

What is storytelling? Storytelling is using words and pictures to create a story. According to planet spark (2021) storytelling is using interactive words and different tones in the voice to reveal different elements of the story. Storytelling is one of the oldest forms of learning, it allows the process of learning language skills, and portraying them into life. Storytelling is beneficial to all children, storytelling allows children to develop holistic development. Gandhi (1982) believed that holistic development includes physical, mental, emotional and social development. Raising children (2020) agrees that storytelling promotes brain development, imagination, emotions and language skills as well as strengthening relationships. McKee 2018 states that storytelling is the most powerful way to put ideas into the world today. Benefit of storytelling is to nurture the child's imagination and help to improve the child's listening skills, nurturing the child's imagination is enhanced by storytelling and allows the child's creativity allowing openness to new ideas. During the years storytelling has changed from just using a book to a more digital version allowing children to not only develop their literacy skills but also their digital skills, giving children a more up to date way of learning. Payton and Hague (2010), suggests digital literacy skills also furnish skills such as knowledge and understanding helping them to take partake in all aspects of life. Robin and mcNeil (2019) agrees by stating digital literacy involves children to access different facilities to broaden their knowledge and creativity.

Language development does not start after the baby is born however a baby can hear voices from 16 weeks old, this allows children to get to know voices and feel secure giving them to building blocks for when they are eventually talking (NHS inform 2022). However Chomsky (1989) believes that even though children's language content depends on who they listen to, all children are pre-wired to learn language and are born with the basic rules of language. Skinner (1953) argued that language acquisition was mostly a process that is developed through watching and learning from parents. Language development is not only speaking, however a baby is able to communicate by crying, smiling and responding to the caregiver (American academy of paediatrics 2019) Language development is the foundation blocks for

the reading and writing skills within children as they enter and progress through school. Language development does not just develop language however it also develops an understanding and expression of feelings, thinking and learning and problem solving (Australian government, 2021).

Although language development is believed by Chomsky (1989) to be pre-wired and have basic language rules at birth, however more than 10% of children have long term speech language and communication needs (Welsh government 2020). Which shows that not every child is pre-wired with basic language rules. There are a number of different reasons why language delay happens from the ROBO1 gene. Impairments to the ROBO1 gene are Autism, dyslexia, speech sound disorder and delayed reading development (Wright, 2020), to hearing impairment Brown (2020) states that children with hearing impairment can have an impact on their speech, language, auditory process, listening skills. However it is important to understand that only 20–30% of children who have language delay don't grow out of it therefore 70-80% of children with language delay catch up with their peers (Lowry 2016). Linking with Bandura (1925) theory of Role modelling he believed that observing good language skills leads to imitating good language skills.

Promoting language development is essential to the development of language. Vygotsky (1934) states that thoughts and knowledge are constructed by social interaction and children learn from those who are more knowledgeable than themselves, therefore one way to develop language development is to talk a lot to children, talking about something that interests them or explaining what it is the more knowledgeable is doing for example if they were cooking explain the process to the pupils. Making sure the adult uses many different words in many different contexts (raising children's network, 2022). Another brilliant way to promote children's language development is through storytelling. According to Cole (1990) storytelling is at the heart of a child's life and how children see the world around them. However, Opal school (2018) states that storytelling may not always be about the world around the child because some stories are fictional and therefore do not resemble real life. Promoting language skills is essential for all as this allows the pupils to grow and build other skills while using language, such as problem solving creativity using their imagination.

During the traditional video recording one element that was looked at closely was if children can sit and listen to a book, to check this theory children were given props and when the word appeared in the book they had to hold up the correct prop for example when a hedgehog came up in the story the children had to hold up the hedgehog. This method was used to check the pupils' understanding and ability to follow the story. Bruner (2016) maintains this by stating that giving the children essential information to solve the problem, the problem solved during the story was the child able to lift the prop at the right time. Another method that was used during the activity was questioning the pupils, for example asking what sounds the children can hear in the Spring. This allows pupils to use and develop their imagination and creativity skills. If the story was being told outside there may have been an opportunity to pause the story and listen to see what the pupils could hear. Petty (1997) agrees with this theory stating that the creative work enables the learners to develop the ability to think creatively and develop skills in self-expression. Asking pupils questions during the story also enables motivation and encouragement to approach the story with curiosity (waterford, 2022). During the traditional video recording The reader used expressions and different tones of the voice during different parts of the story. This was to imitate what the characters were feeling, it brought a bit of drama into the story by making the story more interesting. British council (no date) states that using different tones of voice and expression creates magic and a sense of wonder at the world.

Digital literacy is becoming more and more within everyday life such as alexas, british columbia, (no date) states digital literacy promotes interest, attitude and ability for pupils to use a digital device to communicate. Bawden, 2008; Gilster, 1997; Tyner, 1998; UNESCO, 2004) all believe that digital literacy enables the child to read/ listen and understand information from a digital source. However digital literacy has some drawbacks: while pupils are spending so much time on their devices they are not experiencing the art of play and outdoors, children are spending more and more time indoors and missing out on face to face connections. 1hourblogteam, (2021) agrees with the theory by stating that children miss out on an important part of school life, the physical interaction with their peers and teachers which affects

children language development because they are not learning from their more knowledgeable others as Vygotsky (1934) theory states.

During the digital story a book like story was put up onto a whiteboard for the whole class to see when it was time for each page to change over there was page turning noise, this got the pupils excited to see what was going to happen on the next page, each pupil then had a mask to mimic the main character, this allows for pupils to feel more involved within the story and to help build creativity, as after the story finished the pupils wanted to play outside creating a home for the hedgehog. During the story the reader used body language to imitate, for example going to sleep or when it was cold, this allows the children to copy and understand the word more accurately. According to Compton (no date), body language helps tell the story and it helps the children paint a picture in their minds. however some children found this very funny and got lost in the action rather than the story. During the story pupils had the opportunity to turn the page over on the whiteboard allowing them to engage with the whiteboard, this helped the children keep engaged during the story as they all wanted to turn the page, however some children got upset as they were not chosen to turn the page, speaking to pupils after the class came up with a list of the pupils and a tick by each name so that when a digital story is told again different people can be chosen to turn the page. Ferlazzo (2019) states treating children equally offers all students the same tools and opportunities to achieve the same learning goals. At the end of the story each pupil was given a ipad and around the class was QR codes, each QR code represented a different animals habitat, using google slide each pupil went around the class gathering information about the habitats each animal lives in, this allowed for further understanding of habitats and great knowledge of how to use digital skills in a literacy lesson. D2L (2022) suggests that pupils can enjoy a more flexible, engaging way of learning.

The two Story telling videos are have used different approaches with pupils understanding and engagement of the story, both videos have used props however in different ways traditional video has used pupils understanding and engagement, by giving the pupils the props, enabling them with the tools needed to solve the problem of when to hold up the prop, however the digital video has given a mask as a prop allowing pupils to use more imagination and feel part of the story. During both

stories questions were asked allowing the reader to gauge if pupils understand the context and enable creativity and imaginative skills.

In the future if the reader was to re read the traditional story again the reader might look at the environment a little more, perhaps doing the story in the woodlands might help use the imagination of the fox a little more.

In the future if the reader were to redo the digital story the reader may have the whiteboard do the talking and the reader might stand up and do more actions allowing the pupils to stand up and recreate the book rather than just sitting and listening.

Therefore to conclude storytelling is using words and pictures to create a story. According to planet spark (2021) storytelling is using interactive words and different tones in the voice to reveal different elements of the story. Storytelling is beneficial to all children, storytelling allows children to develop holistic development. Gandhi (1982) believed that holistic development includes physical, mental, emotional and social development. There are many ways to promote language development. One way to develop language development is to talk a lot to children, talking about something that interests them or explaining what it is the more knowledgeable is doing for example if they were cooking and explain the process to the pupils. Making sure the adult uses many different words in many different contexts (raising children's network, 2022). Another brilliant way to promote children's language development is through storytelling. During the years storytelling has changed from just using a book to a more digital version allowing children to not only develop their literacy skills but also their digital skills, giving children a more up to date way of learning. Payton and Hague (2010), suggests digital literacy skills also furnish skills such as knowledge and understanding helping them to take partake in all aspects of life. Digital literacy is becoming more and more within everyday life such as alexas, british columbia, (no date) states digital literacy promotes interest, attitude and ability for pupils to use a digital device to communicate. Bawden, 2008; Gilster, 1997; Tyner, 1998; UNESCO, 2004) all believe that digital literacy enables the child to read/ listen and understand information from a digital source.

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