Does Bilingualism Predict Academic Stimulation in Young Children?

Literature has shown linguistic and cognitive development in bilingual children is different from their monolingual peers. Recent studies have supported a “bilingual advantage” in cognitive skills, but further research is needed to understand these effects. The purpose of this study is to examine the relationship between bilingualism and academic stimulation in young children. By assessing the relationship between bilingualism and the academic stimulation subscale of the Home Observation Measurement of the Environment (HOME) assessment in 85 children ages 4-7, we examined if bilingualism is related to higher levels of academic stimulation at home. Based on our sample, we found that parents of bilingual children reported providing more academic stimulation at home than those of monolingual, English-speaking only children. The study results further demonstrated high parental involvement in bilingual children’s academic stimulation.