

## **The influence of socioeconomic status (SES) and the home literacy environment on emergent literacy and cognitive (EF) abilities among preschool children**

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**Research topic:** This study focuses on the relationship between socioeconomic status (SES) and the child's home literacy environment (HLE), and the connections between these environmental variables and the literacy and cognitive abilities of Hebrew-speaking preschool children (aged 5-6 years).

**Why is my study unique?** This study examines the influence of environmental variables (SES and HLE) on specific critical literacy and cognitive abilities that predict success in acquiring reading skills in the early years of school. Little is known about the effects of HLE and SES on early Hebrew literacy and cognitive skills.

**Preliminary analyses and findings:** In line with previous research, we found a significant correlation between SES and most of the literacy and cognitive indices measured in kindergarten, but no association was found between HLE and these indices. In addition, the study unexpectedly found no association between children's SES and their HLE, a finding that emphasizes that parents from different socioeconomic backgrounds invest equally in their children's literacy development.

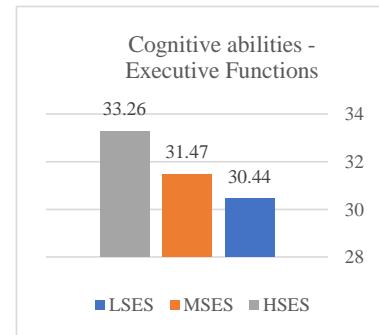


Figure 1 illustrates the association between SES and executive functions.

**Relevance for educational practice:** These preliminary findings suggest that SES significantly affects a variety of literacy and cognitive abilities of preschool children. This result has implications regarding the role of the education system in strengthening children from underprivileged populations and guiding parents from low SES, in an effort to close the literacy and cognitive gap.