NARRACIÓN DE CUENTOS PARA MEJORAR LA DESTREZA ORAL EN ESTUDIANTES DE NIVEL A2

STORYTELLING TO IMPROVE SPEAKING SKILLS IN A2 LEVEL STUDENTS

Autores: [1]Maribel Martina Gualán Benítez, [2] Marisela Jiménez Alvarez y [3]Josué Reinaldo Bonilla Tenesaca.

[1]ORCID ID: https://orcid.org/0009-0008-1481-8248

[2]ORCID ID: https://orcid.org/0000-0002-3067-7296

[2]ORCID ID: https://orcid.org/0000-0003-2878-0689

[1]E-mail de contacto: mmgualanb@ube.edu.ec

[2]E-mail de contacto: mjimeneza@ube.edu.ec

[3]E-mail de contacto: jrbonillat@ube.edu.ec

Afiliación: [1*2*3*]Universidad Bolivariana del Ecuador, (Ecuador).

[1]Licenciatura en Pedagogía, mención en Enseñanza del Idioma Inglés egresado de la Universidad Central del Ecuador, (Ecuador). Maestrante de la Maestría en Pedagogía, mención Enseñanza del Idioma Inglés de la Universidad Bolivariana del Ecuador, (Ecuador).

[2]Licenciatura en Educación, especialidad Lengua Inglesa, graduada en Cuba en el Instituto Superior Pedagógico Frank Pais García con 45 años de experiencias en la Educación Superior. PhD. en Ciencias Pedagógicas desde el 2001 y Profesora Titular desde el 2003, ambos títulos obtenidos en Cuba.

[3]Licenciatura en Ciencias de la Educación, mención Inglés egresado de la Universidad Técnica Particular de Loja, (Ecuador). Ingeniería comercial adquirida egresado de la Universidad Metropolitana, (Ecuador). Magíster en Tecnología e Innovación Educativa adquirida egresado de la Universidad Casa Grande, (Ecuador). Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros, mención en Enseñanza de Inglés adquirida egresado de la Universidad Casa Grande, (Ecuador). PhD. en Ciencias Pedagógicas egresado de la Universidad de Oriente, (Cuba).

Resumen

El objetivo del trabajo de investigación fue determinar si el uso de la técnica de contar cuentos puede ayudar a mejorar la destreza oral en estudiantes de noveno año de educación general básica, la hipótesis se basa en la idea de que el uso la técnica de contar cuentos puede mejorar su habilidad oral. La investigación se desarrolló usando el enfoque investigativo mixto, empleando instrumentos para la recolección de datos cuantitativos como pre-test and post-test y bajo el enfoque cualitativo se realizó una entrevista a tres docentes de inglés y estudiantes para receptar opiniones y sugerencias. Los métodos teóricos de investigación fueron análisis-síntesis, inductiva-deductiva. Los resultados mostraron que en la etapa inicial los estudiantes presentaban dificultades para expresarse de manera oral, hesitación, errores de pronunciación y desmotivación se evidenció. Los estudiantes practicaron por un tiempo determinado una serie de actividades como: narración de historias guiadas etc. Finalmente crearon y presentaron su propia historia. Los resultados revelaron una mejora notable en la fluidez y el rango de vocabulario de los estudiantes, junto con una mayor motivación y disposición para hablar. Los estudiantes se volvieron más seguros y comprometidos, mostrando una mejor interacción durante las tareas de conversación. En conclusión, la integración de la narración como un enfoque comunicativo que no solo fomenta el desarrollo lingüístico, sino que también fomenta la autonomía y la creatividad del alumno. Los hallazgos destacan el valor de las actividades basadas en la narrativa en las aulas con estudiantes con nivel A2, lo que sugiere su potencial para una aplicación más amplia en la enseñanza de idiomas.

Palabras clave: Contar cuentos, Enseñanza, Habilidad de hablar, Mejoramiento, Estudiantes de nivel A2.

Abstract

The objective of the research was to determine if storytelling can help to improve speaking skills in A2 in 9th graders students. The hypothesis is based on the idea that storytelling can improve speaking skills. The research was developed using the mixed research approach, using instruments for collecting quantitative

data such as pre-test and post-test and under the qualitative approach an interview was conducted with three English teachers and students to receive opinions and suggestions. The theoretical research methods were analysis-synthesis, inductive-deductive. The results showed that in the initial stage the students presented difficulties to express themselves orally, hesitation, pronunciation errors and demotivation were evidenced. Students practiced for a certain time a series of activities such as: guided storytelling etc. They finally created and presented their own story. The results revealed a marked improvement in students' fluency and vocabulary range, along with increased motivation and willingness to speak. Students became more confident and engaged, showing better interaction during conversation tasks. In conclusion, the integration of storytelling as a communicative approach that not only encourages linguistic development, but also encourages student autonomy and creativity. The findings highlight the value of narrative-based activities in classrooms with students at level A2, suggesting their potential for wider application in language teaching.
Keywords: Storytelling, Teaching, Speaking, Improvement, A2 students.

Sumário
O objetivo deste trabalho de pesquisa foi determinar se o uso da técnica de contar histórias pode ajudar a melhorar a habilidade oral de estudantes do nono ano do ensino fundamental. A hipótese baseia-se na ideia de que o uso dessa técnica pode aprimorar a competência oral dos alunos. A pesquisa foi desenvolvida utilizando uma abordagem mista, com instrumentos para a coleta de dados quantitativos, como o pré-teste e o pós-teste; e, sob o enfoque qualitativo, foi realizada uma entrevista com três professores de inglês e estudantes para recolher opiniões e sugestões. Os métodos teóricos de pesquisa empregados foram análise-síntese e o método indutivo-dedutivo. Os resultados mostraram que, na fase inicial, os estudantes apresentavam dificuldades em se expressar oralmente, hesitação, erros de pronúncia e falta de motivação. Durante um período determinado, os alunos praticaram uma série de atividades, como a narração de histórias guiadas, entre outras. Finalmente, criaram e apresentaram sua própria história. Os resultados revelaram uma melhora notável na fluência e no repertório de vocabulário dos estudantes, juntamente com maior motivação e disposição para falar. Os alunos tornaram-se mais confiantes e engajados, demonstrando melhor interação durante as atividades de conversação. Em conclusão, a integração da narração como uma abordagem comunicativa não apenas promove o desenvolvimento linguístico, mas também estimula a autonomia e a criatividade do aluno. Os resultados destacam o valor das atividades baseadas em narrativas em salas de aula com estudantes de nível A2, sugerindo seu potencial para uma aplicação mais ampla no ensino de línguas.
Palavras-chave: Contação de histórias, Ensino, Expressão oral, Aprimoramento, Alunos A2.

Introduction
English has become essential for communication, education, and professional opportunities in the globalized world of the 21st century. Consequently, teaching English is crucial in the educational context, and educators find significant challenges when it comes to effectively teaching the language, particularly in developing speaking skills. Syafii, M et al (2021), argues that mastering the art of speaking is the only essential component of learning a second or foreign language. For learners at the A2 level of the Common European Framework of Reference for Languages (CEFR), developing basic speaking skills is a foundational step in their language learning journey, however students present significant challenges when it comes to produce oral utterances. Traditional language instruction often emphasizes on grammar rules memorization and repetitive practice, which can sometimes lead to disengagement. While many

learners successfully acquire grammatical structures, their speaking skills often remain underdeveloped due to that most of the books just emphasis on developing grammatical skills. Most of the books are designed to practice grammar and therefore less importance is given to the speaking skill. This discrepancy highlights a critical issue in language education, as the ability to communicate orally is essential for meaningful interaction in various professional and social settings. A2 English Language proficiency level students according to the Common European-Framework of Reference for languages should be able to tell a story or describe something in a simple list of points, give short, basic descriptions of events and activities and describe plans and arrangements, habits and routines, past activities and personal experiences. Nevertheless, it is evident in the daily observation of teaching practice in 9th grade classroom that many students have limitations when trying to communicate and describe personal experiences or details about themselves. This difficulty has a negative impact on the learning process due to students are unable to convey their thoughts and ideas in English.

Pronunciation is one of the most significant skills to develop in language learning, but it is also a difficult skill to learn and teach (Albiladi, 2020). Many students feel shy or nervous when they try to say new words, and teachers often struggle to find the best methods to help them. In most Ecuadorian classrooms professors avoid to plan speaking activities in real context due to several factors. As noted by Alvarez et al. (2024) some of the factors that hinder student´s speaking ability is the large class size, noise and crowding environments, avoiding students to engage and practice meaningful activities. Speaking skill, among the four

English language skills, is the hardest to acquire (Hinkel, 2006, p.114 as cited in Omar 2023). Thus, educators must explore and investigate effective strategies and techniques to address this issue, ensuring that they provide engaging and meaningful lessons that motivate all learners to express their thoughts and feelings in English. In this context, storytelling offers an innovative and engaging approach to language learning. By incorporating storytelling into language instruction, educators could create a dynamic and immersive learning environment that promotes active participation and creativity. Storytelling not only captivates students' interest but also provides a meaningful context for language use, enabling learners to practice speaking in a natural and enjoyable manner. Some research works as the one led by Lucarevschi (2016), mentioned that storytelling is an effective strategy as it is said to work on language skills in a fun, engaging and contextualized manner, consequently raising learners' interest in listening to stories, as well as in speaking, writing and reading about them.

According to Serrat (2008) storytelling describe ideas or opinions, individual experiences, and life lessons through stories or narratives that arouse strong feelings and insights. It has been a pivotal tool in human communication, since ancient times. People have used stories as a powerful tool to transmit knowledge, culture, and values across generations. In the context of English language teaching, storytelling has emerged as an effective pedagogical strategy, particularly in developing speaking skills. It provides learners with an authentic, meaningful, and emotionally engaging context for using the target language. Heba et al. (2023) argued that storytelling activities offer learners numerous opportunities and provide an active experience in real-life scenarios. They are quite successful in encouraging participation and interaction

among shy students and those who do not perform well. Not only is it an effective technique to motivate students to speak, but it also helps keep the other students fully engaged. Ajibade and Ndububa (2008) explained that due to the unique elements of a story its specific context, meaningful details, and vivid descriptions of human experiences it provokes a deeper reaction in listeners compared to giving simple facts. This idea shows how a story naturally keeps listeners engaged. When a teller shares specific details and vivid moments, the audience is more likely to stay focused on the message because the story feels real and meaningful. Instead of simply receiving information, listeners follow the events, imagine the scenes, and connect emotionally with what is being said. In this way, storytelling becomes a powerful tool for maintaining attention and creating a deeper learning experience.

Storytelling allows learners to listen to and reproduce linguistic structures in a purposeful way. It promotes not only vocabulary acquisition but also fluency, pronunciation, and coherence. Retelling or dramatizing stories allows students to produce language in a meaningful way, frequently without being overly focused on grammatical correctness, which promotes the development of fluency. Isbell at al. (2004) stated that in storytelling words are not simply memorized; instead, they are produced again through a spontaneous and dynamic performance, supported by the audience's participation and interaction. This perspective shows that storytelling is an active and creative practice rather than a simple act of memorizing words. When learners tell or retell a story, they reconstruct the language in a spontaneous and meaningful way, adapting their expressions according to the audience's reactions. This interaction encourages learners

to use vocabulary more naturally and confidently, turning storytelling into a dynamic learning environment where participation and communication give real purpose to the words. Telling stories emcompasses not only stories from a book but also oral stories created by the imagination and based on real experinces. Therefore, by applying storytelling into classrooms students can express themselves enhancing not only oral production but also creativity. Harmer (2001) mentioned that speaking refers to the ability to process information and language on the spot. Richards (2006) claimed that fluency refers to the natural use of language that happens when a speaker takes part in real communication and keeps the conversation going in a clear and understandable way, even if their language skills are not perfect.

According to Cameron (2001), narratives are especially effective with young learners because they reflect on how children naturally understand and organize the world. Moreover, narratives align with the cognitive and emotional development of young learners by creating a natural context in which language is experienced, practiced, and internalized. Wright (1995), argues that using stories helps students take a more active role in the learning process, as it encourages interaction and creative use of language. He also explains that this approach offers a meaningful and emotionally engaging environment where learners can develop and practice their speaking skills. Storytelling is supported by theories like Vygotsky´s Zone of Proximal Development (ZPD) (1978), which reminds us that students learn best when they interact with others and receive guidance, and narrative activities give them exactly that kind of supported space to practice speaking. Krashen's Input Hypothesis (1985) also highlights its value, since these meaningful

stories offer understandable language in a relaxed atmosphere, helping students acquire new structures more naturally and confidently.
In the context of English as a Foreign Language (EFL), Isbell et al. (2004) found that children who engaged in storytelling activities demonstrated greater oral complexity than those who participated in passive story listening. Furthermore, communicate competence is also developed through storytelling since it encourages learners to express and participated in spontaneous and creative interaction. This aligns with the goals of oral language instruction, particularly in improving fluency and coherence.

Ellis and Brewster (2014) argue that storytelling lowers learners' affective filter, creating a low-anxiety classroom fostering a spontaneous speaking. Several empirical studies support the use of storytelling to improve speaking proficiency. Isbell et al. (2004) conducted a study comparing children who engaged in storytelling with those who listened to stories read aloud. Their findings revealed that children exposed to storytelling demonstrated higher levels of oral language complexity and story comprehension. This is likely due to the interactive nature of storytelling, which encourages learners to construct meaning and express it orally. According to Zaro and Salaberri (1995), storytelling activities help learners acquire new vocabulary and improve their pronunciation and intonation. The structure of stories often with repetitive phrases and predictable patterns helps reinforce language features and supports learner retention. Storytelling also provides rich exposure to vocabulary and syntax in context.
In EFL classrooms, storytelling can take many forms: teacher led narration, student retelling, dramatization, and picture-based storytelling. These variations allow students to engage with

language at different levels of difficulty and creativity. As Ellis and Brewster (2014) emphasized, the integration of visual aids, gestures, and role-play in storytelling activities enhances comprehension and supports learners in expressing themselves verbally. When learners actively engage in storytelling through character dialogue, sequencing events, or summarizing they develop key speaking sub-skills such as fluency, pronunciation, and discourse organization.

Materials and Methods

The theoretical method of analysis-synthesis is used. This method involves breaking down the concept storytelling into its fundamental components (analysis) and then integrating these components to form a comprehensive understanding (synthesis). By doing so, the research will identify key elements of storytelling that contribute to the improvement of speaking skills, providing a holistic perspective on its effectiveness as a pedagogical tool. The method to examine the theory of how storytelling works and eventually improve speaking skills in this work is the inductive-deductive method. Starting with specific observations and activities of storytelling in practice. It includes using inductive reasoning to find patterns and create general rules based on them. Then, deductive reasoning is used to check and explain these rules by applying them to wider situations. The research will both be inductive and deductive so as to have a holistic understanding of the effect of storytelling on speaking skills, hence making the findings based on empirical evidence and theoretical analysis. Regarding the population, the study was conducted with A2-level students aged 12–13 in a public institution in Zamora Ch-Ecuador. The participants were selected based on their proficiency level, which aligns with the Common European Framework of Reference

for Languages (CEFR) A2 descriptors. A total of 10 students participated in the study.

Table 1. *Summary of the sample*

Participants	Sample	Percentage
Males	4	40%
Females	6	60%
Total	10	100%

Source: Elaborated by the author.

The scope of the study is underlined by speaking skills, including: fluency, pronunciation, accuracy and coherence. The study was conducted over a period of 4 weeks through sessions of 40 min, during which storytelling activities were carried out. During the intervention students participated in storytelling activities designed to enhance their speaking skills in a meaningful and engaging way. In the first activity, students were given a picture of somewhere and the examiner wrote questions on the board. Afterwards learners worked in pairs to plan, practice, and finally present their stories to the group, the objective of this activity was to encourage their imagination to develop original narratives based on familiar topics. In the second part, the examiner read a short simple story aloud and then students retold the story in their own words. In the third activity, learners created a lifetime with important events in their lives, they also used pictures to describe each event. This stage helped them gain confidence and accuracy in pronunciation and structure. Throughout the process, students demonstrated noticeable progress in fluency, pronunciation, and vocabulary use. Moreover, they showed greater enthusiasm and participation, confirming the positive impact of storytelling as a communicative approach to improving oral expression among A2 English learners.

To collect data and measure the effectiveness of storytelling, the following instruments were employed; a survey addressed to students to gauge information about the importance to add new methodologies into classroom. An interview, addressed to English teachers to collect opinion and suggestions. A pre-test to assess prior knowledge and a post-test to assess improvements in speaking skill. Speaking Skills Rubric was used to evaluate performance across key criteria using a Likert scale from 1 to 4, as well as the Attitude Test to gauge students' interest and motivation toward storytelling. The study is limited to A2-level students within one specific public school in Ecuador and focuses solely on speaking skills. Other language skills (reading, writing, listening) were not part of this research. The findings may not be generalizable to higher proficiency levels or other educational settings.

Tabla 2. *Description of the prestest and post test*

	Excellent (4)	Good (3)	Needs improvement (2)	Poor (1)
Fluency	Speaks smoothly with minimal hesitation; maintains a natural flow.	Speaks with some hesitation but maintains understandable flow.	Hesitates frequently; speech is slow but understandable.	Hesitations and pauses make it hard to understand.
Pronunciation	Pronunciation is clear and accurate; minimal errors.	Pronunciation is mostly clear with a few minor errors.	Pronunciation has noticeable errors that affect understanding.	Pronunciation errors make it difficult to understand.
Vocabulary	Uses a variety of appropriate and relevant vocabulary.	Uses adequate vocabulary with some repetition.	Limited vocabulary; some words are misused.	Very limited vocabulary; frequent misuse of words.
Grammar	Uses correct grammar consistently with minimal errors.	Makes occasional grammatical errors that do not affect meaning.	Frequent grammatical errors that affect clarity.	Constant grammatical errors make speech unclear.
Coherence and engagement	Ideas are well-organized and captures and maintains audience attention	Ideas are mostly organized with minor issues in sequencing.	Ideas are somewhat disorganized; difficult to follow and attempts to engage the audience but with limited success.	Ideas are unclear and poorly organized. Fails to engage or connect with the audience.

Source: Elaborated by the author.

Results and Discusión

At the beginning of the research process, it was considered essential to conduct a student needs analysis survey in order to understand what learners expect from their English learning experience. This step was necessary to obtain clear and reliable information that could guide the design of the proposed activities. The results of the needs analysis survey showed that most students consider speaking to be the most challenging skill, mainly because they often feel nervous when expressing themselves in English. On the other hand, many of them reported that they frequently mispronounce words, which increases their anxiety and reduces their confidence when participating in class. However, the survey also revealed that students are highly motivated to improve their performance if they can learn through creative and enjoyable activities that make the learning process more engaging. Additionally, they believe that using English in real and meaningful contexts would help them develop greater fluency and feel more comfortable when speaking. These findings highlight the importance of incorporating dynamic, authentic, and student-centered strategies in the classroom to meet learners' needs more effectively.

The following results were obtained from the pre-test and post-test. At the beginning, during the pre-test, most students showed difficulties when speaking, averages stayed close to 1,4-2,0, which showed the most students were at a basic level. Their answers were usually short, and many of them paused too often. In terms of fluency, students hesitated and repeated words because they were unsure of what to say next. Pronunciation mistakes were frequent, especially with unfamiliar words, which sometimes made their ideas difficult to understand. When it came to grammar, students

tended to use very simple structures and made common errors with verb tenses. Their vocabulary was also limited, and many students used the same basic words again and again. Finally, their engagement was low; most students were shy and only spoke when asked directly. After the storytelling activities and practice during the weeks of intervention, the post-test showed clear progress. The average increased to about 2,8-3,4, which reflects that students were more confident and spoke with fewer pauses, which improved their fluency. Their pronunciation was not perfect but much clearer, and they corrected themselves more often. In grammar, many students started to use longer sentences with better accuracy. Their vocabulary expanded, as they began to include new words from the stories in their answers. In terms of engagement, the change was the most visible; students participated more willingly, added personal ideas to their stories, and even tried to make their storytelling expressive and fun.

Tabla 3. Results of the pre-test and post test

Dimensions and indicators	Pre test average (1-4)	Post test average (1-4)	Improvement
Fluency	1.8	3,2	1,4
Pronunciation	1,4	2,5	1,1
Vocabulary	1,7	2,8	1,1
Grammar	1,8	3,1	1,3
Coherence and engagement	2	3,4	1,4

Source: Elaborated by the author.

In general, the results show that storytelling helped students not only to improve their speaking skills but also to feel more motivated and confident when using English. Results from the interview to English teachers provided valuable insights into their perception of storytelling as a strategy to improve speaking skills in the English classroom. For the first question, what is your understanding of storytelling as a teaching strategy in the English

classroom? All the three teachers agreed that storytelling is a pivotal strategy to engage learners with meaningful and contextualized language. Two teachers emphasized that storytelling helps to create a natural environment where students can connect new vocabulary with real situations. One teacher highlights that storytelling supports not only language learning but also creativity and cultural awareness. Regarding the second questions, have you ever used storytelling in your lessons? If yes, what strategies or activities did you use? The three teachers reported that they had not used storytelling directly in their classes, however had applied similar techniques such as reading a short text and asking students to summarize them orally.

For the third question, what challenges or limitations do you predict when implementing storytelling to improve speaking skills in your classroom? The three teachers mentioned several common concerns. The most frequent challenge identified was the limited time available in the curriculum to carry out storytelling activities in depth. Another challenge was the large number of students in each class, which makes it difficult to give all learners enough opportunities to speak. One teacher also noted that some students are shy or lack of confidence so they hesitate to tell stories in front of others. In addition, two teachers mentioned that not all textbooks or teaching materials provide enough support for storytelling, so teachers need to adapt or create their own resources. Overall, the interviews indicate that the teachers recognize the potential of storytelling to improve speaking skills, they see it as a motivating and creative strategy that allows students to use language in meaningful ways. At the same time, they acknowledge practical limitations, such us time, class size, and students' confidence, which need to be

considered when planning storytelling activities. The following results were obtained from the attitude test on storytelling applied on students. The survey consisted of 10 statements and a scale of agreement, which are from strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA). The survey results indicate that students generally hold a positive attitude toward storytelling in English learning. The strongest agreement was found in enjoyment of class 70% agreement, willingness to continue using storytelling (70%) and confidence when speaking Englis. However, perceptions were more divided regarding grammar and pronunciation, where around half of students responded Neutral, Disagree, or Strongly Disagree. Overall, the results suggest that storytelling is valued mainly for its role in engagement, motivation, and fluency, though students are less convinced of its impact on accuracy-related areas such as grammar and pronunciation.

Tabla 3. *Results of survey applied to students*

N°	Statements	SD	D	N	A	SA
1	Storytelling helps me learn new vocabulary.	10	20	20	30	20
2	It helps me feel more confident when speaking	0	20	10	20	50
3	I improve my pronunciation and fluency.	10	20	30	30	10
4	Storytelling activities are fun and engagement for me.	0	10	20	30	40
5	Storytelling makes English class more enjoyable.	0	10	20	40	30
6	I find storytelling useful for practicing grammar.	20	30	30	20	0
7	I feel comfortable speaking English	10	20	30	30	10
8	I feel more motivated to participate when storytelling is used.	0	10	30	40	20
9	Storytelling activities make me interact more with my classmates	10	20	20	30	20
10	I would like to continue using storytelling in future English classes.	0	10	20	30	40

Source: Elaborated by the author.

The findings of this study show that the use of storytelling had a positive impact on speaking skills of A2 English learners. After the intervention, students showed progress in three main areas: fluency, vocabulary use, and

confidence when speaking. At the beginning, many learners used very short sentences and repeated the same words frequently. By the end, they were able to produce longer sentences and use a wider range of vocabulary taken from the stories. This suggests that storytelling provided them with meaningful input that they could later transform into their own oral production. The improvement in fluency was evident during the post-test tasks. Most students spoke with fewer pauses and were able to maintain the flow of their speech. Cameron (2001) argues that young learners develop fluency when they are engaged in meaningful contexts and the results of this research work confirm this claim, which demonstrates that repetition in meaningful contexts helps memory and recall. The results highlight the social value of storytelling. Students collaborated, listened to each other stories, and gave feedback. This created a supportive environment that encouraged even shy learners to participate. Despite these positive results, some limitations should be considered. The sample of participants was small, which makes it difficult to generalized the findings to generalize the findings. In addition, the intervention period was short, so it is not clear how the long-term effects of storytelling may be. Another limitation is that the study focused only on speaking skills, without analyzing in detail how storytelling could also influence listening, reading, or writing.

Future research could expand the sample size and include learners from different contexts to confirm these results. Longer interventions are also recommended to observe whether the improvements in fluency and vocabulary are maintained over time. It would also be useful to compare storytelling with other communicative strategies to see which one offers greater benefits. Another important result is that

learners felt more motivated to speak when they used stories. Instead of repeating isolated phrases, they practiced language in a creative way by retelling or adapting stories. The activity of retelling also reduced anxiety, because learners were not only focused on grammar rules but also on sharing a message. This has similarity with Krashen´s (1982) view that lowering the affective filter encourages better language acquisition. Finally, teachers could explore the use of digital Storytelling which combines traditional narrative with technology and could be more attractive for today´s learners. In fact, the study shows that storytelling is an effective strategy to improve speaking skills in A2 learners. It promotes fluency, enriches vocabulary, and increase motivation. More importantly, it provides learners with a safe and creative space to use the language for real communication.

Ma'al and Alshbeekat (2024) claimed that working together with curriculum designers can help include these approaches in the curriculums, while also making sure that enough resources are provided to create the necessary teaching materials. This emphasizes how essential collaboration is for making storytelling a meaningful part of the official curriculum. When teachers and curriculum designers work together, they can ensure that this approach is not treated as an extra activity, but as a structured and purposeful method that supports students' language development. It also shows that integrating storytelling effectively requires more than motivation; it demands proper resources, time, and well-designed materials. As To'xtasinova (2025) pointed up that using storytelling successfully in the classroom, teachers need to plan carefully, provide the right support, and create an atmosphere where students feel comfortable trying out the language. By guaranteeing these

supports, schools can create richer learning experiences where storytelling becomes a consistent and valuable tool for improving students' communication skills.

Conclusion

Storytelling has proven to be an effective and engaging strategy to enhance students' speaking skills. By integrating stories into language learning, teachers can create meaningful contexts that motivate learners to express their ideas with greater confidence and creativity. This method not only helps students practice vocabulary, grammar, and pronunciation but also encourages fluency and interaction in a natural and enjoyable way. Moreover, storytelling promotes communication, collaboration, and cultural awareness by allowing students to connect language with real-life experiences and emotions. Through stories, learners develop critical thinking, empathy, and the ability to express themselves more clearly. In this sense, storytelling is not only a linguistic tool but also a pedagogical approach that supports holistic language learning. Therefore, teachers should consider incorporating storytelling as a key technique to help students become more active, confident, and competent speakers of English.

Acknowledgement

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