

The strategy of storynomics and its application in teaching speaking for university students: A literature review

Strategi storynomics dan penerapannya dalam pengajaran speaking untuk mahasiswa: Sebuah tinjauan pustaka

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Abstract

The main objective is to explore how integrating storytelling principles with strategic communication techniques can enhance oral language proficiency in higher education contexts. A qualitative literature review was employed, analyzing theoretical frameworks, empirical research, and case studies related to storytelling, storynomics, and language teaching methodologies. The findings suggest that storynomics enhances speaking instruction by creating a dynamic and interactive learning environment. It helps students relate to content, organize thoughts, and express ideas fluently and coherently while promoting authentic language use and creativity. Effective methods for implementing storynomics in classrooms include personal storytelling, digital storytelling, and role-playing. Challenges such as teacher preparedness, varied student proficiency levels, and time constraints in curricula were identified. The paper underscores the need for further research on the long-term effects of storynomics on speaking proficiency and its adaptability to different cultural contexts. Addressing these gaps will provide a more comprehensive understanding of its application in language education. In conclusion, storynomics presents a promising approach for enhancing speaking skills in higher education by making learning more engaging, practical, and interactive, ultimately contributing to improved student outcomes in verbal communication.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi integrasi prinsip-prinsip penceritaan (*storytelling*) dengan teknik komunikasi strategis dalam upaya meningkatkan kemampuan berbahasa lisan dalam konteks pendidikan tinggi. Metode penelitian ini adalah tinjauan pustaka kualitatif yang mencakup kerangka teori, studi empiris, dan studi kasus terkait *storytelling*, *storynomics*, dan metodologi pengajaran bahasa. Hasil kajian menunjukkan bahwa *storynomics* meningkatkan pengajaran berbicara dengan menciptakan lingkungan belajar yang dinamis dan interaktif. Strategi ini membantu mahasiswa memahami isi materi, menyusun pemikiran, dan menyampaikan ide secara lancar dan koheren, sekaligus mendorong penggunaan bahasa yang autentik dan kreativitas dalam komunikasi verbal. Metode efektif untuk menerapkan *storynomics* di kelas meliputi *storytelling* personal, *storytelling* digital, dan *role-playing*. Tantangan yang diidentifikasi mencakup kesiapan guru, perbedaan tingkat kemampuan mahasiswa, dan keterbatasan waktu dalam kurikulum. Artikel ini menekankan perlunya penelitian lebih lanjut tentang dampak jangka panjang *storynomics* terhadap kemampuan berbicara dan adaptabilitasnya dalam berbagai konteks budaya. Dengan mengatasi kekurangan tersebut, pemahaman yang lebih komprehensif tentang penerapan *storynomics* dalam pendidikan bahasa dapat tercapai. *Storynomics* menawarkan pendekatan yang menjanjikan untuk meningkatkan keterampilan berbicara di pendidikan tinggi dengan menjadikan pembelajaran lebih menarik, praktis, dan interaktif, sehingga berkontribusi pada hasil komunikasi verbal mahasiswa yang lebih baik.

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A. Introduction

In today's globalized world, communicating effectively in English has become a crucial skill for university students. As Language is a vital medium of communication for humans to interact, share ideas, express feelings, and convey messages (Makasambe et al., 2024). As speaking is one of the most important aspects of communication, educators and education institutions face the challenge of finding innovative and engaging methods to teach this skill. They should develop learning models that can address these challenges to prepare graduates who are relevant to industry needs (Laili & Mulyati, 2024). Traditional or conventional approaches to teaching speaking, such as focusing on grammar drills, pronunciation exercises, and rote memorization, often need to engage students fully and can limit their ability to express themselves naturally and confidently. It is in line with Mulyo et al. (2019) states that conventional teaching methods, especially in speaking lessons, often focus too much on the teacher, making students less engaged and less enthusiastic. There has been a growing interest in incorporating more creative and meaningful methods into language teaching, one of which is storynomics.

Storynomics, a term popularized by McKee & Gerace (2018), refers to strategically using storytelling principles to create compelling narratives that captivate audiences and influence behavior. In the context of education, storynomics provides a unique opportunity to enhance the teaching of speaking skills by making language learning more dynamic, interactive, and emotionally engaging. Stories can resonate with students deeply, helping them relate to the content, retain information more effectively, and develop their speaking abilities in an authentic, real-world context (Supartini, et al., 2024). The application of storynomics in education represents a shift toward more intentional, outcome-driven teaching practices. In their work on storynomics, McKee & Gerace (2018) emphasize that effective storytelling must go beyond mere entertainment; it must be designed to achieve specific goals, whether to persuade, inform, or educate. In the classroom, this translates into using stories as a structured, strategic tool for language teaching.

One of the key principles of storynomics is the idea of emotional resonance. McKee & Gerace (2018) argue that stories are most effective when they tap into the audience's emotions, creating a connection that makes the content more memorable and impactful. This principle is particularly relevant in language teaching, where emotional engagement can significantly enhance students' motivation to participate in speaking activities. Educators can create a more immersive and motivating learning environment by crafting stories that resonate with students emotionally through relatable characters, real-world scenarios, or culturally relevant themes.

Another important element of storynomics is narrative structure. In marketing, stories are often designed with a clear beginning, middle, and end, with each stage serving a specific purpose in guiding the audience toward a desired outcome. Similarly, well-structured narratives can help students organize their thoughts and express their ideas more coherently in education. When students are tasked with creating their narratives or participating in storytelling activities, they are encouraged to think critically about how to structure their speech, improving fluency and clarity (Lucarevski, 2016).

Furthermore, storynomics emphasizes the importance of relevance and contextualization. For a story to be effective, it must be relevant to the audience's interests, experiences, and needs (Rero & Milyardo, 2022). This aligns with contemporary approaches to language teaching, which advocate for using authentic, real-world materials that reflect the linguistic and cultural contexts in which students will use the language (Supartini, et al., 2024). Educators can make speaking practice more meaningful and applicable by incorporating stories relevant to students' lives and future professional needs.

When applied to the teaching of speaking skills, the principles of storynomics can provide a powerful framework for fostering student engagement and improving language proficiency (Supartini et al., 2024). One key challenge in teaching speaking is the tendency for students to become self-conscious or anxious about making mistakes, which can hinder their ability to speak fluently (Zainurrahman & Sangaji, 2019; Seli & Santosa, 2023). Storynomics helps alleviate this

challenge by shifting the focus from individual language performance to narrative (Parani et al., 2024). By concentrating on storytelling, students can engage more naturally with the language, allowing their fluency to develop organically (Setyarini, 2019).

Pedagogically, storynomics can be implemented through various strategies, such as personal storytelling, role-playing, and digital storytelling (Valentino, 2023). Each method encourages students to use language creatively and interactively while providing a clear structure and purpose for their speech. For example, in personal storytelling, students are encouraged to share their experiences, promoting authentic language use and building confidence in speaking (Kertamukti & Nashira, 2022; Awad & Itmeizeh, 2023). On the other hand, role-playing and simulations allow students to practice speaking in different social and professional contexts, preparing them for real-world communication (Arifah et al., 2018; Khamouja et al., 2023). In addition, digital storytelling offers a modern and versatile approach to applying storynomics in language classrooms. Using multimedia tools, students can create digital stories incorporating text, images, and audio, further enhancing their language skills while developing technological literacy. Digital storytelling also provides collaboration and peer feedback opportunities, fostering a more interactive and communicative learning environment (Tsanja et al., 2024).

This paper explores the concept of storynomics and its potential application in teaching speaking skills to university students. The study examined how story-based teaching methods can foster students' engagement, critical thinking, and verbal fluency by reviewing relevant literature. Additionally, it will highlight the pedagogical approaches that educators can adopt to integrate storynomics into their language classrooms and address the challenges associated with its implementation. By investigating the intersection of storytelling and language learning, this study seeks to demonstrate the value of storynomics as an effective strategy for enhancing speaking instruction in higher education.

While the integration of storytelling in language education has gained increasing attention, research on the specific application of storynomics with its structured and persuasive approach to storytelling remains limited, particularly in the context of teaching speaking skills. Most existing studies explore storytelling in general terms, emphasizing its role in enhancing motivation or providing meaningful context. However, fewer have examined how strategic narrative elements, such as plot structure, character development, and emotional resonance, can be deliberately used to guide students toward specific communicative outcomes, such as improved fluency, coherence, or clarity in speaking. As a result, the potential of storynomics as a goal-oriented teaching framework for speaking instruction has not yet been fully explored or documented.

Moreover, there is still a lack of comprehensive models that connect storynomics principles with measurable improvements in students' speaking performance. Studies that analyze how storynomics can be adapted to various instructional settings—including digital learning environments—are also scarce. These gaps present a clear need for more focused research that not only defines storynomics within pedagogical practice but also offers practical strategies for implementation and assessment. By addressing these limitations, this study will enrich the existing discourse on storytelling in language learning and demonstrate how storynomics can serve as a powerful and adaptable method for enhancing speaking instruction at the tertiary level.

B. Method

This research employs a qualitative approach through a literature review methodology. The method was chosen to analyze and synthesize existing studies on storynomics and their application in language education. The key sources are works by McKee & Gerace (2018) and Supartini et al (2024). A comprehensive literature review which allows for an in-depth understanding of existing knowledge, theories, and practices related to storynomics and its application in language education, specifically in teaching speaking skills. The literature review was selected as the primary method due to its suitability for synthesizing diverse sources and identifying patterns, themes, and gaps in current research. A comprehensive literature review, as defined by Snyder (2019), involves

systematically identifying, evaluating, and interpreting all available research relevant to a particular research question or topic area. This type of review is particularly useful in building conceptual frameworks, developing theoretical foundations, and informing practice in educational research. It goes beyond merely summarizing existing studies; instead, it critically analyzes the methods, findings, and implications of previous works to establish a cohesive and evidence-based understanding of the research problem. Relevant academic articles, books, and journals from education, linguistics, and marketing were analyzed to provide a theoretical foundation for understanding the role of storynomics in teaching speaking skills. Additionally, this study draws on empirical research findings from previous studies that examined the effectiveness of storytelling and storynomics in various educational contexts. Research data from language teaching experiments and case studies conducted in university settings provide valuable insights into how storytelling techniques have been used to enhance speaking skills. These sources were selected to ensure a broad and well-rounded understanding of the current trends and applications of storynomics in language teaching.

The literature review method encompassed the following steps, adapted from Snyder (2019) who outlines a structured approach to conducting comprehensive literature reviews in educational research, first, identification of relevant literature. Academic databases were utilized to locate peer-reviewed articles, books, and reports pertaining to storynomics, storytelling, and language teaching. Second, inclusion and exclusion criteria. Preference was given to studies focusing on narrative-based pedagogical approaches, namely those related to the development of speaking skills. Articles lack of direct relevance to education in languages or without empirical research base were excluded. Third, thematic analysis. Following the compilation of relevant sources, the data were systematically categorized thematically according to essential ideas, including the function of storytelling in education, the basic principles of storynomics, and particular pedagogical practices for teaching speaking. This facilitated a comprehensive examination of the correlation between storynomics and speaking pedagogy. Forth, synthesis and interpretation. Thematic findings were summarized to offer an integrative overview of the application of storynomics in language classes. This involved recognizing patterns, recurring themes, and gaps in the literature that offer potential areas for future research.

C. Results and Discussion

This chapter presents the results of the literature review and discusses the relevance of storynomics in teaching speaking skills. The discussion is organized into several key areas: a review of storynomics literature, how storynomics works in practice, and examples of its use in educational and communication settings. It also explores how storynomics can be applied in speaking classrooms, including practical teaching strategies and techniques. Finally, this chapter outlines how speaking performance can be assessed when using storynomics-based activities, focusing on aspects such as fluency, coherence, creativity, and engagement.

1. Review of Storynomics Literature

This study used two works of literature. The first is the work of McKee & Gerace (2018) in their book *Storynomics: Story-Driven Marketing in the Post-Advertising World*. The authors convey the importance of storytelling in modern marketing clearly and engagingly. With an approach rooted in theory and practice, this book is a valuable resource for marketers looking to adapt to the ever-evolving marketing landscape. Story-driven marketing is not just a trend; it is a necessity in today's marketing world, and this book provides a strong guide to achieving that goal.

McKee & Gerace (2018) begin by explaining the importance of storytelling in human communication. They argue that consumers find connecting with conventional marketing messages increasingly challenging amidst continuous information and advertisements. Therefore, they propose that marketers shift to a more narrative-based approach. In the early chapters, the

authors explain the fundamental elements of a good story, such as character, conflict, and resolution. They emphasize that stories must evoke emotions and create connections with the audience. McKee ties the principles of storytelling to marketing strategies, demonstrating that effective marketing requires a deep understanding of story structure.

McKee and Gerace also discuss the changing marketing landscape in the digital era. They note that today's consumers are more skeptical of traditional advertising and prefer content that offers value and relevance. In this context, storytelling becomes a powerful tool for capturing attention and building long-term consumer relationships. The book is enriched with various case studies showing how leading companies successfully implement story-driven marketing. These examples provide concrete insights into how theory can be applied in practice. The authors also offer a step-by-step guide on how to develop effective brand stories.

In the final section, McKee and Gerace provide specific strategies and tactics marketers can use to create story-driven content. They discuss the importance of understanding the audience and tailoring the story to meet their needs and expectations. This demonstrates that story-driven marketing is not just about crafting an engaging narrative but also about understanding the business context and goals.

The second is the work of Supartini et al. (2024) in their paper entitled *Integrating Storynomics into Language Education to Enhance Speaking Skills of Tourism Students in Bali, Indonesia*. The authors focus on integrating the storynomics concept in language education to improve the speaking skills of tourism students in Bali. In the context of language education, particularly in areas with high tourism potential, like Bali, this research is highly relevant and interesting to discuss. This study aims to explore how Storynomics, a narrative-based approach, can be integrated into the language education curriculum to enhance the speaking abilities of tourism students. Given that the tourism sector heavily relies on good communication skills, this research is expected to contribute positively to developing language education curricula.

The results of the study show that integrating Storynomics into language education has a positive impact on students' speaking skills. Some key findings of the research include: first, improvement in speaking skills. Students demonstrated significant improvement in their speaking abilities after participating in the program that integrated Storynomics. The storytelling techniques used in teaching helped students become more confident in communication. Second, student engagement. The storynomics approach created a more interactive and enjoyable learning atmosphere. Students were more engaged in the learning process, which increased motivation and interest in learning. Third, creativity development. Students were encouraged to think creatively and develop their ideas through storytelling. This improved their speaking skills and enhanced their critical thinking abilities. Fourth, relevance to the tourism context. The material taught through Storynomics was relevant to the tourism context in Bali, allowing students to apply the skills they learned in real-life situations immediately.

The discussion in this paper is in-depth, addressing the implications of the research findings for language education practices in Bali. The authors successfully linked the research findings to language education theories and the teaching of speaking skills. Additionally, they identified challenges that may arise in implementing this approach, such as the need for teacher training and the provision of adequate resources. The conclusion of this study emphasizes that integrating Storynomics into language education can be an effective strategy to enhance tourism students' speaking skills. The authors recommend that educational institutions in Bali consider implementing this approach in their curricula. Furthermore, future research is suggested to explore the long-term impact of this approach and its application in other educational contexts.

2. How Storynomics Works

Storynomics is the use of storytelling techniques to engage, persuade, and inform an audience by tapping into the emotional and cognitive impact of well-crafted narratives (McKee & Gerace, 2018; Kartika & Riana, 2020; Anjarsari & Badollahi, 2023). Originally developed in marketing,

where companies use stories to connect with customers, storynomics has been adapted for various contexts, including education (Supartini et al., 2024). Its effectiveness lies in making complex ideas more relatable, memorable, and impactful through narrative structures. By transforming the learning process into a storytelling exercise, storynomics enables students to develop speaking skills that are linguistically correct but also engaging, persuasive, and memorable.

a. Engaging Emotions through Storytelling

Storynomics leverages storytelling's power to evoke emotions, helping the audience connect more deeply with the content (Ahmed et al., 2024). When emotionally invested, people are more likely to remember and respond to the message (Taylor, 2020). In an educational context, stories help students engage with the material, making the learning experience more enjoyable and relatable (Hartono et al., 2020). For example, an instructor in a speaking class might use a compelling story about overcoming challenges to inspire students, engage them emotionally, and encourage them to practice their speaking skills more enthusiastically.

b. Clear Structure and Narrative Arc

A key aspect of storynomics is using a well-structured narrative with a beginning, middle, and end something (McKee & Gerace, 2018). The structure typically follows a pattern where a protagonist encounters a challenge (conflict), overcomes it (resolution), and learns (Boyd et al., 2020). This clear arc helps listeners or learners follow along and internalize the message more effectively. For example, a lecturer might ask students to structure their presentations or conversations as stories when teaching speaking skills with a clear problem and solution. This makes their speaking more organized, engaging, and persuasive.

c. Relatability and Personalization

Effective stories are relatable. Storynomics creates scenarios or characters that resonate with the audience's experiences or aspirations (Supartini et al., 2024). This helps the audience place themselves in the story, making the message more personal and impactful. In teaching, relatable stories can help students see the relevance of what they are learning in their own lives (Ghafar, 2024). For example, a lecturer might ask students to share personal stories or real-life examples in their speaking tasks. This approach boosts engagement and helps students practice using language that feels relevant to them.

d. Creating Meaning and Purpose

Storynomics emphasizes the importance of creating meaning in the story, where the narrative serves a greater purpose than just providing information (McKee & Gerace, 2018). This can communicate values, goals, or lessons, making the content more memorable and inspiring. For example, a lecturer could integrate stories with meaningful messages or life lessons into speaking exercises, encouraging students to communicate not just information but also values and emotions, thereby improving the depth and quality of their speaking (Supartini et al., 2024).

e. Building Connection and Authenticity

Storynomics also focuses on building authentic connections with the audience. Authenticity makes the message trustworthy and compelling (McKee & Gerace, 2018). This can help students express themselves genuinely and connect with their audience when speaking (Supartini et al., 2024). For example, students might be encouraged to use personal or culturally significant stories in their speeches or discussions. This helps them to communicate more authentically and

confidently, which is key to becoming effective speakers. When applied to teaching speaking skills, storynomics can: 1) Encourage students to organize their thoughts better by following narrative structures. 2) Make speaking exercises more engaging by incorporating relatable and emotionally resonant content. 3) Help students build confidence and fluency by focusing on telling a story rather than just speaking for practice. 4) Foster creativity, as students can draw from their experiences or invent narratives that showcase their speaking abilities more dynamically.

3. Examples of storynomics

Storynomics can be applied in diverse settings, from classrooms to marketing, enhancing the effectiveness of communication and engagement by weaving stories into the learning or persuasive process. Whether used to explain a concept, sell a product, or encourage personal reflection, storynomics taps into storytelling's emotional and cognitive impact, making messages more memorable and impactful.

Storynomics can be applied across various educational settings to enhance engagement and learning. In a language learning classroom, students improve their speaking fluency by telling personal stories with clear narrative structures, such as sharing challenges they have faced. In business communication, storytelling helps students create more persuasive product pitches by emotionally connecting the audience to the problem the product solves. Similarly, marketing students can develop campaigns that use narratives to resonate with consumers, while public speaking classes benefit from storytelling to make social issues more relatable and compelling. In history, students can take on the personas of historical figures, narrating their lives to deepen understanding, and in science education, storynomics can simplify complex concepts like climate change by allowing students to imagine its future effects. Tourism management students enhance guided tours by crafting immersive historical narratives. At the same time, personal development workshops use storytelling to help participants reflect on their growth and share experiences, fostering confidence and self-awareness. Through these varied applications, storytelling fosters creativity, emotional connection, and a deeper understanding of content.

4. Applying storynomics in teaching speaking

Applying storynomics in teaching speaking for university students involves integrating storytelling principles into speaking activities to enhance engagement, comprehension, and communication skills. By incorporating these strategies, storynomics transforms traditional speaking lessons into more dynamic, engaging, and effective learning experiences (Supartini et al., 2024). It encourages students to practice speaking in ways focused on language mechanics and the art of communication, helping them develop more confidence, creativity, and fluency.

To apply storynomics in the classroom, start by introducing students to the basics of storytelling, including the key elements of setting, characters, conflict, resolution, and moral, using real-life examples or short clips to illustrate these concepts. Students can then analyze stories or anecdotes to identify these components. Next, incorporate storytelling into speaking tasks, encouraging students to craft narratives instead of delivering information, with activities like sharing personal experiences that taught them valuable lessons (Purwasari & Nugraha, 2023). Real-world scenarios or case studies can also be used, allowing students to develop narratives around problem-solving, such as role-playing business challenges (Hoffer, 2020; Toogood, 2023). Personal storytelling is effective as it engages students' emotions and builds confidence, with topics like cultural experiences enhancing their engagement (Hoang, 2022; Neely et al., 2023). Collaborative storytelling projects can further develop communication skills, where students work in groups to create and present joint stories (Ramadhania & Kristiantari, 2021; Swari, 2022). Utilizing digital tools such as video presentations or podcasts enhances the storytelling experience by incorporating multimedia elements (Christiansen & Koelzer, 2016; Nenotek & Benu, 2022; Meletiadou, 2022; Barua, 2023). Feedback and reflection are key parts of the process, providing students with

constructive criticism on story structure, emotional engagement, and delivery, while fostering self-reflection for improvement (Maharani & Rachman, 2024); (Supartini, et al., 2024). Story circles, where students share stories with peers and receive feedback, create a supportive environment for practicing narrative skills (Indrayanti et al., 2023). Finally, connect stories to course themes by using narratives to reinforce key concepts, such as in public speaking or history classes, where personal or historical stories can support arguments and demonstrate understanding of the material (Maharaj-Sharma, 2024).

5. How to do the assessment

Assessing students using storynomics in speaking activities requires focusing on both the content of their stories and their delivery skills (Ginther, 2013; Mahendra et al., 2020; Wahyuningtyas et al., 2023). The assessment rubric can be adapted based on specific class goals, and the weighting of each category can be adjusted to fit the learning objectives.

Table 1. Example of an Assessment Rubric for Storynomics in Speaking

Criteria	Excellent (10)	Good (7-9)	Satisfactory (5-6)	Needs Improvement (0-4)
Content and Structure	Well-structured, engaging, creative	Good structure, less creative or engaging	Some disorganization or less engaging	Confusing or irrelevant
Language Use	Advanced vocab/grammar, few errors	Minor errors, good complexity	Frequent errors, simple language	Major errors, difficult to follow
Fluency and Delivery	Fluent, clear, good pacing	Mostly fluent, some hesitation	Frequent pauses or unclear	Struggles with fluency, hard to understand
Emotional Engagement	Strong emotional connection, expressive	Emotionally engaging but less expressive	Limited emotional engagement	Lacks emotional connection
Audience Engagement	Actively engages and holds attention	Engages audience but loses focus at times	Limited audience interaction	Little to no engagement
Use of Visual Aids (Optional)	Effectively enhances the story	Helpful but not seamless	Adds little value	Distracting or irrelevant

The rubric in the table shows that there are methods and criteria that can be used to assess students' storytelling in a speaking context. First, evaluate the content and structure by checking if the story follows a clear beginning, middle, and end, engages the audience, and demonstrates creativity. Language use is another critical factor, focusing on vocabulary range, grammar accuracy, and the effective use of idiomatic expressions. Speaking fluency and delivery are assessed through fluency, pronunciation, pacing, and the use of body language (Benu, 2018; Kana et al., 2023). Emotional engagement examines how well the student evokes emotions through tone and expression. Audience engagement is crucial, examining how the student interacts with the audience and holds their attention. Optional visual aids or props should be assessed for their effectiveness and integration into the narrative. Peer feedback allows students to critique each other's storytelling, focusing on structure, engagement, and delivery. Finally, self-assessment encourages reflection on what worked well, challenges faced, and areas for improvement, promoting student ownership of learning. Each criterion is scored on a scale from 0 to 10, with higher points awarded for strong performances and lower points for disorganized or disengaging stories.

D. Conclusion

This study has explored the application of story-based teaching methods, particularly storynomics as an innovative approach to enhance students' speaking skills in higher education. The review of literature confirms that such methods significantly foster student engagement by making the learning process more interactive, emotionally resonant, and personally relevant. Through narrative-driven speaking tasks, students are not only encouraged to speak more fluently

and confidently, but also to think critically, organize ideas coherently, and express themselves with creativity and purpose. In addressing the second research objective, this study has identified several pedagogical strategies that educators can adopt to integrate storynomics into language instruction. These include personal storytelling, role-playing, digital storytelling, and collaborative narrative-building, all of which promote active participation and support differentiated instruction. Furthermore, practical teaching strategies that connect storytelling with students' future professional domains, such as tourism, enable more authentic communication and meaningful learning outcomes.

To maximize its impact, storynomics must be aligned with curriculum design that reflects real-world communication needs. In tourism education, for example, students can benefit from practicing narrative skills within cultural and service-oriented contexts. Thus, curriculum developers should consider embedding story-based learning objectives and activities that simulate real-life communication scenarios. Equally important is the need for comprehensive teacher training and institutional readiness to support storynomics-based instruction. Educators must be equipped not only with storytelling techniques but also with assessment tools that capture both linguistic and narrative competencies. Future research should investigate the long-term impact of storynomics on speaking proficiency across disciplines and learning environments, as well as identify best practices for its implementation at scale. With careful planning, contextual integration, and professional development, storynomics has the potential to transform speaking instruction into a more engaging, relevant, and impactful learning experience, especially for students preparing to enter communication driven fields.

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