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## **Abstract**

How do family characteristics predict word reading and vocabulary knowledge? The present study examined how different family characteristics predicted Chinese (L1) and English (L2) word reading and vocabulary knowledge in Hong Kong Grades 1- 3 children. First, we aimed to assess whether family income and parental education would be positively related to children's word reading and vocabulary knowledge in L1 and L2. After controlling for age, grade, nonverbal IQ, and working memory, both family income and father's education significantly predicted word reading and vocabulary knowledge in English but not Chinese. However, mother's education was significantly correlated with only English vocabulary knowledge. Second, we investigated the respective roles of parental expectation and home literacy environment (HLE) in word reading and vocabulary knowledge across L1 and L2. The results suggested that parental expectation and HLE did not predict children's word reading and vocabulary knowledge either in L1 or L2. The findings highlight the different associations between family characteristics, and L1 and L2 learning in Hong Kong children.