

## CHAPTER 6

## Play in Language Development

SUSAN ERVIN-TREPP

Among the many changes that we see taking place in preschool children is the rapid growth of language—most apparently, the development of vocabulary, sentence complexity, conversational skill, storytelling, register and style variation, and persuasiveness. If several languages are heard, children become competent bilinguals in preschool. Play can provide an ideal setting for the study of these developments in young children's language. In this chapter we shall address the question of the effects of play on language.

### Defining the Problem

The search for the effects of preschool play on language development has two aspects. One is the difference between peers and adults as partners, or facilitators of development. Would children learn language faster by interacting primarily with adult teachers and parents or by playing with other children? The other issue is the effects of play on language, in contrast to other activities, such as organized instruction.

Potential language "teachers" may be adults, peers, or older children. In the case of an older child, the precise age gap between the children is relevant, since a child one year older than the learner is a very different model and play partner than one three years older. The type of activity in which talk takes place changes with age; adults do not engage in the same activities (e.g., sound play) as children. So if partners make a difference, we have to find out if it is their age or their activity that is

crucial. Furthermore, the stage of language development matters. The learning needs of the child are different at different stages: In the first few years the need is to get into language; later, it is to expand and elaborate skills.

At the beginning of language, before age 3, the most extreme cases of delay or impairment are found in children in institutions and in twins. Institutionalized children may suffer from lack of organized language stimulation. We know that twins understand each other too well, have less need of explicitness, and develop their own way of communicating. Their knowledge of adult language can be less because their knowledge of their twin language is relatively greater (Bates, 1975).

### Conditions of Learning

Let us step back a moment and ask what is necessary for the initial acquisition of a language. This question has been most clearly addressed in second-language learning, where conditions vary even more widely than in first-language acquisition. The notion has developed that for successful language acquisition the following conditions must be met:

1. *Exchanges should be salient and motivating enough for the learner to pay attention.*
2. *Language "input" should be comprehensible but only slightly in advance of the learner's own knowledge in either form or ideas.* These conditions ensure that the learner hears language forms (words, phrases, sentences), while at the same time understanding the context and inferring the meanings of the forms or the structures underlying them. In this way, the learner can match new forms to these meanings. If either the language heard or the ideas expressed are too difficult, the learner might just tune out, might not understand the meaning or the syntax, or might not be able to retain enough to make use of the models for changing his or her own system.
3. *The learner should be able to engage in one-on-one exchanges.* These transactions allow the learner to practice producing new forms in natural contexts, while permitting the partner to see what is understood by the learner, so that the "input" is delicately tuned to the learner's knowledge and interests.

### Learning from Siblings

Dunn and Kendrick (1982) have noted that 1-year-old children spend as much time playing with siblings as with their mothers in En-

# Play And The Social Context Of Development In Early Care And Education

**Elizabeth Brooker, Mindy Blaise, Susan Edwards**



## **Play And The Social Context Of Development In Early Care And Education:**

**Play and the Social Context of Development in Early Care and Education** Barbara Scales, 1991 Considering play as the focus of the child's social world the contributions offer keen insights into the important role of play in a number of relevant areas including language and literacy cognitive development and socialization Play from Birth to Twelve Doris Pronin Fromberg, Doris Bergen, 2006 In light of recent standards based and testing movements the issue of play in childhood has taken on increased meaning for educational professionals and social scientists This second edition of *Play From Birth to Twelve* offers comprehensive coverage of what we now know about play its guiding principles its dynamics and importance in early learning These up to date essays written by some of the most distinguished experts in the field help students explore all aspects of play including new approaches not yet covered in the literature how teachers in various classroom situations set up and guide play to facilitate learning how play is affected by societal violence media reportage technological innovations and other contemporary issues which areas of play have been studied adequately and which require further research

Social Interaction, Social Context, and Language Dan Isaac Slobin, 1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company **Contemporary Perspectives on Social Learning in Early Childhood Education** Olivia Saracho, Bernard Spodek, 2007-06-01 Social epistemology is a broad set of approaches to the study of knowledge and to gain information about the social dimensions This intellectual movement of wide cross disciplinary sources reconstructs the problems of epistemology when knowledge is considered to be intrinsically social In the first chapter *Social Epistemology and Social Learning* Olivia Saracho and Bernard Spodek discuss the social and historical contexts in which different forms of knowledge are formulated based on the perspective of social epistemology They also discuss the emergence of social epistemology which guides researchers to investigate social phenomena in laboratory and field settings Social factors external to the appropriate business of science have a major impact in the social studies researchers historical case studies Thus social studies researchers may be considered social epistemologists because a they focus on knowledge of social influences and b they infer epistemologically significant conclusions from their sociological or anthropological research In addition analyses indicate that studies of scientific paradigms are basically a struggle for political power rather than reflecting reliable epistemic merit Social studies researchers focus on knowledge of social influences on knowledge which is analogous to the knowledge of the social epistemologists They also use their sociological or anthropological research to infer epistemologically significant conclusions *The Play's the Thing* Elizabeth Jones, Gretchen Reynolds, 1992 The traditional role for teachers in children's play was to structure it setting rules and interrupting if things got out of hand However for children three to five sociodramatic play is a way to invent and make familiar the rhythms and actions of everyday life This text describes why play is a fundamentally important part of children's development and shows how adults can support and promote play The authors offer systematic descriptions and analyses of the different roles a teacher adopts toward this end

including those of stage manager mediator player scribe assessor communicator and planner and describe both highly interactive and inhibited children from different economic backgrounds The authors integrate cognitive and psycho dynamic theory as well regarding the scripts children play in both cognitive and affective terms and they discuss the importance of fantasy and reality play themes demonstrating the implications of play for literacy learning Handbook of Peer Interactions, Relationships, and Groups Kenneth H. Rubin, William M. Bukowski, Brett Laursen, 2011-01-31 This comprehensive authoritative handbook covers the breadth of theories methods and empirically based findings on the ways in which children and adolescents contribute to one another s development Leading researchers review what is known about the dynamics of peer interactions and relationships from infancy through adolescence Topics include methods of assessing friendship and peer networks early romantic relationships individual differences and contextual factors in children s social and emotional competencies and behaviors group dynamics and the impact of peer relations on achievement social adaptation and mental health Salient issues in intervention and prevention are also addressed **SAGE Handbook of Play and Learning in Early Childhood** Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17 This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods A real gem Beth Graue Department of Curriculum and Instruction Wisconsin Center for Education Research USA Play and learning scholarship has developed considerably over the last decade as has the recognition of its importance to children s learning and development Containing chapters from highly respected researchers whose work has been critical to building knowledge and expertise in the field this Handbook focuses on examining historical current and future research issues in play and learning scholarship Organized into three sections which consider theoretical and philosophical perspectives on play and learning play in pedagogy curriculum and assessment play contexts The Handbook s breadth clarity and rigor will make it essential reading for researchers and postgraduate students as well as professionals with interest in this dynamic and changing field Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education University of London Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University This handbook s International Advisory Board included Jo Aliwood The University of Newcastle Australia Pat Broadhead Leeds Metropolitan University Australia Stig Brostrom Aarhus University Denmark Hasina Ebrahim University of the Free State South Africa Beth Graue Wisconsin Center for Education Research USA Amita Gupta The City College of New York CUNY USA Marjatta Kalliala University of Helsinki Finland Rebecca Kantor University of Colorado Denver USA Colette Murphy Trinity College Dublin Republic of Ireland Ellen Sandseter Queen Maud University College of Early Childhood Education Norway *The Oxford Handbook of the Development of Play* Anthony D. Pellegrini, 2011 The role of play in human

development has long been the subject of controversy Despite being championed by many of the foremost scholars of the twentieth century play has been dogged by underrepresentation and marginalization in literature across the scientific disciplines The Oxford Handbook of the Development of Play marks the first attempt to examine the development of children's play through a rigorous and multidisciplinary approach Comprising chapters from the foremost scholars in psychology anthropology and evolutionary biology this handbook resets the landscape of developmental science and makes a compelling case for the benefits of play Edited by respected play researcher Anthony D Pellegrini The Oxford Handbook of the Development of Play is both a scientific accomplishment and a shot across the bow for parents educators and policymakers regarding the importance of children's play in both development and learning

**Multiple Perspectives on Play in Early Childhood Education** Olivia N. Saracho, Bernard Spodek, 1998-01-15 Play has been part of early childhood programs since the initial kindergarten developed by Friedrich Froebel more than one hundred and fifty years ago While research shows that most teachers value children's play they often do not know how to guide that play to make it more educational Too often in reflecting the value of child initiated activities teachers set the stage for children's play observe it but hesitate to intervene in that play They may fear that to intervene is to create a developmentally inappropriate set of educational practices However the lack of intervention may limit the educational outcomes of play Meanwhile a large body of research exists on different forms of children's play in educational settings that could inform teachers of young children and help them to improve their practice and support more educational play Saracho and Spodek bring together much of that research in an accessible volume for early childhood teachers and teacher educators

**Play from Birth to Twelve and Beyond** Doris Pronin Fromberg, Doris Bergen, 1998 This Encyclopedia presents 62 essays by 78 distinguished experts who draw on their expertise in pedagogy anthropology ethology history philosophy and psychology to examine play and its variety complexity and usefulness Here you'll find out why play is vital in developing mathematical thinking and promoting social skills how properly constructed play enhances classroom instruction which games foster which skills how playing stimulates creativity and much more

**Handbook of Research on the Education of Young Children** Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood

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*Inside Role-Play in Early Childhood Education* Sue Rogers, Julie Evans, 2008-01-18 Chapter Introduction chapter 1 Four year olds in school Play policy and pedagogy chapter 2 Perspectives on role play in early childhood chapter 3 Researching young children s perspectives A multi method approach chapter 4 Teachers perspectives on role play chapter 5 Exploring role play from the children s perspective chapter 6 Playing with space place and gender chapter 7 Rethinking role play in reception classes

Early Childhood Mathematics Skill Development in the Home Environment Belinda Blevins-Knabe, Ann M. Berghout Austin, 2016-10-17 This volume presents current research on the connections between the home and family environment on children s mathematics development Focusing on infancy through first grade it details the role of parents and other caregivers in promoting numeracy and the ways their active participation can prepare young children for learning about formal mathematics Research data answer key questions regarding the development of numeracy alongside cognitive and linguistic skills early acquisition of specific math skills and numeracy of children with atypical language skills The book also provides practical recommendations for parents and other caregivers as well as implications for future research studies and curriculum design Included in the coverage Ways to optimize home numeracy environments Individual differences in numerical abilities Cross cultural comparisons and ways to scaffold young children s mathematical skills Mathematics and language in the home environment Center based and family based child care Games and home numeracy practice Early Childhood Mathematics Skill Development in the Home Environment is an essential resource for researchers graduate students and professionals in infancy and early childhood development child and school psychology early childhood education social work mathematics education and educational psychology

**Social and Emotional Development in Infancy and Early Childhood** Janette B. Benson, Marshall M. Haith, 2010-05-21 Research is increasingly showing the effects of family school and culture on the social emotional and personality development of children Much of this research concentrates on grade school and above but the most profound effects may occur much earlier in the 0 3 age range This volume consists of focused articles from the authoritative Encyclopedia of Infant and Early Childhood Development that specifically address this topic and collates research in this area in a way that isn t readily available in the existent literature covering such areas as adoption attachment birth order effects of day care discipline and compliance divorce emotion regulation family influences preschool routines separation anxiety shyness socialization effects of television

etc This one volume reference provides an essential affordable reference for researchers graduate students and clinicians interested in social psychology and personality as well as those involved with cultural psychology and developmental psychology Presents literature on influences of families school and culture in one source saving users time searching for relevant related topics in multiple places and literatures in order to fully understand any one area Focused content on age 0 3 save time searching for and wading through lit on full age range for developmentally relevant info Concise understandable and authoritative for immediate applicability in research

**Contemporary Perspectives on Socialization and Social Development in Early Childhood Education** Olivia Saracho, Bernard Spodek, 2007-05-01 The purpose of this volume is to present a selection of chapters that reflect current issues relating to children's socialization processes that help them become successful members of their society From birth children are unique in their rates of growth and development including the development of their social awareness and their ability to interact socially They interpret social events based on their developing life style and environmental experiences The children's socialization is influenced by several important social forces including the family and its organization their peer group and the significant others in their lives In Theories of Socialization and Social Development Olivia Saracho and Bernard Spodek describe the children's socialization forces and the different developmental theories that have influenced our understanding of the socialization process These include maturationist theory developed by Arnold Gesell constructivist theories developed by such theorists as Jean Piaget Lev S Vygotsky and Jerome Bruner psychodynamic theories developed by such theorists as Sigmund Freud Erik Erikson Harry Stack Sullivan and Alfred Adler and ecological theory developed by Urie Bronfenbrenner Each theory provides interpretations of the meaning of the children's social development and describes the different characteristics for each age group in the developmental sequences

**Learning to Teach Young Children** Anna Kirova, Larry Prochner, Christine Massing, 2019-12-12 Learning to Teach Young Children provides you with the tools to critically engage with the key concepts and beliefs in early childhood education theory and practice The book is organized around ten propositions that are explored in relation to 30 key questions for example What does it mean to honour children's right to be different What does it mean to learn How can images of childhood be used as frames for practice Original comic book style illustrations are used to explore key theoretical concepts in an accessible and engaging way The book also includes a companion website offering overviews of the key concepts covered in the book supplementary information and references reflective questions and case studies to support your learning

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