

Role of foreign domestic helpers (FDHs) in  
Hong Kong Chinese children's language  
development in **Cantonese** and in **English**  
僱用外籍家庭傭工對香港兒童的廣東話  
及英語能力發展的影響

LIFESPAN DEVELOPMENT LABORATORY  
生命全期發展實驗室

DEPARTMENT OF PSYCHOLOGY, CHINESE UNIVERSITY OF HONG KONG  
香港中文大學心理學系



## Study Details

- **Name of Article:** The Role of Foreign Domestic Helpers in Hong Kong Chinese Children's English and Chinese Skills: A Longitudinal Study
- **Authors:** Katrina May Dulay, Xiuhong Tong, & Catherine McBride
- **Journal Name:** Language Learning
- **Published (Early View) on:** 22 December 2016

## 研究資料

- 文獻題目: 香港華裔兒童中英文語言發展追蹤研究: 外籍家庭傭工的角色
- 作者: Katrina May Dulay, Xiuhong Tong, & Catherine McBride
- 期刊名稱: Language Learning
- 出版日期: 2016年12月22日

## SUMMARY

- Factors influencing HK Chinese children's language performance over a 4-5 year period
- Both **benefits** and **trade-offs** in Hong Kong Chinese children's language learning found in association with:
  - Presence of **foreign domestic helpers (FDHs)** at home
  - Socioeconomic status
  - Home reading habits

## 研究摘要

- 於研究期間(4-5年期)影響香港華裔兒童語言表現的因素
- 以下因素對香港華裔兒童語言發展各有利弊
  - 家中僱用外籍家庭傭工
  - 家庭社經地位
  - 家庭閱讀習慣

## STUDY PARTICIPANTS

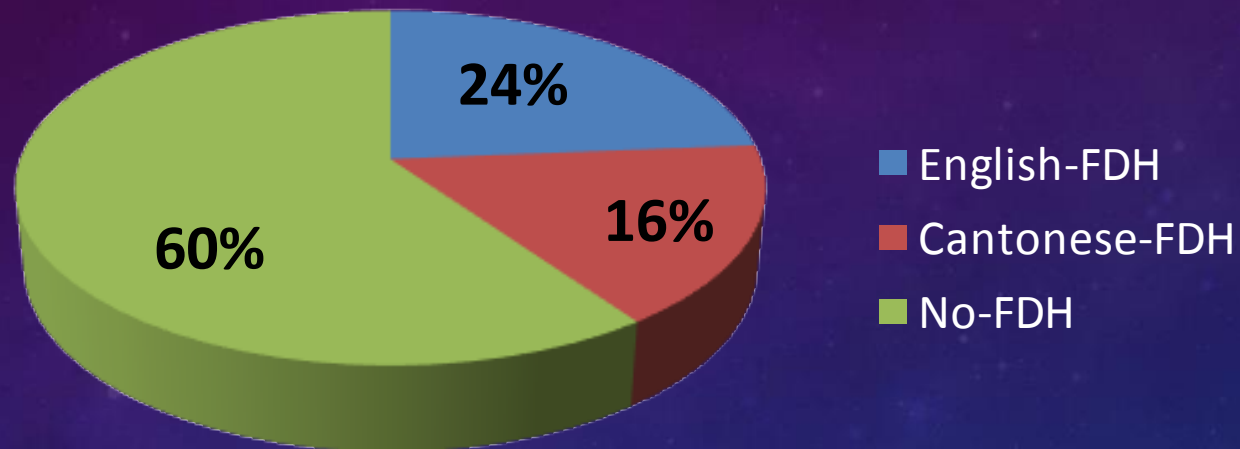
- 194 Hong Kong Chinese families (55% female, 45% male)
- First language: Cantonese
- Based on a sample of infants recruited from Maternal and Child Health Clinics and tested from 2001-2011 (ages 1-11)
- Study reported performance in years 2005-2009 (ages 5-9)

## 研究對象

- 194個香港華裔家庭  
參加兒童: 55%女性, 45%男性
- 母語為廣東話
- 從香港衛生署母嬰健康院招募
- 追蹤兒童由一歲至十一歲的語言發展  
(2001年至2011年)
- 是次研究主要針對參加兒童在  
五歲至九歲時的表現(2005年至2009年)

## STUDY PARTICIPANTS

## 研究對象

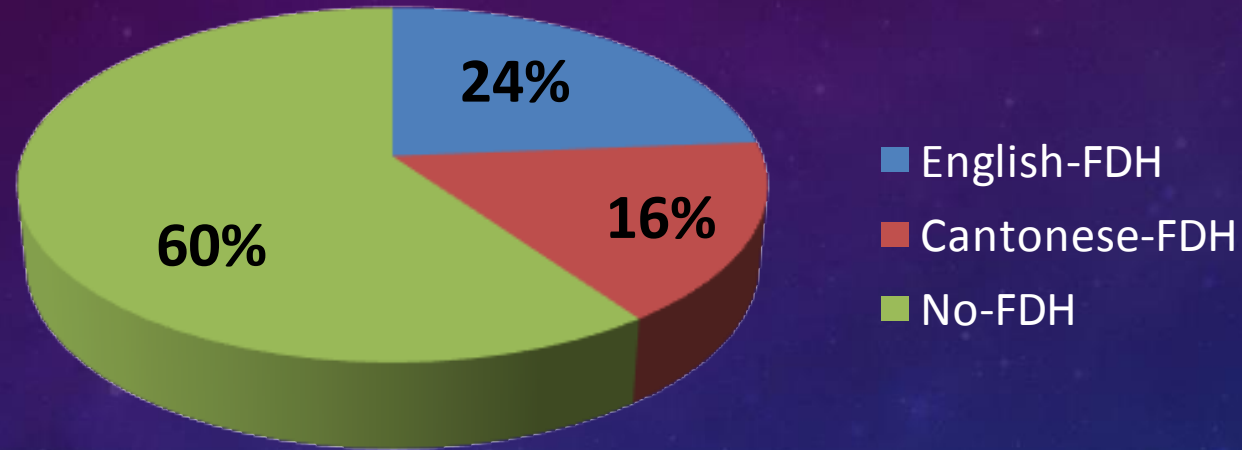


- **English-FDH:** English-speaking helper took care of the child at age 5
- **Cantonese-FDH:** Cantonese-speaking helper took care of the child at age 5

- **English-FDH (英語家庭傭工組):** 兒童在五歲時，家中有聘用以英語溝通為主的家庭傭工
- **Cantonese-FDH (廣東話家庭傭工組):** 兒童在五歲時，家中有聘用以廣東話溝通為主的家庭傭工
- **No FDH (沒有聘用家庭傭工組):** 家中沒有聘用家庭傭工

## STUDY PARTICIPANTS

## 研究對象



- 60% of families had no FDHs
- 40% of families had FDHs
- Most FDHs were from the Philippines and Indonesia

- 60%的家庭沒有僱用外籍家庭傭工
- 40%的家庭有僱用外籍家庭傭工
- 大部份外籍家庭傭工來自菲律賓及印尼

# STUDY PARTICIPANTS

- Parental education
  - Significantly higher in groups with FDHs (F.6-7 to tertiary) than no FDHs (F.1-5)
- Parental income
  - Significantly higher in groups with FDHs (10k-19k/20k-39k income range) than no FDHs (4-9k/10k-19k income range)

# 研究對象

- 父母教育程度
  - 聘請外籍家庭傭工組: 預科至高等教育
  - 沒有沒有聘用家庭傭工組: 中一至中五
  - 聘請外籍家庭傭工組父母教育程度較高
- 父母收入
  - 聘請外籍家庭傭工組:  
港幣一萬至一萬九千元/ 港幣二萬至三萬九千元
  - 沒有沒有聘用家庭傭工組:  
港幣四千至九千元/ 港幣一萬至一萬九千元
  - 聘請外籍家庭傭工組父母收入較高

# MEASURES

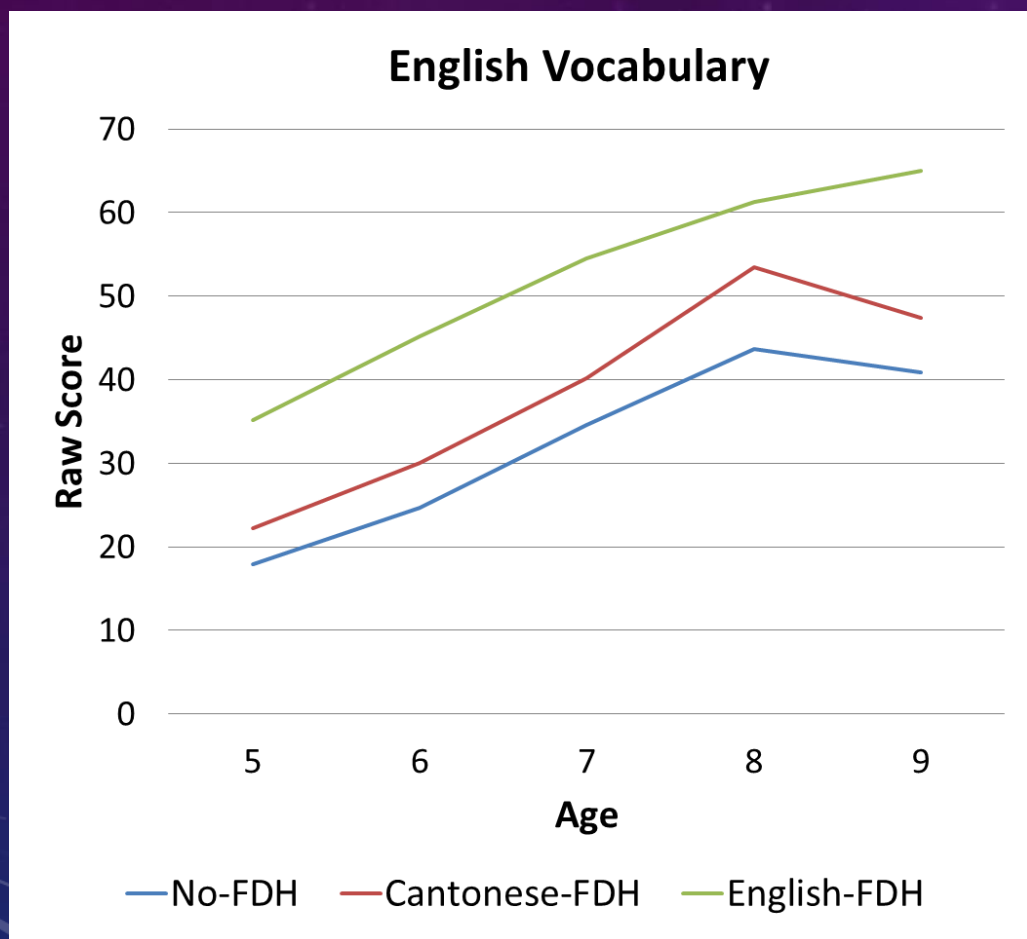
- **Parent survey**
  - Demographic profile
  - Home reading habits
- **Yearly tests from ages 5-9**
  - Chinese (Cantonese) vocabulary
  - English vocabulary
- **Yearly tests from ages 6-9**
  - Chinese character recognition
  - English word reading
- **Statistical controls to account for socioeconomic status and home reading habits**

# 測試用具

- 家長問卷
  - 了解家庭成員概況
  - 家庭閱讀習慣
- 於兒童五至九歲期間均測試
  - 中文(廣東話)詞彙理解
  - 英文詞彙理解
- 於兒童六至九歲期間均測試
  - 中文生字認讀
  - 英文詞語認讀



# RESULTS



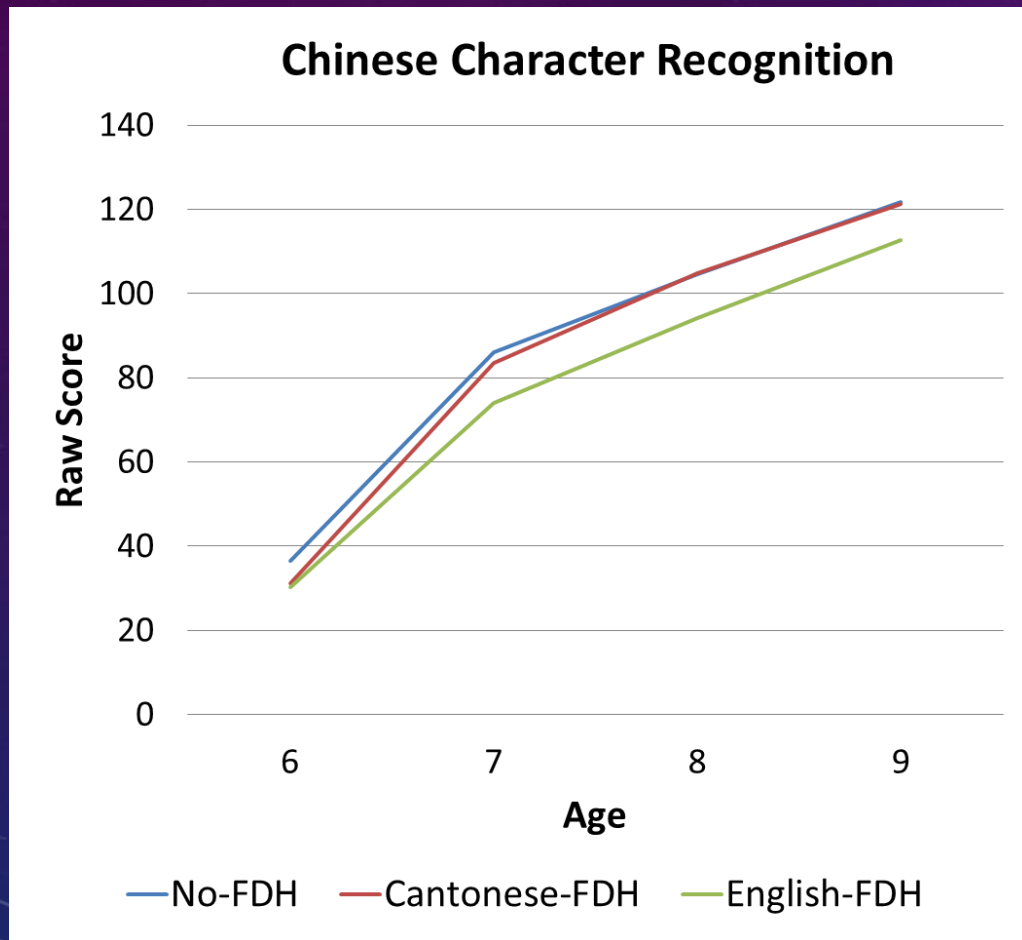
# 結果

- **Benefit:** Children with English-speaking FDHs > other children over time
- Mother's education positively related to outcome (+)
- Number of English books at home positively related to outcome (+)

英文詞彙理解方面：

- 英語家庭傭工組比其他兩組兒童較優
- 與母親教育程度呈正向關係
- 與家中英文藏書量呈正向關係

# RESULTS



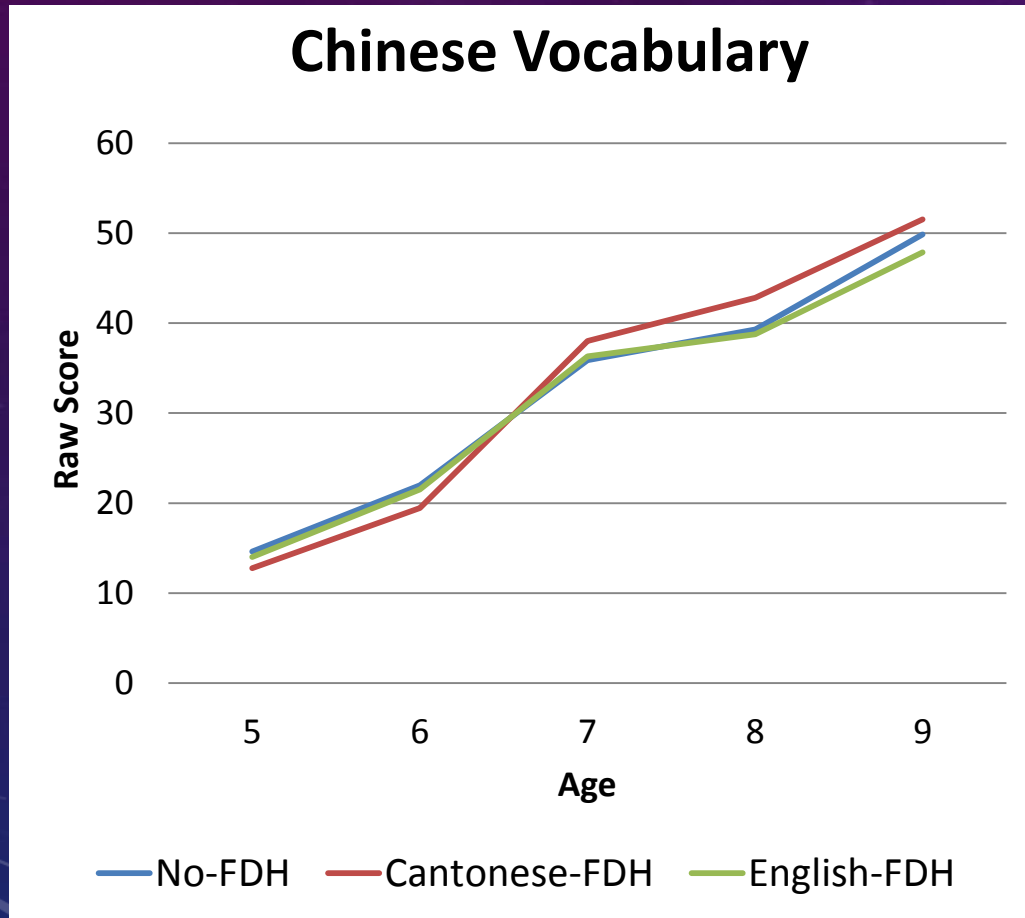
# 結果

- **Trade-off:** Children with English-speaking FDHs < other children over time
- Frequency of reading in Chinese positively related to outcome (+),
- Frequency of reading in English negatively related to outcome (-)

中文生字認讀方面：

- 英語家庭傭工組比其他兩組兒童較差
- 與閱讀中文圖書次數呈正向關係
- 與閱讀英文圖書次數呈負向關係

# RESULTS



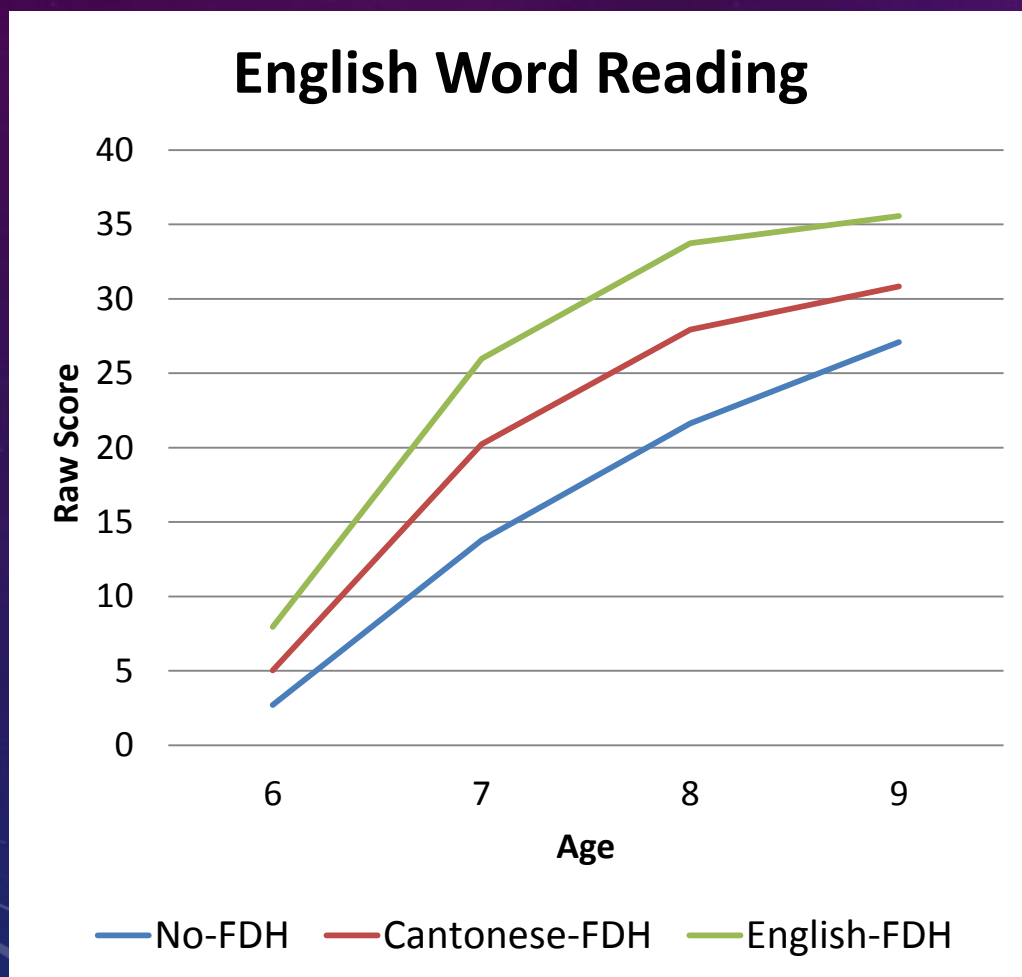
# 結果

- No relationship with presence of FDHs
- Frequency of reading in Chinese (+)
- Frequency of reading in English (-)

中文詞彙理解方面：

- 僱有家庭傭工組與沒有聘請家庭傭工組沒有明顯差異
- 與閱讀中文圖書次數呈正向關係
- 與閱讀英文圖書次數呈負向關係

# RESULTS



# 結果

- No relationship with presence of FDHs
- Mother's education (+)
- Number of English books at home (+)

英文詞語認讀方面：

- 僱有家庭傭工組與沒有聘請家庭傭工組沒有明顯差異
- 與母親教育程度呈正向關係
- 與家中英文藏書量呈正向關係

## CONCLUSIONS

- **Benefit:** English-speaking FDHs allow HK children to converse in English informally
- **Trade-off:** English-speaking FDHs may not be able to provide direct assistance in learning Chinese characters
- Socioeconomic status and reading habits important too

## 結論

- 聘用以英語溝通為主的家庭傭工
  - 優勢：為兒童提供英語溝通環境
  - 弊處：未能輔助兒童學習中文字
- 家庭社經地位與閱讀習慣對兒童語言發展亦為重要

## RELATED LITERATURE

- Similar results in previous studies
  - **Kindergarten children with FDHs:** Better English vocabulary, but worse Cantonese vocabulary (Chan & McBride-Chang, 2005)
  - **Fourth-grade children with FDHs:** Higher English reading comprehension (Tse et al., 2009)
  - **School-aged children with FDHs:** Higher English subject scores, no effect on Chinese (Tang & Yung, 2016)

## 相關文獻

- 過往的研究也有相似的結果
  - 家裡僱用外籍家庭傭工的幼稚園學生英語詞彙較好但廣東話詞彙較為遜色 (Chan & McBride-Chang, 2005)
- 家中僱用外籍家庭傭工的四年級學生英文閱讀理解能力較強 (Tse et al., 2009)
- 家中僱用外籍家庭傭工的學齡兒童英文科成績較好，但對中文科成績沒有影響 (Tang & Yung, 2016)

## RELATED LITERATURE

- Similar results in an ongoing study in Hong Kong
  - **School-aged children with FDHs in twins and singletons:** Higher English vocabulary scores, but lower in Chinese vocabulary and Chinese character recognition

## 相關文獻

- 於一項進行中的香港研究也有類似的結果
  - 家中僱用外籍家庭傭工的雙胞胎及單胎學齡兒童：
  - - 英文詞彙理解成績較高
    - 但中文詞彙理解成績及中文生字認讀較弱

## RELATED LITERATURE

- Current study may be the first longitudinal investigation of this topic

## 相關文獻

- 是項研究可能是第一個以僱用外籍家庭傭工為題的追蹤研究



# RECOMMENDATIONS

- **To parents**
  - **With English-FDH:** Provide extra support for Chinese character learning
  - **With English-FDH:** Equip FDHs with skills to deepen English-language interactions at home, e.g. dialogic reading
  - **Without English-FDH:** Provide more English language exposure, e.g. joining English-language storytelling in public libraries

# 建議

- 給家長的建議:
  - 若僱用以英文溝通為主的外籍家庭傭工:
    - 在中文識字上給予兒童額外的支援
    - 讓外籍家庭傭工學習更多與孩子互動的技巧，加深兩者再運用英語時的互動關係 (如對話式閱讀)
  - 若沒有僱用以英文溝通為主的外籍家庭傭工:
    - 向孩子提供更多接觸英語的機會  
如帶孩子參加公共圖書館舉辦的英文故事時間

# RECOMMENDATIONS

- **To educators**

- Provide more opportunities for “natural” interactions in second language learning
- English-language support and resources for children from poorer backgrounds

- 給教育工作者的建議：

- 於外語/第二語言課堂中提供更多機會讓兒童更自然地表達或交流
- 對家庭環境較差的兒童在學習英語時給予更多的支援

# THANK YOU!

This work was supported by the General Research Fund of the Hong Kong Special Administrative Region Research Grants Council (project reference #451210) and Collaborative Research Fund (CUHK8/CRF/13G) to Catherine McBride. We thank all children, parents, and research assistants for their participation.

此項研究由香港特別行政區研究資助局優配研究金  
(項目編號: 451210)及協作研究金  
(項目編號: CUHK8/CRF/13G)撥款資助。

是項研究得以成功進行，我們感謝所有參加的兒童、  
家長及各研究助理之參與。

