

Introduction

This paper is a comparison between two types of storytelling, digital and traditional. It will look at the background and context of why language is so important and how storytelling can increase children's language abilities. Three elements that promote language and literacy will be covered, along with the reasons this book was selected.

One of the earliest methods of human interaction is storytelling; scientific study has shown that it is an effective method of instruction for developing language abilities for children of all ages (Lucarevski, 2016; Maureen *et al*, 2021; Sundin *et al*, 2018). Maureen *et al* (2021) and Tong *et al* (2018) consider that having the ability to read, write, communicate, and use spoken language through digital and printed formats is referred to as literacy. Welsh government (2022) says that literacy and languages are necessary for interaction among people. By enabling children to gain meaning of what we read, hear, and see, helping children grow in knowledge and awareness, to improve their abilities. According to Cremin *et al* (2017) and Brockington *et al* (2021) there is considerable indication that storytelling between adults and children establishes the groundwork for oral language, literacy, and emotional and social growth.

Background

Listening to people telling stories is a good model for children and helps their language development (Rokham *et al*, 2024; O'Neill *et al*, 2016; Cekaite and Bjork-Willen, 2018). Rokham *et al* (2024), Smogorzewska (2014) explain that storytelling is a technique to enable children to reach their full potential of verbal and nonverbal communication. Early childhood is the starting point for the growth of literacy. The advancement of primary literacy should concentrate on the abilities which act as a foundation for more traditional types of writing as well as reading. These include writing, spelling, and understanding of letters (Maureen *et al*, 2021; Cekaite and Bjork-Willen, 2018; Gardner, 2019). The storytelling approach in schools, encourages the discussion of thoughts and concepts and acts as a creative method of expression that promotes the development of strong emotional connections that generate understanding (Pasqualotto and Filosofi, 2023; Smogorzewska 2014;

Montog *et al*, 2015; Welsh Government, 2022). By the time they are seven years old, children should be able to use complex phrases and have an expansive vocabulary for speaking and listening (O'Neill *et al*, 2016).

According to Rokham *et al* (2024), Wilkinson (2019) and Johnston *et al* (2021) in addition to providing extended talks, educators also need to tell stories that are engaging, expressive and enjoyable. With this approach, teachers may offer children the chance to reply by asking questions or making decisions after they read the stories. It is believed that this approach will help children become more skilled in spoken as well as written communication.

According to Atta-Alla (2012) distinctions between digital and traditional storytelling are that digital storytelling depends on technological devices, it requires a greater amount of planning as it requires research, makes it more difficult to improvise, but is more engaging given that it includes movements and sounds. Traditional storytelling, on the other hand, requires less preparation time, no technology, and allows the storyteller to improvise while speaking and add or remove components (Atta-Alla, 2012). Digital storytelling is both the procedure and centred around products, whereas traditional storytelling is process-driven (Choo *et al*, 2020). The significance of relationship building in cognitive development is generally emphasised by Vygotsky's sociocultural theory of language and thought development, which emphasises that people's connections with others and the linguistic and social environments in which they live are key factors that influence intellectual development (Main, 2022; Macblain, 2022). Larson and Marsh (2015) and Maureen *et al* (2021) explain that children are taught topics of interest at different ages in an ordered framework that lays out the abilities, knowledge, and comprehension needed for reading and writing.

Digital storytelling

Choo *et al* (2020) describes digital storytelling as a method of experimenting with various software programs and multimedia to tell stories utilising technology in exciting and engaging ways. There is a difference between electronic and traditional storytelling. When a story is told in person, the listener must visualise the story to

fully understand it. With digital storytelling, the children may see the images in larger format and hear the music that may come with it to have an enhanced awareness of the story. The use of digital storytelling is particularly effective because it combines the voice, story, sounds, and visuals to give characters, events, and fresh perspectives. Similar to a traditional storyteller, a digital storyteller makes use of several storytelling techniques, such as voice projection and gestures, to tell the story while addressing the listeners directly (Choo *et al*, 2020).

Choo *et al* (2020) claims that children's interest in listening to stories increases as storytelling becomes more appealing. The children are more involved and enthusiastic throughout the story and engaged since they quickly understand what happens by watching the images and listening to the digital storyteller.

Nair and Yunus (2021) say that the use of digital storytelling is viewed as a modern approach. Additionally, it makes it easier for children to improve their communication skills. According to Kucirkova (2018) since they provide an abundance of options for electronic and sensory involvement, digital books may be seen as an aspect of transition. Using them in educational settings does not involve giving up on traditional approaches, instead, it encourages engaged communication with stories. Furthermore, Nair and Yunus (2021) state that children may develop speech through digital stories. Digital storytelling is accessible in various settings enabling the children to read the same stories in school and at home which is important for improving learners' speaking abilities. Nunez-Torees *et al* (2023) suggest children who used digital storytelling have showed greater understanding of literature in shorter periods of time, which is due to the incorporation of motion, music and illumination in the digital format. In education, teachers can make effort to include digital storytelling into their lessons and view it to offer children an opportunity to participate in enjoyable, encouraging atmosphere in which they can learn. It gives teachers a platform to adapt their teaching strategies for modern times. (Nair and Yunus, 2021; Choo *et al*, 2020). Kucirkova (2018) explains that some educators might believe that the absence of electronic devices in their educational settings limits how much they can promote digital books; nevertheless, digital books may additionally be shared with students through desktop computers or interactive whiteboards. Kucirkova (2018) continues to say that important talents, assessment and explanation as well as understanding of digital instruments such as software and

hardware that are essential elements of technological literacy. Furthermore, teachers should be challenged to further develop their current methods and take a comprehensive approach to the literacy of their students in the classroom (Kucirkova, 2018).

Traditional Storytelling

According to Reason (2016), traditional storytelling is based on a single speaker using a selection of stories, with minimal technical items such as sound, and lighting, and with an emphasis on vocal qualities. Storytelling provides added advantage of teaching story lines that include the location, subject, characters, storyline, and drama aspects. This enables storytelling to be used as a speaking model, a learning environment and a platform for imaginative expansion which support the development of reading (Maureen *et al*, 2021). Satriani (2019) and Medlicott (2018) say that storytelling plays significant role for enhancing children' oral and written abilities. It supports the growth of expressive and open-minded speech, which includes the ability to write and reading knowledge, in accordance with literacy. Furthermore Satriani (2019) explains that storytelling indicates a particular kind of literacy activity that could impact children's language ability. Some of the key benefits of literacy exercise include the development of language and the brain along with the ability to think critically and logically. When applying storytelling as a teaching tool for reading and writing, children can benefit from improved vocabulary and grammatical usage. Including the advantages of storytelling, teachers may increase their pupils' enthusiasm for reading (Satriani, 2019). According to Hibbin (2016), Satriani (2019), Rokham (2024) and Montog *et al* (2015) there are many benefits to storytelling for children's education and development such as vocabulary acquisition, language complexity and communicative competence. It allows children to memorize words they have learned, enhance their interest in reading including enabling children to understand themselves and others, work alongside others and become more self-confident. Ralli *et al* (2021) research reveals that responsive vocabulary greatly predicts storytelling when listening at the young ages of 4 and 7. Additionally, it has been discovered that children' repeating of stories is connected to their expressive and responsive vocabulary.

Rokham (2024) declares that activities involving storytelling have three main objectives: to provide knowledge and explain; to engage and amuse; and to encourage, provide, and inspire. Lucarevschi (2016) suggests that the reason why storytelling works effectively is because it can be enjoyable, captivating, and extremely memorable. This increases children's interest in expressing themselves through writing and reading about tales in addition to listening to them. Rokham *et al* (2024) continues to say that the high number of new words used in storytelling activities will help children's language development. Maureen *et al* (2021) and Rokham (2024) goes on to say that in primary schools when an adult reads stories to children, it can draw in their curiosity and enthusiasm, and children can relate the story to their everyday lives and past experience. Choo *et al* (2020) explain that words, sounds, and verbal speech are the fundamental building blocks that storytellers use. Vocal representation, facial expressions, and hand movements are their tools. Making characters come to life is therefore an essential component of storytelling, allowing both the storyteller and those listening to share in the feelings and ideas of those in the story. Characters may be made to come to life by employing language, voice projection, tone, gesture, facial expressions, and other elements. To grab the attention of children, educators are therefore being encouraged to employ storytelling as a teaching and learning approach in the classroom (Choo *et al*, 2020; Wilkinson, 2019).

Props

Useful teaching strategy for promoting literacy in an early education setting is the use of props (O'Neill *et al*, 2016; Bruce *et al*, 2020; Robinson, 2015). A prop is a component to aid a story's dramatization (Robinson, 2015). Medicott (2018), Bensmihen (2023) and Robinson (2015) argues that children's interest can be sparked, by introducing props. Children are motivated to ask questions such as "Who's that?", "What is that for?", "You have that, but why?". Children's attention has been attracted by the props before the story has begun. Props are components that generate memories, communicate ideas, and engage curiosity. Medicott (2018), Bensmihen (2023) and Robinson (2015) continue to say this allows the reader to use the props at the right time and gives the children an opportunity to see the props

closely and even hold them. This involves them in the storytelling process and includes techniques for creating a shared vocabulary (Medlicott, 2018; Bensmihen, 2023). As is the case in traditional storytelling in the video provided, the storyteller only uses the props when they are relevant to the story. O'Neill *et al* (2016) and Bruce *et al* (2020) explain props may assist in the development of reading and spoken word. Since children are both performers and viewers, their participation is necessary for enjoyment; the teachers focus on getting children involved.

Emotions

Emotions are signals to ourselves and to other people (Habermas, 2019). Habermas (2019) Nabi and Green (2014) and Hwang and Mastsumoto (2016) explain emotions assist in the expression, comprehension, and sharing of events during storytelling, and they may demonstrate to children how diverse emotions function. A chain of emotional changes carried through the story's development may encourage and maintain ongoing interaction with the storyteller. An advanced and complex interaction between language, text, and imagination, deeply engages listeners emotionally and cognitively (Brockington *et al*, 2012). As demonstrated in the video, the storyteller's use of an angry voice for the father bear, a soft voice for the mother bear, and a crying expression for the baby bear can affect the listener's emotions. This may help the children comprehend their own emotions.

Book choice

The storyteller selected this story because of the way that Goldilocks reflects young children's natural, instinctual feeding, sleeping and behaviours that relate to positive curiosity. There is a mathematical element introduced by the different sizes of the bears, bowls, chairs, and beds. It uses repetitive language to help children understand terms like "hot," "cold," "hard," and "soft," which helps them connect those words to daily objects (Lockdown Learning, no date; Shand and Czernichowska, no date).

This story's primary lesson is about considering how your behaviour may affect other people (Brett, 2005; Ransom, no date; Smeda *et al*, no date).

Conclusion

All the sources implemented in this paper Google Scholar, Moodle reading List, and Google were excellent and provided useful information. For this subject, Google Scholar offered a wide variety of papers and articles that were trustworthy, current, simple to locate and academic. The main reason Google Scholar was chosen was because there was an abundance of information to read, several individuals who agreed with it, and a variety of viewpoints and study that had been done, but the results were generally similar.

Reference list

Bensmihen, A. (2023). *Using visual props to promote engagement and storytelling*

Available at:

file:///C:/Users/Student/Downloads/BENSMIHEN_AARON_SRP_202309.pdf

(Accessed 8 October 2024)

Brett, J (2005) *University of Notre Dame* Available at:

[https://cee.nd.edu/goodmedia/reviews/review.cfm-](https://cee.nd.edu/goodmedia/reviews/review.cfm-id=1539.html#:~:text=When%20the%20bears%20returned%20home,your%20actions%20might%20hurt%20others.)

[id=1539.html#:~:text=When%20the%20bears%20returned%20home,your%20actions%20might%20hurt%20others.](https://cee.nd.edu/goodmedia/reviews/review.cfm-id=1539.html#:~:text=When%20the%20bears%20returned%20home,your%20actions%20might%20hurt%20others.) (Accessed 15 October 2024)

Brockington, G., Moreira, A., Buso, M, and Moll, J. (2021). 'Storytelling increases oxytocin and positive emotions and decreases cortisol and pain in hospitalized children' *Psychological and cognitive sciences*. 118. (22). Available at:

<https://doi.org/10.1073/pnas.2018409118> (Accessed 29 September 2024)

Bruce, T., McNair, L., & Whinnett, J. (2020). *Putting Storytelling at the Heart of Early Childhood Practice: A Reflective Guide for Early Years Practitioners* Oxon: Routledge.

Cekaite, A. and Bjork-Willen, P. (2018). 'Enchantment in storytelling: Co-operation and participation in children's aesthetic experience' *Elsevier*. 48. 52-60. Available at: <https://doi.org/10.1016/j.linged.2018.08.005> (Accessed 12 October 2024).

Choo, Y., Abdullah, T. and Nawi, A. (2020). 'Digital Storytelling vs. Oral Storytelling: An Analysis of the Art of Telling Stories Now and Then' *Universal Journal of education Research* 8 (5A) 46-50 Available at: (d1wqtxts1xzle7.cloudfront.net) Accessed 1 October 2024)

Cremin, T., Flewitt, R. and Kucirkova, N. (2017). 'Storytelling and story-acting: co-construction in action' *Sage journals*. 16. (1) Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/1476718X17750205> (Accessed 29 September 2024)

Davidson, S. (2012) *Elen Benfelen* United Kingdom: Rily Publications Ltd.

Gardner, P. (2019). 'Goldilocks and the Three Semiotic Bears: Young Children's Engagement with Early Literacy' *Springer Link* 30. 203-224 Available at: https://doi.org/10.1007/978-3-030-01255-7_11 (Accessed 14 October 2024)

Habermas, T. (2019). *Emotion and Narrative: Perspectives in Autobiographical Storytelling* United Kingdom: Cambridge university press.

Hibbin, R. (2016). 'The psychosocial benefits of oral storytelling in school: developing identity and empathy through narrative', *Pastoral Care in Education*, 34(4), pp. 218–231 Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/02643944.2016.1225315> (Accessed 29 September 2024)

Hwang, C. and Matsumoto, D. (2016). 'Facial expressions' *American Psychological Association* 257-287 Available at: <https://psycnet.apa.org/doi/10.1037/14669-010> (Accessed 15 October 2024)

Johnston, O., Wildy, H., & Shand, J. (2023). Student voices that resonate – Constructing composite narratives that represent students' classroom experiences. *Qualitative Research*, 23(1), 108-124. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/14687941211016158> (Accessed 14 October 2024)

Kucirkova, N (2018). *How and why to read and create children's digital books: A guide for primary practitioners* London: UCL Press

Larson, J and Marsh, J. (2015). *Making literacy real: Theories and practices for learning and teaching*. London: Sage publication

Lockdown Learning (no date). *Goldilocks and the Three Bears* Available at: <https://lockdown-learning.com/home/story-based-learning/goldilocks-and-the-three-bears/#:~:text=Goldilocks%20and%20the%20Three%20bears%20discusses%20opposites%20%E2%80%93%20too%20cold%20and,remember%20and%20recite%20the%20story>. (Accessed 15 October 2024)

Lucarevschi, C. (2016). 'The role of storytelling on language learning: A literature review' *University of Victoria*. 26. (1) Available at:

<https://journals.uvic.ca/index.php/WPLC/article/view/15309> (Accessed 29 September 2024)

Macblain, S. (2022). *Learning Theories for Early Years Practice* 2 edn. London: Sage Publications Ltd.

Main, P. (2022). *Vygotsky's Theory* Available at: <https://www.structural-learning.com/post/vygotskys-theory> 9Accessed 20 October 2024)

Maureen, I. Y., van der Meij, H. and de Jong, T. (2021). 'Evaluating storytelling activities for early literacy development', *International Journal of Early Years Education*, 30(4), pp. 679–696. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/09669760.2021.1933917> (Accessed 2 October 2024)

Medlicott, M (2018). *Storytelling and story-reading in the early years* London: Jessica Kingsley Publishers.

Montag, J. L., Jones, M. N., & Smith, L. B. (2015). The Words Children Hear: Picture Books and the Statistics for Language Learning. *Psychological Science*, 26(9), 1489-1496. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/0956797615594361> (Accessed 14 October 2024)

Nabi, R. L. and Green, M. C. (2014). 'The Role of a Narrative's Emotional Flow in Promoting Persuasive Outcomes', *Media Psychology*, 18(2), pp. 137–162. Available at: <https://doi.org/10.1080/15213269.2014.912585> (Accessed 19 October 2024).

Nair, V. and Yunus, M. (2021). 'A systematic review of digital storytelling in improving speaking skills' *Sustainability* Available at: <https://doi.org/10.3390/su13179829> (Accessed 2 October 2024)

Nunez-Torres, M., Rendon, P and Espinosa-Pinos, C. (2023). 'From physical to digital storytelling. A comparative case in school education' *Springer cham* 1834. 318-324 Available at: https://doi.org/10.1007/978-3-031-35998-9_44 (Accessed 2 October 2024)

O'Neill, B., Banoobhai, M., & Smith, C. (2016). Teaching Literacy through Dramatic Storytelling in Foundation Phase. *Australasian Journal of Early Childhood*, 41(2), 95-102. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/183693911604100213> (Accessed 4 October 2024)

Pasqualotto, A. and Filosofi, F. (2023). **'Tangible digital storytelling and phygital reality: benefits for inclusion and cooperation in young children'** *Sciendo* 15 (2) 41-50 Available at: <https://doi.org/10.2478/rem-2023-0023> (Accessed 3 October 2024)

Ralli, A.M., Kazali, E., Kanellou, M., Mouzaki, A., Antoniou, F., Diamanti, V. and Papaioannou, S (2021). 'Oral Language and Story Retelling During Preschool and Primary School Years: Developmental Patterns and Interrelationships. *J Psycholinguist Res* **50**, 949–965 Available at: <https://doi.org/10.1007/s10936-021-09758-3> (Accessed 2 October 2024)

Ransom, C (no date). *Goldilocks and the three bears* Available at: [https://www.prindleinstitute.org/books/goldilocks-and-the-three-bears/#:~:text=The%20theme%20in%20the%20story,%E2%80%9Cbreaking%20and%20entering%E2%80%9D\).](https://www.prindleinstitute.org/books/goldilocks-and-the-three-bears/#:~:text=The%20theme%20in%20the%20story,%E2%80%9Cbreaking%20and%20entering%E2%80%9D).) (Accessed 15 October 2024)

Reason, M. and Heinemeyer, C. (2016). 'Storytelling, story-retelling, story knowing: towards a participatory practice of storytelling', *Research in Drama Education: The Journal of Applied Theatre and Performance*, 21(4), pp. 558–573. Available at: <https://doi.org/10.1080/13569783.2016.1220247> (Accessed 8 October 2024)

Rokham, T., Daryono, Fuat, Sayer, I., Konstantinopolou, X., Mas'udah, N and Nafisah, D. (2020). 'Teachers and Students Benefits Bringing Oral Storytelling in Front of the Classroom' *Creative Tugu Pena* 2 (2) Available at: <file:///C:/Users/elies/Downloads/hcahyono,+Journal+manager,+template2.pdf> (Accessed 1 October 2024)

Satriani, I. (2019). 'Storytelling in teaching literacy: benefits and challenges' *Journal of English Education*, 8(1), 113-120. Available at:

<https://journal.uniku.ac.id/index.php/ERJEE/article/view/1924> (Accessed 29 September 2024)

Shand, J., and Czernichowska, J. (no date). *Goldilocks and the 3 Bears* Available at: <https://www.storyplayr.com/histoire/goldilocks-and-the-3-bears#:~:text=This%20tale%20is%20very%20significant,was%20already%20too%20big...> (Accessed 15 October 2024)

Smeda, N., Dakich, E. & Sharda, N. (2014). 'The effectiveness of digital storytelling in the classrooms: a comprehensive study'. *Smart Learn. Environ.* **1**, 6 Available at: <https://doi.org/10.1186/s40561-014-0006-3> (Accessed 2 October 2024)

Smogorzewska, J. (2014). 'Developing children's language creativity through telling stories—An experimental study.' *Thinking Skills and Creativity*, **13**, 20–31 Available at: <https://psycnet.apa.org/doi/10.1016/j.tsc.2014.02.005> (Accessed 10 October 2024)

Sundin, A., Andersson, K. and Watt, R (2018). 'Rethinking communication: integrating storytelling for increased stakeholder engagement in environmental evidence synthesis *Springer Link* **7**. 6 Available at: <https://doi.org/10.1186/s13750-018-0116-4> (Accessed 13 October 2024)

Tong, C., Roberts, R., Borgo, R., Walton, S., Laramée, R., Wegba, K., Lu, A., Wang, Y., Gu, H., Luo, Q and Ma. X (2018). 'Storytelling and Visualization: An extended Survey *Information* **9**(3): 65. Available at: <https://doi.org/10.3390/info9030065> (Accessed 14 October 2024)

Twinkle (no date). *Pwerbwynt Stori Elen Benfelen a'r Tair Arth* Available at: <https://www.twinkl.co.uk/resource/wl-t-2545262-pwerbwynt-stori-elen-benfelen-ar-tri-arth> (Accessed 29 September 2024)

Welsh government (2022). *Languages, Literacy and Communication* Available at: <https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/statements-of-what-matters/> (Accessed 16 October 2024)

Wilkinson, K. (2019). *What makes a good storyteller?* Available at:
<https://www.booktrust.org.uk/news-and-features/features/2019/december/what-makes-a-good-storyteller/> (Accessed 11 October 2024)