narrative has been told, such as role-playing, responding to inquiries, developing alternate endings, and so on.

2.2. Significance of Storytelling in Language Development

Many nations' historical and cultural backgrounds are reflected in storytelling, which is often regarded as a potent method for enhancing linguistic abilities. Sundmark (2014) explains that by including narrative into language instruction, students' linguistic abilities can be improved because storytelling has the power to raise children's linguistic abilities. The relevance of students strengthening their language skills through stories is also emphasised by Uzun (2006). Because it gives students the chance to use language in authentic communication situations and because it helps students develop their grammar, vocabulary, and expressive skills, storytelling is regarded as an effective language learning technique. Reading, writing, listening, and speaking are all part of developing language abilities. For people to communicate effectively, to grow intellectually, and to absorb knowledge, language skills are fundamentally important. Storytelling is a powerful teaching tool for vocabulary and grammatical structure as also emphasized by Lucarevski (2016). Stories can use a variety of sentence forms, tenses, and grammar rules. This aids language learners in applying their theoretical knowledge. Stories also give students the chance to learn new terms in context and show them how to use those words in everyday situations. Thus, storytelling enhances language learning and can help students' vocabulary grow. Lam et al. (2012) assert that stories can have a good effect on language acquisition because they help pupils create emotional connections and boost motivation.

Storytelling can enhance language abilities in various ways. For instance, it gives students level-appropriate literature to read. They study language and vocabulary via stories in a realistic setting. It also gives students the chance to write their own stories. They can practise applying vocabulary and grammar rules thanks to this. It requests that students recount an experience or a particular subject. This helps pupils' expressive abilities and communication skills both grow. It encourages pupils to perform story plays in small groups. They gain better speaking and listening abilities as a result. Schegloff (1997) asserts that narrative has the ability to spark conversation and give pupils a platform to express their thoughts or create new meanings. Personal experience narratives are not often offered as monologues in casual social interactions; instead, they are a part of a larger conversation in which the characters' perspectives are inserted.

In addition, students can be assigned activities involving story analysis. By talking about subjects like character development, theme, conflicts and storyline, they can expand their grasp of grammar and vocabulary. Also, language games can be incorporated into language instruction to make storytelling enjoyable. Story guessing games, for instance, can be played,

which encourages students to make up a story based on a particular opening line. Through their socialisation into a literacy event, such as reading a book aloud and repeating the narrative to a partner, Hellerman (2006) discovered confirmation that post-reading story re-telling can build learners' interactional skills and increase engagement in a classroom context. To Hellerman, socialisation during literacy-related activities in the classroom increases engagement in literacy activities outside of the classroom. This idea has been reinforced by Morrow (2001), who asserts that the activities that come after storytelling are just as essential as the storytelling itself. These activities include story recollection, which enables students to re-read the story and deepen their understanding, recycling new vocabulary, and allowing teachers to gauge their current language proficiency.

Furthermore, use of storybooks created specifically for language learners can help students interact with the stories according to their reading abilities. Stories provide opportunity for students to discover various accents and language variants. They benefit from understanding how the language is used in practical contexts. Students, to Ray and Seely (2004), can better comprehend that language is a living thing and how it is used in the actual world by employing narrative when learning a language. This approach can improve the effectiveness and fun of language acquisition.

2.3. Building Communication Skills Through Storytelling

Given that speaking and listening are the foundational skills of language acquisition, storytelling is an excellent way for teaching any language. Storytelling in the classroom involves more than just speaking and listening to the basic narrative. Through the use of narrative in language training, students have the opportunity to learn how language is used in real-world situations and improve their communication abilities. Hibbin (2014) asserts that oral storytelling in primary schools fosters speaking and listening abilities and, thus, promotes the use of oral storytelling as a teaching tool for innovative and interactive teaching techniques.

As previously stated, learning a language entails both increasing one's vocabulary and strengthening their communication skills. Students have the opportunity to refine their emotional expression, narrative skills, idea articulation, and listening abilities through the use of stories. This makes it easier for language learners to interact with people in real life. Further, Boje (2001) asserts that storytelling is a common social activity that enables the transmission of implicit and explicit information as well as the development of identities. Hence, stories offer the chance to comprehend various cultures, emotional situations, and social dynamics.

Students also have the chance to communicate more effectively on an emotional and mental level through storytelling. Listeners can emotionally engage with and inhabit the storyteller's world through a good story. During a storytelling exercise, two main characters must directly engage. They are storytellers as well as listeners. The listener must concentrate on the speaker's demeanour and how their body and face convey information. The teller must be prepared and employ suitable vocalisation and vocabulary in order to effectively and efficiently convey a story (Barzaq, 2009). Depending on factors such as the level and age of the students, the lesson objectives, the needs of the students, and so forth, a variety of stories, including fables, short stories with animals that speak or behave like humans as characters, that express a moral, fairytales, or folktales, might be utilised throughout the course of storytelling activities.

Students who enjoy a story, either as readers or listeners, are likely to identify with its primary characters. The struggles these characters face may be relatable to the viewers' own experiences, which can make them interested in the story's conclusion. According to Benjamin (1973), storytelling is a form of human communication that develops from the worlds of living speech and experiences that other people have shared. The accomplishments and coping mechanisms of characters can motivate viewers. Students get the capacity to communicate and tell in an emotional setting through storytelling. Students' capacity to empathise is enhanced when they comprehend the thoughts, feelings, and experiences of characters in a tale. Additionally, it improves students' communication skills, which gives them more self-assurance when practising their English.

In order to master the nuances of language, foster creative thinking, and improve communication skills, storytelling in language instruction offers pupils a potent instrument. Students learn via stories how language is applied and given meaning in daily life. Thus, incorporating storytelling into language-learning curricula can aid in students' development as more proficient, effective, and self-assured communicators.

2.3.1. Listening and speaking practice through storytelling

Significantly, students can improve their language skills in various ways. As mentioned by Kang et al. (2018), by combining listening, speaking, reading, and writing abilities, storytelling can offer a holistic language learning experience. Furthermore, the use of stories can enhance communication abilities, language proficiency, and cultural background. Students can gain knowledge of the cultural context in which a language is utilised by using cultural stories. This helps while teaching languages since it increases cultural awareness.

Storytelling is a notion of symbolic activities, such as words and/or deeds, that have a pattern and content for those that live, produce, or interpret them. Barzaq (2009) defined storytelling as a knowledge management strategy that disseminates knowledge and provides content to specific audiences. ‘Telling’ comprises face-to-face interaction between the storyteller and the audience. The listeners can understand the storyteller's experiences through the messages that the storyteller can convey. However, storytelling will lose its appeal, according to Mart (2012), if the storytellers do not make the tales engaging and interesting. Storytelling should be combined with full physical responses in order to motivate young language learners to learn new languages. A good way to acquire vocabulary and sentence patterns is through storytelling. Storytelling is one speaking technique that is regularly used to teach speaking abilities. Language learners can write their own stories to share with their classmates or they can sum up a story they heard from someone else in the past. Telling stories encourages original thought. Additionally, it aids pupils in expressing concepts regarding the beginning, middle, and end of a story, as well as the necessary characters and setting (Kayi, 2012). Thus, a story comes to life through the interaction between the storyteller and the listener, who share the duty of storytelling. By definition, a story consists of a storyteller, a story listener, a theme, and issues that are grounded in reality.

According to Eela (2016), studying a foreign language might give the student a whole different perspective on the world. Thus, storytelling is a very effective teaching method for languages. As they write or tell stories, students can improve their expressive skills, increase their vocabulary, and strengthen their grammar. Storytelling is a technique that can be utilised in language training to enhance speaking abilities, according to Brown and Yule (1983). Students' speaking and listening abilities are enhanced through the use of stories in language instruction. Students learn how language should be spoken correctly and presented effectively by listening to or telling a tale. Additionally, it helps pupils learn to communicate through stories and improves their listening comprehension. The study of language instruction and storytelling is regarded as a crucial strategy for enhancing language learning and speaking abilities. Students gain a variety of advantages through storytelling, including increased vocabulary, grammatical knowledge, and enhanced speaking and listening abilities. Similarly, presentation skills can also be enhanced by telling or presenting a tale to others.

2.3.2. Reading practice through storytelling

Understanding and analysing texts can be improved through storytelling. Reading comprehension can be improved by considering the themes of the stories and the characters' motivations. In the classroom, this can help kids' reading comprehension abilities. Students have the chance to hone their writing and creative thinking skills via the process of writing stories. Students can practise telling their own stories

and structuring their thoughts through storytelling. This method can improve writing talents and boost expressiveness.

One effective strategy for enhancing students' linguistic skills is the use of stories in language training. Stories give students context for learning and show them how language is used in real-world situations. Contextualised storytelling is a multisensory technique that uses nonverbal as well as verbal resources in the communication process, such as props, visual aids, and body language, for example. Giving - imparting an understanding, a concept, or a takeaway to the audience is the goal of contextualised storytelling. It results from having a clear purpose and set of guiding values, from having the corresponding desire to give back, and from being aware of the background behind your story. Wajnryb (2003) asserted that storytelling has the capacity to deliver comprehensible input, or language that can be understood within the learner's range of access. That is, the usage of various forms of storytelling may have a beneficial effect on the formation of these skills, and that contextualised storytelling may help learners enhance their understanding of oral tales and speaking abilities.

2.3.3. Writing practice through storytelling

The art of storytelling can be used to encourage students to use expressions and improve their fundamental language acquisition skills in addition to improving grammar and vocabulary. In light of this, storytelling plays a significant part in both writing and reading classes. Stories are a type of creative writing; thus, students deserve to be given the opportunity to use it extensively and pedagogically. For instance, reading and writing can be made interesting and interactive by utilising children's oral cultures. Storytelling, according to Aida (2007), is particularly beneficial at helping students develop their listening and writing skills and adds that the writing genre of a story, or narrative is one that might be employed. A key element of the narrative writing style is the use of specific elements that complement one another to grab the readers' and writer's attention. Narrative inspires students to write creatively and enhances the standard of their works, as Birkenkraha (2014) also claims. It gives the students as writers or readers the impression that they are a part of the story as they can relate to the story. Moreover, as Alkaaf (2017) writes, narrative writing demonstrates the student's knowledge of literary works including poems, essays, and stories as well as their capacity to create a meaningful output that represents their emotions and how those feelings could affect others. The use of linguistic and literary forms appropriate for the desired themes and harmonious with the target audience could also be aided by narrative writing. By asking students questions regarding the story's events, its timeline, their expectations, and its moral, teachers can assist students in understanding this sort of writing.

2.3.4. Building vocabulary through storytelling

Storytelling facilitates the acquisition of new vocabulary and expressions. By incorporating vocabulary from stories, language learners can expand their knowledge of words and idioms. Language learners have the chance to acquire new vocabulary, comprehend sentence structures, and develop their narrative abilities through stories. They benefit from storytelling by expanding their vocabulary and developing their knowledge of and proficiency with the language's grammatical structure. Stories give students the chance to connect textual threads and comprehend tenses and grammatical structures. Various stories can also be used to enhance their speaking, reading, listening, and writing abilities. Students can develop their vocabulary and listening abilities, for instance, by listening to a narrative. James Asher (1969), the creator of the Total Physical Response (TPR) hypothesis- often known as the total language response (TLR) theory- centred TPR on using stories to teach language structure and vocabulary, particularly to pupils learning a new language. According to Asher's methodology, pupils can learn languages more efficiently by using narrative. To explain stories and characters, storytellers need a wide vocabulary. The vocabulary of those who read or write stories is enriched by their exposure to various words and idioms. According to research, those who routinely tell stories have a wider vocabulary.

2.4. Significance of Storytelling in Boosting Motivation

Language learning process can be made more entertaining through stories, for stories can make studying enjoyable and inspiring. The learning experience can be enhanced by including stories into the resources, for stories can boost students' enthusiasm and interest in language acquisition. This may increase pupils' success in their language-learning endeavours. Moreover, students' emotional, psychological, and motivational states can be affected by stories, which are a potent communication tool. The desire and drive students have to accomplish their goals can be characterised as motivation as focused on by Nunan (2003), who examines the value of stories in raising student motivation and enhancing communication abilities in language instruction. Storytelling can boost classroom interaction and motivate more active participation from students. When given the chance to create original texts by telling stories, students may be more motivated (Gordo, 2011). Students' motivation to learn can be raised through storytelling. Stories that are pertinent and interesting to them can improve their attitude towards learning. Resources should include texts that look into the possibility of storytelling inspiring language learners.

Storytelling, also, offers the chance to solve issues and achieve success, for they can inspire readers by describing the challenges that the main characters face and how they handle them. People could feel more energised and confident about tackling their own problems if they witness how others are overcoming comparable difficulties. Stories offer the chance to demonstrate how characters evolve and grow over time. Thus, the listeners or readers might start to assess their own potential when this

development and change are consistent with the narrative's central concept. They might become more inspired as a result. Related to this, storytelling also encourages emotional connection. That is, students can develop emotional relationships through stories. A story can inspire individuals more when they feel an emotional connection to the main theme or characters. An emotional connection can encourage viewers to consider the story's conclusion more and work towards it.

Moreover, stories can be believable and evocative. Therefore, they can be used in a more engaging and evocative way to communicate facts and messages. By connecting an abstract idea to a specific, real-world experience, a tale can more effectively convey that idea. People may be more motivated to accomplish their goals as a result of this. Storytelling can therefore be an effective method for boosting motivation. People can become more emotionally invested in a tale, develop confidence in their capacity to solve difficulties, and increase their level of goal focus. Therefore, stories can be a powerful tool for those looking to motivate themselves. As a result, students' drive to learn can be increased through storytelling. Stories give students an interesting context to learn in contrast to dull and repetitive language learning techniques. Students' interest in studying is maintained by their curiosity about a story's conclusion. Additionally, storytelling gives children the chance to be creative and original because they can either make up new stories or retell old ones.

2.5. Significance of Storytelling in Building Cultural and Social Awareness

Through stories, language learners can investigate the philosophies, practises, and experiences of various societies. They have greater cultural sensitivity and understanding as a result. Learning about the customs, principles, and experiences of many cultures and communities is made simpler by the use of stories. Through stories, language learners can get insight into various worldviews and points of view. Stories can broaden students' worldviews and assist in understanding various cultures. Through storytelling, language learners can learn about the customs and values of various cultures as also mentioned by Yang et al. (2020). Stories provide cultural understanding that transcends language. Learners can utilise the language more effectively if they are aware of the historical developments and cultural variances among English-speaking nations. Through reading about characters from many locations and eras, students learn about various cultures and ways of life, which help them gain widened perspectives.

2.6. The Significance of Technology in Language Learning and Storytelling

Language learning and storytelling both benefit from technology. That is, technology provides a variety of tools that make it easier to learn a language, including voice recognition software, online language learning platforms, language learning apps, and virtual learning environments. More resources, practise opportunities, and individualised learning experiences are offered by these tools to language learners. Storytelling can become more interactive by utilising technologies like virtual reality (VR) and augmented reality (AR), which can engross an audience in the narrative. Additionally, the story can be made more stunning and impressive by

using digital animations, special effects, and other visual elements. Technology has a role in the globalisation of languages and the facilitation of communication. People can now converse in several languages more easily thanks to the internet and digital tools. People can understand and share stories in several languages with the use of online translation tools and language learning applications.

2.6.1. Digital storytelling

One example of the positive impact of technology to language learning related to storytelling is the digital storytelling, which is the act of conveying a story using technology. Digital storytelling can be an engaging exercise for language classrooms. According to Reinders (2011), digital storytelling can be a useful tool for encouraging students to utilise the language within as well as outside of the classroom because it is simple to use for speaking and writing practise. This implies that students may incorporate more than one of the items, whether they are created by them or by others: text, audio, music, and pictures, screenshots, such as those from websites and video games, other pictures and additional digital media. They can create a web page, an audio interview, a movie with voice-over, or just a written text with a twist like sliding text or shifting colours to convey different moods. Students may employ any genre their teacher specify and create an autobiography or a story. In order to get students interested in language learning, digital storytelling is used as an approach. According to Wright's (2000) theory, stories can aid language learners in meaningfully learning the language by assisting them in language comprehension. The use of digital storytelling makes it possible to perform vocabulary instruction implicitly in a fun and engaging manner.

2.6.2. Personalised learning environment

The use of technology can assist make language learning more individualised. The speed of learning is flexible for students. The content of language learning applications can be tailored to the interests and proficiency levels of the students. In doing so, learning is much more efficient. Online storytelling and podcasts have become more and more popular as a result of technology. Storytellers and language instructors can now reach a global audience thanks to the Internet. With the help of podcasts, language learners can reach a larger audience with words and stories. In brief, technology has a significant impact on storytelling and language learning. It expands the options and resources available to language learners, can enhance the storytelling experience, and promotes the language's global adoption. Additionally, it offers individualized educational opportunities and promotes online discourse and storytelling.

3. Integrating Storytelling into Language Class

Language learning can be more enjoyable and successful when told through stories. Finding unique narrative techniques is crucial because everyone picks up languages differently. When learning a language, teachers can use storytelling to hone distinct language skills at various language levels. Simple stories are a good option to start, and as students gain experience, they may be offered more sophisticated ones. Watching and listening to stories in a foreign language might help students learn how to use and pronounce the language correctly. Teachers can use podcasts, audiobooks, or foreign television shows and films for this. Furthermore, gestures and body language are crucial when integrating storytelling. Using gestures and body language when delivering stories can help students communicate more effectively. Also, after reading or listening to a story, students can highlight the important words and phrases. They can also try to mimic the native speakers they hear and can improve their accent and pronunciation. Teachers can make stories using story cards or visual aids. Teachers can also encourage group work by setting up language study groups or planning group storytelling activities through which students can exchange stories from various points of view. Finally, feedback is crucial while honing students' narrative skills.

4. Conclusion

Storytelling is an integral part of education, and it is of great importance in teaching English. Storytelling can aid in language learning strategies. It provides a number of benefits such as improving language skills, increasing communication abilities, deepening cultural understanding, and increasing motivation. Through stories, students better understand both the structure and content of language. For instance, it is possible to increase students' vocabulary while reading or listening to a story. By examining stories, students can improve their understanding of grammar. It provides students with opportunities to build emotional connections and strengthen communication skills, as well as gaining cultural knowledge beyond language. It also helps students improve their communication skills, increase their empathy skills, understand and retain information, encourage creative thinking abilities, and increase historical and cultural awareness. Therefore, using storytelling in language education can contribute to students' language learning in a more effective and enjoyable way.

Efforts by educators and students to learn and use storytelling can help them create a deeper and more meaningful learning experience. Thus, language educators and learners should consider stories as an indispensable part of the language learning process. As a result, it is critical that educators and educational institutions take into account including storytelling into

the process of learning a new language. Teachers can enrich students' language learning experience by using storytelling effectively, for it is a valuable tool that help students improve their language skills, strengthen communication abilities, increase cultural awareness and increase motivation.

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To Cite this Chapter

Avara, H. (2023). Employing storytelling as a pedagogical strategy in EFL classroom. In K. Büyükkarcı & A. Önal (Eds.), *Current studies in foreign language education*, (pp. 76-97). ISRES Publishing.