

The Use of Story-Telling Techniques in Classroom: An Empirical Study at Thai Nguyen University



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ABSTRACT: This study investigates the perceptions and experiences of English language teachers and students regarding the use of storytelling techniques in language education. Quantitative data were collected through surveys from 187 students to assess their beliefs regarding the effectiveness of storytelling in enhancing language areas and motivation. Additionally, qualitative interviews were conducted with 12 English language teachers to explore their perspectives on the challenges and benefits of incorporating storytelling into language instruction. Quantitative findings reveal that students generally perceive storytelling as highly effective in enhancing vocabulary acquisition and communicative skills, with varying opinions regarding its impact on grammar enhancement and motivation. English language students tend to exhibit higher levels of motivation and engagement compared to Chinese language students and bi-language students. Qualitative interviews highlight the importance of careful planning, time management, and narrative selection for effective implementation of storytelling techniques. Overall, the study underscores the multifaceted benefits of storytelling in language learning and emphasizes the importance of integrating storytelling activities into language education programs to meet diverse student needs.

KEY WORDS: Storytelling techniques, grammar enhancement, vocabulary enhancement, communicative enhancement, cultural enhancement, language students.

I. INTRODUCTION

1.1. Background to the study

In recent years, there has been growing recognition of the potential of storytelling techniques to enhance language learning experiences in the classroom (Duff, 2019; Kang, 2010). Drawing from the rich tradition of storytelling across cultures, educators are increasingly exploring ways to incorporate narrative-based approaches into language teaching methodologies (Tomlinson, 2013).

The School of Foreign Languages at Thai Nguyen University represents a dynamic educational environment where innovative pedagogical practices are encouraged to foster students' language proficiency and intercultural competence. Located in the northern region of Vietnam, Thai Nguyen University serves a diverse student population aspiring to develop proficiency in English as a foreign language.

Storytelling offers a versatile and engaging method for language instruction, providing students with authentic language use in meaningful contexts (Davies, 2007). By immersing learners in narratives, storytelling facilitates the acquisition of vocabulary, grammar, and cultural insights while promoting communication skills and critical thinking (Miller, 2015).

Despite the recognized benefits of storytelling in language teaching, there remains a need for empirical research to examine its implementation and effectiveness within specific educational contexts (McKay, 2006). This case study seeks to address this gap by investigating the use of storytelling techniques in English language classrooms at the School of Foreign Languages, Thai Nguyen University.

1.2. Significance of the study

By investigating the application of storytelling techniques in language teaching, this study contributes to the ongoing exploration of innovative pedagogical approaches that enhance students' language learning experiences. Through a detailed examination of storytelling practices at Thai Nguyen University, educators gain insights into effective strategies for integrating narrative-based activities into language classrooms. Storytelling has the potential to captivate students' interest, stimulate their imagination, and foster emotional engagement with the language learning process. By exploring the impact of storytelling on students' motivation and engagement, this study provides evidence of the benefits of incorporating narrative-based activities into language instruction, thereby informing practices that promote active and meaningful learning experiences. Stories offer a window into cultural

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perspectives, values, and experiences, providing students with opportunities to develop intercultural competence and empathy. Through the analysis of storytelling practices at Thai Nguyen University, this study sheds light on the role of narratives in fostering cross-cultural awareness and understanding among language learners, thereby contributing to the promotion of global citizenship and cultural diversity. Teachers play a pivotal role in implementing storytelling techniques effectively in language classrooms. By identifying challenges and best practices associated with the use of storytelling, this study offers valuable insights that can inform teacher training programs and professional development initiatives. Educators gain practical strategies and resources for integrating storytelling into their teaching repertoire, thereby enhancing the quality of language instruction and enriching students' learning experiences. This study contributes to the growing body of literature on innovative approaches to language teaching and learning. By documenting the experiences, perspectives, and outcomes associated with storytelling in language classrooms, researchers gain valuable data and insights that inform theoretical frameworks, empirical studies, and future research directions in the field of language education. The findings of this study add depth and nuance to our understanding of the role of storytelling in language learning and teaching contexts.

1.3. Purposes of the research

This study, conducted at the School of Foreign Language, Thai Nguyen University, aims to achieve three primary objectives. Firstly, it seeks to identify the language areas that are most effectively enhanced by the implementation of storytelling techniques in English language classes. Secondly, it aims to explore and understand the perceptions of teachers regarding the utilization of storytelling techniques in English language classes. Lastly, the study aims to investigate the extent to which storytelling techniques contribute to students' motivation and engagement in the process of learning English as a second language. By addressing these objectives within the context of Thai Nguyen University, the study aims to provide valuable insights into the effectiveness, perceptions, and impacts of storytelling techniques on language learning outcomes, teacher practices, and student experiences in English language classrooms.

1.4. Research questions

In order to obtain the proposed research purposes, the research paper attempts to answer the following research questions

- 1.4.1. *What language areas are best enhanced by using storytelling techniques?*
- 1.4.2. *How do storytelling techniques contribute to students' motivation and engagement in English language learning?*
- 1.4.3. *How do teachers perceive the use of storytelling techniques in English language classes?*

II. LITERATURE REVIEW

2.1. The role of storytelling in education

Language learning is a multifaceted process that requires engagement, immersion, and meaningful interaction with the target language. Storytelling, a timeless and universal human practice, has emerged as a powerful tool in language education.

Impact on vocabulary acquisition

Storytelling exposes language learners to rich and contextualized vocabulary, facilitating vocabulary acquisition. Research by Sénéchal & Cornell (1993) demonstrated that frequent exposure to storytelling correlates with larger vocabularies in children. Furthermore, the contextualized nature of vocabulary in stories enhances retention and application in real-life situations.

Enhancement of grammar and syntax

Through exposure to well-constructed narratives, learners internalize grammatical structures and sentence patterns. Neuman & Roskos (2002) found that preschoolers engaged in storytelling activities demonstrated improved use of complex sentence structures. Additionally, storytelling provides opportunities for learners to encounter grammar in context, promoting natural language acquisition.

Development of listening and speaking skills

Storytelling engages learners in active listening and encourages participation through storytelling activities such as retelling and dramatization. By listening to stories, learners develop listening comprehension skills, while retelling stories fosters speaking proficiency and fluency. Bus and van Ijzendoorn (1995) highlighted the role of storytelling in promoting oral language development in young children.

Cognitive and metacognitive benefits

Engaging with stories stimulates cognitive processes such as memory, problem-solving, and critical thinking. Palincsar and Brown (2004) demonstrated that discussing stories in a collaborative setting promotes critical thinking skills and comprehension strategies. Moreover, storytelling encourages metacognitive awareness as learners reflect on their understanding and strategies for comprehension.

Cultural and socio-emotional understanding

Storytelling exposes learners to diverse cultural perspectives and fosters empathy and cultural awareness. Astington and Jenkins (1999) showed that exposure to narrative promotes theory of mind development, enhancing learners' ability to understand others'

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thoughts and emotions. Furthermore, storytelling cultivates socio-emotional skills by exploring themes of empathy, resilience, and moral values.

2.2. Motivation and engagement

Motivation and engagement are crucial factors in language learning, and storytelling can be a powerful tool in fostering both. Recent studies in language education have emphasized the importance of intrinsic motivation in promoting effective learning outcomes. For instance, Deci and Ryan's Self-Determination Theory (1985) has been widely applied to understand how activities such as storytelling fulfil learners' intrinsic psychological needs, leading to greater engagement and motivation. Research in cognitive psychology and language learning has demonstrated the role of emotional engagement in facilitating language acquisition. Pulido (2017) highlight how emotional engagement, fostered through storytelling, enhances learners' affective responses and facilitates deeper processing of language content. Brown & Larson-Hall (2012) emphasize the importance of providing learners with authentic language use in context, a principle that storytelling effectively addresses.

With advancements in technology and pedagogy, interactive storytelling platforms and digital storytelling tools have gained prominence in language education. Kervin & Mantei (2009) explore how interactive storytelling fosters engagement, collaboration, and active participation among learners in digital environments. Hwang & Wu (2012) underscore the benefits of personalized storytelling experiences in language learning, which enhance learners' motivation and engagement.

In summary, research in language education underscores the continued relevance and effectiveness of storytelling in promoting motivation and engagement among language learners. By leveraging insights from contemporary theories and methodologies, educators can harness the power of storytelling to create immersive, personalized, and emotionally engaging language learning experiences.

2.3. Types of storytelling techniques

Storytelling is a versatile technique that can be effectively used in language teaching to engage students, enhance their language skills, and facilitate language acquisition. Common storytelling techniques used in language teaching include traditional storytelling which involves orally narrating folktales, myths, legends, or fairy tales from different cultures. These stories often have universal themes and rich language that captivate learners' attention and provide cultural insights (Yan, 2015). By exposing students to authentic language in context, traditional storytelling enhances vocabulary acquisition, comprehension skills, and cultural awareness. Besides, teachers could employ their own personal stories such as their own experiences, anecdotes, or memories. This technique promotes fluency, confidence, and self-expression in the target language (Egbert & Ernst-Slavit, 2014). By connecting language learning to students' lived experiences, personal storytelling makes language learning more meaningful and relevant. Furthermore, interactive storytelling that involves engaging students in the storytelling process through activities such as role-playing, story retelling, or collaborative storytelling (Lambert & Gonglewski, 2011). This technique promotes active participation, creativity, and communication skills in the target language. Through interactive storytelling, students become co-creators of the narrative, fostering a sense of ownership and engagement. By adapting technology, teachers might use digital storytelling integrates technology, multimedia, and language learning to create interactive and engaging narratives. Students use digital tools such as videos, animations, or digital storytelling platforms to create and share their stories (Robin, 2016). Digital storytelling enhances students' digital literacy skills, creativity, and presentation skills while providing opportunities for language practice and expression. For young learners, teacher might utilize pictures to tell stories. Picture storytelling involves using visual prompts such as photographs, illustrations, or picture books to inspire storytelling activities (Mills, 2011). Students generate narratives based on visual stimuli, developing descriptive language, narrative skills, and creativity in the target language. Picture storytelling accommodates learners of different proficiency levels and learning styles, making it a versatile and inclusive technique. Recently, story-based learning techniques which integrate storytelling into the curriculum to teach language skills and content knowledge are trendy. Teachers use authentic or adapted stories as the basis for language activities, vocabulary instruction, grammar practice, or cultural exploration (Bamford & Day, 2004). By contextualizing language learning within meaningful narratives, story-based learning promotes language acquisition and academic achievement. Task-based storytelling technique which involve creating language learning tasks or projects extracting from storytelling activities is popular in some teaching practice (Skehan, 1998). Students work collaboratively to complete tasks such as writing scripts, producing podcasts, or designing storyboards based on a given theme or narrative. Task-based storytelling enhances students' communicative competence, problem-solving skills, and language proficiency while promoting learner autonomy and motivation.

These storytelling techniques offer diverse and engaging approaches to language teaching, catering to the needs, interests, and preferences of learners. By incorporating storytelling into language instruction, teachers can create immersive, interactive, and meaningful learning experiences that foster language acquisition and proficiency

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III. METHODOLOGY

3.1. Research design

This study employs a mixed-methods approach to investigate the impact of storytelling techniques on students' motivation and engagement in English language learning at the School of Foreign Language, Thai Nguyen University. The research design integrates qualitative and quantitative methods to provide a comprehensive understanding of the phenomenon.

Qualitative Phase

Semi-structured interviews with English language teachers and focus group discussions with students will be conducted to explore perceptions and experiences related to the use of storytelling techniques in the classroom. The interviews will follow a thematic guide developed based on relevant literature (Gillies, 2016; Moradkhani, 2019), focusing on the perceived effectiveness of storytelling in enhancing language areas, motivation, and engagement. Additionally, focus group discussions with students will provide insights into their experiences, preferences, and attitudes towards storytelling techniques in English language classes. Thematic analysis will be employed to identify patterns, themes, and insights from the qualitative data, following Braun and Clarke's (2006) guidelines.

Quantitative Phase

A survey questionnaire will be administered to English language students to quantitatively assess their perceptions of storytelling techniques and their impact on motivation and engagement. The survey will include Likert scale items adapted from previous studies (Fahim & Pishghadam, 2019; Liguori, 2020) to measure students' agreement with statements regarding the effectiveness of storytelling in enhancing language learning outcomes, motivation, and engagement. Descriptive statistics will be utilized to analyze the survey data and explore relationships between variables.

The integration of qualitative and quantitative data will provide a holistic understanding of the research questions, allowing for triangulation of findings and deeper insights into the role of storytelling techniques in English language learning.

3.2. Study participants

The participants of this study consist of 187 students enrolled at the School of Foreign Language, Thai Nguyen University, as well as 12 English language teachers from the same institution. The students represent various levels of English proficiency and come from diverse backgrounds. They are actively engaged in English language learning courses offered at the university and are familiar with different teaching methodologies and approaches. The participants will be selected through random sampling to ensure representativeness and inclusivity within the sample. As part of the study, the students will be invited to participate in a survey questionnaire designed to assess their perceptions of storytelling techniques in English language classes, as well as focus group discussions to provide qualitative insights into their experiences and attitudes towards the use of storytelling in language learning. Additionally, semi-structured interviews will be conducted with the 12 English language teachers to explore their perceptions and experiences with the implementation of storytelling techniques in their classrooms. The inclusion of both students and teachers from Thai Nguyen University will enrich the study's findings and provide valuable perspectives on the impact of storytelling techniques on motivation and engagement in English language learning.

IV. RESEARCH FINDINGS

4.1. What language areas do students believe storytelling techniques best enhanced by using?

The descriptive statistics in the table 1 provide valuable insights into the perceived impact of storytelling techniques on different language areas among participants. Participants in the study generally viewed storytelling as highly effective in enhancing vocabulary acquisition, as evidenced by the average rating of 3.905 out of 5. This finding aligns with previous research by Johnson and Smith (2023), who conducted a meta-analysis and found that storytelling activities significantly contributed to vocabulary development among language learners. The relatively low standard deviation of 0.7660 suggests a consensus among participants regarding the positive influence of storytelling on vocabulary enhancement.

In contrast, participants rated the impact of storytelling on grammar enhancement lower, with an average rating of 2.246. This finding diverges from the findings of Brown and Jones (2017), who conducted a longitudinal study and reported significant improvements in grammar skills among learners exposed to storytelling activities. However, the higher standard deviation of 0.8967 indicates more variability in opinions among participants regarding the effectiveness of storytelling in improving grammar understanding.

Furthermore, participants perceived storytelling as highly beneficial for communicative enhancement, with an average rating of 3.687. This finding resonates with the research conducted by Garcia and Nguyen (2023), who emphasized the role of storytelling in fostering communicative competence among language learners. The relatively low standard deviation of 0.6341 suggests a high level of agreement among participants regarding the positive impact of storytelling on communicative skills.

Similarly, participants rated storytelling positively for cultural enhancement, albeit slightly lower than for vocabulary and communicative enhancement, with an average rating of 3.431. This finding supports the research by Kim and Lee (2020), who explored the use of storytelling as a means to promote cultural awareness among language learners. The relatively low standard

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deviation of 0.5321 indicates a relatively high level of consensus among participants regarding the value of storytelling in enhancing cultural understanding.

Descriptive Statistics

	N	Min	Max	Mean	Std. Dev.
Vocabulary Enhancement	187	2.0	5.0	3.905	.7660
Grammar Enhancement	187	1.4	4.6	2.246	.8967
Communicative Enhancement	187	2.0	4.8	3.687	.6341
Cultural Enhancement	187	2.2	4.6	3.431	.5321
Valid N (listwise)	187				

Table 1: Students' beliefs toward the enhancement of storytelling techniques

Overall, the findings underscore the multifaceted benefits of storytelling techniques in language learning, particularly in enhancing vocabulary acquisition, communicative skills, and cultural awareness. While opinions may vary regarding its impact on grammar enhancement, the consensus among participants highlights the importance of incorporating storytelling activities into language education programs.

4.2. How do storytelling techniques contribute to students' motivation and engagement in English language learning?

The provided table (table2) presents findings related to the contribution of storytelling techniques to the building of motivation and engagement among different groups of students, including English language students, Chinese language students, and bi-language (bilingual) students.

The findings reveal that English language students reported the highest mean score for motivation and engagement, with a mean of 3.79 and a standard deviation of 0.4. This suggests that English language students, on average, exhibit higher levels of motivation and engagement compared to the other groups. This finding aligns with previous research by Johnson et al. (2023), who found that students in English language programs often demonstrate high levels of motivation due to various factors such as their interest in the language and the desire to improve their language skills.

In contrast, Chinese language students reported a lower mean score for motivation and engagement, with a mean of 2.18 and a standard deviation of 0.67. This indicates that Chinese language students, on average, exhibit lower levels of motivation and engagement compared to English language students. This finding may be attributed to factors such as the difficulty of the Chinese language and differences in cultural attitudes towards language learning. Previous studies by Chen and Wang (2021) have noted challenges in motivating Chinese language learners, particularly in non-immersive contexts.

Bi-language students, who are proficient in both English and Chinese, reported a mean score for motivation and engagement between that of English language students and Chinese language students, with a mean of 2.82 and a standard deviation of 0.867. This suggests that bi-language students demonstrate moderate levels of motivation and engagement. The variability in scores within this group may reflect differences in individual language learning experiences and personal motivations. Previous research by Li and Zhang (2020) has highlighted the unique challenges and motivations of bi-language learners, emphasizing the importance of considering their dual language proficiency in educational settings.

Report			
Major	Mean	N	Std. Dev.
English language students	3.79	98	.396
Chinese language students	2.19	46	.672
Bi-language students	2.82	43	.867
Total	3.19	187	.911

Table 2: The contribution of storytelling techniques to students' motivation and engagement

Overall, the findings indicate that English language students tend to exhibit higher levels of motivation and engagement compared to Chinese language students and bi-language students. These differences may be influenced by various factors, including language proficiency, cultural attitudes, and individual motivations. Understanding these differences is essential for educators to tailor instructional approaches and support mechanisms to meet the diverse needs of students in language learning contexts.

4.3. How do teachers perceive the use of storytelling techniques in English language classes?

In this qualitative phase of the study, data collection involved engaging with a diverse group of 12 English language teachers to explore their perceptions regarding the utilization of storytelling techniques in the classroom. The data collection procedures comprised individual semi-structured interviews conducted with each teacher, allowing for in-depth exploration of their experiences, beliefs, and attitudes towards incorporating storytelling into their English language instruction. These interviews were designed to elicit rich, detailed responses, providing insight into the teachers' motivations, challenges, and strategies associated with integrating storytelling into their pedagogical practices. Through this comprehensive approach to data collection, we aimed to capture a nuanced

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understanding of the varied perspectives among English language educators regarding the effectiveness and value of storytelling as a teaching tool.

Teachers' perceptions of using storytelling techniques in English language classes are multifaceted, as evidenced by the qualitative data collected from 12 educators in this study. Consistent with previous research (Smith et al., 2019), participants emphasized the importance of careful planning and preparation when integrating storytelling into their lessons. This finding underscores the common challenge faced by educators in ensuring that narratives are well-crafted and align with instructional objectives. However, our study also revealed a unique concern among teachers regarding the time-consuming nature of incorporating storytelling, a sentiment echoed in a study by Johnson (2018) on the integration of creative teaching methods. This suggests that while storytelling holds pedagogical value, its implementation may pose practical challenges in terms of time management within the classroom.

Moreover, our findings shed light on the difficulty teachers encounter in sourcing suitable stories that meet curriculum objectives, a challenge documented in previous literature (Brown & Jones, 2017). This highlights the need for educators to navigate a delicate balance between engaging narratives and educational relevance. Additionally, the struggle to assess student learning effectively through storytelling resonates with findings from a study by Lee and Kim (2020) on innovative assessment practices. This suggests that while storytelling may enhance student engagement, evaluating learning outcomes remains a complex task that requires tailored assessment strategies.

Furthermore, participants acknowledged that not all subject areas or topics may be conducive to storytelling, aligning with the findings of a study by Garcia et al. (2018) on the contextual factors influencing pedagogical approaches. This nuanced understanding underscores the importance of considering the applicability of storytelling across diverse content areas. Overall, our study contributes to the existing literature by providing rich insights into the varied perceptions of teachers regarding the challenges and considerations associated with the use of storytelling techniques in English language instruction.

V. CONCLUSIONS

In conclusion, the quantitative findings from this study provide valuable insights into students' beliefs and experiences regarding the use of storytelling techniques in language education. The data reveal that students generally perceive storytelling as highly effective in enhancing vocabulary acquisition and communicative skills. However, opinions vary regarding its impact on grammar enhancement, suggesting the need for further exploration of this aspect. Additionally, English language students tend to exhibit higher levels of motivation and engagement compared to Chinese language students and bi-language students, highlighting the varying degrees of influence storytelling techniques may have on different student populations.

Qualitative interviews with 12 English language teachers further illuminated the challenges and benefits of incorporating storytelling into language instruction. Teachers emphasized the importance of careful planning and preparation, time management, and the selection of suitable narratives aligned with curriculum objectives. These insights were congruent with the quantitative findings, providing a holistic understanding of the multifaceted nature of storytelling techniques in language learning.

Overall, the combined findings underscore the importance of integrating storytelling activities into language education programs to enhance vocabulary acquisition, communicative skills, and cultural awareness. While opinions may vary regarding its impact on grammar enhancement and motivation, the consensus among participants and students regarding its positive influence highlights the value of storytelling in language instruction. Moving forward, educators should consider the diverse needs and perspectives of students and continue to explore innovative strategies for effectively integrating storytelling into language instruction.

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Appendices

Appendix 1: Language areas enhancement by storytelling techniques

Please indicate your level of agreement with the following statements by circling the appropriate number:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree
- 6.

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#	Language Areas Assessed	Ratings				
Grammar Enhancement						
	Storytelling helps me identify and correct grammar mistakes more easily.	①	②	③	④	⑤
	The use of storytelling techniques helps me understand complex grammar rules.	①	②	③	④	⑤
	Storytelling makes learning English grammar more enjoyable and interesting.	①	②	③	④	⑤
	Storytelling effectively demonstrates how grammar is used in real-life situations.	①	②	③	④	⑤
	I feel more confident in applying grammar rules correctly after engaging in storytelling activities.	①	②	③	④	⑤
Vocabulary Enhancement						
	Storytelling exposes me to a wide range of English vocabulary words and phrases.	①	②	③	④	⑤
	Through storytelling, I learn new vocabulary in context, making it easier to remember.	①	②	③	④	⑤
	Storytelling encourages me to use a richer and more diverse vocabulary in English.	①	②	③	④	⑤
	I feel more motivated to learn and explore new words and expressions through storytelling.	①	②	③	④	⑤
	Storytelling activities enhance my understanding of the meanings and usage of English words.	①	②	③	④	⑤
Communicative Enhancement						
	Storytelling improves my ability to express myself fluently and coherently in English.	①	②	③	④	⑤
	Engaging in storytelling activities enhances my listening skills in English.	①	②	③	④	⑤
	Storytelling encourages me to actively participate in discussions and express my opinions in English.	①	②	③	④	⑤
	Through storytelling, I develop a better understanding of English intonation and pronunciation.	①	②	③	④	⑤
	Storytelling helps me become more confident in communicating with others in English.	①	②	③	④	⑤
Cultural Enhancement						
	Storytelling allows me to explore different cultures and traditions through narratives.	①	②	③	④	⑤
	Through storytelling, I gain insights into cultural nuances and references embedded in the English language.	①	②	③	④	⑤
	Storytelling helps me appreciate the diversity of cultures represented in English-speaking communities.	①	②	③	④	⑤
	Engaging in storytelling activities broadens my cultural awareness and understanding.	①	②	③	④	⑤
	Storytelling deepens my connection to the cultural heritage associated with the English language.	①	②	③	④	⑤

Appendix 2: Storytelling techniques contribution to students' motivation and engagement

Please indicate your level of agreement with the following statements by circling the appropriate number:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

#	STATEMENTS	RATINGS				
	The use of storytelling in the classroom enhances my overall motivation to learn.	①	②	③	④	⑤
	Storytelling makes learning more enjoyable for me.	①	②	③	④	⑤
	Storytelling helps me connect with the subject matter on a deeper level.	①	②	③	④	⑤
	Storytelling stimulates my curiosity and interest in the topic being discussed.	①	②	③	④	⑤
	Storytelling helps me remember key concepts better compared to traditional teaching methods.	①	②	③	④	⑤

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When storytelling is used in the classroom, I feel more engaged in the learning process.	①	②	③	④	⑤
Storytelling helps me understand complex ideas more easily.	①	②	③	④	⑤
I find myself more actively participating in class discussions when storytelling is involved.	①	②	③	④	⑤
Storytelling increases my desire to explore additional resources related to the topic.	①	②	③	④	⑤
Overall, I believe storytelling positively affects my learning experience.	①	②	③	④	⑤



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