



## Using Storytelling as a Teaching Method to Enhance Iraqi Fifth-Grade EFL Pupils' Vocabulary Learning

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### Abstract

The current study was conducted to find out whether storytelling is an effective way to improve vocabulary learning among Iraqi fifth-grade EFL pupils. The study addresses a pervasive teaching challenge found in the vast majority of Iraqi primary classrooms in which vocabulary has often been presented as rote learning, requiring memorization, translation and mechanical repetition without much scope for meaningful or contextualized use. Methodology: By using a quasi-experimental pre-test/post-test design, 50 fifth-grade pupils in Najaf Governorate for the academic year 2025-2026. Participants (n = 50) were randomly assigned to either an experimental (story-based instruction; n = 25) or a control (traditional vocabulary instruction; n = 25) condition. The data is collected quantitatively through vocabulary pre- and post-tests and qualitatively through classroom observation and teacher reflective notes. The results indicated that the two groups were equivalent prior to the intervention; however, the experimental group had a significantly greater posttest mean score (M = 78.36, SD = 5.74) than the control group (M = 66.84, SD = 6.12). There was a significant difference:  $t(48) = 6.86, p < .001$ , using large scale (Cohen's  $d = 1.94$ ). Participants in the qualitative study reported that storytelling encouraged learners to be more engaged in lessons and be more likely to use new vocabulary in the classroom. The study recommends that storytelling can be used as an effective IVA (instructional vocabulary approach) due to it providing comprehensible input, repetition, personalisation, engagement, and active use of language and is therefore regarded as being pedagogically valuable in Iraqi primary EFL classrooms.

Keywords: storytelling; vocabulary learning; Iraqi primary schools; EFL pupils; quasi-experimental design; contextualized instruction.

استخدام السرد القصصي كأسلوب تعليمي لتعزيز تعلم المفردات لمتعلمي اللغة الإنكليزية العراقيين كلغة  
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ملخص



أُجريت هذه الدراسة بهدف معرفة ما إذا كان سرد القصص وسيلة فعالة لتحسين تعلم المفردات لدى طلاب الصف الخامس العراقيين الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. تتناول الدراسة تحديًا تعليميًا شائعًا في الغالبية العظمى من الفصول الابتدائية العراقية، حيث غالبًا ما يتم تقديم المفردات على أنها تعلم حفظي، يتطلب الحفظ والترجمة والتكرار الآلي دون إتاحة مجال كبير للاستخدام الهادف أو المرتبط بالسياق. المنهجية: باستخدام تصميم شبه تجريبي يتضمن اختبارًا أوليًا واختبارًا نهائيًا، شملت الدراسة 50 تلميذًا في الصف الخامس في محافظة النجف للعام الدراسي 2025-2026. تم توزيع المشاركين ( $n = 50$ ) عشوائيًا إما على المجموعة التجريبية (التعليم القائم على القصص؛  $n = 25$ ) أو المجموعة الضابطة (التعليم التقليدي للمفردات؛  $n = 25$ ). تم جمع البيانات كميًا من خلال اختبارات المفردات قبل وبعد التدريب، ونوعياً من خلال الملاحظة الصفية وملاحظات المعلم التأملية. أشارت النتائج إلى أن المجموعتين كانتا متكافئتين قبل التدخل؛ ومع ذلك، حصلت المجموعة التجريبية على متوسط درجات أعلى بشكل ملحوظ في الاختبار اللاحق ( $M = 78.36$ )، ( $SD = 5.74$ ) مقارنة بالمجموعة الضابطة ( $M = 66.84$ )، ( $SD = 6.12$ ). كان هناك فرق ذو دلالة إحصائية  $t(48) = 6.86$ ،  $p < 0.001$ ، باستخدام مقياس كبير ( $d$  كوهين  $= 1.94$ ). أفاد المشاركون في الدراسة النوعية بأن سرد القصص شجع المتعلمين على المشاركة بشكل أكبر في الدروس وزيادة احتمالية استخدامهم للمفردات الجديدة في الفصل الدراسي. توصي الدراسة باستخدام سرد القصص كنهج فعال لتعليم المفردات (IVA) نظرًا لأنه يوفر مدخلات مفهومة، وتكرارًا، وتخصيصًا، ومشاركة، واستخدامًا نشطًا للغة، وبالتالي يُعتبر ذا قيمة تربوية في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية العراقية.

**الكلمات المفتاحية:** سرد القصص؛ تعلم المفردات؛ المدارس الابتدائية العراقية؛ طلاب اللغة الإنجليزية كلغة أجنبية؛ التصميم شبه التجريبي؛ التدريس السياقي

## 1. Introduction

Vocabulary knowledge is globally considered one of the most important aspects of second/ foreign language acquisition. Those without sufficient vocabulary struggle to comprehend classroom input, partake in oral interaction, read brief texts, and produce competent written language. Vocabulary is especially critical in the early days of EFL, as it lays the foundation for listening, speaking, reading and writing. Wilkins (1972), pointed out that without grammar, you can express little, However, without vocabulary, you cannot communicate at all Nation (2001, 2013) defined vocabulary knowledge includes three components; which are form, meaning and use and vocabulary has to be learned and used a lot in contexts.

In Iraqi context, primary-school pupils are usually exposed to English languages only in the classroom. These limited exposures therefore heighten the responsibility for what happens in classrooms in ways that are memorable, meaningful and engaging! In most classrooms traditional vocabulary instruction is largely based on translation, isolated word lists, repetition and teacher-fronted explicit explanation.



These practices may help students recall words in the short term, but are not generally useful for developing deeper lexicon knowledge or productive use of vocabulary in meaningful communication (Mahdi & Al-Dera, 2013; Al-Tamimi & Shuib, 2020).

Another option is storytelling, which could make teaching vocabulary more contextually grounded and communicative. A story will offer you narratives that summarize what is happening and then have new words tied to a person, activity, feelings, an event and/or what you see in the case respectively. This allows students to infer meaning, to hear the repeated vocabulary in context, and to retell, predict, role-play, and discuss new words. Second, storytelling aligns with Krashen's (1982, 1985) concept of comprehensible input; Vygotsky's (1978) assertion that meaningful learning occurs through interaction; and Bruner's (1986) observation that narrative is the vehicle for human cognition and meaning-making.

Stories, however, are a great way to mitigate anxiety and enhance attention for young language learners because they combine linguistic learning with imagination, curiosity, and emotional investment. As Wright in 1995 argues that reading stories with children creates a focus for listeners that is instinctive as well as helpful for language stimulation. Cameron(2001) also states that young learners learn better when vocabulary is taught within context then through decontextualized memorization. Thus, we may integrate storytelling in Iraqi primary EFL classrooms, where learners tended to be more unattractively and context-poorly exposed to English.

### **1.1 Statement of the Problem**

Vocabulary instruction in Iraqi primary EFL classrooms usually takes the shape of translation, memorization, and repetition with little contextualization. These approaches might train students to identify single words, but they do not always support the understanding of how those words usher through meaningful communication. Consequently, students forget new terms fast or avoid applying them in speech or in writing. Therefore, this research examines the impact of storytelling in teaching vocabulary compared to ordinary teaching methods.

### **1.2 Research Questions**

1. Is there any effect of storytelling on the vocabulary learning of Iraqi fifth-grade EFL pupils?



2. What is the effect of storytelling on pupils motivation, engagement, and participation in the vocabulary learning process?

### **1.3 Aims of the Study**

1. The objective of the study: To investigate the influence of storytelling on the vocabulary achievement of fifth grade Iraqi EFL pupils.
2. To compare pupils taught by storytelling with pupils taught through normal vocabulary instruction.
3. To examine how investigating in vocabulary-related classroom activities and students motivation.

### **1.4 Significance of the Study**

They highlight the potential as well as the need for more interactional and purposeful vocabulary practice in Iraqi primary schools. The results may support EFL teachers in acknowledging the potential of storytelling as a pedagogical tool for introducing and recycling content vocabulary within their contexts. The study may also help to the curriculum designers and supervisors to include story-based activities, retelling, and role-play activities for young learners in their English lessons. Storytelling can be a more fun, memorable, and functional way for students to learn vocabulary.

### **1.5 Limits of the Study**

The study is restricted to a sample of 50 Iraqi fifth-grade EFL pupils in the academic year 2025-2026, who study in Najaf Governorate. This research does not address storytelling effects on any other language skill, such as grammar, writing, pronunciation, or reading comprehension it strictly centers on vocabulary learning through storytelling. Due to the nature of the quasi-experimental design and sample size, the results should be cautiously generalizable to other Iraqi regions, grades or school environments.

## **2. Literature Review**

### **2.1 Vocabulary Acquisition in EFL Contexts**

Vocabulary learning as one of the major components that is extremely important in any EFL learning as words are like bricks in understanding and producing language. Lexical competence means knowing a word, its spoken, written,



morphological, syntactic, collocational and collocational behavior, its meaning, associations, frequency of use in appropriate contexts (Nation, 2001, 2013). For early language users, however, word-learning is done best when words are embedded in specific situations, images, motor actions, and opportunities for use and reuse in the classroom environment.

Vocabulary knowledge is widely distinguished into receptive and productive dimensions. Receptive vocabulary refers to the words learners can recognize when they hear or read them while productive vocabulary refers to the words learners can use in speaking or writing. For most of the young EFL learners the receptive knowledge is developed prior to its productive use. This means that good vocabulary instruction should expose students to words multiple times, provide opportunities for those students to understand what the new words mean, and the students should have the opportunity to use those new words in meaningful speaking and writing situations.

In the contexts where English is not commonly used outside of the classroom, the teacher's approach provides significant vocabulary input. When words are presented in isolation through lists, translation and memorization, students are likely to have shallow knowledge. On the other hand, contextualized instruction enables learners to relate vocabulary to meaning, context, and functionality. This is partly why story based instruction has grown so relevant to EFL pedagogy.

## **2.2 Theoretical Foundations of Storytelling**

There are multiple important and theoretically supported perspectives in the field of language learning that inform storytelling. Sociocultural: Learning is defined through social interaction and guided participation (Vygotsky, 1978). When telling a story, they can scaffold understanding with pictures, gestures, repetition, questions, and peer interaction. This type of scaffolding supports pupils as they transition from an understood meaning to more independent vocabulary use.

In terms of cognitive psychology, narrative is described as an inherent way in which humans think (Bruner 1986). In a nutshell, Stories characters, setting, conflict, sequence and resolution of events. It assists to engrave the information in a systematic setup and very words do not appear randomly. Vocabulary related to a narrative or character may be more likely to be recalled than vocabulary taught in isolation.

The input hypothesis of Krashen (1982, 1985) is another theoretical framework underlying storytelling; because stories may be able to provide input that is slightly



above even what learners can comprehend. Specific input is comprehensible, with the use of visual aids, repetition, tone of the teacher, and a predictable narrative structure. Learners can easily enhance their vocabulary through incidental and intentional acquisition when they comprehend the story.

### **2.3 Storytelling as a Strategy for Vocabulary Development**

Using Storytelling in Teaching through Oral Narration, Picture Story, Story Book, Dramatization, Role play, Prediction tasks, Retelling or Guided Discussion These actions change vocabulary learning from purposeless memorization into meaningful use. We can show at the same time how stories provide a context for teachers to be able to contextualise vocab, introduce new words and then naturally repeat them and give an opportunity for pupils to come back to useful tasks.

One obvious benefit of storytelling is the ability for contextualization. Words come in context of characters, objects, actions, places, and emotions. A word like hungry is not significant until it is attached to a character who wants food, and action verbs are more obvious when the learners see or act out the events. This semantic support aids students in deriving meaning and in consolidating new vocabulary.

Another advantage is motivation. Stories ignite curiosity and imagination, so children are naturally drawn to them. PP: Students focus on the teacher's language and the target vocabulary when they want to know what happens next. Isbell et al. (2004) stories: activities in story-based formats improve oral language complexity and comprehension in young children, both of which are expected to be related to vocabulary (aside from other lessons).

### **2.4 Storytelling in the Iraqi Primary EFL Context**

However, within the context of an Iraqi primary school, English instruction more typically would be constrained by limited classroom time, large classes, a reliance on textbooks, and little exposure to English outside of school. An unfortunate aspect of these conditions is that it can result in new vocabulary being introduced only given that they are translated. This challenge can be turned into an opportunity by leveraging storytelling, which needs relatively less technology as it can be done using low-cost material like pictures, flashcards, gestures, puppets or just simple dramatization in the classroom.

Several prior studies in the realm of EFL have indicated that storytelling has a positive effect on vocabulary acquisition (Al-Jarf, 2021; Biomy, 2024; Alfzehra & Mandarani, 2025), motivation and participation in classroom (Al-Jarf, 2021; Al-Qatati, 2023; Dalrymple & Fagan, 2024). Telling stories is educational because it



can be created with the pupils' cultural context, the themes taught in textbooks, and the level of the children in mind in the Iraqi setting. It could also promote collaborative learning with pair retelling, group prediction, and role-play.

### 3. Methodology

#### 3.1 Research Design

A quasi-experimental pre-test/post-test design with an experimental group using storytelling as an instructional method and a control group using traditional vocabulary instruction. A quasi-experimental design was selected since random assignment of individual pupils was not feasible in the school setting. Holding intact groups constant, pre- and post-test comparisons were made following the instructional intervention.

The independent variable was the method of vocabulary instruction, storytelling-based instruction vs. conventional instruction. Data would be presented on pupils' vocabulary achievement (dependent variable) pre- and post-tests. Additionally, qualitative data were collected to investigate pupils' motivation, engagement, and participation through classroom observations and teacher reflective notes.

#### 3.2 Participants

The sample consisted of (50) fifth-grade Iraqi EFL pupils from primary schools in Najaf Governorate in the academic year 2025-2026. They were divided into two equal sized groups the experimental group (n = 25) and control group (n = 25). The pupils had similar characteristics in terms of age and educational level, and a pre-test demonstrated that both groups possessed equal levels of vocabulary knowledge prior to the intervention.

**Table 1. Distribution of Participants**

Group	Number of pupils	Instructional method	Purpose
Experimental group	25	Storytelling-based vocabulary instruction	To examine the effect of storytelling
Control group	25	Conventional	To provide a



		vocabulary instruction	comparison group
Total	50	-	-

### 3.3 Instruments

The data was collected using three instruments. To determine this, a vocabulary acquisition test was conducted before and after the intervention. The test contained both receptive and productive vocabulary recognition, matching, sentence completion and short production items. Responses were converted on a scale of 0 to 100. Second, a classroom observation checklist monitored students' levels of engagement, participation, attention, and target vocabulary use during class. Third, reflective notes by teachers were written in response to classroom incidents, challenges faced, and specific instances of pupil interaction.

The vocabulary test items focused on the vocabulary taught during the instruction period and were checked for appropriate content and developmental level. Due to the absence of item-level data in the original dataset, the present manuscript provides descriptive statistics and between-type differences but does not provide internal reliability coefficients. For future submissions: when submitting, please augment with reliability efficiency if response data is at the item level.

### 3.4 Instructional Procedures

The intervention lasted six weeks. Each group was taught two 45 minute lessons in vocabulary each week. They received the same instructional in storytelling in the experimental group. Pre-story activities included introducing pictures, predicting events, and key vocabulary for each lesson. Next, using gestures, facial expressions, repetition, and visual support, the teacher told or read a short story. Following the listening, students completed interactive activities including responding to questions, matching words to pictures, acting out scenes, retelling aspects of the story, and creating short oral replies using new vocabulary.

The control group continued with regular vocabulary instruction. Textbook explanation, translation into Arabic, repetition, and written exercises were also examples of new word introduction. Vocabulary practice was limited mostly to memorization, copying, and a question and answer routine led by the teacher. Both groups covered the same target vocabulary, although the method of instruction varied.



To measure their baseline vocabulary knowledge, a pre-test was given to participants one week before the intervention. The same groups were tested on vocabulary development using a post-test after the six-week intervention. Data on classroom observations and teacher notes were collected over the course of the intervention.

### 3.5 Data Analysis

Quantitative analysis was performed and reported using descriptive statistics: means, standard deviations and mean gains. Independent-samples t-tests were computed on the reported means, standard deviations, and group sizes for both the control group and the experimental group at both the pre-test stage and the post-test stage. Cohen's d was similarly calculated to provide an estimate of post-test data. The qualitative data from classroom observations and teacher notes were thematically analyzed identifying themes such as motivation, engagement, participation and vocabulary.

## 4. Results

### 4.1 Pre-Test Results

The pre-test was administered to determine whether the experimental and control groups were comparable before instruction. Table 2 shows that the two groups had nearly identical mean scores.

**Table 2. Pre-Test Scores of the Experimental and Control Groups**

Group	N	Mean score	Standard deviation
Experimental group	25	61.48	6.21
Control group	25	60.92	6.45

For the experimental group, the mean is 61 48 and for the control group the mean is 60.92. The fact that the two means differ only slightly indicates that the two groups began at a similar level in their vocabulary knowledge. Indeed, the standard deviations were nearly identical, indicating a similar spread of scores.



## 4.2 Post-Test Results

Subject were assessed in post-test; six-week intervention to each group. The results are in favors of the experimental group, almost unambiguous.

**Table 3. Post-Test Scores of the Experimental and Control Groups**

Group	N	Mean score	Standard deviation
Experimental group	25	78.36	5.74
Control group	25	66.84	6.12

The experimental group with a mean score for the post test of 78.36 and the control group with a mean post test score of 66.84. This indicates that pupils who learnt through storytelling did better than pupils taught under the conventional vocabulary instruction.

## 4.3 Mean Score Improvement

difference between pre-test and post-test mean scores in order to determine how much each group improved.

**Table 4. Mean Score Improvement in Both Groups**

Group	Pre-test mean	Post-test mean	Mean gain
Experimental group	61.48	78.36	16.88
Control group	60.92	66.84	5.92

In the experimental group, it improved as much as 16.88 points more than the control group (5.92). And hence the gain of the treatment group was nearly three times greater than the gain of the control group. This provides descriptive proof that storytelling helped with the vocabulary development.



#### 4.4 Inferential Comparison

To compare the pretest and posttest between the two groups independent-samples t-tests were conducted between the two groups separately. The between group comparison was statistically non-significant for the pre-test but statistically significant in favor of the experimental group on the post-test.

**Table 5. Independent-Samples t-Test Results**

Comparison	Mean difference	t(df)	p value	Cohen's d	Interpretation
Pre-test: experimental vs. control	0.56	0.31 (48)	.756	0.09	No significant difference
Post-test: experimental vs. control	11.52	6.86 (48)	< .001	1.94	Large positive effect

As a result of the pre-test it has been confirmed statistically that the two groups were equivalent before instruction,  $t(48) = 0.31, p = .756$ . In contrast, the post-test result indicates a significant difference,  $t(48) = 6.86, p < .001$ . The size of the effect was large (Cohen's  $d = 1.94$ ), meaning that the difference was not only statistically significant, it was also educationally meaningful.

#### 4.5 Qualitative Results from Observations and Teacher Notes

Qualitative data from classroom observations and teacher reflective notes complemented the quantitative findings. Pupils in the experimental group were more engaged and participatory toward vocabulary lessons. They answered more questions, made predictions about the story, repeated key vocabulary terms, and used target vocabulary in retelling and role-play. The control group, in contrast, took part mostly on demand, and relied more on mimic copying, and interpreting.

**Table 6. Main Qualitative Patterns Observed during the Intervention**

Observed aspect	Experimental group	Control group
Attention and	High attention during stories; pupils followed characters and	Moderate attention; pupils were less engaged during



motivation	events with interest.	repetition and translation.
Participation	Frequent participation in prediction, answering, retelling, and role-play.	Limited participation, mostly in teacher-led repetition and written exercises.
Use of target vocabulary	Pupils used new words in story retelling and short oral responses.	Pupils recognized words but used them less productively.
Classroom interaction	More peer interaction and collaborative meaning-making.	More teacher-centered interaction and individual memorization.

These qualitative patterns indicate that storytelling affected not only vocabulary measures but also the context in which learning occurred. The narrative context stimulated students to relate words to a meaning action and emotion that seemed to enhance memorisation and utilisation.

## 5. Discussion

The first research question addressed the impact of storytelling on vocabulary learning of seventh-grade EFL Iraqi pupils. These quantitative results strongly indicate that storytelling had a positive effect on vocabulary learning. While the two groups were equivalent prior to the instruction, the experimental group had a statistically significant higher post-test and significantly larger mean gain. This means that exposing the vocabulary by means of stories was more stimulating than exposing the vocabulary using the traditional translation and rehearsal.

These findings are in accordance with Nation's (2001, 2013) perspective that repeated encountering the form, meaning, and use of a word is necessary for its learning. Target words were presented in meaningful narrative contexts in storytelling lessons targeting the same words across multiple trials. Pupils were provided with a word – or words – heard, visual support, connections to actions and characters, and recycled in retell and retell and role-play. The frequency of exposure together with use might have reinforced both receptive and productive vocabulary knowledge.



These results, therefore, also endorse Krashen's (1982, 1985) argument that comprehensible input allows language acquisition to take place. Stories offered pupils language that was comprehensible because of pictorial support, participatory gestures, teacher prosody, and narrative structure. Stories, as opposed to isolated word lists, provided context to help variable meaning vocab accessible. This could justify pupils in the experimental group were able to remember and perform more vocabulary after exposure to the intervention.

The storytelling classroom was set within a sociocultural framework that was intentionally designed to facilitate guided interaction. Teacher facilitated learning questions, repetition, prompts, modeling; Pupils were involved prediction, repetition, retell That fits with Vygotsky's (1978) perspective that learning grows through social interaction. The role-play and group activities observed in the experimental group also motivated boys to negotiate meaning and worked with new words together.

The second research question addressed motivation and engagement. The qualitative results indicate that the storytelling offered increased attention, enthusiasm, and class participation for the children. Stories appeal to the emotional and imaginative part of us, which in turn explains this. Narrative is one of the most effective genres for meaning making according to Bruner (1986), and Wright (1995) argues that children are predisposed to storytelling. Pupils became more engaged to listen to, repeat, and talk about story events when pupils were curious about the story.

Thus, the study emphasizes that storytelling is not only a method of instruction but also a shift in exciting pupils in their learning of vocabulary. Instead, it shifts vocabulary from memorization to communication and purpose. This is particularly important in Iraqi EFL classrooms where outof-school exposure to English is lacking and where traditional methods may hamper pupils' motivation.

## 6. Conclusions

In conclusion, this study concluded that storytelling is considered to be of great importance in improving vocabulary learning of the 5th-year EFL pupils in Iraq. Compared to the control group that received ordinary instruction, the experimental group treated with story-based instruction showed significantly greater



improvement. Analysis of variance showed storytelling to be significantly different from the post-test post hoc with a large effect size.

The qualitative results also suggest that storytelling improved pupils' motivation, engagement, and readiness to participate. Pupils in the experimental group were more engaged in prediction, retelling, role-play, and class discussion, and more frequently used the target vocabulary in meaningful contexts. The research findings verify that storytelling is an efficient, economically affordable, and pedagogically oriented technique for vocabulary instruction at the primary English for Two purposes levels of Iraqi ownership classrooms.

## 7. Pedagogical Implications and Recommendations

1. Vocabulary lessons to be taught as short stories/picture stories/oral storytelling in Iraqi primary schools using the short stories in the following link.
2. Educators must incorporate visual support, use gestures, repetition, and expressive narration to help younger learners produce comprehensible story input.
3. Your typical means of recycling vocabulary includes retelling it through; role-play, prediction tasks, matching activities and guided oral responses.
4. Workshops focused on story selection, how to tell stories, how to interact with students in the classroom while storytelling, and how to assess vocabulary learning should be part of teacher-training programs.
5. Curriculum designers have included such vocabulary activities in primary English textbooks and teacher guides.
6. Future should measure the retention of vocabulary over time and performance in storytelling at an individual level, and in listening, reading comprehension, and pronunciation.

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## Appendix A. Suggested Vocabulary Test Blueprint

The following blueprint is recommended for the final submitted version of the instrument. It can be adjusted according to the actual textbook unit and target vocabulary selected for the intervention.

**Table A1. Vocabulary Test Blueprint**

Part	Item type	Vocabulary dimension	Suggested score
A	Multiple-choice recognition	Receptive meaning recognition	25
B	Picture-word matching	Form-meaning association	25
C	Sentence completion	Contextual word use	25
D	Short oral or written production	Productive vocabulary use	25
Total	-	-	100

## Appendix B. Suggested Storytelling Lesson Sequence

1. Pre-story stage: introduce pictures, activate prior knowledge, and present key vocabulary.
2. Story stage: narrate or read the story using gestures, facial expressions, repetition, and visual support.
3. Comprehension stage: ask simple questions about characters, events, and target words.
4. Practice stage: pupils match words with pictures, act out scenes, and repeat key expressions.
5. Production stage: pupils retell parts of the story, role-play scenes, or use target words in short oral responses.