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Home Literacy Environment: An evaluation of distinct dimensions in preschool years

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The purpose of this study was to examine the dimensions of a broad assessment of Home Literacy Environment (HLE) in preschool years. Three hundred nine (309) Greek parents completed a HLE 35-item scale which assess a variety of parent's involvement activities for enhancing their child's early literacy experiences. Also, it was assessed parents' attitudes towards the importance of early literacy experiences and a title recognition test for the assessment of their child's print exposure.

Exploratory and confirmatory factor analyses validated five distinct factors of the HLE scale. Two of them related to formal home literacy experiences (direct teaching of alphabet, enhancement of early literacy skills), and three of them related to informal literacy experiences (shared book reading, shared literacy activities meaning oriented, parent's book reading). These findings broaden the conception of HLE and we are going to discuss findings which showed that parents' beliefs for early literacy experiences contributed differently to parents' involvement in providing literacy experiences. Also, our findings challenge the view that all HLE experiences contributed to children's print exposure.