

The Influence of the Home Literacy Environment and Reading Enjoyment on Reading  
Comprehension Skills and The Practices of Teachers Regarding the Home Literacy Environment

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### **Abstract**

Reading comprehension skills are important for participation in school and influence later professional success. Activities at-home support the reading development and reading attitudes of children. This study conducted a mediation analysis of the Dutch sample ( $N = 2254$ ) of PIRLS-2016 in order to measure the relationships of the home literacy environment and reading enjoyment with reading comprehension skills. Regression analyses showed that HLE significantly predicted reading comprehension and reading enjoyment. The mediation analysis showed a partial mediation of the relation between HLE and reading comprehension through reading enjoyment. Furthermore, the current study aimed to gain insight in teachers' beliefs, practices and educational background regarding home literacy environment. Results from semi-structured interviews ( $N = 7$ ) showed that teachers have had little education regarding specific tools and ways to support parents to engage in literacy activities at home. Moreover, the teachers expressed concerns regarding the lack of knowledge of parents about their power to influence their children's reading skills. Since this study confirms that the home environment is of influence, I suggest that schools organise workshops for parents with the aim to spread awareness of their power, and workshops for parents and teachers to demonstrate ways to easily implement at-home activities.

*Keywords:* Primary School, Reading Comprehension, Home Literacy Environment, Reading Enjoyment, Teacher Education.

## **The Influence of the Home Literacy Environment and Reading Enjoyment on Reading Comprehension Skills and The Practices of Teachers Regarding the Home Literacy Environment**

Due to the COVID-19 measures, Dutch primary schools were closed for a total of seventeen weeks. During this period of distance education, the role of the home environment increased in the learning progress of school children. This forced teachers to use the home environment in their teaching practices, and to cooperate with and involve the parents in learning activities of their children (Sarikaya, 2021). The present study aimed to conduct research on the influence of the home literacy environment on reading comprehension scores and how this home environment can be supported by teachers in a normal classroom setting.

### **Reading Comprehension**

Reading comprehension skills are essential for daily life and sufficient participation in society (Gubbels et al., 2019; Rogiers et al., 2020). The purpose of reading comprehension is to use a written text easily and effectively, and to understand its meaning (Ahmadi, 2017; Mullis & Martin, 2015; Pourhosein Gilakjani & Sabouri, 2016). Readers read to learn, to participate in society or school, and for personal enjoyment (Mullis & Martin, 2015).

The amount of Dutch primary school students in Grade 4 who reach a middle or high-level score on reading comprehension skills has decreased significantly between 2001 and 2016 (Gubbels et al., 2017). This is alarming, since problems in reading skills can lead to lower task-focused behaviour, problems in school well-being, and less future social and professional success (Potocki et al., 2017; Torppa et al., 2020). Reading comprehension skills are developed throughout primary school, though reading experiences do not start here. They start with the observation and participation in literacy activities at home (Steensel, 2006).

### **Home Literacy Environment**

The Home literacy environment (HLE) is comprised of parental value and support for the child's literacy skills development and will hereby influence reading skills (Bergen et al.,

2017). HLE is a multifaceted construct which incorporates informal and formal activities, such as: shared reading experiences, playing with words, access to written material, singing and rhyming together, and direct parental instruction (Bergen et al., 2017; Burgess et al., 2002; Goux et al., 2017). The provision of a variety of literacy resources to their children will depend on the skills, ability, and resources of parents (Burgess et al., 2002). Research has shown that a supportive HLE contributes positively to, among others, oral language, reading comprehension, and word decoding ability (Burgess et al., 2002; Sénéchal & LeFevre, 2014).

### **Reading Enjoyment**

Next to the HLE, reading enjoyment could be an important factor for enhancing reading skills, because it is a motivating factor to start and continue reading activities (Tavsancil et al., 2019). Reading enjoyment concerns the positive feelings and satisfaction a reader feels towards reading and reading material (Aarnoutse & Leeuwe, 1998; Tavsancil et al., 2019). However, research showed mixed findings on the relationships between reading enjoyment and reading achievement (e.g., Cheema, 2018; Mol & Jolles, 2014; Smith et al., 2012). While in adolescents a positive relationship between reading enjoyment and reading comprehension scores has been found (Mol & Jolles, 2014; Rogiers et al., 2020; Tavsancil et al., 2019), this relationship was not found in six-year-olds (Goux et al., 2017). Moreover, a negative relationship was found with 8 to 12-year-olds where reading skills increased whilst reading enjoyment declined (Smith et al., 2012). Literature provided possible explanations for this negative association, including the finding that younger students do not see the value and importance of reading (Smith et al., 2012). Also, parents might discourage their 8 to 12-year-olds from reading for pleasure and merely encourage reading as a tool to learn (Cheema, 2018; Rogiers et al., 2020). This might result in lower levels of reading enjoyment. Thus, the encouragement of parents could contribute to reading enjoyment. Apart from the independent

relation of either HLE or reading enjoyment with reading comprehension, it is, therefore, additionally interesting to study the relationship between HLE and reading enjoyment.

### **Influence of HLE on Reading Enjoyment**

A positive parental attitude towards the importance and pleasure of reading contributes to a child's reading interest and enjoyment (Baker & Scher, 2002). If HLE activities are positively experienced, it positively influences the child's attitudes towards literacy (Clark & Zoysa, 2011; Wiescholek et al., 2018). Moreover, research on six-year-olds indicated that support from HLE is an important factor for reading enjoyment starting as early as birth (Goux et al., 2017). When the frequency declines in which parents engage in literacy activities when their children are in the higher grades of primary school, the reading enjoyment and reading skills seem to decline as well (Boerma et al., 2018).

Since children are more likely to read more frequently in later years if HLE activities are enjoyable, this will further strengthen their reading skills (Baker, 2003). On the other hand, if parental engagement in literacy activities is absent or starts late, this may negatively influence the child's ability to read during later years (Goux et al., 2017; Kim et al., 2015). Thus, motivating parents to engage in home literacy activities might support the reading enjoyment and skills in the upper grades of primary school (Boerma et al., 2018).

### **Teachers Involvement in the Home Literacy Environment**

Motivating parents to engage in literacy activities, is a job for both national campaigns and schools (Boerma et al., 2018). However, most teachers are not able to use approaches to increase at-home involvement (Epstein, 2018). Epstein (2018) stated that teachers need to give more attention to encouraging and improving the involvement and influences of the home environment on children's learning, similarly to Baker (2003).

The key to impacting student learning is to help parents change the home environment and to promote parental engagement with at-home activities (Thompson et al., 2014). Before

parental engagement can be realised, parents need to be aware and informed of the benefits of engaging in literacy activities at-home (Boerma et al., 2018). In order to increase parental involvement in school and at home, five strategies can be used by teachers: 1) to inform parents on the program and requirements of the grade level, 2) to give suggestions to parents how to help with school work, 3) to give homework to perform together with parents, 4) to inform parents to talk with their children about the importance of school, and 5) to use parents on-site as resources and volunteers (Seitsinger et al., 2008). However, research has found that the fifth strategy, parental involvement *in* the school, has limited impact on student learning in contrast to the effect of *at-home* involvement (Thompson et al., 2014). The other four strategies are aimed to provide parents with information about their children, and about school life, which will help parents to support their children's learning (Seitsinger et al., 2008). Next to this, significant effective teacher and school factors include strong positive home-school relationships. Effective schools enrich the home environment by promoting a supportive environment through workshops, developing at-home reading partnerships, lending-library activities, sending homework tips, and by communicating the power parents have to influence their children (Taylor et al., 2000; Thompson et al., 2014). Consequently, this requires effort, time, and commitment of both parents and teachers (Harris & Goodall, 2008).

Although some things are already known about the effect of the home literacy activities on reading development, the home environment remains underutilised by teachers (Baker, 2003; Epstein, 2018), and it remains unclear what experiences and beliefs teachers have on HLE, and if and how they stimulate it in their educational practices. Teachers' beliefs are fundamental for the process of teacher development and changes in practices (Richards et al., 2001). Teachers' beliefs are formed during their educational background, classroom experiences, and through professional development (Richards et al., 2001). Therefore, this

study conducts research on teachers' beliefs, education, and supporting practices surrounding HLE.

### **The Present Study**

Although literature provides a solid base of knowledge about the impact of the home literacy environment and of reading enjoyment for the development of reading comprehension skills (Bergen et al., 2017; Clark & Zoysa, 2011; Kim et al., 2015), it is not yet clear how these factors together relate to reading comprehension. It is expected that the effect of HLE on reading comprehension skills is mediated by reading enjoyment, since it is found that parental support contributes to reading enjoyment (Baker & Scher, 2002) and enjoyable activities strengthen literacy skills (Baker, 2003).

Furthermore, from research about the different learning environments (e.g. Bronfenbrenner, 1979) we know how environments might interact in the supportive nature for reading development. It is remarkable, therefore, that insight in how and to what extent teachers make use of these environments as part of their teaching strategy is absent. In other words, the beliefs and practices of teachers concerning HLE, reading enjoyment and reading comprehension are not yet clear. It is expected that a disconnection is present between the school and home with regard to reading education (Baker, 2003).

The present study targets Dutch fourth-grade students (age 9-12) because of the significant decrease in reading comprehension skills and enjoyment in recent years (Boerma et al., 2018; Gubbels et al., 2017). It might be hypothesized that these decreases are related to the decline in parental engagement in home literacy activities (Boerma et al., 2018). It is not yet clear how HLE, reading enjoyment, reading comprehension and teachers beliefs and practices relate to each other; in fact, few studies of HLE focus on children beyond first grade (Bergen et al., 2017).

The purpose of this study is to gain insight in the independent contribution of 1) HLE and 2) reading enjoyment to reading comprehension, and 3) to what extent the relationship of HLE on reading comprehension is mediated by reading enjoyment. Next to this, this study aims to gain insight in the teachers' beliefs and practices of HLE and how this is implemented in the daily reading education programme in school. Therefore, the research questions in the present study are:

1. To what extent is the home literacy environment predictive for reading comprehension outcomes and to what extent is this relationship mediated by the reading enjoyment in Dutch fourth-grade students of primary education?
  - 1.1. To what extent is home literacy environment predictive for reading comprehensions skills and reading enjoyment?
  - 1.2. To what extent is reading enjoyment predictive for reading comprehension outcomes?
2. What are teachers' beliefs, experiences, and how do they stimulate the home literacy environment in their practices to develop reading comprehension skills?

### **Hypotheses**

In the present study it is expected that HLE is positively associated with reading comprehension skills and with reading enjoyment (Bergen et al., 2017; Clark & Zoysa, 2011; Kim et al., 2015). Secondly, it is expected that reading enjoyment is positively associated with reading comprehension skills. Earlier studies in older students have found this positive association (Mol & Jolles, 2014; Rogiers et al., 2020; Tavsancil et al., 2019), and it was expected to similarly apply for younger students too. And, as stated before, it hypothesized that the effect of HLE on reading comprehension skills is mediated by reading enjoyment, which means that the relationship between HLE and reading comprehension will be different when reading enjoyment is included in the model.



Regarding the second research question, it is expected that the teachers have had little education (or hands-on experience) regarding the importance of HLE, and regarding the ways to support HLE practices, even if they do believe that HLE is a supportive factor in reading development. Since, earlier studies have revealed that a disconnection is present between the home and school environment with regard to reading education, and that most teachers are unable to increase at-home involvement (Baker, 2003; Epstein, 2018).

### **Methods**

This study had a mixed-methods research design. To answer the first research question, the quantitative survey data for the Netherlands from the Progress in International Reading Literacy Study (PIRLS) of 2016 was used. PIRLS-data are publicly available. To answer the second research question, semi-structured qualitative interviews were conducted to explore the beliefs and practices of teachers regarding HLE. The purpose of this mixed-method design was to expand the conclusions from the first research question with additional insights in the effects of HLE and beliefs of teachers on these effects, which could not be discovered from quantitative and qualitative findings alone (Creswell, 2014; Mortelmans, 2013).

### **Participants**

#### ***Reading Comprehension***

The participants for this study consisted of the Dutch fourth-grade student sample of PIRLS-2016. In total 4206 Dutch students participated with a mean age of 10.05 ( $SD = .46$ ) years, this sample is meant to represent all Dutch fourth-graders (Gubbels et al., 2017). Only the students who provided answers to all reading enjoyment questions and whose parents answered the HLE items in the PIRLS student context questionnaire have been included in the present study. This included 2254 students.

#### ***Interview Teachers***

The seven participating primary school teachers are independent from the PIRLS-2016 student sample; five teachers work in the province of Utrecht, one in Zuid-Holland, and one in Limburg. They teach Grade 4-6. They were targeted by the researcher's personal network.

## **Instrumentation**

### ***Reading Comprehension***

Reading comprehension was measured by a reading test that focused on both 'literacy experience' and 'reading to acquire and use information', which consisted of twelve passages and accompanying questions (average of fifteen questions per passage) (Mullis & Martin, 2015). The questions consisted of multiple-choice questions with four response options and of constructed-response questions that required a written response. Every student only answered questions for two of the passages. To provide results for the entire assessment, five plausible values were derived using the item response theory (Martin et al., 2017), as was proposed by the developers of PIRLS. The scores were scaled with an international mean of 500 ( $SD = 100$ ) (Mullis & Martin, 2015). Reliability of the PIRLS reading comprehension test is previously measured by Martin and colleagues (2017) using Cronbach's Alpha; this was considered high for the international median reliability ( $\alpha = .83$ ) as well as for the Dutch sample ( $\alpha = .86$ ).

### ***Home Literacy Environment***

HLE was measured with the *Learning to Read Survey* (see Appendix A), completed by the student's parents or caregivers. Of interest for this study were the scales of *Home Resources for Learning* (HRL), *Parents like Reading* (PLR), and *Early Literacy Activities Before Primary School* (ELA), they were selected from the *Learning to Read Survey*. For each scale, the scale scores were transformed into z-scores using SPSS. Then, using the compensatory rules, the z-scores were combined into a single overall score by taking their equally weighted average. Following the compensatory rules was useful, since it allowed for

the incorporation of multiple tests, which tend to be more reliable than the use of only the subtests (Kane & Case, 2004). This composite z-score was used in the analyses.

The HRL scale assessed the total number of books at home: (1) *0 – 10 books*; (2) *11 – 25 books*; (3) *26 – 100 books*; (4) *101 – 200 books*, and (5) *more than 200 books*. And it assessed the number of children's books: (1) *0 – 10 books*; (2) *11 – 25 books*; (3) *26 – 50 books*; (4) *50 – 100 books*, and (5) *more than 100 books*. The reliability for the question regarding the total number of books ( $\alpha = .68$ ) and regarding children's books ( $\alpha = .69$ ) at home (Martin et al., 2017) is considered low; this can be due to the low number of items used to measure these constructs (Tavakol & Dennick, 2011).

The PLR scale measured the parent's attitudes towards reading. Eight of nine questions were statements on a 4-point Likert scale: (1) *agree a lot*; (2) *agree a little*; (3) *disagree a little*; and (4) *disagree a lot*. An example of an item is: 'Reading is an important activity in my home'. Two items were formulated negatively and were reverse coded. The last item ('When you are at home, how often do you read for your enjoyment?') focused on the amount of reading. Parents could answer with: (1) *every day or almost every day*; (2) *once or twice a week*; (3) *once or twice a month*; and (4) *never or almost never*. Reliability for PLR was measured highly at  $\alpha = .89$  (Martin et al., 2017).

The ELA scale measured how often parents engaged in literacy activities before their children went to school. The ELA items had a 3-point Likert scale ( $\alpha = .73$ ): (1) *(almost) never*; (2) *sometimes*; (3) *often*. Items questioned were for example: read books, play word games, and write letters or words. The scale had a medium reliability of  $\alpha = .73$ .

### ***Reading Enjoyment***

Students' own perception of their reading enjoyment was measured in the student questionnaire with the *Students Like Reading* scale. This scale consisted of eight items on a 4-point Likert scale: (1) *agree a lot*; (2) *agree a little*; (3) *disagree a little*; and (4) *disagree a*

*lot*. One item was formulated negatively and was reverse coded. An example item is: ‘I would be happy if someone gave me a book as a present’. Furthermore, it consisted of two items to measure how often students read outside school on a 4-point Likert scale: (1) *Every day or almost every day*; (2) *once or twice a week*; (3) *once or twice a month*, and (4) *never or almost never*. For example, it was asked how often students read for fun (see Appendix B). The *Students Like Reading* survey is considered highly reliable ( $\alpha = .88$ ) (Martin et al., 2017).

### ***Interview Teachers***

As stated earlier, teachers’ beliefs are formed during their education and daily experiences (Richards et al., 2001). Therefore, the teachers are interviewed regarding their experiences, beliefs, and teacher education of HLE. For example, questions asked were ‘What is your vision on home literacy environment in relation to reading skills?’ and ‘What did you learn about the home literacy environment during your teacher education?’. The interviews were semi-structured. A semi-structured interview enables the researcher to refocus questions, and to prompt for more information if something interesting emerges (Baškarada, 2014). The use of an interview guide consisting of open questions, based on constructs from the theoretical framework (Appendix C), enhances reliability. And it creates room for the interviewees to give an elaborative answer, which allows improvement of the understanding of the interviewee’s perspectives (Boeije, 2016).

### **Procedures**

Before the start of data collection ethical approval was given by the Ethics Committee of the Faculty of Social and Behavioural Sciences. Furthermore, all data was saved following the guidelines of the General Data Protection Regulation (2018).

### ***Reading Comprehension, HLE and Enjoyment***

The TIMMS & PIRLS International Study Centre coordinated the dates, places for testing, and the training of Test Administrators. Test Administrators informed parents and

schools, obtained parental permission, and administered assessments. Participating students had 80 minutes to complete the two passages of the literacy test and an additional 30 minutes for the student questionnaire. The parents or caregivers completed the *Learning to Read* survey in approximately 10-15 minutes (Mullis & Martin, 2015).

### ***Interview Teachers***

The interviews were held online via Microsoft Teams. After obtaining explicit consent, the interviews were recorded. Furthermore, the interviewer summarized and continued asking questions as a follow-up to answers given. This enabled the interviewees to further explain their answers, which enhances the internal validity of the interviews (Neuman, 2009). To enhance the reliability, the recorded interviews were transcribed for the analysis. After the interview analyses, the recordings were deleted.

### **Data Analyses**

#### ***Influence of HLE on Reading Comprehension***

For the analysis of the PIRLS-data, the programme IEA IDB Analyzer was used. This programme was developed for working with PIRLS and other IEA large-scale assessment data. It generates a syntax for SPSS and estimates the reading comprehension scores by considering the sampling weight factors when using the plausible values.

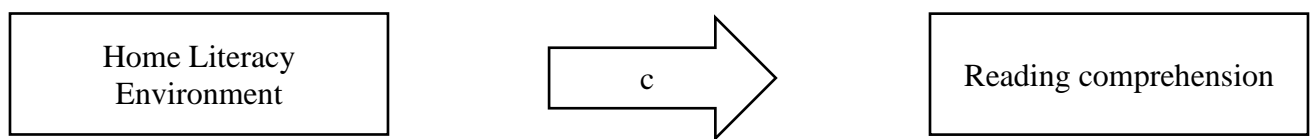
To answer the first research question, a mediation analysis was used to measure if the relationship of HLE and reading comprehension skills is mediated by reading enjoyment. First, after assumptions were checked, a simple regression analysis was used to study the relationship between the direct path of independent variable HLE and the dependent variable reading comprehension (depicted in Figure 1 as path c). Second, another simple regression analysis was used to assess the relationship between the independent variable HLE and the dependent variable reading enjoyment (path a). Third, a simple regression analysis was used for assessing the relationship between the independent variable reading enjoyment and the

dependent variable reading comprehension (path b). And last, a multiple regression analysis was used regarding the direct relationship between HLE and reading comprehension (path c'), controlling for reading enjoyment. In these analyses an alpha of .05 was used to determine significance.

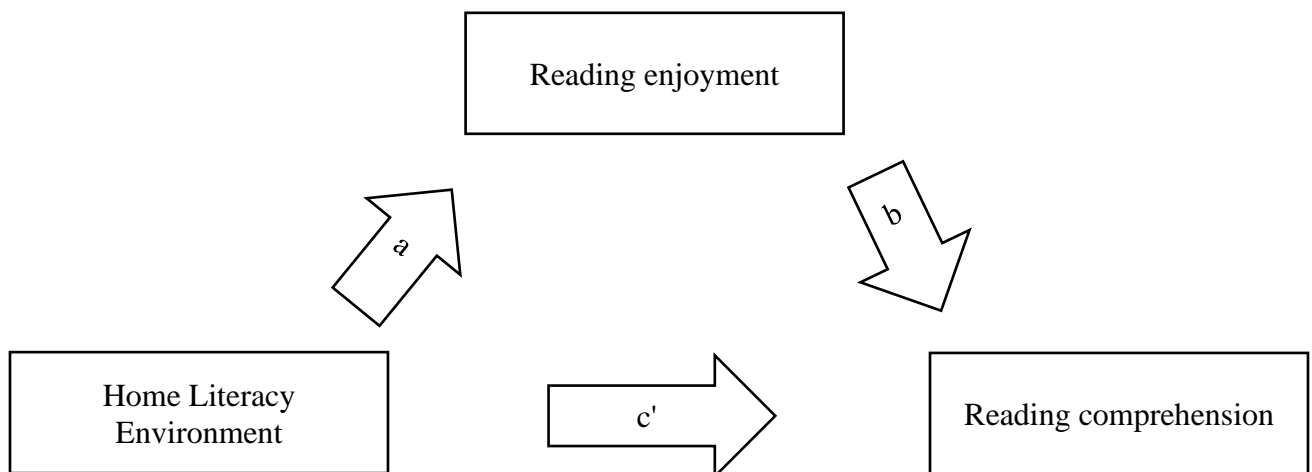
### Figure 1

*The Relationship of Reading Comprehension, Home Literacy Environment, and Reading Enjoyment.*

#### A. Direct effect



#### B. Indirect effect



#### *Interview Teachers*

The recorded interviews were analysed using QSR International's NVivo 12 software, by labelling open codes, creating concepts, and identifying core labels (Boeije, 2016; Mortelmans, 2013). The use of this method enhances the validity of the study because the analysis of the data is systematic and remains close to what the interviewee answered (Boeije, 2016). Following the steps of the iterative cycle, the first interviews were analysed before all interviews were conducted, so that the interview questions could be adapted with new topics.

As a result, the insights obtained resulted in the collection of new data in the upcoming interviews (Boeije, 2016).

## Results

### **RQ1: Effect of HLE and Reading Enjoyment on Reading Comprehension**

#### *Assumptions*

The assumptions for using the regression analyses were checked using SPSS. In order to use SPSS, the mean of the five plausible values from the reading comprehension scores was used to compose a single reading comprehension score, and the composite z-score was used to measure HLE. First, stem-and-leaf plots indicated that the variables in the regression were normally distributed. However, the boxplots showed some outliers. It was decided to keep these outliers in the data set, since there was no reason to consider them not representative of reality. Second, the assumptions of normality, linearity and homoscedasticity of residuals were met, since the scatterplot showed no signs funnelling, the P-P plots graphed the values close to the diagonal line, and the Durbin-Watson statistic had a value of 1.791, which suggests that the residuals are independent. The data met the assumption of no multicollinearity, since VIF scores were below 10 and all tolerance scores above 0.2 (HLE, Tolerance = .947, VIF = 1.056, Reading enjoyment, Tolerance = .947, VIF = 1.056).

#### *Descriptive Statistics and Correlations.*

The range, means, and standard deviations of the variables are depicted in Table 1. Table 2 shows that all variables are significantly correlated. It shows a medium effect between the z-score of HLE and the mean of the reading comprehension scores,  $r(2226) = .32, p < .001$  (Cohen, 1988). Furthermore, it shows a small effect between HLE and reading enjoyment,  $r(2226) = .24, p < .001$ , and a small effect between reading enjoyment and reading comprehension,  $r(2226) = .22, p < .001$ .

**Table 1**

*The Ranges, Means, and Standard Deviations of the Variables Home Literacy Environment, Reading Enjoyment, and Reading Comprehension (N = 2227).*

	Range		Mean	SD
	Min	Max		
Z-score of HLE	-2.35	1.86	-0.05	0.74
Number of books	1	5	3.27	1.30
Number of children books	1	5	3.34	1.10
Early literacy activities	3.96	14.70	10.28	1.69
Parents like reading	2.72	13.88	10.01	1.85
Reading enjoyment	2.55	14.58	9.18	1.81
Estimated RC	346.57	737.13	552.63	60.315

*Note.* RC = reading comprehension score, Min = minimum, Max = maximum, SD = standard deviation.

**Table 2**

*Pearson's Correlations of the Variables Home Literacy Environment, Reading Enjoyment, and Reading Comprehension (N = 2227).*

	HLE	Number of books	Number of children books	Early literacy activities	Parents like reading	Reading enjoyment	RC
Z-score of HLE	1.00						
Number of books	.80	1.00					
Number of children books	.77	.62	1.00				
Early literacy activities	.60	.20	.27	1.00			
Parents like reading	.74	.50	.36	.30	1.00		
Reading Enjoyment	.24	.15	.21	.16	.18	1.00	
Estimated RC	.32	.28	.26	.13	.26	.22	1.00

*Note.* RC = reading comprehension score



**Table 3**

*Results from Regression Analyses of the Variables Home Literacy Environment, Reading Enjoyment, and Reading Comprehension Score.*

Variable	<i>B</i> [95% CI]	<i>S.E. B</i>	$\beta$	$R^2$	<i>N</i>
Model 1, without mediator					
<i>Reading comprehension as DV</i>					
HLE (path c)	26.48 <sup>c</sup> [22.91 – 30.05]*	1.82	.323	.104	2275
Enjoyment (path b)	6.44 <sup>b</sup> [5.08 – 7.80]*	0.69	.201	.041	4154
<i>Reading enjoyment as DV</i>					
HLE (path a)	0.58 <sup>a</sup> [0.42 – 0.71]*	0.07	.235	.055	2254
Model 2, with mediator					
<i>Reading comprehension as DV</i>					
Z_HLE (path c')	23.38 <sup>c'</sup> [19.61 – 27.15]*	1.92	.285	.125	2254
Enjoyment	5.11 [3.26 – 6.95]*	0.94	.153		2254

*Note.* c, b, a, and c' represent the unstandardized coefficients for the corresponding paths displayed in Figure 1. DV = dependent variable, \*  $p < .001$ .

### **Regression Analyses**

With regard to the first research question, Table 3 shows the effect of HLE and reading enjoyment on reading comprehension scores. In model 1, first, a simple regression analysis found that HLE accounted for a significant 10.4% of the variance in reading comprehension scores (path c),  $R^2 = .104$ ,  $F(1,2274) = 264.31$ ,  $p < .001$ . This is considered a low effect,  $f^2 = .12$  (Cohen, 1988). The findings revealed that HLE positively predicted reading comprehension scores ( $\beta = .323$ ,  $p < .001$ ).

Second, a simple regression analysis measured that HLE significantly and positively predicted reading enjoyment (path b) ( $\beta = .235$ ,  $p < .001$ ). It was found that HLE accounted for a significant 5.5% of the variance in reading enjoyment,  $R^2 = .055$ ,  $F(1,2253) = 131.65$ ,  $p < .001$ . This has a low effect size,  $f^2 = .06$  (Cohen, 1988).

Third, the results showed that reading enjoyment accounted for a significant 4.1% of the variance in reading comprehension (path a) with  $R^2 = .041$ ,  $F(1,4153) = 175.57$ ,  $p < .001$ , a

low effect,  $f^2 = .04$  (Cohen, 1988). Reading enjoyment positively predicted reading comprehension scores ( $\beta = .201, p < .001$ ).

### ***Mediation Analysis***

Fourth, in model 2, it was found that HLE ( $\beta = .285, p < .001$ ) remained a significant predictor for reading comprehension when controlled for reading enjoyment ( $\beta = .153, p < .001$ ). The  $R^2$  value of .125 revealed that HLE and reading enjoyment explained 12.5% of the variance in reading comprehension scores (path  $c'$ ) with  $F(1,2254) = 160.84, p < .001$ . This is considered a medium effect,  $f^2 = .14$ . Thus, there is evidence that there is a meaningful mediation effect, since every effect size had a significant  $p$ -value and had confidence intervals not containing zero (Fields, 2009). In other words, reading enjoyment mediates the relationship between HLE and reading comprehension. This means that HLE strengthens reading enjoyment and reading enjoyment in turn positively influences reading comprehension.

And lastly, in order to calculate the effect of the mediation, the unstandardized indirect effect was assessed with the Monte Carlo confidence interval method. This was significant,  $ab = 3.841, 95\% \text{ CI } [2.77, 5.08]$  since the confidence interval does not include zero. Furthermore, the ratio of the indirect effect ( $ab = 3.841$ ) to the total effect ( $c = 26.482$ ) was  $P_M = ab / c = .145$ . This means that the indirect effect of HLE on reading comprehension via enjoyment had a proportion of .145 to the total effect of HLE on reading comprehension.

### **RQ2: Teachers Practices and Beliefs**

In order to answer the second research question semi-structured interviews were conducted with seven teachers, referred to as T-1, T-2, etc. Discussed topics were the perceived importance of HLE, teacher's beliefs, experiences, educational background, and practices regarding supporting parental involvement in home literacy activities and the HLE in general. After open coding and labelling concepts (see the complete codebook in Appendix

E), four core labels were identified from the interviews: Teachers beliefs on HLE, Parental involvement, Teacher education, and School's activities.

### ***Teachers Beliefs on HLE***

All interviewed teachers thought similar about the importance of parental involvement for school success. They stated that a supportive HLE influences the enjoyment and motivation for reading, and the general knowledge of children, which in turn will influence the children's prior knowledge, involvement in class, and the achievement scores in reading comprehension tests.

*T-7: "However, the children who do not have that background knowledge, who have never heard of a 'sunflower' before, they can still read very well, technically. But if you have no idea what it is about, you cannot understand that text, [..]. So, children who are more involved in daily things and have acquired more knowledge of the world through that involvement or because parents share their own knowledge a bit more, [..] then you see that they have better reading comprehension skills."*<sup>1</sup>

Secondly, the teachers were consistent regarding their belief that activities at-home need to be frequent and the earlier parents start with reading activities and involving their children in daily tasks, the easier it will be to continue doing this during the forthcoming years.

Thirdly, the teachers stressed the exemplary function that adults, and especially parents, have in showing that reading is fun and essential for daily life.

*T-5: "And that you motivate from back home, and perhaps also show that you enjoy reading. And that you find it important."*

However, two teachers were cautious in supporting the HLE in relation to reading comprehension, because they also believe that the home environment should be relaxed and should be protected from turning into a learning environment too much. Other teachers also

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<sup>1</sup> The Dutch quotes are translated into English, the original quotes can be read in Appendix D.

mentioned this awareness of different contexts, however, they elaborated on this by explaining that activities at home could be fun, more playful, and should be different from school exercises. Examples they gave were: reading and following recipes, making shopping lists, reading subtitles, and playing games.

T-6: *“In the end, school is school, and the school is responsible for it, not the home.”*

T-2: *“I think we do not want to involve the parents too much [..]. It should not end up in the children receiving tutoring right away. Because it can be stretched to that. So, we are careful about that.”*

### ***Parental Involvement***

The teachers have recalled the various ways parents react on schools' or teachers' incentives trying to involve them. Almost all teachers stated that most parents quickly forget to follow tips or assignments given during conversations with the parents. These experiences were perceived as demotivating.

T-4: *“Then, if I draw up a schedule and provide work to do, then it is done for a few weeks, and then it stops. There is no real drive from parents.”*

Furthermore, the teachers stated that the population and the parental background influences their involvement and at-home behaviours. They explained that the social background and population of parents influences the perceived importance of being involved, of reading and engaging in at-home activities, their beliefs regarding the tasks and possibilities of the school, and the knowledge on the power and know-how to influence their child's learning. The overall feeling was that parents with a high-economic status are more aware of their power to influence than parents with a low-economic status or with a migration background.

T-5 : *“I think that there might be a difference between parents with a higher and a lower education level. That they [highly educated] can assess somewhat better about*

*how much influence it has, how your motivation can also influence your child and influences how much the child gets in contact with all kinds of ways to read.”*

When asked how they try to raise the parents’ awareness of their influence, most teachers state that they talk about this once during the start-of-the-year meeting, and otherwise only when it is needed, for example when they see that parents are not actively engaged in at-home activities.

T-3: *“And, then, you can explain that if you do a lot of reading at home, that we notice it at school. And you can make that clear during the start-of-the-year meeting.”*

### ***Teacher Education***

The general feeling from the teachers is that the teacher education gives only very general comments on parental involvement and HLE, such as: “parental involvement is important for school success”. However, no specific advice is given on how to stimulate parental involvement at-home and in the school, and how to support the HLE. Furthermore, they stated that it focuses more on didactics and classroom behaviours than on other learning environments. Some teacher added that the gained knowledge does not fit the practices of daily life in schools. They explained that, for example, the teacher education focuses on populations with parents with a higher educational background, whilst it is very different and challenging to teach in a school with a low-economic population.

T-7: *“I would have liked more information [regarding parental involvement]. When I look at the teacher training college, it is more focused on the highly educated neighbourhoods than the disadvantaged neighbourhoods. So, they assumed that children are read to at home and that when you read a book in class, that all children understand what is being said.”*

T-2: *“Whether we really benefitted from the study program [regarding parental involvement]? Right now [in my teaching practices], I do not.”*

When asked what they think is needed in order to obtain this knowledge, needs were expressed for ‘good practices’, practical tools, and suggestions for supporting reading enjoyment, parental involvement and the HLE. The teachers explained that they are able to give practical suggestions to parents when they are asked for them. However, these were developed during practical experiences of colleagues, and, thus, not academically or theoretically grounded.

*T-1: “You want to give those parents something, and it is not at all disapproving, but, what, then, is useful and how do you provide feedback later on, I missed that. [...] Also, more ‘good practices’ in the field of reading education. I do need that. And sometimes parents do want to, but do not know how to do it. I would also like to get a tool for that. Giving tips, but also really guiding them in how you do that with your child, more tools on how to tackle this with parents.”*

*T-7: “I think that if you are freshly graduated from the teacher training college, then you do not have this in your repertoire. [...] It is not in the standard lessons.”*

### **School’s Activities**

Firstly, all teachers were consistent in the expression that the general feeling in their schools is that parental involvement is important for school success, and that parents should engage in at-home literacy activities. Nonetheless, all but one, stated that they did not know their school’s vision or policy on this, and they could not recall it being a topic in meetings or professionalisation days.

*T-1: “And even now, it is not really a topic during study and professionalisation days at school.”*

Secondly, since most teachers are not aware of the school’s vision regarding parental involvement, they were not actively seeking parental involvement in their daily practices.

Moreover, the feeling of a high workload prevents them from putting in an extra effort. They feel they would try more if they got more hours to work on this.

T-4: *“And now it comes along, and it takes a lot of energy and time.[..] Then you have to be very motivated or have a strong drive to get it started.”*

T-5: *“I am not going after them. Since we have so many tasks as teachers, it is not feasible to also motivate parents to motivate their children to read.”*

Thirdly, mixed reactions were given when asked how schools involve and engage parents in the reading development of their children. Most schools involve parents by 1) informing them about the (reading) programme at the beginning of the year, 2) talking in parent-teacher conferences, 3) asking for volunteers by activities like *De Kinderboekenweek* or for library duties, and 4) giving homework assignments and hoping that parents would help with this. Two schools (used to) organise workshops throughout the year to support parents in their at-home activities. However, it was very difficult to get parents to participate in these workshops. These experiences, as well as the various ways parents react on homework assignments, resulted in reluctance of teachers to try this again.

T-4: *“And the parent meetings [workshops] would offer support: how do you read aloud, how do you approach that, how do you ensure a rich literacy environment.”*

When activities were perceived as fun or light-hearted, such as celebrations, the attendance is higher.

Lastly, the teachers thought similarly about the fact that suggestions and practical tools were, usually, only given to parents in parent-teacher conferences when parents asked for it, or if their child was showing signs of low learning motivation or receiving low scores.

T-6: *“Often, in education, something is discussed when there is reason to do so, and in most cases that is negative [..] and then it focuses on what it takes to make it better.”*

## **Discussion**

Reading comprehension is an essential skill for participation in society (Gubbels et al., 2019). Reading skills are linked to aspects of the home literacy environment (HLE) and reading enjoyment (Bergen et al., 2017; Tavscancel et al., 2019). Their interrelationships were not yet fully understood. Hence, the present study aimed to gain insight in the relationships between HLE, reading enjoyment, and reading comprehension. Next to this, the current study aimed to gain insight in the beliefs of teachers on HLE and their practices surrounding HLE in their daily teachings. This is important, since teachers can help parents change the home environment and promote at-home literacy activities, which in turn might result in more reading enjoyment and higher reading comprehension skills (Boerma et al., 2018; Thompson et al., 2014).

The quantitative part of this study is aimed at answering research question 1: To what extent is the home literacy environment predictive for reading comprehension outcomes and to what extent is this relationship mediated by the reading enjoyment in Dutch fourth-grade students of primary education? The results show that HLE significantly predicts reading comprehension and reading enjoyment. This is in line with the hypothesis, since it was expected that HLE would be positively associated with reading comprehension skills and reading enjoyment (Bergen et al., 2017; Tavscancel et al., 2019). Next to this direct influence of HLE on reading skills, there is also an indirect influence of HLE via reading enjoyment on reading comprehension skills: enriching the HLE positively impacts reading enjoyment, which in turn is predictive for reading comprehension skills. This was in line with the hypotheses as well, since it was expected that enjoyable at-home activities would strengthen literacy skills (Baker, 2003). Enriching and supporting the HLE context can, thus, help to support and enhance the development of reading skills. These findings are important since it was not yet clear how these factors were (inter)related. Moreover, this insight is helpful in order to implement the right strategies in education to increase reading comprehension skills



(Rogiers et al., 2020). So, by motivating parents to engage in literacy activities at-home, it will support the reading enjoyment and skills of their children.

Thus, the results show that the home environment is of significant influence on reading enjoyment and reading comprehension and, therefore, I stress that it should be utilised in teaching practices regarding reading education. However, to what extent the school environment supports and motivates parents to engage in these activities was not clear yet. Therefore, the qualitative part of this study aimed at answering research question 2: What are teachers' beliefs, experiences, and how do they stimulate the home literacy environment in their practices to develop reading comprehension skills?

First, the results show that teachers are knowledgeable regarding the importance of a supportive HLE for reading enjoyment, motivation, and reading skills. Second, a disconnection between the home and school environment is discovered. It appears that most parents with a low-economic background are not completely aware of their power to influence their children's learning and reading skills. This is alarming, since awareness of your power is needed in order to be involved in at-home activities (Thompson et al., 2014). Future research could elaborate on the parents' perceived importance and perspectives towards engaging in home literacy activities in order to gain further insight in this finding. Next to this, it becomes clear that teachers feel that parents quickly forget or refuse to participate in at-home activities, which has left teachers to feel demotivated towards getting parents involved. This is disconcerting, since it is important for students' learning that teachers encourage and support the improvement of the parental involvement at-home. This requires effort, time, and commitment from both parents and teachers (Harris & Goodall, 2008; Thompson et al., 2014). These findings are in line with hypothesis that the home environment is underutilised and that teachers have little experience with supporting parents in the HLE. This is closely related to the third finding, regarding the little education teachers have had on practices helping to

support HLE and parental involvement: an important finding, since the teacher education programme should help to form the beliefs and practices of teachers (Richards et al., 2001). The teachers explained that they especially missed examples of ‘good practices’ for getting, and perhaps more importantly, for keeping parents involved, and for supporting at-home literacy activities. It is found that most teachers struggle with giving tips other than ‘read together, and find a fun book’, whilst there are many other possible literacy activities, such as singing and playing word games (Bergen et al., 2017). These activities might even be perceived as more fun and increase reading enjoyment, which results in better skills (Cheema, 2018). Future research could focus on what at-home activities are most effective and easily implemented, and how this information on best practices can best be passed on to teachers, since the present study has revealed that it is usually not touched upon during professionalisation days or during teacher education. Furthermore, future research could conduct a document analysis of the teacher education policy to gain insight in their practices regarding the HLE.

Lastly, it appears that schools and teachers rarely actively advice parents (how) to change the home environment, and rarely organise workshops or at-home reading partnerships to promote a supportive home literacy environment. This is regrettable, since these are also effective strategies to increase parental involvement at-home (Seitsinger et al., 2008; Taylor et al., 2000; Thompson et al., 2014). Interestingly, the teachers who had experience in organising workshop, which were aimed at supporting at-home activities, talked about the low attendance rate of parents. Future research could focus on why parents are reluctant to attend and what measures are effective in getting them to participate more.

### **Strengths and Limitations**

The findings of the quantitative study are generalizable for all fourth-grade students in the Netherlands, since a large Dutch sample ( $N = 2254$ ) was used (Mortelmans, 2013), and

because the PIRLS-reading comprehension test was highly reliable. However, this sample was almost half of the total Dutch sample ( $N = 4206$ ), since only the students provided answers to all reading enjoyment questions and whose parents answered the HLE items were included. It should be considered that a possible bias could exist and influence this study. It could be possible, for example, that only parents with a positive attitude towards their own home literacy environment filled in that survey. Secondly, it needs to be noted that data analysis is more complicated with IEA IDB Analyzer than with a data set compatible with the SPSS programme. The use of IEA IDB Analyzer was necessary, since PIRLS uses plausible values for estimating reading comprehension scores, instead of a single individual score. In order to use these plausible values correctly and to incorporate the right student weights, IEA IDB Analyzer was used in the present study; regrettably, the analysis options are limited in this software programme. As an alternative, the mean of the five plausible values was used to check for assumptions using SPSS and to estimate the indirect effect, the Monte Carlo interval method was used, which is less preferred than bootstrapped or *distribution of the product* methods (Preacher & Selig, 2012). It is expected that the results would not differ, though. Since the indirect effect was clear. In future research it would be better to use a new data set with a single individual comprehension score which can be used by SPSS, in order to check for assumptions, to perform a PROCESS mediation analysis, or use bootstrapped methods for estimating the indirect effect (Fields, 2009).

Next to this, the reliability of the component of ‘home resources for learning’ was considered low, probably due to the low number of questions asked on this component. This means that I cannot assume this measure to be qualitatively reliable. However, since HLE was measured using more than one component, I incorporated this component in the study. Likewise, one of the components of HLE is measured by PIRLS in the ‘early literacy activities’ that parents engaged in with their children before they went to primary school.

However, focusing on the activities parents are currently engaging in, matching the children's grade, could give more insight in the HLE practices with older children. Indeed, in the research of Boerma and colleagues (2018) reported a decline in reading enjoyment and skills coincided with a decline in the home literacy activities in higher primary school grades. So, it would be commendable if a future study would focus on a data set, which is linked to the home literacy activities that parents are concurrently involving their children in. This may possibly give an insight into what activities have the most impact on reading enjoyment and comprehension in higher grades. Future research could focus on what at-home activities are most effective and easily implemented, and how this information on best practices can best be passed on to teachers, since the present study has revealed that it is usually not touched upon during professionalisation days or during teacher education.

A limitation of the qualitative study is the low number of participants that were interviewed, and the fact that four teachers only had two years of teaching experiences. On one hand, this last part is a strength. Since these recently graduated teachers were able to give accurate and current testimonies on their experiences regarding the teacher education. On the other hand, due to the small number and less experienced teachers, it is uncertain whether all practical insights have become clear. However, since most teachers agreed or explained the same things, it is likely that a form of saturation has been reached. Another strong aspect of the present study is the use of the iterative cycle of the analysis, which enabled the opportunities to dive deeper into topics with other participants, in case it became apparent during an interview that an opportunity to dive deeper was not utilised.

### **Recommendations**

The findings of this study are important, since they show that the home literacy environment has a certain influence on reading enjoyment and on reading comprehension skills in 9–12-year-old children. Therefore, it is important that the home environment is

utilised in practices surrounding reading education. Unfortunately, it became apparent that teachers are unsure or unable to support this environment, even though they understand the importance of it. Therefore, it is recommended that schools organise inspiring parent meetings or workshops which spread awareness regarding their power to influence their child's reading abilities, and which demonstrate effective strategies and activities for parents to engage in at home. These workshops may also be useful for teachers' practices to clarify more specific practices that can be implemented in efforts to reach out to parents. It is important that this is supported by the school's vision and policy, which would enable the allocating working hours, and which would stimulate teachers and parents to put in more effort and to participate. Finally, it is recommended that the teacher education focuses on ways to support parental involvement in literacy activities at-home.

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### **Appendix A. Learning to Read Survey**

The home literacy environment was measured with the *Home Resources for Learning*, *Parents like Reading*, and *Early Literacy Activities Before Primary School* surveys from PIRLS-2016 (Martin et al., 2007).

#### **Home resources for learning**

Number of books in the home

- 1) 0-10
- 2) 11-25
- 3) 26-100
- 4) 101-200
- 5) More than 200

Number of children's books in the home

- 1) 0-10
- 2) 11-25
- 3) 26-50
- 4) 51-100
- 5) More than 100

**Parents like reading**

1. I read only if I have to \*
2. I like talking about what I read with other people
3. I like to spend my spare time reading
4. I read only if I need information \*
5. Reading is an important activity in my home
6. I would like to have more time for reading
7. I enjoy reading
8. Reading is one of my favourite hobbies

\* Reverse coded

Answer options: 1) agree a lot; 2) agree a little; 3) disagree a little; 4) disagree a lot.

When you are at home how often do you read for your enjoyment?

Answer options: 1) everyday or almost every day; 2) once or twice a week; 3) once or twice a month; 4) never or almost never.

**Early Literacy Activities Before Primary School**

Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her?

1. Read books
2. Tell stories
3. Sing songs
4. Play with alphabet toys (e.g. blocks with letters or the alphabet)
5. Talk about things you had done
6. Talk about what you had read
7. Play word games
8. Write letters or words
9. Read aloud signs and labels

Answer options were: 1) often; 2) sometimes; 3) never or almost never

### **Appendix B. Students Like Reading Survey**

Reading enjoyment was measured with the *Students Like Reading* survey from PIRLS-2016 (Martin et al., 2017).

#### **Students like reading**

What do you think about reading? Tell how much you agree with each of these statements.

1. I like talking about what I read with other people
2. I would be happy if someone gave me a book as a present
3. I think reading is boring \*
4. I would like to have more time for reading
5. I enjoy reading
6. I learn a lot from reading
7. I like to read things that make me think
8. I like it when a book helps me imagine other worlds

\* Reverse coded

Answer options were: 1) agree a lot, 2) agree a little, 3) disagree a little, 4) disagree a lot

How often do you do these things outside of school?

1. I read for fun
2. I read to find out about things I want to learn

Answer options were: 1) everyday or almost every day; 2) once or twice a week; 3) once or twice a month; 4) never or almost never.

### **Appendix C. Interview guide**

Thank you for making time for me today. My name is Nicolien, I am a student from the Netherlands, and I am conducting this interview for my Master's thesis on the influence of the home literacy environment on reading enjoyment and comprehension skills.

I would like to know more about your experiences with the influence of the home literacy environment. Next, I will ask you on what your opinion is on using the home literacy environment to enhance reading enjoyment or reading comprehension skills and what can be done to enhance the home environment.

Are you okay with me recording the interview? The interview will be anonymously treated in my thesis. Are you okay with me using and analysing this interview for my research?

Do you have any questions for me? Please note, that you can stop with the interview if you want to?

#### Topic: Background participant

1. Please tell me something about who you are?
  - a. Which group do you teach, how long have you been a teacher?

The home literacy environment are formal and informal activities. They are in the opportunity's parents give to children and also in the skills, ability and resources of parents to provide these opportunities to children. They are for example, shared reading experiences, playing with words and access to written material.

#### Topic: Experiences with HLE

1. Do you have experiences with a home literacy environment?
  - a. Can you elaborate on some experiences?
2. What are your experiences of a supportive home literacy environment?
  - a. Can you give an example?
3. And of an unsupportive environment?
4. What are your experiences with children's attitudes for reading at home?
5. And with parents attitudes?

#### Topic: Beliefs on HLE

1. What is your vision on home literacy environment in relation to reading skills?
  - a. Why?
  - b. Does this vision differ for younger and older students?
2. How do you perceive the influence of the home literacy environment on the reading enjoyment of children?
  - a. Why?
3. Do you think the population or parental background is of influence on HLE? How?
4. Are parents aware of their influence on their children's reading skills?

Topic: Supporting HLE

1. How can you support the home literacy environment as a teacher?
  - a. How would you motivate parents to engage in activities at home?
  - b. How can you support or help the parents?
2. Do you try to support or enhance this environment?
  - a. How often? Why?
3. How is your school involved in supporting the parents?

Topic: Teacher education and professional development

1. What did you learn about the home literacy environment during your teacher education?
2. During your further professional development, has the home literacy environment been covered?
  - a. Can you elaborate on this?
3. Do you think it is important that teachers are educated on the importance of the home environment? Why?
4. What do you think is needed to increase this knowledge amongst teachers?
5. And what is needed for teachers to actively engage parents to use this knowledge?

Topic: Literature suggestions to increase parental involvement

1. Information on the programs and requirements in the grade levels that you teach
2. Suggestions to parents on how to help students with school work
3. Homework to do with students
4. Information on talking to students about the importance of school
5. Using parents as school resources/volunteers



**Appendix D. Original quotes in Dutch**

T-7: *Maar kinderen die die achtergrondkennis niet hebben, die nog nooit eerder hebben gehoord over een zonnebloem, dan kan je nog zo goed technisch lezen, maar als je geen idee hebt waar het over gaat kan je die tekst niet begrijpen. [...] Dus kinderen die meer betrokken worden bij dagelijkse dingen en meer kennis van de wereld hebben meegekregen door die betrokkenheid of doordat ouders hun eigen kennis wat meer delen, [...] dan zie je ook dat ze beter begrijpend lezen.”*

T-5: *“En dat je van thuis uit daarin motiveert en misschien zelf ook laat zien dat je graag leest. En dat je het belangrijk vindt.”*

T-6: *“Uiteindelijk is school de school en is school er verantwoordelijk voor en thuis niet.”*

T-2: *“Ik denk dat wij de ouders vooral niet te veel erbij willen betrekken. [...] Het moet ook niet zijn dat de kinderen gelijk bijles gaan krijgen. Want daar kan het wel op doorgetrokken worden. Dus daar zijn we voorzichtig in.”*

T-4: *“Dat ik dan een schema op stel en werk meegeef, dan wordt het even een paar weken gedaan en dan verwatert het. Die echte drive van de ouders, die is er niet.”*

T-5 : *“Ik denk dat daar wel een verschil zit in hoogopgeleid en laagopgeleid. Dat je daar [hoogopgeleid] iets meer kan inschatten op hoeveel invloed het heeft, hoe jouw motivatie ook invloed kan hebben op het kind of op hoeveel het kind in aanraking komt met allerlei manieren om te lezen.”*

T-3: *“En dan kan je uitleggen dat als je thuis veel aan lezen doet, dan merken we dat op school. En bij het startgesprek kan je dat duidelijk maken.”*

T-2: *“Of we daar vanuit de opleiding echt iets aan hebben, ik nu niet.”*

T-7: *“Ik heb wel een groot deel daarin gemist. Als ik kijk naar de pabo dan is het meer gericht op de hoogopgeleide wijken, dan op de achterstandswijken. Dus daar gingen ze ervanuit dat kinderen thuis worden voorgelezen en dat wanneer je een boek voorleest, dat alle kinderen begrijpen wat er in staat.”*

T-1: *“Je wil die ouders iets meegeven en het is helemaal niet verwijtend, maar wat is dan handig en hoe zorg je voor terugkoppeling, dat heb ik wel gemist. [...] Ook op leesgebied meer good practices. Daar heb ik wel behoefte aan. En soms het ook dat ouders wel willen, maar niet weten hoe ze het moeten doen. Daar zou ik ook wel een handvat voor willen krijgen. Tips geven, maar ook echt begeleiden in hoe je dat met je kind doet, meer handvatten hoe je dat met ouders kunt oppakken.”*

T-7: *“Ik denk dat als je vers van de pabo komt, dan heb je dit niet in je repertoire zitten. [...] Het zit niet in de standaard lessen.”*

T-1: *“En daarbij ook nu op studiedagen op school, dan is het ook niet echt een topic.”*

T-4: *“En nu komt het erbij en dan gaat er wel heel veel energie in zitten en tijd. [...] Dan moet je wel heel erg gemotiveerd zijn of een flinke drive hebben om dat op poten te zetten.”*

T-5: *“Ik ga daar niet achteraan. Aangezien we zoveel taken hebben als leerkracht, dan is het niet te doen om ook nog ouders te gaan motiveren om hun kinderen te motiveren om te gaan lezen.”*

T-4: *“En de ouderbijeenkomsten [workshops] zouden ondersteuning bieden: hoe doe je dat nu het voorlezen, hoe pak je dat aan, hoe zorg je voor een rijke taalomgeving.”*

T-6: *“Het is vaak zo dat er in het onderwijs over iets wordt gesproken als er aanleiding toe is en dat is in de meeste gevallen is dat negatief, [..]en dan wat er nodig is om het beter te maken.”*

**Appendix E. Codebook**

Name
Other
Reading
Kind in strijd
kind leesmotivatie afwezig
kinderen bieden weerstand tegen ouders die moeite doen
kinderen die niet willen lezen hebben negatieve ervaring ermee
kinderen thuis te veel alternatieven voor lezen
Kinderen willen niet thuis
lang boeken ruilen ipv lezen
ouders willen wel maar weerstand thuis
Leesactiviteiten in de klas
leescircuit om leesplezier te verhogen
spel element om lezen leuk te maken
Leesmotivatie
invloed op leesplezier
geen leesmotivatie, geen leesplezier
leesmotivatie is belangrijkst voor plezier in lezen
leesmotivatie stimuleren geeft beter lezen
leesonderwijs meer op leesmotivatie en interesses
leesmotivatie te zien in resultaten
moeite met taal en begrijpend lezen ook weinig leesmotivatie
motivatie zet aan om te lezen
verschillen in leesmotivatie thuis
Leesplezier
Leesplezier invloed op
begrijpend lezen
Eerst lezen leuk vinden voor lezen
kind lezen niet leuk gaat tijdverspillen
Leesmotivatie
thuis leesplezier invloed op school
Lezen is leuk
Lezen leuk als je kan
lezen centraal ipv lezen verpakken en verbloemen
lezen omdat leuk is
visie, lezen is pas leuk als je het goed kan
lezen moet geen straf
lezen moet leuk zijn
lezen stom thuis ook niet lezen
Lezen invloed op
Concentratie
belang van lezen is concentratie opbouwen voor begrijpend lees teksten
lezen invloed op concentratie
Scores
vrij lezen invloed op begrijpendlezen
vrij lezen invloed op spelling

Wereldkennis
begrijpend lezen is ook verbinden met ervaringen en de wereld
leesboeken vergroot je algemene kennis en wereldbeeld
lezen belangrijk voor alle schoolvakken
Schools vision on reading
geen studiedagen op lezen
leerkracht verdiepte niet in leesonderzoek
leescoordinator kan goede invloed hebben
leescoordinator niet actief in school
leesonderwijs thematisch integreren ipv losse teksten
rol leescoordinator actief in school
rol leescoordinator inactief hedendaags
school, als lezen speerpunt is dan ook uren en vergaderingen ervoor
schoolbreed boeken in thuistaal zoeken en dubbel voorlezen
schoolbreed geen lezen, alleen in onderbouw
studiedagen in onderbouw wel over thuisomgeving
studiedagen niet over hle
Verskil boven-onderbouw
Bovenbouw
bovenbouw meer verschillende vormen van tekst om te stimuleren dan onderbouw
bovenbouw moeilijker te motiveren voor lezen thuis
in bovenbouw lastiger informeel contact met ouders
ouderbetrokkenheid bij bovenbouw lastiger door lastige onderwerpen
Jonger kind
in onderbouw makkelijker ouders spreken
lagere klas makkelijker te motiveren voor lezen thuis
onderbouw makkelijker en belangrijker om ouders te motiveren
ouderbetrokkenheid bij kleuter op kleine ervaringen
Jonger kind makkelijker
jonge kind makkelijk te motiveren om te lezen
Jonger kind wel in klas
ouders bij kleuters wel in klas rondom lezen
Parental involvement
Population influences
Belang lezen
afvragen of ouders belang voor lezen inzien
ouders beseffen niet altijd het belang van lezen voor alle schoolvakken
populatie afhankelijk of ouders belang van thuisomgeving in zien
Bewust zijn op hun invloed
hoogopgeleide ouders meer besef van invloed
laagopgeleide ouders kennis via leerkracht opdoen
laagopgeleide ouders minder bewust van hun invloed op lezen
niet alle ouders even bewust van invloed
ouders bewust maken wat bijdraagt aan begrijpend lezen
ouders misschien nietwel bewust van hun invloed
ouders niet bewust van invloed op lezen
Lezen

NT-2 lastig als geen nederlands kunnen
opleiding ouders invloed
populatie migratieachtergrond meer aandacht voor spelend lezen
thuis andere taal maakt lezen lastig
Opvattingen over school
ken culturen, wees nieuwsgierig naar ouders opvattingen
ouders weten dat school belangrijk is voor werk in Nederland
ouders zijn trots als ze niet naar school hoeven
Ouderbetrokkenheid
belangrijkst inschatten wat voor ouders voor betrokkenheid bereiken kan
hoogopgeleide ouders best betrokken
hoogopgeleide ouders zijn betrokken bij school
ouder populatie invloed hoeveelheid tijd kennis aan kind
ouder populatie van invloed op ouderbetrokkenheid
populatie afhankelijk hoe ouders betrokken zijn
Various ways of acting
Thuisonderwijs
moeilijk kind motiveren tijdens afstandsonderwijs
ouders willen moeite doen voor tastbare resultaten
thuisonderwijs minder gelezen
Tips helpen
ouders pakken tips op
ouderworkshops tips helpen
Tips verwateren snel
drive ouders om thuis bezig te gaan is er niet
leerkracht negatieve ervaringen met ouders thuis ook weinig energie erin
ouders doen weinig met gekregen tips
ouders tips thuis verwateren snel
tips aan ouders verwateren snel
tips ouders stagneren snel
Wisselend hoe ouders het oppakken
School's activities
High workload teachers
Kost veel leerkracht energie
kost veel leerkracht energie om ouders te betrekken
nodig leerkrachten moeten bereid zijn te leren en energie ergens in te steken
ouderbetrokkenheid kost veel energie en tijd van leerkracht
leerkracht te druk voor ouderbetrokkenheid timuleren
leerkracht werkdruk te hoog om hier aandacht aan te besteden
Leerkrachten meer uren nodig
leerkrachten te weinig uren voor bespreken kennis over ouderbetrokkenheid
uren voor ouderbetrokkenheid vanuit schoolvisie nodig
leerkrachten weinig tijd voor veranderingen
ouder benaderen kan werkdruk wel verkleinen
werkdruk hoog voor organiseren activiteiten
werkdruk te hoog om ouderste blijven volgen
werkdruk verkleint ouder benaderingen
Involving parents by..

Bereiken via
Fysiek de school in
activiteiten met ouders op lezen
mooi als ouders hun expertise vertellen bij themas
ouders betrekken bij activiteiten
ouders betrekken bij bibliotheek diensten
ouders betrekken in lezen de klas onderbouw
ouders fysiek in school bij activiteiten
ouders fysiek in school niet regelmatig
ouders geven gastlessen in klas per thema
ouders in school als informatiebron
ouders mee als vrijwilliger als bedankje
ouders niet betrokken bij kinderboekenweek
ouders niet in de klas rondom lezen
ouders op man af vragen te helpen bij activiteiten
ouders school in via praatje aan het hek
ouders school in via project afsluiting
ouders sporadisch de klas in als informatiebron
Informatieavonden
info avond ook over lezen en ouderbetrokkenheid
informatie begin van jaar over leesprogramma en doelen
informatie kan uitgebreider naar ouders
informatie over vereisten op informatieavond
informatieavond over doelen en uitleg lezen
informatieavond over lezen en in gesprekken
informatieavonden drie keer per jaar
informatieavonden lage opkomst
informatieavonden voor ouders informeren
leescoordinator stuurt tips voor lezen thuis
niet bij startavond, dan geen info aan ouders
ouders betrokken voor informatie en activiteiten
ouders bewust maken op informatieavonden
ouders informeren over eisen als toetsen zijn geweest
ouders informeren over leesprogramma niet duidelijk genoemd
vereisten besproken info avond begin jaar
Oudergesprekken
informatie over leesprogramme en streefdoelen in oudergesprekken
leerkracht support thuisomgeving via gesprekken voeren
leerkracht zelf weinig ouders betrekken bij onderwijs
oudergesprek hulp aanbieden
ouders die wel willen tips geven
ouders in rapportgesprekken
ouders laagdrempelig bereiken
ouders via berichtje
Workshops
ouders workshops tips om activiteiten aan te pakken
projectstart info aan ouders
twee workshops avonden voor ouders

Huiswerk
Alleen
huiswerk niet met ouders
huiswerk niet met ouders samen, zelf
huiswerk voor kinderen, soms geholpen door ouders
Samen met ouders
boekbespreking
boekenbeurt wel thuis voorbereiden
leesopdracht voor thuis
Wisselend hoe ouders met huiswerk omgaan
boekbesprekingen helpen om ouders thuis actief en creatief bezig met kind te laten
huiswerk met ouders overhoren
in thuisonderwijs achteruit gaan zonder hulp ouders
kind thuis zelfstandig gelaten
ouders afstandelijk naar huiswerk toe
ouders helpen huiswerk want tastbaar resultaten
suggesties aan ouders om te helpen met huiswerk wordt wel gegeven
Laagdrempelige activiteiten
blogs aan ouders over werk op school
ervaring dat ouders heel actief betrokken waren in de school
huiswerk nieuwsbegrip gewoon thuis mee nemen
ouders tips geven die makkelijk zijn
voorleesdagen en boekflix
Niet over belang ouders praten
geen info aan ouders over belang van lezen
geen informatie aan ouders over belang van school en lezen
geen tips over praten belang van school
Ouders bewustmaken van hun invloed
belangrijk dat leerkrachten weten van ouders invloed op schoolsucces
ouderinvloed makkelijker te bereiken dan je denkt
ouders bewust maken in oudergesprekken
ouders de vaardigheden niet om kind rust en lezen aan te bieden
ouders denken veel kennis nodig te moeten hebben om invloed te uiten
ouders duidelijk maken van belang thuis lezen
ouders geen tips over belang school en lezen
ouders verbaasd over kleine tips die veel invloed kunnen hebben
ouders wel bewust maken bij tips van hun invloed
Ouders lastig te betrekken
Ouders na gesprek loslaten
als thuis niet gebeurt dan niet, loslaten
lastigst als ouder wel tips maar niet doorpakkende ouders
leerkracht gaat niet achter ouders aan
leerkracht niet bovenop ouders zitten na tips geven
leerkracht tip; zelf inzetten, ouders praten, loslaten
leerkrachten negatief over ouders betrekken
ouders boos op leerkracht maar thuis niet doen
ouders doen weinig met gekregen tips



ouders lastig te checken op afspraken
ouders loslaten
ouders moeite met doorpakken door veel dingen in hun leven, lockdown
ouders na een gesprek en tips thuis niet aan de slag
ouders na tips niet volgen als er geen aanleiding is
ouders na tips weer op oudergesprek spreken
ouders niet controleren na tips in gesprekken
ouders tips verwateren snel
ouders volgen na tips via afspraken erover
ouders willen wel maar geen zin in moeite ervoor doen
populatie afhankelijk of leerkracht achter ouders aan gaat
Ouders te druk
ouders geen tijd voor activiteiten
ouders te druk om thuis betrokken te zijn
populatie ouders thuis te druk voor rustig lezen
Ouders willen geen moeite
ouders niet op info avond ook geen info
Ouders willen luchtige activiteiten
ouderactiviteiten laagdrempelig maken
ouderbijeenkomsten luchtige activiteiten wel hoog
ouders betrekken bij thema's is lastig
ouders geen animo om binnen school te komen
ouders niet belasten met 'moet dit doen'
ouders reageren wel op luchtige en niet op leeractiviteiten
ouderworkshops opkomst laag ook bij persoonlijke betrekken
ouderworkshops opkomst van allochtone ouders hoog, autochtone
ouders laag
ouders willen wel maar weten niet hoe
ouders soms weinig interactie met kind in activiteiten
Positief benaderen
ouders positief benaderen
ouders spreken over invloed op leren als het goed gaat
Tips aan ouders
Suggestions to parents
Examples
Andere activiteiten
thuis activiteiten verschillen per ouders wat past
tip betrek kind bij dagelijkse activiteiten
tip enthousiasmeer je kind voor lezen
tip jeugdjournaal klokhuis voor taal
tip kijk serie met ondertiteling en schrijf woordenop
tip samen boodschappenlijst maken
tip schooltv voor woordenschat
tip veel boeken en leesplekken
tip zelf ook , doen als, lezen
verschillende activiteitenrondom lezen, ondertiteling
Boeken lenen
school leent tijdschriften en boeken aan ouders

tip boeken lenen
tip ga naar bieb
tip ga samen zoeken tot je iets leuks of interessants vindt
tip leen boeken van school
tips ouders motiveer met leuke interessante boeken
Huiswerk
ouders tips geven over helpen bij huiswerk
tips aan ouders over helpen bij boekenbeurten en huiswerk
Kies goed boek
Jonge Einstein verhalen want interesse
tip kies goede boeken uit met je kind
tip samen zoeken naar leuke boeken
tips aan ouders over thuis lezen stimuleren
Lezen
strips lezen is ook lezen en letters
thuis leesbingo om aan het lezen te gaan
tip 10 minuten voor slapen gaan
tip boek echt uitlezen
tip laat je kind hardop lezen
tip lees om-en-om
tip lezen nooit als straf , thuis en in klas
tip samen starten lezen
tip stimuleren kind te lezen
tip stripboek lezen
tip voor thuis echt boeken lezen
tip voor thuis leesspelletjes spelen
tip voor thuis, voorlezen
tip voorlezen
tip voorlezen, plaatjes kijken
tips hoe je met je kind kunt lezen
tips over hoe je iets goed kunt doen
tips over voorlezen
tips tijdschrift
twijfel of leesspellen er zijn voor groep 7
Praat met kind
tip doorzetten als kind niet wil
tip ga in gesprek met kind over interesses
tip ouders betrekken samen lezen en praten
tip praat ook in moedertaal, nietnl
tip praat over dagelijkse leven
tip praten over journaal
tip stimuleren vragen te stellen aan kind
tip teksten mee naar huis zodat kinderen er met ouders over kunnen praten
tip vragen hoe school was
tips aan ouders om huiswerk te overhoren
tips over begrijpend lezen, terug vragen
Inspired by

Opleiding en wetenschap
tips aan ouders via opleiding
tips aan ouders via wetenschappelijke bronnen
Praktijkervaringen
tips aan ouders komen uit ervaringen, niet bronnen
tips aan ouders vanuit ervaringen collega's
tips aan ouders via eigen visie
tips aan ouders via internet of collega's
tips aan ouders via praktijkervaringen
tips naar aanleiding van ervaringen collega's
Teachers practices
Activities for reading education
eigen voorbeeldfunctie meer naar voren laten komen in boeken lezen
extra leuk in klas maken en hopen dat thuis meegenomen wordt
huiswerk over lezen beperkt tot pak een boek
leerkracht activiteit om kind te motiveren
leerkracht omgang met lezen verschilt per persoon
leerkracht reflectie vaker vragen hoe het lezen was
leerkracht weinig zelf bezig met taal motiveren thuis
leerkrachten kunnen kinderen enthousiasmeren voor lezen
minder gesprekken met kinderen die wel lezen
werken in thema's om losse teksten makkelijker te maken
zelf veel lezen als leerkracht
In conversations when needed
Met kinderen
gesprekken vaak met kinderen die lezen niet leuk vinden
leerkracht met kind in gesprek wat een leuk boek is
praten over belang school met kinderen op afroep
Met ouders
informatie ter sprake als kind uitvalt op lezen
informatie ter sprake als nodig is, als er hiaten zijn
laag AVI dan in overleg met ouders
leerkracht geeft tips als kind niet goed scoort
leesprogramma besproken als er iets gebeurd
Logopedist in gesprek als niet goed gaat
logopedist gesprekken alleen als niet goed gaat
logopedist van school betreft ouders bij problematieken
met kind in gesprek over lezen
niet standaard met ouders contact over lezen
ouder gesprek naar aanleiding van hiaten
ouders bespreken belang onderwijs als mis gaat
ouders bespreken leesonderwijs als mis gaat
ouders spreken als er hiaten zijn
ouders vaker spreken over invloed als niet goed gaat
ouders vragen hoe het thuis gaat
ouders vragen in gesprekken hoe
praten over belang school wanneer niet goed gaat

Over thuisomgeving
gesprek met ouders beginnen over thuissituatie
ouders bespreken thuissituatie als nodig is
over thuis praten als er hiaten zijn
praten over thuissituatie als er hiaten zijn
tips aan ouders als situatie erom vraagt
No spontaneous conversations on home environment
niet met ouders gesproken over belang van school met kind
oudergesprekken niet over hoe gaat het thuis
ouders niet vaak praten over thuisomgeving
Stimulating parental involvement
Activiteiten
kloof verkleinen door boek dubbel voorlezen
kloof verkleinen door foto meenemen en vertellen erover
leerkracht via methode, via kind, bij ouders activiteiten
op school lezen thuis ook willen
leerkracht kan ouders motiveren
ouders geruststellen kan ook makkelijke activiteiten
ouders stimuleren thuis activiteiten te doen
tip 1 ouders positief betrekken bij onderwijs
tip 2 ouders tips geven wat thuis te doen
tip 3 ouders echt betrekken bij activiteiten
Talking in class on importance of reading
in klas weinig over belang van school lezen
leerkracht praat beperkt over belang van lezen en begrijpen
leerkrachten praten wel over belang van school
moeilijk verwoorden waarom lezen en leren belangrijk is
Parent-Teacher relationships
Negative experiences with parents
collegas onderling weinig inhoudelijk gepraat
leerkrachten vinden vervelend als ouders in de klas zijn
Parent-teacher bond
community bereiken met ouders, allemaal zelfde doel
community bereiken tussen ouders onderling
corona negatieve invloed op ouder-leerkracht relatie
kloof tussen thuis en school verkleinen
kloof verkleinen, rollend mechanisme
school en leerkrachten moeten band opbouwen met ouders
school moet dicht op ouders staan om gat te dichten
visie leerkracht graag goede band met ouders
Vision on parental involvement
niet op de hoogte van visie school op ouderbetrokkenheid
ouderbetrekken tegenwoordig verwaterd
zonde dat de kennis weg is van het ouderproject
school betreft ouders weinig in angst voor bijles
school geen speerpunt op ouderbetrokkenheid
schoolbreed kloof thuis en school verkleinen
schoolbreed ouderbetrokkenheid op het programma

schoolbreed, ouders op hoogte van leesonderzoeken en uitkomsten
studiedagen ouderbetrokkenheid geen topic, geen visie
vergaderingen en werkgroepen over ouderbetrokkenheid
Teacher Education
General HLE is important
kennis bij leerkrachten over hle belangrijk
opleiding , hle is belangrijk
opleiding noemt belang thuislezen met ouders
opleiding wel over verschillen in thuisomgevingen
opleiding, te algemeen, geen handvaten op hle
General knowledge on parental involvement
eigen ervaring veel lezen met ouders
kennis over hle opzoeken wanneer aanleiding ervoor is
kennis over ouders algemeen bekend, niet forceren
kennis uit literatuur over ouderbetrokkenheid
leerkrachten bewust van invloed ouders
veel te halen bij ouders
Knowledge for education does not fit
Kennis in bijscholing opgedaan
opleiding in bijscholing wel over belang thuis
opleiding bijscholing informatie komt niet bij leerkrachten terecht
liever een specialist die er veel over weet dan iedereen een beetje
opleiding levert weinig op, aanpak verschilt per ouder dus
opleiding tips voor in de klas
opleiding tip modellen
opleiding tip zorg voor zichtbare boeken in de klas
pabo zit meer op didactiek
opleiding weinig aan wat er gezegd is nu
pabo gericht op hoogopgeleide wijken, gemis
pabo, jezelf bijspijkeren wat wel werkt met de doelgroep
pabo, wat we hebben geleerd werkt niet bij deze school
Not on achievement parental involvement
opleiding geen tips over ouderbetrokkenheid
opleiding wel over oudergesprekken
pabo geen ouderbetrokkenheid
pabo niet hoe je ouderbetrokkenheid bereikt
vers van de pabo, niet in repertoire
What is missed
Missed specifics on HLE
opleiding geen tips over thuisomgeving stimuleren
opleiding geen tips voor thuisomgeving
opleiding niet besproken wat nodig is in thuisomgeving
opleiding niet centraal gehad over hle
opleiding niet uitgebreid over HLE op taal
pabo gemis over hle
pabo niet over ouders en taal
More background knowledge
academisch opgeleide leerkracht makkelijker opzoek naar bronnen

leerkrachten meer achtergrondkennis nodig over hun voorbeeldfunctie en invloed
nodig voor kennis, artikelen of boeken erover
pabo, praat over ouders en verschillen
Tools
Op HLE
nodig, creatieve tips om thuis gesprek te starten
opleiding meer concrete handvaten nodig op hle
Op leesgebied
kennis hoe een kind motiveren voor lezen
nodig, good practices
nodig, meer kennis en ervaringen over boekpromotie
Op ouderbetrokkenheid stimuleren
belangrijk school naar huis en thuis naar school te halen
nodig tips over begeleiden, handvatten aan ouders
nodig tips voor ouders die wel willen maar niet weten hoe
nodig van opleiding, voorbeelden, wat werkt
opleiding tips wel gemist
opleiding zou praktische tips kunnen benoemen
pabo gemist hoe je met ouders iets meegeeft en terugkoppelt
pabo, ouderbetrokkenheid overal in doen
Teachers beliefs on HLE
Examples of involved parents
Activiteiten
activiteiten voor talige thuisomgeving koken
samen recept lezen en koken
tijdschriften lezen
verhaal schrijven voor leesmotivatie
voorbeelden thuisactiviteiten
activiteiten met kinderen thuis ondernemen
inzet ouders belangrijker dan achtergrond of kennis ouders
ouders die thuis actief zijn met taal
ouders elke dag vragen stellen over huiswerk
ouders lezen samen met kind savonds
positieve aspecten van thuisomgeving
vaak helpen zelfde ouders bij activiteiten
veel in aanraking met boeken
Frequent
activiteiten thuis moeten verinnerlijken
in ritme komen als ouder om thuis kinderen te betrekken
niet sporadisch lezen, maar in ritme
niet veel vanuit huis frequent gelezen
thuisomgeving moet in een ritme komen
HLE influences ..
HLE invloed op betrokkenheid in klas
HLE invloed op actieve houding
HLE invloed op durven praten in de klas
ouders weinig support invloed op betrokkenheid

talige thuisomgeving leidt tot meer interesse
thuis geen stimulatie zorgt voor afwachtende houding
HLE invloed op leesmotivatie
boot gemist qua motivatie als je in groep 8 pas begint ls ouder
dominante ouders beter technisch, minder plezier
hle invloed op leesmotivatie
invloed op plezier en willen lezen
thuis lezen meer plezier
thuisomgeving van invloed op leesmotivatie
weinig bezig met lezen zorgt voor weinig motivatie
HLE invloed op leesscores
geen rijke thuisomgeving kans op leesproblemen
goed als leerlingen thuis zelf lezen
HLE bepalend voor uitkomsten en brede zin
scores blijven achter, als thuis niet voorgelezen
talige thuiomgeving werkt positief op beter lezen
thuis geen nederlandse taal is negatieve invloed
thuis gemotiveerd worden, sneller interesse en lezen
thuis leuke boeken dan ook meer leesmotivatie
thuis lezen is hoger niveau
thuis niet vrij lezen invloed op scores
thuis omgeving invloed op cijfers
thuis stimuleren zie je terug in cijfers en lessen
thuis weinig stimulatie geeft sneller onvoldoendes
verschillende activiteiten verbetert lezen
visie thuisomgeving goed merkbaar op leesvaardigheid
HLE invloed op wereldkennis
achtergrond ouders invloed op wereldbeeld
arabische boeken en geletterheid misschien aanwezig
Betrokken thuis invloed op wereldkennis en begrijpend lezen
essentie thuisomgeving is woorden horen en meekrijgen
hle geeft voorsprong op school
HLE invloed op meekrijgen over onderwerpen, kennis
meer kennis van wereld is beter begrijpend lezen
rijke thuisomgeving vergroot taalbegrip
strips lezen vergroot kennis verhaallijnen
te laat beginnen met motiveren zorgt voor testleren ipv begrijpen
thuis stimuleren zie je terug in kennis onderwerpen
thuisomgeving invloed op voorkennis
tips aan ouders preventief voor hiaten vanwege ouderpopulatie
veel boekenlezen ook invloed op woordenschat en kennis
woordenschat belangrijk voor tekst makkelijk lezen
Home is not school
Thuis ook ontspannen
niet verplichten thuis met lezen bezig te zijn
op school leren, niet thuis [moeten] leren
op school leren, thuis niet
terughoudend in suggesties geven over helpen met leesonderwijs

thuisomgeving moet niet, maar wel kansen daar
Parental exemplary function
als ouders lezen gaat kind ook lezen
ouders laten zien ook te lezen en motiveren
ouders lezen modellen is belangrijk
ouders lezen zelf niet altijd
ouders op telefoon werkt niet voor lezend kind
ouders zien lezen maakt ook uit
tip zelf ook , doen als, lezen
volwassenen hebben voorbeeldfunctie in leesinteresse