

- I acknowledge the use of AI to inform me to undertake my work. I used AI to attempt to find out about different theorists although this wasn't used within my paper.
- I can confirm that I have not presented any AI generated text as my own.
- I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide as evidence.

Title: Language and literacy in the digital age

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Part 1

[Digital Video.mp4](#)

[Traditional Video.mp4](#)

Part 2

David (2020) suggests that reading to young children regularly can be a very effective method to enhance their language. They also suggest that reading to children can provide many benefits such as providing children with comfort and security, enhancing children's confidence, enjoyment and happiness. While reading children stories they are made to feel important to the reader and can enhance the child's self esteem, build their imagination, and help children fall asleep. This links to Maslow's hierarchy of needs. Familius (2024) states that Maslow's believed that children need to build self esteem in order to feel self worth. David (2020) also suggests that when a parent reads to a child they are forming bonds, developing a connection and building strong ties. This has links with Bowlby's attachment theory. National Society for the Prevention of Cruelty to Children (2021) states that attachment is important in children's relationships with adults so that they feel safe and secure.

Book trust (2025) agrees that it is vital that children hear spoken language. They also suggest that young children enjoy listening to adults voices and language. As they begin to learn to speak they imitate the tempo and pitch of adults voices to form their own voice. They also go on to say that when a child is read to they learn about the world around them and how books work, for instance how to turn a page and how a book is read from left to right. Similarly Cekaite and Björk-Willén (2018) states that in education telling stories is seen as a learning opportunity and places the basis for children to develop their vocabulary and literacy skills. Rahiem (2021) suggests that digital story telling is more engaging for children and can enhance communication. This paper will discuss in depth rhyming in story telling, tone of voice and use of props.

Teaching English (no date) suggests that reading stories that rhyme provides children with an opportunity to engage and join in on the storytelling activity. According to The Hanen centre (2025) room on a broom as demonstrated in one of the videos is one long rhyme which enhances children's ability to develop awareness of sounds. Bryant, Maclean and Bradley (1990) suggest that children successfully learn to read through engaging with literature that rhymes and contains alliteration but may not be the case with their language development. However, the Hanen centre (2025) states that phonological awareness enhances children's ability to break words down into separate words and syllables. When children are able to recognise these it enhances

the child's ability to connect written words to sounds. It is also suggested that rhyming books are an asset to promoting phonological awareness. They believe that the first indicators that children have developed sound awareness is when they notice familiar patterns in books as rhymes. The Hanen centre call this listen... and find one like it. This is believed to enhance children's ability to stay engaged in the story and tune in to the sounds and written words at the start and end of rhymes with the same sounds for example room and broom. Shanahan (2015) states that there was research done within the National Early Literacy Panel in 2008. They concluded that the ability to recognise rhyme enhanced the children's ability to read in later life. However, rhyming it is not as proficient as phonetical awareness. It is also suggested through this study that it was unclear if the children had a better understanding of the literature. Read *et al.* (2014) suggests that rhymes enhance children's ability to remember words and can enhance a child's vocabulary. Rigby (2019) suggests that Froebel believed that rhymes enhance children's literacy and language development. When reading books containing rhymes Froebel believed that the children form relationships with the practitioner through engaging in the experience as a whole. Merano (2025) suggests that having access to digital literature and stories develop a better vocabulary. It is also stated that children develop their oracy through listening to digital stories. However, O'Byrne *et al.* (2018) states that digital stories may have a negative impact on how children learn to read as they may not be focusing on the text and some may not contain text at all just narration. As a result they suggest that this can have a negative impact on the child's vocabulary. McDonald *et al.* (1995) suggest that Crystal similarly seen value in rhymes through his language play theory. Crystal (1996) suggests that through language play children find pleasure through rhymes while developing language through patterns.

Kory Westlund *et al.* (2017) suggests that when the reader adapts their voice to express different voices and emotions it helps children to engage with the content of the story. They also suggest that when the reader changes their tone as seen in the videos provided it enables the children to recognise emotions such as scared or happy. According to Victoria state government (no date) Bruner believed that telling children stories enables adults to enhance children's vocabulary and overall language (Bruner, 1986, p 156). They also suggest that when the reader changes their tone of voice it enables the children to develop the meaning of the words. It is also suggested that when changing the tone of voice if accompanied by facial expressions it can help

the children to understand the emotions within the text. Oracy Cambridge (2018) agrees that the readers tone of voice impacts the way children understand the emotions within the text. Cremin *et al.* (2017) suggests that Paley theorised that children learn different emotions by listening to adults speaking and scaffolding their conversations. In both stories there is conversational text present. When adults change their tone of voice, they are giving children the skills to form their own oracy skills and build their vocabulary. In both the traditional and digital story videos provided the reader changes their pitch and tone to indicate speech and emotion. Phelan (2014) suggests that narrative communication is a good resource to enhance children's vocabulary with emphasis on the tone of voice. Whitehead (2009, p 39-40) agrees that story telling requires skills such as acting and that voice intonation and variation helps children to get a better understanding and to enable them to engage in the story. They also suggest that body language, eye contact and facial expressions play a big part in this. This helps to keep the children's attention.

Sprig Learning (2025) suggests that the use of props and puppets during story time enhances children's literacy skills, they do this by helping children to engage with the story from an early age. It is also suggested that props along side reading stories repetitively can have a substantial impact on the children's reading skills in later life. They also state that when reading stories along side using props, the children are actively engaged in the storytelling activity and learning process, by doing this it can enhance the children's listening skills as well as their overall comprehension skills. Mujahidah, Damayanti and Afiif (2021) agrees that using props that relate to the story is beneficial when telling stories. They agreed that this method enhances children's language and can upskill their oral skills. They also suggest that puppets can enhance children's confidence and help children to develop the skills to be able to retell the stories themselves. They also state that through this method children can develop their word recognition skills. Sprig Learning (2025) states that through the use of puppets while story telling it can enable imaginative play, this helps to enhance the children's oracy and vocabulary skills. They also suggest that while using puppets, the reader is enabling the children to develop their social and emotional skills for example the children will develop their cooperative, empathy, communication skills and how to express their feelings. However, according to Timmins and King (2024) puppets may not be beneficial to every child. Although the majority of children may enjoy using puppets and props to enhance the storytelling experience some children may who

dislike them and therefore may have a negative impact on their oracy. According to Luen (2021, p 94) suggests that the use of puppets during story time can be used to enhance children phonetic skills, this can be done through asking the children questions as seen in the videos provided. The reader asks if the children can guess what is coming next. Giannikas (2023) states that the use of puppets can provide comfort for children. However, they also state that puppets can create challenges to the progress of children's speech. They agree that puppets can cause distraction, this makes it harder for children to engage and achieve full participation in the activity. Piaget (1962) theorised that the use of puppets can assist children in the development of their cognitive skills aswell as creativity. This can influence their play for example they may role play where they make up their own rules and situations. This sort of play encourages new vocabulary and language skills. With the use of puppets children are oblivious that they are gaining such skills (Giannikas, 2023).

In conclusion, this paper was written after doing extensive research and the findings were that there are many aspects of storytelling that enhance children's language, oracy and vocabulary. Through doing research there was some research done using AI. However, the information found using AI was not used due to inaccuracy or just used as information regarding different theories. A lot of journals were used to gather information, although this took a lot of time to read through, this seemed to be a more informative method. It was however difficult to find literature that was up to date and a lot seemed to be very old. Although newer sources were found for some, this was not the case for all the sources used. Overall, the resources used provided a breadth of knowledge and were very informative around the topics mentioned.

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