

Effect of Teacher-Child Interaction on Language Development in Early Childhood Learners

Nel Jean Deocares¹; Rechelle Jeanne P. Macaday²; Mery Rose B. Galve³;
Divine Clair E. Paderog⁴; Jackielyn B. Sernicula⁵; Danica V. Hassan⁶;
Jessie S. Acosta⁷

^{1,2,3,4} Student, Irene B. Antonio College of Mindanao Inc.

⁵ Department Head, Irene B. Antonio College of Mindanao Inc.

^{6,7} Instructor, Irene B. Antonio College of Mindanao Inc.

Publication Date: 2025/04/24

Abstract: This research explores the impact of teacher-child interactions on language development among early learners at Dagatkidavao Integrated School. Language development in early childhood is crucial for cognitive growth and future academic success, yet the specific dynamics of teacher-child interactions within this process remain underexplored. Employing a quantitative descriptive-correlational research design, the study examines the relationship between teacher-child interaction quality and language development outcomes. Data were collected from a random sample of 100 preschool teachers using structured surveys and analyzed using descriptive statistics and Pearson correlation coefficients. The findings reveal a strong positive correlation ($r = .780$, $p = .000$) between teacher-child interactions and language development, highlighting the significant influence of these interactions on children's linguistic growth. Teachers reported engaging in practices that promote open communication and a supportive classroom environment, contributing to enhanced language skills among students. The study underscores the importance of high-quality teacher-child interactions in fostering language acquisition, aligning with Vygotsky's sociocultural theory, which emphasizes the role of social interaction in cognitive development. The research recommends implementing targeted interventions and professional development programs to enhance teacher-child interaction quality. Educators can support optimal language development by fostering environments that encourage expression, dialogue, and vocabulary expansion. Additionally, the study suggests integrating language-focused strategies within early childhood education curricula and advocating for policies prioritizing high-quality interactions. These efforts aim to equip young learners with essential language skills, preparing them for future educational challenges and opportunities and contributing to their academic and social success.

Keywords: Teacher-Learner Interaction, Language Development, Early Childhood Learners.

How to Cite: Nel Jean Deocares; Rechelle Jeanne P. Macaday; Mery Rose B. Galve; Divine Clair E. Paderog; Jackielyn B. Sernicula; Danica V. Hassan; Jessie S. Acosta (2025) Effect of Teacher-Child Interaction On Language Development in Early Childhood Learners *International Journal of Innovative Science and Research Technology*, 10(4), 1220-1225.
<https://doi.org/10.38124/ijisrt/25apr820>

I. INTRODUCTION

Language development in early learners is a critical aspect of cognitive growth that lays the foundation for future academic success and social interaction. Early childhood is characterized by rapid language acquisition, where children develop the ability to communicate, understand, and express themselves effectively. Various factors influence this developmental phase, including the environment, social interactions, and educational practices. Understanding how these elements contribute to language development is essential for educators and policymakers aiming to enhance learning outcomes in young children.

Despite the recognized importance of language development, a notable gap exists in understanding how

specific factors, particularly teacher-child interactions, directly impact this process. While previous studies have highlighted the role of the learning environment and parental involvement, the particular dynamics of teacher-child interaction remain underexplored. This gap is significant given that teachers are primary facilitators of learning in educational settings, and their interactions with children could significantly influence language acquisition and development.

Teacher-child interaction encompasses various dimensions, including verbal communication, emotional support, and instructional guidance. These interactions can create a rich linguistic environment that stimulates language development. The quality of these interactions often determines the extent to which children engage in meaningful conversations, expand their vocabulary, and develop complex

language skills. Exploring the relationship between teacher-child interaction and language development can provide valuable insights into effective educational strategies and practices that support early learning.

Several studies have examined the impact of teacher-child interactions on language development. Internationally, a survey by [12] Mashburn et al. (2008) found that high-quality teacher-child interactions were associated with improved language and literacy outcomes in preschool children. Similarly, a study by [16] Pianta et al. (2012) emphasized the importance of emotional and instructional support in fostering language growth. Locally, research by [5] De Guzman (2020) highlighted the positive effects of interactive teaching methods on language acquisition among Filipino early learners. These studies underscore the potential influence of teacher-child interactions on language development, yet more research is needed to establish a comprehensive understanding of this relationship.

The primary purpose of this research is to quantitatively analyze the effect of teacher-child interaction on language development in early learners. By examining this relationship, the study aims to fill existing gaps in the literature and provide empirical evidence that can inform educational practices and policies. The findings of this research could contribute to the development of targeted interventions and training programs that enhance teacher-child interactions, ultimately supporting language development in young children.

II. OBJECTIVES OF THE STUDY

This study will determine the teacher-children interaction on Language Development in Early Learners. Precisely, this will aim to:

- ✓ Describe the level of practice of teacher-child interaction in early childhood learners in Dagatkidavao Integrated School.
- ✓ Determine the level of language development in early childhood learners in Dagatkidavao Integrated School.
- ✓ Assess the relationship between teacher-child interaction and language development in Dagatkidavao integrated schools.

III. METHODOLOGY

➤ Research Design

This study will employ a quantitative research design using a descriptive-correlational approach. The goal is to assess the relationship between the effect of teacher-learner interaction and language development in early childhood learners.

➤ Research Setting

The research will be conducted in various urban, suburban, and rural educational settings across multiple districts. This variety captures a broad spectrum of teacher-

learner interactions and language development in early childhood learners.

➤ Participants of the Study

The study will involve a random sample of public schools in the Valencia City division, particularly Dagatkidavao Integrated School. Participants will comprise approximately 100 preschool teachers. Data will be collected through structured surveys to capture diverse perspectives on teacher-learner interaction and language development in early childhood learners.

➤ Sampling Procedure

The study will use a random sampling technique to ensure representation from different school environments. Schools will be categorized based on their environment, and then participants will be randomly selected from each category to ensure proportional representation.

➤ Data Gathering Procedure

A structured questionnaire will be developed, consisting of sections on teacher-learner interaction and language development in early childhood learners. The questionnaire will be pilot-tested with a small group of preschool teachers to ensure clarity and reliability. The finalized questionnaire will be distributed to the selected participants via email or an online survey platform. Participants will be given two weeks to complete the survey. To maximize response rates, reminder emails will be sent to non-respondents one week after the initial distribution.

➤ Data Analysis

The data will be analyzed using descriptive statistics to summarize the teacher-learner interaction and language development in early childhood learners. Pearson correlation coefficients will be calculated to determine the relationship between teacher-learner interaction and language development in early childhood learners. All data analysis will be performed using statistical software such as SPSS to ensure the accuracy and reliability of the results.

IV. RESULT AND DISCUSSION

The data in Table 1 illustrates teachers' perceptions regarding their interactions with early learners, specifically how these interactions contribute to language development. The indicators reflect various dimensions of teacher-child interaction, with mean scores ranging from 4.37 to 4.50. According to the legend provided, all indicators fall within the "Agree" category, indicating that these practices are perceived as "True" by the teachers surveyed.

The highest mean score of 4.50 was recorded for the indicators "I encourage my students to express their feelings and thoughts" and "I encourage students to ask questions during lessons," suggesting that teachers highly prioritize fostering an open and communicative classroom environment. This is closely followed by rich vocabulary, classroom organization, and an atmosphere conducive to participation, each with a mean of 4.47. These scores strongly emphasize creating a supportive and engaging learning environment.

Table 1 Teacher-Learner Interaction

| INDICATOR | MEAN | QUALITATIVE DESCRIPTION |
|---|------|-------------------------|
| I encourage my students to express their feelings and thoughts. | 4.50 | True |
| I encourage students to ask questions during lessons. | 4.50 | True |
| I use a rich and varied vocabulary when speaking with students. | 4.47 | True |
| My classroom is organized to promote effective learning. | 4.47 | True |
| My classroom atmosphere encourages student participation. | 4.47 | True |
| I provide a nurturing and supportive environment for my students. | 4.43 | True |
| I give clear explanations to help students understand new concepts. | 4.43 | True |
| I engage in meaningful conversations with my students. | 4.43 | True |
| I use a variety of teaching methods to engage students. | 4.40 | True |
| I provide feedback to students on their performance. | 4.40 | True |
| I am attentive to the emotional needs of my students. | 4.37 | True |
| I ensure that learning materials are easily accessible to students. | 4.37 | True |
| Total Mean | 4.44 | True |

➤ Legend

| | | |
|------------|-------------------|---------------|
| 4.51- 5.00 | Strongly Agree | Mostly true |
| 3.51- 4.50 | Agree | True |
| 2.51- 3.50 | Neutral | Somewhat true |
| 1.51- 2.50 | Disagree | Untrue |
| 1.00- 1.50 | Strongly Disagree | Mostly Untrue |

The mean score of 4.44 further underscores the overall positive perception of teacher-child interactions, aligning with the "True" qualitative description. This suggests that the teachers consistently engage in practices conducive to enhancing language development among early learners.

The data suggests that teachers actively engage in behaviors and strategies that promote language development in early learners. The high mean scores across various indicators reflect a commitment to creating a domain that supports communication, understanding, and engagement. Encouraging students to express themselves and ask questions plays a crucial role in language acquisition, as it provides learners with opportunities to practice language skills and develop confidence in their abilities.

Moreover, the importance of using a rich and varied vocabulary and providing clear explanations cannot be overstated. These practices expose students to new words and concepts, facilitating vocabulary expansion and comprehension. The supportive and nurturing environment indicated by the data is essential for language development, as

it fosters a sense of safety and encouragement, allowing students to take risks and experiment with language.

Research supports the significance of teacher-child interactions in language development. According to Vygotsky's sociocultural theory, social interaction plays a fundamental role in the development of cognition, including language. Teachers mediate in this process, guiding and supporting students as they develop new language skills. Studies have shown that classrooms that promote open communication, provide rich linguistic input, and offer varied teaching methods are more effective in enhancing children's language abilities [6] (Dickinson & Tabors, 2001).

Furthermore, research by [16] Pianta et al. (2008) echoes the importance of a supportive and engaging classroom environment, highlighting how positive teacher-student interactions contribute to better language outcomes. Teachers who are attentive to their students' emotional and cognitive needs create an atmosphere that supports language development and encourages overall academic growth.

Table 2 presents data on various indicators of language development among early learners. The mean scores for each indicator range from 4.00 to 4.30, all falling within the "Agree" category, which is interpreted as "True" according to the legend. This suggests that teachers perceive their students as demonstrating positive language development across multiple dimensions.

Table 2 Numeracy Skills

| Indicator | Mean | Qualitative Interpretation |
|---|------|----------------------------|
| The students can understand and use a wide range of vocabulary. | 4.30 | True |
| The students can accurately name objects and describe actions. | 4.30 | True |
| The students can engage in back-and-forth conversations. | 4.27 | True |
| The students can effectively express their thoughts and ideas. | 4.20 | True |
| The students can use complex sentence structures. | 4.10 | True |
| The students can form complete sentences with correct grammar. | 4.00 | True |
| Total Mean | 4.20 | True |

➤ Legend:

| | | |
|------------|----------------|-------------|
| 4.51- 5.00 | Strongly Agree | Mostly True |
| 3.51- 4.50 | Agree | True |

| | | |
|------------|-------------------|---------------|
| 2.51- 3.50 | Neutral | Somewhat True |
| 1.51- 2.50 | Disagree | Untrue |
| 1.00- 1.50 | Strongly Disagree | Mostly Untrue |

The highest mean scores of 4.30 were recorded for the indicators "The students can understand and use a wide range of vocabulary" and "The students can accurately name objects and describe actions." These results indicate that students have a firm grasp of vocabulary usage and can effectively label and describe their environment. The ability to engage in back-and-forth conversations follows closely with a mean score of 4.27, highlighting students' conversational skills.

The total mean score of 4.20 suggests that students are developing language skills at a level perceived as "True." This indicates a generally positive outcome regarding language acquisition and usage among early learners.

The data suggests that early learners are making significant progress in several key areas of language development. Understanding and using a wide range of vocabulary is crucial for effective communication and comprehension. This skill is a foundation for more advanced language abilities, such as engaging in conversations and expressing thoughts and ideas.

The students' ability to name objects, describe actions, and participate in conversations reflects their growing linguistic competence. These skills are essential for social interaction and academic success, enabling students to articulate their needs, share information, and collaborate with peers.

While slightly lower in mean scores (4.10 and 4.00, respectively), complex sentence structures and correct grammar usage are still perceived as "True," indicating that students are developing these skills, albeit at a more gradual pace. This progression is typical in language development, as mastering more sophisticated language structures often requires time and practice.

Recent literature supports the findings that early exposure to rich language environments enhances language development. According to a study by [21] Weisleder and Fernald (2016), the quality and quantity of language input significantly influence children's language processing and vocabulary development. This study emphasizes the importance of diverse and complex language exposure in fostering robust language skills.

Additionally, a study by [9] Hirsh-Pasek et al. (2018) highlights the role of conversational interactions in language acquisition. Engaging children in meaningful dialogue helps them practice language skills, expand their vocabulary, and refine grammatical structures. The study underscores the importance of back-and-forth exchanges in promoting language development, aligning with the findings presented in Table 2.

➤ Relationship Between Teacher-Learner Interaction and Language Development.

Pearson Product-Moment was used to assess the degree of relationship between the continuous variables explored. Pearson (r) was mainly run to determine the relationship between the dependent variable, the Language Development of early childhood, and the independent variable, teacher-learner interaction.

Table 3 presents a correlation analysis examining the relationship between teacher-child interaction and language development among early childhood learners. The correlation coefficient (r) for both indicators is .780, with a significance probability (p) of .000. This indicates a strong positive correlation between teacher-child interaction and language development, significant at the 0.01 level, based on a sample size of 100 (listwise N=100).

Table 3 Correlation Analysis Teacher-Learner Interaction and Language Development

| INDICATORS | CORRELATION COEFFICIENT (r) | PROBABILITY (p) |
|-----------------------------|-----------------------------|-----------------|
| Teacher-learner Interaction | .780(**) | .000 |
| Language Development | .780(**) | .000 |

**Correlation is significant at the 0.01 level (2-tailed).
b. listwise N=100

The correlation coefficient of .780 suggests a strong positive relationship between the quality of teacher-child interaction and the language development of early learners. This implies that as the quality and frequency of teacher-child interactions increase, so does the level of language development in children. The significance level ($p = .000$) indicates that this finding is statistically significant, meaning the observed relationship is unlikely to be due to chance.

Such a strong correlation underscores the critical role that teacher-child interactions play in fostering language skills in young learners. This relationship highlights the importance of creating a supportive and engaging classroom environment where teachers actively engage with students, encouraging communication and language use.

Recent literature supports the significant impact of teacher-child interactions on language development. [11] Justice et al. (2018) found that high-quality interactions between teachers and students significantly contribute to language growth in early childhood education settings. The study emphasizes that responsive and interactive teaching practices are crucial for enhancing children's language skills.

Furthermore, research by [8] Hamre et al. (2016) highlights the importance of teacher responsiveness and the provision of linguistic input in promoting language development. The study suggests that teachers who engage in meaningful interactions with students provide the necessary linguistic environment for children to develop their language abilities effectively.

In addition, a meta-analysis by [3] Cabell et al. (2019) corroborates these findings, demonstrating that interventions focused on improving teacher-child interactions have a substantial positive effect on language development outcomes. The analysis highlights the effectiveness of strategies that enhance teachers' interactive skills in supporting language acquisition.

V. CONCLUSION

The study conducted at Dagatkidavao Integrated School highlights the pivotal role of teacher-child interaction in the language development of early learners. The research findings reveal a robust positive correlation between the quality of these interactions and the language development outcomes of children, with a correlation coefficient of .780, indicating a strong relationship. This underscores the critical importance of fostering a supportive and interactive educational environment where teachers engage with students through meaningful communication and provide rich linguistic input.

Such high-quality interactions are essential as they significantly contribute to language acquisition, enabling young learners to develop crucial communication skills foundational for their academic and social success. The study aligns with existing literature, which consistently emphasizes the role of responsive and interactive teaching practices in fostering language growth. Research by [11] Justice et al. (2018) and [8] Hamre et al. (2016) supports the notion that high-quality teacher-child interactions are instrumental in promoting language development. These studies highlight how responsive teaching practices, which include attentive listening, providing feedback, and encouraging student participation, play a vital role in enhancing children's language skills.

The findings of this study highlight the need for educational strategies that prioritize high-quality teacher-child interactions to support language development and enhance academic success in early learners. By creating environments that encourage expression, dialogue, and vocabulary expansion, educators can provide the necessary support for language growth. The study suggests teachers should be equipped with the skills and strategies needed to enhance interaction quality through professional development programs focusing on responsive teaching practices.

Moreover, the study calls for policymakers to integrate language-focused strategies within early childhood education curricula. By advocating for teacher training programs that emphasize the importance of high-quality interactions and providing the necessary resources, policymakers can help create educational settings that support optimal language development outcomes.

The critical role of teacher-child interactions in fostering language development. By implementing targeted interventions and enhancing interaction quality, educators and policymakers can ensure that early learners acquire essential language skills, preparing them for future educational challenges and opportunities. These efforts ultimately

contribute to young children's academic and social success, laying a strong foundation for lifelong learning and development.

RECOMMENDATIONS

Based on the results of this study, several targeted recommendations can be made to enhance language development among early learners at Dagatkidavao Integrated School. For the school, it is crucial to cultivate an educational environment that prioritizes high-quality teacher-child interactions. This can be achieved by integrating language-rich activities and resources into the curriculum, ensuring that classrooms have diverse linguistic materials that encourage exploration and communication.

For school administrators, investing in professional development programs for teachers is essential. These programs should equip educators with strategies to enhance interaction quality, such as responsive teaching practices, effective communication techniques, and emotional support skills. By fostering a culture of continuous learning among teachers, administrators can ensure that educators are well-prepared to engage with students in ways that promote language acquisition and development.

Teachers play a pivotal role in implementing these strategies in the classroom. They should create a supportive and interactive learning environment where students feel encouraged to express themselves, ask questions, and engage in meaningful conversations. By using varied teaching methods that include rich vocabulary and clear explanations, teachers can enhance language development outcomes for their students.

For learners, the emphasis should be on active participation and engagement in classroom activities. Encouraging students to participate in discussions, express their thoughts, and interact with peers can help them develop essential language skills. Providing collaborative learning and peer interaction opportunities can further support their linguistic growth.

The community, including parents and caregivers, also plays a vital role in supporting language development. Parents can reinforce the skills learned at school by fostering language-rich environments at home and engaging in meaningful interactions with children. Community programs that promote literacy and language activities can further enhance these efforts, creating a supportive network that contributes to the overall language development of young learners.

By implementing these recommendations, Dagatkidavao Integrated School and its community can create a cohesive and supportive environment that prioritizes language development, ultimately contributing to its early learners' academic and social success.

REFERENCES

- [1]. Bowers, E. P., & Vasilyeva, M. (2017). The role of language-rich environments in supporting vocabulary and grammar development. *Journal of Educational Psychology*, 109(3), 324-335.
- [2]. Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2017). The connection between teacher-child interactions and children's social-emotional and academic development. *Child Development*, 88(5), 1474-1491.
- [3]. Cabell, S. Q., Justice, L. M., McGinty, A. S., DeCoster, J., & Forston, L. D. (2019). Teacher-child conversations in preschool classrooms: Contributions to children's vocabulary development. *Early Childhood Research Quarterly*, 50, 44-55.
- [4]. Curby, T. W., Brock, L. L., & Hamre, B. K. (2016). Consistent and supportive teacher-child interactions contribute to a positive classroom climate. *Early Education and Development*, 27(7), 1016-1031.
- [5]. De Guzman, A. B. (2020). Interactive teaching methods and language acquisition among Filipino early learners. *Philippine Journal of Education*, 99(2), 23-35.
- [6]. Dickinson, D. K., & Porche, M. V. (2018). The long-term effects of early language experiences on literacy and academic success. *Developmental Psychology*, 54(1), 30-41.
- [7]. Downer, J. T., Sabol, T. J., & Hamre, B. K. (2016). Teacher-child interactions and children's academic and behavioral outcomes: A meta-analysis. *Educational Research Review*, 18, 123-140.
- [8]. Hamre, B. K., Pianta, R. C., Mashburn, A. J., & Downer, J. T. (2015). Emotional support, classroom organization, and instructional support in early childhood education. *Journal of Applied Developmental Psychology*, 36, 1-11.
- [9]. Hirsh-Pasek, K., & Golinkoff, R. M. (2017). The impact of play and social interaction on language development. *Child Development Perspectives*, 11(1), 11-16.
- [10]. Hoff, E. (2016). The influence of linguistic input from caregivers and educators on language development. *Journal of Child Language*, 43(2), 484-504.
- [11]. Justice, L. M., Jiang, H., & Strasser, K. (2018). Teacher-child interactions and language and literacy development. *Journal of Speech, Language, and Hearing Research*, 61(4), 1015-1027.
- [12]. Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., Burchinal, M., Early, D. M., & Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development*, 79(3), 732-749.
- [13]. Newman, R. S., Rowe, M. L., & Bernstein Ratner, N. (2015). Early language input and later language outcomes: The case for early intervention. *Journal of Speech, Language, and Hearing Research*, 58(2), 459-471.
- [14]. Pan, B. A., Rowe, M. L., Singer, J. D., & Snow, C. E. (2018). The impact of early childhood education programs on language development. *Early Childhood Research Quarterly*, 42, 1-14.
- [15]. Pace, A., Alper, R., Burchinal, M. R., & Golinkoff, R. M. (2023). Conversational turns and language development in early learners. *Language, Speech, and Hearing Services in Schools*, 54(1), 112-125.
- [16]. Pianta, R. C., Downer, J. T., & Hamre, B. K. (2020). Teacher-child interactions and early learning and development: A comprehensive overview. *Annual Review of Psychology*, 71, 465-488.
- [17]. Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System (CLASS) Manual, Pre-K*. Paul H. Brookes Publishing Co.
- [18]. Rimm-Kaufman, S. E., & Sandilos, L. E. (2018). Teacher-student interactions and educational resilience: The role of supportive relationships. *Educational Psychologist*, 53(3), 174-195.
- [19]. Rowe, M. L., & Zuckerman, B. (2016). Early language experiences and later academic achievement: The importance of caregiver interactions. *Pediatrics*, 137(6), e20152945.
- [20]. Snow, C. E., & Matthews, T. J. (2016). Mechanisms of language acquisition: The role of early exposure and caregiver interactions. *Developmental Science*, 19(1), 1-15.
- [21]. Weisleder, A., & Fernald, A. (2016). Socioeconomic factors and language development: The role of early linguistic interactions. *Developmental Science*, 16(5), 791-801.
- [22]. Williford, A. P., Maier, M. F., Downer, J. T., Pianta, R. C., & Howes, C. (2021). Teacher sensitivity and responsiveness in enhancing children's learning outcomes. *Early Childhood Research Quarterly*, 55, 1-12.
- [23]. Zaslow, M., Tout, K., Halle, T., Whittaker, J. V., & Lavelle, B. (2016). Teacher-child interactions as indicators of early childhood education quality. *Early Childhood Research Quarterly*, 36, 1-14.
- [24]. Zimmerman, I. L., Steiner, V. G., & Pond, R. E. (2011). *Language Development Assessment (LDA)*. Pearson.