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Phei, W.P.^a, Abdullah, N.A.^b, Zain, N.A.M.^a, Jusoh, M.^a, Zakaria, M.N.^c

Home literacy environment of preschool children: A scoping review

(2023) *International Journal on Disability and Human Development*, 22 (4), pp. 325-341.

^a Department of Audiology and Speech-Language Pathology, Kulliyah of Allied Health Sciences, International Islamic University Malaysia, Pahang, Kuantan, Malaysia

^b Audiology and Speech Pathology Unit, Hospital Universiti Sains Malaysia, Kelantan, Kubang Kerian, Malaysia

^c Audiology Programme, School of Health Sciences, Universiti Sains Malaysia, Kelantan, Kubang Kerian, Malaysia

Abstract

The purpose of this review was to explore the key instrumentations and dimensions of the home literacy environment of typically developing preschool children and those with disabilities. Search of articles was conducted in five databases. Snowballing technique was used to search articles from the reference list of previous systematic review and meta-analysis studies. From 1,913 articles, a total of 13 articles were retained. Data were charted according to the parents' and children's characteristics and five main dimensions of HLE, namely: literacy resources, formal literacy (i.e., reading and writing activities), informal literacy (i.e., shared reading behavior, frequency of shared reading), parental beliefs and attitude, and children's interests. Mixed findings in literacy resources, informal and formal literacy, and children's interests were reported. However, most parents in the studies believed that early education started at home, and they played important roles in facilitating their children's language and literacy development. The lack of a single, universally used instrument inhibited the ability to synchronize the assessment and outcomes of the home literacy environment across preschool children from different cultural backgrounds and countries. © Nova Science Publishers, Inc.

Author Keywords

disabilities; Home literacy environment; preschool; scoping review

Index Keywords

Article, child, female, home, human, learning environment, literacy, male, meta analysis (topic), outcome assessment, parental attitude, parental behavior, preschool child, reading, systematic review, systematic review (topic), writing

Funding details

Ministry of Higher Education, Malaysia MOHEFRGS/1/2019/SKK06/UIAM/03/1

The authors acknowledge the support of the Ministry of Higher Education Malaysia through the Fundamental Research Grant Scheme (FRGS) (FRGS/1/2019/SKK06/UIAM/03/1) for funding this research.

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Correspondence Address

Zain N.A.M.; Department of Speech-Language Pathology, Jalan Sultan Ahmad Shah, Bandar Indera Mahkota, Pahang, Malaysia; email: znazrita@iiium.edu.my

Publisher: Nova Science Publishers, Inc.

ISSN: 21911231

Language of Original Document: English

Abbreviated Source Title: Int. J. Disabil. Hum. Dev.
2-s2.0-85167657601

Document Type: Article

Publication Stage: Final

Source: Scopus

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