



Advantages and disadvantages of using Visual Storytelling to Teach English Vocabulary to Young Learners at Viet Anh Primary School

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Abstract— This research was conducted to investigate the use of visual storytelling in teaching English vocabulary to young learners at Viet Anh Primary School in Vietnam's context. Specifically, the research aimed to determine the possible advantages and disadvantages of using visual storytelling to teach vocabulary to young learners, as well as to explore specific solutions to disadvantages of using visual storytelling in teaching English vocabulary to young learners. The study followed a mixed-methods research design which collected both quantitative and qualitative data. Quantitative data was collected with a questionnaire, while qualitative data was collected with interviews. The study took place at Viet Anh Primary School in Ca Mau City and included 30 teachers from the school as participants. All the teachers responded to the questionnaire, whereas five teachers participated in the interviews. The findings revealed that teachers perceived various benefits associated with visual storytelling, including affective, cognitive, teaching, and behavioral/social benefits. Visual storytelling was considered an effective way to motivate students to learn vocabulary. The affective and cognitive benefits were perceived most prominently. Concerning the disadvantages, the findings showed that the teachers struggled with preparing relevant and suitable visual stories, evaluating students' performances during visual storytelling activities, and preparing stories in a reasonable timeframe. The interview participants recommended solutions to address these challenges, which included using pre-made resources, effective time management, collaboration, involving students in the process, customizing content, utilizing various sources, observing engagement, and implementing assessments. The research findings can serve as a useful reference for English teachers of young learners and those with similar contexts.



Keywords— visual storytelling, young learners, advantage, disadvantage, solution

I. INTRODUCTION

English has become the global lingua franca in the era of globalization, necessitating the need for English proficiency in countries like Vietnam (Oktaviani & Fauzan, 2017). Vietnamese schools have made English a compulsory subject, and English centers have been established to support language learning. It is widely acknowledged that young learners have an advantage in acquiring a new language, and it is recommended that they start learning English at a young age to become proficient communicators. When teaching English to young learners,

important concepts such as literacy skills, grammar, vocabulary, and spoken language must be addressed. Vocabulary development is considered crucial for understanding grammar, and various methods like flashcards, gestures, objects, pictures, and stories can be employed to teach vocabulary effectively (Cameron, 2001). The choice of teaching method should be determined by its effectiveness in a given context.

Storytelling, particularly visual storytelling, has been found to be a highly effective method for teaching English to young learners. Visual storytelling incorporates

animated stories with visuals, which enhance the contextualization of language and motivate students to learn (Yildirim & Torun, 2014). Studies have shown that visual storytelling improves English speaking proficiency, encourages vocabulary improvement, and enhances other language skills such as listening and writing (Amelia & Abidin, 2018; Neo & Neo, 2010; Maya et al., 2022). However, there are some limitations to consider when using visual storytelling, such as limited resources, potential comprehension problems due to language proficiency mismatch, and lengthy stories which lead to boredom (Leong et al., 2019; Satriani, 2019). Despite these drawbacks, visual storytelling remains a valuable choice for teaching English vocabulary to young learners.

At Viet Anh Primary School, visual storytelling is underutilized, despite having the necessary technological resources. The current methods mainly focus on listening and reading skills, with limited attention to vocabulary. Therefore, the researcher aims to explore the advantages and disadvantages of visual storytelling for vocabulary teaching at the school. This investigation will provide valuable insights for teachers, enabling them to decide whether to implement visual storytelling in their classrooms. By understanding the benefits and drawbacks, teachers can make informed decisions and recommendations for effective implementation.

In accordance with the research aims of this study, the following research questions were created:

1. What are the advantages and disadvantages of using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School?
2. What are possible solutions to disadvantages teachers have experienced in using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School?

II. A BRIEF LITERATURE REVIEW

Vocabulary knowledge is an essential part of English language learning, as a well-developed vocabulary is the foundation for successful communication (Alqahtani, 2015). According to Nation (2001), there is a complementary relationship between vocabulary knowledge and language use, in that vocabulary knowledge facilitates the use of language and language use leads to enhanced vocabulary knowledge. Vocabulary can be categorized into three tiers (Marzano, 2012). The first tier contains basic words, which are learned incidentally. The second tier contains more advanced words, which are taught explicitly. The third tier contains the most advanced words, which are taught and used in specific contexts and subjects.

According to Graves et al. (2013), students must be immersed in a variety of language experiences when being taught vocabulary. In the context of young learners, listening and speaking skills are advised to be developed alongside vocabulary skills to ensure optimal vocabulary growth. Concerning the scope of the word being taught, Graves et al. (2013) indicate that students should be provided with definitional and contextual information when being taught vocabulary.

Richards and Burns (2012) define young learners as those between the ages of 2 and 12. Young learners have unique characteristics in comparison with other age groups (Brewster et al., 2002). There are also differences between the subgroups of young learners, in particular those younger than seven and those older than seven. Young learners learn languages by absorbing information from teachers and parents. Memory and motivation are two important aspects of a young learner's learning process. In terms of intellectual development, young learners experience cognitive growth as they age, which positively impacts their language learning abilities. While formal literacy skills begin developing around the age of five and more complex discourse skills emerge around seven, individual progress in L1 acquisition varies, with exposure to language in society playing a significant role (Cameron, 2001). L1 and L2 learning follow four processes: understanding language rules, grouping similar instances based on rules, overgeneralization, and subsequent correction of mistakes.

A story is a short account of events used to provide a memorable and entertaining learning experience. When choosing stories, teachers must consider a variety of criteria: (1) suitable difficulty level, (2) literary devices, (3) relevance, (4) illustrations, (5) educational potential, (6) motivation of students, (7) incorporation of values, (8) addressing relatable issues, and (9) authentic language (Brewster et al., 2002). Cameron (2001) and Brewster et al. (2002) explained that there are three phases in the storytelling process, namely pre-storytelling, while-storytelling, and post-storytelling. Each of these phases has unique activities and contributes to the overall storytelling process. In the context of teaching young learners, storytelling can be an effective tool for enhancing learners' creativity, increasing their confidence in language use, developing their oral skills, and helping them to gain an understanding of story structures (Kirsch, 2012). Moreover, it can be effective in enhancing a student's vocabulary acquisition due to the contextualization of vocabulary within a story (Brewster et al., 2002).

Storytelling can typically be divided into traditional and visual storytelling. Traditional storytelling mainly relies on oral delivery, whereas visual storytelling

combines oral delivery with visual elements, technology, and multimedia components, thereby increasing interactivity and student engagement (Choo et al., 2020). There are several advantages to using visual storytelling to teach English vocabulary to young learners, notably cognitive advantages (Maya et al., 2022; Maya & Halim, 2021; Brewster et al., 2002), affective advantages (Maya et al., 2022; Leong et al., 2019; Amelia & Abidin, 2018; Neo & Neo, 2010; Brewster et al., 2002), behavioral advantages (Leong et al., 2019; Maya et al., 2022; Anggara, 2023; Brewster et al., 2002), advantages for teaching other skills (Huang, 2022; Mirza, 2020; Hava, 2021; Amelia & Abidin, 2018; Leong et al., 2019), and advantages for the teaching process (Brewster et al., 2002; Wang & Zhan, 2010). However, there are also disadvantages, specifically related to the preparation and planning of visual stories (Satriani, 2019; Leong et al., 2019; Wang & Zhan, 2010), as well as the application of visual storytelling (Satriani, 2019; Wang & Zhan, 2010).

III. METHODOLOGY

3.1. Research site and participants

The study took place at Viet Anh Primary School in Ca Mau City, Vietnam, which has a good reputation for teaching English to students of different ages. The school system has two additional branches, Viet Anh School and IC Academy, which have been operating for more than 10 years. The sample included 30 primary school teachers from Viet Anh Primary School in Ca Mau City, Vietnam, who teach students from grades 1 to 5. In terms of age, 17% of the participants were between the ages of 23 and 29, 47% were between 30 and 39, 27% were between 40 and 49, and 10% were between 50 and 59 years old. Most of the participants (66%) had more than five years of teaching experience, and all of them had at least a bachelor's degree or higher.

Regarding sampling, the quantitative participants were chosen with simple random sampling. In addition, the researcher chose five participants who participated in the questionnaire for the interviews. These participants were chosen with non-probability sampling, specifically self-selection sampling. The participants were mainly chosen based on their perceptions of the most common disadvantages identified in the quantitative research. The researcher tried to interview participants who perceived the most common disadvantage as less challenging than the average participant.

3.2. Research instruments

For the data collection, the researcher used two research instruments, namely an online questionnaire and an

interview. The questionnaire consisted of four main parts and a total of 54 questions. Part A collected personal information and included multiple-choice questions. Part B collected information related to teachers' use of visual storytelling in the classroom and included six five-point Likert-scale questions (never, rarely, sometimes, often, always). Part C collected information related to teachers' advantages in using visual storytelling to teach vocabulary to young learners and included 30 five-point Likert-scale questions (strongly disagree, disagree, unsure, agree, strongly agree). Part D collected information related to teachers' disadvantages in using visual storytelling to teach vocabulary to young learners and included 14 five-point Likert-scale questions (strongly disagree, disagree, unsure, agree, strongly agree). The primary purpose of the questionnaire was to collect data to answer the first research question.

The interview was conducted to gain additional insight into the research problem and to answer the second research question. The interview consisted of seven questions. Questions one and two were asked to determine the participants' perceptions of the advantages and disadvantages of visual storytelling for teaching vocabulary. Moreover, questions three to six were asked to determine the participants' solutions to the most commonly experienced disadvantages, as identified in the questionnaire. Finally, question seven was asked to discover recommendations for other teachers who want to teach vocabulary with visual stories.

3.3. Procedures for data collection and analysis

The data collection process was conducted in two phases. First, quantitative data was collected through an online questionnaire with 30 participants. The researcher created the online form using Google Forms. A link was generated and sent to each participant for completion. It took the participants approximately 15 minutes to complete the form. Once the quantitative data had been collected, the researcher first scored the data after extracting the raw data from Google Forms. For the Likert-scale items, this involved changing the responses from text (such as "never" and "strongly disagree") to numbers (ranging from 1 to 5). This was necessary to perform the descriptive analysis. After the data was coded in Microsoft Excel, the researcher transferred the coded data to SPSS with specifically defined variables. After the variables were defined in SPSS, the researcher conducted a descriptive analysis of the data based on the sub-categories. The researcher focused on two specific measurements: frequency and central tendency. The frequency of the responses was measured with the percentage values of the coded responses, whereas the central tendency was determined through the mean and

mode values.

Second, qualitative data was collected through interviews with five of the teachers who participated in the questionnaire. Three weeks after the questionnaires were completed and analyzed, the researcher contacted five teachers for the interview based on their acceptance and time arrangement. The interviews were conducted using the Zoom meeting app. Prior to starting the official interview, the researcher obtained consent from the teachers to record the interview. The interviews were conducted in Vietnamese to make the teachers feel more comfortable and speak more freely. After that, transcriptions were made from the recordings in Vietnamese. Then, the researcher translated the transcriptions into English. After translating the interview transcriptions into English, the researcher thoroughly examined the responses several times, taking notes on the main themes that emerged. The researcher also reviewed these themes several times, making necessary changes. To support the themes, the researcher selected appropriate quotations from the responses.

IV. RESULTS AND DISCUSSION

4.1. Results

4.1.1. Advantages

The following table displays the average means, modes, and standard deviation values of each of the measured categories related to the advantages of using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School. The affective category received the highest mean with a value of 4.25, which indicates that the teachers perceived the affective benefits of visual storytelling to be more prominent than the other benefits. This was followed by cognitive benefits, which had an average mean of 4.05. Furthermore, teaching benefits ranked third with a mean of 3.89, closely followed by behavioral/social benefits with a mean of 3.85. Benefits for macro and micro skills ranked lowest with a mean of 3.24.

No.	Advantages	N = 30		
		Average mean	Average mode	Standard deviation
1	Affective benefits	4.25	5	0.88
2	Cognitive benefits	4.05	5	0.85
3	Teaching benefits	3.89	4	0.93
4	Behavioral/social benefits	3.85	4	1.03
5	Macro and micro-skills	3.24	3	1.05
	TOTAL	3.86	4	0.95

Concerning the **affective benefits**, the majority of respondents strongly agreed that visual stories make students feel comfortable in their learning of vocabulary (mode = 5; mean = 4.37), that visual storytelling activities make students pay full attention during their learning (mode = 5; mean = 4.50), that visual stories maintain students' interest in their learning (mode = 5; mean = 4.27), and that visual storytelling is enjoyable for students (mode = 5; mean = 4.37). In addition, most respondents agreed that visual stories motivate students to learn vocabulary (mode = 4; mean = 3.77).

Regarding the **cognitive benefits**, most respondents strongly agreed that visual storytelling helps students to conceptualize the story (mode = 5; mean = 4.5), that visual storytelling helps students understand and learn vocabulary effectively (mode = 5; mean = 4.07), and that visual storytelling can develop students' knowledge of first-

tier words (mode = 5; mean = 4.20) and second-tier words (mode = 4; mean = 4.10). Furthermore, the majority of respondents agreed that visual storytelling develops students' definitional (mode = 4; mean = 3.90) and contextual knowledge (mode = 5; mean = 4.33) of vocabulary, that visual storytelling helps students to remember vocabulary in both the short (mode = 4; mean = 3.80) and long-term (mode = 4; mean = 3.67), and that visual storytelling can develop students' knowledge of third-tier words (mode = 4; mean = 3.63).

In terms of the **teaching benefits**, most respondents strongly agreed that visual storytelling is an interactive teaching method (mode = 5; mean = 4.33). In addition, the majority of respondents agreed that visual storytelling gives them an opportunity to revise vocabulary (mode = 4; mean = 3.77), that visual storytelling is an interesting way to teach vocabulary (mode = 4; mean =

4.07), that visual storytelling provides many creative possibilities in teaching vocabulary (mode = 4; mean = 3.80), and that visual storytelling is a flexible teaching method (mode = 4; mean = 3.50).

With regard to the **behavioral/social benefits**, the majority of respondents strongly agreed that visual storytelling is enjoyable for students (mode = 5; mean = 4.37), that visual storytelling helps students feel more confident about learning (mode = 5; mean = 4.13), and that visual storytelling helps students relax (mode = 5; mean = 4.27). Moreover, most respondents agreed that visual storytelling helps students feel less nervous in learning vocabulary (mode = 4; mean = 3.63), that visual stories motivate students to learn vocabulary (mode = 4; mean = 3.77), that visual storytelling encourages student-student interaction (mode = 4; mean = 3.37), and that visual storytelling can engage students who normally do not participate (mode = 4; mean = 3.87).

Concerning the **benefits for macro and micro**

skills, most participants agreed that learning vocabulary with visual storytelling develops listening skills (mode = 4; mean = 3.70) and that it develops grammar skills (mode = 4; mean = 3.73). However, the majority of respondents were unsure whether learning vocabulary with visual storytelling also develops writing skills (mode = 3; mean = 2.80), speaking skills (mode = 3; mean = 2.73), and pronunciation skills (mode = 3; mean = 3.23).

4.1.2. Disadvantages

The following table displays the average means, modes, and standard deviation values of each of the measured categories related to the disadvantages of using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School. The planning and preparation category received the highest mean with a value of 2.87, however, it was closely followed by the application category which had a mean of 2.69. The average mode for both categories was 3.

No.	Disadvantages	N = 30		
		Average mean	Average mode	Standard deviation
1	Planning and preparation	2.87	3	1.20
2	Application	2.69	3	1.08
	TOTAL	2.78	3	1.14

Concerning the disadvantages related to **planning and preparation**, most respondents strongly agreed that it is time-consuming to prepare and plan a visual story (mode = 5; mean = 3.83). Moreover, the majority of respondents agreed or strongly agreed that it is difficult to include relevant content in a visual story (mode = 4; mean = 3.33) and that it is difficult to prepare a visual story that matches the students' proficiency level (mode = 4; mean = 3.07). In terms of uncertainty, most respondents were more evenly split on the statement that it is difficult to determine the length of a visual story (mode = 3; mean = 2.80). Furthermore, the majority of respondents either disagreed or strongly disagreed that it is difficult to plan the steps of a visual story (mode = 2; mean = 2.50), that it is difficult to find resources to prepare a visual story (mode = 2; mean = 2.43), and that it is difficult to prepare the classroom (equipment) for a visual story (mode = 2; mean = 2.10).

Regarding the disadvantages related to **application**, the majority of respondents agreed that it is difficult to evaluate students' performance when teaching vocabulary with visual storytelling (mode = 4; mean = 3.50) and that it is difficult to provide instructions to students

about how they should interact with the story (mode = 4; mean = 3.17). Additionally, most respondents were unsure whether it is hard to manage the classroom while teaching vocabulary with visual storytelling (mode = 3; mean = 3.13) and whether students feel visual stories are often too long (mode = 3; mean = 2.73). In contrast, the majority of respondents disagreed that students get confused when learning vocabulary with visual stories (mode = 2; mean = 2.13) and that students find it difficult to manage their time in learning with visual stories (mode = 1; mean = 2.13). Lastly, most respondents strongly disagreed that students easily get bored when learning vocabulary with visual stories (mode = 1; mean = 2.03).

4.1.3. Solutions

The three main disadvantages, based on the questionnaire, were time consumption, content relevance, and student evaluation. The interview participants provided solutions for each of these problems. Concerning **time consumption**, the participants responded with themes related to pre-made resources, time management, collaboration, and student involvement. Some comments include: "I can create templates for stories that I can use in

the future so that I can make stories faster” (T1), “I recommend being organized and planning ahead” (T2), “it can be solved if teachers collaborate with one another and share materials and ideas” (T3), “ask students to find pictures about topics or to write their own stories that I can use as planning materials” (T4), and “use pre-made resources, such as those found online or in textbooks” (T5).

With regard to **content relevance**, the participants’ responses revealed four main themes. The first theme related to the customization of content based on students’ interests and needs. T1 stated *“I would recommend doing some research on the students’ interests and creating stories around those topics”* and T4 indicated *“It is also beneficial to adapt content to better fit my students’ interests and needs”*. Secondly, the participants expressed that the content relevance issue can be solved if teachers use a variety of sources. T1 expressed that teachers should *“include a variety of content, such as images, videos, and text, to keep the students interested and help them better understand the vocabulary”* and T2 felt *“teachers can use a variety of sources, such as books, articles, and websites”*. Thirdly, T3 believed that teachers should *“collaborate with other teachers to find new content and resources that are suitable for the students”*. Lastly, T5 felt that teachers should search *“online for visual stories that have been specifically designed for language learning”*.

In terms of **student evaluation**, the main themes that arose from the participants’ responses to the challenge of student evaluation were the use of assessments, observing engagement, and assessing students’ abilities to use target vocabulary in context. T1 mentioned *“using a variety of assessment methods, such as quizzes, written or oral assignments, or group activities”*. Similarly, T2 expressed that *“teachers should use assessments, like quizzes or short writing assignments, during the visual storytelling lesson to check for understanding”*. Additionally, T3 felt *“teachers can have a verbal or written quiz to test if students remember the new vocabulary”*. Furthermore, it was stated by T5 that teachers can *“observe their [students’] engagement during the lesson”*. Finally, T3 stated that *“teachers can also ask students to use the new words in different sentences”*.

4.2. Discussion

The questionnaire and interviews revealed that visual storytelling has numerous advantages, including affective, cognitive, teaching, and behavioral/social benefits. The affective benefits of visual storytelling, which received the highest mean score, suggest that visual storytelling is an effective way to make students feel comfortable and interested in their learning, motivate them to learn vocabulary and help them maintain their interest in

their learning. The teachers’ perceptions of the affective advantages are supported by Leong et al.’s (2019) and Ahmad and Yamat’s (2020) studies. Furthermore, the cognitive benefits of visual storytelling include helping students to conceptualize, understand, and learn vocabulary effectively, and to remember vocabulary in both the short and long term. Visual storytelling can also develop students’ knowledge of first-tier, second-tier, and third-tier words. The teachers’ perceptions align with previous research, notably that of Soleimani and Akbari (2013). Additionally, the teaching benefits of visual storytelling are equally significant, as the study found that visual storytelling provides teachers with many creative possibilities in teaching vocabulary. The teachers’ perceptions of this advantage match with previous research by Leong et al. (2019). Moreover, the behavioral/social benefits findings also suggest that visual storytelling is an effective way to motivate students to learn vocabulary, help them feel more confident about learning, and relax them. Additionally, it helps to engage students who normally do not participate, encourages student-student interaction, and is enjoyable for students. Ho Thi Lan Anh (2021) and Le Hong Phuong Thao (2020) also found that visual storytelling has behavioral benefits for students. The qualitative findings support the quantitative findings, indicating that the teachers perceive visual storytelling as an efficient teaching method for teaching vocabulary, as it allows for a more interactive and engaging learning experience. The participants noted that visual aids help students to make connections between new vocabulary and their meanings, and that this method allows better contextualization of vocabulary. The participants also expressed that visual storytelling is more engaging since it involves both visual and verbal aspects, which can be more engaging and memorable for students.

Apart from the advantages, the quantitative and qualitative data provided answers to the research question about teachers’ disadvantages in using visual storytelling to teach English vocabulary. Firstly, the planning and preparation category had several interesting results. The majority of respondents agreed or strongly agreed that it is difficult to prepare a visual story that matches the students’ proficiency level. Similarly, Satriani (2019) pointed out this challenge by indicating that it could cause comprehension problems regarding the story’s content. Additionally, the respondents were evenly split on the statement that it is difficult to determine the length of a visual story. This result highlights the importance of creating a story that is neither too long nor too short, which can be a difficult task for teachers. This is quite aligned with Satriani (2019), who stated that story length can be challenging as too long stories can cause boredom among students. Furthermore, the

majority of respondents agreed that it is difficult to include relevant content in a visual story. This result is significant since it suggests that teachers need to put in more effort to ensure that their stories are relevant to the students' interests and needs (Tsalgini, 2019). If the content is outdated or irrelevant, students might lose interest, thereby making the activity ineffective. Finally, the majority of respondents disagreed that it is difficult to plan the steps of a visual story. This result is encouraging since it suggests that teachers find it relatively easy to plan the steps of a visual story. Secondly, in the application category, the majority of respondents disagreed that students get confused when learning vocabulary with visual stories. This result indicates that visual stories are an effective tool for teaching English vocabulary to young learners and rarely, if ever, cause confusion, at least based on the teachers' implementation. Furthermore, most respondents disagreed that students easily get bored when learning vocabulary with visual stories. This result suggests that visual stories are an engaging way to teach English vocabulary to young learners and is supported by the findings regarding behavioral benefits. Additionally, the majority of respondents disagreed that it is difficult for students to manage their time in learning with visual stories. This result is encouraging since it suggests that students find visual stories easy to manage. Lastly, the majority of respondents agreed that it is difficult to evaluate students' performance when teaching vocabulary with visual storytelling. This suggests that visual storytelling might not be an effective method for evaluation, but rather for engaging students and improving vocabulary knowledge. The qualitative findings of the study revealed various themes related to the difficulties in teaching vocabulary with visual stories. These themes included time and resource constraints, finding appropriate content, determining the appropriate length of the story, and cultural relevance in the stories. The findings suggest that teachers need to consider various factors when creating visual stories to teach English vocabulary to young learners.

In response to the main disadvantages identified by the participants in the questionnaire, various solutions were determined for each of the three most prominent disadvantages: time consumption, content relevance, and evaluating students' performance. Regarding the disadvantage of time consumption, the participants recommended the use of pre-made resources, time management, collaboration, and student involvement. The use of pre-made resources such as templates was suggested by T1 and T5, while time management was recommended by a participant. Collaboration among teachers was also recommended by T3. Finally, student involvement in the story process was recommended by T4. For the disadvantage of content relevance, the participants

suggested customization of content based on student interests and needs, the use of a variety of sources, collaboration among teachers, and the use of resources designed for language learning. T1 and T4 recommended adapting content to students' interests, which is supported by Tsalgini (2019). This also relates to Brewster et al.'s (2002) statement that the storytelling process involves the modification of sources based on the goals of the lesson and needs of the student. Meanwhile, T1, T2, and T4 suggested using a variety of content sources, which was also suggested by Brewster et al. (2002). Collaboration among teachers was recommended by T3, while T5 suggested the use of resources specifically designed for language learning. These two suggestions are new recommendations that were not discovered in the literature review. Finally, for the disadvantage of evaluating students' performance, the participants recommended the use of assessments, observing engagement, and assessing students' abilities to use target vocabulary in context. T1, T2, and T3 recommended the use of assessments such as quizzes, written or oral assignments, or group activities. T5 suggested observing the students' engagement during the lesson. Finally, T3 and T4 recommended that teachers test students' abilities to use target vocabulary in context by encouraging them to use new words in sentences or retell the stories they learned in class in their own words.

V. CONCLUSION

This study found that visual storytelling was always implemented in general teaching and sometimes for vocabulary teaching. Pictures were always included, but interactive elements were rare. With regard to teachers' perceptions of advantages, it was found that visual storytelling has numerous benefits, including affective, cognitive, teaching, and behavioral/social advantages. Concerning disadvantages, teachers struggled with preparing visual stories that match students' proficiency levels and include relevant content. In response to the disadvantages, interview participants recommended using pre-made resources, time management, collaboration, and student involvement to address time consumption disadvantages. For content relevance, customization of content, using a variety of sources, collaboration, and resources designed for language learning were recommended. To evaluate students' performance, assessments, observing engagement, and assessing students' abilities to use target vocabulary in context were recommended.

The findings led to recommendations for teachers and curriculum developers. Teachers are advised to use authentic materials to make visual stories more engaging

and realistic, promoting students' language skills and motivation. Interactivity can be enhanced through the use of various visual elements and incorporating quizzes, games, and group activities. Customizing story content based on student interests and needs is recommended, along with using assessments to evaluate student performance and progress. Anticipating and addressing potential disadvantages is also crucial for creating an effective learning environment. Furthermore, curriculum developers are advised to plan visual stories in advance and provide teachers with appropriate and effective materials while allowing flexibility for customization. The use of authentic materials should be emphasized, taking into account cultural relevance and appropriateness. Incorporating assessments based on visual stories can help assess student understanding. By implementing these recommendations, curriculum developers can contribute to efficient vocabulary learning through visual storytelling.

The study had some limitations that must be addressed. Firstly, the study's focus on a single primary school limits the generalizability of the findings to other schools. Secondly, the lack of previous studies on this specific topic limits the ability to compare and validate the results. Lastly, the small number of qualitative participants hinders the diversity of solutions provided for the identified problems. To address these limitations, future research can expand the study to include multiple primary schools in Ca Mau to gain a broader understanding of teachers' perceptions. Conducting similar studies at different schools and comparing the data can also provide more comprehensive findings. Additionally, further research should aim to fill the gap in the existing literature by investigating teachers' perceptions of visual storytelling in teaching English vocabulary. Increasing the sample size of qualitative participants can provide a more diverse range of solutions to the identified problems.

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