

Language and Literacy in the digital age

Throughout this assignment, it will give a thorough explanation on children's language development and early years literacy from pre-birth to the age of seven years. Some of the key factors in this assignment include a full understanding of the benefits of storytelling for children and it will be explained how story telling relates with early literacy including children's development of digital literacy. In this analysis the pros and cons of traditional and digital storytelling that support children's language and literacy will be explored. Theorists such as Vygotsky and Skinner will be reflected upon.

During the presentation of this assignment it is based on storytelling in two different forms of presenting a story to supporting early literacy, one way to make literacy learning real and relevant for individuals is by choosing reading books that are relevant to their interest which has been suggested by Bower, V. (2014) likewise Wray and Medwell (1991) agree as they believed that to capture a child's imagination and to hook them into reading, you need to explore what the child enjoys about books and reading. Whitehead, M. R. (2009) reports it is significant for picture books for literacy may be summarized in the following ways; first, they require that very young children **behave** like active readers. That indicates that picture book readers must ensure or theorize, from the title, pictures and words what the plot is likely to be about suggesting that the book is suitable for the children and that it will not affect their behaviour. Secondly, they explained that picture books start the literacy habit of helping readers to make connections between book and life. Such as children and toddlers point to objects that they recognise in the book for example (cups, trees, animals) Contrasting their suggestion Larson, J. (2014) believes 'by reducing literacy to a neutral set of reading and writing skills, literacy is defined apart from social context and becomes, then, a 'context to be taught through authority structures whereby pupils learned the proper roles and identities they were to carry into the wider world'. From Larson's report it could be suggested that objects such as singing, nursery rhymes, poetry, jigsaws, sorting, matching, map making, and pattern recognition will be considered. This also proves that both editors have different options on early literacy and that there is more than one way for literacy to be taught.

Furthermore, spoken language is the precursor to literacy skills. As it has been described by Neaum, S. (2012) that through language it can enter the experiences of others suggesting the ability to talk and discuss, as well as stories, poems, plays as commentary, gives us access to

thoughts, feelings and perception of other people across time and space, spoken language also enables to form and maintain relationships with other people and to participate in the social world. through deaconships children learn how to think, understand, communicate, behave, express emotions and develop social skills therefore children should also be able to feel confident to communicate with others as it all aconitates with each other. Children will learn how to communicate before their born. It has been stated by university of Washington that babies are listening to their mothers talk during the last 10 weeks of pregnancy and at birth can demonstrate what they've heard. Babies interact and learn to respond with someone from birth and as they grow older they usually get confident with that person. Babies communicate with people through sounds such as crying, cooing and squealing. They also interact through facial expressions such as eye contact, smiling, grimacing) and gestures/body movement (moving legs in excitement and distress and later on gestures like pointing). By the times babies are six months old they should be able to make laughter-like sounds and start to make sing-song vowel sounds (for example, 'a,a', 'muh', 'goo', 'der', 'aroo', 'adah'. By the time they are nine months old they start babbling (for example, 'da da da', 'ma ma ma', 'ba, ba ba') and by the time they are twelve months old they should babble loudly often in a rhythm that sounds like a convocation and they may start to use one or two recognisable words. By the time they are eight-teen months old they should make speech-like sounds with a convocation rhythm when playing and should be able to use six to twenty recognisable words and they should also try to join in on nursery rhymes. It has also been recognised that children learn five to ten words everyday up until they are seven years old that's why it is important for children to communicate with others and stories as it helps children get to know new sounds, and language. It has been explained by Whitehead, M. R. (2009) how effective picture books can be even to babies and toddlers as they start to point to objects they recognise in books.

Vygotsky's ground break theory states that language was the basics of learning his points included the argument that language supports other activities such as reading and writing. On the other hand, Skinner believed children learn language through operant conditioning meaning that children receive "rewards" for using language in a functional manner.

It has been reported by Estyn (2021) that childcare setting in wales recognise how children's writing, , reading and oracy skills can be promoted through literacy-type activities, such as

storytelling. Storytelling on a regular basis builds on children's early childhood strengths by stimulating their language acquisition, building on their vocabulary range and helping them to successfully develop linguistic competencies (Trostle and Hicks,1989; Roney,1996; Ghosn, 2002).

The story during the presentation was firstly presented in a traditional way with a book and some objects that related to the story. The second form that the story was presented digitally using a laptop and again using objects indicating to the story. It is known that using objects to go with the story used has an affective impact on children's language and literacy development as the objects such as teddies used to indicate the characters in the story draw children's attention to the story and enriches their understand of the story.

In comparison between the traditional and digital story, it is clear that there is a difference in the approach to storytelling as traditionally it is conveyed entirely through written language and is a fixed story whereas the story alternates digitally and can teaches children to value emotions rhetoric as well as also allowing them to explore new ways of acting and thinking differently. It has been said by Smart Learning Environments (2014) digital storytelling is one of the innovative pedagogical approaches that can engage students in deep and meaningful learning. As said by Erstad, O. & Gillen, J. (2020) digital stories make books interactive by turning the child into a storyteller or a story character. It has also been compared by Drori, Korat, Shamir and Klein (2010) that children's learning of reading-related skills with e-books and print books with and without adults' support. They found that reading the e-book with adult instruction was the most beneficial option and led to a higher level of children's learning than reading the print book alone or the print book with an adult instruction. on the other hand, BBC news (2014) states that there are concerns about e-books due to doctors warn as it damages sleep and health likewise UNICEF () explain Research has shown that screen time **inhibits young children's ability to read faces and learn social skills**, two key factors needed to develop empathy. Face-to-face interactions are the only way young children learn to understand non-verbal cues and interpret them.

On the other hand, BBC (2016) article states that since reading with E-books there has been an increase of 25% of people reading. E-books are easy to access but the disadvantage it that there is text only on the majority of them, alternately paper books include pictures which helps children to have a better understanding of what's going on in the book and furthermore it will

help them to adapt the correct use of words and language as well as it will develop their imagination skills.

To come to the conclusion of this analysis after weighing up the pros and cons of traditional and digital storytelling it is clear that both ways of storytelling are effective at developing many skills such as language and literacy in young children. A controversial factor for digital storytelling is an increase in screen time activity which is less interactive than traditional storytelling however a positive aspect to digital storytelling is that it can be easily accessed again at a later date at their convenience.

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