

There are several activities that can help with literacy development, but one of the most thorough ways to do it is through storytelling. The acquisition of language, speaking and listening abilities, and memory capabilities are all clearly enhanced by storytelling. Furthermore, it fosters writing and reading abilities and gives children chances to gain confidence (Vecino, 2016). Agosto (2016) states that storytelling is beneficial to children in terms of cognitive development, visualization, and critical thinking. However, Hibbin (2016) asserts that the benefits of storytelling extend beyond literacy development to include a child's psychological growth as well as the development of empathy and self-expression. Over the past few years, digital storytelling has become a potent teaching and learning tool that engages both teachers and their students (Robin, 2008). Furthermore, educators and practitioners may benefit from using digital stories. Digital storytelling is a tool that educators can use to capture and excite students' interests from the "YouTube generation" (Dreon *et al.*, 2015). Practitioners can communicate abstract or conceptual knowledge in a way that is more understandable by using digital storytelling, which can appeal to a variety of learning styles. The holistic development of a child is benefited in numerous ways by storytelling.

University of Kansas (2017) states that language development starts in the womb. A child's ability to make sounds that are part of their native language within the phonetic inventory and practice them in increasingly complex combinations is a fundamental skill for their ability to later make those sounds into words and employ those words in a grammatical context (Morgan and Wren, 2018). Children are taught to recognize

language sounds using onomatopoeia, an aspect of literacy that converts the sounds children hear around them into written words (Motamedi, *et al.*, 2021). When reading stories to children, utilizing sound patterns and words that mimic sound can improve language acquisition outcomes (Graf Estes, 2014; Fleta Guillén, 2017). When used in storytelling, onomatopoeia can be both a saying and a showing word (Sasamoto and Jackson, 2016). Bland (2013) says that using onomatopoeia in a story, may keep a child's interest, hold their attention, and keep them eager to learn more about it. However, by allowing children to hear the various phonemes in each word, onomatopoeia helps them develop their phonological awareness, which is intimately related to their ability to read and their oral development (Wang, 2015).

The development of a child's writing abilities as well as oracy and reading skills depends on the usage of literacy tools while reading books to children. Gillon (2018) states that phonological awareness is a foundational ability required for writing. According to Froebel's idea, onomatopoeia holds a child's attention while also stimulating their imagination and creative abilities. Following the development of oracy and literacy, a child can next move on to the development of creative writing skills.

The use of onomatopoeia is related to Chomsky's theory of language acquisition. According to Chomsky, language is not learned but developed in the mind based on the information given. The concept of universal grammar, which holds that our capacity to acquire a language is genetically determined and that children are born with a mechanism that allows them to learn whichever language they choose to grow up with, is perhaps Chomsky's most significant element to linguistics. He

thought that the term "language acquisition device" refers to this innate ability that makes language possible (LAD) (Chomsky, 1957, Chomsky, 1965, Chomsky, 1975, Chomsky, 1995, Chomsky, 2005 cited Barbieri, 2020 and Neaum, 2012). However, Bruner supported Chomsky idea of children have an innate aptitude to study language, but he expanded on Chomsky's concept of the LAD by highlighting the significance of interaction in the process of language acquisition. Bruner held the opinion that social input, which can take many different forms, is necessary for children to effectively acquire a language. Bruner developed his concept which he called the language acquisition support system (LASS). This is where children learn from more knowledge of others which also links with Vygotsky's (1978, cited in Eun, 2019) zone of proximal development. The significance of providing children with the support they need from practitioners who are familiar with children's language and literacy so they can recognize where they are at and what is needed to help them advance is supported by the scaffolding theory.

For example, onomatopoeia was used to simulate the sound of a rocket taking off from a chimney during both traditional and digital storytelling exercise. The word was also repeated with the children to introduced repetition towards the children. This was the part of the story where the children shouted WHOOSH and BANG. After the children had repeated the words correctly, they were praised for doing a good job. Skinner (1957 cited in Saxton, 2010) states that children's efforts must be praised or encourage.

For younger children, using props while delivering a story can dramatically enhance the experience and promote a positive relationship with books and stories. Whitehead (1999) and Soundy (1993 cited in

Stadler and Ward, 2010) states that props can make the story come alive for the children and be a support system for them to recall and retell stories. Furthermore, it can aid in capturing the child's interest and enhance their comprehension (Cekaite and Bjork-Willen, 2018). Props can be placed in a child's environment in a way that will help them explore their ideas through a literacy-based activity and advance their literacy development.

Props can also be utilised to help children guess what a story's next action will be. Consider the story activity "Whatever Next", in which a baby bear and an owl visited the moon in a rocket. As the narrative develops, it becomes clear that there was a box that severed as the rocket, a stuff dog as the teddy bear, space-boots and a helmet. Therefore, with the help of the props the children may observe what is happening visually and predict what may happen next in the story. The usage of props can help students improve their comprehension skills. Children can use props to repeat the story and the events' order to a parent or other adult who is providing care. For instance, using the props from the narrative Whatever Next- a box, a space helmet, a pair of space boots, a teddy bear, and some food. A child can recreate the steps of baby bear. When they memorize and repeat the story's events, this will aid in a child's comprehension skill development. For instance, towards the conclusion of the traditional story the children were given the task of identifying the images they had seen within the story. However, with the digital storytelling less props were utilized because children were more interested in what was happening on the television.

Learning through symbolic representation is crucial, as demonstrated in the development of language and literacy through play and story. The foundation for more advanced symbolic representations, such as the written word serving as a representation of spoken language, is the capacity to distinguish an object's purpose from its physical form (for example, using a box as a rocket to pretend to travel to the moon).

Whitehead (1997) states that children first experience with books will be mostly be focus on picture books. Meier (2009) states that picture books support new language learners. However, with the usage of props it can grain children attention when reading story books that does not contain any pictures. Props would give children visualization of what the story is about without any pictures within the story book.

Language develops in a few stages, according to Tomasello (2003, cited in Neaum, 2012), starting with the symbolic representation of language and continuing as children and adults interact with others. He added that for children to connect objects and recognise patterns, they need to develop their intention reading skills. Children who participated in the story-telling exercise, whether digitally or traditionally, should be able to connect the props used to the story and to other things. Also, he stated that between the ages of nine and twelve months, children should be able to point. Also, the reader pointed to pictures while reading the story while drawing the children' attention from left to right.

Through their play experiences, children can learn the meaning of literacy and how environmental print (words transformed into visuals and actions) works. When children navigate their world, engage with peers and adults, express themselves, and interact with literature text, they discover the purposes of literature and develop the skills to a8ply literacy

into many facets of their lives. As children are exposed to literature or become aware of its existence, they start to incorporate literature material into their play.

According to Read, Macauley, and Furay (2014), rhyme helps children learn to retain words when reading which would allow children to remember several words and build their vocabulary. Dunst, Meter, and Hamby (2011) state that rhymes are used as part of early literacy learning that supports the acquisition of phonological-related skills. Rhyme improves a child's phonological awareness and vocabulary acquisition, and it can actively help with word prediction (Read, 2014; Read and Regan (2018). This is because children would not only retain the words that they heard but would learn new words throughout the story. Read, Macauley and Furay (2014) state that rhymes can boost children's memory. Throughout the education of children, rhyme is commonly used (Lefebvre, Bolduc, and Pirkenne, 2015). Pourkalhor and Tavakoli (2017) state that nursery rhymes help children with the development of spoken language and vocabulary, which enhances their ability to communicate orally.

The use of rhyme can help children's language development from the age of six to twelve months old (Welsh Government, 2015). Moreover, rhyme strengthens a child's reading and listening skills (Welsh Government, 2019). Children who are introduced to rhyme at an early age usually find learning to read easier, and the ability to hear rhyming phrases assists children to differentiate between phonemes (Bryant and Bradley, 1985; Goswami and Bryant, 1990 cited in Whitehead, 2001; Scholastic, nd). Welsh Government (2017) states that hearing and learning rhymes and songs not only help in language development but

also has positive effects on cognitive efficiency. Children learn vocabulary and phrases by memorizing them due to the rhymes and patterns in songs and rhymes.

Rhyming also ties to Froebel's educational philosophy (1837, cited in Nishida, 2019), who believed that rhymes and close relationships may serve to stimulate and strengthen connections between brain neurons, therefore enhancing a child's capacity for brain development. This is further encouraged by the curriculum for Wales (2015), which requires teachers to incorporate rhyme into the curriculum to improve students' oracy skills and development across a range of subject areas. However, a child's early literacy skills and brain activity are both enhanced by becoming aware of rhymes. Practitioners can motivate toddlers to pay attention by including singsong rhyming language in their story time. Additionally, practitioners can encourage parents to promote nursery rhymes for their children emergent reading and writing development.

For instance, a nursery rhyme was performed as the traditional story was being read. This song was inspired by the story's elements of going to the moon and a rocket ship. The children might be able to link the words from the rhyme with the words within the story which they have memorized. However, before the reading of the traditional story activity questions were asked to find out if the children knew who an author is and from the picture of the story if they have an idea what the story was going to be about. On the other hand, after the digital story activity children were asked questions based on what happened in the story. Asking children questions before, during or after a story all points to David Crystal language acquisition concept. David Crystal concept was

based on that children learn languages in 5 stages. In stage 2 this is where children generally ask questions. During this time parents and practitioners should always answer children's questions and do not ignore them. When children are ignored, this can lead to language and communication delay in young children. Furthermore, children should be in environment with other individuals so they can build their vocabulary and expand their knowledge (Petrie, 2011). On the other hand, Crystal (1998) states that nursery rhymes are effective and visual. Crystal (2017) suggested that it is not what we say but how we say it.

Storytelling is linked to how we read the story to children to gain their interest. For example, during the storytelling activity there was a change of voice to represent different individuals in the story.

In conclusion, a child can learn language and literacy abilities, including writing, speaking, and reading, in any format of storytelling. This is especially true for young children who frequently struggle with language development. Rhyme, props, and onomatopoeia are all helpful literacy techniques that support a child's development when used in storytelling. A child's attention and interest must be maintained throughout the story for them to learn from the experience and build their skills. To increase a child's literacy skills and abilities and thereby lower the chances that they will have speech and language delays before starting school, practitioners and primary carers can practice storytelling.

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