



Does school matter? SES, parents' education level (EL) and emergent literacy skills in Italian preschool children

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State of art

- > Socioeconomic disadvantage corresponds to low children's emergent literacy skills (Duncan & Seymour, 2000; Hartas, 2011).
- > Generally, SES has been defined in a number of ways (occupation of a child's father, mother's occupation or educational level, family income).
- > Few studies have been investigated effect of SES and EL, evaluated separately, in emergent literacy skills.
- > Few studies have been investigated this possible effect regarding contextual SES and EL (Weiland & Yoshikawa, 2014).

Research question



Are there any effects of context-related socioeconomic factors (based on parent's occupation) and EL (based on parents' degree) on the children's development of emergent writing and reading?

Participants

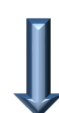
189 pre-school children (age-range: 5-6 yo.)

51% 49%

Measures

Conceptual knowledge of writing system task (Bigozzi et al., 2014)

To draw, to write the request words as best they could and to read them.



Invented spelling

Invented reading

Research design



Time 1: school beginning
Time 2: school end

Invented spelling
Invented reading

DV

IV

SES (medium-low, medium, medium-high)
EL (Low, medium, high)

Data analysis

Repeated measure multivariate analyses of variance (MANOVA)



Results

Table 1. MANOVA summary results.

		F	λ	P value
Invented spelling	SES	.180	1.000	.83
	EL	.051	1.000	.82
Invented reading	SES	.828	.991	.44
	EL	7.998	.957	.005

Discussion and conclusion

- ❖ Parents with a higher EL would give the child opportunities to increase their emergent reading skills (e.g. buying books, sharing the reading space)
- ❖ A culture-embedded environment increases these emergent skills, probably mediated by home literacy.

Who benefit from a certain type of extracurricular environment are more likely to have lower/higher results compared to a homogeneous educational plan (such as Italian plan school), also in children who speak a transparent orthography language (Pinto et al., 2017).

References

- Duncan, L. G. and Seymour, P. H. (2000), Socio-economic differences in foundation-level literacy. *British Journal of Psychology*, 91, 145-166.
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- Pinto, G., Bigozzi, L., Vezzani, C., Tarchi, C. (2017). Emergent literacy and reading acquisition: a longitudinal study from kindergarten to primary school. *European Journal Of Psychology Of Education*, 32, 571-587.
- Weiland, C. and Yoshikawa, H. (2014). Does higher peer socio-economic status predict children's language and executive function skills gains in prekindergarten? *Journal of Applied Developmental Psychology*, 35 (5), 422-432.