

The benefits of storytelling from an early age have a range of positive outcomes for children as they develop and grow. Story telling allows children to use their imaginations and wonder, explore various skills of language and communication, although helping children with their imagination it also helps children to understand the wonders of the world around them. Maureen, Van Der Meij, and De Jong, (2018) discuss that story telling can promote creative thinking in children, the wonders of storytelling will enhance their curiosity for wanting to read books and further their knowledge and build their imagination in their future interest in how they tell stories and understand the ways of the storytelling and how language is portrayed in various aspects of certain stories or how storytelling is differentiated from books to digital storytelling. Maureen, Van Der Meij, and De Jong, (2018) also imply that with digitalised story telling it is said to be more visual for the listener rather than a mental imagery communication skill, though books have images, digitalisation produces that much more such as sounds and possible digital interactions for more involvement.

Reflecting on the difference between both videos it is apparent that the language is slightly different as the digital interactions that is produced by the power point version. Rahiem (2021) discusses the studies of storytelling and how analysed data collected from teachers shows that digitalised storytelling can be captivating, engaging and more entertaining. Though this entertaining with possible sounds and interactions, perhaps involvement, the traditional style of reading from a book can provide just as much engagement, captivating children by their imagination. Satriani (2019) implies that language is enhanced by storytelling as children are listening and memorising words to better their vocabulary whilst developing other skills such as their critical thinking skills. Personally, I feel more interaction with storytelling as the storyteller with the more traditional way of storytelling, this is because it feels natural, as a reader, I feel I am communicating more, I feel I am captivating more attention as there is more of a story being told with a change of voices or characterisation and rapport with children. Though turning pages and holding the book seems a limited task in this instance, as appose to the digitalised version where there is more freedom within the body. Hibbin (2016) implies that children speaking and listening are learning in oracy and by listening to language being portrayed through various stories and how stories are told the use of the language and the vocabulary, the way different characters are portrayed can help children understand language and

communication. Children may hear the same story, but it may look different to them in their minds. As Bruce, McNair, and Whinnett (2020) discuss one in their studies that a child has taken a traditional fairy tale such as 'Goldie locks and the three bears' and has imagined her own version of the story. The child has used imagination and creativity. Maureen, Van Der Meij, and De Jong, (2018) support the positives of children using their imagination and creativity for creative thinking in that they enhance their curiosity of how they may possibly want to write or tell stories and how they enhance their understanding of how they perceive characters in stories and portray them as they tell the stories from their creative imaginations. Creative thinking and imagination from children start at a young age and children who are often around books and are read to are frequent children I tend to see in our reading corner in setting, this can influence other children to join and interest them.

Hermawan, Wafa and Laela (2022) discuss that children who are read to are the ones often found turning pages pretending to read the books, babbling words from as young as three years old, this makes good practice for their ability to sit and wanting to read showing their interest, some children who are familiar with the books they are picking up often turn the pages whilst reeling the story that they have heard without reading as they have been read that story many times. Children memorise stories and the characters in the stories, their minds indulging in a world of wonder and imagination.

How does digital storytelling promote learning and what are the benefits of this. Nuroh and Adiyawati (2023) conducted a non-published test on a group of students and found that digital storytelling with sounds and animations, along with various slides, flow of movement, audio in a world that is ever evolving and transforming digitally, engaging children in something a little more exciting and entertaining. Nuroh and Adiyawati (2023) believe that digital storytelling is used and promoted correctly will be beneficial for your learners as they become more familiar and efficient with the digital world, we are slowly but surely moving towards with this generation. Shahid and Khan (2022) discuss that digital storytelling in young children can be a pedagogical tool in which children are in control of their own learning as they can become more involved in the storytelling. Digital storytelling sometimes allows children to interact with the story and play games or will give them a role in the story to come and possibly move a character on the interactive board for example 'the

hungry caterpillar may need to be moved to the next piece of fruit to eat it' for the story to continue, team work may also come into this as the case could be that one child may not understand where as another child may and they can problem solve and help each other building social skills, problem solving skills and teaching them to be kind and considerate of others who may need a little help now and then.

To conclude, both variations of storytelling promote and encourage a range of beneficial skills and positive outcomes for children as they grow and develop. I believe reading is important in any instance whether it be the traditional reading from a book or digitalised with sounds, media, images and interaction, as children gain literacy, writing, and most importantly an interest in reading from the promotion of storytelling.

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