



Influence of Storytelling as a Music Activity on Development of Language Skills among Learners in Public Pre-primary Schools in Ndia Division, Kirinyaga County, Kenya

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Abstract: Storytelling activities are very important to pre-primary school learners because they contribute to the development of language skills among children and shapes levels of self-confidence in reading, writing and speaking and listening skills. However, in Ndia Division, acquisition of language skills among pre-primary school learners is a challenge. Thus, this study sought to examine the influence music activities on development of language skills among learners in public pre-primary schools. The study was guided by the social development theory and language acquisition theory. The study adopted mixed methodology and applied concurrent triangulation research design. Target population totaled 850 respondents comprising of 50 pre-primary school teachers and 800 pre-primary school learners from which a sample of 272 respondents was sampled using Yamane's Formula. This comprised 40 pre-primary school teachers and 232 pre-primary school learners. Data analysis began by identifying common themes. Qualitative data were analyzed thematically along the objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using linear regression analysis in Statistical Packages for Social Sciences (SPSS 25) and presented using tables. The study established that reading, writing and speaking skills among pre-primary school learners are below average despite the fact that they participate in different storytelling activities. Thus, the study recommends that teachers need to adopt storytelling sessions as a teaching method to enhance their language skills. Teachers and key stakeholders need to provide a conducive environment where music and play activities are designed to promote the acquisition of reading, writing and listening skills.

Keywords: Storytelling, Music activity, Development, Language skills, Pre-primary school learners

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1. Introduction

Stories have been generated and enjoyed by human beings since time immemorial. It plays a critical role in society today. According to Pantev, Engeliien, Candia and Elbert (2022), storytelling is one of the key media of communication used by various individuals in passing out messages regarding various issues underlying in

society. Music has also been incorporated in the educational system as a medium of instruction. In pre-primary school education context, storytelling activities have been found to contribute immensely to holistic growth and development of pre-primary school learners. Richards and Renandya (2023) posit that storytelling is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of

children and youth. It also offers an ideal opportunity for parents to engage fully with their children.

In the United States of America, McMahon, Rose and Parks (2023) assert that storytelling activities are the most developmentally appropriate way for children to learn and facilitates acquisition of reading, writing and listening skills. McMahon et al (2023) further assert that storytelling activities are essential to healthy development for children and adolescents. The most important role that stories has is to help children to be active, make choices and practice actions to mastery of language skills. Storytelling activities which link sensory-motor, cognitive, and social-emotional experiences provide an ideal setting for the development of language skills. According to McMahon et al (2023), the essential dimensions of play are voluntary, enjoyable, purposeful and spontaneous, creativity expanded using reading, writing and oral skills and physical skills, helps expand on new ideas, helps the child to adapt socially and helps to thwart emotional problems. This affirms the fact that as children develop relationships and encounter problems, they extend their language skills by discovering strategies that work and those that do not, how to sustain relationships, and how to solve language problems.

In Colombia, Hanna (2022) asserts that storytelling activities which learners engage in with peers extend what they know about sharing, turn-taking, self-restraint, working in a group as well as getting along with others. Hanna (2022) posits that pre-primary school learners who participate in a variety of storytelling activities acquire problem-solving and social skills which enable them to register impressive phoneme awareness, vocabulary and comprehension. However, Hanna (2022) has not indicated how enhanced creativity and problem-solving skills among pre-primary school learners determine the quality of development of language skills. Children's engagement in storytelling activities has also been established to contribute immensely to child's language and emotional development (Hanna, 2022). A child's ability to properly express his/her emotions using language is essential for peer interactions because the experience and expression of emotion not only affects a child's behavior but also provides information to peers about whether to engage the child or retreat from further interaction with the child. In keeping with these assertions, Andrews (2023) asserts that, in the United Kingdom, children who learn to employ culturally accepted ways of expressing emotions through music in accordance with situations are more likely to be successful socially. Andrews (2023) further notes that schools with effective storytelling activities and socio-emotional support for their learners register impressive reading, writing and speaking prowess. In the words of Andrews (2023), language skill development through storytelling which embed literacy materials within role play settings in pre-primary school, kindergarten and multiage programs, have typically shown increases in

children's use of language materials and engagement in literacy acts.

In the Netherlands, Cooke (2024) notes that pre-primary school learners with high levels of participation in storytelling activities with language materials in pre-primary school are likely to be spontaneous readers of place signs and have greater role play verbalizations activity at age 5. views point to the fact that music is one of the essential curriculum areas in pre-primary schools and curriculum developers regard music as very important to children because it contributes to child development in self-confidence, listening skills, enjoyment, relaxation and interaction. Africa is not an exception. For example, in Ghana, Hallam (2024) points out that, although emerging language can be enhanced through storytelling, further research comparing the efficacy of play-related literacy approaches to other methods of increasing literacy skills is still needed.

In Morocco, Korat, Bahar and Snapir (2023) assert that settings for storytelling activities among pre-primary school learners with artifacts emphasizing number symbols are critical in improving development of language skills among learners. According to Korat et al (2023), children in the language-enriched setting engage in more talk and activity related to language concepts; however, the effects did not extend to more mature conceptual forms. This affirms the fact that shared activities through storytelling activities with peers provide children with unique opportunities to learn, practice, and develop their communicative, interactive, and social skills. In Kenya and Ndia Division in particular, the scenario is similar with aspects of play not fully exploited to enhance pre-primary school learners' development of language skills (KICD, 2024). In Kitale Municipality, Juma (2024) asserts that storytelling activities make up about two-thirds of all the activities pre-primary school learners engage in and in essence, involve children's emotions, thoughts and their external world. Juma (2024) posits that it is through storytelling activities that children use their imagination and creativity and take on different roles as they create and take part in situations. In Ndia Division, role of storytelling activities in acquisition of reading, writing and oral skills among pre-primary school learners been recognized as a mitigant to poor development of language skills among pre-primary school learners (Muturi, 2023). However, much still needed to be done since Muturi (2023) as did other empirical researchers have not interrogated the extent to which different aspects of storytelling activities with peers provide children with unique opportunities to learn, practice and develop their communicative, interactive and social skills; hence the need for this study.

1.1 Research Objectives

The study sought to address the following objectives:

1. To assess the levels of language development among learners in public pre-primary schools in Ndia Division.
2. To establish how storytelling as a music activity influences language development among learners in public pre-primary school activities in Ndia Division.

2. Literature Review

Storytelling activities are important in laying groundwork for learners' acquisition of language skills. In a study conducted in New Orleans among 211 respondents, Allen and Fillipin (2023) believe that, for young learners, stories offer an adorable way of contextualizing, they also introduce new literacy and make it comprehensible and memorable. Allen and Fillipin (2023) hold that stories involve predicting guessing and linking new information to prior knowledge; they are scaffolding tools for the learning process; they allow learners to progress gradually in their own construction and reconstruction of knowledge. These viewpoints affirm the fact that retelling or remembering the plot of story can foster learners cognitive and social skills; cognitive activities such as identifying language characters, comparing their behaviors and reactions during story and defining concepts, lead to develop concrete thinking, and cognitive activities such as: reasoning, finding solutions, and creative ending lead to develop abstract thinking.

Hung and Hwang (2022) posit that story provides a fluent stream which enables children to listen to and then process and reproduce it. Children can understand stories even if they do not know each word, since they can use the predictive power of the text which helps them to guess the meaning; they also use the gesture, the posture, and the intonation of storyteller to process and understand the meaning (Marni, 2023). Stories can be divided according to their content to: classical tales, animal tales or fables, repetitive and cumulative tales, adventures and romantic stories, poems, rhymes, songs and chants (Aina, 2023). Children of different cultures are familiar with classical tales, they know the plot, characters and ending of these kinds of stories, so they can predict the unknown words. In a study conducted in the United States, Fiona (2023) asserted that teachers' attitudes and storytelling experience enhance their ability and desire to use stories in early childhood pedagogy since the problems which inhibit teachers from using such stories are: the length of the stories and the large amount of vocabulary.

Animal tales or fables are very popular among children; children like animals especially as the characters that can talk and behave like human beings; in fact, they identify themselves with them and then imitate their behaviors and actions (Fiona, 2023). Repetitive and cumulative tales are really helpful for learning literacy, since these

sorts of stories have short plot and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time. These types of stories also answer the repetitive and confusing question of children which always make the parents, and the teacher exhausted. Adventures and romantic stories have also many fans among the children, since they contain archetypes such as: heroes and heroines who are good and kind and their enemies who are bad, ugly and nasty, and finally the victory of positive powers over negative ones. For example, Martha and Mitch (2022) believe that the most popular and well known adventurous and romantic story is Cinderella.

Poems, rhymes, songs and chants are also great sources for listening because of the repetitive nature of rhymes, their plot and their imaginative nature; they can foster the motivation and literacy ability of children. In Ghana, Neil and Steve (2024) assert that storytelling in English Foreign Literacy is a powerful and effective way to raising the level of vocabulary acquisition. Storytelling can also develop students' motivation and interests as did Trousdale (2022) who established that stories used for teaching English as a foreign literacy to children in first, second and third grade develop students' motivation and increase their participation in different activities. In Algeria, Mohamad (2024) investigated the effect of storytelling and story reading in promoting young learners reading comprehension. The results showed that both storytelling and reading stories enhanced reading comprehension skills in children aged three to five. They concluded that the group who only heard the stories had greater reading comprehension than the group who just read the stories, even though the storytelling and the story reading had the same content. In Kenya and Ndia Division in particular, YESA (2024) asserted that storytelling is oral activity that is designed not only for listening but also for involvement; then it enhances class participation. YESA (2024) believes intense eye contact between the teacher and the pupils is unique in storytelling because such behavior is a natural one in communication, then it increases the communication ability in the classroom. In a study conducted in Nairobi County, Okoth, Duncan and Jane (2023) posited that it is common for teachers to read story books to children in class; in fact, storybook reading is a valuable activity recommended in educational literature, and they find its benefits for children's teaching and learning. Okoth et al (2023) believed that, in addition to its entertainment value, storytelling may have considerable value as an educational tool with the role of storytelling in the foreign literacy classroom being highlighted for many teachers and scholars.

Okoth et al (2023) mentioned classroom storytelling and its reputation among school teachers. The reason for this reputation is the practicality and usefulness of reading stories in the classroom. In spite of such familiarities with various kinds of stories, unfortunately it is not popular for teachers to use them in class. The materials

used in early childhood classes are the commercial course books available in every bookstore. Teaching vocabulary is usually based on rote learning methods. There are mostly a series of listed words matched with their pictures, which usually remind us of picture dictionary. Children learn through such pictures, out of text. However, Okoth et al (2023) has not articulated how particular types of stories are effective in enhancing learners' acquisition of speaking reading and writing skills.

2.1 Theoretical Framework

This study was guided by Social Development Theory which was postulated by Vygotsky (1978). The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. This theory argues that social interaction precedes development; consciousness and cognition are the product of socialization and social behavior. Vygotsky also observed that adults and older peers' instructions to children become less directive across time; a process he called scaffolding. When working with very young children, adults and older peers are naturally prone to provide a lot of structure and direction, telling children exactly what to do and how to do it. As time goes by, however, and children gain experience with problem solving on their own, adults/peers naturally decrease the amount of prompting and direction they provide to children.

Based on this observation, Vygotsky became a great proponent of reciprocal teaching and cooperative learning. He urged schools to set up learning environments in which older or more accomplished peers were assigned to help younger or struggling peers grasp a subject or learn a new skill, based on the idea that this arrangement would produce the most effective learning. Vygotsky also observed that children learn cognitive tasks through their interactions with older peers and adults. Not only do younger children watch and imitate older people/peers as they complete tasks, but these older guides also help younger children accomplish tasks they couldn't accomplish on their own. Vygotsky coined the term "zone of proximal development" to describe the difference between what children can do alone (i.e., without help) and what they can do with assistance. According to Vygotsky, in an ideal environment most likely to foster healthy cognitive development children's caregivers, teachers and more mature peers will provide them with a range of experiences and tasks that fall within their zone of proximal development.

In the context of this study, using music activities for social interaction plays a fundamental role in the process of cognitive and language development. Vygotsky (1978) posits that learning occurred in the ZPD. Vygotsky focused on the connections between people

and the sociocultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions and ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills. In other words, exposure of pre-primary school learners to experiences in music activities, accompanied by appropriate prompting, questioning and adjustments create the best possible environmental conditions necessary to facilitate pre-primary school learners' development and growth of language skills.

This study was also based on language acquisition theory which was postulated by Noam Chomsky. Chomsky (1972) says that all children have what is called a LAD, an innate language acquisition device. Theoretically, the LAD is an area of the brain that has a set of universal syntactic rules for all languages. This device provides children with the ability to construct novel sentences using learned vocabulary. Chomsky's claim is based upon the view that what children hear, that is, their linguistic input, is insufficient to explain how they come to learn language. Chomsky (1972) argues that linguistic input from the environment is limited and full of errors.

Therefore, nativists assume that it is impossible for children to learn linguistic information solely from their environment. However, because children possess this LAD, they are in fact, able to learn language despite incomplete information from their environment. They also argue that children have an inborn desire to make sense of the world. With their natural drive to attend to the spoken word and sort out meanings, children can use language as a way to make sense of their world. These canalized behaviors are genetic; the members of a species are prepared to learn them with little effort. In humans, canalized behaviors include learning to use tools and language. Chomsky (1972) proposed that there is an inborn language acquisition device somewhere in the brain that facilitates language acquisition. Since young children learn language so effortlessly yet lack the mental ability to analyze the rules and structure of the language logically, he proposed that there must be a mechanism that allows children to acquire the structure of language naturally. Though Chomsky's LAD has never been located, it is generally accepted among the experts that the brain comes hardwired for language to develop and biologically human beings are programmed for learning language. When children are born, they have the ability to differentiate any sound in any language system.

3. Methodology

The study adopted mixed methodology and applied concurrent triangulation research design. Target population totaled 850 respondents comprising of 50 pre-

primary school teachers and 800 pre-primary school learners from which a sample of 272 respondents was sampled using Yamane's Formula. Stratified sampling was used to create two strata based on the number of zones in Ndia Division. From each zone, 20 pre-primary school teachers and 116 pre-primary school learners were selected using simple random sampling. This procedure enabled the researcher to sample 40 pre-primary school teachers and 232 pre-primary school learners. Questionnaires were used to collect quantitative data from pre-primary school teachers whereas document analysis guide was used to gather qualitative data from pre-primary school learners. Data analysis began by identifying common themes. Qualitative data were analyzed thematically along the objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using linear regression

analysis in Statistical Packages for Social Sciences (SPSS 25) and presented using tables.

4. Results and Discussion

In this section, findings of the study as per the objectives of the study are outlined besides highlighting presentation of findings as well as discussions.

4.1 Response Rates

In this study, 40 questionnaires were administered to pre-primary school teachers out of which 38 questionnaires were filled and returned. At the same time, the researcher also conducted observation schedule among 230 pre-primary school learners. This yielded response rates shown in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Pre-primary School Teachers	40	38	95.0
Pre-primary School Learners	232	200	86.2
Total	272	238	87.5

Source: Field Data (2025)

From Table 1, pre-primary school teachers and pre-primary school learners registered a response rate of 87.5%. This confirmed the findings of Creswell (2018) that a response rate above 75.0% is adequate and of suitable levels to allow for generalization of the outcomes to the target population.

4.2 Levels of Language Development Among Pre-primary School Learners

The study sought to establish the levels of development of language skills among pre-primary school learners. This involved assessment of learners' reading, writing and speaking skills. Descriptive data were collected from pre-primary school teachers and results are shown in Table 2;

Table 2: Development of Language Skills among Pre-primary School Learners

Reading Skills	Good	Fair	Below Average
	%	%	%
Reading skills such as phoneme awareness, vocabulary and comprehension	39.3	10.7	50.0
Writing skills such as sentence formation, punctuation and spellings	36.6	7.1	53.6
Speaking and listening skills such as attentiveness and sound recognition	32.2	10.7	57.1

Source: Field Data (2025)

Table 2 shows that 39.3% of the pre-primary school teachers indicated that their learners manifest good reading skills such as phoneme awareness, vocabulary and comprehension, 10.7% indicated fair whereas half (50.0%) of the teachers indicated that their pre-primary school learners' reading skills are below average. 39.6% of the pre-primary school teachers indicated that their learners were competent in writing skills such as sentence formation, punctuations and spellings. About 7.1% of the pre-primary school teachers indicated fairly good result in vocabulary whereas slightly more than half

(53.6%) indicated that their learners' writing skills were below average. The researcher also observed that many pre-primary school learners manifest poorly developed communicative competency in reading and writing skills. The researcher noted:

Many pre-primary school learners cannot read basic words such as elephant, umbrella, laugh and laughter nor can they identify different types of phonemes. Many learners are

equally not able to write dictated words such as beautiful, classroom dining hall and choir among others

These findings corroborate the assertions of Wolf (2022), that early teaching of letter naming, decoding and writing skills such as sentence formation, punctuations and spellings lays a firm foundation for acquisition of language skills such as reading and writing skills. In other words, successful acquisition of decoding skills during the pre-primary school levels is a good indicator of later literacy achievement. This further, points to the fact that letter and sound recognition in early grades, helps the pupils to be able to link sounds and letters and letters to words (Bainbridgeke, 2022 & Brown, 2023). Table 2 shows that 32.2% of the pre-primary school teachers indicated that their learners manifest speaking and listening skills such as attentiveness and sound recognition stories, 10.7 % indicated fair reading whereas slightly more than half (57.1%) indicated that their pre-primary school learners have speaking skills which are below average.

The researcher also observed that many pre-primary school learners are not fluent in speaking English words.

These findings corroborate the assertions of Uwezo (2024) that children in Kenya and Kirinyaga West Sub-county are lagging behind in language skills. According to Uwezo (2024), children in Kenyan pre-primary and primary schools are poorly grounded in language skills. Language is conceptualized as composed of multiple dimensions that cross the boundaries between oral and written language, that affect each other reciprocally and that are greatly influenced by the learning opportunities provided to children at home and school. Thus, these findings point to the fact that language acquisition among pre-primary school learners is a problem with quite a number manifest poorly developed reading, writing and speaking skills.

4.3 Storytelling Activities and Development of Language Skills among Learners in Public Pre-primary Schools

The study intended to establish how pre-primary school learners' involvement in different storytelling play activities influence their acquisition of language skills. Descriptive data were collected from pre-primary school teachers and results are shown in Table 17;

Table 3: Views of Pre-primary School Teachers on the Influence of Storytelling Play Activities on Development of Language Skills amongst Pre-primary School Learners

Summary of Test Items	SA %	A %	U %	D %	SD %
Pre-primary school teachers rarely tell musical classical tales to learners as a strategy for improving their language skills	58.8	21.6	4.1	10.4	5.1
Telling pre-primary school learners musical animal tales is not a common activity among teachers as a way of improving learners' language skills	61.6	17.7	3.9	10.5	6.3
In pre-primary schools, teachers do not frequently tell musical repetitive tales to learners to improve their language skills	59.9	19.8	2.5	12.2	5.6
Pre-primary school teachers rarely tell their learners musical cumulative tales, though has not improved their language skills	65.9	13.4	3.7	10.3	6.7
In pre-primary schools, telling of musical adventurous stories to learners is often done to improve learners' language skills	58.8	21.6	4.1	10.4	5.1

Source: Field Data (2025)

Table 3 reveals that 58.8% of the pre-primary school teachers strongly agreed with the view that pre-primary school teachers rarely tell musical classical tales to learners as a strategy for improving their language skills. At the same time, 21.6% agreed. 4.1% of the pre-primary school teachers were undecided, 10.4% disagreed whereas 5.1% strongly disagreed. These findings are consistent with the assertions of Aina (2023) that children of different cultures are familiar with classical tales, they know the plot, characters and ending of these kinds of stories, so they can predict the unknown words.

The study also revealed that 61.6% of the pre-primary school teachers strongly agreed with the view that telling pre-primary school learners musical animal tales is not a common activity among teachers as a way of improving learners' language skills as did 17.7% of the teachers. However, 3.9% of the pre-primary school teachers were undecided, 10.5% disagreed whereas 6.3% strongly disagreed.

These findings lend credence to the findings of a study conducted in the United States in which Fiona (2023)

asserted that musical animal tales or fables are very popular among children; children like animals especially as the characters that can talk and behave like human being; in fact, they identify themselves with them and then imitate their behaviors and actions. Similarly, 59.9% of the pre-primary school teachers strongly agreed that, in pre-primary schools, teachers do not frequently tell musical repetitive tales to learners to improve their language skills as did 19.8% of the teachers. However, 2.5% of the pre-primary school teachers were undecided, 12.2% disagreed whereas 5.6% strongly disagreed. These findings are consistent with the assertions of Fiona (2023) that musical repetitive and cumulative tales are really helpful for learning literacy, since these sorts of stories have short plot and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time. These types of stories also answer the repetitive and confusing question of children which always make the parents and the teacher exhausted.

Similarly, 65.9% of the pre-primary school teachers strongly agreed with the view that pre-primary school teachers rarely tell their learners cumulative tales, though has not improved their language skills as did 13.4% of the teachers. However, 3.7% of the pre-primary school teachers were undecided, 10.3% disagreed whereas 6.7% strongly disagreed. These findings further corroborate the assertions of Fiona (2023) that musical repetitive and cumulative tales are really helpful for learning literacy, since these sorts of stories have short plot and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time. Hence, these findings affirm the fact that retelling or remembering the plot of story can foster learners cognitive and social skills; cognitive activities such as

identifying language characters, comparing their behaviors and reactions during story and defining concepts, lead to develop concrete thinking, and cognitive activities such as: reasoning, finding solution, and creative ending lead to develop abstract thinking.

Slightly more than half (58.8%) of the pre-primary school teachers strongly agreed with the view that, in pre-primary schools, telling of musical adventurous stories to learners is often done to improve learners' language skills. At the same time, 21.6% agreed. On the contrary, 4.1% of the pre-primary school teachers were undecided, 10.4% disagreed whereas 5.1% strongly disagreed. These findings corroborate the assertions of Martha and Mitch (2022) that musical adventures and romantic stories contain archetypes such as: heroes and heroines who are good and kind and their enemies who are bad, ugly and nasty, and finally the victory of positive powers over negative ones. These findings point to the fact that storytelling develops learners' motivation and interests and stories used for teaching English as a foreign literacy to children in first, second and third grade develop students' motivation and increase their participation in different activities.

4.4 Inferential Analysis

To verify the difference between storytelling activities and development of language skills among pre-primary school learners, data were collected on how often pre-primary school teachers use storytelling technique in teaching (very often = 5, often = 4, sometimes = 3, rarely = 2 and never = 1) and average learner performance in language skills in annual assessment. The results are shown in Table 4:

Table 4: How Often Pre-primary School Teachers Use Storytelling Technique in Teaching and Average Learners' Performance in Language Skills in Annual Assessment

How Often Pre-primary School Teachers Use Storytelling Technique in Teaching	Average Performance of Learners in Language Skills in Annual Assessment
1	12
1	14
2	23
2	32
4	43

Source: Field Data (2025)

Table 4 indicates that storytelling activities such as telling animal tales, cumulative stories and adventurous stories told to pre-primary school learners play an important role in enhancing their acquisition of reading skills. In other words, in pre-primary schools where pre-

primary school teachers use storytelling very often as a tool for teaching language skills, pre-primary school learners register fairly good grades in language skills. These results were subjected to linear regression and results are shown in Table 5:

Table 5: Relationship Between How Often Pre-primary School Teachers Use Storytelling Technique in Teaching and Average Learners' Performance in Language Skills

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.800	4.393		1.093	.354
How Often Pre-primary School Teachers Use Storytelling Technique	10.000	1.926	.949	5.191	.014

a. Dependent Variable: Average Learners' Performance in Language Skills

Source: SPSS Generated (2025)

Table 5 shows a linear model of the form; Average Learners' Performance in Language Skills among Pre-primary School Learners = $4.800 + 0.949 \text{How Often Pre-primary School Teachers Use Storytelling Technique}$. These results from the linear regression equation indicates that the coefficient for average of learners' performance in language skills is attributed to how often pre-primary school teachers use storytelling technique is 0.949. This implies that with increased use of storytelling activities while teaching, the average performance of pre-primary school learners in language skills is expected to increase by a factor of 0.949. The value 4.800 indicates that average performance of pre-primary school learners in language skills is not only dependent on the use of storytelling activities, but on a multiplicity of factors ranging from learners' socio-economic background, parental involvement to teacher factors amongst others.

Table 5 shows a p-value, 0.014 is less than 0.05, that is, a low p-value ($0.014 < 0.05$). Thus, there is significant influence of using storytelling activities on development of language skills. These results were consistent with the findings of a study conducted in the United States by Fiona (2023) which generated a p-value of $0.045 < 0.05$. These findings affirm the fact that storytelling is critical and really helpful for learning literacy, since these sorts of stories have short plot and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time. Hence, these results further attest to the fact that retelling or remembering the plot of story can foster learners cognitive and social skills; cognitive activities such as identifying language characters, comparing their behaviors and reactions during story and defining concepts, lead to develop concrete thinking, and cognitive activities such as: reasoning, finding solution, and creative ending lead to develop abstract thinking.

4.5 Thematic Analysis

The researcher also conducted observations and established that pre-primary school learners engage in telling musical classical tales but has not really enhanced their language skills. Just like in quantitative findings, these observations are also consistent with the views expressed by Aina (2019) that children of different cultures are familiar with classical tales, they know the

plot, characters and ending of these kinds of stories, so they can predict the unknown words. The researcher also observed,

Pre-primary school teachers engage learners telling musical animal, repetitive, cumulative and adventurous tales. However, this has not contributed much to the enhancement of pre-primary school learners' letter naming, fluency, comprehension and writing skills such as sentence formation, punctuations and spellings (Bed, Female).

Just like in quantitative findings, these observations lend credence to the qualitative findings of a study conducted in the United States in which Fiona (2021) asserted that musical animal tales or fables are very popular among children; children like animals especially as the characters that can talk and behave like human being; in fact, they identify themselves with them and then imitate their behaviors and actions. Repetitive and cumulative tales are really helpful for learning literacy, since these sorts of stories have short plot and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time. These types of stories also answer the repetitive and confusing question of children which always make the parents and the teacher exhausted. The researcher also concurs with the assertions of Fiona (2023) that musical repetitive and cumulative tales are really helpful for learning literacy, since these sorts of stories have short plot and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time.

As noted earlier, these observations further attest to the fact that retelling or remembering the plot of story can foster learners cognitive and social skills; cognitive activities such as identifying language characters, comparing their behaviors and reactions during story and defining concepts, lead to develop concrete thinking, and cognitive activities such as: reasoning, finding solution, and creative ending lead to develop abstract thinking. In other words, adventures and romantic stories contain archetypes such as: heroes and heroines who are good

and kind and their enemies who are bad, ugly and nasty, and finally the victory of positive powers over negative ones.

Likewise, these observations further point to the fact that storytelling develops learners' motivation and interests and stories used for teaching English as a foreign literacy to children in first, second and third grade develop students' motivation and increase their participation in different activities.

5. Conclusion and Recommendations

5.1 Conclusion

Pre-primary school learners' language skills such as reading, writing and speaking skills are below average. The study also concludes that pre-primary school teachers use storytelling as a teaching technique for language development among learners. Stories told by teachers to learners include; classical, animal, repetitive, cumulative and adventurous tales. However, this has not contributed much to the enhancement of pre-primary school learners' writing, reading and speaking skills.

5.2 Recommendations

As a practice, pre-primary school teachers should design musical activities such as role play, songs, playing musical instruments and storytelling activities in a manner that it captures critical aspects of learning such as role taking, interpersonal relations, peer interactions and communication skills. Pre-primary school teachers and other stakeholders should encourage learners to participate effectively in any form of storytelling activities as a strategy to enhance development of their language skills. They should create conducive environment where play activities are designed to promote acquisition of reading, writing and speaking skills.

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