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The majority of participants stated that playing games has a beneficial impact on vocabulary learning. These results addressed our initial research question: *Can vocabulary learning in EFL classes be positively impacted by the use of language games?*

The current study demonstrated the beneficial effects of games on vocabulary learning. Furthermore, it appears that games have a big impact on motivation and success. However, the current study has certain shortcomings. Among these could be the total number of attendees. It would be preferable if more people participated in the topic analysis. Additionally, it could be helpful to look into which game genres work better for vocabulary learning in EFL classes and which age groups get more into games during further research.

It is occasionally suggested that games are merely enjoyable and have no bearing on education. Nonetheless, the results of this study showed that games can help students learn vocabulary if they give them the opportunity to do so. In conclusion, it was found that teaching vocabulary to language learners through games is an effective and engaging method. The study's findings imply that, in addition to helping students succeed in EFL classes, games also serve to inspire students and foster greater group collaboration. It is clear from the results that playing games can encourage vocabulary learning and motivation.

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THE TRANSFORMATIVE POWER OF STORYTELLING: UNVEILING INNOVATIONS IN EDUCATION THROUGH NARRATIVE

Zhangabek Aknur Omitkhankyzy

e-mail: akazh7@mail.ru

L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Scientific supervisor: Khamitova Gulmira Abuovna

Introduction

Currently, storytelling technology has occupied considerable prominence as a prevalent innovation widely used in modern education proving its effectiveness.

Obviously, the incorporation of storytelling into pedagogy predates our era, dating back to the time of Aristotle and serves as a natural mode of communication from early childhood. Narratives are perceived as a means of not only providing entertainment but also facilitating the teaching of reading and language skills, preserving cultural folklore, and instilling moral values among individuals [1]. Within various cultural traditions, the employment of stories historically served as a method of educating children. According to Baker and Fiona [2], stories are employed in a manner that enhances individuals' capacity to convey themes, enabling them to comprehend both real and imagined worlds [3].

Majority of scholars agree that human cognition relies on stories for navigating the world. The brain processes, retains, and recalls information through narrative structures, crucial for analytical thinking. Narrative is integral to cultural transmission, scientific research, and educational methodologies.

The term “storytelling” originated in David Armstrong's 1992 book, advocating managing employees through relatable narratives, linking theory with practical stories for improved company performance and personnel training.

Within the realm of pedagogy, narratives assume motivating, instructive, and mentoring roles, necessitating a specific structural framework and a captivating plot. Through the vehicle of storytelling, conveying a targeted message to the audience becomes achievable by narrating compelling, whether dramatic, tragic, or comedic, stories featuring fictional or actual characters.

The utilization of narrative techniques within the educational context serves the overarching objective of fostering emotional bonds that engage students in the learning process, sustaining their focus, and facilitating effective memorization by strategically emphasizing key elements. The application of storytelling may be characterized as a pedagogical technology, representing a comprehensive toolkit employed to attain educational objectives through the systematic and consistent enactment of a preconceived instructional approach. This technological approach enhances the absorption of information, as the narrative material, enriched with substantial semantic content, is accompanied by potent emotional reinforcement and robust associative connections.

Ray Blaine introduced storytelling as an instructional approach at the close of the 20th century. Blaine, a former Spanish educator in the United States, posited storytelling as an extension of the Total Physical Response (TPR) method put forth by James Asher in the 1960s and 1970s. TPR involves active engagement through physical movements and gestures, fostering psychomotor connections between words and gestures to enhance comprehension of a foreign language. Blaine augmented the TPR acronym by appending the letter S, signifying storytelling. Consequently, the method was coined as "Language Proficiency Training through Reading and Storytelling" [4, 159].

According to Blaine, the implementation of storytelling should emphasize high interactivity, involving collaborative efforts between the teacher and the students in co-creating a narrative based on a pre-established framework. The teacher develops a plot outline, presenting the main plot points to the students for discussion. Students, in turn, supplement the plan with essential details and events. The narrative should maintain a moderate level of complexity and brevity. Typically, the story introduces a challenge at its onset, prompting the main character to overcome it. Throughout the narrative, the protagonist navigates various settings, interacts with new characters, and explores diverse solutions to resolve the situation. A primary objective of employing storytelling in this context is to establish conditions conducive to the repeated utilization of vocabulary in speech, thereby enhancing the efficacy of memorization [4, 30].

In an investigation conducted by Farida in 2012, the focus was on the development and implementation of interactive instructional materials designed for teaching spoken narrative texts based on Indonesian folktales [5]. The primary objective of the study was to create interactive teaching resources by incorporating Indonesian folktales, and to assess their applicability in instructing junior high school students on spoken narrative texts. Employing a research and development (R&D) approach, the study aimed to design and evaluate the effectiveness of the instructional product. Data collection methods included observation, interviews, questionnaires, and tests. Initial stages of the research utilized observation and interviews to discern the needs of both students and teachers, while also obtaining insights into students' perceptions of the product's implementation and its impact on classroom teaching and learning activities. Questionnaires were employed to solicit expert evaluations of the preliminary product's design, and tests were administered to assess students' performance in producing spoken narratives derived from Indonesian folktales.

The findings indicated a demand for interactive materials among teachers and students to enhance the effectiveness of teaching and learning activities. The study demonstrated successful implementation of the product in the classroom, as evidenced by students achieving passing grades

in both listening and speaking tests. Furthermore, students acknowledged the effectiveness and utility of the product in facilitating English language learning, while teachers expressed positive views on its suitability for classroom use. In conclusion, the Widuri Game, an interactive resource adapted from Indonesian folktales, was deemed practical and effective in enhancing students' oral competence skills.

Eck conducted a study at the University of Wisconsin-Stout, examining the efficacy of storytelling as an instructional approach for adult learners in supervisory management [6]. The objective of this investigation was to explore and document the influence of storytelling on the learning and retention of information among adult students enrolled in the Supervisory Management Program at Western Wisconsin Technical College (WWTC). The study's outcomes align significantly with educational theories advocating for storytelling as a potent instructional tool. The research findings suggest that storytelling exerts a substantial influence on learning, particularly in relation to theories emphasizing the experiential aspects of storytelling and the retention of learner information.

Fikriah undertook a comparable study wherein action research was employed to investigate the efficacy of utilizing the storytelling technique for enhancing the English speaking proficiency of primary school students [7]. The primary objective of this research was to ascertain whether the application of the Storytelling Technique had a positive impact on the English speaking abilities of primary school students. Data collection instruments encompassed observation sheets for both teachers and students, in addition to a speaking test and a questionnaire administered to the students. The findings demonstrated a discernible enhancement in students' speaking skills, particularly in terms of pronunciation fluency, accuracy, and comprehension of produced sentences. Analysis of speaking test results revealed an increase in mean scores from 5 after the first cycle to 7 after the second cycle. Notably, the percentage of students scoring above average rose from 58% in the first cycle to 80% in the second cycle. Student participation, as documented in observation sheets, exhibited a gradual increase from 55% in the initial cycle to 86% in the subsequent cycle. The teacher's observation sheet also indicated improvements in teaching effectiveness, with scores rising from 61% to 87% after the first and second cycles, respectively. Furthermore, student responses to the questionnaire indicated a positive reception of the treatment, with 80% expressing favorable views. These outcomes collectively affirm the success of the classroom action research, underscoring the effectiveness of the Storytelling technique in enhancing students' English speaking skills.

Mochtar conducted an academic investigation into the efficacy of storytelling as a pedagogical tool to enhance communicative skills in the context of a Foundation English course [8]. This action research aimed to assess the impact of storytelling on various facets of students' language-based communication skills, specifically focusing on content, language proficiency, and delivery. Data were gathered through teacher observations and the analysis of pre-intervention and post-intervention storytelling sessions. Additionally, questionnaires were administered to gauge students' perceptions of storytelling in language learning. Triangulation of data was achieved through focus group interviews with students, complemented by audio/video recordings as evidentiary support. The outcomes of this research underscored the necessity for students to be exposed to extensive opportunities for both listening to and producing the target language. Furthermore, it highlighted the importance for educators to incorporate more guided practice activities with explicit instructions. The research also underscored the significance of the narrative choice in achieving the desired objectives of storytelling.

Another study, conducted by Asmeri, focused on utilizing storytelling techniques to enhance the speaking proficiency of second-year students at SMK Muhammadiyah 2 Pekanbaru [8]. This classroom action research aimed to determine the effectiveness of storytelling in improving the speaking skills of the participants. The research involved 28 students, and data collection methods included observation sheets, speaking tests, and field notes. The findings indicated a substantial improvement in students' speaking abilities across the first and second cycles of the study. Pre-test results showed an average score of 48.2, which increased to 64.9 in post-test 1 and further to 76.1 in

post-test 2. Additionally, the application of storytelling techniques was found to enhance students' interest and motivation to engage in spoken communication and idea-sharing within group settings. Furthermore, the use of storytelling positively impacted students' English proficiency in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.

Kopzhasarova and Daulet conducted an experiment in a classroom setting, building upon students' prior experience with storytelling activities like Storyline. Students engage in various communication environments where they embody different roles, fostering creativity and teamwork as they navigate topics such as family, housing, appearance, and everyday routines. Guided by the teacher, they received support in utilizing vocabulary, grammar, and speech patterns effectively. To enhance learning engagement and literacy, a set of tasks is provided, encompassing activities before and during storytelling sessions, such as simplifying language, introducing new vocabulary through games like Pelmanism and Bingo, and fostering comprehension through activities like repeat it if it is true and word webs. Post-storytelling activities include comprehension questions, retelling the story, and adding information, all designed to reinforce understanding and encourage active participation in language acquisition. Through these structured activities, students are empowered to develop their language skills while fostering a collaborative and imaginative learning environment [9].

As it can be noticed from above-mentioned studies, storytelling can be regarded as a pedagogical tool, functioning as a comprehensive toolkit employed to achieve educational objectives through the consistent enactment of a predetermined instructional approach. This technology aids in the more effective assimilation of information by imbuing the material with semantic depth, coupled with potent emotional reinforcement and robust associative connections [10, 71].

Within pedagogy, narratives serve motivating, educational, and mentoring functions, characterized by a specific structural framework and engaging plotlines. Utilizing storytelling allows for the conveyance of targeted messages through dramatic, tragic, or comedic narratives involving fictional or real-life characters.

Nowadays, the integration of digital tools with storytelling practices has evolved into what is now termed "digital storytelling," a relatively recent practice where digital tools are utilized to craft narratives that are interactive, emotionally resonant, and often persuasive [11, 61]. This modern narrative form has emerged alongside the proliferation of affordable multimedia production technologies, enabling individuals to share their stories through various online platforms and electronic distribution systems [10, 71].

Digital storytelling represents a contemporary iteration of the ancient art of storytelling, leveraging digitized static and animated visuals with accompanying sound to create immersive narrative experiences. The adoption of digital storytelling technology yields positive outcomes in the educational context, enhancing student engagement and simplifying the comprehension of complex topics, particularly in English classes [12, 86].

Research indicates that digital storytelling resonates more strongly with modern students compared to traditional paper-based stories, leading to improved reading comprehension and independent analysis of narrative content [13, 47]. Furthermore, digital stories can incorporate multimedia elements such as text, images, videos, audio, social media components, or interactive features, serving both an educational and integrative function within the curriculum [14]. Students can collaborate in groups or individually to create their digital stories, fostering meta-subject learning and the integration of subject matter across the curriculum.

The use of digital storytelling format presents numerous indisputable advantages for educators, as substantiated by the outcomes derived from its integration into English language lessons [11, 804]. These advantages encompass several key points:

- The duration of the narratives is appropriately tailored to fit within the allotted time frame of the lesson, ensuring optimal utilization of instructional time.
- Digital stories serve not only as instructional material but also as valuable resources for students' independent learning endeavors.

- The versatility of digital storytelling renders it applicable across a wide array of topics, offering flexibility in curriculum integration.
- Digital storytelling technology proves adaptable for learners of varying language proficiency levels, spanning from elementary to advanced stages, and suitable for diverse age groups, ranging from preschoolers to adult learners, across various educational settings such as secondary schools, colleges, universities, linguistic centers, and private tutoring sessions.
- Digital storytelling narratives function as both self-directed learning tools and components of structured classroom instruction within English language courses.
- The application of digital storytelling facilitates integrated practice across all facets of language proficiency, encompassing listening, speaking, reading, and writing activities, thereby enriching the foreign language learning experience.

Overall, storytelling is a transformative method, which initially employed within the realm of business and marketing, seamlessly transitioned into the domain of pedagogy, catalyzed by its inherent capacity to evoke emotional resonance and facilitate profound learning experiences. This transition has been further amplified by the advent of digital technology, which has enabled storytelling to transcend physical boundaries and permeate diverse educational settings. In pedagogy, storytelling serves as a powerful tool for cultivating empathy, fostering critical thinking, and nurturing creativity among learners, as narratives not only convey information but also imbue it with context, meaning, and personal relevance. As a transformative method, digital storytelling harnesses the dynamic interplay of multimedia elements to engage learners on multiple sensory levels, thereby enhancing retention and comprehension while stimulating reflection and introspection. Through its evolution from business to pedagogy and its integration into digital platforms, storytelling continues to shape and enrich educational practices, empowering learners to navigate complexity, embrace diversity, and envision transformative possibilities in an ever-changing world.

Conclusion

In summary, the integration of storytelling technology into modern education has emerged as a significant pedagogical innovation, offering a dynamic approach to achieving educational objectives. Dating back to ancient times, storytelling has served as a fundamental mode of communication, fulfilling various functions from entertainment to moral education. With the advent of digital tools, storytelling has evolved into a sophisticated practice known as digital storytelling, which leverages multimedia elements to create immersive narrative experiences. The effectiveness of storytelling in enhancing student engagement, comprehension, and language proficiency has been evidenced by numerous studies across different educational contexts. These studies highlight the adaptability, versatility, and pedagogical benefits of digital storytelling, affirming its role as a valuable tool for educators seeking to create meaningful and impactful learning experiences. Ultimately, the integration of digital storytelling technology represents a promising avenue for enriching educational practices and fostering student success in the modern classroom.

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TED TALKS IN THE ENGLISH CLASSROOM

Zairova Amina Yerengaipovna

aaminazairova@gmail.com

Student of L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Supervisor – Yesengalieva A.M.

Today, Internet technologies are considered to be the most promising and popular learning tools. The virtual environment and the educational platforms and products existing in it make it possible to effectively implement the principles of e-learning. One of these principles is free universal access to educational web resources and adaptation of the entire learning process to the needs and capabilities of students. The most promising way of this learning is the use of Internet technologies in teaching foreign languages, since the Internet provides a large number of relevant authentic materials, thereby allowing students to immerse themselves in a foreign language environment, observe culturally specific realities and hear samples of modern foreign speech, which significantly contributes to the development of students not only speech skills but also the development of correct pronunciation words.

Learning a foreign language has its own specifics, namely, the need to simultaneously develop skills in all four types of speech activity, while the language material to be learned is somewhat limited in volume [1]. In addition, educational materials are selected according to the level of knowledge of "secondary" education (elementary, pre-intermediate, intermediate, upper-intermediate, advanced). In most educational institutions there is a certain and sometimes imposed sequence of presentation of the material, broken down by topics. And there is also a need for frequent repetition of what has been passed before introducing a new piece of information.

The primary language of the world economy, politics, science, and education is English. Without proficiency in English, one cannot have an international level of professionalism necessary