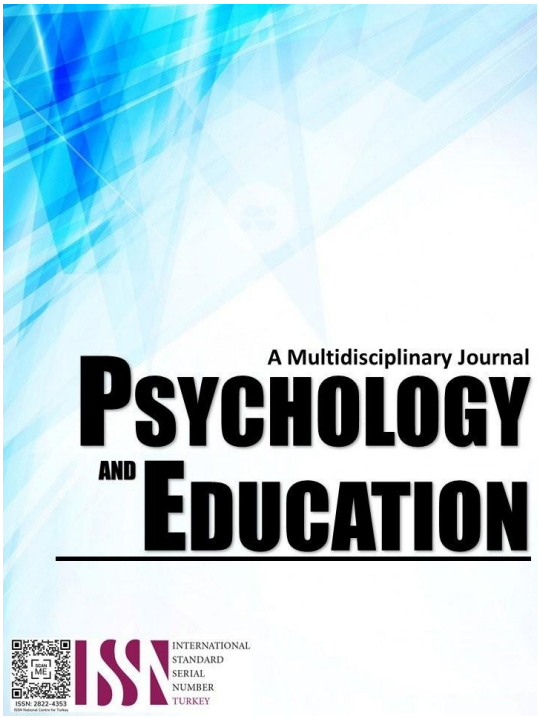
# DEVELOPING GRADE 6 ENGLISH COMPETENCIES THROUGH INTERACTIVE STORYTELLING

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Research Article

# Developing Grade 6 English Competencies through Interactive Storytelling

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## Abstract

This study aimed to explore the effectiveness of interactive storytelling in developing English competencies among Grade 6 learners at Maria Cristina Falls Elementary School, West II District, Division of Iligan City. It addressed gaps in communication skills and language proficiency by integrating interactive storytelling into English instruction. A total of 40 learners were divided into two groups: the experimental group received instruction through interactive storytelling activities, including Pick and Tell, Adverb Mix and Story, Act and Guess the Adverb, Adverb Story Relay, and Change the Adverb, Change the Story, while the control group was taught using traditional methods. Pretest and posttest assessments were administered to both groups using a researcher-made 35-item multiple-choice test focused on adverb usage and other English competencies. The findings revealed that the experimental group showed significantly greater improvement in constructing coherent narratives, applying appropriate language features, and demonstrating confidence in verbal communication compared to the control group. Additionally, the interactive storytelling approach fostered creativity, active participation, and learner engagement. These results suggested that integrating interactive storytelling into English instruction was an effective strategy for developing English competencies among Grade 6 learners.

**Keywords:** *interactive storytelling, English competencies, communication skills, experimental study, grade 6 learners, Maria Cristina Falls Elementary School*

## Introduction

In today's interconnected world, English serves as a vital means of communication across different cultures and nations. As societies become more globalized, the ability to communicate effectively in English becomes increasingly important, particularly for students in the early stages of their education. For Grade 6 learners, developing strong competencies in English is essential for academic success, personal growth, and social development. These years are a critical phase for shaping students' speaking, listening, and expressive abilities, which are foundational for their future academic and personal success.

However, many Grade 6 students struggle with using English confidently and fluently. These challenges are often linked to limited exposure to English outside the classroom, fear of speaking, and insufficient opportunities to practice. In multilingual classrooms where English is a second or foreign language, students often hesitate to participate in oral activities, creating barriers to academic performance and social interaction. These challenges underscore the need for innovative teaching strategies that foster English competencies, particularly in oral communication skills. One promising approach is interactive storytelling, which engages students actively and provides meaningful contexts for language use, fostering both confidence and fluency.

In line with DepEd's initiatives to promote creative literacy and language skills, DepEd Memorandum No. 078, s. 2022 the 4th National Competition on Storybook Writing encourages students and teachers to engage in storytelling as a means of improving language competencies. This initiative aligns with the goals of this study, which seeks to develop Grade 6 learners' English competencies through interactive storytelling. By fostering creativity and engagement in narrative activities, DepEd's emphasis on storytelling as a pedagogical tool underscores its value in enhancing reading, speaking, and writing skills.

At Maria Cristina Falls Elementary School, the Phil-IRI results for Grade 6 learners (N = 122) showed a positive shift in reading competencies following the intervention. The number of learners at the frustration level remained constant at 1 from pretest to posttest, suggesting no improvement for this particular learner. Meanwhile, the number of learners at the instructional level decreased from 51 to 47, indicating that 4 learners advanced to the independent level. Consequently, the number of learners at the independent level increased from 23 to 27. These results demonstrate that the intervention had a positive impact on the reading abilities of some learners, enabling them to transition from guided to independent reading proficiency.

To address challenges in reading comprehension and fluency, the researcher introduced an innovative approach to developing Grade 6 competencies—interactive storytelling. This student-centered strategy encourages learners to actively participate by telling stories, acting them out, and contributing to the narrative. Through storytelling, students practice English in a meaningful and enjoyable way, becoming more confident in speaking while also enhancing their grammar and vocabulary. Additionally, this method fosters collaboration and social interaction, building learners' communication skills through dynamic language activities. The interactive storytelling approach aligns with developing Grade 6 competencies by making language learning more engaging and interactive.

According to Ladines and Martinez (2023), storytelling has been effective in improving vocabulary, grammar, and speaking fluency while fostering creativity and critical thinking. Unlike traditional teaching methods, which often emphasized memorization, interactive storytelling created an environment where students actively participated in their learning. This approach enabled students to practice

authentic communication in a supportive, low-pressure environment.

In the context of multilingual classrooms, such as those in the Philippines, students face additional challenges in learning English due to limited exposure outside the classroom. Santos and Ramos (2021) found that these challenges led to hesitation in speaking, limited vocabulary, and difficulty constructing coherent sentences. Interactive storytelling addressed these challenges by providing students with an authentic, low-pressure opportunity to practice speaking and listening in a creative and meaningful way.

According to Cruz and Bautista (2023), fostering English competencies among learners is crucial in preparing them for the demands of the 21st century. They emphasized that integrating interactive strategies in language instruction not only enhances communication skills but also promotes active participation and collaboration. Interactive storytelling, in particular, serves as an effective tool for engaging students in meaningful language use, allowing them to practice speaking while developing critical thinking and creativity. This approach aligns with the Department of Education's thrust toward innovative, learner-centered teaching practices, as highlighted in DepEd Order No. 21, s. 2019, which underscores the importance of communicative competence in developing lifelong learners.

This study aimed to investigate the effectiveness of interactive storytelling in developing English competencies among Grade 6 learners. The approach involved engaging students in various storytelling activities, including "Pick and Tell," "Adverb Mix and Story," "Act and Guess the Adverb," "Adverb Story Relay," and "Change the Adverb, Change the Story." These activities were designed to make practicing English more enjoyable and interactive, while also giving students the opportunity to work together and develop their language skills. Through storytelling, learners not only practiced speaking but also enhanced their vocabulary, boosted their confidence, and experienced a more dynamic learning environment. The goal was to help students develop essential English competencies that could support their academic progress and personal growth.

This study took place during the second semester of the 2024–2025 school year at Maria Cristina Falls Elementary School in Iligan City, focusing on helping Grade 6 students develop their English competencies through interactive storytelling. The research lasted around three months. During the first month, the students' initial English skills were assessed to understand their starting point. Following that, the intervention phase commenced, lasting two months. During this time, students participated in various interactive storytelling activities designed to enhance their language skills and communication abilities. Once the intervention was completed, assessments were conducted to determine the impact of the activities on their English performance and the level of their engagement with the language.

The researcher, a licensed professional teacher, has a background in teaching English and a passion for integrating creative teaching strategies into the classroom. She is dedicated to helping students develop their English competencies and creating a supportive environment where learners can thrive. With experience in facilitating engaging lessons, a deep understanding of the local context, and a commitment to enhancing communication skills, she is well-equipped to conduct this study. As a resource teacher and literacy coordinator, she has gained valuable insights into her students' needs and challenges, making her well-equipped to assess how interactive storytelling can help improve Grade 6 English competencies.

### Research Objectives

This study aimed to assess the effectiveness of interactive storytelling in developing Grade 6 competencies in English during SY 2024-2025. Specifically, it sought to achieve the following objectives:

1. To assess the pretest and posttest scores of the subjects in the non-interactive group.
2. To assess the pretest and posttest scores of the subjects in the interactive group.
3. To determine the difference between the posttest and pretest scores of the non-interactive group.
4. To determine the difference between the posttest and pretest scores of the interactive group.
5. To determine the difference between the pretest scores of the non-interactive group and the interactive group.
6. To determine the difference between the posttest scores of the non-interactive group and the interactive group.
7. To formulate a Collaborative Expertise plan for integrating interactive storytelling to develop Grade 6 English competencies, particularly in language performance and communication skills.

## Methodology

### Research Design

This study used an experimental research design to investigate the effectiveness of interactive storytelling in developing Grade 6 English competencies. The experimental design was chosen because it allowed for establishing a cause-and-effect relationship between the teaching method (interactive storytelling) and the learners' performance. By carefully controlling and comparing the teaching methods, the study aimed to determine the impact of interactive storytelling on the learners' competency development.

The study involved two groups of Grade 6 learners: the interactive group and the non-interactive group. Both groups consisted of a diverse mix of learners, including those with below-average, average, and above-average achievement levels. This diversity helped ensure that the findings could be applied to learners with varying English competency levels.

To reduce biases and increase validity, the study randomly assigned learners to one of the two groups. This random assignment helped eliminate selection bias, making the findings more credible. Ensuring that both groups were comparable from the start allowed for a more accurate assessment of the intervention's effects.

The interactive group participated in lessons that incorporated interactive storytelling techniques specifically designed to develop Grade 6 English competencies. These activities, such as Pick and Tell, Adverb Mix and Story, Act and Guess the Adverb, Adverb Story Relay, and Change the Adverb, Change the Story, encouraged students to engage, think critically, and collaborate actively. Meanwhile, the non-interactive group followed a conventional, teacher-centered approach that focused on direct instruction without interactive elements.

To evaluate the effectiveness of the intervention, the study utilized a teacher-made test as the primary data collection tool. The test, which was validated by experts, aligned with the Most Essential Learning Competencies (MELC) for Grade 6 English to ensure it accurately reflected the curriculum. Both groups took a pretest and a posttest to measure their English competencies before and after the intervention. Comparing these results helped identify whether interactive storytelling significantly influenced learners' English competencies.

The study used statistical analysis, particularly the t-test, to compare the mean scores of the interactive and non-interactive groups. This analysis aimed to determine whether there was a statistically significant difference in performance between the groups, thereby demonstrating whether the interactive storytelling method was effective in developing Grade 6 English competencies.

**Respondents**

The subjects of this study were forty (40) Grade 6 learners from two sections at Maria Cristina Falls Elementary School during the 2024-2025 school year. These subjects represented 32.36% of the total number of Grade 6 pupils enrolled for that school year. The subjects were selected using purposive sampling, a technique that involves deliberately choosing individuals who meet specific criteria relevant to the study's objectives. In this case, the subjects were chosen to ensure they were representative of the varying English competencies within the population.

The two sections involved in the study consisted of thirty-five (35) and forty-two (42) pupils, respectively. From each section, twenty (20) pupils were selected as subjects. The selection process involved pairing the learners based on their Academic Performance in English during the Third Grading Period. This process ensured that both the interactive and non-interactive groups were comparable regarding their English proficiency levels.

After pairing the learners, the Toss-Coin Technique was used to randomly assign each section to either the interactive group or the non-interactive group. This random assignment was necessary to minimize potential biases and maintain the study's internal validity.

**Procedure**

The data-gathering process followed a structured approach to accurately evaluate the impact of interactive storytelling on the English competencies of Grade 6 learners, with a particular focus on their use of adverbs. The primary tool used in this study was a pretest-posttest achievement test, which was carefully crafted to align with the Most Essential Learning Competencies (MELC) for Grade 6 English. The test was specifically designed to measure learners' ability to recognize, use, and correctly apply adverbs in sentences, with a focus on improving fluency, clarity, and precision in both speaking and writing.

To establish a baseline for learners' competencies in using adverbs, a pretest was conducted before the experimental activities. This 35-item assessment was developed to gauge the existing adverbial skills of both the interactive and non-interactive groups. The researcher personally administered the pretest to ensure consistency and uniformity in data collection. The results of the pretest served as a reference point for assessing the learners' progress after the intervention.

During the experimental phase, the interactive group participated in a series of storytelling activities explicitly designed to develop their adverb usage skills. These activities encouraged learners to actively incorporate adverbs into storytelling, retelling, and interactive speaking tasks. One of the key activities was Pick & Tell, where learners selected a topic from a set of prompts and spontaneously created a story, consciously using adverbs to enhance their narrative. This activity helped improve fluency and expand adverbial vocabulary. Another activity, Adverb Mix & Match Story, involved learners working collaboratively to combine adverbs with fragmented story elements, creating meaningful and coherent narratives. This exercise demonstrated how adverbs influenced the flow and meaning of stories. In the Act & Guess the Adverb activity, learners performed actions that represented specific adverbs while their classmates guessed the adverb being portrayed, fostering expressive skills and encouraging critical thinking about adverb usage. Additionally, the Adverb Story Relay involved learners taking turns adding sentences to a shared story, ensuring the accurate use of adverbs in each sentence, promoting teamwork, and reinforcing the correct integration of adverbs in sentence construction.

The "Change the Adverb, Change the Story" activity allowed learners to experiment by replacing adverbs within a story to observe how changes affected the story's tone and meaning, thereby fostering critical thinking and enhancing their understanding of how adverbs shape language.

Meanwhile, the non-interactive group followed a more conventional, teacher-centered approach that focused on direct instruction and

structured exercises without incorporating storytelling techniques. After completing the intervention, both groups took a posttest that was identical to the pretest. The purpose of the posttest was to measure any changes or improvements in learners' English competencies, specifically focusing on the use of adverbs. To maintain consistency, the same scoring rubric from the pretest was applied during the posttest evaluation. Comparing the pretest and posttest results helped determine the effectiveness of the interactive storytelling approach.

Before starting the data collection process, the researcher wrote a formal letter to the Division of Iligan City Superintendent to seek permission to conduct the study. This ensured that the research was authorized and compliant with institutional protocols. The researcher remained actively involved in both the pretest and posttest administration to maintain uniformity. To ensure the accuracy of the research instrument, content experts validated the test, confirming its alignment with MELC standards and its effectiveness in assessing adverbial competencies.

Throughout the data collection process, the researcher adhered strictly to the ethical guidelines, including the Data Privacy Act of 2012. Learners and their parents were thoroughly informed of the study's objectives, and written consent was obtained to guarantee voluntary participation. Confidentiality was rigorously maintained, and all data were securely handled. By methodically planning and executing each stage of data collection, the study maintained high standards of reliability and validity. This comprehensive approach enabled a thorough analysis of how interactive storytelling influenced Grade 6 learners' ability to use adverbs effectively.

**Data Analysis**

The data collected from the pretest and posttest assessments were systematically organized and analyzed to provide meaningful insights into the effects of interactive storytelling on the English competencies of Grade 6 learners, particularly their use of adverbs. To ensure accurate interpretation, the following statistical methods were applied in accordance with the research objectives. For Objective 1, frequency counts and percentages were used to determine the pretest and posttest scores of the subjects in the non-interactive group. For Objective 2, frequency count and percentage were used to determine the pretest and posttest scores of the subjects in the interactive group. For Objective 3, the Wilcoxon Signed-Rank Test was used to determine the difference between the posttest and pretest scores of the non-interactive group. For Objective 4, the Wilcoxon Signed-Rank Test was used to determine the difference between the posttest and pretest scores of the interactive group. For Objectives 5 and 6, the Mann-Whitney U Test was used to determine differences between the pretest and posttest scores within the non-interactive and the interactive group.

**Ethical Considerations**

To ensure the protection of subjects, their personal information was kept strictly confidential, and their voluntary participation was secured through informed consent. Subjects were thoroughly informed about the study's purpose, procedures, potential risks, and benefits before consenting.

The researcher sought and obtained ethical approval from the authorized committee before conducting the study. Furthermore, subjects were assured of their right to withdraw from the study at any stage without any consequences. The data collected was used solely for research purposes and stored securely to prevent unauthorized access.

Additionally, the study adhered to the principles of beneficence, non-maleficence, and respect for subjects' autonomy. The research was conducted with integrity, and all findings were reported accurately and honestly.

## Results and Discussion

This section presents the data collected to address the research questions of the study. It provides a detailed analysis and interpretation of the results gathered from both the interactive storytelling and non-interactive teaching groups.

***Pretest and Posttest Scores of the Subjects in the Non-Interactive Group***

Table 1. *Pretest and Posttest Scores of the Non-Interactive Group*

| *Score Range* | *Pretest* | | *Posttest* | | *Description* |
|---|---|---|---|---|---|
| | *F* | *%* | *F* | *%* | |
| 1 – 7 | 0 | 0 | 0 | 0 | Poor |
| 8 – 14 | 1 | 5.0 | 0 | 0 | Below Average |
| 15 – 21 | 7 | 35.0 | 5 | 25.0 | Average |
| 22 – 28 | 10 | 50.0 | 9 | 45.0 | Above Average |
| 29 - 35 | 2 | 10.0 | 6 | 30.0 | Excellent |
| Total | 20 | 100.0 | 20 | 100.0 | |

Table 1 presents the pretest and posttest scores of the control group. In the pretest, the majority of students (50.0%) scored within the 22–28 range, classified as "Above Average." The lowest frequency count was observed in the 8–14 range, with only 1 student (5.0%) falling into the "Below Average" category. Notably, no students scored in the "Poor" category (1–7 range).

In the posttest, a noticeable improvement was observed in the number of students achieving higher scores. The "Excellent" category

(29–35 range) increased from 2 students (10.0%) in the pretest to 6 students (30.0%) in the posttest. Conversely, the "Average" category (15–21 range) decreased from 7 students (35.0%) to 5 students (25.0%). The "Above Average" category remained relatively stable, with a slight decrease from 10 students (50.0%) to 9 students (45.0%).

These results suggest a positive trend in the English competencies of the non-interactive group, even without the use of interactive storytelling. This improvement may be attributed to the effectiveness of traditional teaching methods combined with the learners' natural academic growth over time. However, the modest increase in higher scores implies that while non-interactive methods contribute to progress, they might have limitations in fully enhancing students' mastery of adverbs and related language skills.

Several studies conducted in the Philippines have reported findings consistent with the baseline English language skills observed among Grade 6 learners in this study. Buguina-Iquin (2019), in research conducted at St. Theresa's College, found that students demonstrated basic vocabulary and grammar knowledge but struggled to apply these skills effectively in writing and sentence construction, resulting in an average proficiency level.

Similarly, Aquino and Caag (2019) observed that learners initially performed at an average level in English grammar and usage but showed notable improvement when interactive and learner-centered teaching strategies were employed. These findings align with the results of this study, suggesting that while traditional methods produce some progress, interactive approaches, such as storytelling, can better develop learners' understanding and use of language elements, including adverbs.

As investigated by Dalman (2022), the written composition abilities of Grade 6 pupils were noted, and although they were able to organize ideas, common grammatical and spelling issues persisted—supporting the notion of average communication skills among learners. Similarly, Torio (2019) emphasized the value of interactive methods, reporting notable improvement in learners' oral proficiency following the application of such strategies.

In the posttest, the results aligned with several recent studies reporting strong communication performance among Grade 6 students. Dalisay and Biray (2022) observed writing performance ranging from "Very Satisfactory" to "Outstanding" in terms of coherence, sentence structure, and idea development. Aquino and Caag (2019) likewise found a marked increase in oral proficiency following interactive instruction.

While many of these studies emphasized the efficacy of interactive methods, it is worth noting that traditional teaching strategies may still be effective in certain educational settings. Their success often depends on contextual factors such as class size, instructional time, teacher training, and student motivation. Hence, while interactive storytelling holds potential, further investigation is needed to determine its scalability and adaptability across varied classroom environments.

***Pretest and Posttest Scores of the Subjects in the Interactive Group***

Table 2. *Pretest and Posttest Scores of the Interactive Group*

| *Score Range* | *Pretest* | | *Posttest* | | *Description* |
|---|---|---|---|---|---|
| | *F* | *%* | *F* | *%* | |
| 1 – 7 | 0 | 0 | 0 | 0 | Poor |
| 8 – 14 | 1 | 5.0 | 0 | 0 | Below Average |
| 15 – 21 | 3 | 15.0 | 2 | 10.0 | Average |
| 22 – 28 | 7 | 35.0 | 9 | 45.0 | Above Average |
| 29 - 35 | 9 | 45.0 | 9 | 45.0 | Excellent |
| Total | 20 | 100.0 | 20 | 100.0 | |

Table 2 presents the pretest and posttest scores of the subjects in the interactive group. As shown, the "Excellent" category (29–35) consistently had the highest frequency in both the pretest and posttest, with 9 students (45.0%) scoring in this range in both assessments. Notably, there were no participants in the "Poor" category (1–7) during both the pretest and posttest, which suggests that none of the participants performed at the lowest level. The "Average" category (15–21) demonstrated a slight decrease in the number of participants, from 3 students (15.0%) in the pretest to 2 students (10.0%) in the posttest, indicating minimal changes in this group. On the other hand, the "Above Average" category (22–28) showed an increase, from 7 students (35.0%) in the pretest to 9 students (45.0%) in the posttest, highlighting an improvement in students' performance after the intervention. Overall, the distribution of scores indicates that the majority of students performed well, with substantial representation in the higher categories of "Above Average" and "Excellent."

The results indicate that the intervention was effective in sustaining high levels of student performance, particularly within the "Excellent" category, where the number of students remained stable. The observed increase in the "Above Average" category suggests that the interactive storytelling approach likely contributed to improving students' mastery of adverbs and their overall English language skills. The steady performance in the "Excellent" category may imply that some learners were already proficient in applying adverbs correctly and continued to demonstrate strong competency after the intervention. Meanwhile, the slight decline in the "Average" category could indicate that the intervention had a greater impact on students who were closer to achieving higher proficiency, whereas those with average skills showed less noticeable improvement.

These findings suggested that the interactive storytelling intervention positively contributed to the development of English language skills among the learners, particularly in their understanding and use of adverbs. Similar results have been reported in several recent studies conducted in the Philippines. For example, Torio (2020) found that interactive teaching methods, including storytelling, significantly enhanced language proficiency among Grade 6 students. The Project RISE initiative (2023) also demonstrated that interactive storytelling effectively improved reading comprehension and vocabulary skills in fifth- and sixth-grade learners in a public school setting.

Another local study by Jaca (2021) revealed that storytelling activities during online classes helped learners strengthen their writing and expressive skills despite the challenges of remote learning. International research supports these findings as well. Elenein (2019) showed that digital storytelling enhanced vocabulary acquisition, sentence construction, and overall language usage among Grade 5 learners. Similarly, Gurung and Chinokul (2022) observed notable improvements in grammar and vocabulary development among younger students through storytelling. Together, these studies confirm that interactive storytelling is a powerful instructional strategy for enhancing various aspects of learners' English language competencies.

Integrating interactive storytelling into reading and speaking lessons proves to be a valuable method for promoting literacy and learner engagement in the classroom. It fosters not only better reading comprehension and fluency but also builds confidence in oral communication—an essential skill in academic and real-world contexts. As reflected in the consistent and improving performance of learners in the higher score ranges, such approaches offer promising avenues for addressing language skill development, especially among young learners. Continued application and adaptation of storytelling-based strategies in various learning environments could further support struggling readers and enrich the learning experience for all students.

***Difference Between the Posttest and Pretest Scores of the Non-Interactive Groups***

Table 3. *Difference[1]: Posttest and Pretest Scores of the Non-Interactive Group*

| | *Static* | *df* | *Mean Difference* | *SE Difference* | *p-value* | *Remarks* |
|---|---|---|---|---|---|---|
| Posttest<br>Pretest | 172 | | 3.0 | 0.683 | 0.002 | Significant |

*Note: 1 – Wilcoxon Signed-Rank Test; ns – p > 0.05; * – p < 0.05; ** – p < 0.01; *** – p < 0.001.*

Table 3 presents the difference between the posttest and pretest scores of the non-interactive group. The data revealed a highly significant difference between the posttest and pretest scores of the control group. Thus, the null hypothesis, which states that there is no significant difference between the posttest and pretest scores of the control group, was rejected.

This significant difference suggests that, despite the control group not receiving the primary intervention, factors such as natural maturation, increased familiarity with the test material, or other external influences may have contributed to the observed improvement in scores. Such findings underscore the importance of considering these variables when interpreting the results of pretest-posttest designs.

Supporting this interpretation, a study by Dehghan Nayeri et al. (2024) highlights the prevalence of significant pretest-posttest score differences in control groups, emphasizing the need to account for various influencing factors beyond the intended intervention.

Therefore, while the significant difference in the control group's scores is noteworthy, it is essential to consider these external factors when drawing conclusions about the efficacy of the intervention. Future research should aim to control for such variables to accurately assess the impact of specific interventions.

***Difference Between the Posttest and Pretest Scores of the Interactive Group***

Table 4. *Difference[2] Posttest and Pretest Scores of the Interactive Group*

| | *Static* | *df* | *Mean Difference* | *SE Difference* | *p-value* | *Remarks* |
|---|---|---|---|---|---|---|
| Posttest<br>Pretest | 131 | | 3.0 | 0.708 | 0.010 | Significant |

*Note: 1 – Wilcoxon Signed-Rank Test; ns – p > 0.05; * – p < 0.05; ** – p < 0.01; *** – p < 0.001.*

Table 4 shows the difference between the posttest and pretest scores of the respondents in the interactive group. The data revealed a highly significant difference between the posttest and pretest scores of the subjects. Thus, the null hypothesis, which states that there is no significant difference between the posttest and pretest scores of the respondents, was rejected.

The observed improvement in students' speaking competence was particularly significant in the context of using interactive storytelling as a pedagogical tool. Interactive storytelling has been shown to engage students more actively, making the learning process more dynamic and participatory, which can lead to enhanced cognitive and emotional engagement. This aligns with recent empirical findings that highlight the benefits of interactive storytelling in promoting communication and language development.

For instance, Lenhart, Smith, and Duggan (2020) demonstrated that Interactive Elaborative Storytelling (IES) significantly enhanced students' vocabulary development and oral language proficiency in early education settings. Similarly, Jaca (2021) found that students who engaged in interactive storytelling in online learning environments during the COVID-19 pandemic exhibited improvements in fluency, grammar, and vocabulary usage. Their study highlighted that storytelling encouraged learners to become more expressive,

creative, and articulate in oral communication tasks. Furthermore, Barua (2023) revealed that AI-driven interactive storytelling enhanced language acquisition by fostering deeper learner engagement, collaborative interaction, and reflective thinking in higher education students.

The study's findings corroborated these previous results, suggesting that interactive storytelling can facilitate deeper learning and enhance students' ability to express themselves effectively. These results are also consistent with Vygotsky's Social Development Theory, which posits that learning is a socially mediated process. The social and collaborative elements of storytelling provide opportunities for learners to engage in meaningful discourse, co-construct knowledge, and internalize language skills more effectively.

Thus, the significant difference in the pretest and posttest scores strongly suggests that the interactive storytelling intervention had a positive and meaningful impact on the students' learning outcomes, particularly in their ability to express themselves through speech and language.

The findings of this study provide valuable implications for educational practices. The significant improvements observed among the participants highlight the effectiveness of interactive storytelling as a teaching strategy for enhancing English language competencies, particularly in areas such as vocabulary, sentence construction, and language comprehension. Based on these positive results, it is recommended that educators integrate interactive storytelling into their instructional approaches to support learners in developing stronger language skills, especially in the use and understanding of adverbs and other grammatical elements. Incorporating such interactive methods can help make language learning more engaging and meaningful, ultimately improving students' overall proficiency and confidence in English.

***Difference Between the Pretest Scores of the Non-Interactive and the Interactive Group***

Table 5. *Difference[3] Pretest Scores of the Non-Interactive and Interactive Groups*

| | *Static* | *df* | *Mean Difference* | *SE Difference* | *p-value* | *Remarks* |
|---|---|---|---|---|---|---|
| Posttest<br>Pretest | 125 | | 4.00 | -0.377 | 0.042 | Significant |

*Note: 4 – Mann-Whitney U Test; ns – p > 0.05; * – p < 0.05; ** – p < 0.01; *** – p < 0.001.*

Table 5 presents the difference between the pretest scores of the non-interactive and interactive groups. The data revealed a significant difference between pretest scores of the non-interactive and interactive groups. Thus, the null hypothesis, which states that there is no significant difference between the pretest scores of the non-interactive and interactive groups, was rejected.

The significant difference in pretest scores indicates that the two groups possessed different levels of prior knowledge and language proficiency, particularly in their understanding and use of adverbs. This variation is important as it affects how each group responded to the intervention. Recognizing these initial differences underscores the necessity of considering learners' baseline competencies when evaluating the effectiveness of instructional methods, ensuring that improvements are accurately attributed to the teaching approach rather than pre-existing skill levels.

In terms of pedagogical implications, recent research highlights the effectiveness of interactive storytelling in enhancing various language skills. Chaisriya et al. (2023) investigated the use of interactive storytelling combined with metacognitive strategies to improve students' abilities in listening, reading, writing, and oral expression. Their findings revealed that incorporating interactive storytelling into lessons resulted in significant improvements in learners' language proficiency, particularly in vocabulary development and sentence construction. This supports the idea that interactive storytelling, by fostering active engagement and reflective thinking, can be a valuable method for developing language competencies such as fluency, clarity, and the accurate use of adverbs.

Similarly, Petousi et al. (2022) conducted a study on the impact of storytelling on young learners' speaking skills using a pretest-posttest design. The results showed significant improvements in learners' speaking proficiency, including enhanced fluency, vocabulary, grammar, and pronunciation. The study highlighted the immersive and engaging nature of storytelling as an effective pedagogical approach for boosting students' speaking abilities. With a very large effect size (Cohen's d = 1.69), the findings of Petousi et al. (2022) further validate storytelling as a powerful tool in enhancing communication skills.

Interactive storytelling has been recognized as an effective approach to engage students and enhance their language abilities. A recent study examined how interactive storytelling activities can enhance learners' motivation, critical thinking, and language skills, including speaking and writing. Although some learners faced difficulties with complex topics and language use, the study found that the overall experience increased learner engagement and fostered a more learner-centered teaching environment. These findings underscore the importance of interactive storytelling in fostering active participation and cultivating essential language competencies, despite occasional challenges related to language complexity (Barua, 2023).

The findings of the current study align with previous research, indicating that interactive storytelling has a significant contribution to the improvement of students' language skills. The collaborative and engaging nature of storytelling allows learners to better internalize language structures, enhance their ability to express ideas clearly, and participate meaningfully in both individual and group activities.

The significant improvement in pretest and posttest scores within the interactive storytelling group suggests that the intervention effectively enhanced students' mastery and use of adverbs. This indicates that interactive storytelling helped learners better understand

the function and application of adverbs in sentences, improving their overall language accuracy and expression. These results support the use of interactive storytelling as an effective instructional strategy for strengthening students' grammatical skills, particularly in the correct use of adverbs.

***Difference Between the Posttest Scores of the Non-Interactive Group and the Interactive Group***

Table 6. *Difference[4] Posttest Scores of the Non-Interactive and Interactive Groups*

| | *Static* | *df* | *Mean Difference* | *SE Difference* | *p-value* | *Remarks* |
|---|---|---|---|---|---|---|
| Posttest<br>Pretest | 128 | | 3.00 | -0.373 | 0.047 | Significant |

*Note: 4 – Mann-Whitney U Test; ns – p > 0.05; * – p < 0.05; ** – p < 0.01; *** – p < 0.001.*

Table 6 presents the difference between the posttest scores of the non-interactive and interactive groups. The data revealed a significant difference between posttest scores of the non-interactive and interactive groups. Thus, the null hypothesis, which states that there is no significant difference between the posttest scores of the non-interactive and interactive group, was rejected.

The observed improvement in the posttest scores of the interactive storytelling group supports the idea that interactive storytelling is an effective teaching strategy. By actively involving students in creating and manipulating stories, this approach promotes deeper cognitive engagement and critical thinking, which are essential for mastering language skills such as the correct use of adverbs. This participatory learning experience encourages learners to understand and apply adverbs more accurately in their writing and speech, contributing to overall language development.

Several studies have highlighted the effectiveness of interactive storytelling in enhancing learners' language skills. For instance, Elenein (2019) found that interactive storytelling techniques significantly improved students' ability to use language effectively, fostering deeper engagement and a better understanding of grammar and vocabulary. This finding is particularly important as it demonstrates how storytelling, when integrated into educational practices, provides a multi-dimensional approach to developing language proficiency and communication competence.

Furthermore, the findings are consistent with the broader theoretical understanding of social interaction in learning. According to Vygotsky's Social Development Theory, the collaborative and interactive nature of storytelling can foster cognitive growth, particularly in the realm of language acquisition and communication. By participating in interactive storytelling activities, students not only practice their speaking skills but also engage in a social context that promotes reflective thinking and emotional engagement. This provides a deeper, more comprehensive learning experience, which could explain the significant improvements seen in the current study.

Given the success of this intervention, it is evident that incorporating interactive storytelling into the curriculum can be a valuable strategy for enhancing students' overall language skills, particularly their understanding and use of adverbs. Future research could explore how this method can be further refined or adapted to different educational settings, possibly by examining its impact over longer periods or applying it to various subjects beyond language learning.

## Conclusions

This study aimed to develop the English competencies of Grade 6 learners at Maria Cristina Falls Elementary School through interactive storytelling, with a primary focus on improving their ability to use adverbs. The research employed an experimental design, comparing the outcomes of the interactive storytelling group with those of a non-interactive, traditional teaching group.

The findings revealed that the interactive storytelling approach led to a significant improvement in learners' ability to recognize and use adverbs correctly. The experimental group demonstrated a marked increase in their posttest scores compared to their pretest results, indicating that the interactive methods were effective in enhancing their understanding and application of adverbs. In contrast, while the non-interactive group also showed some improvement, their progress was less substantial.

The statistical analysis showed a significant difference between the pretest and posttest scores within the interactive group, suggesting that the storytelling activities—such as Pick & Tell, Adverb Mix & Match Story, Act & Guess the Adverb, Adverb Story Relay, and Change the Adverb, Change the Story—were particularly effective in fostering adverb competency. Moreover, when comparing the posttest scores between the two groups, the experimental group significantly outperformed the non-interactive group, reinforcing the positive impact of interactive storytelling on learners' language skills.

These findings underscore the value of interactive storytelling as an innovative and effective teaching strategy, particularly in promoting the correct use of adverbs among Grade 6 learners. The study's results suggested that incorporating interactive storytelling into classroom practices could be beneficial for language development. Future research may explore the use of interactive storytelling in other linguistic areas or among learners at different grade levels to further validate its efficacy.

Based on the findings of this study, several recommendations can be made to further enhance communication skills through interactive storytelling and ensure its effective integration into the curriculum.

Grade 6 learners can greatly benefit from the continued use of interactive storytelling as a tool for enhancing their English skills,

particularly in accurately and creatively using adverbs. To support this, it is recommended that storytelling activities such as Pick & Tell, Adverb Mix & Match Story, Act & Guess the Adverb, Adverb Story Relay, and Change the Adverb, Change the Story be regularly incorporated into English lessons. These activities not only make learning more enjoyable but also help learners gain confidence in using adverbs within various contexts. Encouraging active participation in these exercises can foster a deeper understanding and more consistent use of adverbs.

Teachers and Educators are encouraged to adopt interactive storytelling techniques as a part of their teaching practices to enhance learners' English competencies. Incorporating storytelling into lessons can make language learning more engaging and practical, particularly when teaching adverbs. To support teachers in this endeavor, it would be beneficial for schools to offer professional development sessions that focus on the effective use of interactive storytelling in the classroom. Training workshops and collaborative planning sessions can equip educators with the skills needed to apply these methods effectively, thus enriching the overall teaching and learning process.

For curriculum developers, the results of this study highlight the value of integrating interactive storytelling into the English curriculum, particularly when teaching grammar topics such as adverbs. To enhance the curriculum, it is recommended that storytelling strategies be systematically included in lesson plans, allowing for structured yet flexible applications in the classroom. By embedding storytelling activities into daily lessons, learners will have more opportunities to practice their English skills in meaningful, real-world contexts. Developing modules that outline practical storytelling techniques and provide sample activities can help teachers deliver these lessons effectively.

Administrators play a vital role in supporting innovative teaching practices. To capitalize on the positive results demonstrated in this study, it is recommended that administrators actively promote the use of interactive storytelling in English classes. This can be achieved by endorsing training programs that focus on this method and encouraging teachers to share successful practices through professional learning communities. Additionally, providing resources and support for interactive storytelling activities can further encourage teachers to consistently implement this strategy.

For future researchers, the findings of this study provide opportunities for further investigation into the effectiveness of interactive storytelling in teaching English. Future studies could investigate the long-term effects of this method on learners' grammar skills, with a particular focus on how sustained storytelling practices impact language proficiency. Researchers might also explore the application of interactive storytelling in different educational settings or age groups to determine its broader applicability. Investigating the combination of storytelling with other creative teaching strategies could also provide valuable insights for educational practice.

Lastly, the findings of this study should be shared with other schools in the region, allowing them to adopt and adapt the methodology to suit their teaching contexts. School leaders and policymakers should consider advocating for the inclusion of interactive storytelling as part of national educational frameworks to enhance communication skills in young learners.

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