

A Comparative Review of Family and School Contexts in Child Second Language Acquisition

Yuan Wei*

School of Foreign Languages, Wuhan Polytechnic University, Wuhan, 430023, China
*weiyuan040212@163.com

Abstract: This comprehensive review integrates recent research on the key roles of family and school environments in children's second language acquisition, carefully comparing their impacts, interactions, and outcomes. Drawing on relevant studies from 2018 to 2025, it examines how school factors such as family dynamics, parental involvement, family literacy environment (HLE), teacher-student interaction, teaching strategies, and peer dynamics affect children's second language proficiency. This review discusses the synergistic effects and occasional conflicting effects of these backgrounds, focusing on how socioeconomic status (SES), cultural factors, and teaching quality regulate this effectiveness. The main findings indicate that the family environment provides necessary emotional and language support, promoting the growth of early vocabulary and conversational skills, while the structured learning environment created by schools is crucial for the development of academic language. This article reveals significant shortcomings in longitudinal, cross-cultural, and technology centered research, and proposes directions for improving second language acquisition strategies for future research. By integrating research results from different environments, this review aims to provide relevant information for educators, policy makers, and families, and create the most appropriate second language learning environment for young learners.

Keywords: Second Language Acquisition, Family Context, School Context, Interaction.

1. Introduction

The process of children acquiring a second language is complex, diverse, and multifaceted, influenced by numerous environmental factors. Family and school environments are the main pillars of influence. With the rapid development of globalization and the increasing prevalence of multicultural societies, educators, policy makers, parents, and researchers need to understand how these backgrounds affect children's second language abilities. The participation of parents, language input content, family literacy environment (HLE), and emotional support lay the foundation for early language development, driving natural contact and positivity[1]. Schools create structured teaching environments that provide peer interaction and academic language exposure conditions, which are of great significance in promoting the development of advanced fluency, literacy, and pragmatic abilities. The purpose of this review is to compare the roles of family and school environments in children's second language acquisition, integrate empirical results from publicly available peer-reviewed research from 2018 to 2025, and comprehensively and deeply grasp their contributions, interactions, and impacts on second language learning outcomes.

The significance of this theme is that due to differences in family resources, parents' educational level, cultural environment, socio-economic status, and school quality, children's second language learning outcomes vary significantly[2]. Family environment generally plays a key role in cultivating early vocabulary learning, conversational fluency, and positive attitudes towards second language learning through daily communication and literacy activities[3]. The formal teaching, systematic curriculum, and peer communication provided by schools enable children to develop academic language skills and advanced language structures[4]. However, the interaction between these

backgrounds has not been fully explored, especially in different cultural, linguistic, and socio-economic environments. This review adopts a comparative approach to explore how the interaction between family and school environments affects L2 outcomes, highlighting their similarities, differences, synergies, and occasional contradictions, thus bridging this gap.

This article follows the strict standards of SCI journal reviews and uses Harvard style references to integrate over 30 newly published studies, at least half of which were published in the past five years. To ensure the relevance, timeliness, and academic rigor of the research, the structure of the review is arranged as follows: Section 2 examines the theoretical framework supporting second language acquisition research in family and school environments, laying the conceptual foundation for analysis. The third part analyzes the role and value of family environment, mainly focusing on the influence of family environment, parental participation, and socio-economic and cultural factors. The fourth part conducts relevant investigations on school factors, including the interaction between teachers and students, teaching implementation strategies, and the dynamics presented by peers. The fifth part analyzes the interaction between family and school environment, identifies major research gaps, and points out the direction of subsequent research. By integrating these viewpoints, the goal of this review is to deepen the understanding of optimizing second language acquisition methods for adolescents in diverse and multilingual environments, and provide practical guidance for educational practice and policies.

2. Theoretical Frameworks

In order to explore the effectiveness of family and school environments in children's second language acquisition, it is necessary to develop a complete theoretical system that

provides conceptual guidance for interpreting empirical results and guiding comparative analysis. These frameworks reveal the social, cognitive, and ecological categories of language learning, and provide insights into how family and school environments shape second language acquisition. This section reviews five key theories related to second language acquisition, emphasizes their application examples in family and school environments, and highlights their significance for research and practice.

2.1. Socio-Cultural Theory

The socio-cultural theory proposed by Vygotsky claims that language learning is a social mediation process facilitated by interactions with knowledgeable individuals (such as parents, teachers, peers)[5]. In the family environment, this theory is based on parent-child interaction, involving storytelling, language conversation, cooperative reading, and various gaming activities [6]. These activities promote the development of children's second language by providing a large amount of language input and corrective feedback. Parents often imitate correct pronunciation and grammar in their daily lives, cultivating early second language skills and confidence. In the school environment, socio-cultural theory emphasizes the role of teacher scaffolding, peer cooperation, and classroom discussion in driving second language learning. Teachers implement guiding teaching activities, just like breaking down complex language structures, while peers give opportunities for naturalistic practice and meaning negotiation. Recent research points out the importance of these social interactions[7], indicating that in a language rich environment, whether in family space or school space, children will develop stronger second language abilities, including vocabulary, grammar, and pragmatic abilities[6].

2.2. Input Hypothesis

According to Krashen's (1982) Input Hypothesis, second language acquisition can achieve optimal results when learners are exposed to easily understandable input content - language proficiency slightly higher than their current level. In a family environment, parents rely on daily conversations, storytelling, and media exposure to provide naturalistic, contextualized input that is generally customized according to the child's developmental stage and interests[8]. Hoff's test found that in families with bilingual situations, the characteristics of parental involvement are frequent and diverse interactions, which can significantly predict the growth of second language vocabulary, especially in the early childhood stage. Teachers provide structured, curriculum based input through activities such as vocabulary practice, reading practice, and grammar classes, aiming to meet academic requirements and improve formal language proficiency[1]. The quality and quantity of input vary significantly in different environments: families provide unofficial dialogue and communication spaces to promote fluent expression, while schools provide systematic, academically focused input to promote literacy and structural accuracy[8]. These complementary roles are highlighted. The necessity of balancing natural contact and formal input to optimize second language learning outcomes.

2.3. Ecological Systems Theory

According to Bronfenbrenner (1979)'s ecological system theory, children's development is affected by the nested environmental system, which contains a micro system. This

framework is particularly critical in understanding the interaction between family and school environments to promote second language acquisition, because it highlights the collaborative relationship between these environments[9]. In the category of the family micro system, parents and brothers and sisters provide language and emotional assistance to foster early second language ability, while in the micro system created by the school, teachers and classmates provide learning opportunities and social practices supported by models[2]. The mid-level system, which includes parent teacher meetings, school family engagement programs, and other forms of interaction, enhances the synergy between family and school actions and promotes L2 outcomes. Epstein (2018) found through experiments that a cohesive family school partnership can increase L2 levels by 20% because parents can enhance the skills taught by school in their children's home environment, just as differences in expectations or low levels of parental involvement may hinder development, especially in low socioeconomic environments[10]. This framework highlights the importance of promoting close cooperation between families and schools to support second language learning.

2.4. Critical Period Hypothesis

The critical period hypothesis proposed by Lenneberg (1967) suggests that, given the increase in neural plasticity, children have a biological advantage in language acquisition, especially in the early childhood stage[11]. This theory reflects that the early dominant family environment is of great significance in establishing basic second language skills, and at this stage, children are more likely to accept natural inputs[12]. Compared with older learners, children who are exposed to different second language inputs at home, such as using bilingual teaching or media channels, will develop better pronunciation and basic vocabulary levels. Schools supplement these foundations with formal teaching, mainly focusing on academic language and complex language structures[12]. Recent evidence suggests that although children excel in acquiring natural language skills in their home environment, adults may perform well in early structured learning due to the cognitive means used, which reflects that the contributions of different contexts are different[12]. This interaction provides data for the comparative analysis of family and school roles in second language acquisition.

2.5. Interactionist Approach

The interactionist approach integrates cognitive and social perspectives, emphasizing the facilitating role of interaction in second language acquisition, allowing learners to negotiate meaning and receive corrective feedback[13]. In the family environment, interaction involves parents restating their children's mistakes, asking questions, and participating in dialogues that promote second language understanding and output. Parents can correct the misuse of verb tenses when their children tell stories, consolidating accurate forms of expression[14]. Teachers use techniques such as recasting, questioning, and scaffolding to promote second language learning, while peer interaction in group activities allows children to practice and improve their skills[15]. The interactionist approach highlights the dynamic interaction between cognitive and social factors in two contexts, as children engage in learning through positive interactions with others. Recent research has shown that an interactive

environment, whether at home or in school, can significantly improve second language fluency and pragmatic abilities, demonstrating the importance of meaningful communication [13].

These theoretical frameworks collectively highlight the multifaceted attributes of children's SLA, as well as the unique and complementary contributions of family and school environments. Based on these theories to establish comments, we can further explain empirical results, identify types of cross background patterns, and point out areas that need to be further explored in research and practice.

3. Family Context in Child SLA

The family environment is the main environment for children's early language exposure, emotional dependence, and cultural nourishment, playing a key role in shaping their second language acquisition. This section examines three key aspects of family background - family literacy environment (HLE), parental involvement, and socio-economic and cultural influence, and uses the latest empirical research to illustrate their role in second language proficiency.

3.1. Home Literacy Environment (HLE)

The Home Literacy Environment (HLE) encompasses a range of literacy related activities, including reading, accessing book resources, storytelling, and multilingual interactions involving parents. These activities are of great significance in enhancing second language vocabulary, comprehension, fluent expression, and learning motivation, as they provide children with early exposure to the target language in a supportive and natural environment. A meta-analysis conducted by Sun et al. (2020) found that factors in the home learning environment, particularly the frequency of parental reading, have a certain degree of effect on children's use of English as a second language (ESL), with a correlation coefficient r of 0.35[16]. Shared reading books expose children to different language structures, contextual clues, and narrative patterns, thereby enhancing vocabulary acquisition[17]. They conducted a randomized controlled trial, which showed that compared with the control group, parents actively explored story content in interactive shared reading interventions, resulting in a 15% increase in the second language vocabulary of preschool children, and the effect was observed to continue for six months.

The educational level and socioeconomic status of parents significantly influence the effectiveness of HLE. Hart and Risley's (1995) pioneering work has been confirmed by Rowe and Snow's (2020) latest research [18], showing that children from high socioeconomic status families receive more language input than their peers from low socioeconomic status, with approximately 153000 more words added per week, resulting in a significant difference between the growth of second language vocabulary and overall proficiency further distinguished between active and passive HLE components, indicating that positive parental teaching actions, such as explicit vocabulary instruction during the reading process, are more critical than passive resource accessibility[19]. These findings highlight the importance of parental involvement and active development of second language skills, rather than simply providing literacy resources.

Cultural factors also play a key role in the formation of the HLE effect[20]. found through surveys that monolingual families in the United States participate in shared reading

more frequently than bilingual families. This is generally due to parents' low mastery of the second language, which reduces their ability to simulate complex language structures[21]. found that in Indian families, if the mother has received higher education, she often participates in reading and storytelling activities, greatly improving children's vocabulary and comprehension abilities in the second language. These cultural differences highlight the necessity of adopting culturally sensitive intervention programs to improve HLE in different family environments. Community projects that provide bilingual books, parent training seminars, and culturally relevant materials demonstrate hope for improving second language proficiency among children from different backgrounds[17]. These intervention measures can help parents build a language rich environment, even when facing language and socio-economic barriers.

3.2. Parental Involvement

Parental involvement involves a wide range of different forms of activities, including direct teaching actions, providing emotional support, participating in school related activities, and establishing positive attitudes towards second language learning. These measures are of great significance in assisting children's second language acquisition because they construct a framework for language input and motivation. Alkhudiry et al. found an effective L2 support strategy[22].

The contribution of parents in cultivating their children's second language ability cannot be ignored. A meta-analysis conducted by Castro et al. showed that Castro et al.'s exploration has a positive impact on second language performance, involving enhancing reading comprehension, fluency in speaking, and writing skills[15]. Parents who engage in conversations in a second language environment, even if their language proficiency is poor, can still help their children cultivate fluent dialogue and a confident demeanor. Brothers and sisters also play a crucial role in family SLA. Kheirkhah and Cekaite found through research that the interaction between brothers and sisters, especially the interaction involving corrective feedback and collaborative games, can promote the accumulation of grammar and vocabulary in the second language[23]. Brothers and sisters often imitate correct language styles and join role imitation activities to enhance the second language level, and create an active interactive learning space in the family[23]. These findings are highly consistent with social and cultural theories, which highlight the role of social interaction in language learning[6].

The emotional support provided by parents is equally significant. Hoff claims that a warm and timely feedback parenting style guides children to develop a positive attitude towards second language learning, enhances their passion, engagement, and willpower, and creates a supportive atmosphere for parents who are enthusiastic about bilingualism and actively wish their children progress, which promotes the improvement of second language learning outcomes[1]. Cultural and socio-economic factors lead to varying levels of parental involvement. Guo et al. found in their experiment that, given that parents are migrant workers who work outside the home, Chinese "left behind" children have limited opportunities for language and emotional support, which negatively affects their second language abilities. Interventions aimed at promoting parental involvement, such as practical second language support strategy workshops or community support groups, can

address these challenges and assist in achieving fair second language learning opportunities[24].

3.3. Socioeconomic and Cultural Influences

Socioeconomic status and cultural background greatly influence the role of families in second language acquisition, affecting the quantity and quality of language input, the difficulty of accessing resources, and attitudes towards bilingualism. Families in lower socioeconomic status often face economic pressure, such as long hours of work or economic pressure, which limits the time and resources available for language rich interaction, resulting in a shorter duration of second language exposure[1]. Rowe and Snow's (2020) study suggests that due to limited opportunities for dialogue, storytelling, and access to educational resources, children from low socioeconomic backgrounds have limited second language vocabulary, while families from high socioeconomic backgrounds construct richer and more diverse language environments, with opportunities to access books, rely on private tutors, participate in language summer camps, and extracurricular activities, all of which are associated with outstanding second language performance[19].

The cultural attitude towards bilingualism also plays an undeniable role. In communities that value bilingualism, parents are more likely to participate in second language related activities, such as reading bilingual books or promoting the consumption of second language media, which can cultivate positive attitudes and motivation in children[2]; Edwards et al. explored and found that religious groups in study abroad environments drive positive attitudes towards second language learning, drive children's participation and perseverance, and prioritize L1 proficiency, especially in collectivist cultural backgrounds that emphasize maintaining L1 proficiency to protect cultural identity[25]. This will probably reduce the input of L2, thereby slowing down the acquisition process.

The mutual influence between SES and culture leads to a complex situation that affects L2 outcomes. Low SES immigrant families may prioritize economic survival over L2 support, inhibiting their ability to participate in language enrichment activities and access educational resources. Families in superior socio-economic positions can invest in private tutoring, language immersion courses, and technology-based learning tools, thereby widening the gap in second language achievement[16]. By utilizing community intervention methods such as bilingual storytelling time planning, parent training seminars, and access to free or subsidized educational resources, they have shown hope in supporting low socioeconomic status families by providing convenient tools and cultivating a positive attitude towards second language learning[17]. In 2021, these intervention measures can bridge the gap between high-income and low-income families, which is conducive to ensuring fair access to L2 learning opportunities.

4. School Context in Child SLA

The school creates a structured and systematic space for second language learning, providing formal teaching content, strengthening interaction between teachers, students, and peers, and supplementing and expanding academic language in family learning. This section collects the latest research results on teacher-student interaction, teaching strategies, and peer relationships in the school environment, emphasizing

their roles in second language proficiency and their interrelationships with family influence.

4.1. Teacher-Child Interactions

High level teacher-student interaction is essential for the development of a second language, as it provides structured input, corrective feedback, and customized support to meet the language needs of learners. Hu et al. used a classroom assessment scoring system (CLASS) to evaluate interaction in China's preschool stage and found that classroom management ($\beta=0.39$) and teaching support ($\beta=0.45$) significantly predicted the growth of second language vocabulary, while the impact of emotional support was relatively weak[26]. These exploration results indicate that standardized teaching strategies, such as straightforward explanations, targeted questioning, and supportive activities, have a greater impact on cultivating second language skills than single emotional support, especially in the context of early childhood education.

Bowers and Vasilyeva compared the conversations between monolingual and English as an Extra Language preschool children and teachers, and found that there was no significant difference in the amount of input received by EAL children, with a higher level of vocabulary diversity[3]. This increasing diversity indicates the characteristics of vocabulary diversity, complex sentence structures, and academic language, which in turn expands vocabulary reserves, enhances reading comprehension, and reflects the importance of customized input. Teachers often lack sufficient training to meet the diverse language needs of EAL students, leading to differences in classroom outcomes. Teachers may find it difficult to distinguish the differences in teaching between students with different L2 levels, resulting in uneven progress. Focusing on professional development plans in second language teaching methods, cultural competence, and differentiated teaching can improve teacher efficiency, especially in classrooms that present multilingual situations.

The quality of teacher-student interaction also varies due to differences in school environment and resources. In SES high schools, small-scale classroom teaching, well-trained faculty, and access to advanced materials can achieve more personalized teaching and nursing, leading to higher L2 scores[3]. Low SES schools often face problems such as overcrowded classrooms, limited resources, and inadequate employee training, which hinder effective interaction and reduce opportunities for L2 practice[27]. Relying on targeted teacher training, rational resource allocation, and policy intervention to fill these gaps is crucial to achieving fair second language education in different school environments.

4.2. Instructional Strategies

Scaffolding, explicit teaching, collaborative learning, and technology integration are the core components of second language acquisition in schools, as they create organized opportunities for children to develop language and academic skills. Paradis emphasizes the importance of implementing scaffolding techniques, such as using visual effects, gestures, simplifying problems, and real-life situations to provide comprehensible input that is consistent with Krashen's input hypothesis[2]. Coase's research shows that peer driven collaboration during English classrooms, such as group discussions and role imitation, can improve oral proficiency by 20 percentage points. Given that children engage in

valuable mutual communication, language structure and practical abilities are enhanced.

The study abroad program creates a unique teaching environment that combines formal teaching with natural contact in an immersive environment. According to Arvidsson's survey report, short-term study abroad experiences increase the use of the target language by 30%, especially in informal settings such as interacting with host families and participating in community activities. Formal teaching remains crucial for cultivating academic language proficiency, which is crucial for literacy and higher-level skills. Marqu é s-Pascual and Checa Garc í a found through exploration that structured vocabulary teaching in a study abroad environment can increase vocabulary complexity by 25% compared to relying solely on natural contact, reflecting the complementary effect of formal and informal learning environments[28].

Digital technology has become a practical means of enhancing second language classroom teaching strategies. Roseberry et al. found that interactive video chat can help improve second language verb learning by 15% compared to traditional methods. Given its support for real-time interaction and feedback, online platforms and language learning applications provide opportunities for personalized exercises, allowing children to participate in second language content at their own pace[29]. The effectiveness of these strategies is related to teacher training, technological infrastructure, and the availability of resources, which vary greatly among schools. Low SES schools may not have stable networks and equipment, which hinders the implementation of technology-based teaching[27]. Future research should explore scalable and affordable technological solutions to support second language teaching in resource scarce contexts.

4.3. Peer Dynamics

The interaction between peers creates a natural and socially engaging opportunity for second language practice, allowing children to discuss meanings, correct mistakes, and enhance pragmatic abilities in a real-life environment. Gass analyzed that in English classrooms, interaction among peers of the same grade can enhance oral fluency, and in collaborative tasks, children can correct pronunciation and grammar with each other. These interactions are consistent with the interactionist approach, which emphasizes the importance of negotiation and feedback in SLA[13]. When children practice language structure in a meaningful, low-risk environment, relying on group activities such as debate, role imitation, and problem-solving can enhance their fluency and confidence in using the second language.

The dynamic connections between peers may pose challenges, especially in diverse and immersive real-world environments. Heinzmann et al found that rapid social integration in study abroad programs can sometimes lead to bullying or social exclusion, which can negatively interfere with motivation and engagement in second language learning. In the context of multilingual classroom spaces, cultural and linguistic differences among peers may cause social barriers and reduce opportunities for second language practice and collaboration[30]. Teachers play a crucial role in alleviating these challenges by creating inclusive environments, building peer interaction bonds, and promoting positive social situations. A structured peer assistance program has been implemented, which allows second language learners to help their peers and enhance fluency and confidence levels.

The socioeconomic differences in schools further affect peer dynamics and second language performance. Short et al. found that due to the large class size, limited extracurricular activities, and insufficient resources, children in low socioeconomic status schools have limited opportunities for peer interaction, which hinders the progress of second language fluency and pragmatic abilities[27]. High SES schools with diverse peer groups and abundant resources promote richer interactive situations, allowing children to exercise L2 skills in different social environments. To address these differences, targeted intervention measures such as peer assistance, after-school language expansion clubs, and inclusive classroom activities are needed to promote fair second language learning opportunities in different school environments.

5. Interaction of Family and School Contexts

The interaction between family environment and school environment is a key but under researched area in children's second language learning. Due to the complementary and occasionally conflicting mechanisms of these environments, they jointly affect second language proficiency. This section analyzes the ways in which family and school environments interact, identifies key research weaknesses, and plans for future research directions to drive understanding and practice.

5.1. Complementary Roles

The family and school environment often work together to promote children's mastery of a second language, build a cohesive learning space, and strive to improve children's language and academic performance. Parents' participation in school activities, such as attending parent teacher exchange meetings, volunteering, or participating in school language courses, enhances the relationship between the family and school, and aligns their efforts with support for second language learning. When Alkhudiry et al. conducted a study, they found that compared to the control group, schools implementing parent training programs increased L2 levels by 18% because parents were more capable of strengthening their children's school acquired skills at home. Shared reading in the home environment was a supplement to school vocabulary teaching, and its overall effect was significantly more prominent than using a single background alone[31]. Children who regularly read with their parents and participate in school literacy programs make greater progress in vocabulary and reading comprehension than those who only come into contact with a single environment[16].

Brothers, sisters and peers also play a crucial role in connecting the family and school environment. Kheirkhah and Cekaite found that brothers and sisters use game related interactions to strengthen the second language skills learned in school, such as practicing vocabulary during the game, correcting each other's mistakes in dialogue, and peers promote family dialogue skills to the academic environment, so as to improve fluency, pragmatic ability and self-confidence[24]. Children who practice second language skills through collaborative classroom tasks generally apply these skills in their home environment, forming a feedback loop that optimizes proficiency levels across environments[2]. These interactions are highly consistent with ecosystem theory, which suggests that the interaction between the mesosystem - family and school - is crucial in promoting

children's development[9].

The community-based approach further strengthens the cooperation between families and schools, providing bilingual resources, parent training workshops, and opportunities for home school cooperation. It has been proven that cultivating a sense of shared responsibility for language learning can improve L2 grades[17]. Organizing bilingual story time courses or building community centers for parent teacher communication online platforms can bring language and cultural distance closer and create a more cohesive second language learning environment[1].

5.2. Conflicts and Challenges

Although the roles of family and school are complementary, they sometimes bring conflicts and obstacles to second language acquisition. A common challenge is that parents have a low level of mastery of the second language, which weakens their ability to support school-based learning activities such as homework and academic exchange[1]. Parents with insufficient second language proficiency may find it difficult to help their children complete reading assignments or participate in school activities, which can lead to a disconnect between family and school participation[2]. Cultural differences can also lead to conflicts. Within the established framework of collectivist culture, parents may prioritize rote memorization and maintaining L1, which may contradict the student-centered communication style commonly used in Western schools to maintain cultural identity[21]. These mismatches may cause children to become confused as they cope with different expectations and teaching styles in different environments.

Socioeconomic disparities have intensified these challenges, leading to unequal opportunities for second language learning. Families with lower socioeconomic status often do not have enough time, resources, or opportunities to support school second language courses, such as after-school tutoring or language expansion camps, while families with higher socioeconomic status have the ability to invest in private teachers, extracurricular activities, and technical learning tools, thereby widening the gap in second language achievement[1]. Schools in low socioeconomic status areas also face resource limitations, such as overcrowded classroom.

5.3. Research Gaps and Future Directions

Although significant progress has been made in understanding the role of family and school environments in second language acquisition, there are still some key research gaps that hinder our ability to develop comprehensive evidence-based strategies to improve second language learning levels. There are relatively few longitudinal studies that track L2 development in both situations, and the vast majority of studies rely on cross-sectional designs, which have certain limitations in understanding development trajectories[2]. Longitudinal studies can explore key development windows, determine the long-term effectiveness of early interventions, and explain how the influence of family and school evolves over time as children grow up in different stages of education.

Cross cultural comparison has certain limitations, especially in non Western environments. Although research on L1 learners of Chinese and Spanish is widespread, other language groups such as Arabic, Hindi, and African languages are clearly not adequately reflected in the literature. Cross cultural research can reveal specific contextual factors that

affect second language acquisition, such as cultural attitudes towards bilingualism, parental teaching methods or practices, providing data for developing culturally sensitive interventions that meet diverse language needs.

Although the importance of digital technology in education is increasingly prominent, its role in closely integrating family and school environments has not been fully explored. Roseberry et al. have shown that interactive video chat has improved second language verb learning scores by 15%, reflecting the considerable potential of technology mediated intervention measures in promoting family school cooperation[29]. Online platforms, language learning applications, and virtual home school communication tools can provide families and schools with usable and flexible resources, thereby promoting second language learning. In the future, research should explore scalable and cost-effective digital solutions to support L2 teaching in different environments, especially in resource limited environments.

The impact of teacher training on meeting the diverse language needs of EAL students needs to be further explored. Hu et al. argue that many teachers lack effective skills and training to support multilingual learners, especially in low socioeconomic schools with limited resources. Professional development plans tailored specifically for second language teaching methods, cultural competence, and differentiated instruction can improve teaching quality, weaken the gap in second language learning outcomes, and create an inclusive classroom environment[26].

In order to eliminate these gaps, future research should prioritize the following directions:

(1) Longitudinal study: Conduct a long-term study to examine how the influence of family and school interacts over time, identify key stages of intervention, and track development paths in different contexts.

(2) Cross cultural research: broaden the scope of research to include less representative language groups and cultural environments, in order to develop globally relevant and culturally sensitive second language strategies that meet diverse language needs.

(3) Technology based intervention: Look for digital tools such as online parent training platforms, language learning applications, and virtual collaboration systems to bridge the gap between home and school environments and enhance second language learning in resource limited environments.

(4) Teacher training and professional development: Develop and evaluate professional development plans to equip teachers with skills that support different second language learners, with a focus on building scaffolding, enhancing cultural abilities, and integrating technology.

6. Conclusion

This comprehensive review deeply analyzes the functions of family and school environment in children's second language acquisition, emphasizing their complementary effects on second language proficiency and occasional conflicts. The family environment provides key language, emotional, and cultural support through the family literacy atmosphere, parental involvement, and socio-economic factors, promoting early vocabulary accumulation, conversational fluency, and learning motivation. Schools provide structured teaching, teacher-student communication, peer communication, and academic language learning opportunities, which are crucial for improving advanced language skills and academic levels. The interaction between

these backgrounds, regulated by socioeconomic status, cultural characteristics, teaching quality, and accessibility of resources, greatly affects the output of second language learning. Coordinated family school cooperation strengthens learning, while misalignment creates obstacles.

By addressing critical research gaps through longitudinal, cross-cultural, and technology-focused studies, educators, researchers, and policymakers can develop targeted, evidence-based interventions to optimize L2 acquisition. Collaborative efforts between families and schools, supported by community-based programs, teacher training, and digital tools, are essential to create cohesive, inclusive, and supportive environments that empower young L2 learners to achieve fluency, academic success, and cultural competence in an increasingly multilingual world.

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