Abstract

This study is one of the first attempts to examine the relationship between family variables and Chinese children's English language ability with English-speaking foreign domestic helpers (ESFDHs) in Hong Kong. With 500 native Chinese children participants, study found that Chinese children with English-specking foreign domestic helpers have higher English ability in vocabulary and word reading. Within Chinese children with ESFSHDs group, family SES status, mother's English ability are associated with Chinese children English skills. Stepwise regression models showed that presence of English –speaking domestic helper, age, IQ score, mother's education, mother's English ability, monthly household income and English phonic class are significant predictors of both Chinese children's English word reading and English Vocabulary knowledge. These findings add substantially to our understanding of impact from family variables to Chinese children English skills.

Keywords: foreign domestic helper, Chinese children, English skills, Family SES