

Summary

Lin, Zhuo and Cai (2014)'s *A Survey of English-Chinese Bilingual Learning Environment of Children from Chinese Families in Singapore* analyses and investigates the bilingual learning environment of Chinese families in Singapore and their influence on children's use of Chinese language in their day-to-day interactions. This research was driven by the premise that the family environment has a key role to play in a child's language development and that bilingualism has been associated with several benefits, such as improved cognitive abilities and creative thinking.

The researchers randomly selected 327 Singaporean Chinese children, of which, 199 children were aged 6 and 128 children were aged between 3 to 4 years old. These children were chosen at random from three different types of preschool education institutions (i.e. community preschool education center, private preschool education center, and church group preschool education center). Data was collected from a survey questionnaire administered to the children's parents, where all satisfied the requirement of having at least one of the parents identified as a Singaporean Chinese.

Results of the study highlighted that parents' English proficiency levels were negatively correlated with the frequency of children's use of Chinese. This was despite obtaining data which showed that parents with higher English proficiency levels were more willing and motivated to communicate with their children in Chinese. The findings suggested that the frequency of children's use of Chinese could have been influenced by their general use of English to communicate with their peers, and the lack of exposure to Chinese learning resources as compared to English learning resources.

Hence, the researchers recommended that parents consider utilising scientific methods in learning both languages, more deliberate attempts to communicate with their children in Chinese, consciously allowing their children to interact with more Chinese speaking peers, and exposing them to the traditional Chinese culture. All of these would enable Singaporean children to improve on their bilingual communication skills.

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