

Language and socioeconomic status

Psychology



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Language and Socioeconomic Status Language and Socioeconomic Status In APA Style Language and Socioeconomic Status 2 The foundation of reading and language development transpires during the pre-occupational years of a child (normally ages 2 to 7). At the early part of this stage, the child learns to talk and later on, he/she learns to read. During this stage, parents should prepare their kids on their reading and language development, which doesn't end on sending their kids to school and leave the job to the teachers alone. They should also be involved in their kid's learning development, which entails providing them a wide range of resources such as books and toys that gives children a variety of activities at home and encourages them to socially interact to others. But just like in any case of providing high-quality education, parents' socioeconomic status is always a factor.

Parents' social class greatly affects the child's learning development due to the kind of access the kids will have. Providing a high-quality child care can be very challenging especially for families in poverty. When meeting the basic needs for the family is already a concern, parents may tend to put top priority on food, shelter and clothing to which providing educational toys that will aid their child's learning development appear to be a luxury. Parents will tend to spend more time working and spend less time with their kids, leaving them less energy to think of innovative ways to give their kids enriching experiences. Thus, parent who are able to provide a high-quality child care to their kids are those notches higher in the social ladder. On the other hand, highly educated and professional parents may also face some challenges in providing their kids a high-quality child care due to their busy schedule, leaving them very limited time with their kids. According to kindergarten teachers, children are increasingly arriving at schools unprepared. (Lee & <https://assignbuster.com/language-and-socioeconomic-status/>

Burkam, 2002)

References

Lee, V. E., & Burkam, D. T. (2002). Inequality at the starting gate: Social background differences in achievement as children begin school. Washington, D. C: Economic Policy Institute.