

ECEY5004- Language and literacy in the digital age.

I have not used AI within this portfolio.

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Section one: Traditional Story.

https://uowtsd-my.sharepoint.com/personal/2316726_student_uwtsd_ac_uk/_layouts/15/stream.aspx?id=%2Fpersonal%2F2316726_student_uwtsd_ac_uk%2FDocuments%2FWIN_20251024_07_41_31_Pro%2Emp4&referrer=StreamWebApp%2EWeb&referrerScenario=AddressBarCopied%2Eview%2E769ba0a7-fb00-4abc-9c85-f2f07c3a3ad5

Section two: Digital story.

https://uowtsd-my.sharepoint.com/personal/2316726_student_uwtsd_ac_uk/_layouts/15/stream.aspx?id=%2Fpersonal%2F2316726_student_uwtsd_ac_uk%2FDocuments%2FWIN_20251024_07_41_31_Pro%2Emp4&referrer=StreamWebApp%2EWeb&referrerScenario=AddressBarCopied%2Eview%2E769ba0a7-fb00-4abc-9c85-f2f07c3a3ad5

Section three: Activity analysis.

Introduction

Mohammed, Afaya and Abukari (2023) suggest that caregivers and practitioners reading stories to an early years child promotes cognitive development, enhances language development and promotes the interaction the caregiver and practitioner have with the early years child, they suggest that this allows the early years child to be stimulated in a nurturing environment, and it will start shaping their academic and economic accomplishments. Story telling extends beyond language skills but includes cognitive skills, by providing an early year's child with the opportunities to listen to a story it allows them to use their thinking, attention and memory skills which are beneficial to cognitive development (Jonssen, Scheper and Vissers, 2023). Brodie (2018, pp50-51) suggests that story telling provides supporting a child's sense of identity while enhancing oracy skills, repeated exposure to the same book allows the child to retain the information and eventually participate in reading the story book. Story telling activities allow early years children to develop cross curricular skills as this activity can be carried out using a variety of forms including traditionally and digital, this allows children to enhance their creative skills (Traditional Arts + culture Scotland, no date).

Lin, Jianjun and Jinlei (2022) suggest that since the Covid 19 worldwide pandemic in 2020 digital competence have had a considerable impact on education. Early years children being exposed to digital technologies is integral in the present-day society (Barr, et al., 2024). According to Schimier (2021, p2) utilising the development of digital technologies when story telling promotes engagement however, it also allows the child to foster different perspectives. Digital story telling allows development of language, exploration and interaction with peers, caregivers and practitioners while fostering their wonder and participating in reading for a sense of enjoyment (Kucirkova, 2018, pp. 16-18).

Story telling different approaches by the reader.

In the recording the reader shows several differences when reading the digital story book compared to the tradition story book. The main difference with the approach the reader used was the resources to read the story book. The reader used a digital platform and a traditional story book to read to the children. By the reader using an

e-book they were able to start exposing the children to developing their digital competence. According to the Welsh Government (2018) digital competency is a core skill in this generation and can be embedded across all the areas of learning and experiences (AoLES).

Throughout the recording the reader promoted digital literacy skills to the children in a variety of areas. During the recording the presenter modelled how to hold the iPad safely with care and respect. The presenter throughout the recording is promoting the use of digital skills in line with the Welsh Curriculum. The presenter is focusing on progression step one which starts to build the foundations of developing digital skills (Welsh Government, 2020).

When the reader was reading the story book using a digital platform, they seemed to appear more enthusiastic with their hand gestures resulting in promoting engagement. However, when the presenter was reading the traditional story book, they maintained a higher quality of eye contact with children listening. Nonverbal communication is a social interaction that needs to be fostered daily as it can be more influential than verbal communication (Harries, 1977, pp. 246). Jiang (2021, pp.1) agrees with the impact that nonverbal communication has and suggests that by allowing opportunities for early years children to recognise and understand nonverbal communication it supports development emotionally, socially and cognitively. In the recording the presenter reading the traditional story book utilised the opportunity of turning the page as a time to ask the early years children questions which can support understanding of the language in the book and oracy skills.

During the recording the reader shows two main differences in the activity they set the children after reading a book. One activity was a focus on a creative writing where the other activity is using a play-based approach which promotes oracy development. Vivian Gossay Paley philosophy suggests that by practitioners and care givers providing play-based story telling activities this will not only support their engagement in story telling but will also develop their language and communication skills (Cremin, et., 2017, pp.17). According to Maureen, van der Meij and de Jong (2020, pp. 1) providing an early year's child with the opportunity of a play-based experience after a story telling activity it allows development beyond literacy skills

but also cognitively as it helps them to understand the story but also to practice what they have learnt and remembered.

Promotion of oracy, reading and writing.

Story telling is an activity than can promote development across reading, writing and oracy. According to Spencer and Pierce (2023) there is a cognitive bridge that links oral and written language, storytelling activities allows the opportunity for the bridge to be connected and for children to develop their cognitive and language skills that underpin literacy skills. Language and literacy are interconnected by practitioners and caregivers using story telling it not only promotes cognitive development but also allows children to access a stimulating environment (Bower, 2014). The importance of children being exposed to a stimulating environment connects with psychologist Bronfenbrenner's bioecological theory. Through the ecological theory it is suggested that environmental factors and interactions with caregivers and practitioners play an influential role in a child's overall development (Tong and Shidog An, 2024).

Turning the page.

During the recording the presenter focused on the correct way to turn the page and demonstrated this throughout to the early year's children. Professionals providing early years children and young people with the opportunity to learn how to turn a page in a book correctly goes beyond language and literacy skills but develops children understanding on how to care and respect books. Allowing early years children to have access to a physical book not only allows the opportunity to gain a respect and how to turn the page correctly but also allows children and young people a chance to connect with books (Agosto, 2016). Throughout the recording by the presenter modelling how to hold the book and turn the page correctly they are supporting through scaffolding. According to theorist Lev Vygotsky cited by Eun (2017, pp18-30) practitioners modelling the correct way goes beyond learning but allows the opportunity for children to internalise what they are learning so they are able to develop the required skills to carry out these activities independently.

Questioning.

During the recording the presenter used questioning as a method to engage the children while reading the story the traditional way and through the digital method.

Using questioning strategies throughout a story telling activity allows the reader not only to maintain the interest and knowledge of the listener but to also enhance the children's cognitive process (Akkaya and Demirel, 2012). According to Luo et al. (202) by practitioners and caregivers asking children questions it allows the focus to be placed on developing oral language skills while also building on their vocabulary skills. Theorist Jermon Bruner suggests through his developed theory cited in Smidt (2011) that children develop and foster language skills through questioning which also allows them an opportunity for inquiry-based learning.

Compare and contrast.

Conducting a story telling activity through the traditional method and digital method both can have positive and negative influences on early years children and young people. Practitioners and caregivers exposing early years children to storytelling activities through a traditional form and digital form is an impactful literacy approach to connect pedagogy and curriculum content (Lisembee and Ford, 2018).

Using digital methods of story telling allows benefits and progression for practitioners and caregivers as Cho, Abdullah, Navi (2020) suggest that practitioners and caregivers engage in a higher level of critical, creative and interactive thinking when using digital methods. However, according to Estrad et al. (2020) digital literacy does not provide early years children with the opportunity to develop skills related to alphabetic print which is required to foster literacy development. Kucirkova (2018), suggests that children engage with digital books as there is more support, allowing children with the opportunity to safely read digital books can support over coming barriers for children who have specific visual processing disorders such as dyslexia.

According to Taylor et al., (2018) the most impactful way of conducting storytelling activity is through a digital platform especially when it is presented in an interesting engaging way. However, author Newnham (2018) disagrees and suggests that traditional story telling method is more influential. He suggests that early year's children who are exposed to physical books are able to remember a considerable amount more than children who are accessing e-books. Newnham suggest that this is because early years children are staying engaged through the anticipation of page turning. In the recording the presenter kept the early years children engaged throughout not only with page turning but also with the lift flap which is not accessible

through a digital method. Rodger (2016) suggests that storytelling as an activity alone can play an influential role on an early year's child's language acquisition regardless of the approach used to read the story.

Soujanya (2023), also agrees with the positive impact digital storytelling has on children and young people, while she agrees that traditional storytelling allows for a deeper emotional connection with caregiver or practitioner who are reading the book and also the book itself, digital storytelling is continually evolving and this results in the books available on digital platforms are also engaging, transformative and offer early years children and young people with immersive experiences that traditional story books cannot offer.

Evaluation of sources.

Throughout the essay a varied range of resources were used. These included mostly online resources from the UWTSD library. While the sources that were used are mostly considered as recent sources there were outdate resources. Even though there is a wide variety of sources used to reference and complete this essay they were all accessed and sourced using the internet and no traditional books were used. However, even though the internet was prominently the main source to gather the information required AI was not a resource that was utilised throughout the essay. If AI had been used throughout the assignment there may have been more recent and up to date sources presented throughout the essay. According to Chong et al., (2022) many people lack confidence in themselves so will avoid using AI and lack confidence in AI in case the wrong information is provided. However, Presthus and Sorum (2025) state that by providing opportunities to use AI to gather and find relevant information the task can be carried out at a faster speed. If AI had been used throughout the essay to support finding sources of information that was relevant a higher level of work could have also been produced as more time went into searching the library website and internet sites to find suitable sources to use throughout.

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