

Cover sheet

For this assignment I have submitted the following:

- Component 1- Recording of a traditional storytelling activity
- Component 2- Analysis of the activity

I acknowledge that I have used AI tools to summarise information for this assignment.

I confirm that I have copies of my drafts, notes, and other resources I have used which I may be asked to provide as evidence.

Recording of a traditional storytelling activity

[ECEY5004 recording.MOV](#)

Analysis of the activity

There are many benefits to storytelling, as it provides opportunities for children to develop communication, language, and early literacy skills. Through listening to stories, children can learn new vocabulary, develop their imagination, and encourage their participation through questioning and interaction with an adult (Cremin *et al.*, 2016). Furthermore, storytelling can also support children's early literacy by introducing them to characters and story structures, helping them develop listening and comprehension skills, and allowing them to build an interest in books (Farantika, Shofwan and Purwaningrum, 2022). Digital storytelling can introduce children to basic digital skills through allowing them to interact with technology, which helps them begin to develop an understanding of how digital resources are used (Robin, 2016). This analysis compares traditional and digital storytelling of the Goldilocks and the Three Bears book and examines how the techniques, adult interaction and the resources used may support children's language development and early literacy.

The Goldilocks and the Three Bears book was chosen for this activity, as it is a familiar and engaging story which includes repetition, a clear sequence of events, and recognisable characters to support children's language and literacy development aged seven and under (Stephens, 2026). The repetition within the story can support children in becoming familiar with the key phrases and helps them predict what may happen next, which encourages their participation during this time. It also provides opportunities to introduce descriptive vocabulary relating to size, such as 'big', 'medium', and 'small' through the different sized bowls belonging to the bears which were introduced through physical props, allowing the children to connect spoken language with visual pictures (Dickinson *et al.*, 2019). However, physical props were not used in the digital version, as the focus was on the images on the screen and keyboard interaction to involve children, but both approaches can encourage the children's participation. Using the same story across both approaches provides an opportunity to explore the differences between digital and traditional storytelling and how they can both support early literacy.

In the traditional storytelling demonstration, Goldilocks and the Three Bears was read out loud, with three different sized bowls used as physical props. Using physical props may provide a visual representation of size, allowing the children to understand the descriptions used in the story with real objects. This may support

children's vocabulary development by connecting the words being spoken to visible objects (Galea *et al.*, 2025). Questions such as "Which bowl do you think Goldilocks will choose?" were also asked to encourage the children to compare the objects and use descriptive language. Follow up questions such as "Why do you think she will choose that bowl?", could further encourage children to explain their ideas and practice using descriptive language (Vaahtoranta *et al.*, 2019).

Another feature that was included in the traditional storytelling was the use of different voices for each character. Changing the tone and pitch of the voice allows the children to distinguish each character and helps bring the narrative to life. For young children, expressive storytelling may encourage better listening and help maintain their interest in what is happening and what will happen next (Isik, 2016). Different tone and pitch of voices can also be used to demonstrate the situation and how each character is feeling, allowing the children to recognise emotions through voice changes and connecting these emotions to events in the story (Storr, 2020).

Questioning was also used in the traditional storytelling to create opportunities for the children to participate. By asking questions during the story, it can encourage children to think about the characters and events that are happening and introduce early thinking, making storytelling more interactive (Liu and Yoon, 2024). Open-ended questions, such as asking the children why they think Goldilocks chose a certain bowl, may also encourage them to explain their answers and practice expressing themselves. Through these opportunities, children can develop their listening and communication skills while building their understanding of the story (Lucarevski, 2016; Liu and Yoon, 2024).

Traditional storytelling can be linked to Vygotsky's sociocultural theory, particularly the zone of proximal development. This refers to the difference between what a child can achieve independently and what they can achieve with appropriate support from a more knowledgeable person (Reynolds and Miller, 2012). During storytelling, an adult can support children's learning by asking questions, helping them understand unfamiliar words, and providing prompts that help them explain events. For example, the adult could guide the children to describe the different sized bowls, beds or chairs, encouraging them to think critically. This demonstrates how adult

guidance and interaction can support their language development and thinking skills (Reynolds and Miller, 2012).

The features that were used during the traditional storytelling allowed the children to directly interact with the adult. However, traditional storytelling can also have its challenges, as its success may depend on the reader's confidence and ability to maintain an engaging pace and use expressive language, as without this the children may find it difficult to follow the narrative and may lose interest quickly. For example, a child who finds it difficult to answer an open-ended question may benefit from a choice between two answers, followed by a more detailed question when they feel ready (Noble *et al.*, 2019). In addition, children may have different communication needs and levels of concentration, meaning that one approach may not engage every child equally. Therefore, storytelling should be responsive and adaptive to suit children's individual needs, allowing time for questions, repetition and explanations (Nan and Tian, 2025).

Digital storytelling provides another way to support young children's literacy and language development and allows them to gain an early understanding of technology by presenting stories through computers or screens. In the digital demonstration, Goldilocks and the Three Bears was displayed on a screen next to the storyteller (Liu *et al.*, 2024). Having the screen displayed next to the storyteller's head can help the children follow the events and connect the images with the spoken words, for example, the images of the bears and the bowls allow the children to recognise characters and understand the differences in size (Rahiem, 2021). Research by Liu *et al.* (2024) reviewed how digital technology can be used to support young children's language and literacy development by combining spoken language and visual images, highlighting the educational use for digital resources. However, the use of digital images can depend on how they are being presented and supported by the reader, as the visibility of the screen may be limited or the children may not be able to explore the story at their own pace (Lisenbee and Ford, 2017).

Mayer's Cognitive Theory of Multimedia Learning can be linked to digital storytelling, as it suggests that people learn through processing verbal information with visual information (Mayer, 2024). During the digital storytelling demonstration, the combination of the spoken words and the images displayed on the screen may

support children's understanding by allowing them to connect what they hear with what they see, supporting their understanding of the story and the vocabulary. However, for this to be effective the images need to be relevant to the narrative, as too much information or images may distract children from the story. Therefore, Mayer's theory helps explain why relevant images may support the spoken narrative, while highlighting the effectiveness of digital storytelling and how it is presented (Mayer, 2024).

A feature that was used in the digital storytelling demonstration was the opportunity for children to help turn the pages using the keyboard. This feature gave children the opportunity to gain simple digital skills by interacting with a digital resource, helping them begin to understand that pressing a key causes an action to happen on the screen (Marsh *et al.*, 2019). It also encouraged participation and interaction by giving them an active role when reading the story, rather than just simply listening. This approach supported their cooperation and patience skills, whilst also encouraging their curiosity about how technology works. However, to allow children to understand technology further, they would need further opportunities to explore digital resources safely, with the support from an adult to explain and encourage purposeful interaction (Lips *et al.*, 2017).

In the digital storytelling demonstration, character voices and questions were retained to ensure that the storyteller remained central to the experience, despite the story being displayed on a screen (Wu *et al.*, 2025). This was to ensure that a storytelling approach was maintained, and these features allowed for an expressive story whilst encouraging children to think about the events and share their ideas. This demonstrates that digital storytelling does not need to rely on screen-based images and the storyteller can still play an important role in supporting children listening and language development. Therefore, combining digital resources with adult interaction may help create a more engaging storytelling experience (Wu *et al.*, 2025).

Although digital storytelling can offer opportunities for children's language development and early literacy, it does not mean that it leads to a better story comprehension than traditional storytelling. Bus *et al.* (2025) found that digital picture books did not necessarily improve children's story comprehension, suggesting that

the use of technology must be purposeful and create further opportunities for children to explore digital resources. Digital resources may also provide distractions, as the visual features may take the attention away from the narrative, highlighting the importance of how digital technology is used (Kao *et al.*, 2016). To avoid these limitations, the screen should be used in ways that support children's understanding of the story.

Both the traditional and digital storytelling demonstration used Goldilocks and the Three Bears story, along with expressive character voices and questioning to support children's engagement with the story. Both approaches provided opportunities to introduce new vocabulary, as descriptive language was used relating to the bears, the bowls, the chairs and their beds to help children develop their understanding of size. It also allowed the children to develop their listening skills, as the use of different character voices could help to distinguish each character, and by being asked questions about the narrative so they could recall events and express their ideas. These similarities suggest that both traditional and digital storytelling can support children's learning when the story is being presented in an engaging and interactive way (Choo, Abdullah and Nawi, 2020; Lisenbee and Ford, 2017).

A difference between the two approaches was the use of physical resources. Differently to the digital storytelling, the traditional storytelling was provided with different sized bowls to help the children explore the concepts of big, medium, and small, allowing the children to visualise and compare differences in size while learning new descriptive vocabulary. In contrast, the digital demonstration used a screen to display pictures, including a keyboard allowing the pages to be turned, introducing the children to basic digital interaction and encourages their curiosity about technology (Liu and Yoon, 2024). However, these differences do not mean that one approach is more effective than the other, as each one offers different opportunities for children's learning. The physical props supported the explanation of size through real objects while the digital resources combined visual images with interaction through technology (Miller, 2023).

Reflecting on the storytelling demonstrations highlights the importance of adapting storytelling approaches to support children's learning. During future practice, more attention could be given to observing children's facial expressions, answers and

levels of attention to judge whether the pace and delivery are suitable and appropriate. Questions could then be adapted to suit individuals' language abilities, by giving them enough time to think before answering and encouraging an explanation for further learning. Allowing additional time for responses and extending children's answers could further support their communication and language development and allows for a reflective approach to ensure that storytelling remains responsive to children's individual needs and interests (Wu *et al.*, 2025).

In conclusion, both traditional and digital storytelling can provide valuable opportunities to support the language development and early literacy, although they offer different approaches. Traditional storytelling offers hands-on experiences through physical props with a variety of questions and expressive voice, while digital storytelling combines a spoken narrative with visual images and opportunities to interact with technology. However, the effectiveness of both approaches depends on the quality of storytelling, as the demonstrations highlighted the importance of participation, meaningful interaction and opportunities for children to develop their understanding of delivery. Artificial Intelligence was used during this assignment to summarise information, to support with time saving and to clarify key points. This became useful with some sources, however with others it cut key information that was needed. Therefore, the suggestions given must be checked against reliable academic sources to maintain accuracy.

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