COURSE GUIDE

ECE 120
DEVELOPMENT OF APPROPRIATE SKILLS IN CHILDREN

Course Team Dr. E. A. Oduolowu (Course Developer/Writer)- University Of Ibadan
Dr R. O. Akinbote (Course Editor) - University Of Ibadan
Professor Esther Oduolowu (Course Reviewer)- University of Ibadan
Dr. Oni Leah (Programme Coordinator)-NOUN
Dr. John. O. Oparaduru (Course Reprocessor) - NOUN

NATIONAL OPEN UNIVERSITY OF NIGERIA

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National Open University of Nigeria
Headquarters
University Village
Plot 91, Cadastral Zone
Nnamdi Azikiwe Expressway
Jabi, Abuja

Lagos Office
14/16 Ahmadu Bello Way
Victoria Island, Lagos

e-mail: centralinfo@nou.edu.ng
URL: www.nou.edu.ng

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INTRODUCTION

This course ECE 120 – Development of Appropriate Skills in Children is a two credit units' course. It is one of the courses designed for Early Childhood Education students at the undergraduate level. It is a one semester course available at the first semester to all students pursuing B.Ed. Early Childhood Education of the National Open University of Nigeria.

There are four Modules which consist of 18 units.
Module 1 –Psychomotor and Cognitive Development
Module 2 – Language Development and Skills
Module 3- Social-emotional Development
Module 4- Moral Development.

This course guide introduces you briefly to the course itself, how you can work your way through the course material, suggestions and guidelines on the time to spend on each unit and on your tutor marked assignment in order to be highly successful in the course. There are regular tutorial classes that are provided on this course in your study centre. You are advised to attend these tutorial sessions.

WHAT YOU WILL LEARN IN THIS COURSE

The overall aim of ECE 120: Development of Appropriate Skills in Children is to equip you with the knowledge of the living and learning skills that children need to develop and acquire in the process of their development. This knowledge would be found not only useful but highly rewarding to you as an early childhood educator on the one hand and as a "would be parents" or parents on the other hand.

COURSE AIM

This course aims at giving you an understanding of the theoretical basis and the processes of the developmental domains especially the cognitive domain which includes intelligence and language as well as the affective domain which includes social, emotional and moral development of the children.

COURSE OBJECTIVES

There are some specific objectives set out to achieve the overall aim of this course. Every unit has specific objectives in addition. The unit objectives are stated in behavioural/ achievable terms at the beginning of each of the units. They are meant for you to read before you start working through the unit. You can also refer to them as you start working through

the unit. You can also refer to them as you work through the course unit to check how far you are progressing. At the end of the unit, try to refer to the objectives again to ensure you have achieved them. In this way you make sure that you have done what you are required to do. The wider objectives are given below. On successful completion of this course, you should be able to:

(i) Explain Piaget's cognitive developmental theory;
(ii) Describe the processes of assimilation and accommodation concepts of Piaget's cognitive developmental theory;
(iii) Identify the sensory abilities and explain their role in the development of the perceptual abilities.
(iv) Describe the four stages of Piaget's cognitive development;
(v) Explain the theories of language development and acquisition;
(vi) Discuss the development of literacy skills;
(vii) Define social and emotional concepts and issues relating to them.
(viii) Explain the theories supporting social and emotional development.
(ix) Describe the theory of attachment.
(x) Compare Piaget‟s theory of moral development with that of Kohlberg's theory of moral development.

WORKING THROUGH THIS COURSE

In order to complete this course without hitch, you are required to work through the course units, read the reference materials or any other book(s) found useful. In reading the course material you are enjoined to be patient and steady. There are some exercises at the end of the units, don't gloss over them. Do them and discuss your answers with your colleagues. The exercises are purposely integrated to help you further grasp the import of the content. At some scheduled dates or points, you will be required to attempt and submit your tutor-marked assignments for assessment purpose; please do not fail in complying with the instructions. At the end of the course or semester, you will be required to sit for a final examination in the course on-line. This will require you to interact with the computer. You do not need to be scared. If you have little or no knowledge of the computer, you need to learn it. The course is supposed to take you about 16 weeks to complete. You will have to allocate your time to span all the units before the examinations come.

COURSE MATERIALS

The major components of this course are:
(i) The course guides
(ii) The course units or study units.
(iii) Reference books
(iv) Assignments file (on-line).
(v) Presentation schedule

MAIN COURSE

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MODULE 1 PSYCHOMOTOR DEVELOPMENT

Unit 1 Psychomotor Development
Unit 2 Cognitive and Language Development
Unit 3 Cognitive Processes: Assimilation and Accommodation
Unit 4 Piaget's Stages of Cognitive Development
Unit 5 Sensory-Perceptual Ability and Response
Unit 6 Perceptual and Intellectual Development

UNIT 1 PSYCHOMOTOR DEVELOPMENT

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 The Dynamic Systems Theory of Motor Development
  1.3.1 Content
  1.3.2 Gross and Fine Motor Development in the First Two Years
  1.3.3 Development of Gross Motor Skills in the Early Childhood
  1.3.4 Development of Fine Motor Skills in Early Childhood
  1.3.5 Handedness
1.4 Summary
1.5 References/Further Readings/Web Resources
1.6 Possible Answers to Self-Assessment Exercise(s) within the content

1.1 Introduction

Hello! You are welcome to this course ECE120. You will observe that this is a revised edition which has some new information and ideas added to the course material. The next four units (2-5) discuss issues relating to cognitive development. This is followed by another five (6-11) units focusing on language development. The next two (12 and 13) units discusses aesthetic development and creativity. The following three units (14-16) discuss majorly the theories of social-emotional development and the last two units (17 and 18) are on moral development.

Commented [1]: The

The child at birth is a fascinating creature with his/her tiny seemingly helpless state yet he/she is perfectly formed, fully capable of making known his/her pleasure and discomfort to his/her caregivers. Every day, the child brings about remarkable changes in his/her development in all the domains. These developments, particularly the motor skills, cognitive and social competencies and language develop together and support one

another. In this unit, we shall describe the general course of motor development by examining the dynamic systems theory of motor development and gross and fine motor development during infancy and early childhood.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- describe the dynamic systems theory of motor development,
- discuss the sequence of motor development
- identify the gross motor and fine motor skills in infancy and early childhood period and handedness.

1.3 The Dynamic Systems Theory of Motor Development

Motor development involves the activities of muscles which lead to changes in posture, movement and coordination of movement with the infant's developing sensory apparatus. Motor development foll
Commented [2]: cephalocaudal
infants gain control of their heads and upper torsos before th
effectively use their arms. It also follows proximodistal pattern and differentiation that is; infants can control their trunks and shoulders before they can use their hands and fingers. The development of hand skills is a clear example of proximidistal development. Motor development proceeds in an orderly sequence but there are considerable variations in the timing at which children first engage in the activities. Although the sequence mostly remains the same, some children will skip a step. The dynamic systems theory of motor development views new motor skills as reorganisations of previously mastered skills which leads to more effective ways of exploring and controlling the environment. Each new skill is a joint product of central nervous system development, the body's movement possibilities, the child's goals and environmental supports for the skill.

According to the working of the systems theory, mastery of motor skills involves acquiring increasingly complex systems of action. When motor skills work as a system, separate abilities blend together, each cooperating with others to produce more effective ways for example, control of the head and upper chest combine into sitting with support, kicking, rocking on all fours and reaching combine to become crawling. Then crawling, standing and stepping are united into walking (Thelen, 2000).

In addition, the theory supports the fact that motor development cannot be genetically determined. The reason for this is the fact that it is motivated by exploration and the desire to master new tasks. Heredity just maps it out only at a general level.
The following factors: central nervous system development, the body's movement capacities, the goals the child has in mind and the environmental support for the skill determine/affect each new skill. Therefore, a new skill is a joint product of the factors listed. It should be noted that the factors that induce the change vary with age. For example, in the early weeks of life, brain and body growth are especially important as infant achieve control over the head, shoulders and upper torso. Later the baby's goals (crossing the room) and environmental supports (parental encouragement) play a greater role. This theory says that when a skill is first acquired infants must retire it e.g., a child trying to crawl, often collapse on his/her tummy, move backward and later figure out how to propel self forward by alternatively pulling with arms and pushing with feet, belly-crawling, in various ways, for several weeks. Motor mastery involves intense practice, for example in learning to work, toddlers gradually make their unsteady steps change to a larger stride, move their feet closer together, toes point to the front and legs become symmetrically coordinated.

Exercise I

- What is motor development?
- Explain the theory of dynamic systems of motor development.
- Identify the factors that determine the acquisition of new motor skill.

Self-Assessment Exercises 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Motor development proceeds in an orderly sequence but there are considerable variations in the timing at which children first engage in the activities. True/False?
2. Mastery of motor skills involves acquiring increasingly complex systems of action according to Systems Theory. True/False?

1.3.1 Gross and Fine Motor Development in the First Two Years

Gross motor development refers to control over actions that help infants get around in the environment. Getting around or "getting a move on" is called locomotion. Locomotion is movement from one place to another. Children gain capacity to move their bodies through a sequence of activities that includes rolling over, sitting up, crawling, creeping, walking and running.

Fine motor development has to do with smaller movements such as reaching and grasping. The development of hand skills is a clear example of proximodistal development. For example, infants follow slowly moving objects with their eyes shortly after birth but they will not generally reach for them. Even though they show a grasp reflex but do not reliably reach for the objects that appear to interest them. By the age of 3 months, infants make clumsy swipes at objects. Between the ages of 4 and 6 months, they become more successful at grasping objects.

They can hold rattles, large plastic spoons, mobiles and other brightly coloured hanging toys.

They can also transfer objects back and forth between hands.

Table 1: Gross Motor Development in the first two years

Motor skills	Average Age Achieved (Weeks)
Turns from stomach to side	12 – 16
Turns from stomach to back	20 – 24
Turns from back to stomach	24 – 28
Sits up	28 – 32
Crawls	32 – 36
Kneels up	36 – 40
Creeps	40 – 44
Stands up	44 – 52
Starts walking	56 – 64
Full walking	64 – 72

Source: Bayley, 2005.

Fine Motor Development in the First Two Years

Motor skill	Average Age (Weeks)
Swipes at objects	12
Grasps	12 – 24
Builds tower of two cubes	47
Scribbles vigorously	54
Copies horizontal and vertical lines	94 weeks (24 months)

Source: Bayley, 2005.

The above tables show the milestones of motor development of children between birth and two years.

Exercise II
- What is gross motor development?
- Give examples of gross motor activities and the average ages in which children achieve them.
- What is fine motor development?
- Give examples of fine motor activities

1.3.2 Development of Gross Motor Skills in the Early Childhood

Gross motor skills involve the large muscles used in locomotion (movement). Children make great strides in the development during the preschool years. As early as the age of 3, children can balance on one foot. By age 3 and 4, they can walk upstairs as adults. By age 4 or 5, they can skip and pedal a tricycle child at this level of development appear to acquire gross motor skills by teaching themselves and observing the behaviour of other children. Worthy of note is the fact that girls are better at tasks requiring balance and precision of movement than boys. On the other hand, boys show some advantage in throwing and kicking.

Motivation and practice are important in children's acquisition of motor skills.

Table3: Development of Gross Motor Skills in Early Childhood

Age	Gross Motor Activities
2 years (24 – 35 months)	· Runs well straight ahead · Walks upstairs, two feet to a step · Kicks a large ball · Jumps a distance of --- · Throws a small ball without falling · Pushes and pulls large toys · Hops on one foot, two or more hops · Tries to stand on one foot · Climbs on furniture to look out of the window
3 years (36 – 47 months)	· Goes around obstacles while running · Walks upstairs, one foot to a step · Kicks a large ball easily · Jumps from the bottom step · Catches a bounced ball, using torso and arms to form a basket
	· Goes around obstacles while pushing and pulling toys · Hops on one foot, up to three hops · Stands on one foot

4 years (48 – 59 months)	· Turns sharp corners while running · Walks down stairs, one foot to a step · Jump from a height appropriate to their age · Throws a ball overhead · Turns sharp corners while pushing and pulling toys · Hops on one foot, four to six hops · Stands on one foot for 3 – 8 seconds · Climbs ladders · Skips on one foot · Rides a tricycle well
5 years (60 – 70 months)	· Runs lightly on toes · Jumps a distance · Catches a small ball using hands only · Hops 2 to 3 yards forward on each foot · Stands on one foot for 8 – 10 seconds · Climbs actively and skillfully · Skips on alternate feet · Rides a bicycle with training wheel

Source: Spencer A. Rathus (2006). P. 266.

The table above shows the developmental milestones of gross motor skills of 2 – 5 years old children. Individual differences are more impressive in gross motor development during early childhood than sex differences. Moreover, some children are genetically predisposed to developing better coordination or more strength than others. Motivation and practice are also important for children to acquire motor skills

1.3.4 Development of Fine Motor Skills in Early Childhood

The development of fine motor skills lags behind gross motor skills. Fine motor skills develop gradually. The skills involve the small muscles used in manipulation and coordination. It is another example of the proximodistal trend in development. For example, control over the wrists and fingers enables children to hold writing materials like chalk or pencil properly.

The milestones of the fine motor skills in early childhood are stated in the table below.

Table: Development of Fine Motor Skills in Early Childhood

Age	Fine Motor Activities
2 years (24 – 35 months)	· Builds tower of 6 cubes · Copies vertical and horizontal lines · Imitates folding of paper · Prints with a brush . Places simple shapes in correct holes
3 years (36 – 47 months)	· Builds tower of 9 cubes · Copies circle and cross · Copies letters · Holds crayons with fingers not fists · Strings four beads using a large needle
4 years (48 – 59 months)	· Builds tower of 10 or more cubes · Copies square · Print simple words · Imitates folding paper three times · Uses pencils with correct hand grip · Strings 10 beads

5 years (60 – 71 months)	· Builds 3 steps from 6 blocks using a model · Copies triangle and star · Prints first name and numbers · Imitates folding of piece of square paper into a triangle · Traces around a diamond drawn on paper · Laces shoes

Source: Spencer A. Rathus (2006). P. 269.

From the table, it is clear that fine motor skills take a giant leap forward in the preschool years. As a result of the ability to control the hands and fingers, young children are able to gradually become self-sufficient at dressing and feeding. Children get great satisfaction from managing their own bodies.

1.3.5 Handedness

Handedness is a result of the joint contribution of nature and nurture to brain lateralisation. Children typically display a hand preference by the end of the first year.

Handedness reflects the greater capacity of one side of the brain that is the individual's dominant cerebral hemisphere – to carry out skilled motor action. Other important abilities are generally located on the dominant side as well. For example, for right-handed people, language is occasionally located in the right hemisphere or more often shared between the hemispheres. The implication of this is that the brains of left-handers tend to be less strongly lateralised than those of right-handers. Many left-handed individuals are also ambidextrous. Although they prefer their left hand, they sometimes use their right hand skillfully as well.

One genetic theory proposes that most children inherit a gene that biases them for right-handedness and a left-dominant cerebral-hemisphere. But that bias is not strong enough to overcome experiences that might sway children toward a left-hand preference. To support this, an example of the English Royal family is usually sited that handedness has a genetic component, the Queen Mother, Queen Elizabeth II, Prince Charles and Prince William are all left-handed.

Handedness develops early. Left-handed children are not necessarily clumsier than right-handed children. Trying to re-orient left- children to write or carry out motor activities with the right hand help them much.

1. Discuss in details the theory of dynamic systems of development.
2. Describe the developmental milestone of gross motor s children between ages 2 and 4
3. Explain the achievements of 4 – 5 years old children in fin skills. What are the implications of these achievements for school teachers?
4. Identify at least two factors that affect motor development
5. Discuss the reasons why you will or will not support a par left-handed child to force the child to use the right hand.

Self-Assessment Exercises 2

Attempt these exercises to measure what you have learnt so far. should not take you more than 5 minutes.

1. Left-handed children are not necessarily clumsier than ri handed children. (True/False?)
2. At the age of 3 a child cannot write letters. (True/False?)

Commented [3]: right-handed

Commented [4]: Sleep
Research has shown that sleep contributes to body growth. Growth Hormone (GH) is necessary from birth on for development of all body tissues except the central nervous system and genitals. GH is released during the child's sleeping hours. Children who sleep for longer hours are well rested and they are better able to play and learn. Total sleep hours for children decline in early childhood as they grow. For example, 2-3 year olds sleep 11-12 hours; 4-6 year olds 10-11 hours (National Sleep Foundation, 2004). It is important for children in early childhood age cohort to take 1-2 hour nap in the early afternoon. Most children stop napping between ages 3-4. However a quiet play period or rest after lunch helps them rejuvenate for the rest of the day. It is very important to help young children get a good night's sleep. Parents can be encouraged to use any of the following strategies to accomplish this:
(i) Establish a regular bedtime routine early enough to ensure an average of 10-11 hours of nightly sleep.
(ii) Provide special bedtime attire
(iii) Avoid watching television or playing games such as computer games before bedtime.
(iv) If a child resists going to bed, respond with kind but firm insistence.
It is a common practice in Africa for parent-child co-sleeping habits particularly in the early years. Co-sleeping has no negative effect except the fact that there could be frequent night wakings by parents due to children's movements during sleep. Most children waken during the night from time to time and those who cannot return to sleep on their own may suffer from a sleep disorder. Sleep disorder in children most time usually subside without treatment in early childhood.

1.4 Summary

Motor development involves the activities of muscles which lead to changes in posture, movement and coordination of movement with infant's developing sensory apparatus. The dynamic systems theory of motor development proposes that children acquire new motor skills by combining existing skills into increasingly complex systems of action. Gross motor development refers to control actions that help children to get around while fine motor development focuses on the use of the muscles around the fingers and hands for manipulation and coordination. Important factors that enhance motor development include motivation and practice. Hand preference which reflects an individual's dominant cerebral hemisphere, strengthens during early childhood. Research on handedness supports the joint contribution of nature and nurture to brain lateralisation. A great majority of left-handed children have no developmental problems rather they are more likely to display outstanding verbal and mathematical talents. Restful sleep contributes to body growth directly through the release of GH during sleep. Parent-child co-sleeping has no recorded negative effect.

1.5 References/Further Readings/Web Sources

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1.6 Possible Answers to SAEs

Exercise I

Answers

- Motor development involves the activity of muscles which leads to changes in posture, movement and coordination of movement with the infants developing sensory apparatus.
- Dynamic systems theory of motor development views new motor skills as re-organisation of previously mastered skills which lead to more effective ways of exploring and controlling the environment.
- The factors that affect or determine motor development are: -

(i) Central nervous system development;
(ii) The body's movement capacities;
(iii) The goals the child has in mind;
(iv) Environmental supports

Exercise II

Answers

- Gross motor development is the control over actions that help children get around.
- Examples of gross motor activities

- Crawling – 8 – 12 months
- Standing – 11- 13 months
- Walking – 14 – 16 months

- Fine motor development is the use of the fingers and hands small muscles to reach out and grasp objects.
- Examples of fine motor activities

- Grasping
- Holding
- Pulling
- Pushing, etc.

SAEs 1 Answers

1. True
2. True

SAEs 2 Answers

1. True
2. False

UNIT 2 COGNITIVE AND LANGUAGE DEVELOPMENT

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Definition of Cognition
2.3.1 Piaget's Theory of Cognitive Development
2.4 Summary
2.5 References/Further Readings/Web Sources
2.6 Possible Answers to Self-Assessment Exercises

2.1 Introduction

According to Piaget (1965) cognitive development is the process of learning about the world and all of its many components. In this unit we shall be discussing what cognition is, the background to Piaget's cognitive theory and what the theory is all about and the cognitive theory of Jean Piaget.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- define cognition
- explain Piaget's theory of cognitive development.

2.3. Definition of Cognition

The word cognition has its roots in the Latin word "cognoscere" which means "to know". The mind is the spring board of knowing so the development of the mind falls within the cognitive domain. Cognitive domain has many overlapping components such as reasoning, concepts, memory and language. Each of these aspects has specific characteristics and patterns. Cognitive development therefore is the gradual and orderly changes by which mental processes become more complex and sophisticated. In other words, cognitive development can be viewed as the changes in intellectual abilities which include attention, memory,

academic and everyday knowledge, problem-solving, imagination, creativity and language.

Exercise 1

- What is cognition?
- Give examples of the domain of cognition.
- Define cognitive development.

Answers

- Cognition is "knowing". It comes from a Latin word "cognoscere".
- Examples of domain of cognition include reasoning, memory, language…
- Cognitive development refers to changes in intellectual abilities.

1 Piaget's Theory of Cognitive Development

Jean Piaget (1896 – 1980) was a Swiss Psychologists who was interested in how knowledge develops in human beings. He created one of the best-known stage theories by describing four (4) qualitatively different stages of cognitive development. He devised a model describing how humans go about making sense out of their world by gathering and organising information. He was greatly influenced by his background knowledge of and training in Biology.

Piaget`s theory of Cognitive development states that children actively construct knowledge as they manipulate and explore their world. According to him people form mental concepts about their world regardless of age. These concepts about the world, he called "Schemas". These schemas are general ways of thinking about or interacting with things in the environment. Piaget noted that our thinking processes change radically, though slowly from birth to maturity because we constantly strive to make sense out of the world. He identified four (4) factors affecting this radical change. They are: biological maturation, activity, social experiments and equilibration. These factors interact to influence changes in thinking. He explained maturation to be the unfolding of the biological changes that are genetically programmed. There is little or no external or environmental impact on this aspect of cognitive development. To him, cognitive development follows a predictable pattern of maturation as determined by biological (hereditary) factors.

In activity, physical maturation helps the increasing ability to act on the environment and learn from it. The activities generated such as exploration, observation and organising of information by maturation enables us to alter our thinking processes at the same time. According to Piaget, cognitive development is influenced by learning from others, that

is social transmission. We reinstate the knowledge already gathered from the cultural environment. The fourth factor – equilibration will be discussed in the next unit as it is closely related to imitation and accommodation.

Jean Piaget believed that experiences within the environment are key factors influencing the developing mind. He provided a biological explanation for the connection between the developing mind and the developing brain. He also believed that environment plays a vital role throughout the course of cognitive development.

Exercise 2

1. Who was Jean Piaget? Describe him in two or three sentences.
2. What shaped his cognitive theory?
3. Describe Piaget‟s Cognitive Development theory.

Answers

1. Jean Piaget was a Swiss psychologist. Born in 1896 and died in 1980. He was interested in how knowledge develops in human beings.
2. His knowledge of and training in Biology shaped his cognitive theory.
3. Piaget`s Cognitive development theory states that children actively construct knowledge as they manipulate and explore their world.

Self-Assessment Exercises 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The word ---------- has its roots in the Latin word “cognoscere” which means “to know”.
2. Piaget noted that our ----------change radically, though slowly from birth to maturity because we constantly strive to make sense out of the world.
3. ----------domain has many overlapping components.

2.4 Summary

Piaget‟s theory of cognitive development states that children actively construct knowledge as they manipulate and explore their world. Factors affecting the radical change in the thinking processes include biological maturation, activity, social experiences and equilibration.

2.5 References/Further Readings/Web Sources

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2.6 Answers to SAEs 1

1. Cognition
2. Thinking Process
3. Cognitive

UNIT 3 COGNITIVE PROCESSES: ASSIMILATION AND ACCOMMODATION

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
2.3 Piaget's Theory
2.3.1 Assimilation
2.3.2 Accommodation
3.4 Summary
3.5 References/Further Readings/Web Resources
3.6 Possible Answers to Self-Assessment Exercise(s)

3.1 Introduction

In the last unit, we discussed Piaget's theory of cognitive development, and the psychological structures or organised ways of making sense of experience to involve some processes which change with age. In this unit, we shall be discussing the concepts of assimilation and accommodation as they relate with the cognitive process structures.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

- discuss the concepts of assimilation and accommodation;
- describe equilibrium;
- explain the role of these concepts in the process of cognitive development.

3.3 Piaget's Theory

Jean Piaget believed that all species inherit two basic tendencies or what he called "invariant functions". Organisation is the combining, arranging, recombining and rearranging of beliefs and thoughts into coherent systems while adapting or adjusting to the environment.

Piaget established that people are born with a tendency to organise the thinking processes into psychological structures. These psychological structures according to Woolfolk (2010) are our systems for

understanding and interacting with the world. Piaget explained cognitive theory in form of cognitive structure. To him, simple structures are continually combined and coordinated to become more sophisticated and then more effective. As children learn about the world, they are adding to their schema (conceptual understandings). The schemes (schemas) are what he called "building blocks of thinking". They could be regarded as the organised systems of actions or thoughts that allow us to mentally represent or "think about" the objects and events in our world. Schemas can be very small and specific e.g., sucking through a straw scheme. They can be larger and more general like the drinking scheme. Schemas can therefore be defined as mental systems or categories of perception and experience.

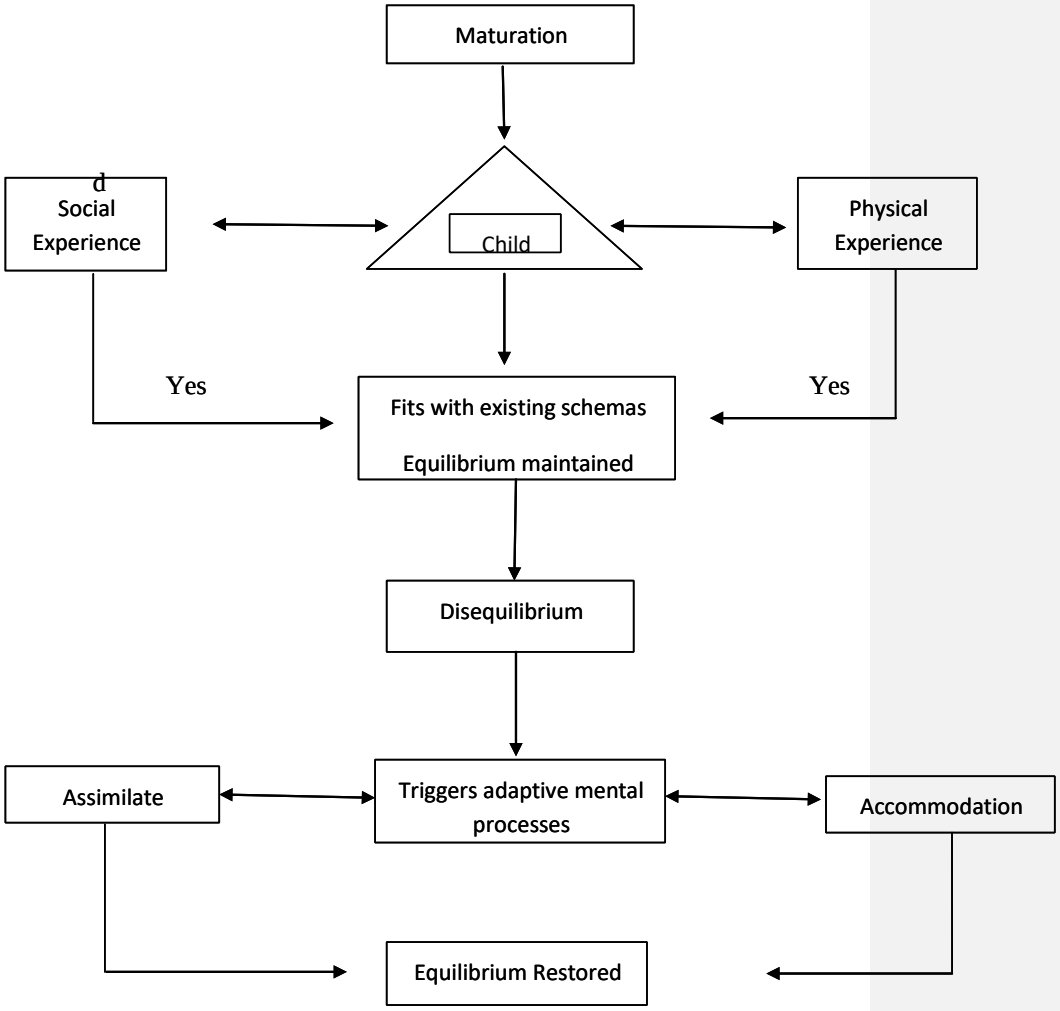
As it has been noted earlier, people inherit the tendency to adapt to their environment. Adaptation involves two basic processes called assimilation and accommodation. Piaget established that schemas are strengthened through these two basic processes of assimilation and accommodation.

3.3.1 Assimilation

According to him, assimilation takes place when people use their existing schema to make sense out of objects or events in their world. Assimilation involves trying to understand something new by fitting it into what we already know. In other words, if new information or experience can be incorporated within an existing schema, then the process of assimilation occurs. The concept of assimilation has its roots in Biology. In Biology, assimilation is the process by which food is digested and converted into the tissues that compose an animal. Cognitive assimilation therefore refers to the process by which someone responds to new objects or events according to existing schema or ways of organising knowledge.

3.3.2 Accommodation

Sometimes, a new experience or information cannot easily fit into an existing schema. In that case, the existing schema may be changed or a new schema may be created to incorporate the new event, information or experience. This process is called accommodation. In other words, accommodation is the modification of existing schema to permit the incorporation of new events or knowledge. Accommodation is also a biological term. It means a change in structure that permits an organism to adjust or adapt to a novel object or event to a novel source of stimulation. Piaget believed that assimilation and accommodation are adaptive mental processes that occur spontaneously and continuously to help individuals make sense of the world. They are lifelong processes but not deliberate mental processes (Estes, 2004).



Piaget opined that the cognitive processes of organising, assimilating and accommodating can be viewed as a kind of complex mental balancing act. Therefore, when children can assimilate new information and experience into the existing schema or accommodate it into a new schema, a state of mental balance or equilibrium is established. According to Estes (2004), the restoration of equilibrium indicates that the knowledge base has been reconstructed and that the new experience is now part of the person's known knowledge base. From Piaget's theory, we learnt that the actual changes in thinking take place through the process of equilibrium (that is the act of searching for a balance). This is the source of intellectual motivation and it lies at the heart of the natural curiosity of the child.

Figure 1: Constructing and Reconstructing Knowledge: Piaget‟s Cognitive Adaptive Process

(Adapted from Estes, Linda S. (2004). This figure illustrates the process as explained by Piaget.

Exercise 2

1. Briefly describe the processes of assimilations and accommodations.
2. What is equilibrium?
3. Why is the process of equilibrium important in cognitive development?

Answers

1. Assimilation is the process of fitting new information into existing schema while accommodation is the process of altering existing schemas or creating new ones in response to new information.
2. Equilibrium is the process of assimilating a new experience into an existing schema or accommodating a new schema to establish a state of mental balance.
3. Equilibrium is an important source of intellectual motivation. It also forms the basis of the natural curiosity of the child.

Exercise 1

- What does Woolfolk mean by "psychological structure"?
- Piaget defined schemas as_____.

Self-Assessment Exercises 1

Add SAEs to enable the learners measure what they have learnt. It may be in essay or MCQs format. At least 2 SAEs should be added in this box.

1. Schemas can be very small and ----------
2. Jean Piaget believed that all species inherit two basic tendencies, (True or False?)

3.4 Summary

People inherit the tendency to adapt to their environment. Adaptation involves the basic processes of assimilation and accommodation. Assimilation is trying to understand something new by fitting it into what we already know while accommodation is the modification of existing schemas to permit the incorporation of new events or knowledge. The process of restoring a mental balance is termed equilibrium, that is, the search for mental balance between cognitive schemas and information from the environment.

3.5 References/Further Readings/Web Resources

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3.6 Possible Answers to SAEs

Answers to Exercise 1

- Our systems of understanding and interacting with the world.
- "Building blocks of thinking".

Answers to SAEs 1

1. Specific
2. True

UNIT 4 PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Piaget`s Four Stages of Cognitive Development
4.3.1 Piaget's Contributions to Education
4.4 Summary
4.5 References/Further Readings/Web Resources
4.6 Possible Answers to Self-Assessment Exercise(s)

4.1 Introduction

In the last units, we learnt about Jean Piaget as one individual who has tremendously influenced the contemporary field of child development more than any other person. His work focuses on children's mental processes. He investigated the ways in which children perceive and mentally represent the world, how they develop thought and logic, how they develop the ability to solve problems. Majorly, Piaget was pre-occupied with how children form concepts or natural representations of the world and how they manipulate their concepts to plan changes in the external world. He linked his views on children's mental processes to observable behaviour because he recognised that thoughts cannot be measured. In this unit, we shall learn more about the stages of cognitive development.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

- identify Piaget's stages of cognitive development;
- describe the characteristics of each stage of Piaget's cognitive development.

4.3 Piaget's Four Stages of Cognitive Development

Piaget identified four major stages of cognitive development. Children move through the four stages between infancy and adolescence. The cognitive processes develop in an orderly sequence, or series of stages. However, some children may be more advanced than the others at particular ages but the developmental sequence remains the same. The stages are generally associated with specific ages. He however pointed out that these are only general guidelines and not labels for all children of a certain age.

Table 1: Piaget's Stages of Cognitive Development

Stage	Period of Development	Characteristics
Sensorimotor	Birth – 2 years	· At first, the child lacks language and does not use symbols or mental representations of objects. · Uses senses and motor skills to explore environment. · Begins to make use of initial memory and thought. · Develop object permanence recognise that objects do not cease to exist when they are hidden. · Moves from reflex actions to goal – directed activity. · Acquires the basics of language

Preoperational	2 – 7 years	· Gradually develops use of language. · Develops ability to think in symbolic form. · Thought is egocentric · Employs static reasoning – able to think operations through logically in one direction · Demonstrates lack of irreversibility
		and conservation
Concrete operational	7 – 11 years	· Able to solve concrete problems in logical fashion · Reasoning becomes logical · Can organise objects into hierarchies of classes and subclasses (Able to classify and seriate) · Understands reversibility · Shows understanding of laws conservation · Demonstrates less egocentrism

Formal operational	11 years and older	· Able to solve abstract problems in logical fashion · Thinking is characterised by deductive logic. Becomes more scientific in thinking · Understands conservation.

The above table summarises the four stages and the characteristics of children at each stage of cognitive development.

Exercise 1
1. List Piaget`s stags of cognitive development
2. What is the approximate age of preoperational stage?
3. List two characteristics of the formal operational stage.

Answers
1. Sensorimotor, preoperational, concrete operational and formal operational stages
2. 2 to 7 years
3. Less egocentrism, deductive reasoning, abstract reasoning, emergence of adult thought

Self-Assessment Exercises 1

Add SAEs to enable the learners measure what they have learnt. It may be in essay or MCQs format. At least 2 SAEs should be added in this box.
1. Piaget identified --------- major stages of cognitive development.
   A. One
   B. Two
   C. Three
   D. four
2. The first stage of cognitive development according to Piaget is----------

4.3.1 Piaget's Contributions to Education

Piaget`s theories of intellectual development have given rise to what is often called constructivist learning. He suggested that individuals actively construct knowledge on an ongoing basis. He theorised that we are all constantly receiving new information and engaging in experiences that lead us to revise our understanding of the world. Piaget believed that

children create knowledge of the world for themselves as they interact with the people and things in their environment. This approach has a significant impact on education in general and on early childhood education specifically.

Although Piaget spent little time in defining the educational implications of his theory, the educational implications have been given as follows:

- His theory implies active learning during the early childhood years. Hands-on manipulation of materials and objects in the world provides the child with much information to assimilate and accommodate.
- Understanding how children gain knowledge about their world is essential to planning for future learning.
- The learning environment must allow for manipulation of objects and interactions with other children and adults.
- On the constructivist learning environment, research supports the fact that learning is a social and collaborative endeavour rather than a solitary activity. That is,

❖ Activities are learner centred rather than teacher centred.

❖ Topics are driven by children's interests rather than strict adherence to a fixed curriculum.

❖ Emphasis is on understanding and application rather than rote memorization or copying.

Self-Assessment Exercises 2

Attempt these questions.

1. The cognitive processes are developed in an orderly ____or series of stages.
2. Learning is a social and collaborative endeavour rather than a ____

4.4 Summary

Jean Piaget identified four major discrete stages of cognitive development. These include the sensorimotor, pre-operational, concrete operational and formal operational stages. The cognitive processes develop in an orderly sequence or series of stages. However, some children may be more advanced than others at particular ages but the development sequence remains the same for all children.

4.5 References/Further Readings/Web Resources

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4.6 Possible Answers to SAEs

Answers to SAEs 1
1. four
2. sensory motor stage

Answers to SAEs 2
1. sequence
2. solidarity

UNIT 5 SENSORY-PERCEPTUAL ABILITY AND RESPONSE

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Vision
5.4 Hearing
5.5 Taste and Smell
5.6 Summary
5.7 References/Further Readings/Web Resources
5.8 Possible Answers to Self-Assessment Exercise(s)

5.1 Introduction

The development of most sensory abilities commences in the prenatal environment prior to birth. As the new born infants emerge from the temperature-controlled environment of the womb to the world, they have a remarkable set of capacities that are crucial for survival and for evoking adult attention and care in their new environment. The capacities are embedded in their sensory capabilities which they use to explore their new world. They receive a variety of stimuli through the five senses of vision, hearing, taste, smell and touch from their environment. The five senses are functional to certain level at birth. For example, from the day of birth, a baby can open his/her eyes. The baby is aware of light and dark and can fix his/her eyes on near objects for brief periods. Normal babies can hear almost immediately after birth. They are startled by very loud noises and react by crying. They can feel pain and their senses of smell and taste are well developed at birth. In this unit we shall examine sensory abilities with which children explore their world.

5.2 Learning Outcomes

By the end of this unit, you will be able to:

- identify the sensory abilities;
- explain their role in the development of the perceptual abilities.

5.3 Vision

Vision: The new born babies can see but they do not possess great sharpness of vision or visual acuity. The reason for this is the fact that parts of the brain that process visual information are not yet fully developed at the time of birth. Findings revealed that vision is the least developed of the senses at birth. As a result of this, new babies cannot focus their eyes well and their visual acuity is limited. Visual acuity is the fineness of visual discrimination. According to Estes (2004), objects outside of the optimal field of vision are somewhat blurry for the first six weeks of life. However, by the time the infants are six months old, their visual acuity is similar to that of adults.

Although new born infants cannot see well, they actively explore their environment by scanning it for interesting sights and tracking moving objects. However, their eye movements are slow and inaccurate. Nevertheless, once new-born focus on an object, they tend to look only at a single feature. Even though they prefer to look at colour rather than gray stimuli, they are not yet good at discriminating colours.

Research supports the fact that young infants can recognise and distinguish patterns (Klaus and Klaus, 1998). Infants are able to remember some of what they see. They also have definite visual preferences. They appear to prefer moving objects to stationary objects. It has also been established that infants show little or no visual accommodation. Visual accommodation refers to the self-adjustment made by the lens of the eye to bring objects into focus. Objects placed within a close range are clearest focus for most infants. This range can be expanded when lighting conditions are bright. It has been speculated that this sensory capacity of gazing into others eyes promotes attachment between infants and caregivers. Another important skill at this stage of development is the visual memory. The images processed by the brain become part of the visual memory of the infant.

Exercise 1

- Identify the sensory abilities.
- Which is the least developed of all the senses at birth?

Answers

- Vision, hearing, taste and smell.
- Vision

Self-Assessment Exercises 1

Attempt the following questions.

1. The new born babies can see but they do not possess great sharpness of vision. (True or False?)
2. When infants are _____months old, their visual acuity is similar to that of adults.

5.4 Hearing

The sense of hearing is well developed before the baby is born. Although myelination of the auditory pathways is not complete before birth but the middle and inner ears normally reach their mature shapes and sizes before babies are born. It has been established that some sounds travel through the womb. New born infants can hear remarkably well at birth unless their middle ears are clogged with amniotic fluid. Infants can hear a wide variety of sounds and this sensitivity improves greatly over the first few months of life.

According to Saffren, Werker and Werner (2006), infants at birth prefer complex sounds such as noises and voices to pure tones. Babies are more likely to respond to high-pitched sounds than to low-pitched sounds. Babies only a few months old can tell the difference between a variety of sound pattern. It has also been established that young child listen longer to human speech than to structurally similar non speech sounds. Infants can detect the sounds of any human language. These capacities reveal that the baby is marvelously prepared for the awesome task of acquiring language. It is also important to note that the sense of hearing plays a significant role in the formation of affectionate bonds between infants and their mothers. Research indicates that infant prefer the mothers' voices to those of other women but do not show similar preferences for the voices of their father. Responsiveness to sound also supports the new born baby's exploration of the environment.

Exercise 2

- Identify the sensory abilities of children.
- Describe the role of hearing in the formation of bonding.

Answers

- Vision, hearing
- The sense of hearing plays a significant role in the formation of affectionate bonds between infants and their mothers.

Self-Assessment Exercises 2

Attempt the following questions.
1. The sense of hearing is well developed before the baby is _____
2. The sense of _____ plays a significant role in the formation of affectionate bonds between infants and their mothers.

5.5 Taste and Smell

Facial expressions of new-born reveal that they can distinguish several basic tastes. They relax their facial muscles in response to sweetness. They purse their lips when the taste is sour. They show a distinct arch-like mouth when it is bitter. This shows that new-born infants are sensitive to different tastes. The different reactions of new-born infants to tastes are important for survival. The food that best support the infant's early growth is the sweet-tasting milk of the mother`s breast. New-born infants can readily learn to like a taste that at first evoked either a neutral or a negative response

The sense of taste is strongly connected to the sense of smell. New born infants can definitely discriminate distinct odours such as that of onions. Babies show more rapid breathing patterns and increased bodily movement in response to powerful odours. They also turn away from unpleasant odours. As with taste, certain odour preferences are present at birth. For example, the smell of bananas causes a relaxed, pleasant facial expression, whereas the odour of rotten eggs makes the infant frown. The dual attraction, the human odours of the mother and of breast helps babies locate an appropriate food source.

Exercise 3
1. How can we know that new born babies can distinguish basic tastes?
2. How do babies locate sources of food?

Answers
1. We can know through their facial expressions.
2. Babies locate sources of food by smelling.

Self-Assessment Exercises 3

Attempt the following questions.
1. Through_____, one can know that new born babies can distinguish basic tastes
2. The sense of taste is strongly connected to the that of _____

5.6 Touch

The sense of touch is an extremely important avenue of learning and communication for infants. This skill is well developed at birth. Research reveals that newborn infants are very responsive to touch especially around the mouth, on the palms and on the soles of the feet. These areas are the first to develop along with the genitals during the prenatal periods. Touch is activated by stimulation to the skin which in turn provides information about the external world. The sensations of skin against skill also provide feelings of comfort and security that may be major factors in the formation of bonds of attachment between infants and their caregivers. Experiences that involve the sense of touch are called tactile. Estes (2004) identifies other components of the sense of touch to include responses to texture, temperature and pain. At birth, new-born are quite sensitive to pain. Research indicates that physical touch releases endorphins – painkilling chemicals in the brain. Allowing a new-born to endure severe pain overwhelms the nervous system with stress hormones which can disrupt the child's developing capacity to handle common everyday stressors.

Exercise 4

1. Identify the five senses that support the new-born infant's survival.
2. What is visual acuity?

Answers
1. Five sense – vision, hearing, touch, smell and taste
2. Visual acuity is keenness or sharpness of vision.

Self-Assessment Exercises 4

Attempt the questions below.
1 Sharpness of vision is known as_____
2 Newborn infants are very responsive to touch especially around the _____

5.7 Perceptual and Intellectual Development

Perception is the process of detecting a stimulus and assigning meaning to it. According to Woolfolk (2010), this meaning is constructed based on both physical representations from the world and our existing knowledge. Rathus (2006) on the other hand sees perception as the ability that infants develop to be able to integrate disjointed sensations into meaningful patterns of events. Research identifies several stages of the path from sensory input to recognised objects. The first phase involves extracting or analysing to give a rough sketch. This feature analysis has

been called bottom-up processing. The stimulus must be analysed into features or components and assembled into a meaningful pattern from "the bottom up".

Gestalt Phase: This involves perceiving organised meaningful wholes. This pattern was brought about by psychologists that studied the processes is Germany. They were called Gestalt theorists. Gestalt means "pattern" or "configuration". It refers to people's tendency to organise sensory information into patterns on relationships. Instead of perceiving bits and pieces of unrelated information, we usually perceive organised, meaningful whole. At the last stage of perception, the features and patterns detected are combined in light of the context of the situation. There is also the prototype that is a best example or classic case of input. So, to recognise patterns rapidly in addition to noting features, we use context and what we already know about the situation or our prior knowledge about words or pictures or the way the world generally operates. In other words, what you know affects what you are able to perceive.

Exercise 5

1. What is perception?
2. List the phases involved in perception

Answer

1. Perception is a process of detecting a stimulus and assigning meaning to it.
2. Phases involve in perception are: bottom up, Gestalt phase and the prototype.

Self-Assessment Exercises 5

Attempt the questions below.

1 _____ is the process of detecting a stimulus and assigning meaning to it.

2 Gestalt Phase: This involves perceiving organised meaningful _____.

5.8 Summary

New-born infants have a remarkable set of capacities that are crucial for survival and for evoking adults' attention and care in the new environment as they come to the world. These capacities are embedded in their sensory capabilities, that is, their five senses of vision, hearing, taste, smell and

touch. Perception is the process of detecting a stimulus and assigning meaning into it. This involves three phases.

5.9 References/Further Readings/Web Resources

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5.10 Possible Answers to SAEs

Answers to SAEs 1
1. true
2. six

Answers to SAEs 2
1. born
2. hearing

Answers to SAEs 3
1. facial expression
2. smell

Answers to SAEs 4
1. Visual acuity
2. mouth

Answers to SAEs 5
1. perception
2. whole

UNIT 6 PERCEPTUAL AND INTELLECTUAL DEVELOPMENT

Unit Structure

6.1 Introduction
6.2 Learning Outcomes
6.3 Perceptual Processes
6.4 Perception and Reading Ability
6.5 Gaining and Maintaining Attention
6.6 Summary
6.7 References/Further Readings/Web Resources
6.8 Possible Answers to Self-Assessment Exercise(s) within the content

6.1 Introduction

Perceptual development is another dimension of the child's development, as you have cognitive, social-emotional development. Perception is receiving input through our senses. We have learned in unit 3 that the senses of hearing, touch, taste and smell but not vision are remarkably well developed at birth. That is, the new born comes to the world with a good number of perceptual skills. These inborn sensory capacities play a crucial role in perceptual development. There are also research evidences to support the fact that experience also plays a crucial role in perceptual development. This means that both nature and nurture interact to shape perceptual development. In this unit we shall examine perceptual processes and the influence on intellectual development

6.2 Learning Outcomes

By the end of this unit, you will be able to:

- Explain what perceptual development is;
- Discuss the processes of perceptual development;
- Discuss the relationship between perception and intellectual development

6.3 Perceptual Processes

The ability to perceive accurately requires that two separate events occur. First, the sense organs must pick up the sight or sound and second the brain must evaluate and interpret it. This means that perception is the

process of detecting a stimulus and assigning meaning to it. The meaning assigned is constructed based on both physical representations from the world and our existing knowledge.

The path from sensory input to recognised objects goes several stages. According to Anderson (2005), the first phase involves the process of extracting or analysing features to give a rough sketch. This he called "bottom-up-processing" – analysing features or components and assembling into a meaningful pattern from the bottom up. As perception continues, the features are organised into patterns. This process was studied in Germany by psychologists called Gestalt theorists. Gestalt means "pattern" or configuration. Gestalt in German refers to people's tendency to organise sensory information into patterns or relationships. However, if all perception relied only on feature analysis and Gestalt principle, learning would be very slow. The last stage of perception according to Anderson, the features and patterns detected are combined in the light of the context of the situation. We have a prototype (a best example or classic case) of input. In other words, to recognise pattern rapidly, in addition to noting the features, we use context and what we already know about the situation i.e., our prior knowledge about words or pictures or the way the world generally operates. Therefore, what we know also affects what we are able to perceive.

Exercise 1

- What is perception?
- List the stages of memory input.

Answers

- Perception is the process of detecting a stimulus and assigning meaning to it.
- Stages of memory input are:
- Analysing the features Organising into pattern Use context

Self-Assessment Exercises 1

Attempt the following the following questions.

1._____ is the process of detecting a stimulus and assigning meaning to it.

2. One of the following is not among the stages of memory inputs
A. Analysing the features B. Organising into pattern C. Use context
D. Communication

6.4 Perception and Reading Ability

The ability to read is based on a wide range of developmental skills acquired during the preschool years. One critical component is perception. The average age for reading readiness is 6.5 years. However, many children learn to read either earlier or later than this average. Many children are deficient in reading abilities because of poor perceptual judgements. These abilities are to be acquired between ages three and eight years. From our knowledge we know that sensory changes appear to be linked to maturation of the nervous system. Children will naturally exhibit some poor perceptual judgements because the perceptual skills have not fully matured.

The maturity of these skills is essential to the ability of the child to read. Three areas of interest that pertain directly to the development of reading ability are discussed below:

1. Discrimination: Discrimination is the ability to recognise differences in forms. Two of the forms that children frequently confuse are “b” and “d”. If a child has problems or difficulty with laterality (distinguishing right from left) consequently such a child will be unable to make the discrimination required to tell the difference between the two letters.
2. Attention: Life would be impossible if every variation in colour, movement, sound, smell, temperature and other features ended up in working memory. Therefore, adults are selective of what they pay attention to. By paying attention to selected stimuli and ignoring others, adults limit the possibilities of what they will perceive and process. In other words, adults can focus on the one thing of importance in the environment and block out all interfering events and attend directly to the task at hand. What adults pay attention to is guided to a certain extent by what they already know and what they need to know. Attention is affected by what else is happening at the time, by the complexity of the task and by the ability to control or focus attention. Children with attention deficit disorder have great difficulty focusing attention or ignoring competing stimuli. Young children may have problems paying attention because of distractions from competing events. One reason for their perceptual difficulties is that attention takes effort and is a limited resource. They learn to attend to things more efficiently as they mature and may be able, like adults, to focus on the one thing of importance in the environment and block out all interfering events. The first step in learning is paying attention. Children cannot process information that they do not recognise or perceive.

There are three important factors in children's attention. These include

(i) Obligatory attention: This involves paying attention to only one cognitively demanding task at a time.

(ii) Search strategy: The ability to visually scan an object in an efficient way. With children, this ability increases with age.

(iii) Context use: This involves the context in which the perceptions must be interpreted.

Exercise 2

- Perception is one of the developmental skills required for reading. Yes, or No?
- What is discrimination?
- Why do children have problems paying attention?

Answers

- Yes
- Discrimination is the ability to recognise differences in forms.
- Distractions from competing events

Self-Assessment Exercises 2

Attempt the following questions.

1. Children have problems paying attention because of distractions from competing_____

2. Perception is one of the developmental skills required for reading. (Yes, or No?)

6.5 Gaining and Maintaining Attention

The following strategies can be used to gain and maintain children`s attention.

(a) Use of signals – Signals can be developed that would tell children to stop what they are doing and focus on the task at hand. In these signals, visual and auditory signs can be mixed. Teachers should avoid distracting behaviours such as tapping a pencil while talking. Clear and short directions can be given before and not during transitions. Being playful with young children such as using a dramatic voice or clapping game can enhance gaining and maintaining attention.

(b) Reaching out rather than calling out – It is important to use children's names, speaking in a firm but non-threatening voice and walking to the children and looking into their eyes rather than calling them out will help in gaining attention.

(c) Incorporating variety, curiosity and surprises into activities – This could be done by creating shock by staging an unexpected event such as a loud argument. Provide shift in sensory channels by giving instructions that require children to touch, smell or taste. Use movements, gestures and voice inflection (speaking softly, and then more emphatically).

(d) Asking questions and providing frames for answering – For example, ask children why a particular material is important and how they intend to use and the strategies they will use. Have children work in pairs to improve each other's work.

3. Recognition of Distinctive Features: The ability to recognise the distinctive features of objects is a major area of perceptual development of children. There are a few key features that are associated with each object. For example, long ears are associated with rabbits. It takes children longer to recognise this "clue". According to Anselmo and Franz (1987), a variation of this skill is the child's ability to identify invariants in the objects they use. An invariant is defined by them as anything that always stays the same in an object in spite of superficial changes in appearance. It is important to note also that some researchers believe that children also impose meaning on what they perceive, constructing categories of objects and events in surrounding environment. The major reason for the difficulty in recognising distinctive features is that children rely heavily on the context for making accurate identifications.

Exercise 3

- Mention two strategies that can be used to improve attention.
- What is an invariant factor?

Answers

- Strategies to improve attention are the use of signals and incorporating variety, curiosity and surprises into activities.
- An invariant is anything that remains the same in an object in spite of changes in appearance.

Self-Assessment Exercises 2

1. An _____is anything that remains the same in an object in spite of changes in appearance.
2. The ability to recognise the distinctive features of objects is a major area of _____development of children.

6.6 Summary

Having reviewed the development of children's perceptual capacities we can safely use Gibson's (2000) differentiation theory to conclude that children search for invariant features in the environment (those that remain stable) in a constantly changing perceptual world. They explore internal features, notice stable relationships among those features, detect patterns and develop intermodal perception. Perception is the process of detecting a stimulus and assigning meaning to it. There are three stages of perception. These are discrimination, attention and recognition of distinctive features. We can gain, attain and maintain attention using these guidelines – use of signals, reach out rather than call out, incorporate curiosity, variety and surprises to activities among others.

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6.8 Possible Answers to SAEs

Answers to SAEs 1
1. Perception
2. Communication

Answers to SAEs 2
1. events
2. yes

Answers to SAEs 3
1. invariant
2. perceptual

MODULE 2 LANGUAGE DEVELOPMENT

Unit 1 An Overview of Language Development in the early years
Unit 2 Theories of Language Development
Unit 3 Listening Skills
Unit 4 Early Literacy Development (Reading and Writing)
Unit 5 The Role of Language in Early Years
Unit 6 Aesthetic Development
Unit 7 Creativity

UNIT 1 AN OVERVIEW OF LANGUAGE DEVELOPMENT IN THE EARLY YEARS

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 The Meaning of Language
1.3.1 Language Development
1.4 The Linguistic Speech
1.4.1 Milestones in Early Childhood Language and Ways to Encourage Development
1.5 Summary
1.6 References/Further Readings/Web Resources
1.7 Possible Answers to Self-Assessment Exercise(s) within the content

1.1 Introduction

Language is the most awesome of universal human development. It develops with extraordinary speed during the early childhood years. Children vary in the rate at which they learn language but eventually, almost every child masters the complex linguistic system in which he/she is immersed. This process begins in infancy and continues throughout the early childhood years. In this unit, we shall take an overview of the processes of language development from infancy to early childhood and examine the milestones in early childhood language. We shall also look at ways to encourage language development.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- define what language is
- explain the processes involved in language development from infancy to early childhood.
- identify milestones in early childhood language development.

1.3 The Meaning of Language

The term "language" is used to refer to speech behaviour but more specifically, it refers to those systems through which people communicate with one another. The systems are those based on the use of the voice in the articulation of patterns of sounds, words, and signs representing particular elements of experience. All children in every culture master the complicated system of their native language unless severe deprivation or physical problems interfere. There are over 6,000 national languages in the word. In general, cultures develop words for the concepts that are important to them.

It is likely that many factors majorly biological, cultural and experience play a significant role in language development. But to master a language, children must read the intentions of others so they can acquire words, phrases and concepts of their language and also find patterns in the ways other people use these words and phrases to construct the grammar of their language. The important point is that children learn language as they develop other cognitive abilities by actively trying to make sense of what they hear and by looking for patterns and making up rules to put together the jigsaw puzzle of language. The journey to this end commences from infancy.

Exercise 1

1. What is language?
2. Name two factors that play significant role in language development.

Answers

1. Language refers to speech behaviour and those systems through which people communicate with one another.
2. Factors that play significant role in language development are biological and cultural factors.

Self-Assessment Exercises 1

Attempt the following questions.

1. In general, _____develop words for the concepts that are important to them.

2.All children in every culture master the complicated system of their native language unless severe deprivation or physical problems interfere. (True or False?)

1.3.1 Language Development

The process of language development begins in infancy and continues throughout the early childhood years. The process of language development can be divided into pre-linguistic and linguistic speech period.

The Pre-linguistic Speech Period

Immediately children are born healthy, such newborns can maintain eye contact with someone within their range of vision. At birth, infants engage in undifferentiated crying. In other words, crying is the earliest form of infant communication. Parents quickly learn the many different messages children send in this way. That is, parents especially mothers distinguish between cries to communicate pain and cries to communicate loneliness. This and other forms of pre-linguistic speech consist of vocalisations or voiced sounds. These include crying, cooing, babbling, gestures, emotional expressions.

(i) Crying: This is the first way in which the infant is able to communicate with the world at large. Through this medium, babies make known their needs for someone to relieve their hunger, pain, fatigue and other unpleasant bodily states and to satisfy their desire for attention. Parents are able to distinguish the various cries because nature has provided for such differentiation in the tonal quality of the cries.

(ii) Cooing: This is in the making of soft, repetitive vowel sounds like “ooh” and “aah”. These sounds seem to be produced when the baby is relaxed and contented. The sound is otherwise known as voluntarily produced comfort sound. They are unlearned and are universally found even among deaf infants. They are regarded as playful activities which give the baby enjoyment. They are not used as a form of communication.

(iii) Babbling: Babbling is the stringing together of consonants and vowel sounds, at first in simple repeated sequences "da-da-da", "ba-ba-ba", "ma-ma-ma". Many of the consonants In babbling are ones that occur in the language to which the child is exposed. Sometimes, there are those that belong to other world languages or non-existence. It should be noted that when infants are uttering "da-da-da" sound, they are not calling "daddy", they are just exploring the sounds of language. It is the adults that often connect the repetitive syllables of babbling to, real objects, people or events reinforcing the infants' babbling efforts by repeating the sound back to them.

(iv) Gestures: This form of communication consist movement of the limbs of the body which serve as substitutes for or supplements to speech. As a speech substitute, an idea is conveyed to others by meaningful movement of the limbs or some other parts of the body.

(v) Emotional Expression : This is communicated through facial and bodily changes. They are pleasant and unpleasant emotions. The pleasant emotions are accompanied by pleasant vocalisations in the form of cooing, chuckling sounds and laughs. The unpleasant emotions are accompanied by whimpering, and crying. Happiness is expressed by relaxing the bodies, waving arms and legs, and smiles appearing on the face. On the other hand, anger is expressed by tensing the body, slashing movements of the arms and legs, tensing expressions of the face and cries of anger.

Pre-linguistic speech can be summarised as follows in table 2.

Table 2: Emergence of Oral Language

Pre-linguistic Speech	Description
Undifferentiated crying	At birth, infants signal their needs through this reflexive form of communication
Differentiated crying	At one month, infants crying is more precise with different patterns, intentions, intensities and pitches reflecting different emotional states
Cooing	By six weeks, chance utterances of vowel sounds occur as part of infants' expression of contentment

Babbling	At about 3 to 4 months, infants playfully repeat simple consonant and vowel sounds (ba-ba-ba, da-da-da, ma-ma-ma, je-je-je)

Source: Estes, Linda (2004). Essentials of Child care and Early Education. Boston: Pearson Education.

Exercise 2

1. Identify some pre-linguistic speech of children at infancy
2. Differentiate between crying and cooing.
3. What is the importance of babbling?

Answer

1. Pre-linguistic speech includes – crying, cooing and babbling.
2. Babies make their desires or needs known to others through crying while cooing are pleasant playful activities of the baby,
3. Babbling encourages the desire to communicate with others.

1.3.2 The Linguistic Speech

Near the end of the first year of life, children begin to speak words as they continue to receive favourable feedback for their vocalisation attempts. They begin to imitate and repeat the sounds of frequently heard words. This is called echo speech, which is still part of pre-linguistic behaviour but echo-speech serves as a bridge between pre-linguistic and linguistic speech. At toddlerhood, children proceed rapidly in their acquisition of language. To them, linguistic speech occurs when meaning is consistently attached to a particular speech sound. When repeated utterances of the same speech sound such as "ba-ba" are consistently met with the same person (baba in Yoruba meaning father), infants begin to connect the speech sound with the person, therefore, "baba" becomes the word/name for father in Yoruba.

Many of the words at this stage carry much meaning than the adult's equivalent, this is referred to as holophrastic speech. Holophrases generally represent familiar objects or actions. As toddlers mature, they begin the process of stringing two words together to form simple sentences. A toddler who wants to go in the car with daddy may say "me go". This is referred to as telegraphic speech because of the limited word usage. Telegraphic sentences are shortened sentences that include two or three key words. These two-word sentences are a major step forward in the young children's use of language.

During the preschool years that is by age 3 through 5, the language understanding of children continues to rapidly expand. Vocabulary increases at an amazing rate, with new words added almost daily.

Sentences move quickly beyond the two-word stage to more complex combinations. Children keep on refining their understanding of the rules of communication and becoming more proficient at holding a conversation with others.

Table 3: Linguistic Speech

Linguistic Speech	Description
Holophrases	At about 12 months, infants use simple words to express thoughts. Average one-year old have 5-word vocabularies, 10-word vocabularies at about 15 months and 50-word vocabulary at 19 months
Telegraphic Speech	At about 24 months, children string 2 or 3 words together to form sentences using only the essential nouns and verbs approximately.
Grammatically Correct Speech	By 3 years, children may have vocabularies of some 900 words. They use longer sentences containing all parts of speech. They apply many grammatical principles though their sentence constructions tend to follow the rules too closely.

Source: Estes, Linda s. (2004). Essentials of Child Care and Early Education. Boston: Pearson Education.

Exercise 3

1. What is holophrastic speech?
2. Give some examples of telegraphic speech.
3. What is the average vocabulary of a 3-year-old child?

Answers

1. Holophrastic speech is a one-word speech that carries multiple meaning.
2. Examples of telegraphic speech are “food eat”, “me go”, “go bye”
3. 900 words

1.3.3 Milestones in Early Childhood Language and Ways to Encourage Development

Table 4 shows details of the milestones of language and how to enhance the development.

Table 4: Milestones in Early Childhood Language and Ways to Encourage Development

Age Range	**Milestone**	**Strategies to Encourage Development**
Between 2 and 3 years	Identifies body parts; calls self "me" instead of name; combines nouns and verbs; has a 450-word vocabulary; uses short sentences; matches 3-4 colours, knows big and little; likes to hear same story repeated; forms some plurals; answers "where" questions	Help the child listen and follow instructions by playing simple games Repeat new words over and over Describe what you are doing, planning, thinking Have the child deliver simple messages for you Show the child you understand what he or

		she says by answering, smiling, and nodding your head · Expand what the child says. Child: "more juice" You say, "Chris wants more juice"
Between 3 and 4 years	Can tell a story; sentence length of 4-5 words, vocabulary about 1000 words; knows last name, name of street, several nursery rhymes	Talk about how objects are the same or different Help the child to tell stories using books and pictures · Encourage play with other children · Talk about places you've been or will be going
Between 4 and 5 years	Sentence length of 4-5 words; uses past tense; vocabulary of about 1500 words; identifies colours, shapes; asks many questions like "why?" and "who"?	Help the child sort objects and things (e.g. things to eat, animals) Teach the child how to use the telephone · Let the child help you plan activities

		· Continue talking about the child's interests · Let the child tell and make up stories for you
Between 5 and 6 years	Sentence length of 5-6 words; average 6-year-old has vocabulary of about 10,000 words; defines objects by their use; knows spatial relations) like "on top" and "far") and opposites; knows address; understands same and different; uses all types of sentences	Praise children when they talk about feelings, thoughts, hopes, fears Sing songs, rhymes Talk with them as you would an adult
At every age		· Listen and show your pleasure when the child talks to you · Carry on conversations with the child · Ask questions to get the child to think and talk · Read books to the child every day, increasing in length as
		the child develops

Self-Assessment Exercises 2

Attempt these questions.

1. Children can identify body parts, call self "me" at the age of _____
2. _____is one word with multiple meaning.

1.4 Summary

This unit has helped us to understand what language is, the processes involved in acquiring language. The process may appear effortless but in reality, it is a major undertaking for children. Every child eventually masters the complex linguistic system in which he/she is immersed. Language is the speech behaviour that refers to those systems through which people communicate with one another. Factors like biological, cultural and experimental affect language development. The process of language acquisition can be categorised into two, the prelinguistic speech and the linguistic speech. Pre-linguistic speech includes crying, cooing, babbling and the linguistic speech include holophrases, telegraphic speech and grammatically correct speech.

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1.6 Possible Answers to SAEs

These are the answers to the SAEs within the content.

Answers to SAEs 1
1. Cultures
2. True

Answers to SAEs 2
1. 2 and 3 years
2. Holophrastic

UNIT 2 THEORIES OF LANGUAGE DEVELOPMENT

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 The Behaviourist Theory of Language Development Acquisition
2.4 The Nativist Theory of Language Acquisition
2.5 The Psycholinguistic/Interactionist Theory
2.6 Summary
2.7 References/Further Readings/Web Resources
2.8 Possible Answers to Self-Assessment Exercise(s) within the content

2.1 Introduction

The process of language development is a major task for young children. The theorists that study language acquisition have considerable difficulty in explaining it. In this unit, we shall examine three different views of how children acquire language, those of the behaviourists, navitists and the interactionists. The behaviourists believe that children acquire language through the same stimulus-response connections that influence learning in all areas. According to Skinner (1957), children hear language spoken by parents and others, imitate that speech and are rewarded for the efforts. This positive reinforcement encourages them to communicate the more. The nativists theory suggests that every child regardless of culture, intellectual ability or socio-economic status inherits the genetic capability for language. However, the proponents of the interationists theory suggest that language acquisitions combine animate ability with environmental influence. In this unit, we shall examine the contributions of the theorists to the development of language in the early years

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the behvaiourist perspective in how children acquire language
- discuss how the nativists explain that children are biologically primed to acquire language
- describe the interactionist perspective about language development.

2.3.1 The Behaviourist Theory of Language Development Acquisition

One of the proponents of the behaviourist theory was B.F. Skinner. He proposed that language like any other behaviour is acquired through operant conditioning. According to Skinner, the frequency of a behaviour can be increased by following it with a wide variety of reinforcement such as praise, a friendly smile or a new toy. It can be decreased through punishment such as disapproval or withdrawal of privileges. The concept of reinforcement is a central concept in operant conditioning. Reinforcers are stimuli that increase the frequency of the behaviour they follow. In relating this theory to language development, children learn to operate on the environment or to engage in certain behaviour because of the effects of that behaviour.

Research reveals that as the baby makes sounds, parents reinforce those that are most like words with smiles, hugs and speech in return. Moving the theory forward, some behaviourists believe that children rely on imitation to rapidly acquire complex utterances such as whole phrases and sentences. For example, children who are reared in Hausa or Yoruba speaking homes learn Hausa or Yoruba and not Edo or Urhobo. Therefore, language development can be explained in terms of imitation and reinforcement. Children learn language at least in part by observation and imitation. It seems likely that many vocabulary words especially nouns and verbs are learned by imitation.

The Role of Reinforcement: Although Skinner allowed that pre-linguistic vocalisation such as cooing and babbling may be inborn, but parents reinforce children for babbling that approximates the form of real words such as “ba” which in Yoruba resembles “baba”. Children do in fact increase their babbling when it results in adults smiling at them, stroking them and talking back to them. Research shows that as children progress in their first year, they babble the sounds of their mother tongue with increasing frequency. This shows that children actively attend to the sounds in their linguistic environments and are intrinsically motivated to utter them.

Skinner further said that children acquire their early vocabularies through shaping. Shaping means the gradual building of complex behaviour patterns through the reinforcement of successive approximations of the target behaviour. For example, parents require that children’s utterances be progressively closer to actual words before they are reinforced. More recent research shoes that reinforcement accelerates the growth of

vocabulary in young children. To Skinner, multi-word utterances are complex stimulus – response chains that are also taught by shaping. As children's utterances increase in length, parents foster correct word order by uttering sentences to their children and reinforcing imitation.

Although reinforcement and imitation contribute to early language development, they are best viewed as supporting rather than fully explaining it. Young children create many novel utterances that are not reinforced by or copied from others. Even when children do imitate others" language, they do so selectively focusing on building their own vocabularies and on refining aspects of language that they are working on at the moment. This takes us to the theory of the nativists.

Exercise 1

1. Name one of the proponents of the Behaviourist theory of language acquisition.
2. State clearly what the theory says.
3. Give examples of reinforcement.
4. Reinforcement and imitation fully explain the process of language development. True or False.

Answers

1. B.F. Skinner
2. Language is acquired through operant conditioning.
3. Examples of reinforcers: - praise, smile, speech in return, etc.
4. False.

Self-Assessment Exercises 1

Attempt these questions

1. Language is acquired through _____
2. Reinforcement and imitation fully explain the process of language development. True or False?

2.4 The Nativist Theory of Language Acquisition

While the behaviourist theory explains some aspects of language acquisition, the nativist proponents add further insights into how children develop linguistic competence. The nativist theorists suggest that every child regardless of culture, intellectual ability or socioeconomic status inherits the genetic ability for language. According to Chomsky (1965) the young child has amazing language skill etched into the structure of the brain. In other words, every child has an inborn tendency to acquire language. This inborn tendency is labelled „Language Acquisition

Device‟ (LAD). This innate tendency is found in the universality of human language abilities in the regularity of the early production of sounds, even among deaf children and in the invariant sequences of language development, regardless of which language the child is learning. According to these theorists, LAD contains a universal grammar or set of rules common to all languages. It permits children as soon as they have acquired sufficient vocabulary to combine words into grammatically consistent novel utterances and to understand the meaning of sentences, no matter which language they hear. Because the LAD is specifically suited for language processing, children master the structure of language spontaneously and swiftly. They regarded the deliberate training by parents as unnecessary. To them, children are biologically primed to acquire language. In other words, children are genetically prewired to attend to language and to deduce the rules for constructing sentences from ideas.

There are evidences supporting Chomsky's theory in literature. We shall examine a few of them in this section. Newborn nannies are remarkably sensitive to speech sounds and they everywhere reach a major language milestone in a similar sequence. This is consistent with a biologically based language programme. Also, the ability to master a grammatically complex language system seems to be unique to humans as efforts to teach language to non-human primates have met with limited success. Furthermore, evidence for specialised language area in the brain research shows that many parts of the brain are involved in language development and that each person may have a unique pattern of organisation for language ability and a sensitive period for language development that language learning occurs during one or two sensitive periods which begins at about 18-24 months and last till puberty have also been interpreted to support the theory.

It is now widely accepted that humans have a unique, biologically based capacity to acquire language. This is a major contribution of Chomsky's theory to the current views of language development. However, this theory has been challenged on several grounds.

Researchers have great difficulty specifying Chomsky's universal grammar. The major problem is the absence of a complete description of these abstract grammatical structures. Moreover, Chomsky's assumption that grammatical knowledge is innately determined does not fit with certain observations of language development. Children are found to continue to refine and generalise many grammatical terms. They engage in much piecemeal learning and making errors along the way.

Exercise 2

1. What is LAD?
2. Explain the theory of the Nativists.
3. What is the major contribution of this theory to language learning?

Answers

1. LAD is Language Acquisition Device.
2. Children are genetically prewired to attend to language and to deduce the rules for constructing sentences from ideas.
3. Humans have a unique biologically based capacity to acquire language.

Self-Assessment Exercises 2

Attempt these questions briefly.

1. The major contribution of this theory to language learning humans have a unique biologically based capacity to acquire language. (True or False?)

2. Children are found to continue to refine and generalise many _____ terms.

2.5 The Psycholinguistic/Interactionist Theory

The proponents of this theory include Piaget (1959) and Vygotsky (1962). The proponents suggest that language acquisition involves the combination of innate ability and the environmental influences such as exposure to parental speech and reinforcement. There are two perspectives of the interactionist theory - one applies to the information-processing and the second on social interaction.

Some information-processing theorists assume that children make sense of their complex language environment by applying powerful cognitive capacities of a general kind. They noted that regions of the brain housing language also govern similar perceptual motor and cognitive abilities. The example given to support this is the fact that damage to parts of the left hemisphere results in difficulty comprehending both language and other patterned stimuli such as music. They agreed with Chomsky's nativist perspective that infants are amazing analyzers of speech and other information.

The other theorists, those who emphasise that child's social skills suggest that social skills and language experiences are centrally involved in language development. For example, an active child, well-endowed for making sense of language strives to communicate. In doing so, he cues

his caregivers to provide appropriate language experiences which help him relate content and structure of language to its social meaning.

Self-Assessment Exercise 3

Attempt these questions briefly.

1. Language acquisition involves the combination of innate ability and the _____influences
2. Social skills and language experiences are centrally involved in _____development.

2.6 Summary

Researchers examined the theories of language development from three perspectives. There are those who believe in behaviourism. For example, Skinner (1957) argued that children acquire language through the stimulus-response connections. Children hear language spoken by parents and others. They imitate such speech and are rewarded for their efforts. This positive reinforcement encourages them to communicate more.

On the other hand, Chomsky (1990) and others believe that children are genetically prewired to attend to language. They have inborn tendency that primes the nervous system to learn grammar. However, the psycholinguistic theory views language learning as a process that involves an interaction between environmental influences and an inborn tendency to acquire language.

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2.7 Possible Answers to SAEs

These are the answers to the SAEs within the content.

Answers to SAEs 1

1. Operant conditioning
2. False

Answers to SAEs 2
1. True
2. grammatical

Answers to SAEs 3
1. Environment
2. Language

UNIT 3 LISTENING SKILLS

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 Definitions of Listening
3.3.1 The Role of Listening in Language Development
3.4. General Functions of Listening
3.4.1 Obstacles of Listening
3.5 Conclusion
3.6 Summary
3.7 References/Further Readings/Web Resources
3.8 Possible Answers to Self-Assessment Exercise(s) within the content

3.1 Introduction

Listening is the language skill that children (those without hearing impairments) use the most in the outside world. Research reveals that on average, people spend 70 percent of their waking hours communicating and three-fourths of them allocated to listening and speaking. Unfortunately, despite the predominance of listening, it is the one that is taught the least in the classroom and most people get little or no training in listening. Listening is therefore referred to as the neglected or forgotten communication skill or language art. In this unit, we shall examine the definitions, roles, strategies and challenges of listening skill.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the concept of listening
- discuss the roles of listening in language development
- identify the functions that can foster listening
- discuss the obstacles to good listening.

3.3 Definitions of Listening

It is not an easy task to define listening because we use the word in everyday conversation to mean different things. For example, if a teacher says a child is not listening, it often means that the child is not thinking along with the teacher. If a parent says to a child that the child is not listening to him/her, it means the child is not obeying or doing what the parent is saying and in an advocacy context, "you are not listening" often means you are not agreeing with the advocate. Other people may define listening as "hearing what people are saying", "You listen to the rumbling noise you hear", "it means to hear something e.g. people talking or animals making sounds, etc". Others may define listening as "paying attention and using one"s imagination". From the above definitions, effective listening goes beyond merely receiving sounds. Listening is not just a noun, it could be viewed as a verb, that is, it is a process, it is what the listener does. According to McSporran (1997) listening is the necessary, interactive process that enables the brain to construct meaning from the sounds that are heard. For the purpose of this unit, listening is defined as the process of taking in information through the sense of hearing and making meaning from what was heard.

Let us compare listening with hearing so that we can distinguish between the two so as to be able to describe what effective listening is.

Table 5: Listening Versus Hearing

Listening	Hearing
Is a cognitive ability that is learned and practiced	Is a sensory function that develops on its own
Is a thought process and does not begin until children try to interpret the sounds they hear	Is the act of receiving sounds, and begins even before birth
Relies on experience, skill and practice	Depends on physiology in the ear to transmit impulses to the brain
Comprehends sensory input	Processes sensory input

Is very focussed and intentional. We have to become aware, filter our distractions and focus attention	Is involuntary and not necessarily focussed. We hear many different sounds simultaneously that compete for attention
Occurs when there is a clear purpose in mind	Does not necessarily have a specific purpose
Can be improved through practice and training	Can often be improved through technology
Often benefits from patience and wisdom of advancing age	Often declines in older adults and needs to be augmented

Source: Learning to Listen, Listening to Learn by Jilango, M.R (2007) Page 12.

The kind of listening that children need in learning environment is effective listening which involves receiving i.e. taking in the verbal or nonverbal message, attending to that is engaging effort and desire to keep our attention focussed completely on the message, assigning meaning that is interpreting or understanding the message through cultural contexts and personal intellectual and emotional process.

Exercise 1

1. Define listening.
2. Name at least three variables that affect listening.
3. What can of listening do children need in a learning environment?

Answers

1. Listening is the process of taking information through the sense of hearing and making meaning from what was heard.
2. Experience, skill and practice affect listening.
3. Effect listening that requires taking in verbal and nonverbal messages.

3.3.1 The Role of Listening in Language Development

Listening is where language development begins. The four communication skills are listening, speaking, reading and writing. Table 6 below shows the relationship among the four skills.

Table 6: Listening as one of the 4 Communication Skills

	Oral language relies on spoken words	Text-based language relies on print materials
Receptive- receives and interprets a message	Listening Usually begins at birth to 1 year Children learn to make sense out of the messages they hear	Reading Typically begins near age 5 Children use oral language to decipher written language
Expressive – Composes and transmits a message	Speaking Often begins near the end of the first year Children use language to express their ideas	Writing Ordinarily begins near age 6 Children use knowledge of language and printed words to express their ideas

The above table explains the relationships between listening and other communication skills.

Listening is directly linked to reading because both are receptive language skills requiring the receiver to interpret a message. Listening is so fundamental that children who have listening comprehension problems usually have problems with speaking reading and writing.

According to research, the role of listening in language development include the following:

Pre-birth to 1 year old

- A foetus attends to the mother's voice and can distinguish it from the voices of other women
- Newborns are sensitive to pitch. They suck more rapidly when they are interested in something. When speech and other sounds are played, newborns suck more rapidly in response to language. This demonstrates a preference for speech.
- Listening affects mood. Infants on respirators breathe more rhythmically when music with a strong beat, rather than a lullaby is played softly in the background.
- Vocal imitation is one of the earliest communicative strategies used by children.
- Newborns are able to distinguish the sounds of all languages.

1 to 3 years old

- Toddlers use repetitive pointing and pantomime as important communication tools.
- Toddlers learn to interpret what another is talking about – even if an object referred to is out of sight.
- By 15 months, many toddlers have an oral vocabulary of about 10 words.
- By 16 months most toddlers can understand simple requests.
- By age 2 most children have a speaking vocabulary of about 50 words.
- 97 percent of 3-year-olds can connect two or three words to form phrases and simple sentences.
- Listening requires the ability to pay attention.

3 to 8 years old

- Listening is the foundation for speaking reading, and writing in children in hearing impairments.
- By age 5 a child's receptive vocabulary soars to nearly 8,000 words.
- The relationship between listening comprehension and reading comprehension gets stronger as children`s word recognition becomes increasingly automatic.

Exercise 2

1. What are the basic communication skills?
2. Name the oracy skills

Answers

1. Listening, speaking, reading and writing
2. Listening and speaking

Self-Assessment Exercises 1

Attempt the following questions.

1. By age 5 a child's receptive vocabulary soars to nearly _____words.

2. Listening requires the ability to pay_____

3.4 General Functions of Listening

1. Children learn by listening because language is fundamental to perception, memory, thinking and behaviour. They listen to obtain information, learn and develop thinking skills.
2. Effective listening can make a real difference when it comes to recognising danger, making wise decisions and reacting appropriately.
3. Another important function of listening is to cultivate appreciation, enjoyment and positive attitudes and values.

3.4.1 Obstacles of Listening

There are four broad categories of obstacles to effective listening. These include:

- Psychological
- Cognitive and language processing
- Psychological and
- Issues with experience, skill and training

Physiological obstacles include permanent, irreversible and significant hearing loss or impairment. This is a formidable obstacle to listening. About 50 percent of severe hearing loss is thought to be genetic but other causes are injury or illness.

Cognitive and language processing obstacles: Cognitive conditions that commonly interfere with a child's ability to listen effectively include attentional difficulties, learning disabilities, language disorders and language processing problems.

Psychological obstacles: The ability to listen can be impaired by distracting or upsetting factors such as fatigue, hunger, illness or toileting needs. When children are under severe stress, for example, if they are physically or emotionally abused, they are understandably pre-occupied with that situation and may appear to be inattentive, distant and withdrawn.

Obstacles of experience, skills and training: Experience, skills and training affect listening. This includes the child's interest in the message, perception of the speaker and proficiency in the language.

Exercise 3

1. List the functions of language.
2. What are the obstacles to good listening?

Answers

1. To obtain information.
2. Physiological, psychological, cognitive and language processing.

Self-Assessment Exercises 2

Attempt the following questions.

1. Children learn by listening because language is fundamental to perception, memory, _____and behaviour.
2. Physiological obstacles include permanent, _____and significant hearing loss or impairment.

3.5 Conclusion

The importance of listening is very crucial as this is the first communication and foundation skill children need to succeed in other language arts. Despite the predominance of listening in the other skills, listening is least taught and it is almost neglected. Therefore, there is the need to re-awake interest in this skill and consciously strategise to inculcate the skill in the children.

3.6 Summary

In this unit, we defined listening as the process of taking in information through the sense of hearing and making meaning from what we hear and noted that children need effective listening that involves receiving information, attending to the information and assigning meaning by interpreting to understand. We established that listening is where language development starts from and listening is directly linked to reading. Functions of listening include listening to get information, ultimate appreciation and enjoyment, recognise danger and make wise decisions. Finally, obstacles to good listening include physiological,

cognitive and language processing obstacle, psychological and obstacles of experience, skills and training.

3.7 References/Further Readings/Web Resources

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3.8 Possible Answers to SAEs

These are the answers to the SAEs within the content.

Answers to SAEs 1
1. 8000
2. attention

Answers to SAEs 2
1. thinking
2. irreversible

UNIT 4 EARLY LITERACY DEVELOPMENT (READING AND WRITING)

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Concept of Literacy
4.4 Reading Skills
4.4.1 Benefits of Reading
4.5 Writing Skills
4.6 Literacy Teaching Strategies
4.7 Summary
4.8 References/Further Readings/Web Resources
4.9 Possible Answers to Self-Assessment Exercise(s) within the content

4.1 Introduction

Language and literacy are related but not identical. Although all children learn oral language, many find reading and writing more difficult. Illiteracy is a burden that some adults, carry with them throughout their lives. Research evidence supports that reading and writing go together because reading and writing are skills that children develop simultaneously. Early reading is supported and improved by early writing. Young children need reading to help them learn about writing and they need writing to learn about reading. In other words, one area of development supports the area. It is as important to provide a variety of authentic writing experiences as it is to provide opportunities to explore and learn about reading. In this unit, we shall examine the concept of literacy, explain reading skills and writing skills and describe ways that the skills could be enhanced in the early years.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the concept of literacy
- describe reading and writing skills
- identify ways to enhance literacy skills in early years.

4.3 Concept of Literacy

Literacy is language in use. It involves listening, speaking, reading and writing. These skills are all parts of early literacy learning and they are all connected. It is important for young children to learn to understand spoken language, become aware of the different sounds in language and start learning about printed letters and words. Literacy is the ability to read and use written information appropriately in a range of contexts for example, to speak or acquire information to develop critical thinking. Being literate enables children to construct meaning from print. Children learn about literacy through the everyday things that happen in the house, classroom and in the community. It is important to encourage a love of reading and to demonstrate the power of writing to communicate ideas. As with oral language development, the early childhood years are pivotal for learning to read and write.

Exercise 1

- What is literacy?
- Identify some literacy skills
- Differentiate between literacy and language.

Answers

- Literacy is language in use. In other words, ability to construct meaning from print.
- Listening, speaking, reading and writing.
- Literacy is language in use while language is a whole system of communication.

Self-Assessment Exercises 1

Attempt the following questions in not more than five (5) minutes.

1. _____ is language in use.
2. All these are literacy skills except

a. Listening,

b. speaking,

c. reading and writing. D. memorization

d. D.

4.4 Reading Skills

Reading is the ability to construct meaning from written materials. In most languages, reading is the cornerstone of learning. The foundation for reading is built in early childhood. Reading is a complex process that depends on perceptual, cognitive and linguistic processes. It relies on skills in the integration of visual and auditory information. Accurate awareness of the sounds in the child's language is an extremely important factor in subsequent reading achievement. Reading also requires the ability to make basic visual discriminations.

4.4.1 Benefits of Reading

We read to get information and use it for various benefits. These include:

- Reading is a key to unlocking the benefits society has to offer.
- Good readers find endless pleasure in literature. Reading is magical. It can transport one to worlds unknown, reveal aspects of the inner self previously undiscovered and raise possibilities unimagined.
- Reading makes textbook learning possible. It is also closely related to vocational efficiency.
- Skilled reading offers a gateway to ideas and information.
- Reading promotes civic consciousness, fosters civic engagement and rouse us from complacency.
- Reading promotes personal development. It can engender quiet reflection and move one to action.

Exercise 2

- What is reading?
- Identify two benefits of reading

Answers

- Reading is the ability to construct meanings from written materials.
- Reading gives pleasure to readers
- It promotes personal development

4.5 Writing Skills

Writing is an extraordinary complex process for young children. It requires children to formulate personal opinions or ideas and then translate them into written symbols that represent words they use in oral language. The process is very demanding on both an emotional and intellectual level. The development of writing skills depends on a child's oral language facility and rich background experience. Writing has a special appeal to children as they feel increased permanency in comparison to speech. Children get a great feeling of creative achievement when they can repeatedly turn to a piece of work, they

themselves have written. Writing celebrates the open-ended opportunity wherein children can express their feelings, ideas and fantasies. At first, children particularly at pre-school age do not distinguish writing from drawing. When they try to write, they scribble just as they do when they draw. However, as they experiment with lines and shapes by scribbling and drawing, they develop more than just fine motor skills, notice print in storybooks and observe adults making marks on paper (writing), they attempt to print letters and later words. It is around the age 4 that children's writing shows some distinctive features of print. Children often include picture-like devices in their writing, for example, using a circular shape to write „sun". Gradually, between ages 4 and 6, children do realise that writing stands for language. This fact takes us to the issue of handwriting.

Handwriting is the writing done with a writing material – chalk, felt pen, marker, pen, pencil, etc. It is a person's particular style of writing. Handwriting is defined as penmanship. It is a tool for communication and self-expression. The act of writing requires ability to formulate an idea in the mind, appropriate syntactic pattern, plan the correct graphic form for each letter and word and correct manipulation of the writing tool to produce letter shapes. Handwriting involves recognising and remembering different shapes (symbols) and relating them to spoken language. It entails ability to reproduce these symbols by creating one's own written communication. It is imperative to provide pre-writing activities in visual, auditory, perceptual and oral language to enhance the understanding of the basic primary principles involved in literacy generally. Moreover, there should be activities to improve the control of the hand like drawing, painting, moulding, building, colouring, matching exercises. These activities will ensure eye-hand coordination, left-right orientation and gain fine motor control.

Children will advance in perception to contribute to their ability to print/write. Writing centre could be created to provide many opportunities for early writing experiences which are essential for the literacy development. Simple writing materials such as pencils, pens, crayons, markers, recycled paper for rough drafts, lined paper for finished writing, etc. should be made available in the child's environment to promote writing.

Exercise 3

- List three pre-writing activities
- Why is writing important to the child?
- How can you enhance writing?

Answers
- Pre-writing activities are scribbling, drawing and painting.
- Writing helps children to express their feelings, ideas and fantasies.
- Provide pre-writing activities

Creating writing centres
Provide writing materials

Self-Assessment Exercises 2

Attempt the following questions in not more than five (5) minutes.

1. Pre-writing activities are scribbling, _____and painting.

4.6 Literacy Teaching Strategies

Literacy Teaching Strategies
There are countless ways to encourage children's love of reading, writing, speaking and listening. Here are some of the best ways. As you read through, think about how many of these ideas can be worked into children's play activities.

1. Conversation: It is important to hold meaningful thought – provoking conversation with children. When talking with children, listen and respond to what they have to say. Use unusual words, expand what they say, offer more description and use more grammatically mature language. Challenge children to imagine, remember and think about things they see and hear around them. Invite them to play with sounds and words and think about spoken language itself. These activities will keep the conversation lively and children will actively participate using all their senses.

2. Reading Aloud: High-quality children's books should be used. Read aloud to the child/children at least once every day. Share a variety of stories, poems and information over time. Talk about the text, before, during and after reading. Offer activities related to the materials read aloud. Select the favourites among the materials and read again and again.

3. Exploring the Sounds of Language: Exploring the sounds of language will increase phonological awareness. Children have to play with sounds and words and often find this quite funny. Play games and listen to stories, poems and songs that involve:

1. Rhyme – words that end with the same sound.
2. Alliteration – words that begin with the same letter
3. Sound matching - find which word begins with a specific sound e.g., "Listen to the word duck. Duck starts with the /d/ sound. Which of these words starts with the same sound as duck: bird, dog, or cat?"
4. Include Alphabet Activities: Provide materials to help children learn the letters of the alphabet. The list could include ABC books, magnetic letters, alphabet blocks and puzzles and alphabet charts. These materials help to connect level names to meaningful things for children.
5. Support emergent readers as they try to read books and other forms of print: young children need ties and spaces to explore books and print on their own or with friends. You can help them by:

- Reading favourite books especially predictable books with which children can chime in.
- Fill the child's/children's environment with meaningful print such as daily schedules, labels that show where materials are stored, reminders or creating a well-designed library centre stocked with lots of good books.

6. Support emergent writing: young children need easy access to materials so they can build their writing skills, including scribble writing random letter strings and invented spelling. Ensure to offer the children:

- A demonstration of writing
- Opportunities for meaningful writing such as writing library books checkout slips, charts that summarised a shared experience, etc.
- Writing materials children can use in their play e.g., pencils and notepads to take orders or create lists.

7. Explain how books and print work: While introducing and reading books or other texts, help children learn the conventions of print by
    - Pointing to the print as you read it;
    - Inviting children to notice the differences between pictures and print;
    - Showing how books in English are read from left to right and top to bottom;
    - Pointing out different parts of books like the cover and the title page;
    - Encourage them to join in with repeated lines when you read their favourite stories.
8. Offer activities that explore a topic:
    When children choose and then study a topic such as shoes, they gain valuable background knowledge and have opportunities to use reading, writing and language skills. Children can listen to the teacher read topic-related information books and look at the books

on their own. Children can gather data using observation, experiments and interviews, act out what they have learned during dramatic play or rewind observations and information.

Self-Assessment Exercise

Attempt the following questions in not more than five (5) minutes.

1. _____are words that end with the same sound.
2. _____words that begin with the same letter.
3. It is important to hold meaningful thought – provoking conversation with children. (True or False?)

4.7 Summary

Literacy refers to the language in use. It involves listening, speaking, reading and writing. Reading is the ability to construct meaning from written materials. Reading is a key to unlocking the benefits society has to offer. Writing has a special appeal to children. Literacy development can be enhanced with the following strategies – conversation, reading aloud, exploring the sounds of language including alphabet activities, supporting emergent readers and writing and explaining how books and print work.

4.8 References/Further Readings/Web Resources

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Hodgson, John (2019). Literary Literacy? Journal: English in Education, Research Journal of the National Association for the Teaching of English. Volume 53, Issue 2 pp. 113-115.

Masielle, T.L., & Trivette, C.M. (2006). *Bringing the research to practice group.* Staris CT: Centre for Early Literacy Learning.

4.9 Possible Answers to SAEs

These are the answers to the SAEs within the content. Arrange the answers in accordance with the way the SAEs appear in the content. For example.

Answers to SAEs 1
1. Literacy
2. Memorisation

Answers to SAEs 2
1. drawing
2. Handwriting

Answers to SAEs 3
1. Rhyme
2. Alliteration

UNIT 5 THE ROLE OF LANGUAGE IN EARLY YEARS

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Main Content
5.3.1 Language and Cognitive Development
5.3.2 Language and Emotional Development
5.3.3 Language and Academic Development
5.4 Summary
5.5 References/Further Readings/Web Resources
5.6 Possible Answers to Self-Assessment Exercise(s) within the content

5.1 Introduction

Briefly describe the focus of this unit and ensure a logical connection between the existing unit and the previous one. Introduction contains 3 components i.e., the linkage, guidance, and theme. An example of unit introduction might look like this:

Multimedia continues to play critical roles in instructional process and there is a need for you to understand the processes involves in producing these learning resources. In the last unit, we discussed the nature and types of multimedia resources in the classroom. This unit focuses on the production of multimedia for teaching and learning. I expect that you pay attention to the procedure that I will describe here, it will help you develop appropriate learning resources to engage your learners in the future.

5.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the role of language development on children's cognitive development
- discuss the importance of language development on the psychosocial development of the child
- discuss the role of language in the acquisition of literacy skills

5.3 Main Content

5.3.1 Language and Cognitive Development

Language is critical for cognitive development. Language and cognitive development are intrinsically connected. The journey starts with the brain cells or neurons that send signals through axons. The axons develop myelin sheaths called cells that insulate the axons and enable them to send messages 100 times faster. The area of the brain where language comprehension is controlled (Wernicke's area) becomes myelinated several months before the part of the brain responsible for language production has started developing. Children therefore first develop comprehension called receptive language and later expressive language develop.

During the preschool years, children develop language skills that help to improve their memory, curiosity, concentration, thinking and reasoning skills. These skills are useful for acquiring new vocabulary, grammar skills and symbolic thought. Children are capable of using their imagery aspect of their thinking in order to express ideas, ask questions, link between past and the future.

Exercise 1

- Name the first stage of language development in children.
- Identify some factors that enhance language development.

Answers

- The first stage of language development in children is the comprehension stage.
- Factors that enhance language development are memory, curiosity, concentration, reasoning skills.

5.3.2 Language and Emotional Development

Language is closely tied with emotional development. This connection starts immediately after the baby is born. The first form of communication with the mother or parents is by gazing, later on smiling, cooing and babbling follow. These actions elicit talking and touching from the mother. Later, the infants use nonverbal to communicate how he is feeling and receive appropriate emotional support needed. Later the child will use vocabulary to express his emotion of fear, anger, sadness, happiness, etc.

Research has shown that children that listen attentively and follow instructions will understand how to keep themselves and others safe.

Children use language to express their anger or frustration instead of using physical means such as temper tantrums, punches or kicking.

Children develop empathy by seeing from another person's point of view. Children have fun when they play with words. They sometimes play with invented words and sentences which may be nonsense songs or rhymes.

Language and Social Development

Children use language to communicate. As they grow older, they use speech more and more to exchange ideas and information thereby increasing in vocabulary growth. When they have well developed language skills, clear speech, they are confident to express their opinions and enjoying playing with other children. Such children are at an advantage in getting along with their peers. These help children to understand the importance of sharing and taking turns.

They tend to enjoy cooperative, play, creative play and games that require instructions or rules.

5.3.3 Language and Academic Development

Language development is one of the strongest predictors of academic success. Young children that are school ready are those who have extensive vocabularies and can speak fluently in conversations. If they have internalised rules of grammar, then they tend to be able to read easily than children without such skills. As we have learned earlier on, language development forms the basis for learning to read. Children extend their understanding of grammar through conversions with people particularly teachers and parents by sharing pictures, stories, songs, rhymes, etc. These in turn help with reading comprehension. In addition, speaking, listening, reading and writing develop concurrently rather than sequentially. In order to read and read children must understand that letters are symbols representing the sounds of speech, children who enjoy using language and develop a love of books tend to enjoy mark-activities such as using crayons on paper, or chalk on chalkboard. These motivate them to communicate using symbols. More importantly children who cannot express their thoughts in a coherent manner or slow with speaking or speech development sometimes may be in danger of language delay or some other types of developmental problem.

Self-Assessment Exercises 1

Attempt the following question in not more than 5 minutes.

1. Children extend their understanding of grammar through conversions with people particularly teachers and parents by sharing pictures, stories, songs, rhymes, and others. (True or False?)
2. Children use language to _____

5.4 Summary

Language development is a crucial part of early childhood development. Language is critical to cognitive development. Language skills help to improve children's cognitive skills such as reasoning, memory, curiosity, etc. Language is also tied to emotional development. Children use language to express their feelings instead of using physical means like kicking, punching, etc. When children develop large volume of vocabulary, they are confident to interact and cooperate with others during play. Language is one of the strongest academic determinants.

5.5 References/Further Readings/Web Resources

Benson, H.S. (2008). Emergent Writing: Developing writing skills in the early childhood classroom. Best Practices PBS Teachers (Online)

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National Association for the Education of Young Children (2009). *Teaching Young Children*. Washington DC. NAEYC Publication.

Oduolowu, Esther (2006). *Language and Literacy in the Early Years*. Lagos: National Open University of Nigeria. ECE 203.

5.6 Possible Answers to SAEs

These are the answers to the SAEs within the content.
Answers to SAEs 1

1. True
2. Communicate

UNIT 6 AESTHETIC DEVELOPMENT

Unit Structure

6.1 Introduction
6.2 Learning Outcomes
6.3 Main Content
6.3.1 Definitions of Aesthetic Development
6.3.2 Aesthetic Development Model
6.3.3 The Aim and Goals of Aesthetics Education in early years
6.3.4 The Role of the Teacher in Aesthetic Education
6.4 Summary
6.5 References/Further Readings/Web Resources
6.6 Possible Answers to Self-Assessment Exercise(s) within the content

6.1 Introduction

The word “aesthetics” stems from the Greek work “aesthetic” which means the ability to perceive through the senses. It was a German philosopher, Alexander Gottlieb Baumgarten (1714-1762) who invented the idea of aesthetics. He applied it to the arts. Other notable philosophers and early developmental psychologists like Wilde, Baldwin, Hoosen, Toku became interested in the concept and linked it with their philosophies and theories of human development. They propounded that aesthetic is connected with beauty and can stimulate children’s senses in the form of art, music, dance and drama. When stimulating environment is created for those activities, they enhance children’s learning and thinking. Aesthetic education on the other hand is a way of regaining touch with the process of learning something new or of being introduced to a medium never known in a particular way before. In this unit, you will learn about the definitions of aesthetic development, its model, stages of aesthetic development, its educational goals and the role of the teacher in enhancing aesthetic development.

6.2 Learning Outcomes

By the end of this unit, you will be able to:

- define what aesthetic development is
- explain the model and discuss its components
- identify the goals of aesthetics education in early years and
- the role of teachers in enhancing aesthetics in the early years.

6.3 Main Content

6.3.1 Definitions of Aesthetic Development

Many earliest philosophers and developmental psychologists have defined the concept of aesthetics in various forms. Most of their definitions involve the capacity to perceive, respond and be sensitive to the natural environment and to human creation. Baumgarten, who coined the term aesthetics and established it as a distinct field in philosophical inquiry defined it as "taste" or "sense of beauty". To him, "taste" in its wider sense means the "ability to judge according to the senses, instead of according to the intellect. Aesthetic therefore, is "the science of sensible knowledge" taking object of beauty beyond the limitation of art (Makkreel, 1996). Baldwin (1861-1934) did not give specific definition but he related his theory of social and cultural changes on evolutionary biology to aesthetics development. He described aesthetic experiences and its role in human development. Feeney and Moravcik (1987) defines aesthetic development as young children's individual taste, love of beauty and criteria for judging beauty. Jalongo and Stamp, 1997 opine those aesthetic deals with artistic sensibilities and focuses on determining what is beautiful and good as well as appreciation. Schirrmcher, 1998 opines that aesthetics involves the love and pursuit of beauty as found in art, movement, music and life. Housen (1997) describes a theory of aesthetic development that is based not in art appreciation but art production.

From the above definitions, it is evident that the concept is being defined in terms of art, writing, thinking and other activity. In simple term, aesthetics is a person's ability to perceive, be sensitive to and appreciate beauty in nature and creations in the arts. Aesthetic education in early childhood is a deliberate effort by teachers to provide experiences in nature and the arts, nurture awareness of the arts, foster appreciation of the arts and develop skills in evaluating art forms (Jalongo and Stamp, 1997). Children learn through the arts by responding to them and by making their own art.

Exercise 1

(i) What is the name of the early Philosopher who can be regarded as the father of "aesthetic"?
(ii) How did Makkreel define aesthetics?
(iii) Give a simple definition of aesthetic.

Answers

(i) Alexander Gottlieb Baumgarten (1714-1762)
(ii) Makkreel (1996) defines aesthetics as the science of sensible knowledge and taking object of beauty beyond the limitation of art.

(iii) Aesthetics is a person's ability to perceive, be sensitive to and appreciate beauty in nature and creations in the arts.

6.3.2 Aesthetic Development Model

The broader perspective definition of aesthetics reveals that the concept refers to a wide range of responses and abilities, it involves the awareness and appreciation of pleasant sensory experiences. It is commonly taken to refer to the love of beauty, criteria for judging beauty and individual taste. The implication of this is the fact that aesthetic experiences may be either responsive or productive. In other words, there are two components or elements of aesthetics model.

The Responsive Experiences of Aesthetics: The type of experiences here refers to the child reactions to art or nature. This happens when children recognize the beauty of nature, appreciating art and nature and forming judgements and considering what preferences they have, what they like and don't like. Teachers can provide response experiences using the following strategies:

- Discovery activities like examining rocks, beautiful spiderweb, insects, rainbow, sand, shells, beautiful fish, watching cloud formation in the sky, smelling flowers, grass or spices help them to develop appreciation of natural beauty. They use their senses by looking, touching, smelling and sometimes listening. These are valuable experiences that will build up the aesthetic skills in children in the early years.
- Exposure activities like looking at details in photographs, watching or experience dance, listening to music, touching sculpture etc. provide opportunities for children to develop appreciation of the arts.
- Evaluating activities like comparing painting, discussing characteristics of objects, selecting best collage for a portfolio, choosing a favourite song will help children to form judgements and preferences.

Productive Aesthetic Experiences: The experiences involve the child in creative art activities such as playing musical instruments, dancing, finger painting, singing, making a pipe-cleaner flower, playing a role in a drama. These activities provide opportunities for self-expression. They also stimulate creativity. They enhance the development of creative expression in children.

The activities describe above can be graphically represented as below:

Aesthetic Development Model

Exercise 2

(iv) Name the two elements of aesthetic development model
(v) Identify three major responsive elements
(vi) List two creative activities that enhance creative expression in the child during the early years.

Answers

(i) Responsive and Productive elements
(ii) Discovery, Exposure and Evaluation activities
(iii) Playing musical instruments, finger painting, dancing etc.

6.3.3 The Aim and Goals of Aesthetics Education in Early Years

Early childhood educators are constantly searching for the most effective learning experiences that can help to enhance quality education for young children (Lim, 2005). Providing aesthetic experiences for children in early years have proven quite successful especially in the teaching of arts and across disciplines (Harter et al, 2008). Aesthetic experiences have the effects of expanding the learning environment that can provide a very important tool that the early childhood education teacher can explore within the integrated curriculum to enrich teaching and learning.

The most important aim and goals of aesthetic education include the following:

- Developing the aesthetic sense for the beautiful and a sense of proportion.
- It provides opportunities for each child to develop his/her abilities to observe, experience, evaluate and treat that which is beautiful.
- Developing aesthetic perception, experience, creating, evaluating and expressing the beautiful.
- Developing relationship toward nature and toward the beautiful interpersonal relationships
- It offers children a healthy living environment that encourages the development of creative capabilities.
- Connection between aesthetics and thinking are well established. When children engage in aesthetic experiences, they encounter five kinds of knowledge. Four of these are physical, logical-mathematical, representational, and social-conventional knowledge. They have opportunities to consider how and why they think as they do. The fifth type of knowledge is known as metacognition.

The physical knowledge provides opportunities to discover physical properties of materials and this contributes to physical knowledge such as

using musical instruments offers opportunities to learn about and feel the variety of sounds, they make.
The Logical-Mathematical knowledge. When children draw a picture, he/she may think about sizes shapes, placement next to, under or over areas. In addition, when he/she is involved in dance, he may think about the placement of his/her body in space (up, high, down, low or how his/her body is in relation to others around him/her (next to, between, behind, first, last etc.

Representational Knowledge: One of the important ways to learn is through representing thoughts and feelings and engaging in the creative arts to communicate, think and feel through symbolic activities. In other words, children are capable of imagining something that is not present and finding ways to express them concretely to others.

Social-Conventional Knowledge: Aesthetics education lays the foundation for understanding and respect for cultural traditions, history and heritage. For example, experiences with music, visual arts, dance and dramatics serve as symbols of cultural identity for children.

Metacognition: In a simple language, metacognition is "thinking about thinking". Teachers can help children think about their own thought processes by asking carefully chosen questions at appropriate times. Metacognitive processing is valuable for organising thinking, making decisions about a sequence of steps or helping children to develop greater insights into their self-expressive work.

Exercise 3
List two goals of aesthetic education in early childhood education

Answer
Two of the goals of aesthetic education are any two of the following:
- Developing the aesthetic sense for the beautiful and a sense of proportion.
- It provides opportunities for each child to develop his/her abilities to observe, experience, evaluate and treat that which is beautiful.
- Developing aesthetic perception, experience, creating, evaluating and expressing the beautiful.
- Developing relationship toward nature and toward the beautiful interpersonal relationships
- It offers children a healthy living environment that encourages the development of creative capabilities.

6.3.4 The Role of the Teacher in Aesthetic Education

The teacher's role is very important for aesthetic development in the early years. It is important for the teacher to give support and inspiration to the children. The teacher is needed to challenge and encourage the child's willingness and desire to continue the process of making sense of the world. Teachers are most effective in enhancing aesthetics education when they play the following roles:

1. Providing consistently high-quality creative experiences for children
2. Sharing their enthusiasm by talking about beauty in nature and the arts with the children
3. Providing opportunities and support for creative dramatics
4. Integrate art and music into the curriculum
5. Encouraging individual expression and
6. Striving to become more creative themselves

The teacher can use the following strategies to provide and enhance aesthetic experiences:

- Prepare an aesthetic-friendly classroom environment. The physical classroom can be used to provide aesthetic experiences by displaying children's artwork at their eye level. The teacher can play music for pure enjoyment during activities and encourage children to sing for pleasure. Use shelf tops as places for displaying plants, shells, colourful rocks, etc.
- Teach children to respect and care for materials. Teachers should demonstrate how to clean and stop materials properly. For example, teach children to replace caps on markers to preserve their moisture for longer use. Water-colour paint boxes or paint cakes should be rinsed with clear water and left open to dry.
- Value all aspects of the creative expression process.
- Involve children in daily musical experiences.
- Connect creative experiences to concepts children are exploring
- Explore the materials before asking children to use them
- Demonstrate techniques or processes that are new to the children.
- Motivate children's creativity in a variety of ways
- Model your own aesthetic enthusiasm
- Organise a creative stationer a creative arts Centre.

Exercise 4

1. Identify two roles of preschool teachers in enhancing aesthetic education in the early years.
2. Name two strategies that preschool teachers can use to ensure that children acquire aesthetic skills.
3. Answers

4. Providing consistently high-quality creative experiences for children in the classroom and providing opportunities and support for creative dramatic play
5. Strategies that teachers can use to ensure that children acquire aesthetics skills

- Connect creative experiences to concepts children are exploring
- Explore the materials before asking children to use them
- Demonstrate techniques or processes that are new to the children.
- Motivate children's creativity in a variety of ways

Self-Assessment Exercises 1

Attempt the following questions in not more than 5 minutes.

1. The teacher's role is very important for aesthetic development in the _____years
2. _____is a person's ability to perceive, be sensitive to and appreciate beauty in nature and creations in the arts.

6.4 Summary

In this unit, we define aesthetics is the study of beauty in tis natural form and its human perception. Beauty is important in life because it is representative of our values. Aesthetic education provides opportunities for children to develop their abilities to observe, experience, evaluate and create that which is beautiful. Preschool teachers are important influencers in enhancing aesthetics during the early years through their strategies and enthusiasms. Integrating aesthetics education into the curriculum and daily routines are sure ways of enhancing aesthetic skills in the early years.

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6.6 Possible Answers to SAEs

These are the answers to the SAEs within the content. Arrange the answers in accordance with the way the SAEs appear in the content. For example

Answers to SAEs 1
1. Early
2 Aesthetics

UNIT 7 CREATIVITY

Unit Structure

7.1 Introduction
7.2 Learning Outcomes
7.3 Main Content
7.3.1 Definitions of Concept of Creativity and Characteristics of Creative Children
7.3.2 Process of Creativity in Early Childhood Education
7.3.3 The Importance of Creativity for Child's Development
7.3.4 Fostering Creativity in the Early Years
7.4 Summary
7.5 References/Further Readings/Web Resources
7.6 Possible Answers to Self-Assessment Exercise(s) within the content

7.1 Introduction

Creativity is one of the essential skills that children need to succeed on their academic pathway. It is as important as the main basic skills of listening, speaking, reading and writing. Creativity is not an intrinsic ability that certain people have or unusual talents possessed by some special people. It is not a quality that some children are born with and others lack but it is rather an approach to life and set of learnable skills. It is important to note that all children are creative but in different areas and to different degrees as we know that all children are not equally intelligent. Creativity is more skill than inborn talent. Creativity is not also limited to artistic or musical talents. Creativity is a way of thinking and expressing one self. It is about discovering and inventing new things which motivates one to be imaginative and inventive. In this unit, we shall explore the concepts as defined by many educators, examine the benefits and how to foster creativity in early years.

7.2 Learning Outcomes

By the end of this unit, you will be able to:

- define the concept of creativity and characteristics of creative children
- identify and discuss the stages of development of creativity in children
- discuss the importance of creativity and
- analyse how creativity can be fostered in the early years.

7.3 Main Content

7.3.1 Definitions of Concept of Creativity and Characteristics of Creative Children

There are various definitions and different approaches to defining the concept of creativity. The word "Creativity" originated from the Latin word "creatus" which means "to bring to being". Creativity is multivariate as it cuts across all spheres including talent and intelligence. The Cambridge Dictionary defines creativity as the ability to produce or use original and unusual ideas. It is the ability to transcend traditional ideas, rules, patterns, relationships or the like and to create meaningful new ideas, forms, methods, interpretations etc. Creativity is the act of turning new and imaginative ideas into reality. It is the ability to perceive the world in new ways to find hidden patterns, to make connection between seemingly unrelated phenomena and to generate solution. According to Cohen and Ambrose (1999), creativity involves the production of something new or rare that has value in the world. Ward, Finke and Smith (1995) define creativity in terms of the products made, the differences in people, the pressures that motivate and the processes behind creativity. Akinboye (2003) describes creativity as the most fundamental of all human resources and skills that help human beings to get the most out of experiences and skills. Ogbuagu (2004) opines that creativity is the ability to invent new symbols and ideas to improve on established symbols, to rearrange established organisation to new ones and to integrate new or borrowed ideas into previously organised system or situation. Amabile (1987) opines that " a product or response is creative if it is novel and an appropriate solution to an open ended task". In line with this definition Akinboye (1985) agrees that creativity is a mental process undertaken by an individual to solve specific problem resulting in the production of statistically infrequent solutions which is useful to the society and the creator. These definitions see creatively beyond production level to its process, utility and social acceptance. In addition, the concept is being defined in terms of art, thinking, writing and any other activity or idea.

Creative education is when children are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible instead of being taught to reiterate what was learned, children learn to develop their ability to find various solutions to a problem. Creativity involves intuition, elaboration, fluency, flexibility, originality, evaluation and divergent thinking. Akinboye (2003) observes that there is hardly any phase of life that does not require creative thinking because challenges of life have become so

complex that man has to keep on searching for ways to overcome, master the difficulties and solve the problems.
Creative children often manifest some of the following characteristics:

- Ability to perceive unusual and broad relationships
- Have different time/space perspective
- Have a sense of humour
- Enjoy inquiring and asking questions as well as problem solving
- Offer many ideas and a variety of valid alternatives in problem solving
- Enjoy taking risks and participating in adventure
- Are often persistent in reaching a goal
- Enjoy firsthand investigative activities that provide the opportunity to probe, explore, discover and create.
- Show great ingenuity and imagination.

Questions
Give a vivid definition of creativity.
List some words that come to mind when you are thinking about creativity.
Mention three characteristics of a creative child.

Answers
Creativity is the act of turning new and imaginative ideas into reality. It is the ability to perceive the world in new ways to find hidden patterns, to make connection between seemingly unrelated phenomena and to generate solution.
Originality, intuition, flexibility, fluency, elaboration, novel, thinking etc.
Persistent in reaching a goal, sense of humour, asking questions, taking risks, adventurous, problem-solving etc.

7.3.2 Process of Creativity in Early Childhood Education

Creativity focuses on the process of forming original ideas through exploration and discovery. In children, creativity develops from their experiences with the process rather than concern for the finished product. Through simple everyday actions and play, young children develop physical, social, intellectual, emotional and creative abilities which is also called creative development. One of the main goals of early childhood education is on children learning creative abilities through play. Children's creative abilities are explored through their ideas, curiosity and feelings towards the arts, movements, music and imaginative play. Children of all ages delight in expressing their ideas through sounds, colours, shapes and role-playing activities. Creative process involves four stages (Bogen and Bogen, 2003). These are:
-Preparation stage when the child absorbs information about people, objects, ideas etc.

- Incubation stage. This is the stage when the information absorbed settled.
- Illumination stage, this happens when the solution manifests itself to the child.
- Verification. This is the final stage when the product emerges or is created.

Creativity in children can be developed by engaging them in activities that enable them share their ideas, thoughts and feelings. These can be achieved through the following ways:

1. Creative imagination and imaginative play: This deals with how children respond to dance, stories, music, role-playing and arts. Imaginative writing and drawing characters go a long way in developing a child's creativity. Dealing with different colours and painting pictures of different characters build the child's mind and improves her ability to test different colour variations. The creative arts have a significant bearing on the early creative development of a child. Writing skills can also be harnessed by engaging the child in creating replicas of written symbols and objects.
2. Emotional Creativity: This is a measure of how children respond to their environment, the objects and people around them. Children respond in different ways to what they see, hear and touch. They can also communicate their own feelings due to the nature of their surroundings. Stimulating and nurturing pre-school learning environment can be arranged to help to develop social skills in young children and prepare them for pre-primary and primary schools. The interaction with other children and objects in such environment goes a long way in improving social skills and people acceptance of children.
3. Creative Music and Dance: A child's ability to distinguish different sounds such as the banging of a door or the running of tap water and musical sounds that elicit dance movements is important at an early age. Children exposed to different musical tones and patterns of dance movement may be able to adapt quickly to these tunes and mime or sing songs easily from the memory. Such children are likely to develop ample creative instincts at an early age.
4. Knowledge and Understanding: Provide opportunity for children and give them tools they need to grow and learn with. This will no doubt enable them to understand the world around them. Expose them to plants, animals and people. Show them how to act and respond to different objects in their environment. Provide opportunity for them to investigate and explore their surroundings in a safe manner.
5. Exploring Technology in early years: Allow children to explore toys like building blocks, legos, observe pictures and three-dimensional objects and representation of television characters can

help children develop creative instincts. The role of media and technological devices cannot be overemphasised in regard to creativity in children. Children build positive skills and role play are developed when appropriate toys and objects are provided.

Questions

1. How do children develop creative skills?
2. Explain the role of music and dance in developing creative skills in children.
3. List the stages of the process of creativity.
4. Answers
5. Children develop creative skills through experience, exposure and observation.
6. Music and dance help children to develop ample instincts for creativity.
7. Preparation, incubation, illumination and verification stages.

7.3.3 The Importance of Creativity for Child's Development

Creativity is a crucial factor in the development of children's physical, cognitive and emotional growth. Encouraging them to try out new things, ideas, explore or experience new things or new ways of doing things about themselves influence their further development.

Research results have shown that encouraging creativity is not just enhance art and music during the foundational years of children but contributes to their holistic development particularly in the following domains:

Physical Development: Exposing children to various arts and crafts encourage movement, the development of fine motor skills, body control and coordination. When opportunities are offered to children to explore construction and assembling, they are unconsciously involved in physical interaction with the world. They use their senses to learn about the environment and connect with things they already know. For example, when children are painting or colouring, they get to know how to hold and control paintbrush and define their preferences to use the right or the left hand.

Emotional Development: Children use various arts and tools to express their thoughts they are not yet able to share verbally. In this way creative arts can help children release their feeling by putting them on a specific piece of artwork. Such activities also let children feel proud of their achievements and get mastery of the environment, when they craft something. On top of that, children gain confidence in their capacities and raise self-esteem.

Cognitive Development: Creativity helps children develop concentration and the abilities to measure and sort things. To make sense of the world around them, children ask themselves some basic questions and get engaged in activities that foster understanding of some basic concepts. As children grow older, they learn to develop critical thinking and problem-solving skills.

Social Development: Creativity offer children opportunity to work together with other children in a creative environment. They learn to share and interact with each other. These are basic aspects of social learning. Singing, dancing and drama acting imply development of indispensable social skills such as communication, sympathy and respect.

Arts and Crafts foster creativity in children. Young children enjoy experimenting with paints, clay, dough, glue, paper and colours to draw basic figures and shapes. Visual arts such drawing, painting and constructing are closely related to children's visual perception and cognitive processing. As they develop artistically and obtain visual art skills, they develop the mastering from combining simple shapes and figures to conscious modelling. Children explore the world in a unique way-everything they have created is worth being a piece of art.

Music, dance and drama.
Children's love of music is intrinsic. They enjoy singing and listening to melodic songs with repetitions and rhythms. Singing helps children feel the difference between slow and fast, loud and soft. During music lessons, they get acquainted with musical instruments and develop understanding of how sound is produced and how it changes depending on the musical instrument. Through musical activities young children learn self-control and concentration as well as build a sense of team work.

Dance activities offer children opportunity to be active and the activities are good way to transform their never ceasing energy into something creative and rhythmic. Dance movements help children develop imagination and gross motor skills. As children shake and wave around to the music, they derive enjoyment and develop body coordination.

Drama: Children enjoy drama activities as a form of self-expression, especially when they reach the primary school years, at this developmental stage, children have solid imaginative capacities and they are ready to take part in small drama plays. Pre-primary school children usually use songs and stories as a cornerstone for their drama play. Either as active participants or spectators, performing arts help children increase imagination and make sense of the world as such. Children can also get engaged in pretend play activities which imply acting out stories with playful experimentation of ideas and emotions.

Questions

1. Explain why creativity should be integrated into pre-primary and primary school curriculum.
2. Mention four materials useful for arts and craft.
3. Discuss two particular benefits of music classes in the early years.

Answers

1. Creativity is a crucial factor in the development of children's physical, cognitive and emotional growth.
2. Paints, clay, dough, colour, pencil, paintbrush etc.
3. Development of gross motor skills, self-control and concentration.

7.3.4 Fostering Creativity in the Early Years

Provide resource-rich varied classroom and stimulating environment that are needed for creative expression: Space is an essential resource for children to develop creative skills. Children need space where they use for "creative messes" (space for lego, to paint, mould, draw, dress-up, etc.). Another key resource is majorly time. Children need a lot of time for unstructured, child-centred, imaginative play. Children grow, work and learn better when there are periodic times set aside for self-expression. Adults should not uncombed them with their own ideas and demands.

Foster creative atmosphere: Develop an accepting atmosphere. Encourage a high volume of different ideas and resist the urge to evaluate the ideas children come up with. Encourage them to make mistakes and fail. Children that are afraid of failure and judgement will curb their own creative thought. Let them know that it is okay to flub up. Let them laugh at themselves when they blow it up.

Allow children the freedom and autonomy to explore their ideas and do what they want. Adults should not be bossy if they want to foster creativity in children. It is important to be open and encourage spontaneous expression. For example, making young children colour within the lines can reduce flexibility in thinking. Studies show that demonstrating how things are done for children reduces the creative ways that children accomplish tasks. Children's thinking and art work must not be exact and but not fit into a mould or pattern. There should be room for individuality.

Emphasise self-initiated exploring, observing and asking provocative and thoughtful questions.

Give children opportunity to express divergent thought for individuals and value the expression of feelings. Let children disagree with your

ideas. Encourage them to find more than one route a solution and more than one solution to a problem. When they successfully solve a problem, ask them to solve it again but to find a new way to do it that is same solution different route. Then ask them to come up with more solutions to the same problem.

Don't reward children for exhibiting creativity: Incentives interfere with the creative process, reducing the quality of their responses and the flexibility of their thought.

Provide many opportunities for achievement but do not put emphasis on the achievements. Instead emphasise on process rather than product in order not to hinder creativity. One way to do this is by asking questions about the process.

Questions.
Mention five ways by which early childhood teacher or caregiver can foster creativity in the classroom.
List some practices that can hinder creativity in the pre-primary classes.
Answers
Provide resource-rich, varied and stimulating environment; fostering creative atmosphere; allow freedom and autonomy; emphasise self-initiated activities; entertain divergent thinking; emphasise process rather than product etc.
Avoid "fix into a mould" syndrome, providing formula for problem-solving, rewarding product rather than encouraging process, emphasising achievement, accepting failed attempt and encouraging trials etc.

Self-Assessment Exercises 1

1. Children grow, work and learn better when there are periodic times set aside for_____
2. Arts and Crafts foster _____ in children.
3. _____is a crucial factor in the development of children's physical, cognitive and emotional growth.

7.4 Summary

Creativity has been found to be the most fundamental of all human resources and skills that help human beings to get the most out of experiences and skills. Creativity is a crucial factor in the development of children's physical, cognitive and emotional growth. Encouraging them to try out new things, ideas, explore or experience new things or new ways of doing things about themselves influence their further development.

One of the main goals of early childhood education is on children learning creative abilities through play. Children's creative abilities are explored through their ideas, curiosity and feelings towards the arts, movements, music and imaginative play.

7.5 References/Further Readings/Web Resources

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7.6 Possible Answers to SAEs

These are the answers to the SAEs within the content. Arrange the answers according to the SAEs. For example

Answers to SAEs 1
1. self-expression.
2. creativity
3. Creativity

MODULE 3 SOCIAL-EMOTIONAL DEVELOPMENT

Unit 1 Overview of Socio-Emotional Development
Unit 2 Theories Supporting Social and Emotional Development
Unit 3 Bowlby's Ethnological Theory of Attachment and Bonding

UNIT 1 OVERVIEW OF SOCIO-EMOTIONAL DEVELOPMENT

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Social Development
1.4 Emotional Development
1.5 How children's emotions develop (Emotion Emergence)

1.6 Summary
1.7 References/Further Readings/Web Resources
1.8 Possible Answers to Self-Assessment Exercise(s) within the content

1.1 Introduction

Children are social beings. They need productive relationships with other people to lead happy, satisfying lives. The social experiences they have in childhood provide the foundation on which all human relations are developed. The social competences they acquire and develop during childhood have a powerful influence on their later lives.

Children experience hundreds of different emotions each day. Emotions are linked to everything children do and are prompted by numerous happenings both large and small. They are what cause children to be affected by the people and events around them. Emotions help children to survive and provide them with information about their wellbeing. Emotions influence children's cognitive functioning and serve as a form of communication. In this unit we shall examine the concepts of social and emotional developments and other related emotional issues.

1.2 Learning Outcomes

By the end of this unit, you will be able to:
- Define what social and emotional developments are
- Explain how children develop emotions
- Discuss emotional issues such as anger, fear, sadness, etc.

1.3 Social Development

Social development involves the processes of changes over time in the way we relate to others. Social development influences one's interactions with others and how effectively one navigates interactions and relationships.

1.4 Emotional Development

Emotional development is the ability to identify and understand emotions within oneself and to respond appropriately to the emotions of others. Children's emotional development is characterised by five developmental sequences. These include the predictable phases through which:
- Emotions emergence
- Self-awareness
- Children come to recognise other peoples` emotions
- Emotions regulation (Self-control)
- Emotional tasks

Exercise 1
- What is social development?
- Explain what emotional development is.

Answers
- Social development is the process of changes overtime in the way we relate to others.
- Emotional development is the ability to identify and understand feelings within one self and to respond appropriately to the feelings of others.

1.5 How children's emotions develop (Emotion Emergence)

Scientists believe that new born infants' real emotions do not appear until weeks after their birth. Emotions will emerge when their cognitive

processes are developed enough to allow them to interpret what they are experiencing. However, babies experience varying emotions within their first year. They may not display all the emotions they would ever have. Emotions increase in number and complexity as children mature. Primary emotions include joy, anger, sadness and fear. From these other more differentiated emotions eventually develop. For example, joy branches out to include surprise, affection, and pride. The primary emotion of anger serves as a foundation for the eventual development of frustration, annoyance, envy, fury and disgust. The emergence of emotion in children is explained in figure 2.

Age	**Emotions**
6 weeks 3 – 4 months 5 – 7 months 8 – 10 months End of first year End of second year Third year	Joy ANGER SADNESS FEAR Surprise Separation Shyness Anxiety Elation Frustration Embarrassment Stranger distress anxiety Affection Defiance, Envy & Contempt Pride Shame Shame Guilt Guilt Empathy Empathy Empathy Empathy

Figure 2: The emergence of children's emotions during the 1st three years of life

Source: Guiding Children's Social Development and Learning by Kostelnik et al page 147

Self-Awareness: This is the process of understanding and recognising one's own feelings. The newborns come without any sense of self. Infants‟ exploratory experiences in which they see themselves produce effects by their actions provide the initial basis for developing a sense of

efficacy. Young children's self-conscious emotions signal their sense of self. It has been observed that infants start to behave intentionally toward the end of their first year. This can be illustrated by this example: shaking a rattle produces predictable sounds, energetic kicks shake their cribs, and screams bring adults. By repeatedly observing that environmental events occur with action, but not in its absence, infants learn that actions produce effects. They learn that their goals frequently conflict with the goals of others. Soon they realise that the self can be the focus of others intentions and emotional reactions. As a result, they become increasingly sensitive to variations in caregivers emotional messages. Infants who experience success in controlling environmental events become more attentive to their own behaviour and more competent in learning new efficacious responses, than are infants for whom the same environmental events occur regardless of how they behave.

Emotional Regulation (Self-Control): Self-awareness can contribute to effortful control that is the extent to which children can inhibit impulses, manage negative emotions and behave in socially acceptable ways. These capacities emerge between 12 and 18 months.

Resilience: Resilience encompasses four themes. These include

- Critical mindedness which helps protect against experiences of discrimination and facilitates a critique of existing social conditions.
- Active engagement: This includes behaviour in school, at home and with peers such that children proactively and positively impact their environment.
- Flexibility promotes adaptation to cognitive, emotional, social and physical development.

Self-Assessment Exercises 1

Attempt the following questions in not more than 5 minutes.

1._____ is the process of understanding and recognizing one's own feelings.

2.Some emotions of children from birth to _____are joy, surprise, anger, sadness.

1.6 Summary

Emotion is a state of feeling that has physiological, situational and cognitive components. A number of theories concerning the development of emotions have been offered by Abraham Maslow, Erik Erikson and others. Researchers agreed that a handful of emotions are shown by children during the first few months. Emotions develop in an orderly manner and the development is linked to cognitive development and social experience.

1.7 References/Further Readings/Web Resources

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1.8 Possible Answers to SAEs

These are the answers to the SAEs within the content. Arrange the answers according to the SAEs. For example

Answers to SAEs 1

1. Self-awareness
2. 12months.

UNIT 2 THEORIES SUPPORTING SOCIAL AND EMOTIONAL DEVELOPMENT

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Maslow's Hierarchy of Needs Theory
2.3.1 Erikson's Theory of Psychosocial Development
2.4 Summary
2.5 References/Further Readings/Web Resources
2.6 Possible Answers to Self-Assessment Exercise(s) within the Content

2.1 Introduction

In every field of study including the study of children, theories guide the collection of information, its interpretation and its application to real-life situations. In the last unit, we discussed what emotion is and described the process of emotional development in children. In this unit therefore, we shall look at what some psychosocial theories say about the child and examine the aspects that are relevant and support the knowledge of social and emotional development of the child. The theoretical framework of these great thinkers shapes several skills and behaviours that reflect underlying capabilities of children. In this unit, we shall discuss the theories of Abraham Maslow and Erik Erikson and their contributions to the social and emotional development of children in the early years.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the Maslow's hierarchy of needs theory
- discuss what is attachment theory and
- describe Erikson's stages of psychosocial development.

2.3. Maslow's Hierarchy of Needs Theory

Abraham Maslow was one of the proponents of the humanist theory. He developed a hierarchy of human needs which he called depreciation needs. He presented human needs in a pyramid model that presents a hierarchy of human needs that must be met before humans can be free to develop their most creative characteristics.

Maslow's hierarchy model has physiological needs at the base. Here basic human needs for food, water and shelter would have to be met. The deprivations need include the need for food, for body maintenance, shelter for protection from danger and water for survival. Safety need is part of deprivation needs. This is necessary to maintain an orderly and nonthreatening environment. Next to this, Maslow's theory presents the needs of love and belonging. To be part of a group, there is the need to have love and affection. Esteem needs focus on need to hold oneself in high esteem and to be held in high esteem by others. Franz and Anselmo (1995) submit that only after deprivation needs have been satisfied can people be motivated by being needs or the pursuit of values. The highest level of the hierarchy is the self-actualisation. This presents the highest possible level of functioning so that the individual's skills and abilities are brought to full potential. Children need environments in which they feel safe and secure. They need secure relationships, supporting love and belonging. Children need to feel valued and competent.

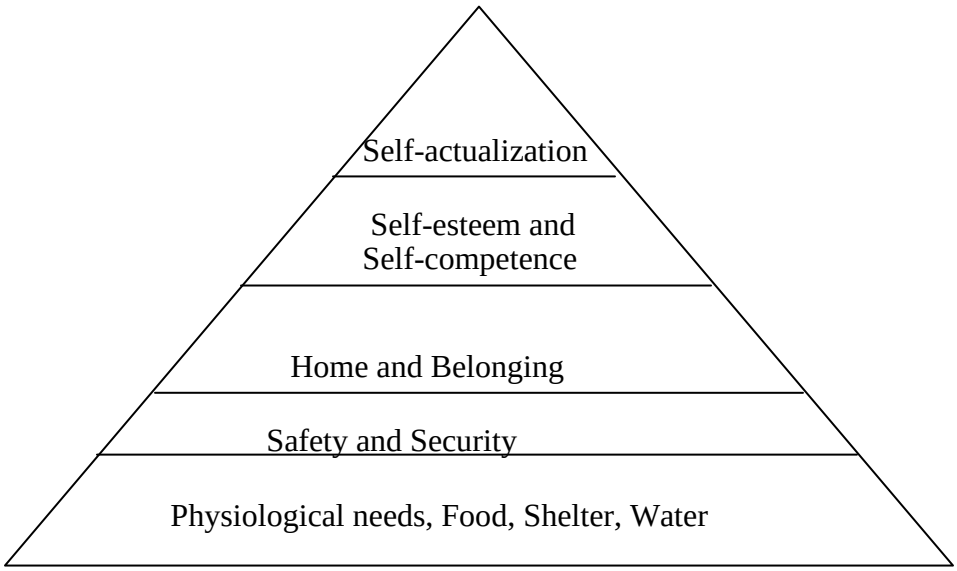

Figure 3: Maslow's Hierarchy of Needs
Source: Woolfolk, Anita (2006). Educational Psychology.

Exercise 1

1. Identify the five levels of Maslow's hierarchy of needs.
2. Which aspects of the theory are relevant to social-emotional development of the child?

Answers

1. Physiological, safety and security, love and belonging, self-esteem and competence and self-actualization.
2. Children need environments in which they feel safe and secure, food and water for body maintenance etc.

2.4 Erikson's Theory of Psychosocial Development

Erik Erikson was one of the psycho-analysts whose work has influenced our understanding of emotional status of children. Erikson built on the theory of Sigmund Freud by expanding the five stages of emotional levels identified by Freud. He identified eight emotional stages. In his theory, the stages are sequential. He pointed out that it is necessary for children to resolve one stage positively in order to be successful with the reset. According to Erikson (1968), normal development must be understood in relation to each culture‟s life situations.

Table 7: Erikson's Psychosocial Development

Psychosocial Stage	Approximate Age	Task
Basic trust versus mistrust	Birth – 1 year	· To establish a trusting relationship with a primary caregiver · To develop trust in self, others and the world as a place where needs are met
Autonomy versus shame and doubt	1 – 3 years	· To strive for independence
Initiative versus guilt	3 – 6 years	· To plan and carry out activities · Learn society‟s boundaries
Industry versus inferiority	6 – 12 years	· To be productive and successful

Identity versus role confusion	12 – 20 years (Adolescence)	· To establish social and occupational identities
Intimacy versus isolation	20 – 40 years (emerging adulthood)	· To form strong friendships and achieve a sense of love and companionship
Generativity versus stagnation	40 – 60 years Adulthood	· To be productive in terms of family and work
Integrity versus despair	65+ years (old age)	· To look back at life as meaningful and productive.

Source: Erikson, E. H. (1968). Erikson‟s psychosocial development.

The first four of these stages are helpful for the understanding of social and emotional development at early childhood stage of development. As it could be observed, each of the stages is identified by its contrasting outcomes. For example, in Basic trust versus Mistrust, children (birth to 1 year) gain a sense of trust or confidence that the world is god from warm and responsive care. However, mistrust occurs when infants have to wait too long for comfort and when they are handled harshly.

In anatomy versus shame and doubt, between ages 1 and 3, anatomy is fostered when parents permit reasonable free choice of the use of new mental and motor skills. When they are not allowed, then there could be shame and doubt. The import of this is the fact that at each stage of development, if the social environment fails to provide the child with sufficient guidance to allow for a positive resolution of the stage, then the child emerges from the stage with psychological problems that make the next stage of crisis more difficult to resolve.

Exercise 2

1. How many stages did Erikson identify in his theory of psychosocial development?
2. How many of them are relevant to early childhood education?

Answers

1. 8
2. 4

Self-Assessment Exercises 1

Attempt the following questions in not more than 5 minutes.

1. How many stages did Erikson identify in his theory of psychosocial development?
2. Children need _____ in which they feel safe and secure, food and water for body maintenance.

2.5 Summary

Maslow's hierarchy of needs theory presents a hierarchy of human needs; physiological needs represent the basic whereas self-actualisation represents the pinnacle. From this theory, we know that children need environments in which they feel safe and secure. Children need secure relationships supporting love and belonging. They need to feel valued and competent, supported, self-esteem and self-competence.

In his psychosocial theory, Erikson saw development as a passage through a series of stages each with its particular goals, concerns, accomplishments and dangers. The stages are interdependent. Accomplishments at later stages depend on how conflicts are resolved in the early years.

2.6 References/Further Readings/Web Resources

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2.6 Possible Answers to SAEs

These are the answers to the SAEs within the content. Arrange the answers according to the SAEs. For example

Answers to SAEs 1

1. environments

UNIT 3 BOWLBY'S ETHNOLOGICAL THEORY OF ATTACHMENT AND BONDING

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 Bowlby's Ethological Theory of Attachment
3.4 Summary
3.5 References/Further Readings/Web Resources
3.6 Possible Answers to Self-Assessment Exercise(s) within the content

3.1 Introduction

Attachment is the strong affectionate tie new born, infants and children have for special people particularly the primary caregivers who may be the parents, child minders or teachers in their lives that lead to pleasurable experiences and joy when they interact with them. They are usually comforted by being near to them in times of stress. Towards the end of the first year, children have become attached to familiar people who have been responding to their needs. In this unit, we shall examine the theory of attachment and its implication for the children in early years.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

- Define what attachment/bonding is; · Explain the theory of attachment.
- Discuss the role of attachment in the child's development.

3.3.1 Bowlby's Ethological Theory of Attachment

Bowlby (1980) recognises the infant's emotional ties to the caregiver as an evolved response that promotes survival. According to this theorist, social-emotional literacy depends on relationships. Through these relationships with others, children learn information about themselves and what they can expect from people in their world. One of the main theories

supporting the vital role of relationships in children's social-emotional development is attachment theory. The quality of relationships children have in their first years of life affects their lifelong quality of relationships.

One of the proponents of attachment theory was Bowlby (1980). His work was extended by Ainsworth (1978). According to attachment theory, the quality of relationships children form in their first years of life affects their lifelong quality of relationships. These include attachments with parents, primary caregivers and other adults. Attachment theorists believe that how infants are treated in their first year of life has an impact on how they respond to their primary attachment figure when anxious. Securely attached infants will seek out comfort. Insecurely attached infants will respond in one of two ways, either they will avoid seeking out comfort as they have not learned they will be comforted or they will react in a manner that demonstrates a desire for comfort coupled with anger or ambivalence.

The function of attachment behaviour is to keep an adult, who provides food, protection and comfort close to the infant. A mother who provides consistent, responsive care is frequently the person to whom the child is attached. Children who form what are called secure attachments with caregivers receive comfort when needed and are more confident to explore their world. Children who form insecure or disorganised attachments can be fearful, sad, anxious, clinging, rejecting or angry in interactions with the caregivers.

Exercise 1

- What is attachment?
- Name two of the proponents of attachment theory;
- Give examples of behaviours that can be associated with insecure attachment.

Answers

- Attachment is the strong affection tie we have for other people.
- Bowlby, Ainsworth, Water and Wall etc.
- Fear, Anxiety, Anger etc.

3.3.2 Four Phases of Attachment

Bowlby's theory states that the infant's emotional tie to the caregiver is an evolved response that promotes survival. According to him, the infant's relationship with the parents begins as a set of innate signals that call the adult to the baby's side. Over time, a true affectionate bond form. This is however supported by the new cognitive and emotional capacities that the child is developing and of course the history of warm and sensitive care that the primary caregiver is providing.

Bowlby (1980) identified four phases of attachment as shown in Table 8.
Table 8: Phases of Attachment

Phases of Attachment	**Age of Onset**	**Characteristics**
Pre-attachment	Birth to 6 weeks	· Use signals such as gazing, crying, smiling and grasping to get close to parents/caregivers
Attachment in the making	6 weeks to 8 months	Begin to recognise familiar faces (parents, caregivers) Respond differently to strangers
Clear-cut attachment	6 to 8 months – 18 to 24 months	Display distress on separation from familiar caregivers. Demonstrate stranger anxiety
Formation of reciprocal relationships	18 months to 2 years throughout childhood	· Learn to negotiate with familiar caregivers
		· Are willing to participate in give-and-take relationships

Source: Essentials of childcare and Early Education by Estes, Lindas.

Having gone through these four processes, children construct an enduring affectionate tie to the caregiver that they can use as a secure base in the parent's absence. This image serves as an internal working model. The internal working model is a set of expectations derived from early caregiving experiences about the availability of the attachment figures This model becomes a vital part of personality, serving as guide for all

future close relationships. To Bowlby (1980), children continually revise and expand their internal working model as their cognitive, emotional and social capacities increase and as they interact with parents and form other close bonds with adults, siblings and friends.

Ainsworth, Water and Wall (1978) studied infant caregivers' bonds and they also identified four categories of attachment as shown in Table 4 below.

Table 9: Categories of Attachment

Categories of Attachment	**Characteristics**
Secure attachment	· Are distressed on the departure of familiar caregivers but easily comforted on their return.
Avoidant attachment	· Are distressed on departure of familiar caregivers but avoid the caregivers on their return.
Resisted attachment	· Stay close to familiar caregivers before their departure and display angry behaviour toward caregivers when they return.
Disorganised/disoriented attachment	· May not resist familiar caregivers but may display contradictory behaviours such as walking slowly toward or turning away from caregiver.

Source: Essentials of Child Care and Early Education by Estes, Lindas.

Exercise 2

- How many phases are there in Bowlby‟ theory of attachment?
- Name the phases

Answers

- Four phases
- Pre- attachment, attachment in the making, clear-cut attachment and reciprocal relationship.

3.3.3 Implication for Classroom Practice

Much of the theory on teacher/caregiver- child relationship relies on the principles found in attachment constructs in which parent-child relationships define both the social-emotional competence of the child and the desirable emotional qualities of teacher-child relationships (such as secure attachment). In this view, teachers function as attachment figures and children who are "Securely attached" to teachers are likely to use the teacher as a secure base and explore their physical and social environments. Presumably, children developing close relationships with their teacher can utilise the support received from this positive relationship to explore the school environment.

In contrast, dependent and conflictual teacher-child relationships may have negative effects, interfering with learning and academic achievement. When the fit between teacher expectations and child actions are at odds, children lack the potential support of an attachment figure.

Self-Assessment Exercises 1

Attempt the following questions in not more than 5 minutes.

1. There are _____phases in Bowlby‟ theory of attachment.

2. The function of attachment behaviour is to keep an adult, who provides food, protection and comfort close to the _____

3.4 Summary

Attachment is a powerful emotional tie or bond between two people but in this unit attachment or bonding is the relationship between children and the caregivers usually the mother. Attachment keeps infants close to their mothers which is important for getting food and comfort and staying away from danger. Theorists such as Bowlby and Ainsworth identified phases and categories of attachment. Many factors such as opportunities infants have to form close, stable relationships with one familiar caregiver, history of warm and affections received during infancy all influence attachment.

3.5 References/Further Readings/Web Resources

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3.6 Possible Answers to SAEs

These are the answers to the SAEs within the content.

Answers to SAEs 1

1. Four phases
2. Infant.

MODULE 4 MORAL DEVELOPMENT

Unit 1 Piaget's Stages of Moral Development
Unit 2 Kohlberg's Theory of Moral Reasoning

UNIT 1 PIAGET'S STAGES OF MORAL DEVELOPMENT

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 An Overview of Moral Development
1.4 Piaget's Stages of Moral Development
1.5 Summary
1.6 References/Further Readings/Web Resources
1.7 Possible Answers to Self-Assessment Exercise(s) within the content

1.1 Introduction

Moral development is a complex issue. It is an important part of the emotional-social aspect of personality. It is also part of cognitive domain. Moral development concerns the basis on which children make judgements that an act is right or wrong. Estes defines it as the ability to reason and make decision in social situations. It is also an affective domain component. In this unit, we shall be examining Jean Piaget's stages of moral development.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- define moral development
- discuss Piaget's stages of moral development.

1.3 An Overview of Moral Development

Jean Piaget was one of the human theorists that explored moral development and moral reasoning within the context of cognitive development. He believed that the ways in which individuals perceive and understand situations affect their interpretation of morality. For many years, Piaget observed children playing games such as marbles and making judgements on the seriousness of the wrong of characters in stories. On the basis of these observations, he concluded that children's moral judgements develop in two major overlapping stages; moral realism and autonomous morality.

Exercise 1
Express Jean Piaget‟s opinion about moral reasoning.

Answers
According to Jean Piaget, moral reasoning undergoes the same pattern as cognitive development.

1.4 Piaget's Stages of Moral Development

In Piaget‟s opinion, moral reasoning undergoes the same cognitive development pattern around the world. He believed that children in the sensorimotor and pre-operational stages of cognitive development who rely on perception rather than logic to build their understanding of the world are in their pre-normal stage of moral development. The moral considerations that children weigh at a given age are likely to reflect the values of the social and cultural settings in which they are being reared.

The Stage of Moral Realism
The first stage of Piaget's moral development is usually referred to as the stage of moral realism or of objective morality. The stage emerges between ages 5 and 6. Children consider behaviour to be correct when it confirms to authority or to the rules of the game. At this age, children perceive rules as embedded in the structure of things. Rules to them reflect ultimate reality. The children see right rules and wrong as absolute. They are not seen as deriving from people to meet social needs. Although children are less egocentric at the stage of development, perspectives are still dependent on concrete experiences so they continue to make decisions about morality based on positive or negative consequences rather than on intentions. They align moral behaviours according to the degree of parental punishment. They view rules and consequences as absolute and inflexible, for example, five- or six-year-

old children who lie or steal usually believe that they will be found out or at least punished for their acts.

The Stage of Autonomous Morality

Piaget (1965) found that when children reach the age of 9 to 11, they begin to show autonomous morality. They understand that rules are social decisions subject to revision through the cooperation of interested parties. They come to view social rules as arbitrary agreements that can be changed. They no longer automatically view obedience to authority figures as right.

They realise that circumstances can require breaking rules.

Implications : Children who show autonomous morality are capable of flexible operational thought. They can focus on multiple dimensions and so they consider not only social rules but also the motives of the wrongdoer. They also show a greater capacity to take the point of view of others to empathise with them. Decentration and increased empathy brought children to weigh the intentions of the wrongdoer more heavily than the amount of damage done. Piaget (1965) believed that autonomous morality can be created through egalitarian relationships as children interact with others and see that different people have different rules. There is a gradual shift to a morality cooperation as children come to understand that people make rules and people can change them.

Exercise 2

1. At what age do children enter the stage of moral realism?
2. Explain the concept of moral cooperation.

Answers

1. Between 5 and 6
2. This is a stage of development wherein children realise that people make rules and people can change them.

Self-Assessment Exercises 1

Attempt the following questions in not more than 5 minutes.

1. Children enter the stage of moral realism at the age of _____
2. How many stages did Piaget propose in his theory?

1.5 Summary

Piaget identified two stages of moral development. This includes moral realism, and autonomous morality. Moral realism is a stage when children make decisions on positive or negative consequences rather than on intentions. Autonomous morality is the second stage of Piaget‟s stages of morality. In this stage, children's base moral judgements on the intentions of the wrongdoer and on the amount of damage done. Social rules are viewed as agreements that can be charged.

1.6 References/Further Readings/Web Resources

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1.6 Possible Answers to SAEs

These are the answers to the SAEs within the content.

Answers to SAEs 1

1. Between 5 and 6 years
2. How many stages did Piaget propose in his theory?
3. Two stages

UNIT 2 KOHLBERG'S THEORY OF MORAL REASONING

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Kohlberg's Background
2.4 Kohlberg's levels and Stages of Moral Development
2.5 Pedagogic Implications of Kohlberg's Theory of Moral Reasoning
2.6 Summary
2.7 References/Further Readings/Web Resources
2.8 Possible Answers to Self-Assessment Exercise(s) within the content

2.1 Introduction

In toddlerhood, children tend to use rewards and punishments as their primary criteria for figuring out if their actions or those of another child are right or wrong. They determine that action that are praised by adults are "good" and those that they are corrected are "wrong". As they grow, they discover that not all transgressions are treated equally. As a result of many such experiences, they begin to make distinctions between moral violations such as lying, stealing, hurting others and social – conventional interactions such as poor table manners, greeting someone improperly, speaking, rudely. By the age of 5 and 6, they classify some actions as "Very wrong" if they result in physical harm to people e.g., hitting people or breaking things.

Children categorise actions that disrupt the social order of the group such as forgetting to say "please" as "not very wrong". Older children use more sophistication reasoning in thinking about rules and expectations. They expand their definitions of hurtful behaviour beyond physical actions to include psychological impacts such as hurting people's feelings or betraying as hurting people's feelings or betraying secrets, etc. They recognise the need for maintaining some form of social order to protect the rights of individuals and groups. In this unit, we shall discuss how Kohlberg (1969) evaluated the moral reasoning of both children and adults by presenting them with moral dilemmas.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- define moral dilemmas
- explain Kohlberg's levels and stages of moral development.

2.3 Kohlberg's Background

Lawrence Kohlberg was born in Bronx, New York. He is known for his research in the psychology of the development of children. Kohlberg's theory of moral development is based in part on Piaget's ideas that we discussed in Unit 1. His theory is frequently used to explain how children view morality.

According to Kohlberg (1969), morality develops in stages, each successive level representing a more mature form of reasoning. After a careful study of the responses of many persons to different imaginary moral dilemmas, moral dilemmas are situations in which no choice is clearly and indisputably right. Kohlberg divided moral development into three sequential levels: (a) a pre-conventional moral reasoning – here judgement is based solely on a person's own needs and perceptions (b) Conventional, where the expectations of society and law are taken into account and (c) post-conventional, here judgements are based on abstract, more personal principles of justice that are not necessarily defined by society's laws.

Exercise 1

- Where was Lawrence Kohlberg born?
- What is moral dilemma?

Answers

- Kohlberg was born in New York
- Moral dilemma is a situation in which no choice is clearly and indisputably right

2.4 Kohlberg's levels and Stages of Moral Development

Table 10: Kohlberg's Levels and Stages of Moral Reasoning

Level of Moral Reasoning	Stage of Moral Reasoning	Characteristics
Preconventional Level in Typically begins Early Childhood	Punishment – Obedience orientation Personal reward/instrumental orientation	Rules are obeyed to avoid punishment A good or bad action is determined by its physical consequences. The goal is to avoid punishment. Personal needs determine right and wrong · Favours are returned along the lines of "you scratch my back, I'll scratch yours". · The goal is gaining personal advantage or reward
Conventional Level Typically begins in Middle Childhood	3. Good boy – Nice girl orientation	· Good means "nice". It is determined by what pleases, aids and is approved by others. It is based on the expectations and approval of others.

	Law – and – order orientation	Moral behaviour helps others and socially approved. Laws are absolute. · Authority must be respected and the social order must be maintained. · Feel an obligation or duty to follow the rules
Post-Conventional Level Typically begins in adolescence	Contractual, legalistic or social contract orientation Universal Ethical Principle Orientation	Consider the larger needs of society over personal needs Good and right are matters of individual conscience and involves abstract concepts of justice, human dignity and equality.

Source: Rathus, A. Spencer (2006). Childhood: Voyages in Development.

Exercise 2

- How many stages are there in all?
- Describe one of the characteristics of the "good-boy-nice-girl" orientation stage.

Answers

- 6 stages
- Characteristics of "good-boy-nice-girl" orientation.
- Morality is based on the expectations and approval of others.

2.5 Pedagogic Implications of Kohlberg's Theory of Moral Reasoning

In Kohlberg‟s theory of moral reasoning, there is evidence that the different levels of reasoning identified do form a hierarchy with each stage showing an advancement in reasoning over the one before. However, his stage theory has been criticised, that in reality, the stages do not seem to be separate, sequenced and consistent. That people often give reasons for moral choices that reflect several different stages simultaneously. Moreover, it is observed in everyday life, making moral choices involves more than reasoning. Emotions, competing goals, relationships and practical considerations all affect choices.

Despite the criticisms, Kohlberg has contributed to classroom practice by considering the issue of how education can raise the level of morality. He took the position that children do not acquire new levels of moral behaviour whether by being told what to do or how to behave or by being corrected. According to him, at each stage, the individual has to discover the possibility to new ways of thinking about morality and the discoveries will permit him/her to move to the next level. What the teacher has to do is to provide the conditions that permit children to manage these discoveries themselves.

Self-Assessment Exercises 1

Attempt the following questions in not more than 5 minutes.

1. There are _____ levels of moral reasoning does Kohlberg's morality reasoning theory.

2. The similarity between Piaget's theory of moral reasoning and Kohlberg's theory is that

2.6 Summary

Kohlberg is known for his research in the psychology of moral development of children.
He based his theory in part on Piaget's ideas of cognitive development. Kohlberg develops a detailed sequence of stages of moral reasoning or judgement about right and wrong. He divided moral development into three levels: (i) pre-conventional (2) conventional and (3) post conventional.

Pre-conventional level is a period during which moral judgements are based largely on expectations of rewards or punishment. The conventional level is a period during which moral judgements largely reflect social rules and conventions and the post-conventional level is a period during which moral judgements are derived from moral principles and people look to themselves to set moral standards.

2.7 References/Further Readings/Web Resources

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2.6 Possible Answers to SAEs

These are the answers to the SAEs within the content.

Answers to SAEs 1

1 Three (3) levels
2. Both theories propose levels and stages of moral reasoning.