



# The Association between Teacher-Child Interaction and Success in Literacy Acquisition in the First Grade



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## Introduction

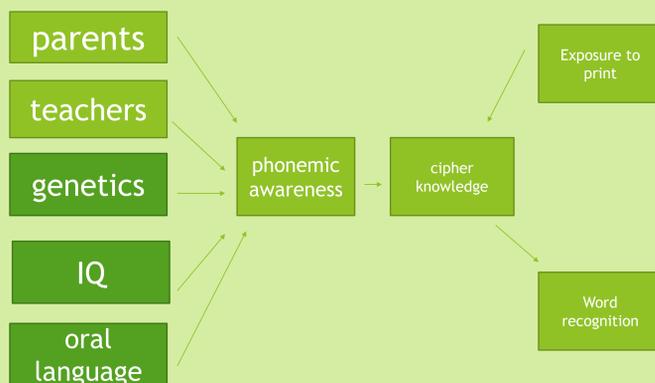
Literacy acquisition may be relatively challenging to some children.

**“Matthew effect”**: the gap between lower achievers and higher achievers will most probably become larger within few years. The side effect of the gap is also hatred for reading, exposure to the smaller amount of words and huge difference in reading patterns at home (Juel, 1988).

**Factors that presumably influence child’s success in reading**: genetics, practices at home, SES, ethnicity, and peers (Byrne et al., 2010).

**But what about parents and teachers?**

When a child is not receiving the emotional support from parents, **the engagement of teacher is very important.**



Adapted from Juel, Griffith, Gough, 1986

## Goal

To increase teachers’ awareness of their role in acquiring literacy in the situations when parents’ participation is limited through developing teacher-child interaction.

## Hypothesis

Child-teacher interaction will have positive effect on acquiring literacy for children in the first grade, especially for children who initially showed good results at phonics screening (before leaving preschool), but at risk of falling behind due to low engagement of parents in reading activities.

## Participants

- 60 first graders at risk of falling behind in reading
- 30 class teachers of first graders

## Procedure

May: Assessment of literacy skills at reception class.

August: 1<sup>st</sup> training and a workshop for a half of teachers’ group on sensitivity and literacy acquisition. CLASS assessment during 1<sup>st</sup> semester.

January: 2<sup>nd</sup> training and a workshop for the same group on sensitivity and literacy acquisition. CLASS assessment during 2<sup>nd</sup> semester.

June: Assessment of reading skills and attitudes towards reading.

## Trainings and Measures

**Training** - Trainings and workshops designed for teachers to increase their understanding of working in dyads with children as well as for designing their own ways of cooperation with children. CLASS protocols structure the trainings.

**CLASS** - Classroom Assessment Scoring System

**BASE** - reception baseline assessment accredited by Department for Education in the UK.

**InCAS** - an advanced, computer-based, adaptive assessment designed to support pupils aged 5 - 11.

## Contribution

Raise the awareness of primary teacher on importance of sensitivity, and engagement in one to one work as a powerful tool to help in acquisition of literacy.

## Limitations

- Literature review and experiment use of the English language as the point of reference, not other languages.
- Most of the children do not come from low SES families.



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