

THE ROLE OF STORYTELLING IN ENHANCING STUDENTS' VOCABULARY IN EFL CLASSROOMS

Mashxura_Qudratova (Orziqulova)

abduvakilxolniov77@gmail.com

University of exact and social sciences

Scientific adviser: Associate Professor,

(PhD)**S.A.Mannonova**

Annotation. This study explores the role of storytelling in improving students' vocabulary in English as a Foreign Language (EFL) classrooms. Storytelling is considered an engaging and effective teaching strategy that provides meaningful context for language learning. The purpose of this research is to analyze how storytelling activities influence vocabulary acquisition among learners. The findings indicate that storytelling not only enhances vocabulary retention but also increases students' motivation and participation in the learning process.

Keywords: storytelling, vocabulary development, EFL, language learning, teaching methods.

Annotatsiya. Ushbu tadqiqot ingliz tilini chet tili sifatida o'qitish (EFL) jarayonida talabalarning so'z boyligini oshirishda hikoya qilish (storytelling) usulining rolini o'rganadi. Hikoya qilish tushunarli lisoniy kontekstni ta'minlovchi qiziqarli va samarali o'qitish strategiyasi hisoblanadi. Tadqiqotning maqsadi hikoya qilish mashg'ulotlarining o'rganuvchilar tomonidan yangi so'zlarni o'zlashtirishiga ta'sirini tahlil qilishdan iborat. Natijalar shuni ko'rsatadiki, hikoya qilish nafaqat so'zlarning xotirada saqlanib qolishini yaxshilaydi, balki talabalarning o'quv jarayonidagi motivatsiyasi va faolligini ham oshiradi.

Kalit so'zlar: hikoya qilish (storytelling), lug'at boyligini oshirish, EFL, til o'rganish, o'qitish metodlari.

Аннотация. В данном исследовании изучается роль сторителлинга (метода рассказывания историй) в расширении словарного запаса учащихся на занятиях по английскому языку как иностранному (EFL). Сторителлинг рассматривается как увлекательная и эффективная стратегия обучения, обеспечивающая значимый контекст для изучения языка. Цель данного исследования — проанализировать, как использование сторителлинга влияет на усвоение лексики учащимися. Результаты показывают, что метод рассказывания историй не только способствует лучшему запоминанию слов, но и повышает мотивацию и активность студентов в процессе обучения.

Ключевые слова: сторителлинг, развитие словарного запаса, английский как иностранный (EFL), изучение языка, методы обучения.

Introduction

In recent years, the demand for effective methods in teaching English as a Foreign Language (EFL) has increased significantly. Traditional teaching approaches often focus on memorization and repetition, which may not be sufficient for developing

communicative competence. Therefore, innovative and student-centered methods, such as storytelling, have gained popularity in language classrooms.

Storytelling is one of the oldest forms of communication and has been widely used as an educational tool. In EFL contexts, storytelling provides learners with meaningful and contextualized language input, which helps them understand and remember new vocabulary more effectively. It also creates a motivating and interactive learning environment.

The main aim of this study is to examine the role of storytelling in enhancing students' vocabulary in EFL classrooms. The research seeks to answer the following question: How does storytelling influence vocabulary acquisition among EFL learners?

Literature Review

Storytelling has been defined as the art of using words, images, and sounds to share a story. According to Cameron (2001), learners acquire vocabulary more effectively when it is presented in meaningful contexts. Similarly, Wright (1995) argues that storytelling provides natural repetition, which supports vocabulary retention.

In addition, storytelling enhances students' motivation and engagement. Based on Vygotsky's (1978) social interaction theory, learning occurs through interaction and communication. Storytelling activities often involve participation, discussion, and collaboration, which contribute to language development.

Furthermore, the Communicative Language Teaching (CLT) approach emphasizes meaningful communication. Storytelling aligns well with this approach as it encourages learners to use language in real-life contexts rather than focusing only on grammar rules.

Methodology

This study employed a descriptive research design to investigate the effects of storytelling on vocabulary development. The participants were secondary school students learning English as a foreign language.

The research was conducted over four weeks. During this period, storytelling activities were integrated into regular English lessons. The teacher used short stories, including fairy tales and everyday narratives, to introduce and practice new vocabulary.

Data were collected through vocabulary tests, classroom observations, and student feedback. A pre-test was conducted before the implementation of storytelling activities, and a post-test was administered after the intervention to measure improvement.

Results

The results showed a noticeable improvement in students' vocabulary knowledge. Most students achieved higher scores in the post-test compared to the pre-test. They demonstrated better understanding and usage of new vocabulary items.

Classroom observations indicated that students were more engaged and actively participated during storytelling sessions. They showed increased interest in learning and were more confident in using new words.

Student feedback also revealed that storytelling made learning enjoyable and helped them remember vocabulary more easily.

Discussion

The findings suggest that storytelling is an effective method for enhancing vocabulary in EFL classrooms. One reason is that storytelling provides context, which helps learners understand word meanings more clearly.

Repetition within stories also plays a key role in reinforcing vocabulary. Additionally, storytelling creates an emotional and meaningful learning experience, which improves memory retention.

These results are consistent with previous studies (Cameron, 2001; Wright, 1995). However, the study has some limitations, such as a small sample size and short duration.

Conclusion

In conclusion, storytelling plays a significant role in improving students' vocabulary in EFL classrooms. It enhances engagement, provides meaningful context, and supports long-term retention of vocabulary.

Teachers are encouraged to incorporate storytelling into their teaching practices. Future research could explore its impact on other language skills, such as speaking and writing.

REFERENCES

1. Vygotsky L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
2. Wright A. (1995). *Storytelling with children*. Oxford University Press.