

Portfolio

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Videos

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Language and literacy in the digital age

According to University of Kansas (2017) based on the voice signals they have access to while still in utero, fetuses are already adjusting their ears to the language they will learn before they are born. One of the earliest foundations for language acquisition may be provided to children by prenatal sensitivity to the rhythmic aspects of language. Dickinson and Morse (2019) claims using certain brain regions that have been developed to handle the kind of information language systems use for example fine-grained and quick discrimination among comparable sounds. The foetus is already processing linguistic data while it grows inside its mother. The second half of pregnancy is when hearing becomes active. Speech is then processed by the foetus's growing speech recognition systems as it passes through the uterine wall. Newborns are given a head start in learning language through this input. For children to succeed in life according to Magimairaj *et al* (2021) language development is important. As a result, parents and child health care providers keep updated on language development, but there isn't a standard set of language development milestones.

According to Dunstanbaby.com. (n.d.) most notably, Priscilla Dunstan developed the Dunstan baby language, a system for understanding babies universal pre-cry cry sounds that enables parents to better meet their infant's needs. From prenatal to early childhood zero to twelve months voice bonding, pregnant women who read or narrate stories aloud to their unborn children are better able to identify their parents' voices and develop early attachment. Williams, M. (2024) suggest that calm rhythms like Dunstan's emphasis on tender, attentive care, the rhythm of stories helps soothe babies by imitating lullabies. Language foundation babies pick up speech patterns even before they can comprehend words, which prepares them for future communication. Years of toddlers age one to three development of emotions with line with Dunstan's objective of identifying and reacting to feelings, these stories assist young children with naming and comprehending emotions.

Williams, M. (2024) also suggest that early childhood to school age four to seven years creativity and imagination, children's imaginative play is stimulated by storytelling, which aids with concept exploration and problem-solving. Moral

comprehension stories teach empathy, resiliency, and the concepts of right and wrong. Cognitive abilities, storytelling and listening improve memory, attention span, and sequencing. According to Maureen *et al* (2020) storytelling can be an effective early literacy stimulus when combined with play-based activities.

Whitehead (2009) suggests that It becomes more clearer that young children are thinking independently and possess a solid understanding of language structure once they start putting words together. Children have a strong drive to communicate, love language, and need to make sense of the world and their experiences. Approach to language and literacy is constant developing own knowledge and skills that can be supported for children development. Vygotsky (1978) refers to the zone of proximal development, potential development which can be succeed with the appropriate guidance and adult support. A believe of question 'turning in' to child and then enabling to take the next step moving forward in learning. Bruner (1983) suggest this called scaffolding children learning. However, Whitehead (2009) an important part of early years setting day is the story time. Stories from wide range of fairy tales, which gives a child access to a rich vocabulary of words and its concepts. Other books like seasonal and nature stories, animals, plants and stories of families. This is a special event in early years settings that introduction to literature that aims to develop and support skills that all children need to formulate and express their feelings, needs and thoughts, also encourage children to use communicative strategies to assert their individual identity, build self-esteem, enhance relationships, making sense of the world and able to get things done.

According to Kucirkova (2018) most of the research on multimedia features in digital books has focused on their interaction with audio features, such as music, noises, and spoken narrative. The following are the main features that set digital books apart, words in digital books can be highlighted when spoken aloud by the recorded voice, which sets them apart from print books. Certain digital books show the text passage and highlight each word in colour as it is read aloud, while other digital books show each word individually as it is spoken out loud, as the reader used in the video. This function is an important teaching tool for children's letter and word recognition, particularly for those who have trouble identifying letters on paper and promote children's digital literacy skills for example clicking mouse and swiping.

How ever, Kucirkova (2018) suggests that digital books with either stationary or moving visuals. Children who read digital books with moving graphics, as the reader used are better able to learn the words than those who read the identical book with static visuals, according to the study. According to the researchers' premise, this might be the case because the movement assisted children in connecting words to pictures. Improving the visuals could aid in the learning process for young readers, as they depend on them for most of their tale comprehension. Kucirkova (2018) also claims that the benefits of interactive features of digital reading for children's language outcomes hold not only for children's first language but also if they are learning an additional language.

In early childhood education, contrast of reading digital and traditional books provides a more comprehensive knowledge of how each affects children's development, as suggested by Schrader (2025). Digital books can keep children interested but can also cause distractions, whereas conventional books provide a concentrated, hands-on reading experience that improves text comprehension. The methods of engagement that parents and caregivers use, together with the resources that are used, frequently influence the decision between the two forms.

How ever Schrader (2025) also suggests that digital reading has been shown to promote language development, although adult help and appropriate material selection are essential. The quality of phonics education is just as significant as the amount, and successful programs should use a strategy that has been proven to work.

To promote young children's oracy, is being able to communicate clearly, convey ideas and thoughts, interact with peers, influence others through conversation, and boldly and responsibly express opinions claim Cameron (2021) Oracy encompasses both the successful use of spoken language in instruction and learning as well as the growth of speaking and listening abilities. According to McCormack and Kloppe (2016) oracy pedagogy has the ability to give every learner lots of chances to communicate in a variety of exciting, interesting, and relevant circumstances in a creative, purposeful, and productive way. The reader used loud and clear voice, used props for actions and facial expressions.

We can analyse and comprehend the world around us through languages, literacy, and communication Welsh Government (2019) suggest that as a result, learners are assisted in succeeding throughout the entire curriculum when they are helped to succeed in this particular area of learning and experience. Every learner will be able to acquire knowledge and abilities in literature, Welsh, English, and other international languages through the languages, literacy, and communication area of learning and experience. Opportunities to learn Welsh and English as additional languages as well as other home or community languages will be provided where appropriate. As students gain an understanding of word origins and an interest in linguistic patterns, it will always motivate them to acknowledge the connections between languages. They will be encouraged to apply what they have learnt about the ways in which languages, such as English and Welsh, to the study and use of foreign languages. This multilingual approach will attract student's attention and give them a solid basis for a lifetime of learning more languages and reading Welsh and international literature.

How ever Welsh Government (2019) claims the languages, literacy, and communication area of learning and experience will give learners the chance to improve their knowledge and abilities in speaking, writing, listening, and reading as well as in literature, both within and across individual languages. Its emphasis on culture stems from its recognition of the connection between language and culture, which is essential to our sense of self as well as our position and voice in society.

When it comes to reading according to Merga, (2017) Insufficient experience parents ask older siblings to read aloud to their youngsters because they feel uncomfortable doing it, they worry about their own literacy abilities, may be overly critical, lack self-confidence, especially fathers. How ever, Dagan *et al* (2023) suggest that the differences in gender in comparison with fathers, fifty percent more mothers read to their children, mothers are more likely to share tales of closeness,

fathers are more prone to share tales of their own independence and labour, fathers connect more playfully, and women report higher-quality interactions than men do. Mothers are more likely to imitate and repeat, both genders are inclined to label and point, but fathers point too quickly.

Language development that is normative, receptive language 6 to 9 months of word understanding according to Dickinson and Morse (2019) language that is expressive words that come to you naturally 10 to 15 months. Delay in language common in children ages two and three, concerning may lead to long-term issues as suggested by Perez-Pereira (2021).

How ever, Welsh Government (2020) claims that more than ten percent of children and young people have chronic speech language social communication needs that make it difficult for them to communicate or learn, more than half of children in disadvantaged areas might have poor speech, language, and communication abilities when they first enter school. By the conclusion of primary school, a quarter of children who have language difficulties at age five do not meet the required level in English. Children with normal nonverbal abilities but a low vocabulary at five years of age were more than twice as likely to be unemployed and one-half more likely to be poor readers or have mental health issues than children with typically developing language at five years old.

According to Society for Storytelling (2024) an effective approach that can greatly improve children's oracy abilities is storytelling. Storytelling can contribute to the development of oracy in the following ways such as engagement children's interest in language and communication is cultivated through meaningful interactions that are facilitated by storytelling, as the reader used props to engage. Language development by giving children the chance to apply a range of linguistic elements within a story framework, it helps them expand their vocabulary and improve their comprehension of language.

Williams (2024) claims that collaborative learning, storytelling promotes group discussions in which children collaborate to solve issues, examine concepts, and draw connections all of which are essential for oracy development. As the reader asked the children if they liked the box and which part was there favourite.

Skills in technology is only one aspect of digital literacy Unicef (n.d.) suggests It refers to the attitudes, abilities, and knowledge that enable children to feel secure and in control in a world that is becoming more digital. This includes their use of digital tools for play, engagement, socialising, searching, and learning. The definition of digital literacy will change depending on the age of the children, the context, and

the local culture. Even if they are not using the internet, children still need to be knowledgeable about technology. The lives of young children are being impacted more by facial scanning and AI-based profiling. How effectively children comprehend the digital environment around them may have an impact on their education, social welfare, and future employment prospects.

How ever, CQEL (2024) claims there are many advantages to incorporating digital literacy into early childhood education, including enhanced Interest for young children, digital tools can make learning more engaging and participatory. Future-Readiness introducing children to digital responsibility and appropriate online conduct gives them the tools they need to succeed in the digital workforce.

In conclusion, Schrader (2025) claims there are benefits and drawbacks to both traditional and digital reading, and the child's developmental needs as well as the level of contact during reading sessions should be considered while making this decision.

Oracy and digital storytelling are complementary teaching methods that use narrative to foster critical thinking, creativity, language, and communication. By analysing both, we may consider how they affect children, evaluation techniques, and real-world classroom applications.

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