

## 1 Abstract

Language learning development is a vital skill that children learn by interacting with the surrounding environment. However, both at home and school impact language development. The study investigates the home and school factors that affect the learning and mastery of skills among primary school children in Hong Kong. A quantitative paradigm was adopted for the study based on phenomenological design. Students who met the inclusion criteria were selected for the study. The students were engaged in the study after consent from both parents and the students are obtained. Structured interviews were administered, which provided a deeper insight into the participants' lived experiences, individual perspectives, and attitudes towards the study topic. SPSS analysis was conducted with the transcripts coded, patterns established, and common themes from the responses identified. The study findings associate low economic status with poor language development. Similar, lack of quality learning facilities was associated with poor language development. The role of teachers and parents was identified as crucial as they serve as the role models and provide a guide which the children adopt in the learning process. A recommendation to conduct a further study involving siblings and other teachers apart from language was proposed.