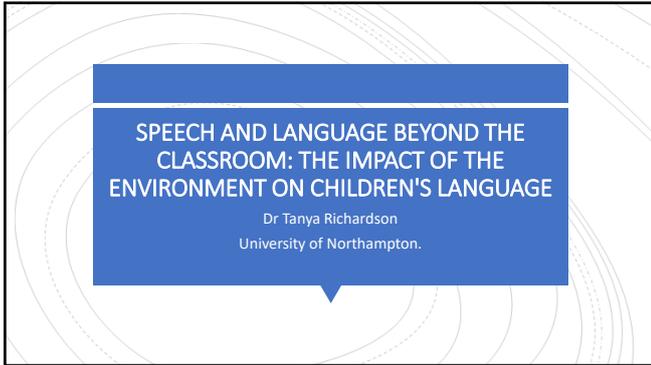


# Speech & Language Beyond the Classroom

## The Impact of the Environment on Children's Language



1

---

---

---

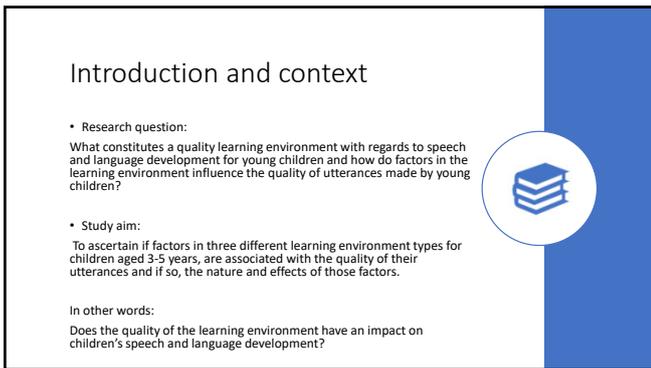
---

---

---

---

---



2

---

---

---

---

---

---

---

---



3

---

---

---

---

---

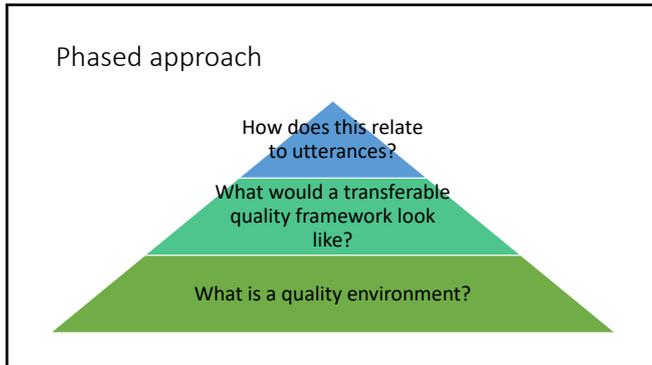
---

---

---

# Speech & Language Beyond the Classroom

## The Impact of the Environment on Children's Language



4

---

---

---

---

---

---

---

### Philosophical approach

- Transcendental idealism (Kant, 1781)
- A priori – aspects which can be seen or measured
- A posteriori – intuition, that which is “felt”

5

---

---

---

---

---

---

---

### Phase 1: What does the literature say about quality?

- How is quality defined?

Quality in early childhood services is a constructed concept, subjective in nature and based on values, beliefs and interest, rather than an objective and universal reality. Quality child care is, to a large extent, in the eye of the beholder.

(Pence and Moss, 1994:172)

6

---

---

---

---

---

---

---

# Speech & Language Beyond the Classroom

## The Impact of the Environment on Children's Language

And.....

- Reed (2012) states that quality is defined by individuals' perspectives and beliefs, but also by an individual's positionality.
- Katz (1994:201) asserts that this 'insider' and 'outsider' view is necessary and that children's voices should be sought to define quality.
- Gosling (2016:31) believes that the concept of quality will depend on 'an intricate web of interconnected beliefs and experiences' and is often based on personal views of childhood.
- Brownlee and Berthelsen (2006) state that environment and the quality of such will also reflect practitioners understanding of child development.
- Unesco (2015) advocate the need for a quality environment to 'reflect local values and perspectives on young children's development, as well as scientifically established predictors of their cognitive, language and socio-emotional development'.

7

---

---

---

---

---

---

---

---

In line with Kant's theory of transcendental idealism.....

- 'We understand the concept of quality when we experience it, but when asked to describe a quality experience, explanations are very personal and subjective.' (Canning, 2012:78)
- Williams (1995) goes so far as to say that quality is a sensory concept and is something that can be felt, seen or heard.
- Berris and Miller (2011:105) found that parents reported a 'general feeling' about the quality of the physical environment, and reported that it was important to feel a 'connection' to their surroundings.

8

---

---

---

---

---

---

---

---

### Existing rating scales

ECERS	POEMS	CLASS
Early Childhood Environment Rating Scale (Harms et al., 2005)	Preschool Outdoor Environment Measurement Scale (Hestenes et al., 2004)	Classroom Assessment Scoring System (Pianta et al., 2008)
Most widely used rating scale (Sakai et al., 2003)	Large emphasis on interactionism (21 of 56 items are based on interaction with teacher/caregiver)	Concentrates purely on interactions.
Found not to be transferable between different environments (Richardson and Murray, 2016)	Purely for use in the outdoors.	Although this element is important this research is looking at more than just interactions

9

---

---

---

---

---

---

---

---

# Speech & Language Beyond the Classroom

## The Impact of the Environment on Children's Language

### Phase one methods

- Semi structured interviews undertaken to ascertain perspectives of quality with an emphasis on speech and language development
- 63 participants included parents, practitioners, children and "experts".
- Thematic analysis using NVIVO found three themes:
  - Resources
  - Environment
  - Atmosphere



---

---

---

---

---

---

---

---

10

### Resources

- Provocations
- Mark making materials
- Natural resources/wildlife
- Promoting physical activity
- Sensory items/messy play
- Variety of resources
- Familiar/real life experiences
- Transportable resources
- Encourage development
- Opportunity for collaboration
- Books

---

---

---

---

---

---

---

---

11

### Environment

- Quiet areas
- Accessibility
- Access between indoors/outdoors
- Singing area
- Space
- Safe
- Adequate risks/boundaries
- Uncluttered/appropriate amounts
- Prompts imagination
- Space to talk and discuss

---

---

---

---

---

---

---

---

12

# Speech & Language Beyond the Classroom

## The Impact of the Environment on Children's Language



13

---

---

---

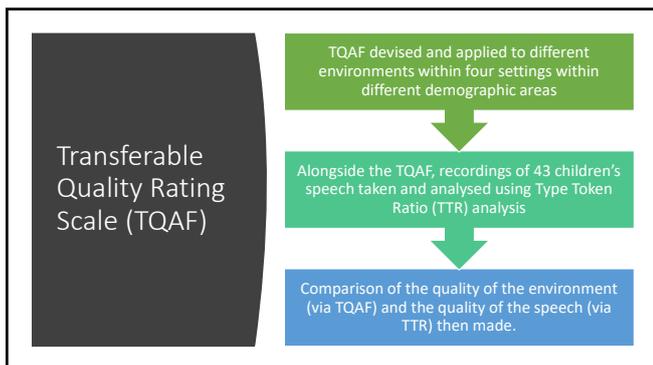
---

---

---

---

---



14

---

---

---

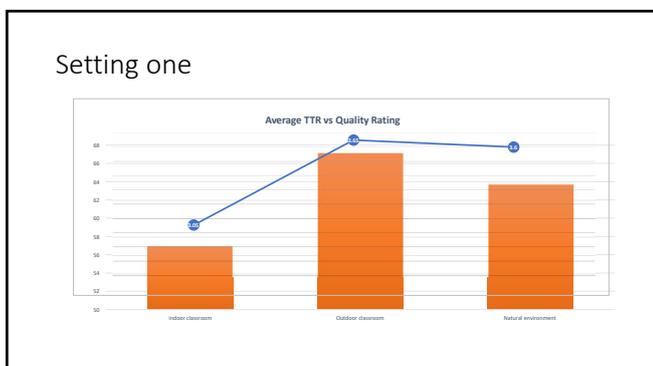
---

---

---

---

---



15

---

---

---

---

---

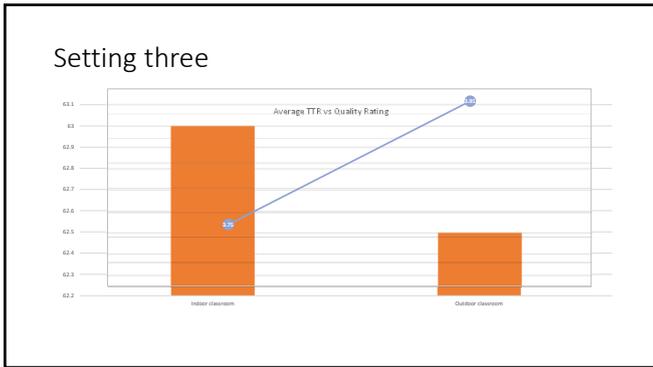
---

---

---

# Speech & Language Beyond the Classroom

## The Impact of the Environment on Children's Language



16

---

---

---

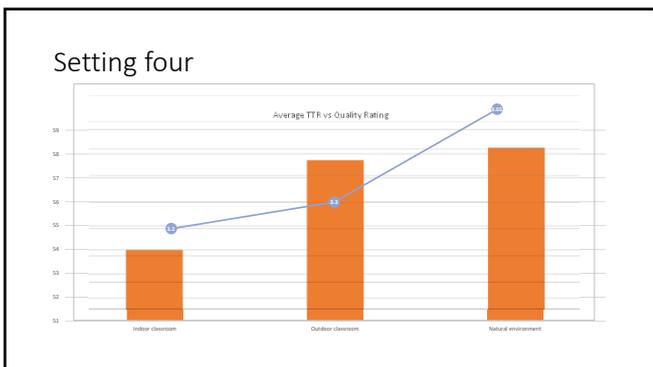
---

---

---

---

---



17

---

---

---

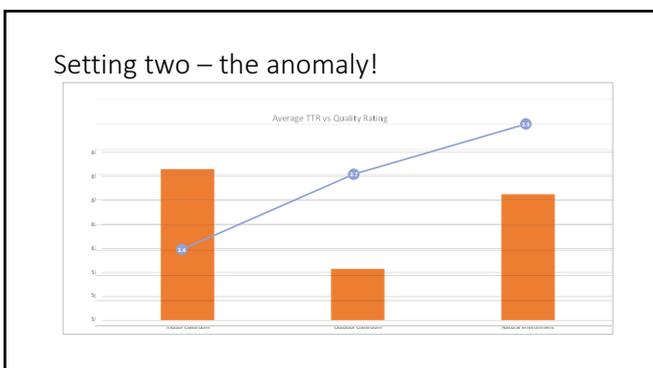
---

---

---

---

---



18

---

---

---

---

---

---

---

---

# Speech & Language Beyond the Classroom

## The Impact of the Environment on Children's Language

Overall conclusions

- There appears to be a correlation between the quality of the environment and the quality of young children's speech.
- Where possible children should be able to select the environment in which they play and learn.
- Interactions remain an important aspect of how language is enhanced and should not be disregarded when analysing an environment.

19

---

---

---

---

---

---

---

---

References (1)

- Berris, R. and Miller, E. (2011) How design of the physical environment impacts on early learning: educators' and parents' perspectives. *Australasian journal of early childhood*. 36(4), pp.102-110.
- Brownlee, I. and Berthelsen, D. (2006) Personal epistemology and relational pedagogy in early childhood teacher education programs. *Early years*. 26(1), pp.17-29.
- Canning, N. (2012) Exploring the concept of quality play. In: Reed, M. and Canning, N. (eds.) *Implementing quality improvement and change in the early years*. London: Sage Publications.
- Gosling, A. (2016) Quality early years environments. In: Slaughter, E. (ed.) *Quality in the early years*. London: Open University Press.
- Harms, T., Clifford, R. and Cryer, D. (2005) *Early childhood environment rating scale*. New York: Teachers College Press.
- Hestenes, L., DeBord, K., Moore, R., Cosco, N. and McGuinnis, J. (2005) *Preschool Outdoor Environment Measurement Scale (POEMS)*. Winston Salem: Kaplan Company.

20

---

---

---

---

---

---

---

---

References (2)

- Kant, I. (1781) Translated by Puhar, W. (1996) *Critique of Pure Reason*. Indiana: Hackett Publishing Company.
- Katz, L. (1994) Perspectives on the quality of early childhood programs. *Psi Delta Kappan*, 76(3), pp.200-205.
- Pence, H. and Moss, P. (1994) Towards an inclusionary approach in defining quality. In Moss, P. and Pence, M. (eds) *Valuing quality in early childhood services*. London: Paul Chapman Publishing.
- Pianta, R., La Paro, K. and Hamre, B. (2008) *Classroom assessment scoring system (CLASS)*. Baltimore: Paul H. Brookes.
- Reed, M. (2012) What do we mean by quality and quality improvement? In: Reed, M. and Canning, N. (eds.) *Implementing quality improvement and change in the early years*. London: Sage Publications.
- Richardson, T. (2014) *Speech and language development in a forest school environment: an action research project*. London: SAGE Research Methods Cases. [online] Available from: <http://rmo.sagepub.com/view/methods-case-studies-2013/3342.xml> [Accessed 2<sup>nd</sup> April 2016]
- Richardson, T. and Murray, J. (2016) Are young children's utterances affected by characteristics of their learning environments? A multiple case study. *Early child development and care*. 187(3-4), pp.457-466.
- UNESCO (2015) *Education for all 2000-2015: achievements and challenges*. Paris: UNESCO.
- Williams, P. (1995) *Making sense of quality: a review of approaches to quality in early childhood services*. London: National Children's Bureau.

21

---

---

---

---

---

---

---

---