

Abstract

The present study investigated the influences of home literacy practices and attitudes towards English on children's English reading development. It took into account both family characteristics and supplementary classes outside classroom. 249 Hong Kong first-graders were tested individually on English reading skills. Subsequently, one of their parents were invited to complete questionnaires rating their home literacy practices and attitudes toward English. Also, they completed questionnaires regarding how they view their children about their home literacy practices and attitudes toward English. Results from hierarchical regression analysis showed that children's attitude toward English predicted children's English reading level, after controlling for children's age, IQ score and family income. In addition, father's education level and children attending phonics class had been shown association with children English reading scores. These results have provided a new perspective of how parent's attitudes and family background contributes to children's English reading development.

Keywords: Home Literacy Practices, Children Literacy Development, English Reading Level, Parent's Attitudes Towards English, Children's Attitudes Towards English