

THE IMPACT OF STORYTELLING ON VOCABULARY DEVELOPMENT IN YOUNG ENGLISH LEARNERS.

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Abstract: Storytelling is a natural and intuitive method of communication that stimulates students' cognitive and emotional engagement. Through stories, learners are exposed to varied sentence structures, contextualized vocabulary, and expressive language use. Additionally, storytelling fosters an interactive and participatory learning environment, encouraging students to actively process and internalize linguistic patterns. Language development is a fundamental component of early education, and storytelling plays a crucial role in enhancing students' linguistic abilities. Storytelling, as an instructional approach, has been utilized for centuries to cultivate language proficiency, enrich vocabulary, and improve comprehension skills.

Keywords: Storytelling, intuitive method, cognitive and emotional engagement, comprehension skills, textbooks, pronunciation.

Furthermore, storytelling is said to be more effective in language teaching than typical teaching resources such as textbooks. Indeed, studies typically assume that the efficacy of storytelling is based on the fact that it is interesting, engaging, and highly remembered, increasing learners' interest in listening to stories as well as speaking, writing, and reading about them. Storytelling is said to be particularly memorable for students, assisting them in learning and remembering vocabulary, grammatical structures, and pronunciation. Language teachers and researchers define storytelling in terms of how it works or what it does to facilitate communication between storytellers and tale listeners. Some scholars regard storytelling to be a distinct activity from reading aloud, whilst others

do not. The teller of a tale concentrates on the narrative's principal message and is free to employ linguistic improvisation, vocalization, mimetic movement, and his/her imagination to deliver a story message to his/her audience. A reader, on the other hand, reads out the precise words in a specific tale or delivers a memorized text to the audience during the process of reading aloud. Nonetheless, most studies make no distinction between these two types of storytelling and instead refer to storytelling as a general phrase that encompasses reading aloud. This review, like other research in the literature, will consider reading aloud as part of a narrative activity. Although a reader is expected to speak the exact words in a given story or present a memorized text to an audience when reading aloud, he or she can still use elements such as mimetic action and creativity to convey a story message to an audience, making the alleged differences between storytelling and reading aloud very minor. Further study is required to examine the effects of storytelling and reading aloud on the same or similar groups of foreign language learners in order to verify whether there is a substantial difference between them and to support a formal distinction between them.

Although studies generally agree that stories, in general, play a role in facilitating the improvement of language skills in a foreign language, there is a lack of research comparing the effectiveness of printed and digital story formats on the development of foreign language skills in a specific group of subjects. Some research has looked into whether storytelling helps students improve certain sets of abilities in foreign languages, such as reading and speaking.

Storytelling is a versatile technique that can be effectively used in language teaching to engage students, enhance their language skills, and facilitate language acquisition. Common storytelling techniques used in language teaching include traditional storytelling which involves orally narrating folktales, myths, legends, or fairy tales from different cultures. These stories often have universal themes and rich language that captivate learners' attention and provide cultural insights [1]. By exposing students to authentic language in context, traditional storytelling enhances vocabulary acquisition, comprehension skills, and cultural awareness. Besides, teachers could employ their own personal stories such as their own experiences, anecdotes, or memories. This technique promotes fluency, confidence, and self-expression in the target language. By connecting

language learning to students' lived experiences, personal storytelling makes language learning more meaningful and relevant.

Furthermore, interactive storytelling that involves engaging students in the storytelling process through activities such as roleplaying, story retelling, or collaborative storytelling. This technique promotes active participation, creativity, and communication skills in the target language. Through interactive storytelling, students become co-creators of the narrative, fostering a sense of ownership and engagement. By adapting technology, teachers might use digital storytelling integrates technology, multimedia, and language learning to create interactive and engaging narratives. Students use digital tools such as videos, animations, or digital storytelling platforms to create and share their stories [2].

Digital storytelling enhances students' digital literacy skills, creativity, and presentation skills while providing opportunities for language practice and expression. For young learners, teacher might utilize pictures to tell stories. Picture storytelling involves using visual prompts such as photographs, illustrations, or picture books to inspire storytelling activities. Students generate narratives based on visual stimuli, developing descriptive language, narrative skills, and creativity in the target language. Picture storytelling accommodates learners of different proficiency levels and learning styles, making it a versatile and inclusive technique. Recently, story-based learning techniques which integrate storytelling into the curriculum to teach language skills and content knowledge are trendy. Teachers use authentic or adapted stories as the basis for language activities, vocabulary instruction, grammar practice, or cultural exploration [3]. By contextualizing language learning within meaningful narratives, story-based learning promotes language acquisition and academic achievement. Task-based storytelling technique which involve creating language learning tasks or projects extracting from storytelling activities is popular in some teaching practice [4]. Students work collaboratively to complete tasks such as writing scripts, producing podcasts, or designing storyboards based on a given theme or narrative. Task-based storytelling enhances students' communicative competence, problem-solving skills, and language proficiency while promoting learner autonomy and motivation.

Storytelling is the art of narration. It is a universal tradition that is ancient, dating as far back as prehistoric cave drawings. Stories are our most traditional form of communication. They have been used to entertain, inspire, influence, and educate. In our modern society, stories have not been considered integral to teaching or learning activities until recently. In the past, and even still sometimes today, stories have been perceived as lightweight, soft, and not a ‘real’ learning tool. Albeit educators occasionally relate stories to lessons, it’s mainly to connect, entertain, and share experiences, rather than educate on its own. Ever since the industrial age teaching has been driven by the need to build a competent future workforce out of students. As the classroom has professionalized, ‘serious’ teaching techniques have dominated – from lecturing, drilling, worksheets, dictation, and rote memorization of facts. Stories have commonly been reserved for reading practice.

As a culturally situated, collaborative and reflective learning and teaching tool, storytelling addresses the concern many educators have about how to encourage students to integrate feeling and thought, the subjective and objective ways in which we make judgements about our world [5]. However, storytelling does come with its own set of challenges because using reflective processes to learn from experience can be challenging and does raise a number of ethical issues. It is, therefore, imperative for educators and students to consider what forms of support are needed before embarking on storytelling activities. Creating a supportive storytelling culture is essential.

In conclusion, the integration of storytelling into language education represents a highly effective and engaging method for promoting language development in young learners. By exposing students to rich, contextualized language within stories, they not only enhance their vocabulary but also develop critical listening, speaking, reading, and writing skills. Storytelling fosters a more interactive and participatory classroom environment, encouraging active involvement and cognitive engagement, which is essential for long-term language retention. Furthermore, storytelling allows for a variety of creative approaches, such as interactive, digital, and picture-based storytelling, which can accommodate different learning styles and proficiency levels, making it a versatile tool in language teaching.

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