

## A REVIEW OF STORYTELLING'S ROLE AND EFFECT ON LANGUAGE ACQUISITION IN ENGLISH LANGUAGE CLASSROOMS

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### ABSTRACT

Storytelling supports people, communities, and society to a greater extent in communicating messages of experience, intellect, and amusement and thus plays a vital role as a mode of communication tool (Bowles 1995). An Indian proverb explains that if the records are conveyed, it offers knowledge; the reality will make minds believe; while storytelling might keep the coronary heart eternally. The subculture of storytelling is vital in lots of discourse populations and is a critical device for conversation carried out within the language study room to ignite both the educators and the students (Telfer, 2014). The storytelling subculture is being embellished respectably in several ethnicities. This paper evaluates diverse works on the function of storytelling in English classrooms. It additionally discusses the blessings of making use of the storytelling approach as an academic device within the Second Language teaching and mastering method to improve beginners' language and literacy skills, guide students' participation, and develop a wholesome rapport among instructors and learners within the language classroom.

**KEYWORDS:** Storytelling, Language acquisition, Second Language Classroom, Language Skills

### IMPACT AND IMPLICATIONS STATEMENT

This study examines and reviews storytelling as a technique and method for helping students adapt psychologically when learning a second language. The simplicity of this approach is helpful psychologically because it makes students curious, relates it to their lives, and thus makes them more likely to learn and teach language. Methods can be adapted to classroom situations with a variety of learning styles and idiosyncrasies.

### INTRODUCTION

The art of storytelling is an ideal preamble to start learning any foreign language. Stories endow the child with a known milieu for learning new things in the language. Furthermore, if the second language teacher wishes to inspire children to learn the new language, they must be provided with an exciting and motivating atmosphere for learning through storytelling (Barreras, 2010). Through chronicles, it is held that senior members of society would resemble a treasure trove of age-old stories of our traditions and customs, hoarded with intellect and wisdom. Aged village people would be pleased to share their knowledge and experiences with the budding generations through traditional oral stories. Our lives are made more meaningful by stories. Conveying values and emotions through stories can help us endorse and authenticate our lives and experiences, as well as connect us to our inner selves, others, and society (Atkinson 2002). People have constantly narrated stories; it is the oldest

fashion of the primary cognitive process. In a primitive period, long before verbal exchange became developed, people used memories to hold the records, traditions, desires, and taboos in their social groups. Every technological advancement informed their memories, which in turn informed the memories of the young people who accompanied them. Since ancient times, most people continued to narrate similar stories all the way through verbal practice, and the end result proves an important role in the quality of human existence. A good number of memoirs have been informed best for recreation. Others had become accustomed to proportioning the records of a group of people and conjointly displaying instructions and transmitting values and beliefs. Nevertheless, the alternatives would aspire to the usual occurrences of everyday life, similar to the dynamics of the time of the year and the routines of every dawn and dusk. They may commonly quote the mythical beliefs and spiritual ideas of the people. The bound story is in the middle of the music; it may not be spoken but usually is. Such wonderful fairy tales and narratives were preserved against the passage of time and history primarily through the narrator's memory, talent, and logic (Anderson, 2005). Stories simplify the process of growing in a way that supports them to comprehend themselves and others, thereby enabling them to handle psychological turmoil in the process of growing. (Dujmovi, 2006). A description is a simple and feasible way to express your own experience. Therefore, even children like stories and even make guesses about upcoming events and actions in the stories. This is the basic characteristic that is established in any language learning classroom. (D. R. Johnson, 2012). Through stories, children can develop literary skills, which are a combination of language, social culture, history, and symbolic awareness (Povey, 1990). According to novelist Philip Pulman, stories are what we most need in the world (Thornes, n.d.). (Gaita, 2013) quoted Isak Dineson affirming that if they are incorporated into stories or told as stories, all the pain can be endured. Only by telling stories can we humans try to logicalize our lives, pain, and happiness.

### **A NEWER APPROACH TO TEACHING LANGUAGE SKILLS – STORYTELLING**

According to second language acquisition theory, children can easily and naturally learn any language far better than any adult in a short span of time, provided they are exposed to the natural language environment. The actual transmission and repetitions in distinctive teaching methods make the learning process meaningful, enjoyable, and long-lasting (Porrás, 2010). The teaching of language skills is considered a central aspect of any second language teaching process. By nature, English is a very dynamic language. The linguistic talents, which include the skills of listening, speaking, reading, and writing (LSRW skills), are also dynamic to learn and excel (MARLINA, 2018). According to various theories around the world, there are many methods and techniques for teaching these language skills to second language learners. Students may encounter a multitude of difficulties in the process of acquiring these skills. Storytelling is a form of contribution through listening and reading activities to stimulate children's learning mechanisms. Moreover, the process of making the input intelligible is essentially a constructive process (Cordasco & Genesee, 1995). Thus, they can understand most of it but still be challenged to progress (Brown, 1987). The language that students learn in school serves as an effective tool for shaping their psyche and mental processes.

Language is used not only to share notes and facts, but also as a wonderful systematic method of connecting with minds. Stories connect families, language courses, and classrooms to the world. Themes of history unify cultures and transmit a channel through cultural gaps (Stoyle, nd). Second language learners and teachers can benefit greatly from storytelling techniques, as stories help them improve their understanding of oral languages and connect them to them. On this subject, research in Colombia has been reported by Castro, "Listening to stories develops the listening and concentration capacities of the children as well as their capacity to receive and understand information expressed verbally." In addition to stories, children develop learning strategies such as listening, understanding common sense, predicting, assuming, and hypothesizing (Castro, 2002).

Storytelling is an effective method to help children learn. Students study in all types of programs. According to D. R. Johnson (2012), the reason is that storytelling is a popular medium for organizing events and ideas. Stories can also be chosen as the best reinforcement tool in the school curriculum based on the cognitive level of the student. (Barreras, 2010). The purpose of storytelling is to arouse the curiosity of the learners and facilitate natural language learning in a framework of necessary communication in a natural atmosphere (Fitzgibbon and Wilhelm, 1998). According to Wilson, in order to acquire expertise in the necessary language skills, the method of storytelling has to be included in the school curriculum (Wilson, 1997). The concept of verbal communication serves as the foundation for storytelling theories; natural conversations can be developed into storytelling, and thus every story narration will elicit a response. (Bakhtin, 1986). The active listener comprehends when the language producer narrates the story (Allen, 1986). Everyday occurrences in society would naturally include announcements, conversations, news, claims, promises, and other occurrences that could lead to the framing of stories in any true communication. (Langelier & Peterson, 2011). Narrating autobiographical stories would provoke more responses (Geissner, 2008). Hoffer argues that stories make life meaningful (Hoffer, 2006). According to the words of Connelly and Clandinin, humans who lead their lives in various phases both individually and in groups are natural story narrators (Connelly & Clandinin, 1990). The approach of storytelling and its associated activities can be considered the humanistic approach because the process includes the development of skills, integration of communication, acquiring knowledge, morale development, and other attributes supportive of learning (Fogarty, 2009).

#### **A STORY'S DEFINITION AND IMPORTANCE IN SECOND LANGUAGE CLASSES:**

Storytelling may be defined as a social and cultural activity wherein human beings proportion tales from time to time with extemporization, aspects, or exaggeration. Each existence would have its own story, which could be told for experiences, lessons, amusement, to protect customs, or to instill ethics in the minds of the listeners. Fundamental aspects of stories and storytelling would include plot, characters, description, and sequence of events. The expression "storytelling" can be associated with a willowy feel, especially in verbal narratives, and additionally, in other aspects, with strategies utilized in different channels to broaden or divulge the description of a story (Contributors to Wikimedia projects, 2002). Stories connect us to the past, help us express time-honored ideals, and help us gain a better understanding of the world around us; as a result, everyone enjoys stories. Children intuitively adore paying attention to tales and studying fairy tales as they may be exposed to awesome ideas, places, and creatures they encounter. Because of the fundamental shape of coaching, storytelling may be considered. A story would naturally be the foundation for the art of instruction. The entire language variety used in stories is discovered to be developed in an exclusive manner, whether it is informal or fictional, unaltered or flowery. While listening to stories, youngsters would feel a oneness with the characters and would spontaneously repeat the dialogues, whether polished or not. also with the intention of later assisting them to recognize the more complicated fictions in literature. In reality, stories are the oldest form of literature (Dujmovi, 2006).

Storytelling can be considered the ancient form of transmitting ideas, thoughts, and feelings. Numerous studies have been conducted on storytelling and its usefulness as a teaching tool for improving linguistic skills in the mother tongue and second language learning, regardless of the learners' age or history (Isbell et al., 2004, Cameron, 2001). Additionally, it is even alleged to be one of the most powerful language coaching devices compared to all other normal coaching substances such as textbooks and blackboards. In reality, research generalizes that the achievement of storytelling is predicated on the fact that it's amusing, attractive, and exceedingly unforgettable, inducing learners' attraction to paying attention to tales, in addition to speaking, writing, and studying about them. Consequently, language

skills are being developed. (Nazir Atta-Alla, 2012; Kim, 2010, Wajnryb, 2003). The humungous current research till date has not reported any negative evidence against the use of storytelling as a perfect tool in language classrooms, which proves that the tool is effective and its impact in teaching a language is tremendous. (Lucarevski, 2016).

Storytelling is an innovative form of expression wherein creativity is translated into words. Storytelling can take numerous forms, such as dance, puppetry, musicals, comedy, poetry, and more. Storytelling enjoys an incredible edifying importance within the second language learning atmosphere, as Rossiter points out as follows: "Stories are powerful as instructional equipment due to the fact they may be believable, rememberable, and entertaining." The belief stems from the reality that tales address the human-like revel in that we have a tendency to understand as an actual and credible supply of knowledge. Stories make statistics more rememberable due to the fact that they contain us in the movements of the characters. Tales invite energetic that means making in this way" (Rossiter, n.d.).

As the stories are always encouraging and amusing, they support cultivating an affirmative outlook towards learning a foreign language. They induce an urge to continue learning and practicing a new language. Children enjoy listening to stories repeatedly. This frequent repetition aids in the acquisition of a variety of grammatical aspects, while some other language items would be heavily reinforced. Most of the children's stories would consist of repetitive vocabulary structures, which would support the memory of the young brains. This helps the child to foresee the future of the plot in stories. Repetition also supports the child to participate in the narration. Vocabulary comprehension and language prediction are also important in language learning (Dujmovi, 2006).

In the phrases of Rank, storytelling trials are conducted by asking the scholars to retell as much of the tale as they can remember. Hence, the primary reason for proposing storytelling in coaching second language school rooms is that they're extraordinarily inspiring and substantially fascinating. Stories can help second-language learners improve their communication skills. In reality, the energetic atmosphere and actual life setting induced by tales boost the learners' ability to communicate better with each other. Listening, engaging themselves in the stories' plots and scenes would relieve them from inhibitions of using the newer language and ease their learning to a great extent. This strengthens their self-confidence and helps them express themselves more spontaneously and creatively. (Rank, 1979). Multicultural education is easily made possible through storytelling. This activity enhances children's emotional stability and mental health and enhances their social responsibilities. Storytelling boosts cognitive competence and would result in a child's all-around development. (IKRAMMUDDIN, 2017). Retelling a story with imagination according to the comprehended version of the story heard or read somewhere in the past is storytelling. In the minds of Zaro and Saberri in Akhyak and Indramawan, storytelling necessitates an ability to communicate between the storyteller and the listener (Akhyak & Indramawan, 2014). Next, Safdarian describes storytelling as the manner of retelling the story by the students in their own style of vocabulary and sentence structures after listening to the stories heard from the teachers (Safdarian, 2013). Then Ebrahiminejad states storytelling as one teaching methodology using short stories (Ebrahiminejad et al., 2014). In the words of ling, narrating a story can be a user-friendly style, supporting the learners to use the facts and ideas to learn the concepts (Hsu, 2015). Within the interim, Samantaray illustrates the dealings of storytelling in some ways as follows: colorful papers with various story hints were displayed on the white board by the teacher, and the learners would be intimated to create their imaginary stories with the chosen color strips within a stimulated time. Learners were segregated into teams of a small number and were encouraged to work in groups. After the assigned time slot, each group would retell the story as discussed, and the best story group would be rewarded (Samantaray, 2014), (Fikriah, 2016). To add on, Zuhriyah imparts

the pedagogy of storytelling as follows: the students are segregated into groups and are assigned to create stories from provided sentence strips or images. After a short meaningful group discussion, the learners would come up with wonderful stories and they were reinforced by the teacher for their better performance and narration (Zuhriyah, 2017).

## **STORYTELLING AND COGNITIVE DEVELOPMENT IN LANGUAGE CLASSES**

According to the theories of the famous psychologist Piaget, youngsters are positioned in an exceedingly concrete operational stage (Mounoud, 2001). This implies that they'll appreciate and acknowledge concrete, tangible proverbial aspects and topics instead of abstract theoretical ones (Williams & Burden, 1997). A story helps the teacher to contextualize vocabulary and makes it easier to know and learn. Youngsters see the illustrations in the book or watch the teacher perform the arts of action. Therefore, they can actually recognize the importance of the latest terms whose referents are concrete. (Barreras, 2010).

Children learn about life, the world, and even about themselves through stories. Through stories, children learn about various cultures, traditions, and customs across the globe. Through listening to and reading stories, children learn to sympathize and empathize with the story's characters and their standpoint for their actions and their consequences. Such understanding may induce them to communicate their expressions and justifications regarding the plot and characters of the story read or narrated. Thus, children may easily encourage communicating by probing, discussing, and justifying their views related to the story. Storytelling strengthens cognitive maturity. Inquisitiveness, the imagination of the characters and visualizing the environment, the communication skills of the children can easily be developed through story telling. Listening to or reading a story will pique the child's interest in learning new vocabulary and encourage them to incorporate it into their active vocabulary. Through stories, they also unconsciously learn new terms and incredible ideas that would benefit their everyday lives. While paying attention to stories, children discover ways to concentrate intensely with endurance and learn to recognize others' points of view too, which might also range from their personal and additionally recollect the series of activities within the story. Their interest is focused on the phrases of the storyteller and they have a tendency to get immersed in the plot of the story. According to the psychologist, Pamela Rutledge, "Stories have constantly been a primal shape of communication." Stories are an everlasting set of connections to historic conventions, folklore, prime examples, epitome, myths, and representation. They join us to a bigger self and the normal truth. " (Rutledge, 2016).

Stibich listed several benefits of good storytelling, including improved mental fitness, better relationships, and healthy brain aging. Storytelling is not just a narration; it is a performance, and the storyteller deserves a high energy level and enthusiasm to tell or dramatize a good story zealously and animatedly, even if it seems simple. Storytelling is also entertainment that amuses the minds of the listeners. Facial expressions, voice modulations, and body language play a vital role in storytelling. The story would be infused with suspense and thrills, which would induce the curiosity of the listeners with fullest concentration. Good stories may not necessarily be long. Oodles of details and descriptions in the stories would feed the hungry imaginative minds of the listeners. Emotions are always interesting. Intricate descriptions of the characters' emotions would heighten interest in the story, and such narration would assist tender minds in learning the feelings of sympathy and empathy. Anything under the sun is turned into something interesting, and thus children learn to find interest in every aspect of life. The process of narrating a story is more important than the story itself (Stibich, n.d.).

"Children's literature will often have less complexity of plot, less profundity of psychological analysis, and more simple pleasures and pains than are found in adult writing; and it will, usually, have the security of a happy ending; yet in

its creations of new worlds, its explorations of alien points of view, its subtle investigations of language and metaphysics, and its continual spiritual penetration, it gives us a creative country as 'mature' as the adult's" (Russell, 2012). Moreover, in an exceedingly important language classroom, everyone must realize the importance of having a relaxed atmosphere, which may simply be achieved through storytelling. Children will notice that they are having fun; additionally, "relaxed students learn more easily" (Bialystok et al., 1983). These lucid tricks generate a positive setting within the learning atmosphere. In this sense, we are able to stand out Krashen's emotional filter hypothesis. He observes the affective filter as the emotional temperament of an individual that promotes the training processes. A high affective filter causes the learner to be a comparatively inefficient learner. This can seemingly result from anxieties, disturbances, or inhibitions. An occasional affective filter, which can result from feelings of relaxation, well-being, or success, maximizes learning potency (Ellis, 2015). Storytelling can give language learning a boost in the conducive and protected environment of the study zone, where learners are boosted in an amicable and supportive manner through conversation among their fellow students. Such an outlook would reduce learners' emotional filters (Krashen, 1981) and thus language acquisition occurs in an easy manner. In an extremely causal setting, the affective filter is down, promoting the easier acquisition of a replacement language. Adding to this, each learner participates in valued work and feels glad and comfortable. In this sense, (Broughton et al., 1980) assert that no kid ought to feel pressured to learn. Moreover, youngsters can learn additional if they need a positive angle towards what they're doing and if they need to try and do it. A Chinese bestselling parenting author named Yanhong Wheeler is best known by her pen name Xiaowu. One of all her books 《小巫教你讲故事》 educates the ways to form and narrative kinds of stories, particularly as time of day stories, nature stories, temperament stories, informational (classroom) stories, and education (or healing) stories for difficult things and behaviours. According to Yanhong, stories are "nourishment for the soul" and remarks that reading, teaching, or watching television can neither be compared nor compete. Her strong belief is that storytelling is "the most powerful tool of parenting and education" (Wu, 2012). The thrilling activities that the children encounter, as well as the characters they meet in stories and on their adventures, are thought to be supreme and would cause a womb to tomb influence in the child's mind. such a period proves an important era in their growth and development, which may not be controlled within the terms of words or reading ability, on the other hand, in the wider sense to include the comprehensive thinking and cognitive processes of the young minds and imagination. (Heffernan, 2017). Students can learn faster if they need a constructive approach towards what they're doing and if they need to try and do it (Brumfit et al., 1990). Students learn varied key vocabulary and semantic structures through numerous pictorial representations, mimes, and even through their tongue if necessary. (Barreras, 2010).

## CONCLUSION

Storytelling can be considered a successful teaching approach which has survived the tough exams of time (Chambers, 1970). According to Mokhtar, he concludes a study that makes progress in each storytelling session using specific linguistic skills such as vocabulary, understanding, ordering, and storytelling. Learners also improve communication skills such as communication and nonverbal language use. Through his behavioral studies, he encourages his language teachers to use storytelling in language lessons to achieve their goals very effectively and early (Mokhtar, Abdul Halim, Zurina, and Kamaluzaman 2011). Students become more autonomous in their learning process, and children learn their own learning methods.

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