



Storytelling as an Educational Tool to Improve Language Acquisition: A Review of the Literature

Zanyar Nathir GHAFAR^a

^a*Business Administration Department, Bright Technical and Vocational Institute, Sulaymaniyah, Kurdistan Region, Iraq*

*Corresponding author: zanyar.ghafar@btvi.edu.iq

Abstract

Storytelling is a more effective method of teaching languages than traditional teaching materials like textbooks. Research generally suggests that the reason storytelling works so well is because it is entertaining, interesting, and very memorable. This makes students want to hear more stories and gets them talking, writing, and reading about them. However, the research that has already been done and published in the literature sometimes needs more detailed information on the techniques used to measure the effects of storytelling or the exact skills that are developed via its application. Furthermore, the vast majority of studies neglect to investigate any potential negative consequences of storytelling on language acquisition, leaving us with the impression that it is a teaching strategy that solely has beneficial impacts on learning a second language. The goal of this review of the literature is to provide a thorough overview of empirical research on the effects of storytelling on L2 language learning. It also seeks to contrast storytelling's efficacy with that of other instructional strategies. It also seeks to identify gaps in the current literature that need to be filled up by future studies. By looking at these questions, scholars and teachers will have a clearer understanding of the value of storytelling in language learning environments, which will help them improve as teachers.

Keywords: storytelling, description, language proficiency, L1, teaching techniques, L2

Acknowledgments: Thanks to all authors who have supported and worked on this research. We hope this review paper will be useful.

For citation:

Ghafar, Z. N. (2024). Storytelling as an Educational Tool to Improve Language Acquisition: A Review of the Literature. *Journal of Digital Learning and Distance Education*, 2(9), 781-790. <https://doi.org/10.56778/jdlde.v2i9.227>.

Introduction

Storytelling is one of the oldest forms of human communication and is used for entertainment, education, and cultural reasons. Furthermore, it is believed to be a very

effective teaching technique in the development of language skills in both first (L1) and foreign or second language (L2), independent of the learners' age or background (Koyuncu et al., 2023); (Derakhshan & Karimi, 2015). Because storytelling makes language learning engaging, fascinating, and contextualized, it boosts language competence more than standard textbook-based techniques (Smeda et al., 2014); (Darling-Hammond et al., 2020); (Nadeem et al., 2023). As a result, in addition to listening to tales, students become more interested in speaking, writing, and reading about them. In addition, it is said that students find storytelling to be very memorable, which helps with vocabulary, grammatical structures, and pronunciation learning. Is there, however, empirical evidence supporting the effectiveness of storytelling in enhancing language ability, especially in second languages? What conclusions about the effectiveness of storytelling activities may be made when contrasting them with other language learning exercises for second language learners? Are there any studies that detail any drawbacks to employing storytelling in L2 classrooms? The purpose of this literature review is to ascertain what empirical research has to say regarding the influence of storytelling on the development of second language proficiency (Nair & Yunus, 2021); (Sandlund, 2022).

In addition, it aims to address concerns like the function and style of storytelling in language learning environments, as well as the question of whether research indicates any negative effects of storytelling on second language acquisition. By tackling these problems, researchers and teachers will be able to gather information on the value of storytelling in L2 learning as well as develop and improve their pedagogical skills. The works to be studied here will focus on the effect of storytelling on L2 child and adult learners from diverse L1 backgrounds and age groups to corroborate the impact of storytelling on these sorts of learners who make up a substantial and rising share of learners globally (Nguyen et al., 2015); (Riad et al., 2023). In an attempt to ascertain which narrative formats, such as digital storytelling and paper-based storytelling, as well as story types, such as folk tales, fake stories, and stories about personal experiences, have proven most effective in teaching language learners second languages, this study also examines their effects on L2 learning (Dwivedi et al., 2023).

Examining the challenges provided and the implications these designs suggest will lead to a discussion of the findings of studies that use different research designs, qualitative, quantitative, or hybrid. While there may be advantages to storytelling that still need to be fully explored, there may also be unidentified risks that should be considered. Given the information found in the literature, the following questions will be looked at in this review:

1. Can storytelling enhance L2 learners' productive (writing and speaking) and receptive (listening and reading) abilities?
2. How successful is storytelling in comparison to other teaching techniques?
3. In what areas do the existing studies leave gaps that need to be filled by further investigation?

The goal of this review of the literature is to provide a thorough overview of empirical research on the effects of storytelling on L2 language learning

Methodology

This section will provide clear definitions of storytelling and examine the many types of stories and narrative formats that are used in L2 classrooms. The design of this research is a Literature Review which contains reviews, summaries and the author's thoughts about several library sources (journals and proceedings) on the topic discussed. Article search method in research journal databases Google Scholar, Scopus, and Web of Science.

Results and Discussion

Definition of storytelling

Researchers studying language instruction often characterize storytelling as a way to promote interaction between the one presenting the tale and the one being told. Define storytelling as the act of a storyteller using vocalization, dramatic and mental images, and narrative structure to communicate with an audience. The audience provides the teller with both vocal and nonverbal input by using a mental picture. Likewise, storytelling is defined by (Appel et al., 2021), as "the interaction, voice, gestures, facial expressions, and eye contact used to connect a tale with listeners." The interaction between the storyteller and the audience creates a narrative. As a consequence, the audience gives the storyteller feedback on how effectively their tale is comprehended by squinting, staring, or smiling in response to their voice and movements. Human communication is a unique experience that enables us to use words as our medium to convey various aspects of ourselves, others, and the real or imagined worlds we live in. We are all, in some way, fashioned by tales. Thus, narratives help us comprehend these worlds and our place in them (Schachtner, 2020). The definitions provided above are at odds with one another. Hsu's definition limits storytelling to verbal exchanges, whereas McDrury and Alterio's idea seems to include other types of narratives as well. The creative human experience that allows us to utilize language to create allusions to real or imagined environments, other people, ourselves, and civilizations as a whole will be defined in this research as storytelling (Joranger, 2023). In addition, this research will define storytelling as an act in which a storyteller uses vocalization, dramatic and mental images, and a narrative framework to connect with an audience. The storyteller receives verbal and nonverbal input from the audience via the use of mental images. This definition, which lists the fundamental elements present in every language literature and addresses both the form and content of narrative, will be used in this analysis. While some scholars may not make this distinction between reading aloud and narrating, others do.

According to (Nowell et al., 2017), the storyteller focuses on the main message or messages while using vocalization, creativity, mimetic movement, and language improvisation to convey their point. Reading aloud is repeating something that has been committed to memory or reading a story in its entirety. According to the majority of research (Al-Mansour & Al-Shorman, 2011), storytelling is a broad term that includes reading aloud. Like most studies, this assessment of the literature will look at storytelling via reading aloud. When reading aloud, a reader must deliver a text they have memorized or recite a tale in its precise terms. Nonetheless, the distinctions between storytelling and reading aloud are negligible since they might still employ mimetic motion and inventiveness to communicate a narrative message. To confirm a significant difference and justify a formal distinction, further research is needed to look at the impacts of storytelling and reading aloud to the same or similar groups of L2 learners. Research like this would validate how students respond to these two storytelling approaches. In the absence of such evidence, reading aloud will be regarded as storytelling.

Formats and kinds of stories

Researchers investigate how storytelling improves the learning of second languages using a variety of narrative styles and frameworks. Researchers and educators may better understand if and why the narrative style or format used in the classroom matters by taking into account the substantial effects that different story types and formats have on how L2 learners respond to these changes. Regarding narrative forms, (Saxby, 2022), for example, investigated how fairytale tales, including magic and fairies, were used to investigate how English storytelling aided a group of young EFL learners in developing their speaking skills. Rather,

used one fable, one fairytale, and two folktales, a collection of oral stories that are part of a culture or tradition, to study the impact of storytelling on the development of young Spanish language learners' language skills. Fables are narrative short tales that feature humanoid animals as protagonists to teach a lesson. Investigated the impact of using tales from personal experiences on the development of English as a Second linguistic learner's linguistic skills. Focus on employing first-person narratives for storytelling tasks. Several studies have used different types of stories, which is crucial to take into account when examining how learners respond to storytelling and illustrating the ways in which these varied story types impact L2 learning and why. Although tales are usually thought to help improve language abilities in second languages, there needs to be more research comparing the impact of created and electronic narrative forms on the acquisition of L2 skills in a particular subject group. Actually, studies that use a variety of narrative motifs do not investigate or discuss whether or not a certain sort of tale performed better than others, or if so, why. This would be essential in showing language teachers and researchers what kind(s) of stories work best in a certain situation and with different kinds of learners (e.g., adult and young learners).

In L2 classes, digital stories are now used in addition to traditional printed stories and oral storytelling (which is not related to written texts). As a matter of fact, digital storytelling includes computer-based programs that enable pupils to create original spoken narrative tales. In order to communicate a tale that is usually (but not necessarily) based on recollections or personal experiences, students may even record stories using their voices, photographs, music, and other media. Furthermore, it is claimed that digital storytelling is a fun, engaging, and successful teaching strategy that enables students to share their experiences and give each other helpful feedback on their performances or course material. As a result, using digital storytelling in studies examining the effects of narrative on language learning has become commonplace. Although digital storytelling is believed to enhance language acquisition because of its cutting-edge and captivating digital materials, printed-format tales are reported to be as beneficial in fostering language proficiency. Stated differently, it is believed that the format of stories, printed or digital, that are used in the classroom does not influence how well storytelling helps second-language learners develop their language skills.

What is known about the function of narrative in the acquisition of L2?

A few of the studies have looked at the effects of storytelling on the development of L2 receptive and productive skills as well as on the growth of L2 grammar, vocabulary, and pronunciation. Oral narratives are thought to make it possible to divide a text into tone units, identify key information's tonic syllables, identify information that is already known and therefore not prominent, and identify storyline turning points where new information is introduced, or familiar information is seen from a different perspective. Consequently, it is claimed that storytelling helps young students become conscious of rhythm and intonation.

Storytelling and the acquisition of certain linguistic abilities

Numerous studies have looked at the possible impact that storytelling may have on the development of certain L2 skill sets, such as reading and speaking. For instance, Carried out a ten-week quantitative research to find out how teaching English storytelling improved the speaking skills of a group of twenty-five native Taiwanese speakers learning the language in primary school grades five and six. This small-scale study had one experimental group and one control group. The experimental group received instruction via narrative exercises and had access to an English textbook. On the other hand, the control group received all of their training from the same English textbook. Pre- and post-tests on spoken language proficiency were administered to both groups. There were no appreciable differences between the groups during the pre-test. However, the experimental group produced longer and more complex

spoken words in L2 than the control group did. This happened because students were given the opportunity to practice the new vocabulary and sentence structures they encountered throughout the study, as well as the choice to listen to stories passively. Hsu does not, however, define "more complex oral sentences" or the components that make them up.

Therefore, it is hard to ascertain whether additional characteristics, such as oral fluency and pronunciation, were taken into account or whether learners' use of more advanced vocabulary and grammatical structures was assessed. Hsu does not focus on learners' oral fluency or grammatical accuracy. Therefore, the term "more complex oral sentences" is imprecise and should only be used by language teachers and researchers. Evaluation of the value of encouraging students to tell stories in order to assist the development of their oral skills in a second language is supported by other experts in the field. For instance, carried out small-scale qualitative research to investigate the effects of digital storytelling on the oral output of five eighth-grade EFL students. The research focused on the students' opinions about digital storytelling as well as the quality of their work. The participants participated in seven after-school programs; the duration of each session is not specified. The researchers found that the pupils were able to relate their stories clearly and with a smooth, natural speaking style. Learners have several opportunities to polish their pronunciation while narrating and repeating stories. Furthermore, students could assess their oral fluency by listening to voice recordings; however, the study needed to identify the precise technique students employed to assess their fluency or if their instructor provided any advice or instructions regarding this process. Furthermore, that the use of digital storytelling in the classroom promoted voluntary participation from students, allowed them to ask questions during class, and allowed them to introduce new topics in EFL classes. These authors discovered that students actively participate in speaking exercises throughout the L2 learning process thanks to digital storytelling, which improves their comprehension of vocabulary, pronunciation, and fluency. The study Moezzi et al., (2017), does not answer the question of whether storytelling exercises hurt any subject's development of oral output or even the researcher herself. Such information would be essential to ascertain if there are any specific issues or themes that need L2 teachers to devote additional time to them.

Storytelling and the overall growth of language proficiency

The impact of storytelling on the general development of receptive and productive language ability has been the subject of several scientific studies. For instance, The impact of learners' motivation to acquire English as a second language (ESL) on the enhancement of their language skills and the role of storytelling in the language development of adult ESL learners throughout a six-week study. Five graduate and undergraduate students with a strong command of basic English were recruited as volunteers for this small-scale study. Both qualitative (using questionnaires, oral interviews, and field notes) and statistical (twice a week, for an hour each session) methods were used to collect and analyze the data. A range of narratives, such as fables, folktales, and stories based on firsthand experiences, were presented to the learners. In addition, they had the opportunity to create and share their own experiences with their teacher and other students, as well as react to written and spoken questions on the stories they heard. According to the study's findings, utilizing storytelling as an effective pedagogical tool improved language skills for learners who expressed interest and pleasure in participating in storytelling activities, while learners who showed little or no interest in storytelling made little progress. (Smiderle et al., 2020), noted that two of the five study participants needed to find storytelling activities more entertaining, and these learners had a lower level of English proficiency than the participants who had a major interest in storytelling. During the study, it was seen that the participants who lacked proficiency in English exhibited significant stress due to the need to narrate stories and frustration stemming

from their inability to fulfill requirements and complete them in the classroom. Although the study suggests that the learners' lower English proficiency was the main cause of their stress, it is likely that the classroom's use of the storytelling style also played a part. study demonstrates that although storytelling can help second language learners improve their language skills, it might only be beneficial if learners are exposed to it at a level that suits them.

This can cause anxiety, discontent, and a lack of enthusiasm for storytelling activities. Likewise, studied for seven weeks how storytelling enhanced the language proficiency of forty adult male and female ESL learners (ages thirty to fifty) who had been using English as a foreign language (EFL) for six to twelve years. The study participants heard stories from fifteen different story genres read aloud, including folktales and picture books. Recurring themes in all of the tales included word and phrase repetition as well as rhymes. Students participated in a range of oral and written communication activities to improve their productive and receptive skills after reading stories aloud. For instance, children were urged to write their stories and tell them to their teachers and other pupils. Reading, writing, speaking, and listening were the four language skills that students had improved on from the pre-test, according to post-test results. This suggests that storytelling might aid in the development of these skills. However, before any conclusions are drawn, a number of methodological problems with the (Dretzke et al., 2014) study must be addressed. For instance, the length of the study and the amount of time students spent taking part in storytelling activities were not specified in the research. Moreover, the claim that storytelling is essential for improving language competency is backed by a three-hour assessment that covers the four language talents. Stated differently, students participated in a range of oral and written storytelling activities, but their performance was only assessed via a post-test. The results of a three-hour exam should be compared with the student's performance in these activities in order to obtain a more thorough understanding of the role that storytelling plays in enhancing the four language skills in second language acquisition. Learners should also be evaluated using alternative techniques, such as ongoing classroom activities.

Using storytelling as an incentive

Storytelling is considered to be an effective method for increasing language learners' enthusiasm to learn a language and their degree of active participation in the process, according to (Singh et al., 2021). The relevance and substance of tales may enthrall students and support their learning, thereby improving their L2 competency. Storytelling increases learners' engagement with reading and listening to tales, which is essential for improving their L2 reading and listening skills. Thus, narrative is seen as a powerful instrument for encouraging language learners to participate and actively engage in the process of learning a language. This issue was examined in one of the most current kinds of studies in the area. The impact of digital storytelling (DST) on the motivation of 110 grade ten EFL learners in Taiwan as well as the growth of their EFL language ability in a remarkable one-year quasi-experimental research. Two groups were formed from the participants: an experimental group and a comparative group. Although both groups used the same language resources, assessments, teachers, and pre-and post-testing, their educational techniques were different. The experimental group was given DST exercises that encouraged them to actively engage in the language learning process by using creative thinking to produce spoken and written language. The control group, on the other hand, mostly attended lectures that were delivered via textbook readings and PowerPoint presentations. Both qualitative and quantitative data were gathered and assessed using tests, questionnaires, and descriptive statistical analysis. Most of the participants in Elkkiliç and Akça's research said that the storytelling activities in their EFL sessions were enjoyable and that they had learned something new from the tales

they were exposed to. Based on the results, students think that storytelling is a useful motivating strategy for EFL training. Students' perceptions may not fully represent how students really react to storytelling activities in the classroom, even while instructors and researchers need to know what students believe about the importance of storytelling in helping them become more motivated and successful in a second language. To verify if students' viewpoints match how they really react to the stories, Elkkiliç and Akça's kind of research may also assign storytelling tasks to students and gauge their degree of motivation throughout the process. Observations in the classroom would be one method of doing this kind of evaluation. The findings from the survey about the views of the students and the observations recorded in the classroom may then be contrasted. Researchers and language teachers would be able to get more comprehensive and reliable conclusions about how storytelling might enhance students' motivation and language learning by drawing this comparison.

Language proficiency is improved via social interactions and storytelling exercises

Researchers often assert that storytelling significantly enhances language proficiency in second-language learners because it fosters social ties and reciprocal participation. (Ali et al., 2022) discussed collaboration in schools teaching second languages (L2). Storytelling may boost student engagement by having students read one other's stories, interact with teachers, and hear and share stories with their peers. Through these exchanges, students might get assistance from instructors and other students who speak the second language they are learning more fluently. They are also believed to assist kids in operating at both their current developmental stages and their potential. In contrast, (Shadiev & Yang, 2020), conducted a quick study to determine if interactions between twenty-eight-year-old learners during a storytelling exercise with a partner who is more proficient in the target language aid in their language development. Sam, a female virtual peer in the study, looked like a child around six years old. Projected onto a screen behind a castle, this virtual peer interacted with the children by telling them stories and inviting them to offer their own. The virtual peer employed more and more complicated English words throughout the story while a researcher behind the screen controlled her responses. It lasted for almost fifteen minutes. The gamers who interacted with Sam described stories using vocabulary and grammatical constructs that resembled those of the virtual peer. Even though this study only lasted fifteen minutes, the results show that interactions exist, but further research is necessary before any conclusions are drawn. Somewhat more seasoned conversation partners enhance learners' language proficiency. Therefore, the Ryokai et al. investigation needs to provide evidence about the potential long-term benefits of engaging a virtual partner in narrative activities to enhance the development of L2 language skills. Moreover, it is challenging to ascertain whether the use of storytelling, exposure to a pleasant and different kind of peer, or the combination of both (i.e., the kind and caliber of interactions with the virtual peer and the use of storytelling) contributed to the improvement of learners' skills during a fifteen-minute study. According to a study by Li, Seedhouse, and Ryokai et al., storytelling helps language learners improve their language skills in the classroom by encouraging stronger social relationships. Additionally, as we shall discuss in the next section, some research suggests that storytelling helps L2 learners become more proficient in the language by providing them with intelligible feedback

The efficacy of storytelling: Key findings

The literature reviewed on this topic shows differences and similarities in how researchers have approached the question of how storytelling affects the growth of second language (L2) ability. Because children are the primary participants in empirical study, there

is a belief that using storytelling with children is more effective than with adults. However, research has shown that adult learners may increase their learning of a second language by using storytelling as a very effective educational approach (Kallinikou & Nicolaidou, 2019). Even though research may approach the subject from different perspectives, certain recurring patterns come up. The need to actively involve students in the language learning process is one such issue. In addition to actively engaging in class discussions and expressing their tales, this entails listening to stories as well. Engaging in active participation in storytelling activities is likely to improve second language (L2) proficiency among learners. This is because it promotes social engagement in the L2 classroom and the motivation to learn a second or foreign language. Studies on the effects of various types of tales and narrative forms (such as paper-based, oral, and digital) on language skills in L2 learners have been conducted. However, more research is needed to compare their efficacy within the same set of learners. This is true even though a variety of methods and diverse narrative genres (such as fables, fairy tales, and personal anecdotes) have been included. This is an example of a major gap in the corpus of literature that needs to be filled up further. Still, other areas need additional research. The suggestions for more research that come from the shortcomings of this evaluation are given in the next section.

Recommendations for further study

Throughout this evaluation of the literature, several gaps in the body of knowledge about the impact of storytelling on second language (L2) acquisition have been identified. Six main themes may be used to group these gaps: Age groups of second language learners;2) Learners' first language background;3) The possible harms that storytelling may do to improving second language proficiency;4) The importance of storytelling in advancing oral grammatical accuracy in the second language;5) Inadequate information regarding the influence of storytelling on improving second language pronunciation; and6) The impact of storytelling on the curriculum and second language teachers.

1. The majority of research on the effect of storytelling on language acquisition focuses on young learners. Still, a broader age range has to be taken into account to have a more complete picture of how storytelling impacts second language proficiency. Thus, greater research on the effect of storytelling on the development of foreign/second language competency in adult and adolescent learners is crucial.
2. Information was collected in the nations where L2 learners originated. However, most of the studies under review used monolingual groups of language learners (those who spoke the same language). This allows us to conclude that the role of narrative in the language learning process is only partially shown by this study. For a more comprehensive understanding of storytelling's influence on language acquisition, it would be important to examine how it impacts multicultural linguistic groups and the nations in which they are learning the language. For example, it would be essential to investigate the relationship between oral grammatical accuracy growth and storytelling using adult multicultural groups.
3. Considering that the great majority of studies in this area only have a favorable impact on the development of language skills in L2, it would be vital to investigate if and how storytelling may hurt L2 acquisition. Could the subject matter or narrative style of a tale, for instance, be harmful to second language acquisition? Then how and why, in that case? Would the development of L2 skills change between two groups of L2 learners exposed to different narrative styles, tale kinds, and story contents? When it comes to storytelling activities, there needs to be more research examining the impact of different narrative forms and sorts on the development of L2 skills. For example, none of the reviewed

studies examines whether a particular style of story (for example, oral, paper-based, digital narrative) has a more positive impact on the development of L2 skills than another type (folktale, fairy tale, personal experience). The results only show that the story types and styles listed above are helpful for language learners who want to improve their second language skills.

4. Furthermore, the vast majority of studies that address how storytelling improves oral skills and claims to aid in the learning of pronunciation in second languages fail to define "pronunciation" or "improve pronunciation" in the settings in which they are used. Does "improve" mean, for example, that pupils start pronouncing words more "native-like"? Does storytelling help with pronunciation at the segmental level (pronouncing word segments), suprasegmental level (sentence intonation, word syllable stress), or both? These specifics would be important for, for example, showing language teachers which pronunciation domains benefit from the use of stories. Moreover, considering the inadequacies in the examined studies, it is expected that further research will fill in several important gaps about how storytelling functions as a teaching technique to help L2 learners effectively progress their L2 language ability.
5. Considering that language lecturers are required to cover a wide variety of language issues in a condensed period, how does storytelling impact the L2 curriculum and those who teach it? For instance, how much time should L2 teachers spend learning storytelling techniques and becoming ready to use storytelling in the L2 classroom? How much time should teachers set aside before implementing narrative exercises in a language-extension classroom? To provide teachers with the resources they need to explore and use storytelling techniques in the classroom, funding for teacher training programs would be crucial. These questions cover significant subjects and are especially relevant for second-language teachers who may want to include storytelling in their curricula.

Conclusion

By presenting and analyzing many qualitative and quantitative research that examined the function of storytelling during language learning, especially in L2 learning, this literature review gave readers an overview of the significance of storytelling in language acquisition. Overall, this research supports the conclusion that using storytelling as a teaching tool helps improve students' L2 language proficiency. For instance, it has been suggested that storytelling can help L2 learners improve their language proficiency because it provides them with opportunities to work on particular language skill sets (such as speaking, listening, and reading) or on their overall receptive and productive skills through engaging and contextualized activities. Additionally, the research under evaluation indicates that motivating students to actively engage in the learning process and encouraging them to be storytellers has a significant impact on language acquisition. According to studies, storytelling also helps students develop their language skills in a second language (L2). This is because it increases students' motivation to learn a second language, fosters social interactions between students and teachers in the L2 classroom, helps students stay within their zone of proficiency, and gives them understandable input. The reviewed research indicates that storytelling is crucial for improving comprehension since it is entertaining and engaging and is highly contextualized via the use of visuals, vocal repetitions, and body language, among other techniques. However, as was covered in the previous section, further research is necessary to determine how storytelling affects L2 language acquisition since there are few studies in the literature addressing the possibility that storytelling has a detrimental effect on language

acquisition. Studies, for instance, have yet to look at how storytelling activities designed in the classroom, story types, or story formats impact language proficiency and second language learners' performance. Furthermore, studies that require a significant amount of preparatory time and investment in teacher training to properly employ and explore storytelling approaches in the classroom do not evaluate whether storytelling has any detrimental effects on language instructors or the L2 curriculum. By providing a thorough examination and assessment of the function of storytelling in the development of L2 language abilities, research examining possible limitations in the use of storytelling will undoubtedly assist language instructors and the literature in general.

Conflicts of Interest

No conflict of interest

References

- Ali, Z., Palpanadan, S. T., Asad, M. M., Churi, P., & Namaziandost, E. (2022). Reading approaches practiced in EFL classrooms: A narrative review and research agenda. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1), 28. <https://doi.org/10.1186/s40862-022-00155-4>
- Al-Mansour, N. S., & Al-Shorman, R. A. (2011). The effect of teacher's storytelling aloud on the reading comprehension of Saudi elementary stage students. *Journal of King Saud University - Languages and Translation*, 23(2), 69–76. <https://doi.org/10.1016/j.jksult.2011.04.001>
- Appel, M., Lugrin, B., Kühle, M., & Heindl, C. (2021). The emotional robotic storyteller: On the influence of affect congruency on narrative transportation, robot perception, and persuasion. *Computers in Human Behavior*, 120, 106749. <https://doi.org/10.1016/j.chb.2021.106749>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Derakhshan, A., & Karimi, E. (2015). The Interference of First Language and Second Language Acquisition. *Theory and Practice in Language Studies*, 5(10), 2112. <https://doi.org/10.17507/tpls.0510.19>
- Dretzke, J., Ensor, J., Bayliss, S., Hodgkinson, J., Lordkipanidzé, M., Riley, R. D., Fitzmaurice, D., & Moore, D. (2014). Methodological issues and recommendations for systematic reviews of prognostic studies: An example from cardiovascular disease. *Systematic Reviews*, 3(1), 140. <https://doi.org/10.1186/2046-4053-3-140>
- Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H., Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S., Bose, I., Brooks, L., Buhalis, D., ... Wright, R. (2023). Opinion Paper: “So what if ChatGPT wrote it?” Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, 71, 102642. <https://doi.org/10.1016/j.ijinfomgt.2023.102642>
- Joranger, L. (2023). Healing and Meaning Making Through Storytelling and Poetry. *Human Arenas*. <https://doi.org/10.1007/s42087-023-00375-1>

- Kallinikou, E., & Nicolaidou, I. (2019). Digital Storytelling to Enhance Adults' Speaking Skills in Learning Foreign Languages: A Case Study. *Multimodal Technologies and Interaction*, 3(3), 59. <https://doi.org/10.3390/mti3030059>
- Koyuncu, S., Kumpulainen, K., & Kuusisto, A. (2023). Teaching English as a Second Language in the Early Years: Teachers' Perspectives and Practices in Finland. *Education Sciences*, 13(12), 1177. <https://doi.org/10.3390/educsci13121177>
- Moezzi, M., Janda, K. B., & Rotmann, S. (2017). Using stories, narratives, and storytelling in energy and climate change research. *Energy Research & Social Science*, 31, 1–10. <https://doi.org/10.1016/j.erss.2017.06.034>
- Nadeem, M., Oroszlanyova, M., & Farag, W. (2023). Effect of Digital Game-Based Learning on Student Engagement and Motivation. *Computers*, 12(9), 177. <https://doi.org/10.3390/computers12090177>
- Nair, V., & Yunus, M. M. (2021). A Systematic Review of Digital Storytelling in Improving Speaking Skills. *Sustainability*, 13(17), 9829. <https://doi.org/10.3390/su13179829>
- Nguyen, K., Stanley, N., Stanley, L., & Wang, Y. (2015). Resilience in language learners and the relationship to storytelling. *Cogent Education*, 2(1), 991160. <https://doi.org/10.1080/2331186X.2014.991160>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 160940691773384. <https://doi.org/10.1177/1609406917733847>
- Riad, R., Allodi, M. W., Siljehag, E., & Bölte, S. (2023). Language skills and well-being in early childhood education and care: A cross-sectional exploration in a Swedish context. *Frontiers in Education*, 8, 963180. <https://doi.org/10.3389/feduc.2023.963180>
- Sandlund, E. (2022). Telling in a Test: Storytelling and Task Accomplishment in L2 Oral Proficiency Assessment. In A. Filipi, B. T. Ta, & M. Theobald (Eds.), *Storytelling Practices in Home and Educational Contexts* (pp. 175–200). Springer Nature Singapore. https://doi.org/10.1007/978-981-16-9955-9_10
- Saxby, G. (2022). Searching for a happily ever after: Using fairy tales in primary classrooms to explore gender, subjectivity and the life-worlds of young people. *The Australian Journal of Language and Literacy*, 45(2), 219–232. <https://doi.org/10.1007/s44020-022-00017-z>
- Schachtner, C. (2020). Storytelling as a Cultural Practice and Life Form. In C. Schachtner, *The Narrative Subject* (pp. 29–75). Springer International Publishing. https://doi.org/10.1007/978-3-030-51189-0_2
- Shadiev, R., & Yang, M. (2020). Review of Studies on Technology-Enhanced Language Learning and Teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>
- Singh, J., Steele, K., & Singh, L. (2021). Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. *Journal of Educational Technology Systems*, 50(2), 140–171. <https://doi.org/10.1177/00472395211047865>
- Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: A comprehensive study. *Smart Learning Environments*, 1(1), 6. <https://doi.org/10.1186/s40561-014-0006-3>
- Smiderle, R., Rigo, S. J., Marques, L. B., Peçanha De Miranda Coelho, J. A., & Jaques, P. A. (2020). The impact of gamification on students' learning, engagement and behavior based on their personality traits. *Smart Learning Environments*, 7(1), 3. <https://doi.org/10.1186/s40561-019-0098-x>