

# THE USE OF STORYTELLING TECHNIQUES IN ENGLISH LANGUAGE TEACHING

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## Abstract

This article analyzes the effectiveness of using storytelling for teaching English in classes. The article also reveals the importance of the storytelling method and several effective reasons to use it in English lessons. The main purpose of the article is to identify the advantages of the method through storytelling in developing the students' speech activity, expanding the vocabulary and shaping the skills of communication.

**Keywords:** Storytelling, English language teaching, teaching techniques, speech activity, vocabulary, communicative competence, interactive techniques, motivation, lesson effectiveness.

## Introduction

Storytelling method is a fun and effective way to learn a language by means of short stories on different topics. This approach in English lessons has long been an integral part. Stories allow students to use real-life material, help reinforce grammar and vocabulary, and also develop imagination, speaking, listening and writing skills. This method is suitable for children, teenagers and adults, so the atmosphere in the classroom is always comfortable and free. Listening and creating stories broadens readers' imagination, increases vocabulary, provides motivation, and creates a natural bridge between fantasy and reality.

Learning a foreign language through stories is very natural and effective. After all, we also tell stories in our daily lives when we talk to friends, read stories in newspapers and magazines, or hear them on the radio and TV. In this way, stories help us build an understanding of the world. The use of storytelling in the educational process not only facilitates the effective assimilation of knowledge, but also enhances students' ability to learn other languages and cultures.

## Literature review

Speaking skills are one of the most important and active skills in learning English. As researchers have argued, learners should be able to use the language in a practical way, not just in terms of grammar and vocabulary (Brown, 2007). Richards and Rodgers (2014), on the other hand, state that pronunciation, intonation, and listening ability are also important for the development of speaking.



Storytelling, i.e., storytelling teaching techniques, liberalize students' speech, increase vocabulary, and make the learning process interesting (Ghosn, 2002). Ellis (2003) shows that interactive and communicative approaches are effective in developing the three main aspects of speaking — fluency, clarity, and intelligible expression. Wajnryb (1990), on the other hand, states that students' listening and comprehension skills are enhanced through storytelling and story-telling exercises.

Cameron (2001) argues that stories are an effective way to engage and motivate children and adolescents in language learning. Krashen (1982) emphasizes the role of intelligible texts and narratives in the process of natural language acquisition. Nation (2009) adds the usefulness of the storytelling method in increasing vocabulary and building communication skills.

Also, Larsen-Freeman (2000) and Harmer (2007) show the possibilities of developing students' creative thinking and making the lesson interactive through stories. Wright (1995) rates narrative techniques as effective in working with children, while Nunan (2003) evaluates narrative techniques as effective in working with adults and adolescents. Clandfield (2008) explains in detail the ways in which students engage in the story and encourage dialogue, while Tomlinson (2013) shows the effectiveness of presenting lesson material in an engaging and purpose-oriented way using stories.

In general, the literature proves that the method of teaching through stories is effective in developing students' speaking skills, vocabulary and imagination. At the same time, this method makes lessons interesting and motivating, and enhances students' ability to learn other languages and cultures.

### **Methodology**

The purpose of this study is to theoretically investigate the effectiveness of the storytelling method in teaching English. The study was carried out exclusively through the analysis of the literature and the study of available scientific sources.

Scientific articles, books, textbooks and other publications were used as sources of information. Throughout the study, the importance of the storytelling method in the development of students' speaking skills, vocabulary, and communication skills was examined in detail.

The analysis process was carried out on the basis of qualitative method: the ideas, research results and theoretical foundations of the method were studied, and general conclusions were drawn. In this way, the study made it possible to scientifically substantiate the effectiveness of the storytelling method in teaching English.

### **Conclusion**

In this article, the effectiveness of the storytelling method in teaching English is analyzed from a theoretical perspective. The results of the study show that with the help of stories, students' speech skills are significantly improved, the vocabulary increases, and the ability to communicate is strengthened.

Another important advantage of the storytelling method is that it makes lessons interesting and motivating, encourages students' creative thinking, and increases their ability to understand



other cultures and languages. At the same time, this approach helps make the lesson process more interactive and more enjoyable for students.

In conclusion, using the storytelling teaching method is an effective tool for teaching English, not only in theory but also in practical terms.

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