Portuguese Families’ Role in Literacy Development and Home Curriculum Enrichment

M. Adelina Villas-Boas

University of Lisbon
School of Psychology and Sciences of Education, Portugal

mariadelinavb@gmail

Abstract

This quasi-experimental study lasted for one year with the aims: (1) help children be aware of their cultural, linguistic and urban background with the collaboration of their own families; and (2) use that information to promote their further knowledge and achievement in reading and writing also in cooperation with the families. Two classes of 2nd graders were randomly selected to be the experimental and control groups. The students and their families came from a semi-urban area. The teacher of the experimental class held regular meetings with parents and fourteen different activities were agreed to be developed in partnership. Each activity followed three steps: (1) conversation between parent and child, (2) writing of text in the computer at home, and (3) reading and editing the text at school. The final outcome was a book entitled “When my mother/father was a little child…” Questionnaires were used as pre and post-tests both to measure the differences in parents’ home environment and in children’s literacy development. The results indicated significant differences in the two considered factors.