

DOI: <https://doi.org/10.5281/zenodo.10802234>

## STORYTELLING AS A LANGUAGE TOOL

**Mirqodirova Zilola Shezod qizi**

University of World Languages

English philology faculty

[Mirqodirovazilola33@gmail.com](mailto:Mirqodirovazilola33@gmail.com)

### **ABSTRACT**

*Storytelling is a powerful method in language learning as it engages learners in a meaningful and enjoyable way. By incorporating narratives, learners are exposed to authentic language use and cultural contexts, which can enhance their comprehension and retention of vocabulary and grammar structures.*

**Key word:** *motivation, memory, visual aids, activities, learning.*

Storytelling is an effective tool for language learning as it engages learners in a meaningful and enjoyable way, making the language more memorable and easier to retain. Storytelling is probably as old as man's power of speech and as new as the words that come from lecturers' lips today. Storytelling is older than history and is not bound by one civilization, one continent, or one race. Students are more understanding when some facts have been explained in narratives ways that have epilogue, plot and a prologue. This is because they could see the flow of it and apply the theories that have been learned. When students listen from their heart they are able to think and write about what they have heard before. In addition, storytelling can increase the potential of better teaching and learning process in the classrooms. It is also one type of communication between the storyteller and the audience. In this context, lecturers will be the storyteller and students will be the audience. As students become an audience,

they will be able to listen to the stories that have been told by the lecturers. Some stories have meaning that can be applied to what they should learn in their syllabus. Sometimes using this approach the learners can get more rather than just telling them the theories without merge with stories [1].

Storytelling as an art form, provides a language-rich mode of delivering messages that assist one in meaning-making sense of one's world—as well as communicating meaning to others [2]. Storytelling is an ancient practice, helping us to share our knowledge with context and emotion; we can share that tacit side of what we know. (Knowledge Sharing Toolkit, 2012). Scottish Storytelling Centre (2009) asserted that storytelling provides the opportunities to share ideas and thoughts as a class, groups or even as individuals. It means that there have pro and cons between the elements of individuals and group or class. According to Garret [3].

### **Create students' motivation**

Students are more interested when lecturers make stories while teaching. This is because student can motivate them by hearing the stories from their lecturers as they always think lecturers have experiences in their life. Students are willing to pay attention in the class when lecturers said “I have stories to tell you” or lecturers can start with “When I was young...” Students are more eager to know about the stories and later it will become their motivation in order to be successful in their Life [4].

### **Aids students' memory**

Storytelling can aid student's memory in the classroom. Whenever lecturers tell stories student are able to remember. However, only good stories are lost forever. According to Brier [5], a good story is easy to remember. Most of the stories that memorized by the student are the Funny one and also the sad one. It is related with the Stimulation of the feelings of that time. It will be remembered Forever as it affects their feeling. Brown [6] points out, from an educational Perspective, it is well understood that students remember and learn well from stories. In addition, many cultures, Religions relied on the mode of teaching.

Here are some methods to incorporate storytelling in the classroom:

**Use Authentic Stories:** Using authentic stories, such as folktales, fables, or short stories, that are culturally relevant and interesting to the learners. Authentic stories help students connect with the language in a real-world context [7].

**Interactive Storytelling:** Encouraging students to participate in the storytelling process by asking questions, predicting outcomes, or retelling parts of the story in their own words. This promotes active engagement and helps improve [8]. comprehension.

**Visual Aids:** Use visual aids such as pictures, props, or videos to support the storytelling process. Visual aids can help students better understand the story and reinforce vocabulary and language structures [9].

**Story-based Activities:** Incorporate story-based activities such as role-plays, story sequencing, or creative writing exercises to reinforce language skills. These activities help students practice speaking, listening, reading, and writing in a meaningful context.

**Storytelling Projects:** Assign storytelling projects where students create their own stories or adapt existing stories in the target language. This promotes creativity, critical thinking, and language production skill [10].

Through storytelling, learners are exposed to authentic language use, cultural nuances, and real-world contexts that enhance their understanding and appreciation of the target language. Storytelling helps students develop listening, speaking, reading, and writing skills in a holistic and integrated manner. By immersing students in rich narratives and compelling plots, storytelling stimulates their imagination, creativity, and critical thinking abilities. The emotional connection that stories evoke can make language learning more enjoyable, memorable, and effective.

**REFERENCE**

1. Bailey, T. (2007). *The experience of the storyteller: Moving from the personal to the collective*.
2. Shirley, M.J(2005). *Storyteller, Story-Lecturers: A Portrait of Three Lecturers' Use of story in Elementary Classes*.
3. Garret, R. (2006). *Critical Storytelling as a teaching strategy in physical education lecturers education*.
4. Shenton, A. K. (2004). "Strategies for ensuring trustworthiness in qualitative research projects.
5. Brier, D.J. & Lebbin, V.K(2004), "Teaching information literacy using the short story", *Reference Services Review*.
6. Brown, M. (2009). "Listening to lecturers, learning about teaching". *Journal of Curriculum*.
7. Ellis, G., & Brewster, J. (2014). *Tell it Again! The New Storytelling Handbook for Primary Teachers*. Pearson Education Limited.
8. Bamford, J., & Day, R. R. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge University Press.
9. Kress, G., & Jewitt, C. (Eds.). (2003). *Multimodal Literacy*. Peter Lang.
10. Sadik, A. (2008). *Digital storytelling: A meaningful technology-integrated approach for engaged student learning*. *Educational Technology Research and Development*, 56(4), 487-506.