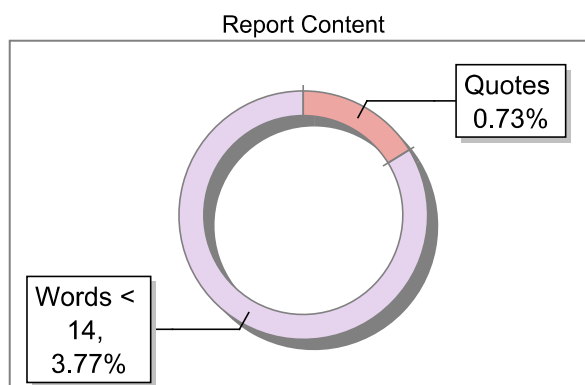
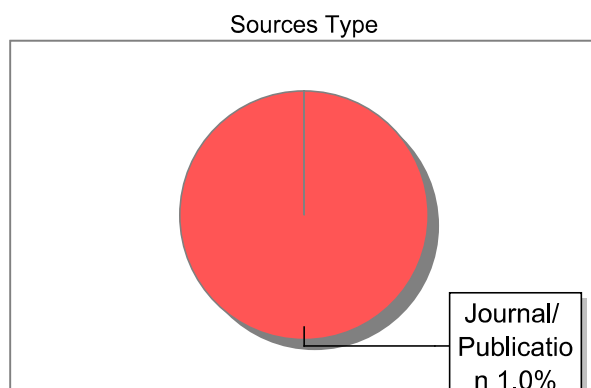


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- 2 "highest phase of child development"**
- 3 "absorbent mind"**
- 4 zone of proximal development**
- 5 "in play, a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself."**
- 6 brain-derived neuro-trophic factor (bdnf),**
- 7 early childhood care and education**

**Title: A Review study on the impact of play-way method on language and literacy development.**

Authors:

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### **Introduction:**

The deliberate use of play as a teaching technique is the result of centuries of evolving pedagogical theory, not a contemporary luxury. The "play-way method" has its origins in early educational theorists who opposed the strict, punitive educational practices of their own times. The kindergarten system was developed in the nineteenth century by Friedrich Fröbel, who believed that play was the "highest phase of child development" and the most obvious manifestation of the human soul. Fröbel created tangible objects ("gifts") and interactive movement patterns ("occupations") to demonstrate how practical manipulation may reveal abstract spiritual and natural concepts.

Following Fröbel, Maria Montessori realised that youngsters had a "absorbent mind" that picks up knowledge organically in a setting that is well-prepared. Montessori's fundamental idea—that children acquire information via self-directed contact with their physical surroundings—had a significant impact on the development of play-based activities, even though she placed more emphasis on self-correcting, intentional "work" than unrestricted imagination play.

In his 1917 book *The Play Way*, British educator Caldwell Cook officially popularised the word "play-way" in the twentieth century. Cook argued that ordinary school courses should incorporate a child's innate need to play, turning passive learning into active, lived experiences. Vygotskian and Piagetian developmental psychology provided strong empirical support for this theory.

Play enables children to integrate new experiences into pre-existing mental structures (schemas) and modify those schemas to fit new knowledge, according to Jean Piaget's constructivist theory. At the same time, Lev Vygotsky offered a deeply social account for play, claiming that it gives children a Zone of Proximal Development (ZPD): "In play, a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself." Vygotsky, According to Vygotsky, play scenarios with rules serve as an essential cognitive scaffold. They compel kids to control their desires, adhere to social norms, and co-create intricate fantasy worlds using language, transforming abstract symbols into cognitive tools.

### **1.1 The Child's Perspective on the Dichotomy of "Work" and "Play"**

The profound cognitive gap between how adults and children classify everyday activities is a significant obstacle to the implementation of effective early education. A wealth of qualitative research shows that young toddlers distinguish between "work" and "play" using a sharp, binary lens (Goodhall & Atkinson, 2019). A child's definition of "work" includes adult supervision, set spaces (like a desk), outside limitations, repetitious worksheets, and a clear emphasis on a single, adult-defined standard of correctness. On the other hand, "play" is defined by considerable flexibility, kid agency, intrinsic motivation, and freedom from outside assessment.

When early childhood settings place an excessive amount of emphasis on direct, top-down academic instruction, young children soon label those experiences as "work." This classification increases performance anxiety, inhibits the use of creative language, and causes a discernible decline in internal drive. By incorporating clear educational goals into frameworks that maintain the psychological aspects of play, the play-way approach directly overcomes this obstacle. By doing this, it stimulates the child's innate curiosity and love of learning.

### **1.2 Neurobiological and Paediatric Justification**

Play is a biological necessity that actively modifies brain architecture, according to modern developmental neuroscience. According to Yogman et al. (2018), play is essential for developing pro-social behaviour, emotional resilience, and healthy executive skills in

children. Active play experiences increase the expression of brain-derived neuro-trophic factor (BDNF), according to neurobiological study. In the prefrontal cortex, which serves as the command center for working memory, mental flexibility, and self-regulation, this protein promotes synaptic plasticity and strengthens neural circuits.

Children's brains handle significant cognitive loads when they engage in socio-dramatic play because they have to self-correct their behaviour, recall their assigned roles, and adjust to sudden narrative twists. Both toxic stress levels and cortisol production are decreased by this active cognitive involvement. Play prepares the developing brain for complicated symbolic activities like reading print and learning syntax by fostering an emotionally secure, neuro-biologically optimal state.

## **2. Clarification of Concepts: The Play Spectrum**

It is important to acknowledge that play is not a consistent activity in order to adequately evaluate how play affects language and literacy. Instead, it occurs on a dynamic spectrum that is characterised by different levels of adult supervision and kid autonomy.

Language development in early childhood is essential for lifetime learning, academic success, and cognitive development. Global educational systems have largely recognised the importance of play-based learning and conversational interactions in developing these fundamental abilities. Nevertheless, there is still a dearth of empirical research on classroom-level practices, especially in settings that support legislative measures such as India's National Education Policy (NEP) 2020. By examining how structured play and dialogic interactions affect language results in Early Childhood Care and Education (ECCE) settings, this study closes this gap and provides useful information for pedagogical approaches and curriculum design. Social interactionist viewpoints, which contend that language learning is intricately linked to social interaction and meaningful communication, provide the theoretical underpinnings for this study.

### **2.1 Play Free**

According to Colliver et al. (2022), free play is totally voluntary, spontaneous, intrinsically motivated, and controlled by the kid. Adults do not establish learning objectives, offer resources to guide the activity, or change the play's format in this mode. Free play is an

indirect method of learning certain, rule-bound academic knowledge like phonetic decoding or orthographic standards, even though it is immensely beneficial for developing self-regulation, spatial awareness, and social negotiation skills.

## **2.2 Supervised Play**

While introducing a deliberate learning objective into the setting, guided play maintains children's agency and voluntary participation (Jensen et al., 2021). This approach typically takes place in two different ways:

- **Environmental Design:** By providing particular materials—like letter tiles, themed books, or themed props—that organically lead kids toward specific literacy concepts, the educator meticulously curates the physical area.
- **Adult Scaffolding:** The instructor participates actively in the play. The teacher challenges children's thinking and gently guides the experience toward academic learning goals by using open-ended questions, clues, and prompts instead of controlling the action.

## **2.3 Play-Based Instruction**

Play-responsive teaching is a sophisticated integration of professional pedagogy and child play that was developed and thoroughly examined within Scandinavian early childhood systems (Magnusson & Pramling Samuelsson, 2023; Pramling et al., 2019). Play and instruction are not distinct parts of the school day in this method. Rather, they are viewed as fully integrated, non-hierarchical aspects of learning (Samuelsson, 2024).

Using the shared story context ("What if..."), the educator naturally introduces cultural, linguistic, and literacy ideas into the child's imaginary world on their terms (Magnusson, 2024). In order to ensure that academic concepts enhance the play rather than interfere with its creative flow, the instructor continues to be sensitive to the children's imaginative direction.

## **3. The Play-Way Method's Effect on Fundamental Language Skills**

The basis for all later literacy learning is oral language proficiency. A child's future capacity to decode literature and understand sophisticated sentences is directly influenced by their ability to understand spoken words, develop a large vocabulary, and master grammar.

### **3.1 Screening, Speech Pathology, and Early Language Delays**

For children under five, linguistic challenges or speech delays are important indicators of future learning problems, reading difficulties, and persistent academic frustration. A crucial public health and educational aim is the early detection of these issues through organised developmental screenings (Jullien, 2021).

Using drill-and-practice routines that might lead to communicative anxiety and selective mutism, traditional evaluation and treatment approaches frequently isolate children in clinically sterile settings.

Play-based therapies, on the other hand, provide a low-stakes setting for language remediation. Children engage in intense communication without fear of failure when early educators and speech-language pathologists incorporate therapeutic exercises into play-way activities. Children are encouraged to employ a variety of grammatical forms, practise speech sounds, and spontaneously construct lengthier sentences in play scenarios. This natural, active language use establishes a strong basis for bridging early communication gaps.

### **3.2 Expressive Language and Social Interaction**

Active usage, not passive listening, is how language develops. A child's social skills and expressive language abilities are greatly enhanced by regular engagement in structured and semi-structured play activities (Dizon & Santos, 2023). Children must continually utilise language to convey objectives, negotiate rules, assign roles, and settle disputes during cooperative play, such as constructing a block tower or setting up a dramatic play grocery shop. High levels of precision and clarity are required due to this communication burden.

Children must improve their speech production and adapt their language to the social situation in order to continue the play. According to quantitative study, kindergarten students exhibit significant improvements in language acquisition, syntactic complexity, and spontaneous storytelling abilities when they engage in structured play environments more than twice a week (Reyes & Cruz, 2021).

### **3.3 Intentional Play Environments and Reduction of Cognitive Load**

A setting that encourages active language practice is necessary for the full integration of communication skills. By establishing a highly motivated setting that reduces learning anxiety, educational play spaces improve reading, writing, speaking, and listening skills (Toraman et al., 2023; Uyanik&Kandir, 2020). By requiring extended periods of physical stillness and abstract attention, traditional direct-instruction techniques frequently put a significant cognitive burden on young learners. Performance anxiety, which actively hinders language processing in the brain, is a common symptom of this strain.

This is lessened by the play-way approach, which incorporates linguistic objectives into emotionally and physically stimulating activities. A child's focus, internal motivation, and anxiety all decrease when they are engrossed in a play narrative. They can effortlessly process complicated linguistic structures in this ideal affective state, making communication a pleasurable and fulfilling experience.

#### **A Comprehensive Framework for Play-Way Method Implementation**

Schools must implement a methodical framework for classroom practice in order to convert these varied research discoveries into a workable, high-performing educational model. A proven approach to integrating rich language and literacy instruction directly into play contexts is described in the execution sequence that follows.

Synthesis Procedure: The Implementation Lifecycle in Four Phases

##### **Phase 1: Curated Enrichment of the Environment**

Create specialised, themed play areas (such as a construction zone, a space station, or a veterinary clinic). Incorporate practical literacy resources into these areas, such as themed books, menus, check-in clipboards, labels, and writing supplies. To encourage impromptu reading and writing during play, make sure all materials are clearly visible and easily accessible.

##### **Phase 2: Co-tuning and Intentional Play Entry**

To comprehend the children's main themes, social hierarchies, and narrative objectives, watch them while they play. Accept a role specified by the kids to safely join the play without

interfering with its flow (e.g., becoming a customer at their bakery or a passenger on their train). Allow the kids to continue controlling the story.

#### Phase 3: Scaffolding for Play-Responsive Literacy

Incorporate open-ended "What if..." questions into the play to test comprehension and demonstrate sophisticated language in context. Incorporate targeted language lessons organically by highlighting rhymes in a character's speech or investigating morphological structures (e.g., observing how adding the prefix "-un" alters a word's meaning when "unpacking" a play suitcase).

#### Phase 4: Documentation and Multimodal Reflection

Assist kids in making connections between traditional and digital literacy forms and their hands-on play experiences. To safeguard and develop their developing literacy abilities, help them co-create digital storybooks, draw and label maps of their play worlds, write signs to maintain their block constructions, or narrate stories about their play adventures.

### **Methodological Evaluation of the Current Literature**

Even if the body of <sup>1</sup>current research offers valuable insights, a thorough evaluation necessitates pointing out specific methodological flaws in the body of existing literature. A significant obstacle in this area is the absence of accepted definitions for "play-based learning." It is challenging to effectively compare results across various educational contexts because the phrase is used to denote everything from highly structured, adult-led activities to completely unguided free play across different research.

Additionally, a large portion of the present literature is based mostly on case studies, instructor self-reports, or brief qualitative observations. Although these methods provide useful context in the classroom, they sometimes lack the objective measurements required to separate the particular effects of play from other developmental elements.

There is a glaring lack of robust, long-term experimental designs in the field that use standardised language assessments to track children over several years. Furthermore, the majority of research still focuses on middle-class, English-speaking metropolitan environments. Future research must look at how the play-way method works in ethnic

populations, underfunded rural schools, and various morphological language systems to make sure these play-based strategies are actually universally applicable.

### **Conclusion and Strategic Suggestions**

The play-way method is a scientifically validated, neuro-biologically sound framework for language and literacy development, not just a progressive means to make early schooling enjoyable. A clear pedagogical truth is revealed by synthesising decades of empirical data: deliberate directed play and play-responsive instruction are the real drivers of targeted literacy growth, whereas child-led free play develops the critical executive functions and self-regulation abilities needed for academic attention. Without the stress of typical rote drilling, children develop phonological sensitivity, increase their vocabulary, enhance reading fluency, and deepen narrative comprehension when teachers properly incorporate specific learning goals into real-world, play-based scenarios.

The global early childhood education community must abandon the antiquated notion that academic learning and play are distinct processes in order to take use of these insights. Rather, systems need to make investments in classrooms that are play-responsive and balanced. In light of this thorough review, three strategic measures are suggested:

- Reframe Teacher Training: Go beyond general ideas of play and revamp university teacher preparation programs to give teachers clear, practical skills in guided play, digital storytelling, and play-responsive scaffolding.
- Redesign Assessment Policies: Collaborate with school boards and administrations to replace high-stakes, static worksheets with real, observation-based portfolios that track language development in contexts of meaningful play.
- Invest in Targeted Research: Provide funding for extensive, long-term research intended to monitor the long-term emotional and academic effects of play-based reading initiatives across a range of socioeconomic and linguistic student populations.

