ผลของการสอนด้วยการเล่าเรื่องที่มีต่อผลสัมฤทธิ์การเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ที่มีความบกพร่องทางสติปัญญา

EFFECTS OF USING STORYTELLING ON ENGLISH VOCABULARY LEARNING ACHIEVEMENT OF GRADE 6 STUDENTS WITH INTELLECTUAL DISABILITIES

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนด้วยการเล่าเรื่องที่มีต่อผลสัมฤทธิ์ทางการเรียนคำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ที่มี ความบกพร่องทางสติปัญญา 2) เปรียบเทียบคะแนนเฉลี่ยหลังเรียนของผลสัมฤทธิ์การเรียนคำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 กับเกณฑ์ร้อยละ 50 และ 3) สำรวจความพึงพอใจของนักเรียนที่มีต่อการเรียนภาษาอังกฤษโดยใช้การสอนด้วยการเล่าเรื่อง กลุ่มตัวอย่าง คือ นักเรียนชั้นประถมศึกษาปีที่ 6 ที่มีความบกพร่องทางสติปัญญา จำนวน 10 คน จากโรงเรียนอุบลปัญญานุกูล อำเภอเมือง จังหวัดอุบลราชธานี โดยใช้วิธีการสุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัย ได้แก่ แผนการสอน โดยใช้การสอนด้วยการเล่าเรื่องแบบทดสอบ วัดผลสัมฤทธิ์ทางการเรียนคำศัพท์ภาษาอังกฤษ และแบบสอบถามความพึงพอใจของนักเรียนที่มีต่อการเรียนภาษาอังกฤษโดยใช้การสอนด้วยการเล่าเรื่องสถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐาน, Kolmogorov-Smirnov test, t-test และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า คะแนนเฉลี่ยผลสัมฤทธิ์การเรียนรู้คำศัพท์ภาษาอังกฤษหลังเรียนของนักเรียนชั้นประถมศึกษาปีที่ 6 โดยใช้การสอนด้วยการเล่าเรื่องสูงกว่าก่อนเรียนอย่างมีนัยสำคัญ ทางสถิติที่ระดับ .05 คะแนนผลสัมฤทธิ์การเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนหลังเรียนสูงกว่าเกณฑ์ร้อยละ 50 อย่างมีนัยสำคัญ และนักเรียนมีความพึงพอใจต่อการเรียนภาษาอังกฤษโดยใช้การสอนด้วยการเล่าเรื่องอยู่ในระดับพึงพอใจอย่างยิ่งที่ระดับ ($\bar{x}$ = 4.82) แสดงให้เห็นว่าการเรียนภาษาอังกฤษโดยใช้การสอนด้วยการเล่าเรื่องสามารถเพิ่มผลสัมฤทธิ์ทางการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียน

คำสำคัญ: การสอนด้วยการเล่าเรื่อง ผลสัมฤทธิ์การเรียนรู้คำศัพท์ภาษาอังกฤษ นักเรียนที่มีความบกพร่องทางสติปัญญา

Abstract

The research objectives of this study were: 1) to investigate the effects of storytelling on English vocabulary learning achievement of grade 6 students with intellectual disabilities; 2) to compare the post-test mean score of grade 6 students' English vocabulary learning achievement with the criterion score of 50%; and 3) to investigate students' satisfaction with learning English using storytelling. The participants were 10-grade 6 students with intellectual disabilities from Ubon Panyanukun School, Mueang District, Ubon Ratchathani Province. They were selected by the cluster random sampling technique. The instruments were storytelling lesson plans, an English vocabulary learning achievement test, and a questionnaire. The data were analyzed using mean ($\bar{x}$), standard deviations (S.D.), Kolmogorov-Smirnov test, t-test, and content analysis.

The results showed that the students' English vocabulary learning achievement post-test mean score was significantly higher than the pre-test mean score ($p < .05$). The students' English vocabulary learning achievement post-test mean score was significantly higher than the criterion score of 50% ($p < .05$). Additionally, students had positive satisfaction towards learning English using storytelling (= 4.82). This study indicated that storytelling approach could effectively enhance students' English vocabulary learning achievement. While it is limited by the small sample size, there are several opportunities to extend the research. The findings support the use of storytelling to teach vocabulary to English learners with intellectual disabilities.

Keywords: Storytelling, English Vocabulary Learning achievement, Students with Intellectual Disabilities

Introduction

Vocabulary plays a crucial role in learning a foreign language, as it helps students master the four skills of listening, speaking, reading, and writing. Richards and Renandya (2002) emphasize the importance of vocabulary in language learning and proficiency, while Brown (2001) highlights its influence on communication. Furthermore, among Thai learners of English, it has been shown that vocabulary is the foundation on which other language skills are built (Khamsuk & Whanchit, 2021). As stated by Laufer (1997, p. 20), "no comprehension was possible, either in one's native language or in a foreign language, without understanding

vocabulary." Therefore, development of vocabulary is essential as the basis for other language skills and must be considered as central to the teaching process.

Teaching vocabulary requires techniques suitable to the age and capabilities of the learner. Among younger learners and learners with limited knowledge and capabilities, storytelling has come to the forefront as an effective teaching practice. Storytelling is a powerful communication tool that uses language and gestures to narrate events, sharing experiences, expressing social and emotional values, and imparting literary and cultural heritage. In storytelling, imagination, and experience, rather than technical knowledge, are the main focus of communication (Ahern et al., 2008). Stories provide a representational language environment, allowing students to develop language skills and positive attitudes and engaging creativity and imagination. Furthermore, storytelling is a practical and motivating approach to teaching English to young learners, enhancing their language skills like listening, imagination, and predicting. Storytelling may have particular promise as a means of vocabulary learning. Maldelez (2010) asserts that storytelling in EFL is a powerful method for vocabulary acquisition, and it also develops students' motivation and interests. Ahern et al. (2008) point to the use of representational, real-life language in stories, which offer children the opportunity to learn natural words that relate to their own experience. Thus, storytelling offers support for learning English vocabulary, particularly to younger learners.

Studies have shown that storytelling can potentially improve vocabulary learning for students with intellectual disabilities and those who struggle with language learning, although this evidence is limited. Hettiarachchi et al. (2020) found that multisensory traditional storytelling improved vocabulary recognition through picture-based identification tasks. Shin (2016) found that digital storytelling promoted self-directed learning and incidental vocabulary attainment among Year 6 and 7 students with mild intellectual disabilities, and improved learning motivation. Shilc et al. (2017) found that storytelling could improve pragmatic use of language. Authors have also shown that the use of storytelling in language teaching promotes curiosity, interest, and engagement, overcoming lack of interest or confidence that may inhibit engagement in more traditional learning activities like vocabulary drills (Rokhayani, 2010). However, there have been limited studies on the use of storytelling in EFL vocabulary acquisition in special needs classrooms. This is part of a general gap in the research, as L2 learning among special needs students has rarely been investigated in the literature (Utami et al., 2021). Furthermore, language teaching practices for students with intellectual disabilities has been slow, due in part to teachers' own lack of knowledge and understanding

of students with intellectual disabilities and how to teach them (Sugisaki & Sowell, 2022). Thus, there is a significant lack of understanding of how EFL students with intellectual disabilities learn best, and a need to develop new teaching practices to meet the highly individual needs of these students.

Special needs curricula in Thailand are developed based on a combination of learners' individual needs and the learning objectives embedded within Thailand's standard curriculum (the Basic Education Core Curriculum). Thus, materials and teaching practices are flexible, and are developed to enable students to achieve their highest potential, including in English, in recognition of the high variability in individual capabilities among special needs students (De Alvarenga et al., 2023). This research investigated storytelling as a means of vocabulary teaching for students who had the potential to learn, but who struggled with traditional teaching practices such as vocabulary drill sheets.

Ubon Panyanukun School, the site of the study, is located in Mueang District, Ubon Ratchathani Province. This research was based in the foreign language department, which focuses on equipping students with intellectual disabilities with knowledge, skills, attitudes, and culture, using foreign languages in communication, seeking knowledge, and occupation according to the potential of each individual learner. Observations among Grade 6 students at Ubon Panyanukun School prior to the research showed that students were not able to remember English words well, unable to read, write and indicate the meaning of words. In addition, children with intellectual disabilities had relatively slow learning development. Finding activities and methods that aroused student interest and encouraging them to learn was important to overcome these difficulties. This study employed storytelling to teach students with intellectual disabilities with the ultimate goal to enhance their English vocabulary learning effectively.

Research Objectives

1. To investigate the effects of storytelling on English vocabulary learning achievement of grade 6 students with intellectual disabilities.

2. To compare the post-test mean score of grade 6 students' English vocabulary learning achievement with the criterion score of 50%.

3. To investigate students' satisfaction with learning English using storytelling.

Research Hypothesis

      1. Post-storytelling mean scores on an English vocabulary achievement test will be significantly higher than the pre-storytelling mean score.

      2. Post-storytelling mean scores on an English vocabulary achievement test will be significantly higher than the criterion score of 50%.

Research Methodology

      1. Population and participants

      The population of this study included forty grade 6 students with intellectual disabilities, who were enrolled in the Ubon Panyanukun School in the second semester of the academic year 2022. The participants of this study consisted of ten grade 6 students. The participants were selected via cluster random sampling technique. The remaining 30 students were used to validate the test instruments.

      2. Instrumentation

      There were two research instruments in this study. The first set of instruments was used in the research procedure, with the second set of instruments used for data collection.

      2.1 Instruments Used in the Research Procedures

      There were two lesson plans developed, focused on two stories. The stories included "Brown bear brown bear, What do you see?" and "Panda bear panda bear, What Do You See?" These stories were used because they are engaging stories that in the researcher's experience encourage participation and interest. Each lesson plan was scheduled for six hours, totaling twelve hours of instruction. The lesson plans were designed following the school curriculum, which was based on the Basic Education Core Curriculum B.E. 2551 (A.D.2008) for Grade 6 students with intellectual disabilities. Lesson plans were constructed in three stages: Pre-storytelling, while-storytelling, and post-storytelling.

      (1)   Pre-storytelling stage

      The researcher presented the title of the story and checked students' background knowledge by using clues and brainstorming. Then, the researcher presented the target words and phrases, reading the words and explaining the meaning clearly. The researcher checked students' initial understanding of the vocabulary through group activities.

Students were divided into two groups, which then competed with each other in a mini game to match the words/phrases correctly, and completed memory and comprehension exercises.

   (2) While-storytelling stage

   The researcher presented the story through different media, beginning with in-person reading and including PowerPoint and video presentations. The whole story was told from beginning to end, followed by students being asked to guess the next word or phrase. The sentences were read slowly and clearly, one sentence at a time, and the meaning was explained. The students then practiced reading the sentences themselves, re-telling the meaning according to the teacher's explanation. Finally, students practiced on their own, retelling the story to a song rhythm to promote memorization of words, phrases, sentences, and to have fun, and doing memory-matching exercises.

   (3) Post-storytelling stage

   In this stage, the researcher implemented follow–up activities to consolidate vocabulary learning. These follow-up activities included guessing games, identifying, and classifying activities, and engaging in creative activities such as creating a class book and rehearsing and performing a dramatic retelling of the story.

  2.2 Instruments Used in Data Collection

   There were two instruments used in data collection. The first was an English vocabulary learning achievement test, which used multiple-choice questions. This instrument was used for pre-test and post-test vocabulary assessment. In the achievement test, students were asked to identify the meaning of words from the stories based on pictures and contexts. The questionnaire was designed to explore the students' satisfaction towards learning English using storytelling. This questionnaire, which used a combination of open-ended and closed-ended questions, was only administered post-test.

   The achievement test and questionnaire were assessed using an item-objective congruence (IOC) index approach, in which a panel of three experts was asked to rate each item using a scale of -1 (incongruent), 0 (questionable), and 1 (congruent). Following the initial round of ratings, the items were revised and resubmitted to experts until all items were either congruent (average of 0.50 or higher) or were removed if they could not be revised. Additionally, a pre-test of 30 students in the population was used to calculate a difficulty

index (p = 0.20-0.80) and a discrimination index (r = 0.20-1.00 or higher). These tests resulted in 10 items being removed from the original instrument.

3. Data Collection

Data was collected before and after the storytelling intervention. First, participants were given a pretest to check their prior knowledge of the English vocabulary used in the stories. Next, students studied through storytelling to promote English vocabulary learning. The storytelling intervention ran for six weeks, using two lesson plans. Each lesson plan was taught for twelve hours (six hours per week). After the intervention, students were asked to complete the English vocabulary test again. Finally, the satisfaction questionnaire was collected.

4. Data Analysis

Because the sample size in this study was small (10 students), the data obtained from the pre-test and post-test was tested for the normality using Kolmogorov-Smirnov (K-S) test before using the t-test. The K-S tests (p > 0.05) indicated that the distribution of pre-test and post-test scores were adequately normal to analyze using a t-test.

Research Results

Part 1: Comparison of pre-test and post-test mean English achievement scores

An English vocabulary learning achievement test was used to check objectives 1 and 2. The total score achievable was 40, and the passing score was 20. Achievement tests were distributed in the pre-test and post-test periods. (These scores did not count towards participants' grades.)

In order to check objective 1, the mean and standard deviation of the participants' pre-storytelling and post-storytelling scores is summarized in Table 1. Before the storytelling intervention. the highest pre-test score on English vocabulary learning achievement test was 20 points (one student), and the lowest score was 13 points (one student). After the intervention, the highest post-test score on English vocabulary learning achievement test was 32 points (one student), and the lowest score was 21 points (one student). Most participants obtained higher scores in the post-test than in the pre-test. Furthermore, this post-test mean score (26.10) was higher than pre-test mean score (16.40), indicating that on average students scored almost 10 points higher in the post-test period. The post-test mean score was significantly higher than the pre-test mean score (t = 12.286, p < .05). Therefore, hypothesis 1,

which stated that the post-storytelling mean scores on an English vocabulary achievement test will be significantly higher than the pre-storytelling mean score, was accepted.

Table 1 The comparison of the post-test mean score of grade 6 students' English vocabulary learning achievement test with the pre-test mean score

Total score	Pre		Post		MD	t	Sig
	$\bar{x}$	S.D.	$\bar{x}$	S.D.			
40	16.40	2.11	26.10	3.75	12.09	12.286[*]	.000

Part 2: Comparison of post-test mean scores against the criterion score

The second objective was to compare post-test mean scores on the English vocabulary achievement test against a criterion score of 50%. This comparison is shown in Table 2. The highest post-test score on English vocabulary learning achievement test was 32 points (80%) (one student). In contrast, the lowest score was 21 points (52.5%) (one student). This indicates that all students achieved the criterion score, in comparison to only one student in the pre-test period. Mean scores ($\bar{x}$ = 26.10 (65.25%), S.D. = 3.75 (21.48%)) indicates that the average achievement level was above the criterion score of 20 points (50%), as indicated in Table 2. Furthermore, the t-test (t = 5.137, p < .05) confirms that this is a significantly higher score. Therefore, hypothesis 2, which stated that the post-storytelling mean scores on an English vocabulary achievement test will be significantly higher than the criterion score of 50%, was accepted.

Table 2 The comparison of grade 6 students' English vocabulary learning achievement post-test mean score with the criterion score of 50%

Mode of assessment	n	Criterion score (50%)	$\bar{x}$	S.D.	t	sig
Post-test	10	20	26.10	3.75	5.137[*]	.001

Part 3: Grade 6 students' satisfaction with learning English vocabulary via storytelling

The third study objective was to explore grade 6 students' satisfaction with learning English vocabulary through storytelling. This objective was motivated by pre-study observations, which indicated that students were not highly engaged in and did not seem to be satisfied by the vocabulary activities. For example, most students would not complete vocabulary drill worksheets, or would not engage with discussions about vocabulary or other activities. Students would rarely volunteer answers in class questions and would not engage with learning activities. As noted in the pre-test scores, students also had relatively low vocabulary knowledge. This objective was assessed only in the post-storytelling period, in order to avoid overwhelming students with too many questions. A 15-item questionnaire was used to investigate students' satisfaction with learning English using storytelling. The results of students' satisfaction toward learning English using storytelling were presented in Table 3.

Table 3 Students' satisfaction with learning English using storytelling

Assessment issues	$\bar{x}$	S.D.	Meaning
The Storytelling teaching approach			
1. The teaching approach by using storytelling is suitable for students.	4.40	.51	Satisfied
2. The steps of teaching are easy to understand.	4.80	.42	Satisfied
3. The teacher tells the learning objects clearly.	4.90	.31	Satisfied
4. There are activities that are consistent with the objectives.	4.80	.42	Satisfied
5. There is the post-learning assessment clearly.	4.20	.42	Satisfied
Learning content			
6. The content can be used in everyday life	4.90	.31	Satisfied
7. The materials and worksheets are appropriate.	4.50	.52	Satisfied

Assessment issues	$\bar{x}$	S.D.	Meaning
8. Students learn new vocabularies from the story.	4.90	.31	Satisfied
9. Imagination and creativity are encouraged.	4.90	.31	Satisfied
10. Students satisfy in English vocabulary learning by storytelling.	5.00	.00	Strongly Satisfied
Classroom atmosphere			
11. The atmosphere in the classroom is good.	5.00	.00	Strongly Satisfied
12. The learning duration is appropriate.	5.00	.00	Strongly Satisfied
13. The Learning activities are fun and interesting.	5.00	.51	Strongly Satisfied
14. Students learn happily.	5.00	.00	Strongly Satisfied
15. Teacher pays attention to all students equally.	5.00	.00	Strongly Satisfied
Total	4.82	0.27	Strongly Satisfied

As shown in Table 3, all students were strongly satisfied that the learning English using storytelling were interesting ($\bar{x}$= 5.00). Students were also strongly satisfied that the classroom atmosphere was good, learning duration was appropriate, learning activities are fun and interesting, students are learning happily, and the teacher pays attention to all students. However, students were slightly less satisfied that the post-learning assessment was clear ($\bar{x}$= 4.20). From the mean score of all assessment issues ($\bar{x}$= 4.82), it can be concluded that students had positive satisfaction towards learning English vocabulary using storytelling.

According to the open-ended questions on satisfaction, which addressed feeling about the storytelling teaching approach, learning content, and classroom atmosphere, it can be concluded that most students were happy with learning activities. Students enjoyed learning, especially competition in class. They were able to participate in class activities without being afraid of mistakes. Learning activities enhanced their confidence in learning English. In addition, the students enjoyed this class and the teaching approach. Moreover, they had positive satisfaction toward learning English vocabulary and the positive reinforcement.

Discussion

Research objective 1: To investigate the effects of storytelling on English vocabulary learning achievement of grade 6 students with intellectual disabilities.

According to the comparison of mean scores between pre-test and post-test of grade 6 students' English vocabulary learning achievement, it revealed that the storytelling-based lessons had a positive effect on students' English vocabulary learning achievement. The findings showed that the students' post-test mean score of English vocabulary learning achievement after learning English vocabulary using lessons through storytelling was significantly higher than the students' pre-test mean score. These findings have contributed to the literature on storytelling, which has limited quantitative evidence for the effect of storytelling in the EFL classroom (Lucarevschi, 2016). It has also contributed to a better understanding of EFL vocabulary learning among students with intellectual disabilities, which has been the subject of only a limited number of studies (Knaak et al., 2021; Rapti et al., 2023; Shilc et al., 2017). Therefore, the findings do support the academic literature, but it is also interesting to look at how the actual practice of storytelling used in the classroom contributed to learning.

The researcher developed lesson plans using three stages: pre-storytelling, while-storytelling, and post-storytelling (Villaroel, 1997, Haven, 2000). Pre-storytelling verifies students' prior knowledge, while-storytelling presents the story with activities, and post-storytelling consolidates vocabulary through guessing games, class book creation, and role-playing. These stages prepare students for storytelling, engaging them and reinforcing learning. Post-storytelling activities promote imaginative engagement, vocabulary reuse, and reinforcement. Multisensory traditional storytelling is crucial for effective teaching. The study emphasizes the effectiveness of storytelling in English vocabulary learning, emphasizing follow-up activities like comprehension questions, invention exercises, and creative drama. These activities have been associated with the success of storytelling in the past. For example, during the pre-storytelling stage, the learner is oriented to the activities and emotionally engaged in the process, as well as reminded of prior relevant learning (Haven, 2000). During the storytelling stage, the story is presented in a way that is suitable for the cognitive capabilities and interests of the learners, and teachers and students interact, with students asked to participate in the storytelling itself (Barreras Gómez, 2010). Finally, during the post-storytelling stage, students are asked to engage even further, for example through creative drama, analysis of the story, artistic interpretations, and other activities (Barreras Gómez, 2010).

This research highlighted the importance of this structured framework of storytelling as a tool to both build interest and engagement and reinforce learning in a way that is suitable for students at their current level of ability.

Research objective 2: To compare the post-test mean score of grade 6 students' English vocabulary learning achievement with the criterion score of 50%.

The findings also confirmed that the post-test achievement scores were significantly above the criterion score of 50%. The storytelling approach helped students recognize and use vocabulary they recognize from storytelling contexts, which is a more complex learning strategy than direct memorization. Studies by Chin (2016) and Shilc et al. (2017) used digital storytelling tools to promote language learning among learners with mild intellectual disabilities. They found that storytelling can help students recognize less commonly used vocabulary words and facilitates learning to guess from context. This research contributed to the literature by demonstrating that storytelling was contributing to vocabulary learning, including both commonly used and uncommonly used words. While this was a relatively short intervention, it supports the findings of Chin (2016) and Shilc (2017) by highlighting the importance of storytelling for teaching English to students with intellectual disabilities. It also extends earlier research in Thailand, which was conducted on electronic storytelling among very young English learners, and which also found an improvement in vocabulary learning (Khamsuk & Whanchit, 2021).

Research objective 3: To investigate students' satisfaction with learning English using storytelling.

The findings also confirmed that storytelling contributed to students' satisfaction with language learning. Storytelling in the EFL classroom significantly impacts students' emotional and social well-being by creating a positive feedback loop between the storyteller and audience. This approach allows students to use their imagination and participate in the learning process, offering emotional benefits, relaxation, social engagement, and learning. Storytelling also contributes to the social environment and connections between students by encouraging them to share their history, experiences, and viewpoints. It helps build community through shared narratives and interactive imaginative play. Storytelling in the EFL classroom effectively captures and retains the interest of learners, especially younger ones, by creating unique memories and viewing it as a play activity rather than a structured learning activity. This finding is consistent with earlier studies, which have also found that storytelling was associated with learning enjoyment, motivation, and satisfaction among EFL students

(Hedberg, 2020), and with family satisfaction with electronic storytelling as a teaching practice for very young learners (Khamsuk & Whanchit, 2021). It has contributed to a very limited body of research into the effect of storytelling on learner satisfaction.

Conclusion

The objectives of this study were: 1) to investigate the effects of storytelling on English vocabulary learning achievement of grade 6 students with intellectual disabilities; 2) to compare the post-test mean score of grade 6 students' English vocabulary learning achievement with the criterion score of 50%; and 3) to investigate students' satisfaction with learning English using storytelling. The participants were 10-grade 6 students with intellectual disabilities, who were selected via cluster random sampling technique. The instruments used in the research procedure were two lesson plans with two stories. They included Brown Bear Brown Bear What Do You See? And Panda Bear Panda Bear What Do You See?

The findings of this study revealed that the grade 6 students' English vocabulary learning achievement post-test mean score was significantly higher than the pre-test mean score, as well as significantly higher than the criterion score of 50%. Furthermore, students had positive satisfaction toward English vocabulary learning through storytelling. Therefore, this study indicated that using storytelling for English language learning could effectively enhance the English vocabulary learning achievement of students with mild intellectual disabilities. These findings contributed to several research gaps on storytelling as a vocabulary teaching practice, as well as on EFL teaching for students with intellectual disabilities.

There were some limitations to the findings, particularly the small sample size. This was necessitated by the small size of the focal school. However, it does limit the types of statistical analysis that could be done. There was also no formal assessment of pre-intervention satisfaction with English learning, with evidence provided through observation. Finally, the intervention was a short-horizon activity, meaning that it does not provide evidence on the long-term effects of storytelling as a routine teaching practice in the EFL classroom on vocabulary acquisition.

The main recommendations for further research therefore include extending the scope of the intervention to other schools, in order to investigate the effectiveness of storytelling on a larger scale, and to extend the use of storytelling over a longer time horizon, in order to investigate the cumulative effectiveness of storytelling on vocabulary acquisition. In general, there are opportunities for more research on EFL teaching and learning among students with

intellectual disabilities. This population of learners has been broadly ignored, which results in little information about learning capabilities, practices which work best, and other knowledge which could make teaching far more effective. Thus, this should be considered a general research priority.

With respect to practical implications, this research has shown that structured storytelling is an effective way to promote vocabulary learning among EFL students with intellectual disabilities and may be effective for reluctant or disengaged learners as well. In addition to promoting vocabulary acquisition, students' intellectual and emotional engagement and satisfaction with the learning activities was increased. Therefore, the main implication is that EFL teachers should consider adding storytelling as an engaging, imaginative, and creative activity for learners to promote interest in learning as well as a tool to increase vocabulary knowledge.

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