I acknowledge the use of Microsoft Editor on 23 October 2024 to check my work.

Introduction

To promote bilingualism, the reader examines a classic tale of The Three Little Pigs and a digital version of Goldilocks and the Three Bears. Storytelling helps children develop their linguistic skills, cognitive abilities and emotional ties to their practitioners. Building a solid academic foundation is necessary for success in the future. Digital literacy has fuelled the growth of interactive storytelling and provides children valuable life skills including technology navigation and judgement. Children's reading and communication abilities are improved by various cultural storytelling techniques, such as multimedia and captivating reading aloud. Overall, storytelling helps children flourish in a diverse and changing world by preparing children for a connected future.

Benefits of Storytelling

The social and cognitive development of children depends on early language learning. Despite children's great linguistic receptivity, newborns require frequent exposure to a variety of verbal patterns (Sheldon-Dean, 2024). Even before children can speak, reading to infants assists in establishing brain foundation for literacy and promotes flexible language use. Immersion in a rich cultural setting is the most effective method of improving children's language skills (Phillips, 2024 cited in Sheldon-Dean, 2024). In this process, stories are important because they help with basic and secondary language learning (Işık, 2016). Reading broadens children's vocabulary and demonstrates how relationships in communication occur. This method has proven to enhance memory, concentration, critical listening and communication abilities, all of which promote early infant development. Stories in educational settings stimulate curiosity and foster a love of reading by creating links between written and spoken language (Bowkett, 2024).

According to Yabe *et al.* (2018) using storytelling techniques has both psychological and scholastic benefits. It helps children visualise words and improves their vocabulary and communication abilities. Yazıcı and Bolay (2017) highlights the importance of storytelling as a useful teaching method which improves children's language and cognitive development while boosting moral and cultural awareness. Storytelling is used in Montessori classrooms, not just as a systematic way to

introduce new concepts and enhance existing lessons, but also as entertainment (Chesapeake Montessori School, 2017).

According to Mundy (2021), story time with carers fosters emotional bonds between children and practitioners which promotes attachment, social skills development and brain growth. Stories foster inquisitiveness, aiding children in managing complex feelings and anxieties (Early Years Wales, 2016). According to Cohrssen, Niklas and Tayler (2016) storytelling encourage meaningful connections that allows children to connect stories to their own experiences, this supports children in expanding their vocabulary and critical thinking abilities. Furthermore, gaining a good vocabulary and recognition of sounds promotes emotional and social growth as well as literacy (Jones Bartoli, 2018).

Children's empathy and comprehension of many viewpoints are improved through reading and storytelling, which is necessary for social emotional learning (Medlicott, 2019). Storytelling promotes emotional regulation and social abilities (Tassopoulou, 2017). According to the National Literacy Trust (2019), daily reading introduces new linguistic patterns and increases vocabulary. Also, using efficient techniques, including reading aloud enhances language proficiency (Noble *et al.*, 2019). According to Pacey (2024) reading fosters curiosity, emotional stability and language development, all of which improve educational chances. Moreover, storytelling fosters cognitive development while improving emotional intelligence and interpersonal connections, thereby equipping children for effective interactions in the real world (Nurjanah and Wakhudin, 2023).

Literacy development

According to Vaahtoranta *et al.* (2019) engaging experiences and teaching word meanings during group reading greatly enhance children's language development. Meaningful conversations promote healthy interactions and teach grammar and vocabulary to children and carers when read together. Learning unfamiliar phrases in context can be enhanced when parents actively explain further using relevant illustrations, which stimulates children's curiosity. Children's vocabulary grows and their general language development is enhanced when stories are related to the children’s interests (Speech-Language Pathology Services Burnaby Schools, 2020).

As children's language skills grow, books are a fundamental instrument for expanding their vocabulary since it provides them the chance to discover new terms (Durrant, 2018). Even when young children may not fully comprehend the material, reading aloud helps them develop critical reading skills for independent reading, by understanding the need to turn pages and the reading direction. Beginning in infancy, this exercise promotes language acquisition and activates the language processing regions of the brain (Collier, 2019). Children also need to develop the fundamental skills necessary for successful reading and writing, such as awareness of social interactions, early literacy concepts, and the role that their surroundings play (Maureen, Meij, and Jong, 2021).

According to Raheim (2021), digital storytelling incorporates technical components like music, sound effects and images to improve conventional storytelling. This facilitates children's learning and enables educators to use contemporary teaching strategies. Children who engage with digital books and literacy applications grow to appreciate multimedia reading because interactive elements pique their interest in storytelling (Arnott and Gillen, 2018). Moreover, Best (2021) highlights that while well-known characters aid in children's development of reading connections, a variety of voices, sound effects and music enhance the enjoyment of storytelling. Young listeners who have trouble with traditional texts are further engaged by audiobooks. Educational tactics successfully develop literacy skills and a lifelong love of reading by fusing old and new approaches. According to Chomsky, the ability to speak is innate, meaning that people are born knowing a set of linguistic rules known as "Universal Grammar" (Montgomery school, no date).

Repetition

Repetition is necessary for children's language development and cognitive development. Children can acquire new words and improve overall grammar and pronunciation by engaging in activities like singing, rhyming and book sharing (Guy’s and St Thomas, no date). The understanding of spoken language is enhanced when children hear words and sentences several times (Heathfield, no date). This was demonstrated in a digital storytelling video where the reader actively engaged the children by demonstrating with bowls, chairs and beds sizes. Furthermore, Arnerich

(2023) highlights that when children acquire new neural pathways that improve their language skills, repetition reinforces learning and fosters development by boosting confidence and knowledge retention.

According to Ghalebi and Sadighi (2015), Tomasello's Theory states that children use "pattern-finding" to recognise abstract language structures in speech samples. Sari *et al.* (2017) highlights retelling stories not only improves language learning but also fosters conceptual exploration and emotional connections in young readers. Repetition was employed by the reader in a digital storytelling video to match bowl sizes to pictures. Furthermore, repetition increases narrative abilities, helps children better grasp their environment and encourages confidence and creativity. Children learn to identify patterns and gain confidence while retelling stories (National Day Nurseries Association, 2020).

Nursery rhymes

Children have shown increased signs of enjoyment to storytelling which includes nursery rhymes. According to research, children who can identify rhymes grow up to be better readers (Gloucestershire County Council, no date). The reader in the traditional storytelling video stimulates the children's interest by using nursery rhymes as they built a house together. Nursery rhymes improve language skills and vocabulary retention through rhyme, rhythm and repetition. Children can also explore with vocal expressions such as, tone and loudness while singing. Nursery rhymes can help with early reading skills since it provides stories a distinct beginning, middle and end (St Mary's Primary School, 2020).

Nursery rhymes are a great resource for developing children's basic skills. Resembling to short stories, which increases reading comprehension and creative writing skills and the repetitive nature enhances language and communication abilities (Welford on Avon School, 2024). Nursery rhymes engage children's imaginations and encourage creativity and imagination because of their compelling tales and fascinating characters (Amin, 2021). The reader in the traditional storytelling video used hand gestures for the nursery rhyme for the children to remember the song. These playful tunes make a difference in early learning, by laying the groundwork for cognitive growth and language acquisition (B and G Marketing, 2019).

Lefebvre, Bolduc and Pirkenne (2015) highlight the requirement to enhance teachers' training regarding the use of nursery rhymes by emphasising the learning opportunities offered by the language and melodic obstacles found in nursery rhymes, which serve as a fundamental foundation for explicit instruction and scaffolding in Bruner theory.

Role playing

By mimicking real world situations, role play helps children develop empathy and become actively involved in their education, among other benefits. This method of participation develops critical thinking and decision-making skills so that everyone can make a significant contribution (Adams, 2024). Moreover, role-playing fosters in young children the confidence needed for social interactions in a variety of settings (Open Learn Create, 2024). The reader in the digital storytelling video used role play to act out the story as part of the storytelling, by involving the children with several interactions to gain the interest of the children.

According to research, using role-playing in storytelling helps pupils in understanding target language writing styles and story structure (Rashtchi and Moradzadehb, 2018). Akmal and Ihsan (2018) claim that role-playing encourages direct communication and allows learners to hone their language skills in a variety of social settings. The reader in the digital storytelling video role-played eating oatmeal from various-sized bowls. Ruslan (2020) suggests these techniques can increase the interest of learners, classroom enthusiasm and language ability, which could ultimately result in more assured communication and to teach children to differentiate between sizes.

Story acting is frequently the most enjoyable part of storytelling since it engages children, fosters a positive school culture and increases self-esteem (Somerville Early Education, 2021). This supports Vygotsky's theory that culture has an impact on cognitive development, particularly the development of communication and critical thinking abilities. Vygotsky believed that by providing children with challenging and meaningful work in a nurturing setting, practitioners can greatly improve their cognitive development (Main, 2022). Furthermore, role play enhances the learning process and aids in the development of critical interpersonal skills in children (Khamouja, Benmhamed and Ghouati, 2023). To make each character in the digital storytelling video come to life, the reader used different voices.

Differences in storytelling

The transition of storytelling from traditional to digital formats reflects a shift in medium rather than basic values (Nahak, 2022). Digital storytelling enables educators to use creative teaching methods to improve student learning results (Raheim, 2021). When used correctly, digital components can promote access and inspiration for young readers, resulting in increased engagement (Boerma *et al*., 2016, cited in Maureen, Meij and Jong, 2020). Furthermore, digital storytelling improves the topic knowledge while also developing advanced cognitive abilities such as, logical, creative, and reflective thinking, hence boosting the overall quality of educational practices (Choo, Abdullah and Nawi, 2020).

Families continue to worry about possible health risks associated with digital storytelling, even with the benefits, poor posture, eye strain, anxiety from digital interactions (Söylemez, 2023). However, there are several benefits to using digital storytelling to encourage pupil involvement, engagement and skill development. Digital technology is an effective tool for enabling meaningful learning experiences since studies suggests that it can improve motivation for learning and success (Smeda, Dakich and Sharda, 2014). Overall, despite certain difficulties, digital storytelling stands up as a useful strategy for developing stronger writers, public presenters and critical thinkers in the classroom (Barua, 2023).

In today's digital age, comprehensive computer abilities are required, with touch typing serving as an important beginning point for children's computer knowledge. Touch typing increases keyboard fluency and is faster than handwriting (Billingsley, 2024). Typing requires precise motor skills as well as the activation of cognitive capabilities that improve concentration and awareness. This approach helps children improve their typing skills and writing attention (Fun Tech, 2024). Furthermore, acquiring digital skills proves necessary for increasing language, reading and communication skills, as well as encouraging cooperation, creativity and critical thinking in a variety of digital situations (Welsh Government, 2019).

A child's growth and academic achievement depend greatly on their ability to meet speech and language milestones. A deeper awareness of the world and improved cognition, attention span and literacy skills are common traits of those who reach these milestones, which help children get ready for school (Book Trust, 2024). Future

educational initiatives are supported, and curriculum advancement is made possible by this foundation. The languages, literacy and communication area of learning fosters excellent communication in Welsh and English, preparing learners for lifelong learning (Welsh Government, 2019).

Conclusion

The exploration of storytelling highlights the benefits for children's language and cognitive development. Numerous contemporary authors, well-versed in child psychology and educational theory, have effectively addressed the relevance of storytelling, ensuring their works are readily accessible through various academic and online platforms. Academic references were located through searching the internet for sources, although research was challenging to locate references from the previous ten years. Despite their historical roots, the core principles of storytelling remain timeless, signifying their continued importance in modern educational practices. Research revealed that storytelling, whether traditional or digital formats fosters critical thinking, emotional intelligence and language acquisition in children. Additionally, methods such as repetition, role-playing and interactive digital storytelling further enhance engagement, creating a more relatable and enjoyable learning experience. As individuals navigate an increasingly digital landscape, integrating modern technology with time-honoured storytelling traditions not only cultivates linguistic skills but also nurtures a lifelong love for reading, ultimately preparing children for future challenges in an ever-evolving world.

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