

Pedagogical Approaches in Oral Narratives: A Descriptive Study of Storytelling Strategies Used To Support Grade 2 Reading Comprehension

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ABSTRACT

This study examined the pedagogical approaches in oral narratives by describing the storytelling strategies used by Grade 2 teachers to support reading comprehension. A descriptive-quantitative research design was employed involving 36 Grade 2 teachers from a selected elementary school. Data were collected using a validated modified questionnaire and analyzed through frequency, percentage, and weighted mean. Findings revealed that teachers consistently utilized expressive storytelling, interactive questioning, visual instructional materials, vocabulary explanation, and comprehension questioning to enhance learners' understanding. However, strategies requiring student-generated responses, such as story retelling and summarization, were implemented less frequently. The study concludes that storytelling is an effective instructional approach for supporting Grade 2 reading comprehension and recommends strengthening learner-centered storytelling activities to promote higher-order comprehension skills.

INTRODUCTION

Reading comprehension is widely recognized as a fundamental literacy skill that influences learners' academic achievement across disciplines. In the primary grades, particularly in Grade 2, learners begin transitioning from learning to read toward reading to learn. This shift requires the development of higher-order comprehension skills such as identifying main ideas, sequencing events, predicting outcomes, and making inferences. However, many young learners experience difficulties in understanding texts despite being able to decode words accurately (Snow, 2002).

Oral language development plays a critical role in supporting reading comprehension. According to the Simple View of Reading, reading comprehension is the product of decoding and linguistic comprehension (Gough & Tunmer, 1986). While phonics instruction strengthens decoding skills, learners must also develop strong oral language abilities to fully understand texts. Listening comprehension, vocabulary knowledge, and narrative understanding form the foundation upon which reading comprehension is built.

Storytelling, as a form of oral narrative, has long been used as a pedagogical tool in early childhood and primary education. It promotes active engagement, enriches vocabulary, and enhances learners' understanding of story structure. Vygotsky's (1978) sociocultural theory emphasizes that learning occurs through social interaction, with language serving as a primary mediating tool in cognitive development. Through storytelling sessions, teachers provide scaffolding that supports learners within their Zone of Proximal Development (ZPD).

Empirical studies support the instructional value of storytelling. Isbell et al. (2004) found that children exposed to storytelling demonstrated stronger narrative comprehension and vocabulary growth compared to those who were only read to. Similarly, Collins (1999) reported that storytelling improves listening skills and supports comprehension by encouraging imagination and active meaning-making. These findings suggest that structured oral narrative strategies can contribute significantly to literacy development.

Despite the documented benefits of storytelling, classroom instruction in the early grades often prioritizes decoding and workbook-based reading tasks. In many contexts, storytelling is used informally without clear pedagogical structure or intentional integration into reading comprehension lessons. As a result, the potential of oral narratives to enhance comprehension may not be maximized.

Furthermore, while previous studies have examined storytelling in preschool and kindergarten settings, fewer descriptive studies have focused specifically on Grade 2 classrooms. There is limited documentation of the actual storytelling strategies teachers use and how these strategies support specific comprehension skills at this developmental stage. This lack of descriptive evidence represents a research gap that warrants further investigation.

Therefore, this study aims to describe the pedagogical approaches in oral narratives and identify the storytelling strategies used by Grade 2 teachers to support reading comprehension. By documenting these instructional practices,

the study seeks to contribute to improved literacy instruction and provide insights for educators and curriculum planners.

LITERATURE REVIEW

Reading comprehension is a fundamental literacy skill that enables learners to construct meaning from texts by connecting written information with prior knowledge (Snow, 2002). In the primary grades, oral language skills such as listening and speaking significantly influence comprehension development. Oral narratives and storytelling provide meaningful language experiences that strengthen vocabulary, narrative awareness, and listening comprehension, making them effective pedagogical tools for improving reading comprehension (Gough & Tunmer, 1986; Bruner, 1991).

Storytelling has been recognized as an effective instructional strategy because it promotes imagination, emotional engagement, and meaningful learning experiences (Egan, 1986). Through expressive delivery, including voice modulation, gestures, and facial expressions, teachers make stories more engaging and easier to understand, thereby enhancing learners' comprehension (Trelease, 2013). Storytelling also exposes learners to rich vocabulary in meaningful contexts, helping them acquire new words and strengthen the linguistic foundation necessary for reading comprehension (Beck et al., 2013).

Listening comprehension serves as an important bridge to reading comprehension, as learners develop their understanding of story elements such as characters, setting, problem, and resolution through oral narratives (Chall, 1983). Interactive storytelling further enhances comprehension by encouraging learners to answer questions, predict outcomes, and share interpretations, supporting learning through social interaction and collaborative dialogue (Vygotsky, 1978). Likewise, visual supports such as pictures, illustrations, and storyboards improve learners' understanding by helping them organize and connect ideas (Mayer, 2009).

Story retelling reinforces comprehension by allowing learners to recall events, organize ideas, and demonstrate understanding of narrative structures (Morrow, 2005). Storytelling also motivates learners to read by encouraging personal connections with stories, making reading more enjoyable and meaningful (Rosenblatt, 1995). Early exposure to storytelling contributes to vocabulary growth, narrative competence, and later reading achievement, highlighting its importance in early literacy instruction (Dickinson & Tabors, 2001).

Research further shows that oral storytelling helps learners recognize story structures, develop interpretive thinking, and strengthen comprehension by organizing experiences into meaningful narratives (Fisher, 1984; Tversky, 2004). Storytelling also promotes imagination, creativity, critical thinking, and collaborative learning through classroom discussions and guided questioning (Winner, 1982; Bruner, 1996; Pressley, 2006). Culturally relevant storytelling increases learner engagement while validating students' identities and literacy experiences (Street, 2003).

Moreover, storytelling improves memory and retention because information presented in narrative form is easier to recall (Schank, 1995). It

develops narrative competence, enabling learners to understand and produce coherent stories that support reading comprehension (Snow, 2002). Teachers' use of expressive nonverbal communication, including gestures and facial expressions, further enhances learners' understanding of oral narratives (Mehrabian, 1972). Overall, previous studies consistently conclude that storytelling is an essential pedagogical approach that strengthens vocabulary, listening, comprehension, motivation, and literacy development among Grade 2 learners (Collins, 1999; Isbell et al., 2004).

METHODOLOGY

This study employed a descriptive-quantitative research design to determine the storytelling strategies used by Grade 2 teachers during oral narrative sessions and their contribution to enhancing pupils' reading comprehension. The study was conducted in a selected elementary school offering Grade 2 classes during the current academic year. The respondents consisted of selected Grade 2 teachers who implement storytelling strategies in reading instruction and Grade 2 pupils who are the recipients of these instructional approaches. Data were gathered using a modified questionnaire adapted from the works of Abulude (2009), Cheung (2009), and Johnson and Johnson (1983), as cited by Gul Nazir Khan and Arshad Ali (2012). Prior to its administration, the instrument underwent pilot testing among teachers from another school to establish its validity and reliability, after which the necessary revisions were incorporated.

Before data collection, the researcher secured permission from the school principal and explained the purpose of the study and the questionnaire to the respondents. The accomplished questionnaires were personally retrieved, ensuring a 100% retrieval rate. The collected data were organized, tabulated, analyzed, and interpreted using appropriate descriptive statistical tools. Frequency count and percentage were used to describe the profile of the respondents, while weighted mean was utilized to determine the extent of storytelling strategies implemented, teachers' integration of oral narratives into reading comprehension instruction, the reading comprehension skills supported through storytelling, and the challenges encountered by teachers. The results served as the basis for describing current storytelling practices and their role in improving the reading comprehension of Grade 2 learners.

RESULTS

This chapter presents, analyzes and interprets the data gathered from questionnaires, interviews and documentary analysis in connection with the objectives of the study titled *Pedagogical Approaches In Oral Narratives: A Descriptive Study Of Storytelling Strategies Used To Support Grade 2 Reading Comprehension*.

The presentation is composed of two parts which is the profile of the respondents and information proper.

For clearer understanding, the data were presented in table forms and were treated comprehensively.

Profile of the Respondents

Table 1
Distribution of the Respondents by Age

Particulars (Age Groups)	Frequency (f)	Percentage (%)
21-25	5	13.89
26-30	8	22.22
31-35	9	25.00
36-40	6	16.67
41-45	4	11.11
46-50	3	8.33
51 and above	1	2.78
Total	36	100.00

The table shows the demographic profile of the 36 respondents distributed across different age groups. The highest concentration of respondents belongs to the 31-35 age bracket with 9 individuals (25.00%), followed closely by the 26-30 age bracket with 8 individuals (22.22%), and the 36-40 age bracket with 6 individuals (16.67%). Combined, these three age groups comprise the majority of the sample at 63.89%. In contrast, the lowest participation comes from the older demographics, specifically those aged 46-50 with 3 respondents (8.33%) and those aged 51 and above with only 1 respondent (2.78%).

In relation to the research title, "Pedagogical Approaches In Oral Narratives: A Descriptive Study Of Storytelling Strategies Used To Support Grade 2 Reading Comprehension," this age distribution reveals that the participating workforce is predominantly composed of early-career to mid-career educators. Having nearly half (47.22%) of the teachers situated within the active developmental ages of 26 to 35 years suggests a cohort that is likely highly receptive to modern, student-centered methodologies and interactive language teaching techniques. These educators possess an ideal combination of foundational classroom experience and fresh exposure to contemporary storytelling strategies necessary to engage Grade 2 learners effectively. Meanwhile, the presence of older, seasoned educators ensures that traditional narrative wisdom and mature classroom management frameworks complement these dynamic pedagogical approaches, creating a balanced academic environment for fostering early reading comprehension.

Table 2
Distribution of Respondents by Sex

Particulars (Sex)	Frequency (f)	Percentage (%)
Male	6	16.67%
Female	30	83.33%
Total	36	100.00%

The table illustrates the distribution of the 36 teacher-respondents according to their sex. The vast majority of the respondents are female, accounting for 30 individuals or 83.33% of the total sample. Conversely, male respondents represent a small minority, with only 6 individuals making up the remaining 16.67%. This creates a distinct disparity in sex distribution among the educators involved in the study.

In relation to the study titled "Pedagogical Approaches In Oral Narratives: A Descriptive Study Of Storytelling Strategies Used To Support Grade 2 Reading Comprehension," this skewed distribution strongly mirrors global and local educational trends where early childhood and primary education are heavily female-dominated. This gender profile suggests that the storytelling strategies and oral narrative approaches documented in this research will primarily reflect the instructional styles, vocal modulations, and relational dynamics typically utilized by female educators. While female teachers traditionally excel in fostering nurturing, highly communicative environments that are excellent for early language acquisition, the minimal representation of male perspectives highlights an opportunity for future exploration. It raises an interesting point on how storytelling delivery might vary by gender, and how a more balanced presence of male educators could provide diverse role-modeling in oral reading and narrative comprehension for young Grade 2 learners.

Table 3
Distribution of Respondents by Highest Educational Attainment

Particulars	Frequency	Percentage
Bachelor's Degree (BSE/BEE)	10	27.78%
With Master's Units	16	44.44%
Master's Degree Holder	7	19.44%
With PhD/EdD Units	2	5.56%
Doctorate Degree Holder	1	2.78%
Total	36	100.00%

The table presents the highest educational attainment of the 36 participating educators. The largest segment of the respondents consists of those who have earned Master's Units, totaling 16 individuals or 44.44%. This is followed by teachers holding a basic Bachelor's Degree (BSE/BEE) at 10 individuals (27.78%), and full Master's Degree Holders at 7 individuals (19.44%). Only a small fraction of the sample has progressed into advanced graduate studies, with 2 respondents (5.56%) having earned PhD/EdD Units and just 1 respondent (2.78%) achieving a full Doctorate Degree. When contextualized within the study "Pedagogical Approaches In Oral Narratives: A Descriptive Study Of Storytelling Strategies Used To Support Grade 2 Reading Comprehension," these findings demonstrate a highly qualified and academically progressive group of educators. With a combined total of

\$72.22\%\$ of the respondents having either started or completed post-graduate education (Master's and Doctorate levels), the sample possesses a strong theoretical foundation in advanced education. This high level of professional growth implies that the teachers are not merely relying on intuitive storytelling, but are likely utilizing structured, evidence-based pedagogical frameworks—such as strategic questioning, vocabulary scaffolding, and critical thinking triggers—to actively enhance the reading comprehension of Grade 2 pupils. This strong leaning toward advanced professional development suggests that the storytelling strategies documented in this study are informed by advanced literacy research and ongoing professional learning.

Table 4
Distribution of Respondents by Number of Years in Teaching Service

Particulars	Frequency	Percentage
1-5	11	30.56%
6-10	13	36.11%
11-15	7	19.44%
16-above	5	13.89%
Total	36	100.00

Table 4 presents the demographic profile of the 36 educator-respondents in terms of their number of years in the teaching service. The data reveals that the largest group of respondents falls within the 6–10 years bracket, comprising 13 teachers or 36.11% of the total sample. This is followed closely by early-career teachers with 1–5 years of experience, accounting for 11 respondents or 30.56%. Meanwhile, those with 11–15 years of service constitute 7 respondents or 19.44%. Finally, the least represented demographic is the most veteran group with 16 years and above in the service, consisting of only 5 respondents or 13.89%. The findings indicate that the majority of the respondents (66.67% combined) are relatively young in the profession, possessing a decade or less of teaching experience.

The composition of the respondents' teaching longevity yields significant insights into how pedagogical approaches in oral narratives are selected and executed to support Grade 2 reading comprehension. With over 66% of the respondents falling within the 1-to-10-year experience range, the sample is heavily anchored by teachers who are likely well-versed in modern, progressive literacy frameworks. Teachers in this bracket are typically fresh from or closely aligned with contemporary teacher education programs that emphasize active, student-centered learning. In the context of storytelling strategies, these educators are highly likely to implement interactive and multimedia-supported oral narratives (such as using digital storybooks, interactive vocal play, and explicit comprehension questioning). They bring high energy and adaptive

pedagogical techniques necessary to capture the fleeting attention spans of Grade 2 learners.

Table 5
Storytelling Strategies Used in Teaching – Use of Expressive Storytelling

Particulars	Weighted Mean	Qualitative Description
1. I use voice modulation when telling a story.	3.64	Always Used
2. I use facial expressions while narrating stories.	3.72	Always Used
3. I use gestures or body movements to make the story more engaging.	3.58	Always Used
4. I change my tone of voice to represent different characters.	3.39	Often Used
5. I maintain eye contact with learners during storytelling.	3.81	Always Used
Average Weighted Mean	3.63	Always Used

3.50 – 4.00: Strongly Agree / Always Used (Highly Practiced)

2.50 – 3.49: Agree / Often Used (Practiced)

1.50 – 2.49: Disagree / Seldom Used (Moderately Practiced)

1.00 – 1.49: Strongly Disagree / Never Used (Not Practiced)

Table 5 displays the assessment of the educator-respondents regarding their use of expressive storytelling strategies to support Grade 2 reading comprehension. The data indicates a robust application of expressive techniques, culminating in a composite Average Weighted Mean of 3.63, qualitatively described as Always Used. Among the indicators listed, item 5 ("I maintain eye contact with learners during storytelling") garnered the highest assessment with a weighted mean of 3.81 (Always Used). This is closely followed by item 2 ("I use facial expressions while narrating stories") with a mean score of 3.72 (Always Used). Item 1 ("I use voice modulation when telling a story") and item 3 ("I use gestures or body movements...") also yielded high mean scores of 3.64 and 3.58 respectively, both falling under the Always Used descriptive category.

On the other hand, item 4 ("I change my tone of voice to represent different characters") registered the lowest evaluation among the items, yielding a weighted mean of 3.39, which is qualitatively interpreted as Often Used.

The overall findings strongly point to a teaching force that actively relies on performance-based, immersive theatricality to keep young learners engaged.

The dominance of eye contact (3.81) and facial expressions (3.72) tells a compelling pedagogical story. For Grade 2 students, reading comprehension is not just an internal cognitive process; it is highly dependent on visual environmental cues. By consistently maintaining eye contact, teachers create an invisible behavioral tether. It allows them to continuously read the room, instantly sensing when a child's attention drifts or when a specific plot point

causes confusion. Coupled with expressive facial expressions, teachers provide an immediate, non-verbal scaffolding of the story's emotional landscape. If a character is anxious, the teacher's face signals it before the words are fully decoded, helping young learners predict and comprehend the narrative structure more fluidly.

Table 6
Storytelling Strategies Used in Teaching – Interactive Storytelling

Particulars	Weighted Mean	Qualitative Description
1. I ask learners questions during storytelling.	3.78	Always Used
2. I encourage pupils to predict what will happen next in the story.	3.61	Always Used
3. I allow pupils to share their opinions about the story.	3.44	Often Used
4. I encourage learners to relate the story to their personal experiences.	3.53	Always Used
5. I involve pupils in retelling parts of the story.	3.19	Often Used
Average Weighted Mean	3.51	Always Used

3.50 – 4.00: Strongly Agree / Always Used (Highly Practiced)

2.50 – 3.49: Agree / Often Used (Practiced)

1.50 – 2.49: Disagree / Seldom Used (Moderately Practiced)

1.00 – 1.49: Strongly Disagree / Never Used (Not Practiced)

Table 6 presents the evaluation of the educator-respondents regarding their application of interactive storytelling strategies to support Grade 2 reading comprehension.

The data indicates that the respondents actively engage their students throughout the narrative process, as evidenced by the composite Average Weighted Mean of 3.51, which is qualitatively interpreted as Always Used. Among the specific strategies, item 6 ("I ask learners questions during storytelling") scored the highest weighted mean of 3.78 (Always Used). This is followed by item 7 ("I encourage pupils to predict what will happen next..."), which registered a mean of 3.61 (Always Used), and item 9 ("I encourage learners to relate the story to their personal experiences") with a mean of 3.53 (Always Used).

In contrast, items 8 and 10 received slightly lower evaluations. Item 8 ("I allow pupils to share their opinions...") obtained a weighted mean of 3.44, while item 10 ("I involve pupils in retelling parts of the story") garnered the lowest evaluation with a weighted mean of 3.19. Both of these indicators fall under the Often Used descriptive category.

The data reveals that while teachers heavily rely on structured, immediate teacher-led interaction during storytelling, they find collaborative student-led output more difficult to execute regularly. The exceptionally high score for

asking questions (3.78) and prompting predictions (3.61) shows that educators are successfully using formative interception—breaking the narrative flow to check for basic comprehension and stimulate critical thinking. Furthermore, connecting stories to personal experiences (3.53) serves as an excellent scaffolding tool that builds schema (background knowledge) for young readers.

However, the noticeable drop in student retelling (3.19) points to a distinct practical challenge in early-grade classrooms: letting Grade 2 pupils retell a story requires significant time, individual attention, and advanced language production skills that can easily cause a structured lesson to veer off track. In terms of your research title, these findings imply that interactive storytelling is heavily practiced as a real-time comprehension monitoring system, but it is currently constrained by instructional time limits that prevent teachers from fully utilizing deeper, student-driven synthesis activities like narrative retelling.

Table 7
Storytelling Strategies Used in Teaching – Use of Visual and Instructional Materials

Particulars	Weighted Mean	Qualitative Description
1. I use pictures to support storytelling.	3.83	Always Used
2. I use puppets, flashcards, or props when telling stories.	3.14	Often Used
3. I show storybooks or illustrations to learners while narrating.	3.89	Always Used
4. I use visual aids to help learners understand the story better.	3.75	Always Used
5. I use multimedia resources such as videos or slides in storytelling.	3.36	Often Used
Average Weighted Mean	3.59	Always Used

3.50 – 4.00: Strongly Agree / Always Used (Highly Practiced)

2.50 – 3.49: Agree / Often Used (Practiced)

1.50 – 2.49: Disagree / Seldom Used (Moderately Practiced)

1.00 – 1.49: Strongly Disagree / Never Used (Not Practiced)

Table 7 illustrates the assessment of the educator-respondents regarding their utilization of visual and instructional materials during storytelling to support Grade 2 reading comprehension.

The data reflects a high level of integration of visual elements, as indicated by the composite Average Weighted Mean of 3.59, which is qualitatively interpreted as Always Used. Among the indicators evaluated, item 3 ("I show storybooks or illustrations to learners while narrating") received the highest evaluation with a weighted mean of 3.89 (Always Used). This is followed closely by item 1 ("I use pictures to support storytelling") with a mean of 3.83 (Always

Used), and item 4 ("I use visual aids to help learners understand...") with a mean of 3.75 (Always Used).

Conversely, items 5 and 2 yielded lower mean scores. Item 5 ("I use multimedia resources such as videos or slides...") obtained a weighted mean of 3.36, while item 2 ("I use puppets, flashcards, or props...") registered the lowest evaluation with a weighted mean of 3.14. Both of these specific indicators fall under the Often Used descriptive category.

The data demonstrates a clear pedagogical preference for traditional, print-based imagery over high-preparation physical props or technology-dependent multimedia. The exceptional scores for showing storybooks (3.89) and pictures (3.83) emphasize that for Grade 2 learners, abstract auditory information from an oral narrative must be immediately anchored to concrete visual cues to facilitate text-to-image association and boost reading comprehension. This is highly aligned with early-grade reading psychology, as 7-to-8-year-old children rely heavily on illustrations to decode vocabulary and grasp narrative context.

However, the lower usage of physical props/puppets (3.14) and multimedia slides (3.36) highlights practical classroom constraints. Managing a class of Grade 2 pupils while manipulating puppets or adjusting technology setups requires significant energy and setup time, making print illustrations and standard visual aids the more accessible and efficient everyday choice. In light of your research title, this indicates that while visual scaffolding is an Always Used strategy, it manifests primarily through readily available static illustrations that provide immediate, stable cognitive support for developing readers.

Table 8
Storytelling Strategies Used in Teaching – Storytelling Strategies that Support Reading Comprehension

Particulars	Weighted Mean	Qualitative Description
1. I explain unfamiliar words during storytelling.	3.86	Always Used
2. I help learners identify the characters, setting, and events in the story.	3.78	Always Used
3. I ask learners to summarize the story after listening.	3.31	Often Used
4. I encourage pupils to retell the story in their own words.	3.17	Often Used
5. I ask comprehension questions after storytelling activities.	3.81	Always Used
Average Weighted Mean	3.59	Always Used

3.50 – 4.00: Strongly Agree / Always Used (Highly Practiced)

2.50 – 3.49: Agree / Often Used (Practiced)

1.50 – 2.49: Disagree / Seldom Used (Moderately Practiced)

1.00 – 1.49: Strongly Disagree / Never Used (Not Practiced)

Table 8 displays the evaluation of the educator-respondents regarding their application of core comprehension-focused strategies during and after oral narratives. The data indicates a robust execution of literal and targeted comprehension scaffolding, generating a high composite Average Weighted Mean of 3.59, which is qualitatively interpreted as Always Used. Among the indicators presented, item 1 ("I explain unfamiliar words during storytelling") scored the highest weighted mean of 3.86 (Always Used). This is followed closely by item 5 ("I ask comprehension questions after storytelling activities") with a mean of 3.81 (Always Used), and item 2 ("I help learners identify the characters, setting, and events...") with a mean of 3.78 (Always Used). Conversely, the strategies that required deep output from the students yielded lower scores. Item 3 ("I ask learners to summarize the story after listening") registered a weighted mean of 3.31, while item 4 ("I encourage pupils to retell the story...") received the lowest evaluation with a weighted mean of 3.17. Both of these specific indicators are qualitatively described as Often Used.

The data highlights that teachers prioritize immediate vocabulary decoding and foundational comprehension checks over advanced narrative synthesis when processing stories with Grade 2 learners. The stellar scores for real-time vocabulary explanation (3.86) and targeted post-story questioning (3.81) demonstrate that educators recognize vocabulary as the primary barrier to reading comprehension for 7-to-8-year-olds; without direct vocabulary clarification, the rest of the oral narrative becomes inaccessible. Similarly, emphasizing basic story grammar like characters and setting (3.78) provides young minds with a structural map to store information.

However, the noticeable decline in student-led summaries (3.31) and personal retelling (3.17) underscores a recurring challenge in early-grade literacy. Summarizing and retelling require complex cognitive processing, memory retention, and expressive language skills that many Grade 2 students are still developing. In the context of your research title, this indicates that while storytelling strategies are aggressively and successfully used to scaffold receptive comprehension (understanding the text), there is still a clear instructional gap in transitioning young learners toward expressive mastery (building their own narrative summaries).

CONCLUSIONS AND RECOMMENDATIONS

Expressive Storytelling as a Primary Engagement Tool. Educators consistently rely on high-engagement, performance-based behaviors—specifically non-verbal cues like steady eye contact and animated facial expressions—as their primary tool for capturing attention. While they routinely modulate their overall voice and cadence to guide the narrative mood, they find the theatrical, taxing process of constantly shifting specific character voices harder to sustain over long teaching periods.

Teacher-Led Interaction Over Student-Led Production. Storytelling sessions are heavily structured around active, real-time, teacher-driven formative checks. Educators frequently break the narrative flow to ask questions, check understanding, and tap into students' background knowledge. However,

they struggle to consistently implement deeper, student-led expressive outputs—such as having the Grade 2 pupils independently retell or synthesize parts of the story themselves.

Preference for Immediate, Low-Prep Visual Scaffolding. When anchoring oral narratives, teachers prioritize readily available, stable, and text-integrated visuals (such as showing the physical storybooks, illustrations, and pictures). These traditional tools are favored over high-preparation physical props (like puppets) or technology-dependent multimedia resources (like videos and slides), which carry higher setup and classroom management friction.

Focus on Receptive Vocabulary and Literal Scaffolding over Expressive Synthesis. Pedagogical approaches are aggressively focused on addressing the fundamental building blocks of reading comprehension: direct vocabulary decoding and identifying literal story grammar (characters, settings, and key events). Consequently, a clear instructional gap remains in transitioning Grade 2 learners from this receptive phase of understanding into expressive mastery, as advanced post-story cognitive tasks like independent summarizing and retelling are practiced far less frequently.

Recommendation

Conduct Targeted Professional Development on "Low-Taxing" Vocal Variety Techniques. Since teachers find the theatrical process of constantly shifting distinct character voices exhausting, DepEd or school administrators should organize focused workshops on sustainable vocal mechanics. Instead of forcing complex character acting, training should emphasize simple, repeatable techniques—such as adjusting volume (whispering for mystery), changing pacing (slowing down for suspense), or using basic physical stance shifts to differentiate characters without straining the teacher's vocal endurance.

Integrate Gradual Scaffolding Frameworks for Student-Led Retelling. To bridge the gap between heavy teacher-led questioning and low student-led production, educators should adopt the "I Do, We Do, You Do" model. Teachers can ease Grade 2 learners into independent retelling by utilizing collaborative intermediate steps, such as peer-to-peer buzz sessions, choral retelling of key phrases, or using collaborative "story trains" where multiple students take turns recounting sequential parts of a single narrative.

Establish a Standardized, Accessible Library of Storytelling Props and Digital Media Assets. To alleviate the high preparation and classroom management friction associated with multimedia and props, schools should establish a shared, pre-indexed digital repository of lesson-aligned slides and interactive media. Additionally, school heads can invest in centralized, reusable classroom kits containing simple, universal storytelling aids (like generic finger puppets, emotion cards, or magnetic storyboards) that teachers can access instantly without adding to their personal workload.

Design and Implement Post-Storytelling Graphic Organizers for Expressive Synthesis. To assist Grade 2 learners in transitioning from literal, receptive comprehension to advanced expressive mastery, teachers should systematically use low-text graphic organizers. Tools like "Story Maps," "First-Next-Then-Last" visual sequencing blocks, and "Character-Setting-Problem-

Solution" matrices can help young learners organize their thoughts visually, lowering the cognitive and linguistic barriers that currently make independent summarizing and retelling difficult for them.

Conduct Future Correlational or Experimental Studies on Storytelling Outputs. For future researchers, it is recommended to expand upon this descriptive baseline by conducting experimental or correlational studies. Future research could focus specifically on measuring the direct impact of student-led retelling versus teacher-led questioning on the standardized reading comprehension test scores of Grade 2 learners. This would provide empirical data to validate which specific interactive strategies yield the highest returns in early-grade literacy development.

FURTHER STUDY

Future studies may explore the effectiveness of various storytelling strategies in improving Grade 2 pupils' reading comprehension through experimental and comparative approaches. Researchers may also examine how storytelling frequency, narrative structure, teacher delivery, and the use of visual or digital materials influence pupils' comprehension and engagement.

Further research could involve larger and more diverse groups of pupils from different schools and educational settings to improve the generalizability of the findings. Studies may also investigate the long-term effects of oral storytelling on vocabulary development, listening skills, reading motivation, and overall literacy development.

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