

Abstract

This study aimed to determine whether older siblings have a positive or negative effect on young language learners, in the face of contradictory previous research studies. Eighty-four Cantonese-speaking children with a mean age of 3.4 years in a local kindergarten participated in the study. Results were that having an older sibling provided neither an advantage nor a disadvantage to young children in their vocabulary and grammar scores. Results are discussed first in terms of the effect of older siblings on young children's language development, followed by an analysis of the associations of language competence with cognitive ability and demographic variables.