

Eleanor Thomas - 2009486

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### Introduction

(Department for Education, 2016) states that storytelling helps children's vocabulary and increases children's confidence. The better knowledge of different vocabulary at an early age will help children during their reading and will help children to learn new words to extend their vocabulary. Research that has been undertaken by OECD has stated the importance of reading for pleasure can be more important than the children's family's socio-economic status to achieve success throughout their school years, as reading has a positive impact on children's cognitive development. Storytelling help children develop on their imagination and allows children to become familiar with different environments, gain an understanding from that environment and the emotions of the environment. Highly educated people use the words that can be found in children's books, this is another reason for not just talking to the children but reading to them is important and is a crucial part of any school's routine to help build on children's vocabulary. According to (Phillips, 1999) it is important to deliver stories that are meaningful to the children. Researchers believe that storytelling can have a positive impact on children's literacy development in their early years, storytelling can help children's language to develop by learning new words, become familiar with expressions, rhymes and more. Building on children's literacy development allows children's knowledge of words, spelling, grammar, literacy conventions and comprehension to improve. (Welsh government, 2019) States the digital skills has been recognised for developing children's literacy, languages and increase their communication skills. Digital skills can also increase awareness for understanding different cultures. (Billington, 2016) states that research has shown that digital technology has a positive impact on children with additional needs and supports all children's language in their early years.

## The Main Body

(Montag, Jones and Smith, 2015) states that younger children's language will develop when they hear others speak, the more words that the children hear the better their language will develop. Books with pictures that are read out loud by an adult allows children to analysing and become familiar with the words that they hear, which is a source of lexical diversity. Stories with pictures throughout often have words that children are unfamiliar with, words that they do not use or that they have heard of, meaning that the pictured stories are important to help improve children's language and allow them to become familiar with words. According to (Fang, 1996) pictured stories allow children to enjoy and understanding the story. The books allows children to understand what the story is telling through the use of pictures and to understand what the pictures are and what the words represent, allowing them to able to link the words to the pictures which will support the children's literature. According to (Schwartz and Sparks, 2019) children learn to communicate by listening to others speech, from words being repeated by adults and connecting the words to the meaning. Researchers believe that children are able to identify a word and what that word is by being shown the object of the word when someone is saying the word out loud and being informed of what it is and what we do with it, allowing children to become familiar with the word and the meaning or use. Children will often notice words from other books that have been read to them previously and will remember the sort of environment that the book is taking place in and linking stories together. (www.ebsco.com, 2017) states that pictured books are used to promote Children's literacy, the pictured books can allow children to practice pronouncing different sounds when the adult that is reading the story mentions unfamiliar words and explains the meaning of words to the children, the children will begin the repeat the word back to the reader to help their own understanding. The pictures in the books creates a fun atmosphere for children when learning words and that If some children are having difficulty to understand the words within the book the pictures can help the children, which can increase the children's comprehension. (Meers, no date) creative storytelling can be the use of puppets during a story that is used to help tell the story to the children in a fun format whilst helping the children to stay focus on the story.

The use of puppets can allow children to connect to the story and help the brain to use different parts to develop on the children's senses. According to (Zazkis and Liljedahl, 2019) mathematics explained in storytelling can be appreciated by the children and recognized whilst the children enjoy learning. Mathematics in stories can be introduced in many ways, such as stories that get the children thinking of mathematical problems, stories that demonstrates mathematical concepts or ideas and stories that explain mathematics throughout. (Webb, 2018) states that reflective learning is a way of allowing children to develop on their critical thinking. By reflecting on what the children have learnt this will help the children's knowledge in the future and allow them to realise how much they have learnt. Going over the activity presented to the children can help the children to gain more of an understanding of the activity and help the children that did not understand the first time around to become familiar and aware after going through it for the second time. (Morrow, 1979) believes that telling children stories is one of the most valuable activities that can be introduced to children at home or in an educational setting regularly. It is suggested that children are read to from six to eighteen months of age by their parents, will allow children to develop an emotional conditioning to books and develop an interest in books and that they will begin to take books to look over the pictures by themselves and discuss them out loud. Reading stories introduces children to the written language, oral expression, and our world. (Cesário et al., 2016) states that the modern word today has changed people's thoughts on paper books. Over the past years there has been development in writing, reading formats and digital technology. A study was created to understand children's views on digital and paper books, the research outcome was that children liked to feel the books with their hands but it not turn down the opportunity to read a book on a digital device. (Smeda, Dakich and Sharda, 2014) States that digital storytelling has become a modern way of telling a story as technology is becoming a part of our everyday lives. Digital storytelling is a strong learning activity method to promote children's education in a good environment, it has become important that children as exposed to different types of learning activities that promote educational purposes known as innovative pedagogical approaches of learning.

According to (Rahiem, 2021) Digital storytelling is the story being told with digital images, music, sound, and a voice that all blend together to form the story that helps children to learn in a different format of teaching. Research showed that digital storytelling is straightforward use of technology that makes storytelling more enjoyable, interesting, engaging, communicative and dramatic. According to (Akhavan Tavakoli, 2017) rhymes play a role in children's education, beneficial rhymes help children to develop on their language skills and allow children to gain more of an understanding of the topic when singing. Children's language can develop in an inspiring environment where rhymes are used to promote learning, it encourages the children to listen to the rhyme that they are singing to understand the meaning of what they are singing. Most children are interested in singing songs as rhymes are normally simple enough for children to learn and to enjoy whilst improving their listening skills and how the children pronounce words, this will have a positive impact their speaking skills and language skills. Songs can be seen are a powerful tool in education to help the children's vocabulary, sentence structures and sentence patterns in a much easier way for children to learn and to remember. (Nair and Yunus, 2021) Digital storytelling are short stories between the length of 3 to 10 minutes, the stories can be viewed on a computer screen, any Technology device that is able to play videos or can be found on the internet web browser. As digital storytelling has grown for the use of developing and improving children speaking skills, there are all different digital stories. It is believed that children's language skills can be developed during storytelling digital as it allows children to have a wider discussion on the story and the use of Technology can allow this to be done with greater speed and efficiency. Digital storytelling allows a serious interplay between context and content that helps children to develop on their speaking skills in the classroom environment. (Robison Green, 2011) Storytelling helps children to think of their feelings and thoughts on how we make judgments about our world, it also allows children and others to discuss experiences that they have had related to the topic of the story, their different views and using their imaginative side to think of different outcomes to the story and to get the children to ask questions, this will have a positive impact on their understanding and develop concepts.

Digital stories help Childrens writing as children become familiar with the words and their meaning. (Sarica and Usluel, 2016) took part in a research study over 13 weeks with children to find if there was improvement from children being told digital stories. The findings of the research study showed that digital storytelling had improved children's writing skills significantly and had a positive impact on children's visual memory capacity. (Yamac and Ulusoy, 2016) research study indicates that from digital stories children will benefit from different ideas, organization, develop their word choices, how the children put words together to create meaningful sentences that will also improve children's ability to write, all in the use of days modern use of technology. Digital stories also improves children's interaction with other children in the classroom, this has a positive impact on children's motivation to write and develop on their ability to write. According to (Merga and Roni, n.d.) children are most likely to want to read off a technology device, but research has shown this is not always the case. A study that took place with children in year 4 and 6 that had access to technology devices showed that not all the children used the devices for reading, even when they read books daily. The research also showed that the more children have access to devices the less they will read and that the children often still preferer the use of paper books. (www.earlyyearscares.com, 2015) states that during storytelling practitioners and parents play a role in getting the children interested in the story. It is important that adults use a variety of skills to get the children engaged and to understand the story. Readers are able to see when children are intreated and are listening by their facial expressions and the concentration on their faces whilst absorbing all the words and the pictures from the story. The reader should think of tone of their voice when telling the story and the use of different voices for different characters to set the mood of the story and this can be followed by the readers pace of the telling the story to set the environment of the story.

Facial expressions used by the reader will also play a role in getting the children to listen as our facial expressions draws the listeners into the story, likewise the readers body language and movements tell the story and draw the children into the story. The reader can become creative with their movements, the story may be able to be read standing up where children will enjoy the use of actions as well as the voice. The passion of telling the story should be set from the very start to the end, this will demonstrate your belief in the story and allow the children to use their imagination. The reader is able to pause and ask children questions that are suitable from the story to keep the children concentrated in the story, is it far more effective when children are involved in the storytelling.

### Conclusion

After undertaking research on storytelling and digital storytelling, I have come to the conclusion that both play a role in children's development and are both as equally as important. It is important that in today's learning that children are introduced to modern technology as in this day and age technology is used frequently and is all around us wherever we go. Digital stories can be used where there is internet access which is most likely to be indoors, where books can be read in the outdoors and indoors where the readers are able to take the children to the environment of the book. Digital stories may not work because of the internet, or a problem may occur on the laptop or screen, where books can always be available to be read and that the children are able to pick up the books to look at or to read for themselves.

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