

## THE USE OF STORYTELLING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)

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### ABSTRACT

One of the special methods for teaching foreign languages to kids of any age is the use of stories. It gives the instructor the opportunity to interact directly with the audience and build strong emotional bonds with students, which helps the tale stick in their minds for a long time. Listeners may easily and naturally learn communication skills through storytelling. This essay assesses the efficacy of the storytelling strategy and examines how it affects the growth of language proficiency in foreign language instruction.

**KEYWORDS:** storytelling, foreign language teaching, method.

### INTRODUCTION

David Armstrong was the first to offer the storytelling technique in 1992. In his book "MBSA: Managing by Storying Around," David Armstrong employed the storytelling technique, gathering anecdotes to teach staff members the values and guidelines of corporate ethics. Armstrong considered a common psychological element while creating the method: tales are more expressive, captivating, and intriguing, and they are easier to recall and connect to personal experience. As a consequence, they have a greater impact on listeners' behavior. He discussed his experience in his well-known book *Managing by Storying Around* because the benefits of storytelling were so compelling. Currently, the term "storytelling" is used in many professional fields. Storytelling is a tool for marketing / advertising, personnel management, technologies in management. Journalists present news information in the form of stories in the media. Stories are used as a means of argumentation in journalism and politics. Storytelling is the most natural way of communication, familiar to us from early childhood.

### RESULTS AND DISCUSSION

Storytelling goes beyond simply listening to a narrative; it serves as an interactive method that enhances grammatical understanding, broadens vocabulary, and improves listening skills. Through post-listening discussions and analyses, students develop their conversational abilities. They are encouraged to share their thoughts on the story, express their opinions, and predict possible outcomes using the

vocabulary and grammar covered in the lesson. Additionally, at a specific point during the discussion, the teacher can allow students to interact with one another while observing their exchanges.

At first, the teacher tells the story, the students are gradually involved in the process, they take an active part in it, ask questions, predict the possible endings of the story. Next, the students tell the story to the class, the class asks questions as the story progresses, and at the end, the students discuss the story told by the students. The task of the teacher is to make the discussion informal and to minimize his/her participation in it.

To ensure that listening to the story is as engaging and effective as possible, certain guidelines should be followed during the storytelling process:

- The plot should include captivating events that maintain interest and progress dynamically.
- Incorporate vivid presentations, visual aids, and video content.
- A shorter and simpler narrative tends to be more engaging.
- The story should be focused and specific to keep the listeners' attention from wandering.

The story should follow this structure:

1. Introduction: The introduction's primary goal is to prepare the listener for the narrative. The teacher should present the relevant grammar and vocabulary of the lesson, establishing a foundation for active engagement.
2. Memorability: A story's effectiveness hinges on how memorable it is. For students with limited language skills, it's essential to choose a story that is simple, featuring one central idea, a single plot, and a minimal number of characters and events. An informal storytelling style is also crucial.
3. Turning Point: This is a pivotal moment in the story that reveals the consequences of the protagonist's actions, which can be either positive or negative.
4. Conclusion: Often, a single story can have several conclusions. Therefore, the focus should be on the conclusion that is most relevant to the context at hand.

## CONCLUSION

Storytelling is a highly effective method in teaching foreign languages because it creates a comfortable classroom environment, fosters active discussions among students, enhances their communication skills and fluency, promotes collaboration between learners, and sharpens their listening abilities. Furthermore, the storytelling approach helps students develop their communication skills across different contexts, encourages vocabulary activation and application, facilitates the combination of ideas to find new solutions, and builds confidence in their language proficiency.

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