

1. Record Nr.	UNINA9911002554703321
Titolo	Home Literacy Environment and Literacy Acquisition : Evidence from Different Languages and Contexts / / edited by George Georgiou, Tomohiro Inoue
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
ISBN	3-031-87124-3
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (XXI, 374 p. 12 illus., 9 illus. in color.)
Collana	Literacy Studies, Perspectives from Cognitive Neurosciences, Linguistics, Psychology and Education, , 2214-0018 ; ; 26
Disciplina	374.0124
Soggetti	Literacy Alternative education Education and state Non-formal education Inclusive education Alternative Education Education Policy Informal Education Inclusive Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part1 Theories and measurement -- 1.Home Literacy Environment: Challenges in Measurement and Structural Implications -- 2. Reconciling two conceptualizations of what matters in home literacy environment -- 3.Home Supports for Learning and Home-School Connections: A Descriptive and Comparative Review of Evidence from Low- and Middle-Income Countries -- 4.The Intersections of Home Literacy and Home Numeracy Environment in Different Countries and Contexts -- 5.genetic and environmental etiology of literacy acquisition. -- part2. HLE and literacy across languages and contexts -- 6.The home literacy environment in families with a history of reading difficulties -- 7.Home literacy environment: The link between parents' education, parents' expectations and children's literacy skills in Greek -- 8.Home literacy Environment and literacy acquisition in

Finnish: The moderating role of familial risk of dyslexia -- 9.The role of the Home Literacy Environment in the early reading and writing development of Chinese children -- 10.Relationship between home literacy environment and early bисcriptal literacy: Evidence from Japanese -- 11.Home literacy as a learning ecosystem: Insights from the Philippines -- 12.Home Literacy and Emergent Literacy Skills in low-SES families in Latin America -- 13.Home literacy activities: Accounting for differences in early literacy outcomes in low-income families in Zambia -- 14.Home Language and Literacy Environments of Bilingual Children: A Systematic Review -- Part 3 Intervention of HLE -- 15.Interventions with Onscreen Picture Books: Their Capabilities and Limitations -- 16.Maternal mediation and its effects on Reading and Writing -- 17.Interventions in the Home Literacy Environment and Children's Language and Literacy Skills -- 18.How Effective are Family Literacy Programs? -- 19.Reading and discussing stories together: Does dialogic reading enhance children's language development? -- 20.Conclusion.

Sommario/riassunto

This book provides a comprehensive and up-to-date overview of the literature on home literacy environment and its association with literacy skills in different languages and contexts. Home literacy environment (HLE), an umbrella term that encompasses various activities parents engage in with their children, has been studied extensively by psychologists, linguists, behavioral geneticists, and educators. However, no systematic effort has been put into synthesizing this growing body of research in a coherent manner, making it difficult for researchers and various stakeholders to understand the key points of past research while keeping up with the latest research findings. To address this need, the first part of the book provides an overview of the current literature on conceptualizations of HLE, covering prominent theoretical models, the measurement of HLE, the potential extension and generalizability of models across contexts, the intersections between home learning environment in literacy, numeracy, and other domains, and the genetic and environmental etiology of literacy development. The second section of the book hosts a wide variety of studies from all over the world, conducted in English-speaking countries (UK, U.S., Canada), Finland, Greece, Turkey, China, Japan, the Philippines and other Southeast Asian countries, and Chile and other Latin American and Caribbean countries, while it includes chapters with both typically-developing children and children at familial risk of dyslexia. The third section of this book offers a comprehensive collection of chapters on intervention studies examining the role of family literacy programs, dialogic reading, and onscreen digital access. Together, the 22 chapters of this book elucidate the complex nature of HLE and provide future research directions and instructional recommendations on how parents and policymakers can improve home literacy practices around the world. As such, this book is valuable for researchers, educators, and other professionals, and the readership ranges from graduate students and scholars to parents and policymakers.