

Using Storytelling Tasks to Enhance Language Acquisition in Young Learners

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Abstract : This study explores the effectiveness of incorporating storytelling tasks into language acquisition programs for young learners. The research investigates how storytelling, as a pedagogical tool, can contribute to the enhancement of language acquisition skills in children. Drawing upon relevant literature and empirical data, this article examines the impact of storytelling on vocabulary development, comprehension, and overall language proficiency in early childhood education in Turkey. The study adopts a qualitative approach, including classroom observations and interviews with teachers and students. Findings suggest that storytelling tasks not only foster linguistic competence but also stimulate cognitive and socio-emotional development in young learners. Additionally, the article explores various storytelling techniques and strategies suitable for different age groups. It is evident that integrating storytelling tasks into language learning environments can create engaging and effective opportunities for young learners to acquire language skills in a natural and enjoyable way. This research contributes valuable insights into the pedagogical practices that promote language acquisition in early childhood, emphasizing the significance of storytelling as a powerful educational tool, especially in Turkey for EFL students.

Keywords : storytelling, language acquisition, young learners, early childhood education, pedagogy, language proficiency

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