

Language, Literacy in the digital age

The digital and traditional books that were chosen for the assignment are, A Day in the life of Trucker the dog and Help us live is aimed at children within the foundation phase as children learn language through various stages, children can learn to understand individual words through reading, singing and rhyme as stated by Welsh Government (2015). Welsh Government (No Date) discusses within the Foundation Phase and the principles of learning through play, there are seven areas of play these included the use of language and literacy working together with children three to seven years old. Kay, M. (2022) agrees with Welsh Government (2015) children learn language through singing, rhymes and reading as the presentations of a paper book and digital book demonstrate the use of individual words such as squeak or splash, children use actions and involve themselves in expressing the words. Additionally, Donaldson (2015) states digital learning is the future, as technology is in all settings and in children's homes. Therefore, moving forward children will learn through digital programmes and paper back education.

According to Raising Children (2022) storytelling is good for children as it teaches them to learn how to talk, and use sentences which stimulates their brain development, this can be through different sounds, words, and language, which encourages them to develop literacy skills. Froebel Trust (2022) agrees with Raising Children (2022) when children learn new words and sentences, they learn literacy and writing skills, they do this through communicating with others, by having discussions and learning to read independently which enhances their brain development. However, Estyn (2019) suggest play is an important part of a child's language and literacy as when children play, they communicate through speech and sounds similar to the story where dogs learn commands in single words and sounds.

Tameside Metropolitan Borough (2022) states children develop language at different stages, from birth to six months they learn through sounds and loud noises, babies learn to use sounds for attention and cry different ways to express their needs. Six to twelve months they start to babble words such as da-da. Twelve to Eighteen months they begin to understand words for example their own names and understand few questions, they may be asked where is Mummy? They will then look at their mother in

a response to show they understand the question. Eighteen to Twenty-four months they talk to themselves while they play and use words they have learnt from others. Two to three years remember pictures and words that are used through action such as 'run'. They use a wider range of sounds. Three to Four years they listen and remember stories, they act out the book by using words and sounds they hear from the story. Four to Five years they play with friends and have long conversations with them, and they might have trouble in using certain words. Five to Seven years old children use their reading, writing, and spelling skills. This teaches children to use their language and literacy skills. Raising Children (2021) agrees with Tameside Metropolitan Council (2022) as discussed when a child is born, they learn to develop their language, literacy, and communication skills through different stages through speech, communication, and language.

Education Wales (2018) within the digital competence framework, children learn to be more creative and confident which builds on children's knowledge and attitudes. This is essential for children as digital technology is successful within today's society and with a child's future. Furthermore, Kaye (2017) discusses children who use digital devices have different communication skills within the family home and within their settings as digital devices distract children from the people around them. Kaye (2017) suggests if a child uses a digital device for educational purposes, it teaches children language and literacy skills using online libraries and digital recording. However, Goltschalk (2019) believes although within education, using a digital device can have a positive effect on children. Children under seven years old should only use digital devices for an hour per day as it could affect their brain development and mental health. Padulo, *et al* (2019) believes children should be taking part in physical activities, as this can encourage them to communicate and socialize with others, it can help their holistic and cognitive development through speech and language. Blumerg, F.C. *et al* (2019) suggests a child's cognitive development is important as children learn to think, explore, and figure things out for themselves it expands their brain development which encourages them to learn new words and use them in sentences, therefore encouraging children to learn how to use their literacy skills through solving problems and exploring activities through digital devices or traditional books teaching them to write or type sentences. O'Byrne, *et al* (2018) Believes children should learn through digital and traditional books as children can learn to express ideas and show

knowledge in their own individual way. Children learn to communicate “foster collaboration” which can encourage them to build on their literacy skills.

According to McClary (2017) when children ask questions, it allows for sustained shared thinking, a child and a practitioner solve the question together through discussions and it allows a practitioner to further develop questions. According to Siraj-Blachford and Manni (2004) children have an increased capacity to learn through sustained shared thinking as talking to practitioners or within a group it can encourage and support a child through verbal communication therefore, promoting a child's language and literature development. Brodie (2014) believes when children ask and answer questions in can improve their holistic and cognitive development. Cumbria Government (No Date) states children ask questions and begin to use complex sentences and use them sentences the correct way therefore they can learn communication skills which can encourage them to learn new skills. As suggested by Myburgh and Tammaro (2013) Vygotsky believes throughout story telling there are many questions, which children may like to answer, and they too may ask their own questions, as children who communicate and show an interest in the stories can express how they feel about the story, and this can encourage them to understanding the meanings of new words and how they can use the words in sentences which can stimulate their abilities to learn language and literacy and supports their cognitive development. McLeod (2020) discusses Vygotsky zone of proximal development as suggested children who ask questions are provided with more understanding, as they discuss what they believe in, this helps practitioners understand what a child's development stage is and gives an understanding of where the child is with their speech and language.

Mercer and Mannion (2018) believes oracy are the abilities to speak, listen and write as suggested this helps children to learn language and literacy, and encourages them to communicate with others through their development. However, English-Speaking Union (2019) states oracy is the ability that children express through communication through language, where children think about what language they can use effectively. As Lodge (2020) states “silence is not golden” within a young child's setting and home. Lodge (2020) believes “Oracy is the whole curriculum” within Wales and within the rest of Britain. Language is just as important to children as literacy and communication, as stated by English-Speaking Union (2019) for children to learn communication and

literacy skills children should learn language to enhance their development. Oracy Cambridge (2020) believes when practitioners talk to children with a wider range of oracy skills, they find it easier to communicate with them which enhance the ability for children to learn literacy. However, children with lower oracy skills may be too young to talk and understand this can make it difficult for practitioners to communicate with a child.

Although Oracy Cambridge (2020) believes children who have a medical condition may not understand this can make it difficult for them to communicate with practitioners. As suggested NHS (No Date) states speech and language can be affected by medical conditions such as hearing loss, as children who have hearing loss find it difficult to understand different sounds and they can become distracted by other noises that surround them. Oticon (2022) agrees with NHS (No Date) hearing loss can affect a child's abilities to learn speech and language as children may not understand what the story is about as they can find it difficult to hear words and use words, or a child with hearing loss can become distracted by the noise around them and they may not want to participate as they don't understand. However, a child with hearing loss would be offered speech and language therapy to help them learn words, which can help their abilities to engage better in their setting and in their home and encourage their understanding of stories, to become more focused and participate by asking questions and using actions of which they understand. Lawrence (2022) suggests If a child has a medical condition that can cause them to be unable to understand language, they can be taught sign language as a source of communication where actions can become an understanding to them, therefore this can enable a child to participate in storytelling and learn language and literacy through actions instead of words. However, Guy-Evans and Mcleod (2020) believes Bronfenbrenner's ecological system theory suggests that a child's development depends on the environment of which they live, as suggested education begins in the home and if parents do not read or talk to their children it could affect their speech and language.

Welsh Government (2012) suggests the language spoken in homes can affect the way a child develops the use of words and their understanding, this can cause children to communicate inappropriately and affect their behaviour which can make it difficult for them to participate in storytelling, as they may not want to participate. Therefore, a practitioner can help children a child understands what is expected of them and ensure

a positive attitude and help them feel relaxed within the setting. Drake (2006) suggests observing children while storytelling helps practitioners understand a child's Holistic development within their setting. When children use their imaginations to roleplay a story and they use verbal words, it can help practitioners see a child's behaviour and their understanding to the story. Forman and Hall (No Date) discuss observing children through storytelling and actions is important to a practitioner as practitioners can ask questions that can help children understand and can challenge a child to use their speech and language and own actions to answer questions which help practitioners understand whether a child needs support. The British Association for Early Childhood Education (2012) states observing children using digital technology, helps practitioners assess children through different areas within their development, which can help to plan each step within a child's future.

To conclude digital and tradition storytelling are essential for children to learn language and literacy skills, as storytelling teaches children to become engaged and to listen what the story is about, which can help their awareness skills improve. Children can learn through actions and props as the recordings of both digital and traditional books demonstrate children become intrigued and focused on the story which can enrich their understanding to words. The stories allow for children to answer questions as demonstrated in the digital book which can lead them to asking their own questions to help them understand through sustained shared thinking therefore, enhancing their abilities through learning language and literacy.

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