

# THE IMPACT OF STORYTELLING TECHNIQUES ON IMPROVING SPEAKING IN A2 LEVEL LEARNERS

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## Abstract

Fluency in speaking is an essential part of learning a language, particularly for students at the A2 level. It examines how storytelling techniques can improve the speaking abilities of A2 level learners. The research includes 30 A2 level learners who are split into an experimental group and a control group for the study. The experimental group participates in organized storytelling tasks adjusted to their level of skill, while the control group receives traditional language teaching without any storytelling elements. After a month, every participant goes through a re-assessment to determine any differences in their speaking skills. The findings indicate a noticeable difference in speaking skills between the experimental and control groups, with the experimental group showing substantial enhancement in their speaking performance. These results emphasize how incorporating storytelling techniques into language teaching for A2 level students can be beneficial in enhancing language skills, particularly in boosting speaking proficiency among learners at this stage. This research provides innovative strategies to enhance speaking proficiency in their students.

**Key words:** storytelling tasks, experimental group, control group, language skills, speaking proficiency, substantial enhancement.

## Annotatsiya

Gapirishda ravonlik tilni o'rganishning muhim qismidir, ayniqsa A2 darajasidagi talabalar uchun. Hikoya qilish texnikasi A2 darajasidagi o'quvchilarning nutq qobiliyatini qanday yaxshilashi mumkinligini o'rganadi. Tadqiqotda A2 darajasidagi 30 ta o'quvchi ishtirok etdi, ular eksperimental guruhga va tadqiqot uchun nazorat guruhiga bo'lingan. Tajriba guruhi o'zlarining mahorat darajasiga moslashtirilgan hikoya qilish vazifalarida ishtirok etti, nazorat guruhi esa hech qanday hikoya qilish elementlari bo'lmagan an'anaviy usulda o'qitildi. Bir oydan so'ng, har bir ishtirokchi gapirish qobiliyatidagi har qanday farqni aniqlash uchun qayta baholashdan o'tti. Natijalar eksperimental va nazorat guruhlarini o'rtasida nutq ko'nikmalarida sezilarli farq borligini ko'rsatti, eksperimental guruhda ayniqsa nutq ko'rsatkichlari sezilarli darajada yaxshilangani kuzatildi. Ushbu natijalar A2 darajasidagi o'quvchilarga til o'rgatishda hikoya qilish usullarini qo'llash til ko'nikmalarini oshirishda, ayniqsa, ushbu bosqichda o'quvchilar orasida nutq so'zlash mahoratini oshirishda qanday foyda keltirishi mumkinligini ta'kidlaydi. Ushbu tadqiqot o'qituvchilarga o'quvchilarning nutq mahoratini oshirish uchun innovatsion strategiyalarni taqdim etadi.



**Kalit so‘zlar:** hikoya qilish vazifalari, tajriba guruhi, nazorat guruhi, til qobiliyatlari, gapirish mahorati, sezilarli darajada takomillashtirish.

**INTRODUCTION.** This study explores the impact of storytelling techniques on the speaking skills of A2 level students. Utilizing storytelling for teaching has the potential to improve speaking skills required for effective communication at the A2 level within language learning. Many people acknowledge storytelling as an effective way to engage students and encourage language development. Sharing tales provides an engaging method to enhance language proficiency and comprehension. Telling stories to students can enhance their understanding of different cultures, countries, and traditions. It also helps to develop empathy by enabling them to view the world from the characters' point of view in the story. Furthermore, the art of storytelling can improve communication skills in pupils through encouraging them to express their ideas and evaluate the plot and characters of the story. Telling stories sparks their interest and creativity as they visualize the setting and characters in the story. By listening to stories, they can also improve their focus and social skills by learning to listen to others and practice patience.

The purpose of this study is to evaluate how well structured narrative activities designed for A2 students' language skills can improve their speaking proficiency by using storytelling. Similar to other interactive teaching approaches, storytelling provides students with a valuable setting and multiple opportunities for speaking practice, which assist them in developing language skills. This study seeks to contribute to the conversation about innovative teaching techniques to improve oral skills by exploring different approaches and outcomes related to incorporating storytelling in language learning. We aim to improve the language learning experience of A2 students by demonstrating how storytelling methods can help enhance their communication abilities in the new language.

**METHODS.** The influence of storytelling techniques on enhancing the speaking skills of A2 level language learners is a compelling narrative that unfolds in educational settings worldwide. This story is not about traditional methods of language instruction, which often rely on memorization and repetitive grammar exercises. Instead, it centers on a more dynamic, engaging approach that leverages the ancient art of storytelling to deepen linguistic proficiency. At the center of this approach is the conviction that language isn't only a bunch of rules to be advanced however a dynamic mechanism for association, feeling, and innovativeness. Through different narrating techniques, students are welcome to draw in with the language in manners that cultivate local area, sympathy, and self-articulation. Students' fluency and self-assurance are enhanced when they can share their own experiences through personal storytelling. Picture stories invigorate inventiveness and energize the utilization of new jargon and complex sentence structures, making language learning a more charming and less scary interaction. Story remaking exercises challenge understudies to arrange and retell accounts, working on how they might interpret account structures and supporting their tuning in and talking abilities through intelligent conversations. Students are able to practice emotional expression and dialogue in a supportive environment by participating in role-play exercises that are based on stories. These exercises transform language learning into a vivid, immersive experience. Moreover, computerized narrating acquaints students with the reconciliation of innovation in language learning, further fostering their abilities to talk close by fundamental advanced education abilities. As students progress, they change from being reluctant speakers to sure communicators, exhibiting the significant effect of narrating on language securing. This



excursion features that when students are effectively drawn in, propelled, and genuinely contributed, they can accomplish critical headways in their talking abilities. This story, moving past the limits of a solitary homeroom or educator, enlightens a more extensive truth about language learning: its substance lies in encouraging human associations. Through narrating, students improve their etymological capacities as well as develop the ability to share, tune in, and understand, social and semantic partitions. In this manner, narrating rises above its job as an educational strategy, arising as a strong impetus for making an additional interconnected and grasping world.

**RESULTS AND DISCUSSION.** The aim of this study was to investigate how storytelling methods can improve the speaking abilities of A2 level ESL students. Proficiently using a language requires individuals to develop the fundamental language skill of effective communication. This study sought to explore the impact of integrating storytelling into the curriculum on A2 level learners' speaking proficiency and comprehension of English language usage. This study used a quantitative analysis method and implemented a simple pre-test – post-test experimental design. In this particular experiment, one group was given storytelling interventions while another group was not given the same treatment.

Both the experimental and control groups were evaluated before and after the storytelling intervention to assess its effect on their speaking skills. Following the positivist methodology principles recommended by Herrington and Oliver, this study aimed to offer a better understanding of how storytelling techniques can be applied in language learning. Choosing the right storytelling materials and methods was essential to meet the needs of A2 level learners in terms of their language proficiency and stage of development. Carefully selected engaging and meaningful stories were selected based on their linguistic comprehension level.

Throughout the study, both the experimental and control groups were closely observed. The experimental group participated in storytelling sessions as part of their language learning curriculum, while the control group used conventional teaching methods. It was theorized that by using storytelling techniques, the speaking abilities of A2 level learners could be improved through a more interesting and interactive method of learning language. Through the use of engaging narratives, storytelling is intended to enhance language output and enhance speaking skills in A2 level learners beyond traditional language learning methods. This study aimed to explore the effects of storytelling techniques on developing oral proficiency. Through the use of strict experimental techniques and following the principles of positivist methodology, this research aimed to offer important understandings on successful language teaching methods for ESL students at the A2 level.

Using storytelling techniques can improve speaking skills and offer a more interesting way to learn a language compared to traditional methods. The subsequent experimental method describes an efficient approach for using storytelling to enhance speaking abilities in A2 level students.

Original: "The company's profits increased significantly in the second quarter of the year."  
Paraphrased: "There was a significant increase in the company's earnings during the second quarter of this year." Story Selection: Choose stories with appropriate age levels, clear plots, relatable themes, and language structures that are relevant to engage learners and support language learning goals.

*He was unable to comprehend the complexity of the situation.* Pre-Story Activities involve presenting the story theme, highlighting important vocabulary, and giving learners background information to help them grasp the narrative.

*The cat sat on the mat.* Engage learners in an interactive storytelling session by either telling or reading the chosen story out loud. Encourage active participation through questioning, predicting, and discussing story elements.

Engage in follow-up activities such as discussions, role-playing, and creative tasks to support vocabulary, comprehension, and language skills while enhancing oral fluency and speaking confidence.

**Advantages and Results:** Utilizing storytelling methods in language education provides a range of benefits for learners at the A2 level. Actively participating in narratives helps learners enhance their vocabulary, refine pronunciation, and enhance storytelling abilities. These interactive activities encourage more participation from learners, improve speaking skills, and cultivate a positive outlook on learning a language.

After a set time in the study, all learners in both the experimental and control groups were given assessments to evaluate their speaking skills. Data was analyzed by comparing pre-test and post-test scores to assess improvement or lack of improvement for each learner. Although this article does not delve into specific assessment details, it highlights substantial improvement in students' speaking skills following their involvement in storytelling sessions.

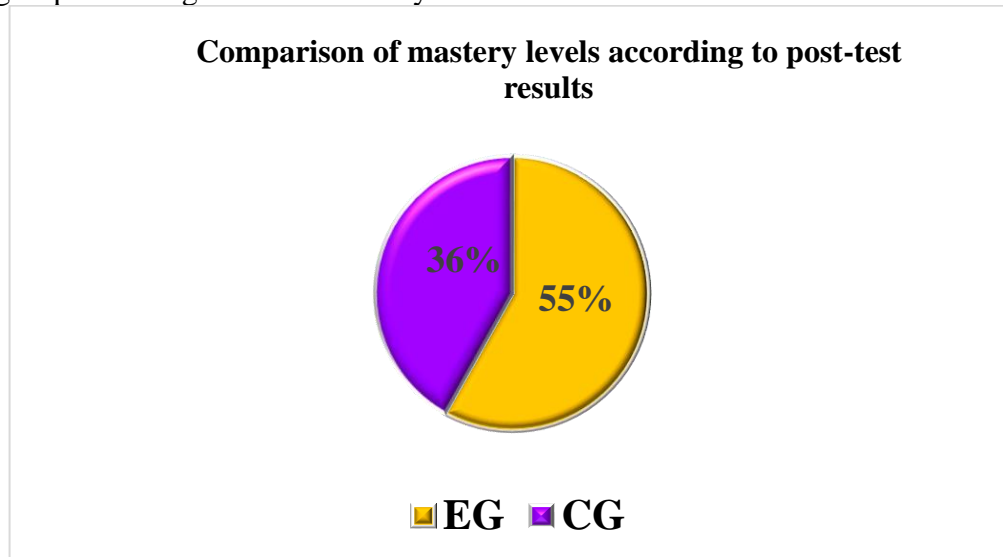
In summary, the use of storytelling methods is beneficial for enhancing oral skills in A2 level students. Through the use of a structured method in storytelling, teachers can improve students' spoken communication abilities and aid in their language development as a whole.

**Table 1: Speaking skills: Means for experimental and control group**

Experimental & Control groups	Pre-test speaking skills				Post-test speaking skills			
	EG		CG		EG		CG	
<b>Points</b>	<b>15</b>		<b>15</b>		<b>15</b>		<b>15</b>	
	<b>Students</b>				<b>Students</b>			
<b>5</b>	4	6%	2	13%	6	40%	2	13%
<b>4</b>	3	0%	5	34%	8	53%	5	34%
<b>3</b>	6	0%	5	36%	1	7%	7	47%
<b>2</b>	2	3%	3	20%	0	0	1	6%
Average level of mastery in (%)	<b>42%</b>		<b>35%</b>		<b>55%</b>		<b>36%</b>	

Multiple mean comparisons were carried out on the difference means of different levels of significant variables that were identified. Post-test results comparison shows growth

levels (EG–CG; EG/CG) where experimental group children grew 14% (1.4 times) more than control group. The diagram below clearly illustrates this.



In general, incorporating Storytelling may have a positive influence on improving English language acquisition as a second language, specifically on speaking abilities for ESL students. Improving the English language abilities of young non-native English speakers might enhance their academic performance, leading to success in their school endeavors.

**CONCLUSION.** In summary, the investigation into the use of narrative approaches to improve speaking abilities in students at the A2 level demonstrates a significant and complex influence. This method, which has its roots in the age-old art of storytelling, revitalizes language acquisition while simultaneously enhancing its richness, interactivity, and fundamentally human quality. Storytelling strategies create an atmosphere in which language is experienced, rather than just received, by involving students in the production and expression of narratives. The benefits of using narrative in language training are clear—it increases students' self-assurance, inventiveness, and fluency. Students are encouraged to go beyond the confines of traditional learning through personal narratives, visual tales, story reconstruction, role-play, and digital storytelling. They enter a realm where errors are seen as opportunities for growth and where their voices, however hesitant at first, become more powerful and distinct. Furthermore, the use of narrative in language learning extends beyond speaking proficiency. It fosters in students a sense of community, empathy, and cultural knowledge. It enables pupils to view language as a bridge to comprehending various viewpoints and backgrounds, in addition to being a tool for communication. As we reflect on the impact of storytelling techniques on A2 level learners, it becomes clear that this approach offers far more than just linguistic benefits. It provides a holistic learning experience that nurtures not only competent speakers but also insightful, empathetic individuals ready to engage with the world around them. Therefore, incorporating storytelling into language learning curricula represents not just an innovative teaching strategy but a profound commitment to shaping well-rounded, globally aware communicators.

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