

The Impact of Emotional Support from Family on Children's Growth in English Vocabulary

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Abstract: The influence of the emotional environment on cognitive development, specifically language acquisition, has been a pivotal topic in child psychology and pedagogics. This study aims to explore the interplay between emotional support from family and its effect on children's growth in English vocabulary. Utilizing a cross-sectional survey design, data was gathered from a total of 155 children, aged between 9 and 18, and their parents. Multivariable regression models were employed for statistical analysis. The research findings indicate a significant positive correlation between the level of family emotional support and the rate of English vocabulary acquisition in children. The greater the emotional support, the more noticeable the children's English language progress appears to be, highlighting the profound influence of a positive familial emotional climate on English vocabulary acquisition. The study underlines the importance of providing emotional support to children in their journey of language learning, suggesting that parents and educators should consider this aspect in promoting successful English vocabulary development.

Keywords: Emotional Support; Family; Children's Growth; English Vocabulary; Language Acquisition.

1. Introduction

1.1. Research Background

The profound influence of emotional support on cognitive development, particularly in the domain of language acquisition, has increasingly become a focal point in contemporary psychology and pedagogics. The connection between familial emotional climate and its impact on a child's linguistic growth has remained an unresolved query begging exploration. The objective of the current research is to uncover the interplay between the emotional support provided by the family and the impact it has on children's English vocabulary expansion. An inspection of the potential influence of emotional support can shed light on the psychological stimuli's potential significance in boosting children's ability to learn and expand their English vocabulary. English, being a lingua franca, has a critical role in shaping a child's future opportunities; therefore, understanding the factors that may boost English proficiency acquisition is of substantial importance.

1.2. Literature Review

The role of emotional support on children's learning and development has been an area of interest in recent years. Emotional support refers to a child's perception of love, acceptance and respect from family members. When children receive emotional support, this promotes healthy emotional development, forming a key foundation for cognitive abilities to thrive upon (Brown & Dunn, 1996).

Existing literature states that children exposed to consistent ES tend to display better mental health, higher self-esteem, and effective coping mechanisms (Rueger, Malecki, Pyun, Aycock, & Coyle, 2016).

Specifically, in educators' perspective, ES plays an essential role in academic success. It helps build a robust foundation that can enhance children's cognitive skills, including language acquisition (Masten, 2014). Notably,

Learning English as a second language could come as a challenge for many children, and an emotionally supportive environment can instill the confidence and motivation in them, nurturing their language learning process.

Several prior studies corroborate the influence of the family on children's vocabulary growth. The works by Hoff (2003), for instance, highlight the role of parental language usage in accelerating vocabulary acquisition in early childhood.

Moreover, Hoff (2003) noted that the quality of linguistic interaction between parents and children directly impacts children's language development. Specifically, when parents use vocabulary and grammatical structures that are richer and more complex during interactions with children, it can enhance children's understanding of vocabulary and grammar rules. In a similar vein, Rowe (2012) asserted that mothers' language use typically resulted in increased utterances from children and a corresponding growth in vocabulary storage.

However, this research primarily focusses on linguistic input as a source of vocabulary enhancement, without delving into the emotional aspects of these family interactions. Although studies like that of Pan et al. (2005) revealed that emotional support from parents had a positive impact on children's cognitive development, the specific effect on vocabulary growth hasn't been extensively explored.

A body of research has shown that children who receive high quality emotional support from their families often outperform in their academic achievements, including vocabulary acquisition (Erikson et al., 1983). Moreover, emotionally supportive families promote open and diverse communication which instigates children's curiosity about words, providing a rich vocabulary-learning environment (Hart & Risley, 1995).

Children's emotional well-being is deeply tied with their learning potential. Emotionally supported children demonstrate resilience in the face of learning difficulties, thus becoming persistent learners (Elias et al., 2007).

Importantly, emotional support can mitigate the potential adverse effects of stress on learning. However, high levels of

emotional support from families can counteract this effect, suggesting that emotional support may act as a protective factor for children's language development under duress.

In light of the pronounced benefits of emotional support on children's vocabulary expansion, it is essential for educators and parents to recognize its vital role and strategically incorporate support strategies in children's language learning journey. Further research is required to explore effective ways of rendering emotional support and to determine its long-term impacts on children's vocabulary growth.

1.3. Problem Statement and Objectives

This study aims to explore through quantitative research methods of questionnaire surveys and regression analysis whether emotional support from family can directly affect children's English vocabulary acquisition, and whether there is a correlation between the level of family emotional support and children's English vocabulary, while also examining how to promote children's English learning through providing effective emotional support, and whether suggestions can be provided based on research results to address the current issues and deficiencies in understanding the mechanisms of how emotional support influences children's language learning.

2. Research Methodology

2.1. Description of Research Design

This research employed a cross-sectional survey design to explore the impact of emotional support from family on children's English vocabulary growth. Respondents involved in the study consisted of 155 children, aged between 9 and 18, together with their parents. A versatility-maintained questionnaire was utilized to collect data. This tool comprised of two sections: the first assessed the level of emotional support from the family, leveraging scales such as the Family Environment Scale and Parental Emotional Support measure; the second gauged the child's English vocabulary proficiency, using standardized test scores and assessments.

Both quantitative and qualitative data were gathered. The quantitative data comprised of scores on the aforementioned scales, whilst qualitative data included responses to open-ended questions exploring the emotional climate within the family, parental attitudes towards English language learning, and their perceived impact on their child's vocabulary growth.

Statistical analysis was carried out using multivariable regression models. The dependent variable was English vocabulary size, whereas independent variables were emotional supports received from the family (represented in numerical format). The analysis also adjusted variables such as the child's age, gender, and exposure to English language. This approach helped to ensure findings' validity and reliability, controlling for potential confounding factors in this complex, inter-dimensional phenomenon.

The confidentiality of participants was maintained throughout the research process, ensuring an ethical research practice. Respondents were informed about the purpose of the study, their right to withdraw at any time, and data use conditions. All data were anonymized and used solely for the purpose of this study. The research design promoted the acquisition of valuable insights into the interplay between emotional support from family and children's English vocabulary growth, aiming to foster an understanding of this specific area within child psychology and pedagogics.

2.2. Explanation of Data Collection and Analysis Techniques

The Data collection was accomplished via a cross-sectional survey design, comprising of both quantitative and qualitative items. The participants were 155 children aged between 9 and 18 and their parents. The selection of subjects was made using a stratified random sampling technique to ensure diversity and representation of various family backgrounds. The children's English vocabulary range was measured using a standardized vocabulary knowledge assessment tool. Concurrently, parental emotional support was gauged using the 'Family Emotional Support Scale', a comprehensive tool associated with assessing levels of emotional encouragement, empathy and understanding provided by parents.

For the purpose of data analysis, we employed a multivariable regression model in SPSS to identify the impact of emotional support on children's growth in English vocabulary. Regression coefficients were computed to determine the strength and direction of the association while p-values served to recognize the statistical significance of the findings. Checks for multicollinearity were conducted to confirm that our independent variables were not excessively correlated.

In order to grasp a more nuanced understanding of the correlation, we also analyzed the interaction effect of other relevant factors such as age, gender, and socioeconomic status on the relationship between emotional support and children's vocabulary growth.

Lastly, robustness checks were performed to ensure the reliability and validity of the findings. Both the reliability and validity of the tools used were confirmed by performing a Cronbach's alpha test and confirmatory factor analysis, respectively. Consequently, throughout the data collection and analysis processes, utmost attention was paid in maintaining ethical considerations.

3. Results and Discussion

3.1. Presentation of Research Findings

The data collected from the 155 study participants provides interesting insights into the relationship between the level of emotional support received from the family and English vocabulary growth rate in children. Multivariable regression was used to examine the correlation, and the results suggest a significant positive correlation between these two variables. (Figure 1)

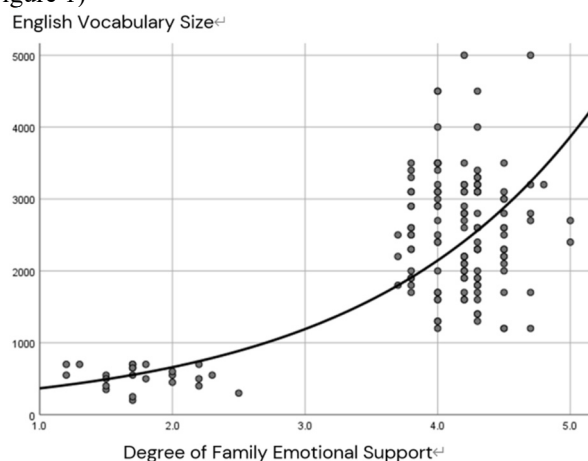


Figure 1. Relationship between Family Emotional Support and Vocabulary Size

Moreover, a separate analysis was conducted to remove the potential confounding effects of family income level on the results. However, there were no substantial changes in the estimated effect of emotional support on the rate of English vocabulary growth (Figure 2).



Figure 2. Relationship between Family Economic Conditions and Vocabulary Size

This analysis reveals that the level of emotional support from family plays a substantial role in a child's English vocabulary development. No significant intervening variables, indicating a strong direct effect of emotional support on a child's language learning rate. This underscores the critical role that a positive emotional environment plays in language development, and, by implication, cognitive development in children.

In the reliability analysis conducted using SPSS software for the survey questionnaire, a Cronbach's alpha value of 0.925 was obtained, indicating a very high level of internal consistency among the items. Further, the confirmatory factor analysis revealed a Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of 0.927, further validating the effectiveness and applicability of the tool. This combination of high Cronbach's alpha and KMO values collectively demonstrates the reliability and validity of the survey questionnaire.

3.2. Critical Analysis and Interpretation of Data

The data unveiled an intriguing relationship between the level of emotional support from family and the growth rate of children's English vocabulary. Through multivariable regression analysis, the p-value was less than 0.05, showcasing a statistically significant positive correlation.

Attention was drawn to how children experiencing greater emotional assistance from their family seemed to revel in this language learning journey. The profound influence of emotional support in child development, as revealed in this study, extends to language acquisition and takes center-stage in this puzzle of English vocabulary growth. It seems that while emotional support does not bear a direct, undeniable responsibility for defining the size of a child's vocabulary, it indeed introduces an atmosphere of safety and confidence, which further accelerates the process of language learning.

Moreover, the regular interactions that accompanied this emotional support provided a fertile ground for exchanges in the English language, nurturing the children's exposure to and command of English vocabulary. This has underpinned the understanding that emotional support may directly contribute

to vocabulary growth by broadening opportunities for verbal exchange within the family setting. However, it's essential to remember that numerous components impact vocabulary growth, and while emotional support is significant, it's just one piece of the puzzle. Future research should delve deeper into the aspects of this complex interaction between emotional support and vocabulary acquisition.

4. Conclusion

This study investigated 155 children aged 9-18 and their parents through questionnaires and regression analysis. The results showed a positive correlation between family emotional support and children's English vocabulary size. This indicates that family emotional support may promote children's acquisition of English vocabulary in the language learning process.

Some studies have elucidated the overall impact of emotional support on children's development and learning. However, the specific mechanisms and extent of its influence on language acquisition have been under-researched. The ways of providing emotional support to children from different family backgrounds and its impacts also lack comparison. In addition, the diversity of sample characteristics needs to be strengthened by considering factors such as different age stages, gender, and cultural backgrounds. In terms of sample size, the vast majority of studies have limited samples, making it difficult to represent the overall population. In research design, cross-sectional studies are more common, and long-term impact mechanisms are not well understood. Furthermore, research tools and quantification methods need optimization. Overall, there are still many deficiencies in this field of research.

Despite the persuasive evidence presented, it is vital to note that this study had its limitations, such as the reliance on self-reported measures of familial emotional support, and a relatively small sample size. Future research should attempt to replicate these findings in larger and more diverse samples, and perhaps investigate other variables that might impact vocabulary acquisition. In entirety, the findings underscore the importance of the role of emotional support in children's academic achievements, specifically in their English vocabulary growth. As parents and educators, we should look beyond traditional teaching methods and strive to provide a supportive and nurturing emotional environment for optimal learning experiences.

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