

ECEY5004**Introduction**

Dubiel (2024) believes that storytelling is one of the most important experiences for children to have in early years and the pedagogy. Dubiel (2024) states that by practitioners reading stories children begin to understand the world that is around them and begin to communicate their own ideas, feelings and knowledge. However, Kucirkova (2018) believes that digital books play a vital role in a child's development, it actively involves a child in shaping the environment and the resources they use around them.

The 3 story telling techniques that were used in the video are -

1. Pausing
2. Facial expressions
3. Tone of voice

Each storytelling technique will be evaluated through how they support language development, communication skills and what theorists support and link to these techniques and the difference and benefits of digital and traditional storytelling.

These 3 storytelling techniques were chosen as in the video, there was stopping and pausing allowing the children to answer, facial expressions to demonstrate communication and to support the words and tone of voice to show the different cues that shape the spoken words.

Pausing

Read *et al* (2019) states that when storytelling a pause between words and sentences, prompts and encourages children to guess or repeat words during the shared reading, or it allows children to become curious to what the word means.

Read *et al* (2019) believes that pausing between sentences helps children and

young people retain new vocabulary. Marinovich (2022) believes that storytelling is a fundamental pedagogical tool that helps children bridge the gap between hearing words and understanding them. She states that pausing builds anticipation and emphasizes the points were trying to make. It is a purposeful strategy that practitioners use to allow children and young people to process what has just been said. However, Speech in a Sec (2018) believes that pausing is a powerful strategy which creates positive communication opportunities for children and young people to allow them space to process the information or new vocabulary. For example, in the videos you see that there are open-ended questions and pausing ready for the child to give answers or opinions. Another example used is 'O na! Bydd rhaid i ni mynd' after a few times as the book is repetitive, and the child should be able to answer 'drosto'. Bateman and Kern (2025) believes that storytelling plays a vital role in teaching and preserving the Welsh language. They suggest that traditional storytelling often relies on a technique which is called translanguaging, where practitioners switch back and forth from Welsh to English to help children build an understanding of the different vocabulary. Bateman and Kern (2025) identified that pausing before or after using Welsh words allows the children time to process the new vocabulary and add it to their existing language skills. They believe that pausing provides a bridge for children to take in that second language. Lev Vygotsky's sociocultural theory connects to pausing to storytelling. Croneri (2022) examined Vygotsky's work and stated that Vygotsky's Zones of proximal development (ZPD) that pausing can help children's cognitive development as it comes from social interactions that are being guided from adults by doing different activities, reading stories and singing. Vygotsky calls it 'Scaffolding' where the support is given by the adult/practitioner to bridge that gap to make sense of the word or sentence. However, pausing does come with limitations. In an article investigating storytelling and pausing, Redford (2013) found the effectiveness of storytelling is purely based on the storyteller's speaking, energy to keep the children engaged and involved. She found that if the pauses were too often or too long, it breaks down the flow of the story, making the story feel long which could cause the children to lose interest.

Facial Expressions

The BBC (2019) describe facial expressions as something that conveys the emotion and tells us a lot about the character. They believe that facial expressions in storytelling are nonverbal movements of the face, using eyebrows, mouth, eyes and muscles. It captures the attention of the listeners. Salicchi *et al* (2026) identified that facial expressions have a greater impact on the children, they found that children recognise positive facial expressions faster than negative ones. In the videos it is shown that facial expressions were used, it shows eyebrow movements and raises. Planck (2025) writes that eyebrow raises in facial expressions can help the children and young people interpret what has been said faster. For example, a slight eyebrow raise or tilt of the head can help the children understand the non-verbal behaviours. In a study investigated facial expressions in Additional learning needs (ALN) in storytelling, Grossman *et al* (2013) found that facial expressions in storytelling help children with ALN by making those emotional concepts more visible and easier for them to identify. It helps support their language development as the storyteller is using visual and facial cues. General (2022) shows research evidence which states that people can use seven different expressions. These are, contempt, anger, fear, disgust, happiness, surprised and sadness. These can be used in different contexts such as, face-to-face conversations such as storytelling, sign language and digitally. For example, when the storyteller is in a good energetic mood, children and young people can pick up on this through their facial expressions, if the story is good the children will also pick up on this from the storyteller's facial expressions. On the other hand, if the storyteller does not show facial expressions and looks irritated or upset the child is more than likely to disengage and lose interest in the story. Linking to facial expressions, Dr Paul Ekman theory. Sociologylearners (2025) discusses Dr Paul Ekman's theory, his research suggests that he discovered micro-expressions which in storytelling is the ultimate tool for the dramatics. Similarly to General (2022), Ekman's research proved that certain basic emotions are used through storytelling such as happiness, sadness, anger, fear, surprise and disgust. However, Serrat *et al* (2020) identified that there could be a few developmental and cognitive limitations to how children and young people use and interpret the different facial expressions during storytelling. For example, some children can have difficulty recognising or

understanding different emotions therefore cannot understand the difference between the different facial expressions used. Serrat et al (2020) also found that children with ASD or global development delay (GDD) can find it difficult to sit and listen or sometimes understand a story therefore it is important to ensure that everyone is included and cater to everyone's needs in line with Article 28 of the United Nations rights of the child (UNCRC, 2019) where every child has the right to an education.

Tone of voice