

Language and Literacy in the Digital Age.

The National Story Telling Network (no date) says that in order to unveil the details and visuals of a narrative while igniting the imagination of the audience, storytelling is an interactive art form. Farantika, Shofwan, and Purwaningrum (2022) says storytelling can strengthen the psychological connections between teachers, parents, and students while simultaneously helping children in the development of their language skills, reading interest, and critical thinking abilities. *Knisley (2022) agrees and says* children can benefit from storytelling in numerous ways, including the development of their language and early reading skills. It can foster children's imagination and creativity while also increasing their ability to concentrate, interact with others, and communicate. According to UNICEF (no date) digital literacy refers to the information, abilities, and values that enable children to live safely and effectively in a world that is becoming more and more digital. Kucirkova (2018) believes that children's vocabulary development and story comprehension can both be improved by the multimedia elements of children's digital books that are in keeping with the narrative. Interactive and personalised multimedia books offer a rich setting for enjoyment of the story. Children's digital literacy can be enhanced by digital books, especially when it comes to being able to use digital content.

Words in stories, some of which may be unfamiliar to young readers, are used in the right contexts to broaden young readers' vocabulary. Children's grasp of grammar is boosted by the words' typical placement in coherent, grammatically sound phrases. Children can learn the context of the story and that written symbols have significance if the story is read aloud to them as the words and pictures are gradually revealed as the story develops (Bampkin, 2015) The children were able to recognise that there are words and not just pictures during my film by paying attention to the words and how they matched my voice and following the images as I read. Bampkin (2015) also says that more importantly, stories encourage creativity by presenting fictitious scenarios, the "What if" universe, and a suspension of disbelief. Gowrie New South Wales (no date) say that according to Vygotsky, creativity is nourished by imagination, and creativity is what motivates people to create new things and alter

their present conditions. Vygotsky emphasises the significance of adults' contributions to children's cognitive development. He highlights this through his zone of proximal development concept, which parents, teachers, carers, and tutors can use to organise and accelerate a child's learning. Narrating stories in the classroom facilitates the development of expressive language in oracy and writing. Reading comprehension and listening skills are also encouraged as receptive language development is enhanced (Peck, 1989) When reading a book aloud, adults have an obligation to read with excitement. It doesn't matter how a story is read as long as everyone is having fun. Clever facial expressions, hilarious voices, and role-playing are all enjoyable for children. In order to effectively communicate with children, Lysaker (2019) also emphasises the significance of using facial expressions when reading to them. Moreover, children's writing abilities are aided by the use of motions like pointing during narrating. This was demonstrated in both films by using varying voice levels, a puppet to make actions, and pointing to the pictures and the words in the book and on the screen to encourage children participation. According to Miller and Pennycuff (2008), children's reading comprehension can be improved by actively participating in the narrative process as they begin to make sense of and comprehend the story. They further assert that because children are exposed to new words, it helps children with their writing abilities. This is supported by Charles and Boyle (2014), who assert that reading aloud to children and using various sounds, gestures, and movements might encourage them to interact with written material and improve their writing abilities. According to Cicerchia (2021), incorporating auditory, visual, and tactile elements into reading can enhance children's writing and drawing abilities by allowing them to express their emotions through words, as well as their fine motor skills. According to Brock and Rankin (2008), children find it enjoyable to hear stories repeated. I decided to read the same story both digitally and traditionally for this reason. They appreciate being questioned because it gets them more involved, and they pay close attention to the repetition. Similar to Vygotsky, Bruner highlighted the social component of learning and said that others should scaffold a child's skill development. The phrases "scaffolding" and "zone of proximal development," coined by Vygotsky, are sometimes used interchangeably because of their close similarities. A helpful, structured relationship between an adult and a child is known as scaffolding, and its purpose is to assist the child in achieving a particular objective.

Lemetyinen (2023) says that one of the earliest scientific theories for language acquisition was provided by Skinner in 1957. He explained language development in terms of the impact of the environment via imitation, reinforcement, and conditioning. This theory holds that children learn grammar and vocabulary mostly by mimicking spoken language and receiving praise when they use it appropriately. Through practise and reinforcement, individuals improve their language skills over time. However, some claim that this theory falls short of explaining why language learning happens with such speed or why new sentences are formed so quickly. If the language acquisition mechanism was only dependent on language input, Chomsky contended, children would never learn the skills necessary for processing an endless number of sentences. According to Chomsky, people are predisposed to learn language because they possess an innate biological ability known as the Language Abilities Device (LAD). According to his theory, all human languages have a complex structure that is based on a set of grammatical rules and categories. All people immediately comprehend this "universal grammar". Sihombing (2022) says that according to Pinker, language is a natural ability of human beings. Pinker addresses Noam Chomsky's assertion that there is evidence of a universal grammar in all human languages in a compassionate manner. Pinker emphasises the notion that language is not learned. As a result, during the first year of life, babies continue to learn the sounds of their language. According to Dickinson and Morse (2019), even a little period of reading to infants can enhance their cognitive development. Research has demonstrated that reading to infants throughout the first 12 months of life has an impact on the neural circuitry of the brain even before the child utters their first words (Kuhl, 2010). One of the first things that initiates early learning is hearing language. This is the reason it's crucial to converse with, read to, and tell stories to babies. Speaking and listening are the first steps in learning a language, and storytelling is an excellent way to teach both. Traditional storytelling incorporates audience participation techniques like "call and response," audience participation through prediction or suggestion-making during the story, and frequently opportunities for role-playing. The original text provides opportunity for linguistic improvisation, spontaneous answers, and flowing storytelling. Writing and reading might be included as extensions (Rees, no date). However, many children nowadays are entering school with speech and language issues, whether it's because their parents

aren't reading to them or for other health-related reasons. To keep the children interested, teachers should read aloud to them with pleasure and incorporate storytelling, singing, and nursery rhymes into their everyday lessons. The visual learner may become more engaged and interested if you use props like I did in my films.

UNICEF (no date) says that in an increasingly digital environment, it speaks to the attitudes, knowledge, and abilities that help children be both safe and powerful. This includes the way they play, engage, socialise, search, and learn with digital tools. The extent to which children comprehend the digital environment around them could have implications for their schooling, social welfare, and future employment prospects. Welsh Government (2018) says a person with digital competence can use systems and technology with confidence, creativity, and critical thinking. It is a combination of knowledge, abilities, and attitudes. In today's world, knowledge is crucial for students to possess if they are to be competent, knowledgeable, and successful. According to David Crystal, the internet is an extremely diversified medium that reflects many facets of our linguistic nature. Almost all the styles that have evolved in written speech, newspapers, diaries, poems, prayers, books, and oracy such as stories, songs, and nursery rhymes can be found on the World Wide Web. Smeda, Dakich and Sharda (2014) claim that digital storytelling is a cutting-edge method of instruction that has the power to "engage students in deep and meaningful learning." Furthermore, digital storytelling is a powerful multimedia tool that enhances teaching and learning while raising student motivation (Alismail, 2015). One way to think of a digital story is as a combination of multimedia storytelling and classic storytelling techniques. I could pause the video in my digital story at the right moments. I could show off the children's ability to write by employing gross motor motions and combine additional moves with the puppet because I had free hands. Welsh Government (2018) says the Citizen strand focuses on giving children the tools they need to make a good impact in the digital world. Children will learn digital skills such as turning pages by pressing buttons and listening, communicating, and solving problems by being exposed to stories, whether they are traditional tales or cautionary tales about staying safe online.

Prosody is the act of a reader using their voice to express meaning and feeling. For example, a reader's pace may quicken or slow down to convey the emotions of a character in the text, such as fear or tension, or fatigue or confusion. Children will develop a more thorough and accurate understanding of what is being written on the page if they can employ appropriate pitch, emphasis, timing, and intonation (Jenson, 2023). Stearns (2023) says that prosodic readers sound fluent, natural, and use expression that is consistent with the author's aims. Children will find stories more meaningful when the reader uses prosodical abilities including rhythm, intonation, stress, breath patterns, and pitch (Rowe, 2016). According to Mira and Shwoninflugel (2013), prosodic elements have the ability to capture children's interest in the narrative, so facilitating greater engagement and ultimately encouraging their involvement. According to Veenendaal (2016), the expressiveness with which a narrative is read can help children grasp the subject matter more thoroughly. Without prosody, storytelling can sound tiresome. Lev Vygotsky's theory is supported by the observation that adults serve as role models for actions like prosody during the early stages of language development. The adult or storyteller is the more knowledgeable other. I was able to engage the children and get them enthusiastic about what was going to happen next by using prosody in my reading. A proficient reader models to the children the kind of readers we want them to be by providing the necessary scaffolding. David Crystal (no date) says that the recognised prosodic systems include loudness, tempo, rhythmicity, pitch-range, pitch-direction, and pause. From this perspective, intonation is not viewed as a single system of contours or levels, but rather as a complex of elements from several prosodic systems, mainly pitch-range and direction, loudness. Even though they may be able to read aloud, kids should be able to comprehend the meaning behind the words in the book. It enhances expressions and feelings, and the words meaning and melody. Additionally, it makes it easier for listeners and readers to decipher the story's underlying message (Primanti Montessori Academy, no date)

Proficiency in speech, language, and communication is regarded as a basic requirement for children to establish and sustain social interactions. It is also deemed "essential" for lifelong learning and academic achievement (Welsh Government, 2017). New technologies have generally had a good impact on educational settings because they have allowed teachers to improve their knowledge

and abilities, which has raised educational standards (Smeda, Dakich and Sharda, 2014) The foundation of relationships, learning, play, and social interaction all depend on effective communication, which is crucial to children's development. Vocabulary and grammar are developed through frequent opportunities to engage with stories, songs, and rhymes. To effectively engage children in learning, adults must use digital devices, books, puppets, and props (Welsh Government, 2022)