

Technological Influences in Home Literacy Environments and Reading Proficiency

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Abstract: Researchers have discovered that the home literacy environment (HLE) and the age at which a kid acquires a second language (L2) have a significant influence on the development of language in monolingual children. The purpose of this research was to evaluate the influence that HLE and the age at which children acquire a second language have on the development of children's vocabulary and reading skills in Chinese-English bilinguals. A total of fifty-nine youngsters who were multilingual in Chinese and English took part in the research. While this was going on, one of the parents filled out the questionnaire on the child's history of language development. Reading and vocabulary exercises were performed by the children in both Chinese and English translations. Reading and conversational interactions between parents and children were expected to have a favorable correlation with the development of vocabulary and reading skills in both languages. This hypothesis was based on the consideration of both within-language and cross-language impacts. In order to evaluate the hypotheses, we used partial correlations, which allowed us to adjust for testing age. We discovered that the relationship between the amount of time spent reading in English with a kid and the child's overall reading growth in English was positive. Furthermore, the increase in the amount of time that parents spent conversing with their children in Chinese led to an improvement in the child's vocabulary in Chinese, whereas the child's vocabulary in English became worse. Additionally, if a child's parents engaged in conversations with them in English, the child's vocabulary and reading ability in English improved, but the child's Chinese vocabulary deteriorated significantly. Specifically with regard to vocabulary, the findings demonstrated that the use of one language in the family environment had a beneficial impact on that language, while having a detrimental impact on another language.

Keywords: Parental Involvement, Storytelling

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