

Assessing the Competence of Prospective Early Childhood Teachers in Facilitating English Learning through Storytelling

Aulia Dwi Amalina Wahab

University of Mataram

aauliadwi@gmail.com

Filsa Era Sativa

University of Mataram

filsasativa@unram.ac.id

Muh. Amin Arqi

University of Mataram

amin.arqi@unram.ac.id

Article Info

Article History:

Received: May-2025

Revised: June-2025

Accepted: June-2025

Keywords:

Early Childhood

Education;

English Language

Learning;

Storytelling

Techniques.

Abstract

This study examines the competence of prospective early childhood education teachers in facilitating English language learning through storytelling. Employing a qualitative descriptive approach with a case study design, the research involved 20 purposively selected participants from a cohort of 112 students. Data were gathered through video observations of storytelling sessions and analyzed across four dimensions: story preparation, language use, vocabulary introduction, and child engagement. The results indicate that most participants demonstrated adequate competence in selecting age-appropriate stories (80%), using suitable English (70%), and engaging children through expressive techniques (85%). However, notable weaknesses were observed in vocabulary reinforcement (60%) and maintaining consistent tempo and intonation during delivery (70%). These findings highlight the need for targeted pedagogical training in storytelling as a method for early English instruction. The study recommends curriculum enhancements in teacher education programs to better equip future educators with practical strategies for effective, child-centered language learning.

How to Cite:

Wahab, A. D. A., Sativa, F. E., & Arqi, M. A. (2025). Assessing the Competence of Prospective Early Childhood Teachers in Facilitating English Learning through Storytelling. *GENIUS: Indonesian Journal of Early Childhood Education*, 6(1), 1-12. <https://doi.org/10.35719/gns.v6i1.199>



Submitted for open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license. <https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Language development is a critical foundation in early childhood education, serving not only as a medium for communication ([Tatliloğlu & Senchylo-Tatliloğlu, 2021](#)) but also as a tool for cognitive and socio-emotional growth ([Finders et al., 2023](#)). In globalization, English has emerged as a key foreign language supporting children's ability to communicate cross-culturally and access diverse knowledge systems ([Triyanto & Astuti, 2021](#)). Early exposure to English is widely believed to enhance language acquisition and foster multilingual competencies, which, in turn, positively influence academic success and future career opportunities ([Isbell, R., 2016](#)).

Among various pedagogical approaches, storytelling is recognized as an effective and developmentally appropriate strategy for introducing English to young children. As stated by Ningsih et al., storytelling activities have long been used as a fun and interactive learning strategy ([Ningsih et al., 2024](#)). Storytelling offers a multisensory and emotionally engaging learning experience that supports listening comprehension, vocabulary acquisition, and oral language development ([G. Ellis & Brewster, 2014](#)). It also creates a safe and enjoyable environment where children can explore new language structures in meaningful contexts. Through carefully selected stories and creative delivery techniques, storytelling can simultaneously nurture imagination, empathy, and linguistic competence ([Ellis, Rod., 1994](#)).

The success of storytelling as a language-learning tool, however, depends significantly on the competence of educators, particularly prospective early childhood teachers. These future practitioners are expected to possess a functional command of English and the pedagogical ability to deliver engaging, age-appropriate, and interactive stories ([Wright, 1995](#)). Skills such as adapting language to children's comprehension levels, using expressive storytelling techniques, and incorporating media or props are essential for optimizing the educational impact of storytelling.

Despite its benefits, several studies have highlighted persistent challenges in implementing storytelling by prospective teachers, especially in non-native English contexts like Indonesia. Common obstacles include limited English proficiency, inadequate training in storytelling methods ([Malik et al., 2020](#)), and a lack of practical teaching experience ([Oktaviani, 2017](#)). These limitations can hinder the delivery of meaningful and effective English instruction, leading to suboptimal language development outcomes for children. Addressing these gaps requires empirical insights into the current competence levels of prospective teachers and actionable recommendations for curriculum improvement.

This study seeks to examine the competence of prospective early childhood educators in facilitating English learning through storytelling. Specifically, it investigates their ability to select age-appropriate stories, use child-friendly English, introduce and reinforce new vocabulary, and maintain children's engagement during storytelling activities. By assessing both strengths and areas for development, this research aims to contribute evidence-based recommendations for enhancing storytelling pedagogy within teacher education programs.

Understanding prospective teachers' storytelling capabilities is crucial not only for improving instructional practices but also for aligning early childhood education with global demands. As storytelling gains recognition as a culturally responsive and cognitively enriching method ([Yomantas, 2021](#)), equipping teachers with the necessary competencies becomes an educational priority ([Tyler & Moore, 2024](#)). Strengthening these competencies will support children in acquiring foundational English skills, foster a lifelong interest in language learning, and prepare them to thrive in increasingly interconnected societies.

Ultimately, this study underscores the importance of storytelling as a strategic pedagogical tool in early English education and highlights the pivotal role of teacher preparation in ensuring its successful implementation. Through a focused examination of prospective teachers' performance in storytelling-based instruction, the study aims to inform the development of more targeted training modules and reflective teaching practices. By doing so, it hopes to enhance the quality of English language instruction for young learners and support the broader goals of early childhood education in the 21st century.

METHOD

This study employed a qualitative descriptive approach with a case study design to explore the competence of prospective early childhood education teachers in facilitating English language learning through storytelling. The qualitative paradigm was selected to provide an in-depth understanding of participants' skills, practices, and pedagogical decision-making processes in a natural learning context. A case study design was considered appropriate as it enabled a focused investigation of a specific phenomenon—storytelling as an instructional medium—within a bounded group of teacher candidates.

Data collection was conducted through structured video-based observations of storytelling sessions delivered by the participants. The observed sessions were evaluated using predetermined criteria, including story selection, language use, vocabulary introduction, child engagement, and delivery techniques. The assessment aimed to capture the participants' strengths and challenges in facilitating English learning through storytelling. Data were then analyzed descriptively, and the results were quantified using a percentage formula to illustrate the distribution of observed competencies.

The study population comprised 112 fourth-semester students enrolled in the Early Childhood Education program at the Faculty of Teacher Training and Education, University of Mataram. A purposive sampling technique was applied to select 20 participants who demonstrated relevant experience and met specific criteria related to course engagement and storytelling task completion. This sampling approach ensured that the data collected reflected meaningful variations in storytelling ability and instructional preparedness among future educators.

Triangulation was used to ensure the credibility of the findings, using multiple coders who independently reviewed and interpreted the observation data. Additionally, detailed rubrics were used to maintain consistency in the evaluation process. Ethical considerations were also addressed by obtaining

informed consent from all participants and ensuring data handling and reporting confidentiality.

The focus of the analysis was on four key dimensions of competence: (1) story preparation and age-appropriateness, (2) use of clear and suitable English, (3) introduction and reinforcement of new vocabulary, and (4) engagement strategies and storytelling delivery techniques. These dimensions were selected based on theoretical frameworks in early language education and existing literature emphasizing best practices in storytelling pedagogy.

By adopting a methodologically rigorous and context-sensitive approach, this study aims to generate meaningful insights into the readiness of prospective early childhood educators to integrate storytelling into English language instruction. The findings are expected to inform teacher education programs on better structuring instructional modules and support pedagogical skill development related to language learning through storytelling.

RESULT

The findings of this study reveal key insights into the competencies of prospective early childhood education teachers in utilizing storytelling as a method for English language instruction. Four significant aspects were assessed: story preparation, language use, vocabulary introduction, and student engagement during storytelling. The following are the results of research on the ability of prospective teachers to facilitate early childhood through storytelling activities from the four aspects:

1. Story Preparation and age-appropriateness

The following are the results of an assessment of prospective early childhood teachers' abilities to prepare stories and adapt them to the age of the children.

Table 1
Percentage of prospective teachers' ability to choose stories based on children's age

Indicator	Percentage
Preparation : Prospective teachers choose stories appropriate to children's age and language level.	80%

In terms of story preparation, 80% of the participants successfully selected stories appropriate to their students' developmental age and linguistic level. That indicates that most prospective teachers can align content with children's cognitive and language readiness, ensuring that the storytelling material is comprehensible and engaging. However, a notable portion still selected stories that were either too complex or insufficiently stimulating, highlighting a need for further training in material selection and adaptation.

Assessment of the suitability of the story and the age of the students was carried out, among other things, in the teaching practice video as shown below:

Picture 1

Prospective teachers tell stories based on the age of children.



2. The Use of Clear and Correct Language

The following are the results of assessing prospective early childhood teachers' abilities to use clear and correct language.

Table 2

Percentage of prospective teachers' ability to use clear and correct language

Indicator	Percentage
Use of Clear and Precise Language	
a. Prospective teachers use appropriate English to the level of children's understanding.	70%
b. Prospective teachers introduce new vocabulary in the stories.	90%
c. Prospective teachers repeat important words to help children understand the implied meaning of the story.	60%

The 70% percentage shows that most prospective teachers are quite capable of using English that can be understood by children. However, some prospective teachers may still have difficulty adjusting the level of difficulty of the language to the children's abilities. Appropriate language is essential to ensure children follow the story well.

90% of prospective teachers introduce new vocabulary well in stories. They know storytelling is a good opportunity to introduce and enrich children's vocabulary, which is helpful in language learning.

Meanwhile, about 60% indicated that prospective teachers still need to improve their skills in repeating important words or sentences to help children understand the story's meaning more deeply. It is important to ensure that children genuinely understand the messages and new vocabulary in the story.

One example of language learning practices in early childhood that is also assessed in terms of language accuracy is shown in the following image:

Picture 2

Prospective teachers use clear and correct language in storytelling.



3. Children's Involvement in the Stories

In this third aspect, researchers observed the ability of prospective early childhood teachers to engage young children through learning interactions. The following are the results of assessing prospective early childhood teachers' abilities to involve children.

Table 3

Percentage of Prospective Teachers' Ability to Involve Children

Indicator	Percentage
Children's Involvement in the Stories	
a. Prospective teachers involve children in the story.	85%
b. Prospective teachers use interesting techniques such as voice, expressions, or body language to make the story more alive.	85%

Engaging children actively in the storytelling process emerged as a relative strength among the participants. A significant 85% succeeded in involving children through interactive elements such as questions, voice modulation, and role play. Equally, 85% employed expressive techniques—varying tone, facial expression, and gestures—to animate the storytelling experience. These methods proved effective in capturing attention and promoting learner participation, reinforcing the importance of nonverbal cues in early language pedagogy.

One example of learning through storytelling in early childhood education, assessed from the perspective of student engagement, is as follows:

Picture 3

Prospective teachers involve children in stories using puppets.



4. Interesting Storytelling Presentation

In this fourth aspect, researchers observed the ability of prospective early childhood teachers to present storytelling activities. The following are the assessment results:

Table 4

Percentage of Prospective Teachers' Ability to Tell Interesting Stories

Indicator	Percentage
Presenting an interesting story	
a. Prospective teachers tell stories in a good way that attracts children's attention.	80%
b. Prospective teachers maintain appropriate tempo, intonation, and expression to keep children focused.	70%

In the aspect of presentation and delivery, 80% of the prospective teachers could narrate stories engagingly using supporting media, props, or illustrations to sustain children's focus. However, only 70% were effective in maintaining appropriate tempo, intonation, and expression throughout the session. While most showed potential, inconsistent pacing or monotone delivery, in some cases, reduced the overall impact of storytelling, suggesting that expressiveness and rhythm remain critical areas for improvement.

Overall, the results indicate that while prospective teachers show promising capabilities in facilitating English learning through storytelling—particularly in vocabulary introduction and child engagement—there are evident gaps in vocabulary reinforcement and dynamic story delivery. These findings underscore the importance of integrating targeted storytelling pedagogy into teacher education curricula to ensure that future educators are equipped with the language proficiency and instructional techniques necessary for effective early English language education.

DISCUSSION

Overall, the study's results indicate that most prospective teachers have been quite successful in conveying stories to early childhood children using appropriate and effective techniques. However, some areas still need improvement, especially in terms of repeating important words, managing tempo and intonation, and more active child involvement. By improving skills in these areas, prospective teachers can more effectively support children's language development through story media.

1. Pedagogical Readiness in Story Selection

While 80% of participants selected developmentally appropriate stories, this aligns with Ellis & Brewster, who emphasize that story selection is foundational to child engagement ([G. Ellis & Brewster, 2014](#)). However, compared to Lucas, who found that many novice teachers struggle with cultural relevance in stories, our study suggests Indonesian trainees perform relatively better in this regard, though further qualitative analysis is needed ([Lucas, 2023](#)).

The 80% percentage of stories selected appropriate to children's age and language level shows that most prospective teachers are good at the initial steps of conveying stories. Choosing the right story is very important because it can affect the effectiveness of the learning process. Stories appropriate to age and language development will be easier for children to understand and can also trigger curiosity, increase interest, and build their language skills ([Treewong, 2023](#)).

The selection of the right story also indicates that prospective teachers have paid attention to children's language abilities. According to ([Wilson et al., 2016](#)), children gain many benefits from stories tailored to their developmental stage, including increased vocabulary, narrative comprehension, and listening skills. Meanwhile, ([Kortam et al., 2020](#)) emphasized that the stories chosen must have themes that are close to the child's world so that they can be emotionally and cognitively involved. Stories that are too difficult or too easy can make children lose interest or not gain much benefit in learning the language. Therefore, the stories chosen must be age-appropriate, relevant to the context of the child's life, and encourage them to interact further with the learning material.

Although it has reached 80%, there is still room for improvement. Prospective teachers can be more creative in choosing stories that are age-appropriate, interesting, and relevant to children's daily experiences. For example, choosing stories that raise themes often encountered in children's lives, such as making friends, sharing, or overcoming fear ([Lander & Brown, 1995](#)). Thus, the story is interesting, educational, and readily accepted by children.

2. Linguistic Accuracy and Vocabulary Reinforcement

Using language appropriate to the child's level of understanding is very important, and research results show that most prospective teachers have been quite successful in this regard. However, some prospective teachers still need to be more careful in adjusting the level of language difficulty to the children's abilities. Using too complicated or technical language can hinder children's understanding of the story. It aligns with ([Lucas, 2023](#)), which states that early childhood needs concrete, simple, and consistent language

to associate words with meaning. Therefore, it is highly recommended to use simple and easy-to-understand sentences and avoid using words or phrases that children may not yet master.

As many as 90% of prospective teachers have successfully introduced new vocabulary in stories. Introducing new vocabulary is an important opportunity in language learning because it can enrich children's vocabulary. New vocabulary introduced in the context of a story will be easier for children to remember and more meaningful than if taught separately. This vocabulary introduction also helps children expand their horizons and overall language abilities. Although many prospective teachers have introduced new vocabulary, only 60% repeat important words in the story.

The limited repetition of new vocabulary (60%) suggests a pedagogical gap. Teacher training modules should emphasize language reinforcement strategies such as echo reading, dialogic storytelling, and visual scaffolding, which have been shown to enhance retention ([Adesope et al., 2010](#); [Wasik & Hindman, 2023](#)).

Repetition of newly introduced words strengthens children's understanding and memory. Repeating keywords in the story can help children understand more deeply and remember the words better ([O'Fallon et al., 2020](#)). Therefore, prospective teachers must pay attention to the importance of repeating important words or sentences related to the story's meaning to ensure that children understand the new vocabulary.

3. Engagement Strategies and Child Participation

A notable strength among the participants lies in their use of engagement strategies. Approximately 85% effectively involved children through interactive methods such as questions, vocal variation, and physical expression. That reflects an intuitive understanding of child-centered pedagogy, consistent with literature that underscores the importance of non-verbal communication in storytelling ([Wright, 1995](#); [Yomantas, 2021](#)). The use of props, puppets, and gestures sustains attention and facilitates deeper emotional and cognitive engagement, fostering a holistic learning experience. These findings suggest that prospective teachers possess the potential to create dynamic classroom environments, though this strength must be complemented by structured training to ensure intentional and pedagogically sound application.

They used interactive techniques, such as asking questions, asking children to give their opinions, or doing activities related to the story. This technique not only kept children's attention focused but also helped them think more critically and explore the meaning of the story.

In addition to verbal child involvement, 85% of prospective teachers have implemented interesting techniques such as variations in voice, facial expressions, and body movements. These techniques are very effective in making stories more lively for children. Varied voices, appropriate facial expressions, and dynamic body movements make stories more interesting ([Bateman, 2020](#); [Lenhart et al., 2020](#)) and help children follow the story more easily. This technique also provides a fun and in-depth learning experience for children.

4. Expressive Delivery and Storytelling Fluency

While 80% of prospective teachers successfully captured children's attention through interesting delivery techniques, only 70% maintained appropriate tempo, intonation, and expression. This discrepancy suggests that while trainees may initiate storytelling with energy, sustaining expressive delivery throughout the session remains challenging. As supported by Susfenti., fluency in storytelling—encompassing rhythm, tone, and pacing—is critical to maintaining narrative coherence and learner focus ([Susfenti, 2021](#)). Therefore, pre-service teacher training should integrate repeated practice, reflective feedback, and exposure to professional storytelling models.

Interesting story delivery is critical because it can increase children's motivation to listen to the story and pay attention to each conveyed part. Early childhood children tend to be easily distracted, so they must be actively involved to stay focused and understand the story. This approach is supported by Susfenti, who stated that the active involvement of children in the learning process can improve information retention and social skills ([Susfenti, 2021](#)). Stories that are delivered interestingly can improve children's understanding of the message.

Although many prospective teachers demonstrated the ability to manage tempo and intonation effectively during storytelling, many still require further development. Maintaining an appropriate tempo is essential, as narratives delivered too quickly may hinder children's comprehension, while overly slow pacing can result in loss of attention. Similarly, varied and purposeful intonation is crucial in preventing monotony and sustaining children's engagement throughout the story ([Xiao et al., 2023](#)). In addition, using facial expressions and gestures that align with the narrative enhances clarity and conveys the story's emotional tone, fostering deeper understanding ([Bernstein et al., 2024](#)). To optimize storytelling as an instructional tool, prospective teachers should engage in continuous practice and receive structured feedback focused on balancing tempo, intonation, and expression. Such refinement ensures that storytelling sessions remain dynamic, engaging, and pedagogically effective for early language learners.

CONCLUSION

Ultimately, this study aims to investigate the competencies of prospective early childhood education teachers in using storytelling as a pedagogical tool for facilitating English language learning. By examining key aspects such as story selection, language appropriateness, vocabulary introduction, and learner engagement, the research seeks to identify strengths and areas for development in teacher preparation. Given the increasing importance of English proficiency in a globalized world, equipping future educators with practical and developmentally appropriate storytelling strategies is essential. The insights gained from this study are expected to contribute to the refinement of teacher education curricula, ensuring that storytelling is integrated not only as a method of instruction but as a means of fostering children's linguistic, cognitive, and emotional development from an early age.

REFERENCES

- Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, 80(2), 207–245. <https://doi.org/10.3102/0034654310368803>
- Bateman, A. (2020). Young children's affective stance through embodied displays of emotion during tellings. *Text & Talk*, 40(5), 643–668. <https://doi.org/10.1515/text-2020-2077>
- Bernstein, K. A., van Huisstede, L., Marley, S. C., Gao, Y. (Blanche), Pierce-Rivera, M., Ippolito, E., Restrepo, M. A., Millinger, J., Brantley, K., & Gantwerker, J. (2024). Gesture like a kitten and you won't forget your tale: Drama-based, embodied story time supports preschoolers' narrative skills. *Early Childhood Research Quarterly*, 66, 178–190. <https://doi.org/10.1016/j.ecresq.2023.10.004>
- Ellis, G., & Brewster, J. (2014). Review: Tell it Again! The New Storytelling Handbook for Primary Teachers. In *ELT Journal* (Vol. 58, Issue 1). <https://doi.org/10.1093/elt/58.1.94>
- Ellis, R. (1994). In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs, *Personality and Social Psychology Bulletin*. 53–55.
- Finders, J., Wilson, E., & Duncan, R. (2023). Early childhood education language environments: considerations for research and practice. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1202819>
- Isbell, Rebecca., E. a. (2016). *The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children*. 1–23.
- K. Wilson, D., Hutson, S. P., M. Hall, J., & Anderson, K. M. (2016). Examining the Digital Story Created by an Adolescent with Cancer: Insights and Ideas from a Case Story. *Open Journal of Nursing*, 06(05), 426–434. <https://doi.org/10.4236/ojn.2016.65044>
- Kortam, N., Basheer, A., Drawshe, H., Drawshe, S., & Hugerat, M. (2020). The Historical Story behind the Discovery: How Does It Affect Students' Attitude towards the Scientific Endeavor? *Creative Education*, 11(08), 1243–1260. <https://doi.org/10.4236/ce.2020.118093>
- Lander, J. A., & Brown, H. D. (1995). Teaching by Principles: An Interactive Approach to Language Pedagogy. In *Language* (Vol. 71, Issue 4, p. 843). <https://doi.org/10.2307/415773>
- Lenhart, J., Lenhard, W., Vaahtoranta, E., & Suggate, S. (2020). More than words: Narrator engagement during storytelling increases children's word learning, story comprehension, and on-task behavior. *Early Childhood Research Quarterly*, 51, 338–351. <https://doi.org/10.1016/j.ecresq.2019.12.009>
- Lucas, C. (2023). "Too Young to Learn English?"—Nurturing Preschool Children's English Language Learning across an Early Years Curriculum: A Case Study. *Education Sciences*, 13(9). <https://doi.org/10.3390/educsci13090949>
- Malik, M., Altaf, F., & Gull, M. (2020). Challenges Faced by Teachers in Teaching through Storytelling and Play-Way Method at Early childhood

- Education Level. *Global Educational Studies Review*, V(III), 152–165. [https://doi.org/10.31703/gesr.2020\(V-III\).16](https://doi.org/10.31703/gesr.2020(V-III).16)
- Ningsih, D. A., Sholeha, Sihombing, G. D., Azarah, S. A., Pancenang, S. A., & Novitasari, Y. (2024). Strategi pembelajaran Bahasa Inggris Anak Usia Dini melalui Pendekatan Gerak dan Lagu. *Lectura: Jurnal Pendidikan Anak Usia Dini*, 7(2), 92–109. <https://doi.org/10.31849/paud-lectura.v%vi%i.19764>
- O'Fallon, M., Holzen, K. Von, & Newman, R. S. (2020). Preschoolers' Word-Learning During Storybook Reading Interactions: Comparing Repeated and Elaborated Input. *Journal of Speech, Language, and Hearing Research*, 63(3), 814–826. https://doi.org/10.1044/2019_JSLHR-19-00189
- Oktaviani, A., & Fauzan, A. (2017). Teachers Perceptions about the Importance of English for Young Learners. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 1–15. <https://doi.org/10.31539/leea.v1i1.25>
- Susfenti, N. E. M. (2021). Pembelajaran Bahasa Inggris untuk Anak Usia Dini. *Jurnal Studi Gender Dan Anak*, 8(01), 33–43. <https://doi.org/10.32678/jsga.v8i01.5858>
- Tatlilioğlu, K., & Senchylo-Tatlilioğlu, N. (2021). LANGUAGE DEVELOPMENT AT EARLY CHILDHOOD: AN OVERVIEW IN THE CONTEXT OF PSYCHOLINGUISTICS. *Psycholinguistics in a Modern World*, 16, 283–288. <https://doi.org/10.31470/2706-7904-2021-16-283-288>
- Treewong, P. (2023). Fairy Tales and Promotion of Early Childhood Development. *Community and Social Development Journal*, 24(3), 105–113. <https://doi.org/10.57260/rcmrj.2023.264131>
- Triyanto, D., & Astuti, R. Y. (2021). PENTINGNYA BAHASA INGGRIS UNTUK ANAK USIA DINI DI DESA PURWOASRI, 28 METRO UTARA. In *JSGA* (Vol. 03, Issue 02). <https://doi.org/10.32332/jsga.v3i2.3787>
- Tyler, C., & Moore, S. (2024). STORYTELLING TO IGNITE LEARNING. *Germanic Philology. Journal of Yuriy Fedkovych Chernivtsi National University*, 848, 149–161. <https://doi.org/10.31861/gph2024.848.149-161>
- Wasik, B. A., & Hindman, A. H. (2023). Story Talk: Using Strategies from an Evidence-Based Program to Improve Young Children's Vocabulary. *The Reading Teacher*, 76(4), 429–438. <https://doi.org/10.1002/trtr.2174>
- Wright, A. (1995). *Storytelling with children*. Oxford University Press.
- Xiao, M., Amzah, F., & Rong, W. (2023). Experience of Beauty: Valuing Emotional Engagement and Collaboration in Teacher-Child Storytelling Activities. *International Journal of Learning, Teaching and Educational Research*, 22(2), 165–187. <https://doi.org/10.26803/ijlter.22.2.10>
- Yomantas, E. (2021). Respecting, Embracing, and Honoring Cultural Practices through Collective Storytelling. *Prompt: A Journal of Academic Writing Assignments*, 5(1), 23–33. <https://doi.org/https://doi.org/10.31719/pjaw.v5i1.75>