Benefits of story telling

Stories have the ability to help children learn about the world around them, it also allows them to learn more about language and how books and stories work, reading stories to children allows them to be able to read, notice their likes and dislikes, discover exciting and fun books that promote their imagination, these attributes allow them to become more eager to read stories for themselves (book trust, 2019). Cejkaite and Björk-Willén (2018) agree with this and state that stories promote Childrens exploration and concerns of the world, they explain that in order for stories to interest a child, the book must be entertaining for them and encourage curiosity. The story must also stimulate a child's brain and imagination, this allows the child to develop on their intellectual and emotional development.

Story Tellings link to literacy

In early childhood care, story and book reading is traditionally known as a learning opportunity that puts down the basics for Childrens literacy and vocabulary growth. (Goodwin, 2017, Collins, 2010, Heath, 1983, Whitehurst et al, 1994). A growing amount of research has investigated how adults use different vocabulary, questions and methods to encourage children to be engaged in their literacy learning. (Marková, 2016) Bodden (2010) believes that children need to understand the exact meaning of the words they hear, he added that one of the ways children can do this is by listening to stories that are read to them, reading out loud allows children to learn different sounds, this helps children make the link between speaking and listening.

Digital storytelling has developed into a helpful tool that can be used in the teaching and learning process, Digital storytelling is now being used in classrooms to support children's learning, specifically when looking at the oracy, literacy and language skills of children. (Nairand Yunus, 2021)

Story telling

Shedlock (1917) states that story telling is classed as the oldest form of art in the world, it is the first form of literary communication. Creative cloud design (2013) adds to this and discusses that in the very start of the language development, babies hearing is developed in the utero, the foetus is able to hear different noises through the mother's belly, these melodies allow children to develop a sense of closeness to

the mum and people around them, this links back to Bowlby's attachment theory where children are born with the intention of forming attachments with the people that are close to them. (HRF,2021) Book trust (2019) adds to this and states that babies are interested in the tone and rhythm of language, they may not be able to understand the meaning of the words but they enjoy listening to voices and looking at pictures. They babble back and learn words from people talking to them. In addition to this, Xavier (2020) talks about the second stage of language acquisition which is known as the holographic stage, this is where the infants are capable of understanding around 50 words, listening to adults read to them promotes children's language development from an early age. Continental (2022) talks about the 2-word stage, the telegraphic stage and the multiword stage. They explain that these stages begin with the child having the ability to communicate their basic needs and then moving on to learning over 13,000 words. When practitioners read stories to children it allows them to learn these phrases, make links to the words and continue to develop on their own storytelling skills.

Throughout both the traditional and digital stories, a range of questions were asked to promote children's oracy, reading and writing. Agosto (2016) talks about the benefits of asking questions and states that asking questions such as "what was your favourite part?", "what do you think is going to happen next?" and "how did that make you feel?" allows children to connect stories to their own personal life experiences, learning how to make personal connections allows children to understand written text easier.

During both stories' props and different facial expressions were used. Podium school, no date) state that Props and expressions have the ability to make a story come to life, they encourage children to pay attention to the story as it looks more like an act and performance, the children can watch the characters transform into something real Infront of them. Props can be helpful for children with hearing difficulties as it is a more visual approach for them. The mixture of props and the expression in a practitioner's voice encourages children to understand different emotions more extensively rather than just reading it from a book, this encourages children to become empathetic and extends on their language development and brain development as they have the opportunity to explore their curiosity and imagination throughout the story. Furthermore, Montessori academy (2022) talks about maria Montessori and her belief that children begin to have sensory

experiences from when they are born, she believed that children explore their environment using their senses, for children to develop on their sensory participation, she created sensorial materials. These materials aim was to help the child develop on their preparation to write.

Pausing was used throughout both stories. Pausing not only allows children to process information more effectively, it also heightens their curiosity, this is because it encourages children to ask questions and learn more about what they are listening to, this is known as a learning technique which leaves the child wanting to understand more and more about what they are listening to. (Learning time, 2021)

children had the ability to see the pictures of both stories during the presentation. When educators show the different pictures in the stories, it gives children the chance to ask the practitioner questions about what they can see, this allows them to make links with the world around them. (Book trust,2019). In relation to this, cherry (2022) talks about Vygotsky's theory about children learning through a more knowledgeable other, this is known as someone who has more skills and knowledge than the child. This could be a parent or practitioner that is capable to promote educational opportunities within the child's zone of proximal development. He also believed that children can learn a significant amount from their peers around them as they are likely to be more focussed on what their friends around them are doing, this can be supported by practitioners through placing children in groups with other knowledgeable peers.
During the traditional story telling presentation, singing was included. Songs can be useful tools in vocabulary learning, one of the main benefits of songs in the setting is that they can be a fun activity for the children, this encourages them to have more interaction and a higher level of communication with their peers. (York,2011 and peterson,2000) By using a variety of methods including music, there may be more learning experiences for children to connect with their known knowledge as well as learning new information. Music not only helps to store details in the brain, it is used in the same way from where the brain gives out the same information. (Pourkalhor and Tavakoli 2017).

Throughout both of the story telling presentations, there was a specific noticeable difference between the use of traditional storytelling and digital storytelling, the key difference was the use of vocabulary, for example when the book was used terms

such as “turn the page” was used, however when the digital resource was used, this changed into “shall we click next?”. In addition to this, Agosto (2016) Talks about Froebel and explains that around 200 years ago, he spoke highly of storytelling and stated that it was an ideal way for educational delivery to children. They discuss that even in the digital era, storytelling is a cultural tradition to help children build important literacy skills.

Promotion of digital learning.

Digital storytelling is now known as a highly effective teaching tool for children of all ages and abilities, using digital storytelling focusses on Childrens ability to think creatively as a way to start speaking more independently when telling stories by themselves. The involvement of digital storytelling in education has multiple benefits, it is known to improve children’s oracy and communication skills, digital learning allows early years practitioners to teach in a more creative way. Nair and Yunus, 2021. Within the digital storytelling activity, the children were given the chances and opportunities to speak independently about what they can see and what they think through the use of questioning.

A study showed that 17 out of 75 articles showed that the children's engagement to learn was increased when the use of digital stories were involved. Nair and Yunus, 2021). In addition to this, African sun media (2015) talks about a study in Africa where digital story telling was used as a method to improve children's ability to reflect. The data collected showed that by listening to the stories, the learners had to ability to learn new subjects and then reflect back on what they had learnt from the story. They mentioned that they had come to the conclusion from this research that digital storytelling was a pedagogical tool for learning, however they also spoke about the need for the attention to be on the specific story rather than the technology itself.

Digital literacy and digital competence are just as important in this century as numeracy and literacy. (Donaldson, 2015). Jannsen et al (2013) adds to this and states that digital competence is a type of skill and ability that is needed when using ICT to complete tasks, it allows children to create, socialise, problem solve and empower each other. moreover, Welsh government (2018), talks about their plans to develop on the new curriculum for Wales, As part of this plan, they discuss the involvement of digital aspects in education and talk about the Digital competence

framework for 3-6 years old, this includes multiple ranges of skills to help children grow in a digital world, also allowing children to improve on their wellbeing, communication and problem solving skills and highlights the need for digital involvement to be increased in early years settings. The children were included within the digital aspect of this activity through engaging, making links to objects and seeing the pictures and text on screen. Within the next steps of language development children could be given the opportunity to use the laptop to write and communicate freely about their thoughts and opinions on the story read to them, the option of a keyboard can help children as it is a quick way for children to write down their views and opinions, learning to use screen time effectively.

Welsh government (2018) believe the use of digital resources will allow children to be informed and capability to thrive in the modern world. This links back to the new curriculum for Wales view for children to become ethical, informed citizens and ambitious capable learners. (Welsh government,2022)

Conclusion

In conclusion, there is an importance from storytelling to encourage Childrens language development, methods supporting language development consist of questions, pausing, props, repetition, body language, singing and many others. Practitioners need to be aware of these methods and the importance of storytelling in order for them to provide the best care for the children they look after.

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