



**THE RELATIONSHIP BETWEEN PARENTAL EDUCATION  
INVOLVEMENT AND CHINESE PRIMARY SCHOOL  
STUDENTS' ENGLISH PROFICIENCY**

**BY  
HU YICHUN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION  
IN BILINGUAL EDUCATION AND ENGLISH  
LANGUAGE TEACHING  
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY  
ACADEMIC YEAR 2024**

Thesis entitled

**THE RELATIONSHIP BETWEEN PARENTAL EDUCATION  
INVOLVEMENT AND CHINESE PRIMARY SCHOOL  
STUDENTS' ENGLISH PROFICIENCY**

by

YICHUN HU

was submitted in partial fulfillment of the requirements  
for the degree of Master of Education in Bilingual Education and  
English Language Teaching

Rangsit University

Academic Year 2024

---

Assoc.Prof. Supakorn Phoocharoensil,  
Ph.D.  
Examination Committee Chairperson

Asst. Prof. Ubon Sanpatchayapong, D. Ed.  
Member

---

Assoc.Prof. Sumalee Chinokul, Ph.D.

Member and Advisor

Approved by Graduate School

(Prof. Suejit Pechprasarn, Ph.D.)

Dean of Graduate School

October 16, 2024

## ACKNOWLEDGEMENTS

Time flies, and in the blink of an eye, I am about to graduate from Rangsit University. I want to take this opportunity to express my sincere gratitude to the teachers and classmates who have helped me before.

Firstly, I would like to thank my respected thesis supervisor Associate Professor Dr. Sumalee Chinokul. She is the most responsible mentor I have ever encountered. Many nights, we had already rested, while she was still staying up late to revise our papers. If it weren't for her help, I wouldn't have completed my paper writing so quickly.

Secondly, I am very grateful to Associate Professor Dr. Supakorn Phoocharoensil and Assistant Professor Dr. Ubon Sanpatchayapong, who gave professional guidance to my thesis.

Thirdly, I would like to thank every professor and teacher I have met in Rangsit university. I also would like to thank my classmates Zhang Hao, Zhang Xue and Wang Min. Meanwhile, I would like to thank Teacher Chen Pei for helping me with my research. There are also Professor He Min and Assistant Professor Dr. Kirati Khuvasanond who helped me provide valuable suggestions for modifying the research questionnaire survey.

Finally, I would like to thank my husband Chen Yong for his support in my studies. Without his support, I cannot study with peace of mind until graduation.

Hu Yichun  
Researcher

6306051 : Yichun Hu  
 Thesis Title : The Relationship between Parental Education Involvement and  
 Chinese Primary School Students' English Proficiency  
 Program : Master of Education in Bilingual Education and English Language  
 Teaching  
 Thesis Advisor : Assoc. Prof. Sumalee Chinokul, Ph.D.

### Abstract

Many Chinese parents do not attach enough importance to educational involvement. This study was conducted to explore these two research questions: 1) What is the relationship between parental education involvement and students' English proficiency? 2) What kind of parental education involvement do Chinese parents engage in with the children? The research participants included 138 students' parents and 3 English teachers from a primary school in China. Data were collected through mixed methods. The questionnaire was combined and adapted from Song's (2019) and Xiang's (2020) questionnaire to collect quantitative data from the parents, which examines the research question 1, and semi-structured interviews were conducted with 12 students, 12 parents and 3 teachers to explore the research question 2.

The results showed that there was a positive correlation between parental education involvement and students' English proficiency with the correlation coefficient value  $R=0.647$ . Based on the data from semi-structured interviews, five categories of parental education involvement in which the Chinese parents engaged with the children were identified.

(Total 185 pages)

Keywords: Parental involvement education, Primary school students' English proficiency, Home literacy environment.

Student's Signature..... Thesis Advisor's Signature .....

## TABLE OF CONTENTS

		<b>Page</b>
<b>ACKNOWLEDGEMENTS</b>		<b>i</b>
<b>ABSTRACT</b>		<b>ii</b>
<b>TABLE OF CONTENTS</b>		<b>iii</b>
<b>LIST OF TABLES</b>		<b>vi</b>
<b>LIST OF FIGURES</b>		<b>vii</b>
<b>ABBREVIATIONS</b>		<b>viii</b>
<b>CHAPTER 1</b>	<b>INTRODUCTION</b>	<b>1</b>
	1.1 Statement of the Problem	1
	1.2 Research Objectives	12
	1.3 Research Questions	13
	1.4 Scope of the Study	14
	1.5 Research Conceptual Framework	15
	1.6 Limitation of the Study	16
	1.7 Definitions of Terms	16
	1.8 Significance of the Study	18
<b>CHAPTER 2</b>	<b>LITERATURE REVIEW</b>	<b>21</b>
	2.1 English Bilingual Education in China	21
	2.2 Young Students' English Proficiency	23
	2.3 The Critical Period Hypothesis	27
	2.4 Social Constructivism Theory	28
	2.5 Parental Education Involvement	31
	2.6 Home Literacy Environment	37
	2.7 Chapter Summary	51
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	<b>44</b>
	3.1 Research Design	44
	3.2 Research Setting	45

## TABLE OF CONTENTS (CONT.)

		<b>Page</b>
	3.3 Research Population and Sample	47
	3.4 Research Instruments	48
	3.5 Data Collection Procedures	57
	3.6 Data Analysis	58
	3.7 Chapter Summary	62
<b>CHAPTER 4</b>	<b>RESULTS OF DATA ANALYSIS</b>	<b>63</b>
	4.1 Results for Research Question 1	63
	4.2 Results for Research Question 2	75
	4.3 Chapter Summary	82
<b>CHAPTER 5</b>	<b>CONCLUSION AND RECOMMENDATIONS</b>	<b>83</b>
	5.1 Conclusion of the Research Findings	83
	5.2 Discussion	86
	5.3 Recommendations	89
<b>REFERENCES</b>		<b>93</b>
<b>APPENDICES</b>		<b>109</b>
	<b>Appendix A</b> The Certificate of Approval by Ethics Review Board of Rangsit University	130
	<b>Appendix B</b> Questionnaire of Parental Involvement Education	131
	<b>Appendix C</b> Semi-Structured Interviews with Parents on Parental Education Involvement	138
	<b>Appendix D</b> Semi-Structured Interviews with Students on Parental Education Involvement	140
	<b>Appendix E</b> Semi-Structured Interviews with Teachers on Parental Education Involvement	142

**TABLE OF CONTENTS (CONT.)**

	<b>Page</b>
<b>Appendix F</b> Item Objective Congruence Index (IOC) Form	126
<b>Appendix G</b> Translation of Semi-Structured Interview Responses	174
<b>BIOGRAPHY</b>	<b>185</b>



## LIST OF TABLES

<b>Tables</b>	<b>Page</b>
1.1 Objective Requirements of English Teaching in Primary Schools	7
3.1 The Sixth-Grade English Test Designed by Chengdu Education Bureau	49
3.2 Standard for Grade Classification	62
3.3 The Number of Students at Four Levels Based on Exam Results	54
3.4 The Cronbach. $\alpha$ Coefficient of this Study	66
3.5 Summary of Research Questions, Research Instruments, Data, and Data Analysis	58
3.6 The Interpretation of the Mean Score of Parental Education Involvement and English Proficiency	72
3.7 Categories of Semi-Structured Interview and Codes Sentences (The Number in Brackets Refers to the Number of Students)	73
4.1 Inspection Standards for Item Analysis	65
4.2 Analysis of the Correlation between the HLE Items and the Total Scale	65
4.3 Descriptive Statistics of Parents' Views on Their Children's English Learning	68
4.4 Descriptive Statistics of Family English Literacy Activities	69
4.5 Descriptive Statistics of English Materials in The Family	69
4.6 The Analysis of the HLE Scale	70
4.7 Pearson Correlation Analysis of HLE and Students' English Proficiency	71
4.8 Analysis of the Correlation Between the School-Based Parental Participation Items	87
4.9 The Specific Analysis of the Survey Questionnaire on School-Based Parental Participation	89
4.10 The Relationship between School-Based Parental Participation and Students' English Proficiency	89
4.11 The Results for Research Question1	89
4.12 The Concepts: the Types of Parental Educational Involvement from the Parents' Perspective	96

## LIST OF FIGURES

	<b>Page</b>
<b>Figures</b>	
1.2 Conceptual Framework	18
2.1 Social Constructivism Model	30
2.2 The Bioecological Model of Development	31
3.1 Research Design	45
3.2 The Map of Chengdu City from Baidu	46
3.3 The Gender Ratio in the Study	48
3.4 The Percentage of Students' English Test Results	54
4.1 Comparison Chart of Mean Values of the 9 Items	69



## ABBREVIATIONS

<b>Abbreviation</b>	<b>Meaning</b>
HLE	Home Literacy Environment
IOC	Item Objective Congruence
CPH	Critical Period Hypothesis



# CHAPTER 1

## INTRODUCTION

### 1.1 STATEMENT OF THE PROBLEM

#### 1.1.1 The importance of family education

At present, family education has been highly concerned in China. Our country had issued a series of policy documents to promote the scientific development of family education in our country. In 2010, China's first education plan in the new century pointed out the direction for the development of the entire education system and emphasized the importance of family education in the process of education development (Chen, Yu & Zhang, 2010). In October 2021, the promulgation and implementation of the Law of the People's Republic of China on the Promotion of Family Education provided a strong legal guarantee for the development of family education in the new period and was of milestone significance to the development of family education in China (Chen, 2022).

Family education is also an important part of the development of education in our country. The scientific development of family education cannot be separated from the assistance of schools and social education, and the guidance of family education can better link all sectors of society. Especially in the epidemic environment, children spent more learning time at home than before (Liu & Zheng, 2022). In family education, parents should choose scientific education methods, such as giving more trust and support to children, respecting children's choices, paying attention to children's psychological changes, creating a good family atmosphere (Huang, 2015; Hu, 2019; Yang, 2021), and actively participating in children's education process. Therefore, parents should establish a correct educational concept and constantly learn to improve

their own educational ability, to provide a good family education environment for children (Xie, 2022).

While parental education involvement is the concentrated embodiment of family education. According to the existing theoretical basis and relevant research, family education had a direct impact on the level of students' academic performance (Wang, 2018; Song, 2021; Wang, 2022). The primary school education stage is the basic stage of students' physical and mental development. At this stage, the body and mind of young students are constantly change and their cognitive development is vigorous, which is characterized by strong imitation and capable of forming. Academic achievements and mental health are the focus of education in this period. Therefore, researching parental education involvement could put forward effective strategies to improve primary school students' academic performance and promote the scientific development of family education (Song, 2021).

However, parents' anxiety continues to increase, leading to increased pressure on their children in daily life, which can easily lead to negative emotions such as depression, resistance, and deception (Sang, 1998). It is not uncommon to encounter issues such as strained relationships between parents and children. According to a survey conducted by Professor Bian Yufang's team at Beijing Normal University, among the 259446 parents who participated in the survey, they believed that they mainly faced difficulties in the process of family education, such as "not knowing how to use family education methods and methods correctly" and "not finding a way to seek help when there were problems", accounting for 84.5% (Bian, 2021).

Sun Yunxiao, a researcher at the China Youth Research Center, pointed out that "today's parents, more than ever before, love to think about 'how to be good parents'." (Sun, 2021) It is precisely because of this that the urgency and necessity of popularizing family education knowledge and effectively spreading family education knowledge can be seen (He, Yang&Wu, 2023).

### **1.1.2 The importance of the Critical Period Hypothesis**

In the process of second language acquisition, age is a factor that we must consider. The most influential in this field was the Critical Period Hypothesis (CPH) proposed by Lenneberg (1967). According to this CPH, the human brain is the key period to learn language before the age of two to puberty. If this critical period has passed, then the learning receptivity would not be so strong, and the accent would also be different. This is because the two hemispheres of the brain participate in language learning before puberty. What's more, during this period, with the brain more malleable, learning language would become faster and easier than other period. Li & Wang (2019) pointed that in adolescence, language learning became more and more difficult. Since it is so, children had more advantages than adults in learning language, their language behavior was also more affected by people who around them (Niu, 2020). Niu (2020) believed that children's language imitation ability was stronger than adults', and children were more likely to imitate the pronunciation position when learning language. Children are more imaginative than adults, and it was easier to speak boldly and communicate with language.

Under the influence of the critical period, many Chinese families paid special attention to their children's second language learning (Li & Wang, 2019). Many parents had also applied for English tutorial classes for their children when the schools had set up English courses, hoping to grasp the critical period and lay a good foundation for their children's English. However, many parents had neglected that the critical period of second language learning was mainly affected by the language environment. According to Professor Gui (1985), a famous linguist in China, early second language learners needed a suitable learning environment, such as foreign language environment or bilingual teaching methods. In this way, early foreign language learners had more advantages than later foreign language learners. What's more, the language learning environment can be created by every family, that is family English learning environment.

However, English learning emphasizes a large amount of language input in a real environment, but obviously, English as a foreign language environment in China, most learning resources come from the classroom, lacking a real and natural language environment and sufficient language input, and lacking a language acquisition

environment (Wu, 2017). This requires parents to cooperate with the school to help their children create a good English family learning environment. But many parents currently do not know how to create a good English learning environment, causing their children to miss the critical period of language learning.

### **1.1.3 The importance of cultivating approach toward learning English**

Approach toward learning was the key to long-term academic achievement. Chinese educational Professor Dr. Yan (2009) believed that approach toward learning refers to the tendency, attitude, habit and style of children to learn in various ways. It did not refer to the knowledge and skills that children needed to acquire, but how children acquired various knowledge and skills. It permeated the learning and development of health, language, society, science, art and other fields. It was better to cultivate a good English approach toward learning than to obtain a high English score in primary school. In primary school, children learn English mainly to cultivate their interest in English, improve their confidence in learning foreign languages and develop good approach toward learning.

Therefore, having a good approach toward learning was very important for children and even for all people (Zhai, 2014). Meanwhile, most of children's approach toward learning came from the observation and imitation of adults, which required that adults should pay attention to their words and deeds, set an example, and carry out positive education (Zhang, 2022). The development of approach toward learning required the joint efforts of schools, families, society, and other convenient roles, rather than relying solely on school's teachers. The participation of parents was also very important. Studies had pointed out that children's approach toward learning was affected by family environment, family economic status, parental rearing methods, family routines and other factors (Zhai, 2014). Therefore, parents played a very important role in cultivating children's good approach toward learning. Modern society advocates the concept of lifelong learning. It believed that our whole life should be in constant learning. Learning is a necessary and effective way to constantly improve ourselves. Chen (2022) found in his survey that parental companionship and support are

objective factors that affect a child's approach toward learning. Therefore, the improvement of student approach toward learning requires the participation of parents. Zhou M.Q. and Zhou H. (2023) believed that families with better parenting styles and involvement in education have approach toward learning and experience for their children. But most parents have no idea how to cultivate their children's approach toward learning.

#### **1.1.4 The current situation of young students' English proficiency**

The English Curriculum Standard for Compulsory Education (2011 Edition) (hereinafter referred to as the “new curriculum standard”) clearly proposed that the general objective of the English Curriculum in the compulsory education stage was “students enable to form an initial comprehensive language application ability, promote mental development and improve comprehensive humanistic quality through English learning”. Around this goal, in recent years, the teaching concepts and methods of English education in primary schools has been further innovated and developed. The classroom efficiency and the learning effect of primary school students has also been significantly improved. Although the concept of quality-oriented education had been popularized in the society for a long time and had been widely supported by all social circles, due to the negative impact of the previous examination-oriented education model, primary school teaching today still attached great importance to students' test scores (Liu, Yan, Fan & Liu, 2013). In the development and exploration of education and teaching, we had clearly realized that it was far from enough for primary school students to learn English in English class.

China's New English Curriculum Standard for Compulsory Education Primary Schools adopted the internationally used grading method and sets the English curriculum objectives into 9 levels according to the students' proficiency. For schools offering English courses from Grade 3, Grade 3 and 4 should complete the first level objectives, and Grade 5 and 6 should complete the second level objectives. The requirements for the second level objectives were illustrated in Table 1.1 as follows:

Table 1.1 Objective Requirements of English Teaching in Primary Schools

Level	Target Category	Objective Description
Level 1	Listen, Do	<ol style="list-style-type: none"> <li>1. Recognize or identify pictures or objects according to the words heard</li> <li>2. Understand classroom instructions and respond accordingly</li> <li>3. React according to instructions, such as referring to pictures, painting colors, drawing, doing actions, doing manual work, etc.</li> <li>4. Understand the story and respond to it with the help of pictures and actions.</li> </ol>
	Speak, Sing	<ol style="list-style-type: none"> <li>1. Listen to the tape and imitate</li> <li>2. Greet each other</li> <li>3. Exchange simple personal information, such as name, age, etc.</li> <li>4. Express simple emotions and feelings, such as like and dislike</li> <li>5. Guess the meaning and say words according to the performance</li> <li>6. Sing 5-10 simple English songs and speak 5-10 words</li> <li>7. Speak words or sentences according to pictures and texts.</li> </ol>
	Play, Perform	<ol style="list-style-type: none"> <li>1. Play games in English and communicate in English</li> <li>2. Act role play</li> </ol> <p>Perform English songs and simple fairy tales, such as Little Red Riding Hood.</p>

Table 1.1 Objective Requirements of English Teaching in Primary Schools (cont.)

Level 1	Reading, Writing	<ol style="list-style-type: none"> <li>1. Read pictures</li> <li>2. Recognize the words under the premise of identifying the objects</li> <li>3. Read small stories with the help of pictures</li> <li>4. Write words and sentences correctly.</li> </ol>
	Audio-visual	Understand English cartoons with simple language or teaching programs with equivalent level. The audio-visual time is not less than 10 hours per academic year (20-25 minutes per half week).
Level 2	Listening	<ol style="list-style-type: none"> <li>1. Understand words or recording materials with slow speed but natural intonation</li> <li>2. with the help of pictures and gestures</li> <li>3. Understand simple stories with pictures</li> <li>4. Understand simple questions in classroom activities</li> <li>5. Understand common instructions and requirements and make appropriate response.</li> </ol>
	Speaking	<ol style="list-style-type: none"> <li>1. Make clear pronunciation, correct stress and expressive intonation in oral expression</li> <li>2. Make brief dialogue on familiar personal and family situations</li> </ol>
Level 2	Reading	<ol style="list-style-type: none"> <li>4. Read simple words according to the spelling rules and understand the short requirements or instructions in the teaching materials</li> <li>2. Read simple information in greeting cards, etc.</li> <li>3. Read simple stories or short essays with the help of pictures, and develop the habit of reading according to the meaning group</li> <li>4. Read the learned stories or passages correctly.</li> </ol>

Table 1.1 Objective Requirements of English Teaching in Primary Schools (cont.)

Level 2	Writing	<ol style="list-style-type: none"> <li>1. Write short titles or descriptions for pictures and objects as required</li> <li>2. Imitate examples and write sentences</li> <li>3. Write simple greetings</li> <li>4. Use before and after case letters and punctuation marks when writing sentences.</li> </ol>
	Play, Perform, Audio-visual	<ol style="list-style-type: none"> <li>1. Play games in English as required</li> <li>2. Perform short stories or fairy tales with the help of teachers</li> <li>3. Perform 10-20 songs or simple Poems (including level I requirements)</li> <li>4. Sing 10-20 English songs</li> <li>5. Understand English cartoons and English teaching programs of the same level, with no less than 10 hours per academic year (no less than 20-25 minutes per week on average).</li> </ol>

Source: State Council Bulletin of China, 2001

The primary school English proficiency test was formulated according to the contents of this table, which included pronunciation, vocabulary, grammar, functions and topics. This was very difficult for primary school students who had only recently get in touch with English. It could be seen from the requirements of the new curriculum standard that the length of English courses arranged by the school was far from enough to help children complete their learning goals. Meanwhile, many parents blindly pursued the high-test scores, paid too much attention to the children's English vocabulary, and asked them to grasp the grammar, vocabulary etc., but neglect the cultivation of the students' overall ability to used English (Ma, 2016). As a result, many students got high scores in the English test, but they couldn't use English for basic dialogue or communication, and it was also difficult to develop and improve their comprehensive English ability (Chen, 2015). This kind of English learning mode was not only benefit

to the cultivation of primary school students' English pragmatic ability, but also increased the burden of learning English (Shi, 2020).

According to the literature survey, there were many literatures on factors that affected the English level of primary school students. School, family and society were the three main aspects. For example, in most families, parents and children basically communicated in Mandarin, lacking the opportunity to communicate in English (Zou, 2013). Some families did not participate in tutoring their children's homework due to their low educational level (Wang, 2014).

At present, there are many problems in primary school students' English learning, such as Ma's (2023) research finding that primary school students lack interest in learning English; Yong (2023) believes in his research that students lack initiative in learning. Meanwhile, English listening and speaking training faces a shortage of activities that can be participated in (Long 2023). Lin (2023) mentioned that some elementary school students have poor English learning habits. The above-mentioned issues can be improved through parental education involvement.

#### **1.1.5 The importance of parental education involvement**

Psychologist Maslow (1943) believed that environment was an important factor affecting individual development. For learning activities, the environment might play a role of interference and play a certain auxiliary value. Only by paying attention to the influence of family environment on English learning activities and giving full play to the positive role of family environment could we effectively eliminate the existing teaching contradictions (Zhang, 2021). In the large environment where the mother tongue was Chinese, it was very necessary for parents to establish an English based environment for their children (Hao, 2015). Family education itself was a complex and long process, and the primary school students were in the stage of character formation and complex changes. It also could be seen that in today's family education, the involvement of parents could hardly meet the educational requirements of the new English Curriculum in primary schools. This required parents to create an English

learning environment for their children at home to help them adapt to the second language environment as soon as possible and experience the joy of learning. Family culture, learning environment, parents' expectations and guidance for children's English learning could all have a significant impact on children's English level.

The study of English could enable primary school students to broaden their overseas horizons, enrich their mental knowledge, improve their thinking level, establish an international leading consciousness, and understand the excellent national and cultural traditions of various countries in the world. How primary school students learn English, classroom teaching was one of the main ways, but family education was also a factor that could not be ignored. It was an important part of primary school students to learn English better. No matter how all the teachers around children teach English, they must use family education (Wang, 2018). Family is the cradle of one's life and growth. Parents not only provide children with basic clothing, food, housing and travel expenses, but also had a profound impact on their children's spiritual world. The growth rules of individuals told us that the younger the age, the easier it was to be affected by the family. How children form good learning habits, the role of parents cannot be ignored. We know that most primary school students spent the rest of their time at home, except for learning English in schools and outside training institutions. The intensity of English learning atmosphere in primary school students' home played an important role in their English learning results (Zhang, 2006).

The China Youth Daily, conducted a survey on parents' involvement in children's learning in 2020. It was found that Chinese parents did not have enough time to participate in their children's learning. Nearly 70% of parents spent only 1-3 hours on weekdays. Only 20% of parents were able to concentrate on accompanying their children, and the accompanying time was inversely proportional to their children's age. Children's academic progress was the result of the joint action of family and school. Many parents believe that English teaching is mainly the responsibility of school, neglecting the responsibilities of family and society (Zhang & Hua, 2019; Cao, 2020). What's more, many parents enroll their children in extracurricular English tutoring classes to help them improve their English proficiency (You, 2018; Peng & Shen, 2016;

Ma, 2013). Parents' educational participation in pupils' learning was very important to improve children's academic performance. Fan (2021) found that there was a moderate positive correlation between parental education involvement and children's academic performance, indicating that the higher the parental participation, the better the children's academic performance.

For Chinese parents, the most important thing was their children's studies. Many parents felt that they had invested a lot, but the children were becoming more and more unconscious. Even the more parents worked hard, the more children were tired of learning (Zhu, 2012; Li, Shang, Fang & Wen, 2022). To get out of this vicious circle, it was necessary to deeply understand the relationship between parents' education involvement and students' academic, find out the reasons, and finally solved the common troubles of students and parents. Chinese parents were very concerned about their children's learning. They would tutor their children's homework within the scope of their personal ability, care about their children's academic achievements, and were happy to enroll their children in various cram schools in the hope of improving their children's scores. Throughout the historical literature, there were many literatures about parents' education involvement in students' learning, but few about parents' education involvement in children's English learning. The main reason was that parents were worried that their education level was not enough, and they might mislead their children when they tutored their children's English homework.

Parents' education involvement was not a single structure, but consist of various interrelated attitudes, resources, and activities. Epstein (1995, 2002, 2005) proposed that parents' involvement in education includes the model of parents' involvement in children's education at home and school. Home literacy environment was one of the important elements involved in parental education. Many studies had shown that there was a relationship between home literacy environment and language ability. For example, Griffin and others (1997) conducted extensive measurements on home literacy environment and found that it was positively related to children's receptive vocabulary skills and reading skills. Christian et al. (1998) also showed that the home literacy environment was positively correlated with children's reading

performance, speech performance and letter recognition. Niklas and Schneider (2013) found that all aspects of the home literacy environment, such as parents' reading habits, parent-child reading and the number of books in the family, could predict children's reading and writing skills, such as vocabulary and phonological awareness. With the improvement of material level, many families began to pay attention to creating a good home literacy environment for their children, but most families' literacy environment was aimed at mother tongue learning (Liu, 2016; Liu and Li, 2022). Few families had created a special literacy environment for primary school students' English learning. It was more difficult to create an English literacy environment than a mother tongue literacy environment in the family, which tested the parents' cultural level, economic ability, and educational awareness.

## **1.2 RESEARCH OBJECTIVES**

Parents' education involvement in children's learning was the very important part of family education. Family environment and education style has a very important impact on students' English learning. This kind of influence includes positive influence and negative influence. Therefore, parents need to establish a correct educational concept and attach importance to their children's English ability. A thorough understanding of the relationship between parents' education involvement and children's English ability would help effectively exert the positive impact of family environment and education on students' English learning and improved the actual efficiency of students' English learning.

There were many manifestations of parents' participation in children's education, not only parents' participation in school activities, but also include various activities about children's learning. Among them, home literacy activities couldn't be separated from the participation of parents. At the same time, creating a good literacy environment was also very important for children's English learning. Environment played an important supporting role in language acquisition and development. Language learning was affected by many external factors and couldn't be separated from the social

environment (Wang, 2018). Thus, home literacy environment as one of elements of parent education involvement was also be measured in this study.

Therefore, the main objectives of this study are as follows:

To examine the extent to which parental educational involvement relates to the students' English proficiency.

1) To examine the extent to which home literacy environment as a sub-category of parental education involvement relates to the students' English proficiency.

2) To examine the extent to which school-based parental participation as a sub-category of parental education involvement relates to the students' English proficiency.

To investigate how Chinese parents engage in parent education involvement with their children.

### **1.3 RESEARCH QUESTIONS**

Since the cognitive level of primary school students was still in the primary stage, their English acquisition was mainly obtained through the classroom teaching of teachers. However, the importance of English in most schools was far lower than that of Chinese and mathematics subjects. The scheduling rate of English subjects was very low, and students had relatively few English classes. In order to enable children's English ability to meet the national standard when they graduate from primary school, the auxiliary role of family education was indispensable.

Under the influence of the Double Reduction policy and limited English environment after school, what kind of parental education involvement do Chinese parents engage in with the children? How should parents adjust their educational involvement methods to help their children improve their English proficiency? Therefore, the research questions of this study were as follows:

1) What is the relationship between parental education involvement and students' English proficiency?

1.1) What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency?

1.2) What is the relationship between school-based parental participation as a sub-category of parental education involvement and students' English proficiency?

2) What kind of parental education involvement do Chinese parents engage in with the children?

#### **1.4 SCOPE OF THE STUDY**

The research participants of this study were mainly primary school students in Grade 6 and their parents as well as the teachers. The Ministry of Education of China stipulates those Chinese pupils started learning English in the third grade (China Education Bureau, 2012). Students in Grade 6 had a certain foundation of English and have some own cognition and views on English. At the same time, they had a clear understanding and judgment of their parents' upbringing. They could clearly distinguish whether their parents' education methods were suitable for them and could also express their true thoughts. Grade 6 was a very important turning point for children. If they did not master the basic English well in primary school, when they move to the junior high school, it would be difficult for them to learn the new English knowledge which was more difficult level than the primary level. Meanwhile, there were more required courses in the junior high school students that the students might need to concentrate on.

On July 24, 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Further Reducing the Student's Work Burden and the Off campus Training Burden during the Compulsory Education Period (the General Office of the Central Committee of the Communist Party of China & the General Office of the State Council, 2021), whose main purpose was to alleviate educational anxiety and promote the all-round development of students. Reducing the burden of students was not only the responsibility of the government, but also the key role of schools, families, and society. Therefore, the "double reduction" policy reform was bound to affect the family and social forces. Families in the new era were facing more serious challenges. How to cooperate with schools and society to establish a student-centered and moral environment was the urgent task for family education at present (Ji & Sun, 2022). Students in Grade 6 of primary school were facing the pressure of entering junior high school. Their parents were worried that primary English education could not meet their

students' learning needs, so they chose after-school training instead (Zhang, 2022). This not only increased the burden on students, but also violated the original intention of the "double reduction" policy. In addition, under the requirements of the "double reduction" policy, training institutions had been significantly reduced. Most parents must start paying more attention to family education, looking for suitable educational methods for their children, and helping them learn and grow. Yu and Liu (2022) investigated the anxiety of parents after the implementation of the "double reduction" policy in the investigation report on the first anniversary of the "double reduction" policy in Sichuan Province. More than 50% parents were anxious about their children's learning. Therefore, the research on parents' participation in education could effectively alleviate parents' anxiety.

## 1.5 RESEARCH CONCEPTUAL FRAMEWORK

The importance of parents' participation in their children's learning had never been questioned. It was potentially important to understand how different aspects of parental involvement might affect children's English proficiency. There were many manifestations of parental education involvement, such as parent-child interaction, parents' participation in school activities, home literacy activities, etc. English learning was inseparable from a good language environment. The home literacy environment created by parents had a great impact on children's English ability. Therefore, this study made the following conceptual framework according to the research objectives.

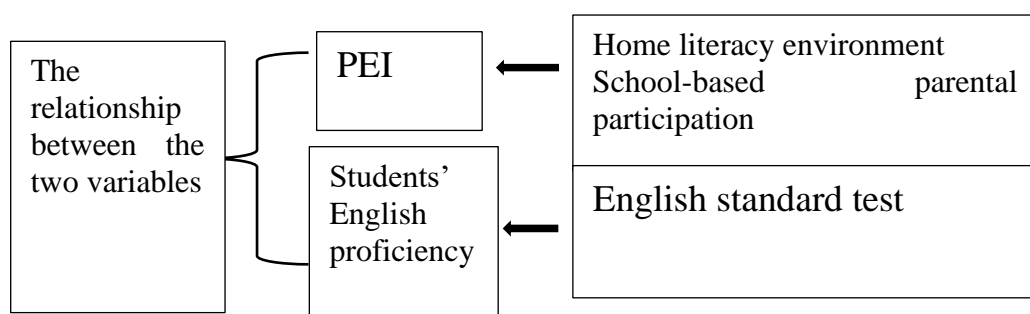


Figure 1.1 Conceptual framework

From figure 1.1 the purpose of this study was to explore the relationship between the parental education involvement and the English proficiency of primary school students. Through association of the relationships, related suggestions based on the actual situation would be drawn. By testing the children's English level in this period, this study helped students understand their own actual situation and understand what stage they were at. It was helpful for them to find out and filled vacancies with the help of their parents and teachers. At the same time, through interviews, listened to the teachers' suggestions on English and their education methods, and helped them develop scientific learning methods. This was of great help to promote the children's English level and helped the confused parents reduce their anxiety.

Parents also paid more attention to children in this period. However, many parents felt helpless in the face of English teaching because many of them came from different industries, and they could only turn to school's teachers and extra-curricular remedial classes. This could easily increase anxiety and was not conducive to creating a harmonious and good family atmosphere. They completely ignored the importance of family education.

## **1.6 LIMITATION OF THE STUDY**

The scope of this study is only 138 participants from a certain school in Chengdu and cannot represent the current situation of all primary school students. Moreover, the focus of this research is on the performance of the research participants over a period, which does not necessarily mean that the participants will continue this situation. Some survey participants are not students' parents but others, which also has a certain impact on the survey results.

## **1.7 DEFINITIONS OF TERMS**

This section introduced the definitions of terms used in this study.

**Chinese primary students' English proficiency**

It mainly referred to the English listening, speaking, reading and writing ability of primary school students. China's New English Curriculum Standard for primary schools in compulsory education adopt an international grading method, setting English curriculum goals at 9 levels according to the level of ability. For schools that offer English courses from Grade 3, Grade 3 and 4 should complete the first level goal, and Grade 5 and 6 should complete the second level goal.

This study selected the test designed by Chengdu Education Bureau as the test standard. This test consisted of Listening, grammar, vocabulary, writing etc. The total score was 100 points. The results were divided into four grades as A/B/C/D.

### **Parental education involvement**

Parental education involvement referred to parents' participating in a certain organization or educational activities. There were two sub-categories in the parental education involvement in this study: home literacy environment and parent participation in the school-led educational activities.

### **Parent participation in the school-led educational activities**

Parents might participate in school-led educational activities and /or they might cooperate with the school in organizing the extra-curriculum activities. The common goal was to help the young students' learning and development. This study would acquire the specific situation of parents' participation in school activities through parents' questionnaires adapted from Xiang (2020) and interviewed with parents, students and teachers (Appendix 2).

### **Home literacy environment**

Home literacy environment (HLE) referred to the physical and motivation atmosphere at home which affected interaction among the family members, especially the aspect that might affect the literacy development of young children. The HLE in this study was mainly used to assist in investigating the specific situation of parents' use of materials when they involved in education and their concepts of the home literacy environment. Therefore, in this study, HLE was measured via questionnaire adapted from Xiang (2020) and other scholars which mainly collected includes the number of

English books, parents' reading and writing habits, parents' reading and writing concepts, etc. (Appendix 2).

### **Chinese parents**

Parents are the most direct and important educators in family education and are often called the “first teacher” or “lifelong teacher” of children. As parents, the biggest task for them is to guide children to develop healthily and comprehensively. Parents' educational beliefs directly affected parents' educational goals, educational directions, and educational behaviors, and had an important impact on children's physical and mental health.

The investigated showed that in terms of educating children, parents lacked corresponding educational knowledge, and 43% of them thought their knowledge was insufficient (Liu, 2021). Subjectively, all parents strongly hoped to educate their children well. The lack of education quality of parents often made them feel inadequate in children's education. Overall, there was much space for parents to improve their educational concepts, knowledge, and methods.

## **1.8 SIGNIFICANCE OF THE STUDY**

### **1.8.1 Theoretical significance**

This study will enrich and improve theories related to family education. With the country's concern for family education, the relevant scientific research was also deepened. Scholars all over the world had studied family rearing patterns and parental involvement from the perspective of multiple disciplines. They studied and demonstrated the connotation, theoretical structure and measurement methods of family upbringing, parental involvement in education, as well as students' psychological development, learning development, social interaction, and other aspects. However, there were few empirical studies on the combination of parental education and primary school students' English proficiency. Therefore, this study started from the involvement of parents' education to explore its impact on pupils' English proficiency. At the same

time, this study provided suggestions for parents on how to choose a positive family upbringing style and improve the quality of parental involvement in education, so that many parents could enrich the research on family upbringing style and parental involvement in education comparing with their actual situation.

This study will enrich and improve relevant research on academic achievements. The study of English proficiency had always been the focus of pedagogical research. At present, most of the academic research on English proficiency focused on the factors that affect students' academic performance. These influencing factors were mainly explored from two aspects: psychological factors (such as learning motivation, learning efficacy, personality traits) and environmental factors (such as family socio-economic status, teacher-student relationship). Parental involvement was the main component of family education. This study explored the impact of parental involvement on pupils' English proficiency and provided suggestions for improving pupils' English proficiency from the perspective of family education.

### **1.8.2 Practical significance**

This study will help to improve the quality of basic education. The stage of primary education was the basis of the development of education in China. It was closely related to family education and social education and cannot be separated from cooperation. Previous studies had shown that the involvement of parents would directly affect students' academic performance. This study focused on the influence of parental involvement on pupils' English proficiency. Through the investigation, we could deeply understand the current situation of parents' involvement in education and proposed feasible improvement measures for the existing problems. It not only helped to improve the English level of primary school students, but also effectively improved the quality of family education. Furthermore, family education could effectively cooperate with school education to produce educational resultant force and jointly promote the all-round physical and mental development of students. This would lay a solid foundation for the development of students, but also effectively improved the quality of education and promote the development of basic education in China.

This study will help to promote the physical and mental development of primary school students. The role of family for children's growth was not only to provide them with life and material basis, but also to pass on their own behavior, social values, and moral norms to children in the process of education. Parents were the people that children contact most since their birth. Through their parents' words and deeds, children gradually mastered the essentials of social communication and life. At the stage of primary education, students' physical and mental development was in an active period of rapid development, and their moral quality, personality traits, psychology and other aspects were slowly shaping in the continuous development. Studying the involvement of high-quality parents' education could provide a basis for the scientific development of family education. It was not only conducive to improving the English level of primary school students, but more importantly, it was helpful to cultivate children's good quality and provide a healthy and positive environment for their physical and mental development.



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter reviews literature mainly based on the following themes: English bilingual education in China, Social-constructivism, Theory and Ecosystem Theory, young students' English proficiency, the parental educational involvement based on the Ecosystem Theory, the home literacy environment.

#### **2.1 ENGLISH BILINGUAL EDUCATION IN CHINA**

##### **2.1.1 The History of Bilingual Education Development in China**

Without the firm support of the Chinese government, bilingual education could not have achieved such a huge development. The government had made great efforts to develop bilingual education, not only through the economic support, but also through policy formulation. In 1980, the Ministry of Education issued the first edition of the unified draft of English syllabus for primary and secondary schools. This was the most important document in English education in China because it introduced English into the third-grade curriculum of primary school, which meant that English had officially become a compulsory course in China. This educational policy was epoch-making and revolutionary. It attached great importance to English teaching and laid a solid foundation for future bilingual teaching (Zhou, 2020). The public was full of confidence and enthusiasm for bilingual education. In newspapers and mass media, we could see that most people had made a positive response to this, especially those from coastal cities and economically developed areas. A survey in Chengdu (Luo & Liu, 2003) showed that many people from different industries had a positive attitude towards bilingual education. Many parents, rich or poor, did their best to provide the best education for their children. This seemed to be the traditional education concept since Confucius. Today, the best education in China was bilingual education (Zhou, 2020). It

was undeniable that without the enthusiasm and support of these supporters, bilingual education would not develop so fast in China.

### **2.2.2 The Current Situation of Bilingual Education Development in China**

The Ministry of Education had introduced content-based English teaching in China, which educators called Chinese English bilingual education (Zhou, 2020). Zhou (2020) believed that bilingual teaching was based on English teaching in China. Only when English had developed to a certain level could it be used as a classroom teaching language, that is, the so-called bilingual education. Meanwhile, under the influence of globalization and internationalization, more and more countries, especially developed countries, has established and implemented bilingual education systems. Now China is also trying to catch up with this trend and gradually carry out bilingual teaching mode. Chinese English bilingual education in China continued to develop based on continuous combination of multiple models (Luo, 2019). Since China had entered the era of globalization, Beijing, Shanghai, Guangzhou and other coastal cities had become increasingly demanding for international exchanges. Therefore, bilingual schools had emerged as remedial schools (Zhou, 2020). In China, Zhou (2020) pointed that bilingual education between Chinese and English has been on the rise for decades, but there are still many problems in current bilingual education. For example, English does not have a suitable language environment in China, and many parents cannot guarantee timely and accurate tutoring their children due to their own reasons (Huang, 2011). With the development of time, bilingual education had gradually become the focus of education and teaching research. Not only in academia, but also in daily life, bilingual education had become a common vocabulary of the public. From basic education to higher education, the words “bilingual education” could be seen everywhere.

However, as bilingual education was becoming more and more popular in China, people were worried about it. Hu (2009) put forward the “bilingual education boom”, criticized the Chinese people’s excessive enthusiasm for bilingual education, and elaborated that this “excess” would have an imminent serious consequence on national education, society, economy and culture. At present, the main educational

problem of Chinese English bilingual education in China was the lack of teachers' quality. Some scholars believed that the construction of the teaching staff and the construction of the teaching staff were the main bottlenecks in the development of bilingual education in China (Sharpe & Ning, 1998). Jiang (2003) pointed out that only 7.5% of bilingual education teachers had received training, only 13.2% had experience in overseas study, work or visit, and more than half of teachers were considered unqualified because of their lack of oral English ability. In Hu's research in 2003, we could clearly find the regional differences in English teaching in middle schools. The study found that there were significant differences in English proficiency, language learning strategies, English learning experience and classroom participation between college freshmen who completed secondary education in developed and underdeveloped areas. By constantly seeking appropriate bilingual education curriculum models and formulating effective language and education policies, Chinese English bilingual education had made much progress in China. However, under the current national conditions, bilingual education still had many areas to be improved, especially under the influence of the "double reduction" policy, bilingual education should find a way to suit itself. The involvement of parents in English education was one of the ways.

## **2.2 YOUNG STUDENTS' ENGLISH PROFICIENCY**

### **2.2.1 The Importance of Language**

Language was the tool of human communication. Canale (1983) pointed out that the language used for communication involves a continuous negotiation and evaluation process, which was both delicate and complex. In this view, Richard, Ming & Jonathan (1987) summarized four main components of the process of people communicating with language, namely, grammatical ability, including vocabulary, pronunciation, spelling, word and sentence formation knowledge; Sociolinguistic competence, including the appropriateness rules governing the use of form and meaning in different contexts; The third part was discourse ability, including the knowledge required to combine form and meaning to achieve a unified spoken or written discourse; Finally, there was strategic competence, including knowledge of verbal and non-verbal

communication strategies. The above four parts were also the key parts of language testing. For example, the English proficiency Test for primary school students in China included all the above test points.

### **2.2.2 The Current Situation of English among Primary School Students in China**

As a universal language, English had almost become a key to the world. Many families regarded English as a necessary skill for their children. Many scholars were studying various strategies to learn English well. For example, in response to the problem of primary school students' English writing, Hou (2022) found that the accumulation of contemporary primary school students' English writing materials was insufficient, and they lacked English writing thinking. He suggested that teachers and parents could teach children to use mind maps to exercise their writing level; Song (2022) studied how to improve primary school English reading strategies from five aspects: accumulating vocabulary, setting questions to guide learning, introducing interest, playing activities and extracurricular tasks; Yang & Li (2021) spent four months training students in the tone listening method. The results showed that the tone listening method could solve the problems in English teaching in primary schools in ethnic areas. These strategies had played a great role in improving the English level of primary school students, but language learning needed a certain language environment. Most public schools' students only had opportunities to speak English in English classes. After class, students returned to their mother tongue environment. It was not practical for most schools to establish an English campus environment. Therefore, it was very necessary for parents to create an English learning environment for their children at home.

However, many Chinese parents did not know much about the current of children's English learning. Many scholars had made some investigations. For example, Wei (2022) investigated the problems of primary school students' English writing. She believed that primary school students' English writing ability was weak, they lacked interest in writing, and they had not formed writing habits; Wang (2021) found in her class that students had various problems in their English homework, such as the mother

tongue thinking mode, the sentences were not smooth, and the words were misspelled; Ding (2022) investigated the current situation of English curriculum and found that some primary school students were not interested in English learning; Gao (2021) studied the English learning problems of primary school students in the urban-rural fringe, such as Students' attitude towards English learning was not positive enough, English learning atmosphere was not strong, students' English language skills were weak, English learning strategies needed to be improved, and English learning results were not ideal. The above situations were all part of primary school students' English learning. Most scholars studied these phenomena from the perspective of teachers, while learning a language was a long process. In this process, parents and teachers should perform their respective duties to help children learn better.

### **2.2.3 The New Dilemma Faced by English Learning under the “Double Reduction Policy”**

However, to help their children to learn English faster and better, many parents often arrange many English remedial classes after class. By 2021, Before the implementation of the Double Reduction policy, that is reducing the burden of homework and off-campus training for compulsory education students, Lin (2022) reported that there were 124000 offline subject based extracurricular training institutions and 263 online extracurricular training institutions in China. Many children felt great pressure because they must attend cram schools, and many parents felt headache because of the high cost of cram schools. After the Ministry of Education of China (2021) issued the Double Reduction policy, the number of off campus training institutions has been reduced to 9728, with a reduction rate of 92.14%; The number of online off campus training institutions has been reduced to 34, with a reduction rate of 87.07%. The education method that used to rely on tutoring classes to improve students' English proficiency has changed. How should students improve their English proficiency after school?

Many scholars had made some research based on this situation, hoping to help primary school students improve their English level under the “double reduction” policy.

Shao (2021) proposed that teachers must select the best teaching method according to the actual situation of students, to enhance students' interest in English courses and effectively improve students' English literacy and English level. Ding (2022) stressed that cultivating students' language skills in the teaching process is the real purpose of English teaching, that is, "learning" was not the key, the key was that students should be able to apply knowledge to real life. Wei (2022) suggested that the core quality of the subject should be fully permeated and implemented in all aspects of the current primary English education and teaching. She said that the core literacy concept attaches great importance to cultivating the cognitive level, emotional morality, logical thinking and life experience of primary school students, so that students can form a correct emotional attitude and develop a correct world outlook, outlook on life and values in the process of learning English. At the same time, it could also cultivate the ability of independent learning, the spirit of cooperation and the sense of innovation. Sun (2021) suggested that in the absence of an English language environment for students, teachers could give full play to their guiding role, help students improve their English communication ability by creating situations, using 40 minutes of classroom teaching, regularly carrying out rich and colorful English extracurricular activities in various forms, and arranging audio homework. Dong (2021) and Che (2021) believed that listening and speaking ability were inseparable from reading. They suggested that primary school English teachers should combine the current teaching situation, take advantage of the opportunity of English reading teaching, extend teaching materials that can help students improve their listening and speaking abilities, and create a good teaching environment for students to practice listening and express oral English. Because of the current epidemic, many people suggested using various learning APPs to improve students' English level. For example, An (2021) suggested that students use English APPs to help with pronunciation learning. For students, this phonetic teaching method was interesting and convenient, and could promote their continuous progress.

The above literature had investigated the English level of contemporary primary school students from the aspects of pronunciation and intonation, grammar, vocabulary, reading, students' thinking style, teachers' teaching style, parents' education style, etc., which were all very representative. These documents had laid a

theoretical foundation for the domestic study of primary school students' English level and also have practical significance.

## **2.3 THE CRITICAL PERIOD HYPOTHESIS**

### **2.3.1 Research on CPH by Chinese and foreign scholars**

The pioneer of the Critical Period Hypothesis (CPH) was two famous neurologists, Penfield and Roberts. Later, Lenneberg accepted the research and carried out development and innovation, which had a profound impact on the development of linguistics (Gao, 2018). The Critical Period was not a concept in the linguistic field but originates from the biological experiment--imprinting phenomenon. Later, it was extended in the linguistic field to mean that a language could be learned most easily and quickly at a certain stage of life without external intervention or teaching. This golden period was called the Critical Period. Later, this view was studied and developed by Lenneberg in 1967 and the famous Critical Period Hypothesis was put forward. In 1970, he systematically explained the critical period of language learning in his book *Biological Basis of Language*. According to Lenneberg's research, the plasticity of human brain would become smaller with the growth of age, and the ability to perceive, understand and remember things will decline. He believed that children could acquire language without difficulty from the age of two to the age of puberty. After puberty, second language learning became more and more difficult. Therefore, it should be based on the internal development law of children's brain and the changes of psychological environment, grasping the golden period of children's language acquisition to achieve the best effect. The most representative scholars supporting the Critical Period Hypothesis were Johnson and Newport (1989). They had proved through experiments that there was a close relationship between age and language ability in the acquisition of language grammar: the English level of the subjects would indeed decline with the increase of the initial age of second language acquisition. Rod (1994) and Kim etc. (1997) have all demonstrated through experiments the impact of critical periods on second language acquisition. Researcher Fu (2006) believed that children were completely open to the second language in terms of cognition. They dared to accept new things and had

strong adaptability, which enabled children to become the ultimate success in second language acquisition. After multiple argumentations, Wu (2016), Liu (2012) and Lei (2014) summarized the advantages of the key period: the earlier the time of learning the language, the longer the time of contacting the language, and the higher the level of mastering the language.

### **2.3.2 Policies issued by the Chinese government in response to the CPH**

Therefore, the Chinese Education Department required all primary schools to offer English courses in the third Grade, so that children could be exposed to new language during the critical period of learning. Learning a second language in primary school captured the golden age (Johnson & Newport, 1989) for children to learn a foreign language. During this period, primary school students were full of curiosity and interest in English, but with the growth of age, their interest in English would gradually decline (Lei, 2018). The students in this thesis were all 11-12 years old, which was just in the critical period of learning second language. Examine parents' involvement in children's education at this age could help parents improve their educational methods and help children learn second languages.

## **2.4 SOCIAL CONSTRUCTIVISM THEORY**

### **2.4.1 Development of Social Constructivism**

Over the years, language teaching psychology had developed rapidly. One of them was social constructivism. Social constructivism absorbed contemporary philosophical trends and Vygotsky's cognitive constructivism, which paid more attention to the influence of social and cultural factors on the internalization of learners' knowledge (Xu, 2006). The ideological origin of social constructivism could be traced back to the development of philosophy, sociology, and psychology. Mannheim (1893-1947) and Scheler (1874-1929) studied the human centered sociology of knowledge from the perspective of philosophy, which established the early ideological foundation for social constructivism (Xue, 2003). The integration of Vygotsky's psychological

development theory and constructivism had produced social constructivist learning theory (Gao, 1999). The theory of psychological development, which came into being in the 1920s and 1930s, provided the main theoretical basis for social constructivism. Human psychological function was gradually transformed from low-level psychological function to high-level psychological behavior in the process of actively adapting to the environment (Zhang & Chen, 1996). Therefore, Vygotsky's theory of psychological development inspired and influenced constructivism, and contributed to the emergence of social constructivism, an important category of constructivism.

In the 1980s, Western psychologists began to study many aspects of Vygotsky's thought and his works. With the influence of Constructivism on education and teaching becoming more and more extensive, the integration of Vygotsky's psychological development theory and philosophical thoughts had made social constructivism and its learning theory widely applied in the field of practice and educational technology (Wang, 2001). Since the 1990s, western scholars had only carried out a lot of empirical research around social constructivism, which confirmed the strong vitality of social constructivism teaching mode. In 1997, Williams and Burded of the United Kingdom published a Preliminary Study of Language Teacher Psychology, which proposed the “social constructivism model”. This model emphasized that knowledge was actively constructed by individuals in the process of social interaction, and that “teachers, students, tasks and environment” were the four dynamic elements that affect teaching and learning (Long, 2014). These four interrelated and interactive factors created conditions for the all-round development of learners.

#### **2.4.2 Basic contents of social constructivism learning theory**

The learning theory of social constructivism had brought a brand-new idea to today's educational reform. Social constructivism believed that students, teachers, environment and tasks were the four main factors affecting the learning process, and these four factors were in a dynamic process of mutual influence. For example, Marion Williams and Robert burden illustrated this dynamic process with graphs in Figure 2.1 (Liang, 2011).

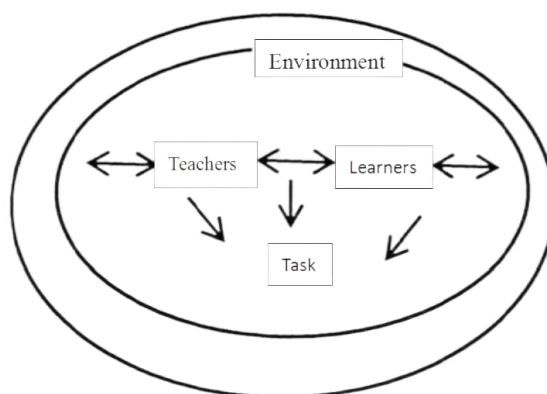


Figure 2.1 Social constructivism model

Source: Williams & Burden, 1997

First, social constructivism held that students were the main factor affecting language teaching, and knowledge was the active construction of learning objects by learning subjects. Secondly, students were the main body of learning, and teaching must be student-centered, opposing the blind indoctrination of ready-made knowledge. Third, valuable learning was not isolated, but must be accomplished through interaction with others. Language learning environment not only referred to classroom environment, but also includes social culture, education, family, and interpersonal, and even psychological environment. Finally, task was an important factor that affects the learning effect. The setting of teaching tasks must be based on the actual situation of students. Too difficult or too easy tasks were not conducive to students' active knowledge construction.

Social constructivism held that knowledge was not only imparted by teachers. Learners should construct independently under the social and cultural background and with the help of teachers or others. For language teaching, social constructivism had special significance, because for learners, language was not only a tool, but also a goal of learning. As a learning tool, language itself was a combination of constructiveness and sociality. Therefore, social constructivism was of great significance to English teaching.

### 2.4.3 Family learning environment under Social Constructivism

Social constructivism pointed out that a suitable environment was the prerequisite for individuals to acquire knowledge. According to social constructivism theory, learning environment was a broad concept, including physical learning environment, resource learning environment, technical learning environment and emotional learning environment (David & Lucia, 1999). These learning environments had an important impact on language learning outcomes. However, social constructivism emphasized the indirect impact of the environment, that was, the environment itself did not really play a role in the learning process and learning results, but the perception and utilization of the learning environment by learners (He, 1997). A good external learning environment was indeed a facilitating factor in learning. The family was the basic unit of society and the process place to realize individual socialization (Wu, 2015). For children, the family was the most important initial environment for their socialization.

## 2.5 PARENTAL EDUCATION INVOLVEMENT

### 2.5.1 The theoretical basis of parental involvement in education

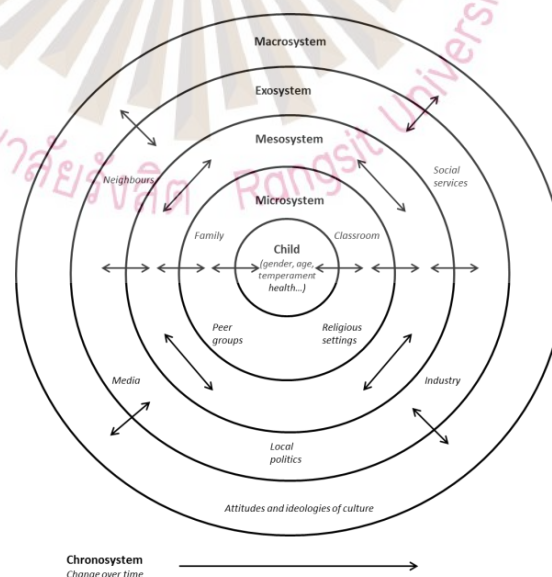


Figure 2.2 The bioecological model of development

Source: Bronfenbrenner & Ceci, 1994

Parental involvement in education began in the 1960s. The Development Compensation Plan implemented in some European and American countries enabled parents to actively participate in education, promoted children's academic development, and greatly reduced the educational lag of children in disadvantaged development (Brooks-Gunn, Berlin, Leventhal & Fuligni, 2000). In the 1970s, Bronfenbrenner proposed the Ecosystem Theory based on the impact of environment on individual development. The theory included four systems: microsystem, mesosystem, exosystem and macrosystem (Bronfenbrenner, 1992) as in Figure 2.2. Three of these systems were related to parents' education of involved children. For example, the microsystem referred to the influence of parents on children; The mesosystem referred to the mode in which children get along with their parents and siblings at home, which would affect their performance in school; The exosystem referred to the influence of parents' working environment on children's development. Ecosystem theory provided an important theoretical basis for the study of parental education involvement.

### **2.5.2 The definitions of parental education involvement**

Different scholars have different definitions of parental education involvement. For more than 40 years, researchers had revealed the relationship between children's development and parents' involvement in education from the perspectives of academic, cognitive and social development, and proposed different structures of parents' involvement in education from the perspectives of teachers, emphasizing parents' monitoring and children's initiative. Defining parental education involvement from a single dimension could be divided into two categories: one was family educational involvement, in which parents promoted academic development by guiding and managing their children's behavior. For example, Keith et al. (1993) defined it as parents' participation and interaction in children's learning. The second was the educational involvement of schools, emphasizing the communication and cooperation between parents and schools, and encouraging parents to actively participate in their children's school life. For example, Epstein (1995) believed that parental involvement in education refers to a series of communication and cooperation between parents and teachers to promote children's learning.

With the deepening of research, scholars realized that parental education involvement should be defined from multiple dimensions. Grolnick (1994), a scholar, believed that parents' educational involvement was that parents provided material support for their children's academic development, and at the same time increase the input of emotional factors, emphasizing the unity of parents' educational involvement behavior and emotion; Song (2010) believed that parental involvement in education referred to parents providing various help to children's learning and managing their learning behaviors to help children achieve learning achievements; Wu (2021) believed that parental educational involvement referred to the provision of educational resources through emotional, intellectual and behavioral educational involvement, so that children can make progress in learning and develop psychologically.

According to the actual situation of the study, this study believed that Wu (2021) had a more comprehensive definition of parental education involvement, so this study adopted Wu's definition of parental education involvement, that is, parental education involvement referred to emotional, intellectual, and behavioral education involvement, provision of educational resources so that children can make progress in learning and develop psychologically.

### **2.5.3 The structural division of the parental education involvement**

Among the studies involved in parental education, the research on its structural division was the most, and different scholars had different understandings. Grolnick and Slowiaczek (1994) took children's feelings about their parents' behavior as the starting point, and divided parents' involvement into three dimensions: (1) Behavior involvement, such as parents participating in various activities organized by schools, parents taking children to libraries, museums, etc.; (2) Cognitive involvement, that is, parents cultivated their children's ability to recognize and understand objective things and used knowledge to solve problems, such as parents buying learning related guidance books for their children, parents communicating with their children about learning problems, and parents guiding their children's homework; (3) Personality involvement referred to the communication between parents and children to understand their

children's learning status and behavior in school, that is, to express parents' positive concern for their children's campus life.

Chao (2000) divided parental education involvement into direct involvement and indirect involvement. Direct involvement referred to parents accompany for children's learning, parents' practical activities, etc.; Indirect involvement referred to parents' management and arrangement of their children at home, such as time management. Fan (2001) divided parental education involvement into four dimensions from the perspective of parental supervision and academic performance: (1) Communication: children and parents shared what happens in school. (2) Educational ideal: parents expressed their expectations for their children's academic development. (3) Involvement, parents' involvement in school activities. (4) Supervision: parents managed their children's activities, such as the time to play mobile phones, the time to go out, and so on.

Epstein (1995) divided parental education involvement from the perspective of home school integration: (1) parenting function, providing basic material conditions and creating a good family atmosphere; (2) Communication and guidance function: parents communicated with the school or the head teacher through telephone, parents' meeting and other forms, and home school cooperation jointly promotes students' learning progress and healthy growth; (3) Volunteer function: parents provided help within their ability according to the needs of the school; (4) Tutoring homework function: parents helped their children when they encounter difficulties in learning; (5) Decision making function: parents make suggestions for the development of the school; (6) Cooperation with the community: family and community cooperated to promote the implementation of school education programs and the development of students.

Combining the views of the four researchers, this study divided parental education involvement from the perspective of parental behavior: (1) Behavioral participation, such as parents' participation in various activities organized by schools, taking their children to the library, playing games and reading together. (2) Communication and guidance. For example, communicating with children about their

learning, tutoring children's homework, guiding children to plan their future. (3) Supervision and management. For example, supervise children to finish their homework and manage their learning time.

#### **2.5.4 The impact of parental involvement in education on primary school students**

Many scholars had also studied the impact of parental involvement in education on primary school students. Wu (2021) found that parental education involvement was significantly and positively related to the academic performance of senior primary school students. The higher the degree of parental education involvement, the better the performance, and the higher the degree of maternal education involvement. Zhao, Zhang & Zhang (2021) conducted a longitudinal study on the influence of parental education involvement on primary school children's math anxiety. The research results found that parental education involvement was significantly negatively correlated with primary school children's math anxiety. The higher the enthusiasm of parents in participating in children's learning, the more helpful it was to reduce math anxiety, and the influence of mothers was higher than that of fathers. However, there were gender differences in math anxiety in primary school, boys' math anxiety is higher than girls. Li (2014) showed that the higher the involvement of parents of migrant children, the higher the level of children's life satisfaction and positive feelings. Guo, Qin & Luo (2021). used parental education involvement as a mediator in their research. Their research results found that maternal education involvement played a mediating role in the intergenerational transmission of filial piety beliefs, and maternal education involvement had a significant positive predictive effect on children's mutual filial piety (emotional accumulation of daily activities between parents and children). The higher the degree of maternal education involvement, the higher the children's mutual filial piety. The research of Liu, Huo & Liang (2018).found that perceived maternal education involvement had a significant positive correlation with primary school students' learning involvement. The more perceived maternal education involvement, the higher the level of primary school students' learning involvement with the increase of perceived maternal education involvement.

In rural areas of Western China, the proportion of parents going out to work was high, the proportion of left behind students was large, boarding is common, and parent-child communication was lacking. In view of this feature, Mei, Wang and Si (2019) focused on analyzing the current situation of parental involvement in rural family education and its impact on the academic development of different types of students. The results showed that parents' emotional involvement could significantly improve the academic level of all kinds of students, and it had the most obvious effect on students left alone; Parental cognitive involvement would significantly negatively affect students' academic level. Compared with day students, parental cognitive involvement had a greater negative impact on boarding students' academic level; In terms of behavior involvement, maternal behavior involvement only had a significant positive impact on the academic level of non-left behind and day students.

The home isolation brought about by major public health emergencies had an impact on the traditional education mode. Parents spent more time at home together, and the role of family education had increased. Jin and Duan (2022) used the survey data of the situation of junior high school students in two key middle schools in Xi'an during the epidemic in February 2020 to investigate the impact of individual resources of parents, marriage matching, and changes in the internal and external environment of families under the epidemic. The study found that during the epidemic, parental involvement in education increased in academic guidance, parent-child communication and common activities; The improvement of parents' education level had a significant promoting effect on educational involvement, but the increase of professional class had no negative impact on educational involvement; The drastic changes in the internal and external environment of the family brought about by the epidemic had a significant impact on parental education involvement.

It could be seen from the above literature that parental involvement in education had a great impact on children's academic performance. However, there were very few studies on the influence of parental involvement in education on primary school students' English ability, so this paper focused on finding the relationship

between parental involvement in education and primary school students' English ability from this perspective to contribute to the future research.

## **2.6 HOME LITERACY ENVIRONMENT**

Home literacy education was a form of parental involvement. In the process of learning a second language, the home literacy environment couldn't be ignored. Home literacy environment affected children's English proficiency. Whether parents could create a good home literacy environment was also an important measure of parental involvement in education in this study. Thus, the related information about home literacy environment would be explained in detail in the following context.

### **2.6.1 The definition of the HLE**

Home literacy environment (HLE) was generally considered as a multi-faceted structure, including all kinds of reading activities with family members, reading and writing resources at home, visiting library frequency, parents' attitudes and beliefs about reading, electronic read-write products and software etc. All these might affect children's reading and writing achievements.

First, it included various home literacy activities in which parents and children participate. Swinson (1985) did an experiment in his research. He asked parents to read to kindergarten children every day for nine months. Later, the results of the experiment showed that these children's vocabulary was higher than that of other children who did not participate in the project. Moreover, parents' listening to children's reading was also a way to improve children's reading performance (Hewison & Tizard, 1980; Hannon, 1987). Other scholars had studied the skills of parents to guide their children to read and helped them improve their reading. Evans, Shaw & bell (2000) mentioned in their study that parents listening to their children's reading or explicitly guiding their children's reading sub skills might be a more important mechanism for parents to affect their children's reading achievements. Studies from different cultures had pointed out that reading stories to children and reading picture books with children at an early age can

promote children's acquisition of oral vocabulary and improve children's interest and reading ability (Senechal, 1997). Parent-child shared reading can improve children's expression ability, promoted children's average sentence length, increase vocabulary, decrease words and sentences, and enrich and deepen vocabulary use (Whitehurst, Falco & Lonigan, 1988). In the absence of books, family memory activities, that is, parent-child conversations about past experiences, could also create opportunities to promote the development of children's vocabulary diversity and promote the development of children's contextualized language (Leyva & Smith, 2016). These studies had proved that various home literacy activities were helpful to children's reading comprehension in the later period, but these studies were all concentrated on children before the age of 8.

Second, visiting the library was also part of the HLE. Weinberger (1996) and Mason (1980) pointed out that visiting the library and becoming a library member affect children's reading skills in the later period. The reading atmosphere in the library could affect children's reading consciousness and help them to build up reading concepts. However, in many parts of China, there were few libraries except in cities, especially in rural areas, and even many schools did not have their own libraries.

Finally, reading and writing resources at home were also part of the HLE, such as books, magazines, newspapers, story books, cartoon books, etc. With the development of science and technology, e-learning products and various learning websites should also be included in home literacy materials. Griffin and Morrison (1997) used these elements to predict the difference in literacy ability between kindergarten and Grade 2, and the result showed that the difference between them was only 1.2%. This showed that to affect children's reading and writing ability, it was not enough to rely on family reading and writing resources alone. Parents' education level and parents' attitude towards the literacy environment should also be considered.

### **2.6.2 Factors affecting HLE**

Weigel, Martin and Bennett (2006) explored the relationship between multiple components of the HLE, and the results showed that parents' reading and writing habits were positively correlated with parents' reading concepts, then parents' reading concepts were positively correlated with their children's reading and writing activities and family language activities. Mother's attitude toward reading and writing could predict the frequency and quality of joint book-reading (Debaryshe, 1995). De Baryshe (1994) first used the Parent Reading Beliefs Inform (PRBI) to measure parents' views on early reading from seven aspects: teaching effectiveness, positive emotion, language participation, reading guidance, knowledge, resources and environmental input. The research found that parents' beliefs had a strong predictive power on the degree of parent-child reading and the quality of parent-child reading. In their research, Linda, Deborah & Kirsten (1997) divided parents' attitudes towards reading and writing activities into two types: entertainment oriented and skill oriented. They found that compared with skill oriented, families that treat the reading process as a kind of enjoyment and pay attention to the cultivation of children's reading interest would have better reading ability.

In fact, parents' reading concepts were closely related to their educational level. Parents with a high level of education adopt a more scientific method in guiding their children's reading. Sénéchal (2006) conducted a follow-up study on the home literacy of 65 6-year-old children in Canada until the fourth grade of primary school. The results showed that the education level of parents was positively correlated with children's reading and writing activities such as contacting storybooks at home, parents teaching children alphabet knowledge, early reading and printed words. Some studies had also found that parents with higher education and wealth seem to start educating their children earlier and provide their children with higher quality reading and writing activities and more reading and writing resources (Hemmerechts, Agirdag & Kavadias, 2017).

At the same time, the family's economic status also affected the HLE. Parents of families with higher economic levels were more willing to spend more time on their children's learning. Hemmerechts et al. (2017) explored the relationship between

parents' participation in children's reading and writing behavior and children's reading literacy of different socioeconomic status and found that children from low SES families had lower reading literacy and reading attitude than children from high SES families. Related to this, Ricciuti, White, and Fraser (1993) found in low-income samples that there was a significant correlation between the family literacy environment and the language and reading skills of children in grade one. Lower income families not only have fewer books than high-income families (e.g., Feitelson & Goldstein, 1986; McCormick & Mason, 1986), but also affect mother-child interaction. For example, Snow, Duber and De Blauw (1982) believed that the pressure of poverty made mothers have little time or energy to interact with their children verbally. Research showed that the success of trying to intervene in the literacy environment of low-income families was relatively low (Payne, Whitehurst & Angell, 1994), because parents in low-income families were more concerned about how to maintain the survival of family members.

The above mainly described the four main components of the HLE. These studies provided scientific ideas for how to improve the HLE in the future. The research of Chinese scholars on the HLE was closer to China's specific national conditions and was more worthy of our reference.

### **2.6.3 The situation of Chinese HLE**

In view of the important role of the HLE in developing language ability, relevant research and policies should pay more attention to the HLE in order to improve the reading and writing performance of children. Liu (2016) used the method of questionnaire to investigate the current situation of HLE, early reading and writing interests, early reading and writing ability development of children from kindergarten to grade one, and the relationship among them. The research pointed out that all dimensions of HLE could predict early reading and writing ability. Wang (2014) used the HLE questionnaire to investigate the difference between the reading and writing environment of urban and rural households in Western China. The results showed that urban parents had a more positive attitude towards reading and writing education, urban families had a higher frequency and quality of reading and writing activities, and urban

families had richer reading and writing resources. Influenced by economic conditions, the HLE was very different between urban and rural families in China. These current situations showed that not all strategies to improve the HLE were suitable for popularization, and researchers needed to analyze them in a specific way. Moreover, there was very little research on the impact of HLE on primary school students' English proficiency, although China government required primary school students to learn English from Grade 3.

Li (2012) divided parents' efforts to create a good literacy environment for students into two categories through investigation, one was the material environment, and the other was the spiritual environment. The material environment referred to a clean and comfortable learning environment and necessary electronic equipment. For example, parents created English corners and English wall for their children by hanging pictures (Pan, 2015). Parents bought some English reading materials for students, English nursery rhymes, English CDs and so on related to teaching materials (Liu, 2017). The spiritual environment referred to maintaining communication with children, understanding their learning progress, and encouraging them to grow up with them for a long time. For example, Ye (2017) suggested that parents could take time to go to school to have classes with their children. He believed that studying with their children was particularly helpful to their English performance. However, since most parents needed to go to work, it was particularly difficult to accompany their children to school. In fact, it was relatively feasible to create a good English learning environment at home. Yang (2014) pointed out in her article that creating a family learning environment with various English media could not only enhance children's interest and confidence in English learning, but also enhance parent-child relations and promote the harmonious development of families. For some parents who did not know how to create a home literacy environment, it was also a very good way to maintain communication with teachers. For example, Yang (2007) believed that parents should communicate with teachers and understand their teaching intentions so as to guide children to learn consciously in the home English environment. Zhu (2009) believed that the home English learning environment was an extension of the school English learning

environment, and parents should fully cooperate with teachers to urge students to complete their homework.

Wan (2017) investigated students' English scores and family conditions and concluded that the influence of various factors of family environment on students, which were only child or not only child families, single parent families, gender and age. However, as China's rural land area accounts for 94.7% of the country's total, most rural families couldn't provide a good English learning environment for their children. Zou (2013) found in his survey that most rural families lacked English knowledge, and economic conditions did not allow them to buy many English learning materials for their children. Some children's parents were still working outside and do not care enough about their children's learning. These factors led to poor English literacy environment in rural families. Most of the English knowledge of rural children came from English teachers in schools. He (2018) mainly put forward important suggestions on the English learning environment in rural schools, and at the same time she emphasized the supervision role of parents, that was, parents should supervise students to complete English homework assigned by teachers.

Combining all previous studies, this study defined HLE as children's reading and writing activities with the help of their parents, mainly including family material environment and family spiritual environment. The material environment referred to all materials provided by parents to their children for learning by using their own economic strength, such as books, newspapers, magazines, electronic products, etc. The spiritual environment referred to the spiritual support and help given by parents to children, such as encouraging children to solve difficulties, shared reading, and maintain communication with schools. Among them, parents' skills, abilities, personalities and attitudes had a significant impact on the family literacy environment. These variables would be collected through questionnaire surveys and an objective data would be obtained through interviews.

## **2.7 CHAPTER SUMMARY**

This study cited 140 articles on the primary school students' English proficiency and parental education involvement. Among them, the research on primary school students' English proficiency focused on the methods to improve various knowledge sectors, such as how to improve the oral level of primary school students and how to improve their reading level. At the same time, these studies covered urban areas and rural areas. Some scholars also studied English learning of primary school students in ethnic minority areas. Moreover, most of the studies were considered from the perspective of teachers, providing suggestions and help for teachers in English teaching.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The purpose of this study is to investigate the relationship between parental involvement in education and primary school students' English proficiency. This chapter would introduce the basic principles of all scientific procedures used in this study. This chapter would explain the research background, research design, research procedure, population and sample, research instruments, data collection and data analysis in detail.

#### **3.1 RESEARCH DESIGN**

This was a descriptive study of which the data would be collected via the self-report from both questionnaire and interview from the three groups of research participants: sixth graders, their parents, and English teachers. The intent of this research was two folds: 1) to examine the relationship between parental education involvement and students' English proficiency and 2) to explore types of parental education involvement Chinese parents engage in with the children.

Whereas the research issues and objectives of this study, a mixed-method approach was adopted, as shown in Figure 3.1. Quantitative data was elicited through a questionnaire survey, and then qualitative data was elicited through semi-structured interviews. The data collected from two research instruments was used as basic data to explore the relationship between parental education involvement and primary school students' English proficiency.

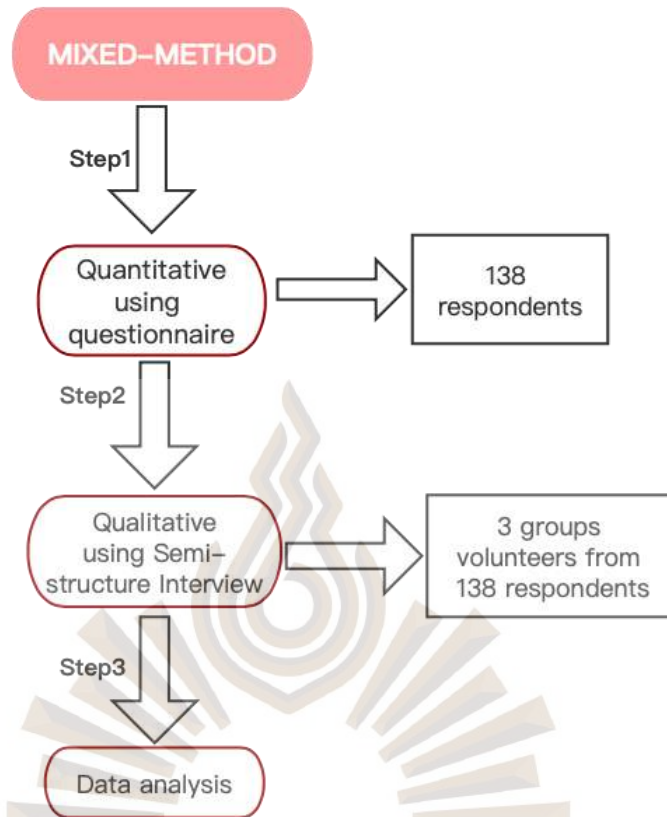


Figure 3.1 Research design

### 3.2 RESEARCH SETTING

The school investigated in this study was in Chenghua District, Chengdu City. Chenghua District (the blue area in the map) was one of the 11 municipal districts and the central urban area of Chengdu. It was founded in 1990 and has a history of 32 years. With a total area of 109.3 square kilometers, the district is the largest urban area in Chengdu, but its GDP ranked sixth in all jurisdictions. The permanent population was 1,381,894.

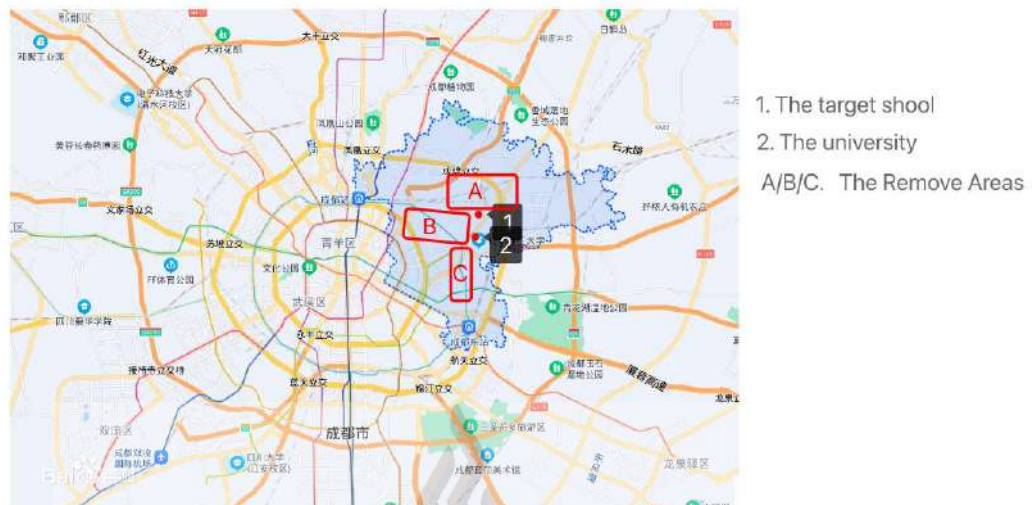


Figure 3.2 The map of Chengdu city

Source: chazidian, 2016

Due to the long service life of buildings in some areas of Chenghua District, the quality of houses had deteriorated. In many old areas (marked as A/B/C in the map), the infrastructure was not complete, resulting in dirty, chaotic and poor environmental sanitation. Educational resources were also far inferior to those in other regions. Therefore, the Chengdu government decided to demolish and rebuilt these old communities. Permanent residents got the financial compensation from the government. Most of the people in these demolition areas were ordinary working-class. The demolition compensation had made their economic level up several levels.

Chengdu University of Technology (Mark 2 in the map) was a national key university, with more than 3600 faculty members. In order to solve the education problem of the children of employees in the university, the Education Bureau of Chenghua District had established the Primary School Affiliated to Chengdu University of Technology (Mark 1 in the map). With the expansion of the school, students not only come from the children of the university's faculty, but also from nearby communities. With the implementation of the demolition policy in Chengdu, children from families in nearby Remove Areas would complete their primary school courses in this school. Now there were more than 1000 students in school. There were 102 teachers in school

and 47 classes. 71% of the teachers had college, undergraduate and graduate degrees or above, and 75% of the teachers were evaluated as senior teachers in primary schools.

### 3.3 RESEARCH POPULATION AND SAMPLE

The research population of this study was 200 sixth graders, all aged 11-12. The parents of these 200 students were also the study population. Their English teachers were also be involved. According to Taro Yamane: Sample Size Table, the sample size was calculated. The population was 200, and the sample size calculation formula is  $n = \frac{N}{1 + Ne^2} = \frac{200}{1 + 179 \times 0.05^2} \approx 138$ . The n means the sample, N means the population, and e (degree of error expected) was set to 0.05. Therefore, the number of research sample size was 138. The questionnaires were sent to the parents of 138 students by electronic survey Questionnaire Star.

According to Taro Yamane: Sample Size Table, 13 students (10% from 138) were interviewed in this study, but the researcher wanted students in different grades to be involved, therefore, 12 students are more convenient for grouping. The interview was conducted with 3 groups: Test 1, a total of 12 students of which 3 students who represented different grades were recruited on voluntary basis (Four grades as A/B/C/D were divided from the English proficiency test); Test 2, 12 parents of the 12 students of group 1; and Test 3, three English teachers.

The students and their parents were interviewed to triangulate the information concerning parental education involvement from the perspective of both home literacy environment and the school-based activities.

The teachers were asked to join the interview because the English teachers are responsible for the teaching tasks of the students. They know more about the students than others, and the research results were more reliable.

The statistical profiles of the research sample are shown in Figure 3.3 below.

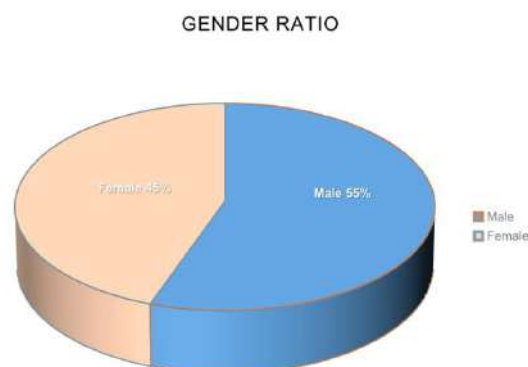


Figure 3.3 The gender ratio in the study

The 138 participants included 76 male and 62 female students. The percentage of male in the sample in this study was nearly 55%, and the rest of female was nearly 45%. According to the results, there were slightly more male students than female students.

### **3.4 RESEARCH INSTRUMENTS**

This study adopted a mixed research method and combined it with the English test issued by the Chengdu Education Bureau to collect the primary data of the study. All information of participants was kept confidential to ensure that they are not affected by this study.

#### **3.4.1 English Language Proficiency Test**

This study used the sixth-grade English test designed by Education Bureau of Chengdu City in 2023 to test the participants' English proficiency as in Figure 3.4. This test consisted of two parts. It had 10 questions in total, including listening (5 questions), vocabulary (1 question), grammar (1 question), reading (1 question) and writing (2 questions). Students are required to complete in 50 minutes. The total score of the test paper was 100.

Table3.1 The sixth-grade English test designed by Chengdu Education Bureau


<b>2022-2023 First Semester Final English Assessment</b>		
<b>I Listen and choose (Listen to the tape and choose the right answer.)</b>		
1. A. That's OK	B. Nice to see you, too.	
2.A. Sure, I' d love to.	B. That's all right.	
3.A. Thank you.	B. Happy birthday to you.	
4.A. Here you are.	B. Yes, you are.	
5.A. It's very kind of you.	B. It doesn't matter.	
<b>II Listen and choose (Listen to the tape and choose the word you heard.)</b>		
1.A. Singal	B. Similar	C. Sightly
2.A. Norminal	B. Notify	C. Novel
3.A. Lease	B. Neaten	C. Measure
4.A. Whup	B. Whether	C. Whistle
5.A. Trade	B. Frame	C. Drama
6.A. Chock	B. Cheque	C. Cherish
7.A. Skull	B. Skills	C. Skew
<b>III Listen and choose (Listen to the tape, sort according to the content, and select the corresponding numbers.)</b>		
What chores does Jace do on Weekends?		
		
① ② ③ ④ ⑤		

Table3.1 The sixth-grade English test designed by Chengdu Education Bureau (Cont.)

				
				
				
				
<b>IV Listen, choose and write (Listen to the tape, choose words and fill in the blanks, and complete the passage.)</b>				
Friday	Chinese	English	Difficult	Wednesday

Table3.1 The sixth-grade English test designed by Chengdu Education Bureau (Cont.)

<p>Bill studied _____ and maths everyday in Canada. In China, he studied _____ everyday, but in Canada he only studied Chinese on Monday and _____. And Ted thought Chinese was very _____. Bill and Ted only got homework on _____. That's very different from China.</p>
<p><b>V Listen and spell (Listen to the tape and spell out the missing words based on the context.)</b></p>
<p>1.It's very cold and snowy in Harerbin in winter. You should take some _____, sweaters and warm coats.</p> <p>2.Some Canadians children like playing _____ very much.</p> <p>3.Wild geese and _____ fly from the north to the south in the autumn, because they can find food in the warm places.</p> <p>4. Sichuan is famous for hot _____.</p>
<p><b>VI Read and choose (Choose appropriate words to fill in the blanks.)</b></p>
<p>Northwest          Sichuan          Kungfu          Square          southwest</p>
<p>1.Tibet is in the _____ of China. We can visit the Potala Palace there.</p> <p>2. In Beijing we can visit the Great Wall and the Tian'anmen _____.</p> <p>3. _____ is in the southwest of China. We can visit Mountain E'mei and Chengdu Panda Base.</p> <p>4. Xi'an is in the _____ of China. We can visit the Terracotta Army there.</p> <p>5. Shaolin temple is in Henan. It's famous place for learning _____.</p>
<p><b>VII Read and write (Choose five suitable words from six and fill in the blanks.)</b></p>
<p>Autumn    October    Thanksgiving    dumplings    June    noodles</p>
<p>1.Children's Day is on _____ 1st.</p> <p>2.Mid-Autumn festival is in _____. We often eat mooncakes.</p> <p>3.In the USA, _____ is in November. People give thanks to their friends and families.</p> <p>4. Halloween is on _____ 31<sup>st</sup>. Children often ask for candy, going from house to house in their neighborhoods.</p> <p>5. In China we like Chinses New Year best. We usually eat _____.</p>

Table3.1 The sixth-grade English test designed by Chengdu Education Bureau (Cont.)

<b>VIII Read and write (Reading comprehension and expression.)</b>				
<b>1.Read, choose and write (Please choose to fill in the blanks and complete the table based on the actual situation of Ted's family in the textbook.)</b>				
a famous artist		a doctor	a police officer	a writer
Who?	What do they do?		Who?	What do they do?
Ted	He is a student.		Ted's aunt	She is _____.
Ted's sister	She is Tina. She is a student. Her hobbies are dancing and singing.		Ted's uncle	He is _____.
Ted's cousin	She is Jenny. She is a student. She is good at dancing, singing and drawing.		Ted's grandpa	He is an artist.
Ted's mother	She is a nurse. She is very kind.		Ted's grandma	She is _____.
Ted's father	He is _____		Guinness	It's Ted's dog. It's cute.
<b>2.Read and write (Please complete the short article based on the actual situation of TED in the textbook and the information in the table above. Each blank can only be filled with one word.)</b>				
Ted lives with his parents and his sister_____. Ted's___ is a nurse. She's kind. Jenny is Ted's___. She is good at dancing, singing and drawing. Ted's _____ is an artist. And his uncle is an artist. Guinness is Ted's dog.				
<b>3.let's writes (Please choose one of the following family members and answer the question in complete sentences based on your actual situation.)</b>				
What does your mother/father/grandpa/grandma do? _____				

Table 3.1 The sixth-grade English test designed by Chengdu Education Bureau (Cont.)

<b>IX read and write</b>
<b>1. Read the passage, choose words and fill in the blanks according to the context, and complete the passage.</b>
<b>let's make a sandwich</b>
First, put a piece of ____ (cakes, bread) on a plate. Next, cut some meat and put it ____ (on, under ) the bread. Then cut the tomatoes and put them on the ____ (meat, plate). If you want, you can also ____ (and, add) some eggs or vegetables. Last, put another pieces of bread on ____ (bottom, top). The sandwich is ready.
<b>2. let's write</b>
<b>1) Please answer the following questions based on your actual situation.</b> Do you know how to make a sandwich?
<b>2) Please complete the following sentences based on what you know.</b> Before we start make a sandwich, make sure we have _____
<b>X let's write (Please write on the topic of my free time. Requirement: At least five sentences, use capitalization correctly, punctuation marks, highlight the theme, and have smooth logic.)</b>
My free time

After the implementation of the “double reduction” policy, to reduce the learning pressure for students, the education department required that schools should not publish the actual scores of primary school students, but only divide the grades as A/B/C/D according to the scores. Table 3.1, the specific division was as follows.

Table 3.2 Standard for grade classification

Scores	85-100	70-84.5	60-69.5	Below 60
Level	A	B	C	D

In addition, since there was no oral test in this English test paper, the researcher invited English teachers to give oral evaluation scores of 1-5 points according to each student's performance in the classroom. Reference for evaluation criteria were based on the student's pronunciation and whether students communicate with teachers in English. The higher the score, the better the oral level. All test results were only used as the analysis data of this study and would not be shared with students and parents.

### 3.4.2 Students' English tests' results

Table 3.3 The number of students at four levels based on exam results.

Grade	A (85-100)	B (70-84.5)	C (60-69.5)	D (Below 60)	Mean
No.	24	55	39	20	71.64

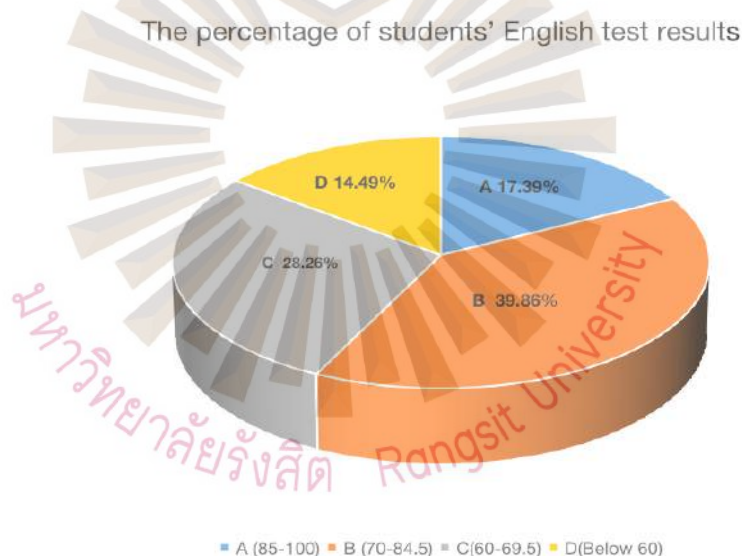


Figure 3.4 The percentage of students' English test results

From above data in Table 3.2 and Figure 3.5, among 138 participants, 24 students obtained A (85-100), accounting for 17.39%; 55 students obtained B (70-84.5), accounting for 39.86%; 39 students obtained C (60-69.5), accounting for 28.26%; 20 students obtained D (below 60), accounting for 14.49%. Mean of all the scores was 71.64. The data showed that the majority of students had a moderate level of English proficiency.

### **3.4.3 Parental Education Involvement Questionnaire and the Validity and Reliability**

#### **3.4.3.1 Parental Education Involvement Questionnaire**

This study combined and adapted Song's (2019) parental education involvement questionnaire and Xiang's (2020) home literacy environment questionnaire (Refer to Appendix 1). The questionnaire consisted of three parts. Parents chose the option that suited their own situation based on the content of the question.

The first part was basic information (7items), including basic family information, such as parents' education level, parents' occupation, and family income.

The second part was the information on learning materials provided by parents for children, a total of 9 items. This part aimed to examine the extent to which home literacy environment as a sub-category of parental education involvement related to the students' English proficiency.

The third part was the information on the parental education involvement, a total of 33 items. The information mainly included communication between parents and teachers, communication between parents and parents, parents' participation in school activities, parents' supervision of students, parents' guidance to students, parent child communication, parent child activities, parents' educational expectations. The items 1-12 aimed to examine the extent to which school-based parental participation as a sub-category of parental education involvement related to the students' English proficiency. The items 13-33 aimed to investigate how Chinese parents engage in parent education involvement with their children.

The teacher was asked to distribute the electronic version of the questionnaire to parents. A total of 138 questionnaires were distributed in this study, and 138 valid questionnaires were collected, with an effective recovery rate of 100%.

### 3.4.3.2 Validity

For validity check, two Chinese experts and one Thai expert were invited to evaluate on the content validity based on the IOC (Index of Item Objective Congruence) scores which were set up as +1, 0 and -1.

+1 means the item being measured exactly covers the objectives of the questionnaire and it is appropriate for the participants.

0 means the item being measured probably covers the objectives of the questionnaire and it is appropriate for the participants.

-1 means the item being measured does not covers the objective of the questionnaire and it is appropriate for the participants.

The IOC scores were calculated by the formula  $\sum \frac{r}{n}$ . The r means the experts' total points and n means the number of the experts who validated items. The experts' total points are 2.76 and there were three experts, so  $\sum \frac{r}{n} = \sum \frac{2.76}{3} = 0.92$ . The item value within the range of 0.67 and 1, it was considered correct and acceptable. If the value was below 0.67, the project would need to be modified according to expert suggestions. Therefore, the questionnaire has good passed the verification of content validity.

### 3.4.3.3 Reliability

After the revision of the content of the questionnaire, it was piloted with a similar group of the respondents, who were 30 students of the same grade from nearby school. The students' situation and background of the two schools were similar, which was very informative. Then calculation of reliability was performed.

In this study, Cronbach's alpha was used as an index for reliability analysis. The alpha reliability coefficient ranges from 0 to 1. The closer the coefficient is to 1, the

better the reliability of the scale. If the alpha reliability coefficient reaches 0.8 or more, it is valuable to continue the research. If it is lower than 0.7, it is necessary to recompile the scale. The design of relevant questions in the research questionnaire is based on the scale with certain credibility and is adjusted and modified according to the actual needs.

Table 3.4 The Cronbach.  $\alpha$  coefficient of this study

Sample Size	Item Quantity	Cronbach. $\alpha$ Coefficient
138	49	0.976

It can be seen from Table 3.3 above that the reliability coefficient value was 0.976, so the reliability quality of the research data was acceptable. It can be used for further analysis.

#### 3.4.4 Semi-structure interview

This study adapted Song's (2019) semi-structured interview method to interview teachers, students, and parents. The three interviews' contents were designed in Chinese to ensure that the interviewees could understand them easily. There were 3 sets of the interview questions for specific groups: 12 students (Appendix 4), 12 parents (Appendix 2), and 3 teachers (Appendix 3). The definition of parental education involvement was explained firstly before interviewing the parents. The whole interview was completed in 3 days; 4 hours were spent per day.

The researcher got more details about the actual situation of parents' involvement in education via interviewing parents and ensured the validity of the questionnaire. Interview teachers obtained relevant information both parents and students, such as the number of parents participating in school activities and the impact of students' home education. The purpose of interviewing students was to test the authenticity of the questionnaire filled by parents and get more information of parents' education involvement from the perspective of students.

### 3.5 DATA COLLECTION PROCEDURES

The specific data collection process of this research was as follows. First, the students completed the English proficiency test in the form of classroom examination, which was spent 3 days. After their grades come out, the researcher recorded the specific scores and corresponding grades of these 134 students in Excel. Second, the electronic version of the questionnaire was distributed to the parents of 134 students. It took three days to collect all the questionnaires back. Third, the researcher randomly selected samples from the four grades (12 students) and their parents and 3 teachers for interview, which was spent 3 days. Fourth, the English teachers marked the oral performance of 12 students who were interviewed. Finally, the researcher analyzed the results.

The purpose of this study was informed to the respondents in advance, and all the data collected were only for the researcher's use and review in the research. During the study, researcher did not disclose or infringe any of their privacy. Students, parents, and teachers could stop participating at any time. In addition, the ethical research was approved by the Research Ethics Office of Rangsit university. All investigations were carried out with the committees' permission. The data collection was conducted after the certification (Appendix 5) of ethics approval was granted.

### 3.6 DATA ANALYSIS

Table 3.5 Summary of research questions, research instruments, data, and data analysis

Research questions	Research instruments	Data analysis /Interpretation
1. What is the relationship between parental education involvement and students' English proficiency? 1.1) What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency?	Parental education involvement questionnaire and the scores of English proficiency test	<ul style="list-style-type: none"> <li>• Descriptive Statistical Analysis</li> <li>• Pearson Correlation analysis</li> <li>• Item analysis</li> <li>• T test</li> </ul>

Table 3.5 Summary of research questions, research instruments, data, and data analysis  
(cont.)

Research questions	Research instruments	Data analysis /Interpretation
1.2) What is the relationship between school-based parental participation as a sub-category of parental education involvement and students' English proficiency?		
2. What kind of parental involvement do Chinese parents engage in with the children?	Interview questions and questionnaire data	The activities the family have for parental involvement e.g., Use data such as shared reading, participation in school organized activities, taking children to the library, tutoring homework

### 3.6.1 Quantitative Data Analysis

After data collection, the researcher used SPSS to calculate the maximum, minimum, mean, standard deviation and other related values. Independent t-test and Pearson correlation analysis were used to examine the relationship between the parental education involvement and English proficiency.

The home literacy environment was mainly analyzed from the following indicators: English learning environment, English learning materials (books, learning software, English programs), parents' reading habits, parent-child reading, Parents' cognition of English Learning.

The involvement of parental education was divided into three dimensions: emotional, intellectual, and behavioral management. Emotional involvement included parents actively communicating with their children about their school situation, encourage their children to learn, and helping them alleviate difficult emotions that arise during learning; Intellectual involvement mainly included parents purchasing learning materials for their children, parents watching educational related programs, actively participating in educational lectures or parent activities, etc.; Behavioral management involvement mainly included parents managing their children's TV viewing, internet access, daily routines, and inquiring about homework completion status.

To quantify parental education involvement and primary students' English proficiency, researcher set criteria similar to Song (2019) to explain parental education involvement and primary students' English proficiency. The following criteria was used to explain the mean score of parental education involvement and English proficiency, as shown in Table 3.6

Table 3.6 The interpretation of the mean score of parental education involvement and English proficiency

Likert scale	Answers	Parental education involvement level	Score
5	Strongly Agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49
3	Not sure	Moderate	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly Disagree	Lowest	1.00 - 1.49

The score for each item represents the level of parental education involvement. The higher the score, the higher the level of parental education involvement, while the lower the score, the lower the level of parental education involvement.

### 3.6.2 Thematic Analysis

The contents of the interview were all in Chinese. After the interview, the researcher translated the content into English and recorded it in the study. First, the English proficiency test of 138 volunteers was divided into four grades according to A (85-100scores) B (70-84.5scores) C (60-69.5scores) D (below 60scores). Second, four students were randomly selected from each grade for interview (12 students in total). Third, interview the parents of these 12 students. Fourth, interview the 12 students' English teachers (3 teachers in total).

After analyzing the interview records from the qualitative analysis, the researcher divided the interview content into five categories: 1) parents' attention to their children; 2) The frequency of contact between parents and teachers; 3) The frequency of parents' participation in school activities; 4) The frequency of parents participating in children's English learning; 5) The frequency of parent-child interactions between parents and children. The specific categories and keywords were shown in the Table 3.7

Table 3.7 Categories of semi-structured interview and codes sentences (The number in brackets refers to the number of students)

Category	Codes Sentences
Parent's attention to their children	Mothers paid close attention to children (6); Parents paid attention to children (3); Parents who work outside pay less attention to their children (2); Father paid close attention to children (1).
The frequency of contact between parents and teachers	Generally, teachers actively contact students' parents (5); Parents actively ask teachers about students' learning every day (7).

Table 3.7 Categories of semi-structured interview and codes sentences (The number in brackets refers to the number of students) (cont.)

The frequency of parents' participation in school activities	Parents attended every time, and mother attends more times (8); Parents participated most of the time, not every time (4).
The frequency of parents participating in children's English learning	Parents did not participate in writing English homework, but they urge children to complete English homework (5); Mother accompanied the student to write English homework and help preview English Texts (1); Parents did not participate in students' English homework but would help check the homework (2); Parents worked outside, and grandparents didn't know English and students finish their English homework independently (2).
The frequency of parent-child interactions between parents and children	Parents often take students to bookstores or museums (5); Parents communicated with students about English study every day (8); Parents bought English books or showed English programs for the students (4); Parents worked outside. Apart from telephone communication, they had little interaction (2).

### 3.7 CHAPTER SUMMARY

This chapter explained in detail the research methods needed in this study and provided details of the research design, the research instruments, the data collection and how to implement the whole research, which laid the foundation for the following data collection and analysis.

## **CHAPTER 4**

### **RESULTS OF DATA ANALYSIS**

This chapter mainly introduces the results of the analysis based on a quantitative analysis of the questionnaire and a qualitative analysis of the semi-structured interviews. Both data were used for two main research objectives, which are as follows: 1) To examine the extent to which parental educational involvement relates to the students' English proficiency, which was needed to examine the extent to which home literacy environment as a sub-category of parental education involvement relates to the students' English proficiency and to examine the extent to which school-based parental participation as a sub-category of parental education involvement relates to the students' English proficiency. 2) To investigate how Chinese parents engage in parent education involvement with their children.

#### **4.1 RESULTS FOR RESEARCH QUESTION 1**

This chapter mainly addresses research question 1: What is the relationship between parental education involvement and students' English proficiency?

Researcher mainly delved with this research question by solving the following two sub-research questions: 1.1 What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency? and 1.2 What is the relationship between school-based parental participation as a sub-category of parental education involvement and students' English proficiency?

This research designed a survey questionnaire on parental education involvement into two parts: one part was parental education involvement based on the home literacy environment, and the other part was parental education involvement based

on school. By combining the analysis results of the above two sub-questions, the result of research question 1 was obtained.

The specific results are as follows.

4.1.1 What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency?

To solve this problem, the first step was to verify whether the questionnaire design for the home literacy environment was correlated with the design of the entire parental education involvement questionnaire, and each item can distinguish different participants using the method of item analysis in SPSS (see Table 4.3 for details). After the results data indicated that the design of the questionnaire on the home literacy environment was reasonable and effective, a detailed analysis was conducted on this part of the questionnaire to answer the first sub-question (see Table 4.4 for details).

4.1.1.1 The correlation between the HLE items and the total scale

Item analysis, also known as discriminant analysis, aims to investigate whether data can effectively distinguish between high and low levels, thereby evaluate the quality of a specific item.

The principle of item analysis was to first sum the analysis items, then divide them into high and low groups (bounded by 27% and 73% quantiles), and then use T-tests to compare the differences between the high and low groups. If there are differences, it indicates that the item design is appropriate. Otherwise, it indicates that the item cannot distinguish information, and the design is unreasonable and should be deleted. The inspection standards for item analysis were shown in the table below:

Table 4.1 Inspection standards for item analysis

Inspection method		Judgment criteria	Inspection significance
Item Analysis	Correlation analysis	Correlation coefficient $\geq 0.4$ and $\geq$ significance $p < 0.05$	Measure the degree of correlation between measurement items and the overall design of the questionnaire.
	Independent-samples t-test	Consistency Ratio 3.0 and significance $p < 0.05$	Measure whether the measurement items have discriminative ability and whether each item can distinguish different participants.

Import questionnaire data into SPSS for project analysis and obtain the following results showed in Table 4.2.

Table 4.2 Analysis of the correlation between the HLE items and the total scale

Item	CR	$p$ -value (CR)	Correlation with the total score of the scale	$p$ -value (Correlation with the total score of the scale)
Q1	15.587**	0	0.798**	0
Q2	10.115**	0	0.657**	0
Q3	8.984**	0	0.597**	0
Q4	10.449**	0	0.633**	0
Q5	9.680**	0	0.578**	0
Q6	9.100**	0	0.572**	0
Q7	13.597**	0	0.880**	0
Q8	18.671**	0	0.933**	0
Q9	20.797**	0	0.938**	0
Q10	20.489**	0	0.942**	0
Q11	16.494**	0	0.933**	0

Table 4.2 Analysis of the correlation between the HLE items and the total scale (cont.)

Q12	13.639**	0	0.834**	0
Q13	15.612**	0	0.883**	0
Q14	17.709**	0	0.907**	0
Q15	13.672**	0	0.844**	0
Q16	15.541**	0	0.864**	0
Q17	12.938**	0	0.808**	0
* $p < 0.05$ ** $p < 0.01$				

According to the inspection standards, it can be seen that the correlation coefficients of all 17 items were  $>0.4$  and significance  $p < 0$ , and the Consistency Ratio (CR) of all 17 items were  $CR > 3.0$  and significance  $p < 0.05$ , indicating that each measurement item in the home literacy environment was correlated with the overall design of the parental education involvement questionnaire, and each item can distinguish different participants. Therefore, researcher can proceed with the next step of research.

Next, the researcher conducted detailed analyses of the questionnaire on the home literacy environment in order to address the first sub-question: What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency?

4.1.1.2 The specific analysis of the survey questionnaire on home literacy environment items

The home literacy environment encompasses many aspects, but this study focused on analyzing three of them. First, parents' views on their children's learning of English (Q1-Q6); Second, family English learning activities (Q7-Q11, Q14-Q17); Third, existing English learning materials at home (Q12, Q13). These three aspects were all included in the questionnaire survey, and the researcher conducted a one-on-one analysis of these three aspects to determine the relationship between home literacy environment and primary school students' English proficiency.

To analyze the quantitative data from the questionnaire, the following criteria for descriptive statistics (i.e., mean) were established. The same criteria which were explained in Chapter 3 were used to interpret the mean scores obtained. The mean scores indication of parental education involvement in 4.50-5.00 is the highest, 3.50-4.49 is high, 2.50-3.49 is moderate, 1.50-2.49 is the lower, and 1.00-1.49 is the lowest.

The researcher analyzed the data using SPSS, and the specific results of each aspect were shown in below Tables 4.3, and figure 4.1.

The analysis of the first aspect of Parents' views on their children's English learning of the home literacy environment.

Table 4.3 Descriptive Statistics of parents' views on their children's English learning

	Item	Max	Min	Mean	SD	Var	Mean of 6 items	Mean of SD	Mean of Var
Parents' views on their children's English learning	Q1	5	2	4.029	0.782	0.612	4.280	0.710	0.579
	Q2	5	3	4.428	0.539	0.290			
	Q3	5	1	3.667	1.286	1.655			
	Q4	5	3	4.507	0.516	0.266			
	Q5	5	3	4.536	0.569	0.323			
	Q6	5	2	4.514	0.570	0.325			

From the above table, it can be seen that the mean of the six items was  $M=4.280$ , mean of the six items' SD was 0.170, and mean of the six items' Var was 0.579, indicating that parents hold a highly supportive attitude towards views on their children's English learning.

Among six items, the mean of the third item (allowing children to use learning tools such as mobile phones, computers, or televisions for the convenience of learning English) was  $M=3.667$ , which was the lowest among all items' averages; Its variance is  $Var=1.655$ , which was the highest among all items (The larger the variance, the greater

the difference between the data); Its standard deviation was  $SD=1.286$ , which was the largest among all items (The larger the standard deviation, the greater the degree of dispersion of the data and the greater the difference between the data). These data indicated that most participants held a cautious attitude towards children's use of electronic products, with mixed reviews. They still had no clear cognitive ability on how to use electronic products to help children learn.

The analysis of the second aspect of family English literacy activities of the home literacy environment.

Table 4.4 Descriptive Statistics of family English literacy activities

	Item	Max	Min	Mean	SD	Var	Mean of 9 items	Mean of SD	Mean of Var
Family English literacy activities	Q7	5	1	2.522	1.102	1.215	2.091	1.190	1.419
	Q8	5	1	2.159	1.204	1.449			
	Q9	5	1	2.065	1.209	1.463			
	Q10	5	1	2.130	1.283	1.647			
	Q11	5	1	1.964	1.223	1.495			
	Q14	5	1	2.080	1.203	1.446			
	Q15	5	1	1.819	1.122	1.259			
	Q16	5	1	2.094	1.189	1.414			
	Q17	5	1	1.986	1.178	1.387			

From Table 4.4, the mean value of 9 items was  $M=2.091$ , the mean value of SD was 1.190, and the mean value of Variance was 1.419. These data indicated that parents have lower frequency of engaging in English learning activities with their children during family activities.

Due to the relatively low mean score of family English literacy activities in the home literacy environment, there were still many areas parents can improve so that they can help children to improve their English proficiency. Therefore, to further understand the reasons for the relatively low mean scores of family English literacy activities, the

researcher compared the mean scores of each item. The results were shown in Figure 4.1.

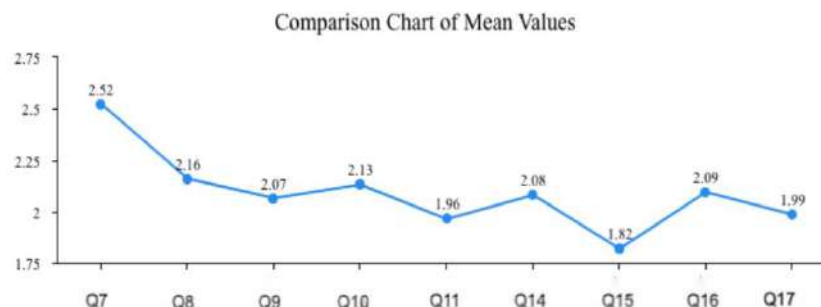


Figure 4.1 Comparison chart of mean values of the 9 items

From the comparison of data in Figure 4.1, it could be seen that the mean score for the frequency of parents taking their children to buy English materials in item 7 was  $M = 2.52$ , which was the highest mean score among the 9 items. This data showed that parents had a sense of buying English learning materials for their children, but this awareness was not very high compared to the overall data. The 15th item that parents had the lowest mean score for the frequency of reading and writing activities at home reflected that a large proportion of the 138 participants did not enjoy reading and writing activities at home, and it was not conducive to children's awareness of English reading and writing. Other family activities that were beneficial for children to practice English were not highly attended by parents, and some parents even never participated in any family activity. However, when comparing the children's English proficiency, it could be seen that students whose parents participated more in family English practice activities had higher English proficiency and were more confident in expressing themselves in English than other students. But such families were all in the minority. The analysis of the third aspect of English materials of the home literacy environment.

Table 4.5 Descriptive Statistics of English materials in the family

	Item	Max	Min	Mean	SD	Var	Mean of 2 items	Mean of SD	Mean of Var
English materials	Q12	5	1	1.783	1.138	1.295	1.910	1.264	1.614
	Q13	5	1	2.036	1.390	1.933			

From the Table 4.5, the mean score for the existing English learning materials and tools at home was  $M=1.910$ , with mean of  $SD=1.264$  and mean of  $Variance=1.614$ , indicating that the vast majority of families lack English learning materials and tools. This also reflected that most parents did not have awareness of cultivating their children's home English literacy. The above three tables provided a detailed analysis of the three aspects of the home literacy environment.

After conducting a detailed analysis of three aspects of the home literacy environment, the researcher integrated all data into Table 4.5 for elaboration.

Table 4.6 The analysis of the HLE scale

Item	N	Max	Min	Mean	SD	Var
HLE	138	5	1	2.842	1.030	1.146

A descriptive statistical analysis of HLE (Table 4.6) showed that the mean value was  $M=2.842$ , with a standard deviation of 1.030, a maximum value of 5 and a minimum value of 1. This table indicated that home literacy environment as a sub-category of parental education involvement was found at a moderate level. The data also indicated that participants did not attach enough importance to the family literacy environment. This may directly affect their children's English proficiency of which the discussion will be made in chapter 5.

4.1.1.3 The relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency

The researcher used Pearson Correlation analysis to analyze the correlation between home literacy environment as a sub-category of parental education involvement and students' English proficiency.

Pearson Correlation Coefficient, was proposed by British statistician Karl Pearson in 1896, is one of the most used methods in statistics to measure the degree of linear correlation between two variables. Its calculation formula is

$R = \frac{1}{n-1} \sum_{i=1}^n \left( \frac{X_i - \bar{X}}{S_X} \right) \left( \frac{Y_i - \bar{Y}}{S_Y} \right) = 0.647$ . Among them,  $\frac{X_i - \bar{X}}{S_X}$ ,  $\bar{X}$ ,  $S_X$ , and  $n$  are standardized variables, sample mean, sample standard deviation and sample. If there is a linear relationship between two variables, then the Pearson correlation coefficient will be close to 1 or -1; If there is no linear relationship, then the Pearson correlation coefficient will approach 0.

The results were shown in the following table.

Table 4.7 Pearson correlation analysis of HLE and students' English proficiency

Item	Mean of students' tests' scores	Correlation coefficient	p value	sample
HLE	71.63	0.647	0	138

\*  $p < 0.05$  \*\*  $p < 0.01$

Through Pearson correlation analysis, the children's English proficiency and HLE items showed a significant correlation, and the correlation coefficient value  $R = 0.647$  greater than zero. It meant that there was a positive correlation between home literacy environment as a sub-category of parental education involvement and students' English proficiency.

#### 4.1.2 What is the relationship between school-based parental participation as a sub-category of parental education involvement and students' English proficiency?

To solve this problem, the first step was to verify whether the questionnaire designed for the school-based parental participation was correlated with the design of the entire parental education involvement questionnaire, and each item can distinguish different participants using the method of item analysis in SPSS (see Table 4.8 for details). After the results data indicated that the design of the questionnaire on the school-based parental participation was reasonable and effective, a detailed analysis was conducted on this part of the questionnaire to answer the first sub-question (see Table 4.11 for details).

#### 4.1.2.1 The correlation between school-based parental participation items and the total scale

The researcher used Item Analysis to determine whether the questionnaire of school-based parental participation items was effective and appropriate. There was total 12 items which related to school-based parental participation.

The Item Analysis as explained in the part 4.1.1.1 was to measure the degree of correlation between items and the overall design of the questionnaire, to measure whether the items have discriminative ability and whether each item can distinguish different participants. The results showed in Table 4.8 below.

Table 4.8 Analysis of the correlation between the school-based parental participation items

Item	CR	<i>p</i> -value (CR)	Correlation with the total score of the scale	<i>p</i> -value (Correlation with the total score of the scale)
Q1	8.467**	0	0.746**	0
Q2	11.291**	0	0.799**	0
Q3	14.857**	0	0.812**	0
Q4	16.052**	0	0.828**	0
Q5	18.598**	0	0.843**	0
Q6	13.312**	0	0.807**	0
Q7	12.970**	0	0.758**	0
Q8	12.575**	0	0.774**	0
Q9	5.356**	0	0.444**	0
Q10	4.625**	0	0.439**	0
Q21	9.712**	0	0.678**	0
Q22	11.850**	0	0.726**	0

\*  $p < 0.05$  \*\*  $p < 0.01$

According to the inspection standards of Item Analysis, the correlation coefficients of all 12 items were  $>0.4$  and significance  $p < 0$ , and the Consistency Ratio (CR) of all 12 items were  $CR > 3.0$  and significance  $p < 0.05$ , indicating that each measurement item of school-based parental participation was correlated with the overall design of the parental education involvement questionnaire, and each item can distinguish different participants. Therefore, researcher can proceed with the next step of research.

Next, the researcher conducted detailed analysis of the questionnaire on the school-based parental participation to address the second sub-question: school-based parental participation as a sub-category of parental education involvement and students' English proficiency?

#### 4.1.2.2 The specific analysis of the survey questionnaire on school-based parental participation items

Table 4.9 The specific analysis of the survey questionnaire on school-based parental participation

Item	N	Max	Min	Mean	SD	Var
School-based parental participation	138	5	1	3.458	1.004	1.011

From above Table 4.9, it showed that the mean value of the school-based parental participation items was  $M=3.458$ , with a standard deviation of 1.004, a variance of 1.011. In all the options, the maximum value was 5 and the minimum value was 1. Based on the criteria set up for this study, the level of school-based parental participation was found at a moderate level.

#### 4.1.2.3 The relationship between school-based parental participation and students' English proficiency

The researcher used Pearson correlation analysis to analyze the correlation between the children's English proficiency and school-based parental participation. The results are shown in Table 4.10.

Table 4.10 the relationship between school-based parental participation and students' English proficiency

Item	Mean of students' tests' scores	Correlation coefficient	p value	sample
School-based parental participation	71.63	0.725	0	138

\*  $p < 0.05$  \*\*  $p < 0.01$

Through Pearson Correlation analysis, the children's English proficiency and school-based parental participation items showed significant correlation, and the correlation coefficient value was  $R=0.725$  which was greater than zero and close to 1. It meant that there was a positive correlation between children's English proficiency and the school-based parental participation.

#### 4.1.3 Results for research question 1: What is the relationship between parental education involvement and students' English proficiency?

The researcher combined the results of the first sub-question (Table 4.11) and the second sub-question (Table 4.12) and calculated their mean value. The specific statistics showed as follow table (4.11).

Table 4.11 The results for research question1

Item	The mean of two correlation coefficient	p value	sample
the relationship between parental education involvement and students' English proficiency	0.686	0	138

To conclude, based on the results of research question 1, the mean of two correlation coefficient was  $M=0.686$  and it was close to 1. It indicated that there was a positive correlation between parental education involvement and students' English proficiency.

## **4.2 RESULTS FOR RESEARCH QUESTION 2**

This section resolved the second question of this study: What kind of parental involvement do Chinese parents engage in with the children? This question was mainly addressed through semi-structured interviews as a source of qualitative data. Twenty-seven respondents (12 students, 12 parents, and 3 teachers) participated in semi-structured interviews in their native language; There was a total of 21 interview items (7 questions for parents, 7 questions for teachers, and 7 questions for students). They were asked in person, recorded after obtaining their permission, and then the researcher translated, summarized, analyzed, and translated their answers. The interview was translated from Chinese to English without any changes.

For the confidentiality of participants, researcher used numbers to code them based on the order of their interview responses. More details of the responses can be found in appendix. The researcher used content analysis to analyze the viewpoints of participants and summarized the theme categories that appeared in the interviews. The researcher transcribed the interviews and classified the information into categories. The criteria of key concept category were developed by the researcher based on the contents mentioned by participants. Subsequently, classification projects were developed based on the frequency of keywords appearing in the interviews.

The types of parental involvement in education were mainly studied through interviews with parents. Interviews with teachers and students were conducted to verify the authenticity of parents' answers. Therefore, researcher analyzed the interview content of parents in detail to answer the second research question.

### **4.2.1 Analysis of the parents' interview**

Among the 7 interview questions for parents, Q2-Q6 were designed for the type of parental education involvement. Researcher conducted a detailed analysis of these 5 questions and ultimately summarized the frequency of keyword occurrence.

Q2. Do you usually tutor your child's English homework?

Out of 12 parents, only 4 parents provide daily or regular tutoring on their children's English homework. Three of the children of these four parents have an English proficiency level of A and one is a B.

“I tutor her on her English homework every day.”

(Interviewee A1, personal communication, January 23, 2023)

“I will provide guidance.”

(Interviewee A2, personal communication, January 23, 2023)

“My child's father tutors her English homework.”

(Interviewee A3, personal communication, January 23, 2023)

“The father usually tutors the child's English homework.”

(Interviewee B1, personal communication, January 23, 2023)

Q3. What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Among students with English proficiency levels of A and B, only one parent stated that they did not engage in parent-child activities at home to improve their child's English proficiency. Parents of students with English proficiency levels of C and D did not engage in parent-child activities to improve their children's English proficiency. The following were the forms of parent-child activities mentioned by parents who have done so: 1) help children preview English text; 2); read English books together ;3) cultivate English language sense; 4) practice English speaking with the child; 5) watch English animations; 6) learn English with children; 7) practice dialogues in the texts; 8) help to remember new words; 9) cultivate learning interest in English; 10) play role-playing; 11) word guessing games; 12) playing some English homo-phonic memes.

“Urging her to complete English homework and preview texts”

(Interviewee A1, personal communication, January 23, 2023)

“I arrange a fixed time to read English books with him. I want to cultivate his English language sense.”

(Interviewee A2, personal communication, January 23, 2023)

“Arrange time to practice English speaking with the child or watch English animations and read English books together.”

(Interviewee A3, personal communication, January 23, 2023)

“Learn English with children, preview English texts, practice dialogues in the texts, and also compete to remember words.”

(Interviewee B1, personal communication, January 23, 2023)

“Main focus is to cultivate her interest in learning. For example, we can play role-playing, word guessing games, playing some English homophonic memes, and so on.”

(Interviewee B3, personal communication, January 23, 2023)

Q4. Where do you usually take your child to expand his/her horizons or to widen his/her knowledge?

All 12 parents expressed that they took their children out to broaden their horizons or arrange some tours for their children when they had free time. But there were some differences in the way, and the impact on children was also different. Parents whose children had English proficiency levels of A and B usually liked to take their children to libraries, science and technology museums, exhibitions, watched some plays and operas, did interesting handicrafts on the weekend. They also took children to visit different places where children could experience the customs and traditions. Some parents also said that during holidays, they took their children to visit different university campuses, giving them a certain concept of the university that they want to attend in the future. No matter what the children did, parents always accompanied them and experienced together. What's more, the places they chose were all helpful for expanding children's horizons. For students with English proficiency in C and D levels, their parents also took them to play on weekends, but the places they went were all Internet celebrity tourism spots, otherwise they would go to see movies. They did not screen out areas that were helpful to their children.

“Take her to places such as the library, science and technology museum, and museums.”

(Interviewee A1, personal communication, January 23, 2023)

“We choose different places to take him on a trip, allowing him to experience the customs and traditions of different places.”

(Interviewee A2, personal communication, January 23, 2023)

“I will take my children to do interesting handicrafts, or even to beautiful exhibitions, or take children on a trip during the holiday. Or take our children to visit famous universities.”

(Interviewee A3, personal communication, January 23, 2023)

“Regularly go to the library” “visit art exhibitions and cultural relics exhibitions” “check in at various museums”

(Interviewee B1, personal communication, January 23, 2023)

“We take her to summer camps” “take her on trips abroad” “watch some plays, operas, and exhibitions”

(Interviewee B3, personal communication, January 23, 2023)

Q5. Do you usually discuss educational methods with other parents?

Among the 12 parents, only the parents in Group D stated that they did not have time to communicate with other parents, while the parents in the other groups expressed a willingness to communicate with other parents. They believed that this could help each other explore ways to educate their children and improve children’s academic performance. This indicated that most parents were still willing to communicate and learned with other parents to help their children improve their academic performance.

“I like learn from other parents.”

(Interviewee A1, personal communication, January 23, 2023)

“I will communicate with other parents to understand the different problems”

(Interviewee A2, personal communication, January 23, 2023)

“We often discuss together”

(Interviewee B1, personal communication, January 23, 2023)

“I often discuss methods of educating my children with the parents of other children”

(Interviewee B2, personal communication, January 23, 2023)

“I usually only contact the parents”

(Interviewee B3, personal communication, January 23, 2023)

#### Q6. Do you often communicate with your child?

Communication is an important way to understand a child's learning status. Effective communication between parents and children is beneficial for their children to improve their English proficiency. Among the 12 parents, only 3 in Group D did not communicate with their children frequently due to being too busy with work. Other parents had stated that they often communicated with their children, but some parents did not know how to communicate effectively. Some parents expressed that their children may exhibit an impatient attitude during communication, resulting in poor communication effectiveness.

“We all like to communicate with our children at home.”

(Interviewee A1, personal communication, January 23, 2023)

“Communication with child is necessary”

(Interviewee A2, personal communication, January 23, 2023)

“It is necessary to communicate with children”

(Interviewee A3, personal communication, January 23, 2023)

“We all enjoy chatting with children”

(Interviewee B1, personal communication, January 23, 2023)

“I enjoy communicating with children”

(Interviewee B2, personal communication, January 23, 2023)

“I enjoy communicating with children”

(Interviewee B3, personal communication, January 23, 2023)

The above content was the answer from parents about the types of education involvement. Researcher conducted a detailed analysis of these 5 questions and ultimately summarized the frequency of keyword occurrence.

Table 4.12 The concepts: the types of parental educational involvement from the parents' perspective

Codes/ Keywords	Categories	Concepts
1). Tutoring English homework 2). Previewing the English text 3). Answering questions that were not understood in class	Tutoring English homework (4 or 12%)	Educational involvement based on the home literacy environment.
1). Read English books together 2). Cultivate English language sense 3). Practice English speaking with the child 4). Watch English animations 5). Learn English with children 6). Practice dialogues in the texts 7). Help to remember new words 8). Cultivate learning interest in English 9). Play role-playing 10). Word guessing games 11). Playing some English homo-phonic memes.	Involvement in children ' s English learning activities at home (5 or 15%)	

Table 4.12 The concepts: the types of parental educational involvement from the parents' perspective (cont.)

Codes/ Keywords	Categories	Concepts
1). Communication on learning status 2) Communication about daily life	Communication (9 or 27%)	
1). Contact the teachers 2). Participate in school events such as parent meetings, sports events, and school opening ceremonies 3). Communicate with other parents of students	Educational involvement based on school activities (9 or 27%)	Education involvement based on outdoor activities.
1). Take children to libraries 2). Take children to science and technology museums, 3). Take children to exhibitions 4). Watch some plays and operas 5). Do handicrafts 6). Take children to travel 7). Take children to visit different university campuses	Educational involvement parent-child outdoor activities (6 or 19%)	
Total	33 (100%)	

#### 4.2.2 Results for research question 2: What kind of parental involvement do Chinese parents engage in with the children?

Based on the content analysis of 5 questions from semi-structured interviews with parents, the researcher obtained the types of parental education involvement. As

illustrated in Table 4.2, there were five categories: tutoring English homework (4 or 12%), involvement in children's English learning activities at home (5 or 15%), communication (9 or 27%), educational involvement based on school activities (9 or 27%), educational involvement parent-child outdoor activities (6 or 19%).

### 4.3 CHAPTER SUMMARY

Through questionnaire survey, the researcher collected many quantitative data on the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency. The results showed that the mean of two correlation coefficient was  $M=0.686$  and it was close to 1. It indicated that there was a positive correlation between parental education involvement and students' English proficiency. Students whose parents value home literacy environment had higher English proficiency than other students. Parents of students with high English proficiency generally used parent-child activities to help their children improve their English proficiency. For example, helping children preview English texts, playing English games with them, reading books with them, and so on. They also attached great importance to cultivating children's learning habits, helping them set strict schedules, and preventing them from indulging in mobile phones or other online information. Moreover, they also pay attention to expanding their children's horizons and regularly took them to travel to experience the customs and cultures of various regions. While for parents with lower English proficiency, some were unable to tutor their children's English homework due to their low cultural level, some were busy with their work and handed over their children to English tutoring classes.

Through separated interviews with teachers, students, and parents, there were various types of parental education involvement. Based on their responses, the researcher categorized the types of educational involvement into five categories: 1) tutoring English homework (4 or 12%); 2) involvement in children's English learning activities at home (5 or 15%); 3) communication (9 or 27%); 4) educational involvement based on school activities (9 or 27%); 5) educational involvement parent-child outdoor activities (6 or 19%).

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

The purpose of this study was to investigate the relationship between parental education involvement and Chinese primary school students' English proficiency. The specific analysis was as follows: 1) to examine the extent to which parental educational involvement relates to the students' English proficiency, which was needed to examine the extent to which home literacy environment as a sub-category of parental education involvement relates to the students' English proficiency and to examine the extent to which school-based parental participation as a sub-category of parental education involvement relates to the students' English proficiency; 2) to investigate how Chinese parents engage in parent education involvement with their children.

A mixed-method approach was used in this study. The questionnaire was first analyzed quantitatively to examine the extent to which parental educational involvement relates to the students' English proficiency. Qualitative data from focus group interviews were analyzed to further investigate how Chinese parents engage in parent education involvement with their children.

In this chapter, first, the findings of the quantitative and qualitative studies were concluded. Then, the main findings were discussed. Finally, recommendation and pedagogical implications for parental education involvement, imitations of the study, and suggestions for future research are presented.

#### **5.1 CONCLUSION OF THE RESEARCH FINDINGS**

##### **5.1.1 The Results of Quantitative Data**

Quantitative findings were concluded and provided based on the research questions.

What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency?

Researcher mainly answered this research question by solving the following two sub-research questions: 1.1 What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency? 1.2 What is the relationship between school-based parental participation as a sub-category of parental education involvement and students' English proficiency?

The results of the analysis of the home literacy environment questionnaire (mean and standard deviation) showed that the mean value was  $M=2.842$ , with a standard deviation of 1.030, a maximum value of 5 and a minimum value of 1. The data indicated that participants do not attach enough importance to the family literacy environment, which directly affects their children's English proficiency.

Through Pearson correlation analysis, the children's English proficiency and HLE items showed significant correlation, and the correlation coefficient value was 0.467 greater than zero. It means that there is a positive correlation between children's English proficiency and the home English literacy environment.

The results of the analysis of the school-based parental participation questionnaire (mean and standard deviation) showed that  $M=3.458$ , with a standard deviation of 1.004, a variance of 1.011. In all the options, the maximum value was 5 and the minimum value was 1. Based on the criteria set up for this study, the level of school-based parental participation was found at a moderate level.

Through Pearson correlation analysis, the children's English proficiency and school-based parental participation items showed significant correlation, and the correlation coefficient value was 0.686 which was greater than zero. It means that there

is a positive correlation between children's English proficiency and the school-based parental participation.

To conclude, based on the results of research question 1, there was a positive correlation between children's English proficiency and the home English literacy environment as a sub-category of parental education involvement. Also, there was a positive correlation between children's English proficiency and the school-based parental participation.

### **5.1.2 The Results of Qualitative Data**

Semi-structured interviews were conducted as a qualitative study consisting of 27 respondents (12 students, 12 parents, and 3 teachers) participated in interviews in their native language; there was a total of 21 interview items (7 questions for parents, 7 questions for teachers, and 7 questions for students). They were asked in person, recorded after obtaining their permission, and then the researcher translated, summarized, analyzed, and translated their answers. The interview was translated from Chinese to English without any changes.

Through separate interviews with teachers, students, and parents, there were various types of parental education involvement. Based on their responses, the researcher categorized the types of educational involvement into five categories: 1) tutoring English homework (4 or 12%). The specific types include tutoring children with English homework; help children preview English text. 2) involvement in children's English learning activities at home (5 or 15%) such as read English books with student; cultivate English language sense; practice English speaking with the child; watch English animations; read English books together; learn English with children; practice dialogues in the texts; help to remember new words; cultivate learning interest in English; play role-playing; word guessing games; playing some English homo-phonic memes. 3) communication (9 or 27%) 4) educational involvement based on school activities (9 or 27%). The specific types include participating in school activities such as parent meetings, school opening ceremonies, sports events, garden parties, etc. 5)

Education involvement based on outdoor activities (6 or 19%). The specific types include taking students to libraries, science and technology museums, exhibitions, watching some plays and operas, doing interesting handicrafts, visiting different places where children could experience the customs and traditions, visiting different university campuses, and giving them a certain concept of the university that they want to attend in the future.

## 5.2 DISCUSSION

5.2.1 The main findings from Research question 1: What is the relationship between home literacy environment as a sub-category of parental education involvement and students' English proficiency?

The correlation coefficient value was  $R=0.686$  which was greater than zero. It meant that there was a positive correlation between children's English proficiency and home literacy environment as a sub-category of parental education involvement in this study.

A possible explanation for this positive correlation could be supported theoretically from the socio-cultural theory that children may gain benefit from their parents' scaffolding activities and provide cognitive development. By providing resources available in the home environment and involving themselves in the activities with their children, the children could be academically supported (Bullock, 2014). In this study they could learn from their parents and other family members and through the resources available at home as well as the out-of-class educational or extramural activities that the family have built. The direction of the finding of this study can be compared with the research studies conducted by Weigel, Martin & Bennett (2006), Hemmerechts, Agirdag & Kavadias (2017), Hemmerechts et al. (2017). However, it should be noted that these studies focused on the impact of home literacy environment on certain skills of children, such as reading and writing skills. Some researchers: i.e., Ricciuti, White, and Fraser (1993) had also studied the impact of household economic

income on children's literacy environment while this current study focused more on the general English proficiency level of the students.

Many Chinese scholars have become interested in HLE research based on the current context in China. Their research findings seem to support the finding of this study. Liu (2016)) have studied the impact of family literacy environment on early childhood literacy ability. The research points out that all dimensions of HLE can predict early reading and writing ability. Wang (2014) have studied the differences in the literacy environment between urban and rural families in western China. The results show that urban parents have a more positive attitude towards reading and writing education, urban families have a higher frequency and quality of reading and writing activities, and urban families have richer reading and writing resources. Pan (2015) has also studied factors that affect the family literacy environment, such as parents create English corners and English wall for their children by hanging pictures. Liu (2017) found that parents buy some English reading materials for students, English nursery rhymes, English CDs and so on related to teaching materials.

Moreover, the research findings of this study revealed the shortcomings of parental education involvement under the pressure of the "double reduction" policy. Many parents must have shifted from relying on schools and tutoring classes to participating in their own educational processes. Yu and Liu (2022) investigated the anxiety of parents after the implementation of the "double reduction" policy in the investigation report on the first anniversary of the "double reduction" policy in Sichuan Province and stipulated that how to cooperate with schools and society to establish a student-centered and moral environment was the urgent task for family education at present (Ji & Sun, 2022).

### **5.2.2 The main findings from Research question 2: What kind of parental involvement do Chinese parents engage in with the children?**

Through separate interviews with teachers, students, and parents, there were various types of parental education involvement. Based on their responses, the

researcher categorized the types of educational involvement into five categories: 1) tutoring English homework (12%); 2) involvement in children's English learning activities at home (15%); 3) communication (27%); 4) educational involvement based on school activities (27%); 5) Education involvement based on outdoor activities (19%).

Based on the research in question 1, these five categories fully reflect the relationship between parental education involvement and children's English proficiency. For example, if parents often supervise students to complete English homework, their English proficiency will be relatively better. Parents often engage in English activities with their children at home, and their students' English proficiency will also be relatively better. These five categories also provide reference methods for parents who do not know how to improve their students' English proficiency under the “double reduction” policy.

These emerged categories were quite like the research studies conducted by Nurmaw (2015), Shafrida (2016), Kalaycı, & Öz, (2018). Other scholars have classified the types of parental education involvement differently. Grolnick and Slowiaczek (1994) took children's feelings about their parents' behavior as the starting point, and divided parents' involvement into three dimensions: (1) Behavior involvement; (2) Cognitive involvement; (3) Personality involvement. Chao (2000) divided parental education involvement into direct involvement and indirect involvement. Fan (2001) divided parental education involvement into four dimensions from the perspective of parental supervision and academic performance: (1) Communication (2) Educational ideal (3) Involvement in school activities (4) Supervision. Epstein (1995) divided parental education involvement from the perspective of home school integration: (1) parenting function; (2) Communication and guidance function; (3) Volunteer function; (4) Tutoring homework function; (5) Decision making function; and (6) Cooperation with the community.

With the support provided by parent-involvement at home, it may continue with the children to become more independent learners of English and create the own extramural activities—learning English through out-of-class activities. And this may

open their horizon of English learning not merely depending on the formal classroom English learning.

### **5.3 RECOMMENDATIONS**

As a result of the current situation of parental education involvement in primary students found in this study, the following recommendations are provided to Chinese parents, English teachers, and students based on the participants' suggestions.

#### **5.3.1 For Chinese Parents**

Good educational methods can help children develop good learning habits and achieve twice the result with half the effort in their English proficiency. Parents should learn more new educational methods to help their children improve their English proficiency. There are many forms of parental education involvement, and this study found that most research subjects do not attach enough importance to the home literacy environment. Many parents do not create a good family English learning atmosphere for their children.

Therefore, for parents with a university or higher education level, researcher suggested the following: 1. Spending more time with children to learn English. Learning a foreign language is a very difficult task. If parents can find time to accompany their children as much as possible, it can alleviate their children's fear of English. 2. Reading English books with your children more. Reading can help children improve their vocabulary and cultivate their language sense. Reading with parents can effectively increase children's interest in reading and enhance the relationship between parents and children. 3. Playing English games with your children more. Playing games related to English together can stimulate children's interest in English.

Parents with low educational levels have many ways to improve their own educational methods. For example, seeking advice from teachers on educational

methods, learning from other parents, and improving own educational methods by consulting educational books.

For parents who believe that students should not increase learning pressure too much when they are still young, they should recognize that good learning qualities are developed from a young age and are formed under the joint supervision of teachers and parents. Therefore, these parents should change their attitude, by giving more importance to cultivate their children's learning quality and lay a foundation for their children's future learning of English.

Parents who are too busy with work and do not have time to supervise their children should try to find time to participate in their children's education, rather than entrusting their children to tutoring or extracurricular tutoring classes. Parents are important companions for children throughout their lives, and their educational participation not only allows children to feel kinship, but also helps them cultivate good learning qualities.

### **5.3.2 For English Teachers**

The implementation of the "double reduction" policy is not only related to schools and teachers, but also a significant reform for parents. The "double reduction" policy has brought certain opportunities and challenges to the collaborative education of families and schools. The improvement of students' English proficiency cannot be achieved without the cooperation of teachers and parents. Therefore, this article proposes the following suggestions:

1) It is recommended that teachers regularly organize knowledge lectures on family education, provide corresponding training and guidance to parents, and help them understand the importance of family education.

2) Teachers should incorporate parental involvement into the assessment of student learning, enabling parents to participate in relevant educational services

provided by the school. The role of parents should be involved in every aspect of educating students, witnessing their growth, and sharing responsibilities.

3) The teacher takes campus culture as a breakthrough point to convey the importance of parental education involvement, the importance of leading by example in being a good person, and to enable every family to attach importance to family building, adhere to a common and consistent value pursuit, and actively participate in the learning and life of students.

4) Experts are invited to provide guidance to parents from different backgrounds, such as setting up family education lecture halls and other training programs to enhance their family education abilities. The focus is on cultivating education, starting from the educational needs of parents of students from different backgrounds, to enhance the level of parents' development education abilities, and fully leverage the role of the home school collaborative learning platform to help parents embark on their learning journey and build a bridge of communication between home and school.

Teachers should strengthen communication with parents and promote the importance of parental education participation to parents. For parents with lower cultural levels, teachers should try to use easy to understand language to help parents understand the meaning. For parents who are often too busy with work and do not attend school activities, teachers can convey the content of the activities by sending messages or emails, and promptly inform parents of their children's situation at school.

### **5.3.3 For Future Researchers**

There are still relatively few research studies conducted on the parental education involvement in primary school students and more research is needed to fill the research gap in the future. Based on the results of this study, the following are recommendations.

1) This research only studied one school in Chenghua District, Chengdu City, and the research scope is relatively narrow. The research results may not be applicable

to all parents. The future research can be conducted to broaden the scope and involve more parents to obtain a more comprehensive and scientific result.

2) This research only studied two aspects of parental education involvement, which may not be comprehensive or in-depth enough. It is hoped that future researchers can conduct a more in-depth and comprehensive research on all aspects of parental education involvement to truly help parents to improve their own ways of education involvement.



## REFERENCES

- Abraham, H. M. (1943). *A Theory of Human Motivation Psychological*. Bei jing:Jiu Zhou press.
- Adam, C. P. Grover, J. W. & Andrea, L. A. (1994). The Role of Home Literacy Environment in the Development of Language Ability in Preschool Children from Low-income Families. *Early Childhood Research Quarterly*, 9, 427-440.
- An, P. (2021). Skillfully using APP resources to improve primary school students' English pronunciation. *Proceedings of 2021 Education Science Webinar*, (11).
- Bian, Y. F., Yuan, K. M., & Zhang, X. Y. (2021). Analysis of the Current Situation, Challenges, and Countermeasures of China's School Family Education Guidance Service System-Based on Survey Results from 9 Provinces (Cities) in China. *Chinese Journal of Education*, (12), 22-27+78.
- Bronfenbrenner, U. (1992). Ecological systems theory. *Vasta Annals of Child Development*, 6, 187-249.
- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological review*, 101(4), 568.
- Brooks-Gunn, J., Berlin, L.J., Leventhal, T. & Fuligni, A.S. (2000). Depending on the Kindness of Strangers: Current National Data Initiatives and Developmental Research. *Child Development*, 71(1), 257- 268.
- Canale M. (1983). From communicative competence to communicative language pedagogy. In J. Richards & R. Schmidt (Eds.), *Language and communication*, 36(4), 395-407.
- Cao, L. Q. (2020). Analysis and Countermeasures of the Impact of Family Environment on English Learning Effectiveness of Primary School Students. *Contemporary Family Education*, (21), 14.
- Che, C. P. (2021). How to improve pupils' English reading speed. *Test Questions and Research*, (35), 151-152.
- Chen, B. (2022). Training of family education guidance service personnel in the new period. *Human Resources Development*, (17), 84-85. doi:10.19424/j.cnki.411372/d.222.17.027.

## REFERENCES (CONT.)

- Chen, Ch. H. (2022). Core elements, influencing factors, and improvement strategies of learning quality for primary and secondary school students in the context of high-quality education development. *Journal of Hunan First Normal University*, (05), 50- 56+62.
- Chen, Y., Yu, H.B., & Zhang, Q. (2010). Interpretation of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020). *Vocational and Technical Education*, 31 (15), 24-25.
- China Education Bureau. (2012). *Ministry of Education of the People's Republic of China English Curriculum Standard for Compulsory Education*. Beijing: Normal University.
- Christian, K., Morrison, F. J. & Bryant, F. B. (1998). Predicting kindergarten academic skills, interactions among child-care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, 13, 501-521.
- Chazidian. (2016). *The map of chenghua city*. Retrieved from <https://dili.chazidian.com/baike-51555/>
- David, H. J. & Lucia, R.M. (1999). Activity Theory as a Framework for Designing Constructionist Learning Environment. *Educational Technology Research and Development*, 61-79.
- Debaryshe, B. D. & Binder, J. C. (1994). Development of an Instrument for Measuring Parental Beliefs about Reading Aloud to Young Children. *Perceptual & Motor Skills*, 78(3c), 1303-1311.
- Debaryshe, B. D. (1995). Maternal belief systems, Linchpin in the home reading process. *Journal of Applied Developmental Psychology*, (16), 1-20.
- Ding, J. (2022). On the promotion of extracurricular activities to primary school students' interest in English learning. *Heihe Education*, (04), 38-39.
- Dong, C. L. (2021). Improving pupils' English listening and speaking ability based on reading teaching. *New Curriculum*, (9), 1.
- Epstein, J. L. (1995). School, family, community partnership, caring for children we share. *Phi Delta Kappan*, 76(9), 701-711.

## REFERENCES (CONT.)

- Epstein, J. L. (2005). Attainable goals, The spirit and letter of NCLB on parent involvement. *Sociology of Education*, 78(2), 179–182.
- Epstein, J. L. (2010). School, family, community partnerships: Caring for the children we share. *Phi delta kappan*, 92(3), 81-96.
- Fan, Y. (2021). Meta analysis of the relationship between parental involvement and children's academic performance. *Modern Basic Education Research*, (03), 56-64.
- Feitelson, D. & Goldstein, Z. (1986). Patterns of book ownership and reading to young children in Israeli school-oriented and non-school-oriented families. *Reading Teacher*, 39, 924-930.
- Frank, N. & Wolfgang, S. (2013). Home Literacy Environment and the beginning of reading and spelling. *Elsevier Contemporary Educational Psychology*, 38(1), 40-50.
- Fu, Y. (2006). An analysis of the differences between children and adults in second language acquisition. *Journal of Panzhihua University*, (05), 75-77.
- Gao, H. (2018). Inspiration of the Combination of Critical Period Hypothesis and Chunk Theory on English Teaching for Preschoolers. *Journal of Liao Ning TV & Radio University*, (3), 2.
- Gao, H. (2021). A Study on the English Learning Problems of Pupils in the Combination Area of Urban and Rural Areas--Based on the survey of four primary schools in Babu District, Hezhou City. *New Curriculum Research*, (3), 2.
- Gao, W. (1999). Vygotsky's psychological development theory and social constructivism. *Global education outlook*, (4), 10-14.
- Griffin, E. A., & Morrison, F. J. (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development and Care*, 127-128, 233-243.
- Grolnick W. S. & Slowiaczek M. L. (1994). Parents' involvement in children's schooling, A multidimensional conceptualization and motivational model. *Child Development*, (65), 237-252.
- Gui, S. C. (1985). *Psycholinguistics*. Shanghai: Shanghai Foreign Language Education Press.

## REFERENCES (CONT.)

- Guo, X. L., Qin, H. & Luo, L. (2021). The relationship between parents' belief in filial piety and primary school students' belief in filial piety: the intermediary role of parents' involvement in education and the difference in family structure. *Psychology and behavior research*, (02), 58-64.
- Hao, T. (2005). How to create a family environment for primary school students to learn English. *Foreign Language Teaching in Primary and Secondary Schools*, (6), 3.
- He, C. Y., Yang, X. & Wu, Y. (2023). Research on Strategies for Effective Communication of Family Education Knowledge. *Today's Media*, (12), 141-144.
- He, K. K. (1997). Constructivist teaching model, teaching method and teaching design. *Journal of Beijing Normal University: Social Science Edition*, (5), 74-81.
- He, W. N. (2018). How to help primary school students create a good English learning environment. *New curriculum: Primary School*, (1), 1.
- Hemmerechts, K., Agirdag, O. & Kavadias, D. (2017). The relationship between parental literacy involvement, socio-economic status, and reading literacy. *Educational Review*, (69), 85-101.
- Hewison, J. & Tizard, J. (1980). Parental involvement and reading attainment. *British Journal of Educational Psychology*, (50), 209-215.
- Hindelang, R. L., Dwyer, W. O. & Leeming, F. C. (2001). Adolescent risk-taking behavior: A review of the role of parental involvement. *Current Problems in Pediatrics*, (3), 67-83.
- Hou, Y. L. (2022). A study of mind mapping in improving primary school English composition. *Test Questions and Research*, (7), 2.
- Hu, H. J. (2019). How to use scientific education methods to promote the formation of good character of preschool children. *Teaching Materials and Teaching Methods*, (14), 1.
- Hu, G. W. (2003). English language teaching in China: Regional differences and contributing factors. *Journal of Multilingual and Multicultural Development*, 2003, 24, 290-318.
- Hu, G. W. (2009). The craze for English-medium education in China, driving forces and looming consequences. *English Today*, 25(04), 47-54.

## REFERENCES (CONT.)

- Huang, Ch. L. (2011). Analysis of the Current Situation of Primary School English Education. *Journal of Hetian Normal College*, (01), 148-149.
- Huang, J. N. (2015). Let children grow up in a scientific and positive way. *Curriculum Education Research, Education Management*, (25), 1.
- Huang, X. H. (2021). An analysis of the effective measures of Teaching and Learning for English beginners. *Exam Weekly*, (56), 102-103.
- Ji, Y. & Sun, B. C. (2022). The demands, difficulties, and breakthroughs of after-school services in primary and secondary schools under the “double reduction” policy. *Theory and Practice of Education*, 42(26), 18-21.
- Jiang, Y. (2003). English as a Chinese language. *English Today*, 19(2), 3-8.
- Jin, X. Y. & Duan, Z. Q. (2022). Parental involvement in education and its gender difference in urban adolescent families -- influence and Enlightenment of major public health events. *Population and Development*, 28(3), 17.
- Johnson, J. S. & Newport, E. L. (1989). Critical Period Effects in Second Language Learning: The Influence of Maturational State on the Acquisition of English as a Second Language. *Cognitive Psychology*, 1989(21).
- Joyce, L. E. & Susan, L. D. (1991). School Programs and Teacher Practices of Parent Involvement in Inner-City Elementary and Middle Schools. *The elementary school journal*, 91(3), 289-305.
- Kalaycı, G., & Öz, H. (2018). Parental involvement in English language education: Understanding parents' perceptions. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 832-847. Retrieved from <http://iojet.org/index.php/IOJET/article/view/447/296>
- Keith, T. Z. & Keith, P. B. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national data. *School Psychology Review*, 22(3), 474- 496.
- Kim, K. H. S., Relkin, N. R., Lee, K. M., & Hirsch, J. (1997). Distinct cortical areas as sociated with native and second languages. *Nature*, 388(6638), 171-4. Doi: 10.1038/40623

## REFERENCES (CONT.)

- Lai Zh. H. (2022). *Research on the Educational Function of the Family Education Guidance Service System* (Master's thesis, Harbin Institute of Technology). Retrieved From <https://link.cnki.net/doi/10.27063/d.cnki.ghlg.2022.000466doi:10.27063/d.cnki.ghlg.2022.000466>
- Lei, Ch. H. (2014). Applicability of language learning strategies during and outside the critical period of second language (foreign language) acquisition. *Overseas English*, (20), 32-34.
- Lei, M. X. (2018). *Research on Factors Affecting Primary School Students' Interest in English Learning* (Master's thesis, Central China Normal University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=sevhtfopiayxdb0wqwyr27ezbrcuxqhwkjsgekavpgznzgzkjgyphfhyiq8vkc5kq-io411dxmbrwixcodpvypeyqujhrs5j2b5negqmxg9427eaqkfdkhq4w2oqgbjeka54n1ipgf6zy\\_hozrjxzw==uniplatform=nzkptlanguage=chs](https://kns.cnki.net/kcms2/article/abstract?v=sevhtfopiayxdb0wqwyr27ezbrcuxqhwkjsgekavpgznzgzkjgyphfhyiq8vkc5kq-io411dxmbrwixcodpvypeyqujhrs5j2b5negqmxg9427eaqkfdkhq4w2oqgbjeka54n1ipgf6zy_hozrjxzw==uniplatform=nzkptlanguage=chs)
- Lenneberg, E. H. (1967). *Biological foundations of language* (Vol. 68). New York: Wiley.
- Leyva, D. & Smith M. (2016). Beyond book reading: Narrative participation styles in family reminiscing predict children's print knowledge in low-income Chilean families. *Early Childhood Research Quarterly*, 37, 175-185. doi:10.1016/j.ecresq.2016.04.005
- Li, D. (2014). *Research on the relationship between parents' educational involvement and floating children's social adaptation* (Master's thesis, Southwest University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=sevhtfopiaac14sn1pi\\_veyebqzxie\\_z\\_nl0gxwrknvbfh64tnajgstjhqyaejl7lfqvejkgmbs6slfkex\\_yhnihdfpj1rfxwwpctpefkj3y44lq0plxwsvsmbigpruj0vyltunxdbapsun7\\_lg==uniplatform=nzkptlanguage=chs](https://kns.cnki.net/kcms2/article/abstract?v=sevhtfopiaac14sn1pi_veyebqzxie_z_nl0gxwrknvbfh64tnajgstjhqyaejl7lfqvejkgmbs6slfkex_yhnihdfpj1rfxwwpctpefkj3y44lq0plxwsvsmbigpruj0vyltunxdbapsun7_lg==uniplatform=nzkptlanguage=chs)
- Li, L. Q. (2012). The influence of family learning environment on primary school students' English learning. *Guangxi Education*, 2012(5), 6-7.

## REFERENCES (CONT.)

- Li, M., Shang, X. H., Fang, X. Y. & Ji, W. G. (2022). From parental education involvement to academic achievement: a chain intermediary between autonomous support and autonomous learning. *Psychological Development and Education*, 38(6), 9. Doi:10.16187/j.cnki.issn1001-4918.2022.06.10
- Li, Y. & Wang, F. (2019). The relationship between age factor and two language acquisition and the enlightenment to language learning. *Youth Literator*, 000(018), 193.
- Liang, A. M. (2011). Vygowski's research on the construction and application of social constructivism learning theory from the perspective of psychological development. *Shandong foreign language teaching*, 32(3), 3.
- Lin, H. X. (2022). A solid step forward in the governance of off campus training. *China Education Daily*. Retrieved from <https://baijiahao.baidu.com/s?id=1726080895209218400&wfr=spider&for=pc>
- Lin, Sh. (2023). How to improve the English learning ability of primary school students. *Reading, Writing, and Calculating*, (27), 149-151.
- Linda, B., Deborah, S. & Kirsten, M. (1997). Home and Family Influences on Motivations for Reading. *Educational Psychologist*, 32(2), 69-82. doi:10.1207/s15326985ep3202\_2
- Liu, C. F. & Zhen, N. (2022). Family education strategies of children's mobile phone use during home stay. *Mental Health Education in Primary and Secondary Schools*, (24), 2.
- Liu, C. L., Huo, Z. Z. & Liang, X. (2018). The impact of parental education involvement on primary school students' learning engagement: the chain intermediary role of perceived maternal education involvement and academic self-efficacy. *Psychological research*, (05), 472-478.
- Liu, D. Z., Yan, H. Y., Fan, F., & Liu, L.Y. (2013). The Current Situation and Development Characteristics of Mastering English Learning Strategies in Primary Schools-Taking the Southern Jiangsu Region as an Example. *Curriculum, Teaching Materials, Teaching Methods*, (5), 7. doi: cnki: sun: kjjf.0.2013-05-020

## REFERENCES (CONT.)

- Liu, H. D. & Li, M.Y. (2022). Meta analysis of the relationship between family literacy environment and children's receptive vocabulary development. *Progress in Psychological Science*, 30(3), 556-579. doi:10.3724/SP.J.1042.2022.00556
- Liu, M. (2012). A Brief Discussion on the Key Period of Language Learning in the Field of Second Language Acquisition. *Science and Technology Information*, (22), 150.
- Liu, Y. J. (2016). The current situation of family reading and writing support and its impact on early reading and writing interest and reading and writing ability. *China special education*, (12), 6. doi: 10.3969/j.issn.1007-3728.2016.12.009
- Liu, Y. Y. (2017). A study on the optimization of English learning environment in primary schools. *Primary School Students: Teaching Practice*, (11), 1.
- Long, X. Zh. (2023). Information technology opens a new situation in primary school English listening and speaking teaching. *Reading, writing, and calculating*, (24), 30-32.
- Long, Y. M. (2014). Teaching model in second language classroom from the perspective of social constructivism. *Guiyang College Newspaper (Social Sciences Edition)*.
- Luo, S. Y. (2019). A Brief Discussion on the Sustainable Development of Bilingual Education in China. *Research and Practice of Innovation and Entrepreneurship Theory*, 2 (13), 2. doi: cnki: sun: cxy1.0.2019-13-033
- Luo, Y. P. & Lu, W. (2003). Investigation and reflection on the current situation of preschool bilingual Education. *Preschool teaching, Education Research*, (6), 2. doi: cnki: sun: xqjy.0.2003-06-008
- Ma, K. (2023). Strategies for Cultivating Interest in English Learning for Primary School Students. *Campus English*, (49), 166-168.
- Ma, W. (2013). Research on the Impact of English Extracurricular Counseling Classes on Primary School Students' English Learning. *Overseas English*, (23), 26-27.
- Mannheim, K. (1952). *Essays on the Sociology of Knowledge*. Londres: Routledge.
- Mary, A. E., Deborah, S. & Michelle, B. (2000). Home literacy activities and their influence on early literacy skills. *Canadian Journal of Experimental Psychology*, 54(2), 65-75. <https://doi.org/10.1037/h0087330>.

## REFERENCES (CONT.)

- Mason, J. M. (1980). When do children begin to read: An exploration of four-year-old children's letter and word reading competencies. *Reading Research Quarterly*, 15, 203-227.
- Mei, H., Wang, X. & Si, R.Y. (2019). Current situation and effectiveness of parental education involvement in rural families in Western China: An Empirical Study Based on 4643 data from Ningqiang County, Shaanxi Province. *Journal of Northwest A & F University (Social Science Edition)*, 19 (2).
- Ministry of Education of China. (1980). *Draft of the English Teaching Syllabus for Primary and Secondary Schools in Full-Time Ten-Year Schools*. Beijing: People's Education Press.
- Ministry of Education of China. (2021). *Opinions on Further Reducing the Homework Burden and Extracurricular Training Burden of Students in Compulsory Education Stage*. Retrieved from [http://www.moe.gov.cn/jyb\\_xxgk/moe\\_1777/moe\\_1778/202107/t20210724\\_546576.html](http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/202107/t20210724_546576.html)
- Niu, Y. (2020). Critical period assumes the enlightenment of English learning. *Teaching of Forestry Region*, (06).
- Nurmaw, I. (2015). *The relationship between parents' involvement and students' English learning achievement (A Correlational Study at the Eighth Grade Students of SMP Ibu Pertiwi)*. Retrieved from <https://repository.uinjkt.ac.id/dspace/handle/123456789/28965>
- Pan, Y. R. (2015). Theoretical basis and practical strategies for children's English learning environment construction. *Off campus education in China*, (4), 1.
- Peng, X. and Shen, X. Y. (2016). A Case Study on Extracurricular English Counseling for Primary School Students-Based on an Oral Statement from a Primary School Student. *Era Education*, (18), 12.
- Ricciuti, H. N., White, A. M. & Fraser, S. M. (1993). Maternal and family predictors of school readiness and achievement in Black, Hispanic, and White 6- and 7-year-olds. *Society for Research in Child Development Abstracts*, 9, 567.
- Richard, L. L., Ming, X. & Jonathan M. (1987). English Proficiency and Academic Performance of International Students. *TESOL Quarterly*, 21, 251-261.

## REFERENCES (CONT.)

- Rod, E. (1994). *The study of second language acquisition*. Shanghai: Foreign Language Education.
- Sang, B. (1998). Parental awareness, parenting anxiety, and innate temperament - a new hot topic in the study of only child and parent-child relationships. *Contemporary Youth Studies*, (2), 5.
- Scheler, M. (1924). *Sociological issues of knowledge* (A. Yan. Trans.). Beijing: United Press.
- Sénéchal, M. (2006). Testing the home literacy model: Parent involvement in kindergarten is differentially related to Grade 4 reading comprehension, fluency, spelling and reading for pleasure. *Scientific Studies of Reading*, 10(1), 59-87.
- Sénéchal, M. (1997). The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Journal of child language*, 24(1), 123-138. doi:10.1207/s1532799xssr1001\_4
- Shafrida, W. (2016). Parental Involvement and English Language Teaching to Young Learners: Parents' Experience in Ace. *Prosiding Ictte Fkip Uns*, (1), 527-533.
- Shao, J. M. (2021). A study on the application effect of situational teaching method in primary school English Teaching. *English Campus*, 2021(51).
- Sharpe, K., & Ning, Q. (1998). The training of secondary modern languages teachers in England and China: a comparative analysis. *Compare A Journal of Comparative & International Education*, 28(1), 57-74.
- Shi, H. (2020). *Research on the present situation of primary school students' oral English communicative competence and its cultivation strategies* (Master's thesis, Jiangsu University). Retrieved from <https://link.cnki.net/doi/10.27170/d.cnki.gjsuu.2020.000299>doi:10.27170/d.cnki.gjsuu.2020.000299.
- Snow, C. E., Dubber D. & De B. A. (1982). Routines in mother-child interaction. In L. Feagans & D.C. Farran (Eds.), *The language of children reared in poverty* (pp. 53-72). New York: Academic Press.

## REFERENCES (CONT.)

- Song, B. (2010). *The relationship between parental involvement and achievement goal orientation, test anxiety and academic achievement* (Master's thesis, Hebei Normal University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=sevhtfopiay1jona0aud\\_0zqw6sodb4zjl76r2xbwdupg51sahfon9fudklejotf11krofhwwn7\\_cai](https://kns.cnki.net/kcms2/article/abstract?v=sevhtfopiay1jona0aud_0zqw6sodb4zjl76r2xbwdupg51sahfon9fudklejotf11krofhwwn7_cai)
- Song, D. J. (2021). *Research on the Impact of Parental Education and Parental Education Involvement on Academic Performance of Primary School Student* (Master's Thesis, Shihezi University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=skeo7mzzyda0ayrrqnhev8mvw0ajzyjrbfjnhntnxs5drvvrv5ei4hyuc1zrqfbcjrc\\_lrgm-2u110sq9alfuivydefjj0uioor8e1bdqnzzy7los5f4kayt\\_eec7qk5mkl yyavrpnau0=&uniplatform=nzkpt&language=chs](https://kns.cnki.net/kcms2/article/abstract?v=skeo7mzzyda0ayrrqnhev8mvw0ajzyjrbfjnhntnxs5drvvrv5ei4hyuc1zrqfbcjrc_lrgm-2u110sq9alfuivydefjj0uioor8e1bdqnzzy7los5f4kayt_eec7qk5mkl yyavrpnau0=&uniplatform=nzkpt&language=chs)
- Song, L.Q. (2019). *Research on the Types and Countermeasures of Primary School Parental Education Involvement* (Master's thesis, Qu fu Normal University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=skeo7mzzydzizw4ypzwmsanuj-dwx3dzejliy9or-0avcvo0q7ddyv\\_qj2fwqz4w8g81zj9ce5pcjcw5epqevoazfcq5rkqinrzojfvkb8czgstrsjmaf9dsgp04vxttgxx4iqwzvww0=&uniplatform=nzkpt&language=chs](https://kns.cnki.net/kcms2/article/abstract?v=skeo7mzzydzizw4ypzwmsanuj-dwx3dzejliy9or-0avcvo0q7ddyv_qj2fwqz4w8g81zj9ce5pcjcw5epqevoazfcq5rkqinrzojfvkb8czgstrsjmaf9dsgp04vxttgxx4iqwzvww0=&uniplatform=nzkpt&language=chs)
- State Council Bulletin of China. (2001). *Guiding Opinions of the Ministry of Education on Actively Promoting the Offering of English Curriculum in Primary Schools*. Retrieved from [https://www.gov.cn/govweb/gongbao/content/2001/content\\_61196.htm](https://www.gov.cn/govweb/gongbao/content/2001/content_61196.htm)
- Sun, X. Y. (2021). Skillfully using various teaching methods to strengthen pupils' English communicative ability. *Tianjin Education*, 2021(8).
- Sun, Y. X. (2021). In the New Era, How to Be Strong Parents. *People's Political Consultative Conference News*, 009. Doi: 10.28660/n.cnki. nrmzx. 2021.008475
- Swinson, J. (1985). A parental involvement project in nursery school. *Educational Psychology in Practice*, 1, 19-22.
- The China Youth Daily. (2020). Who Can Deepen the Heart of Children ---- Children's Observation Report. Retrieved from <https://baijiahao.baidu.com/s?id=1668196162037325458&wfr=spider&for=pc>

## REFERENCES (CONT.)

- The General Office of the Central Committee of the Communist Party of China & The General Office of the State Council. (2021). *The Opinions on Further Reducing the Student's Work Burden and the Off Campus Training Burden during Compulsory education Period*. Retrieved from [https://www.gov.cn/gongbao/content/2021/content\\_5629601.htm](https://www.gov.cn/gongbao/content/2021/content_5629601.htm)
- Wan, L. ZH. (2017). *Comparative study on the correlation between English learning performance and family environment* (Master's thesis, Chongqing Three Gorges University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=skeo7mzydbokhwik7smdstshcb-ylssdjvblhrb4x7jxhkfwflphj4a5gopujfpra6va6zeczervk\\_7sxlqgl1wmiuhxykcvpaujrwybud\\_yi7\\_h2y7e3oqjrcpsddmi\\_uhm5cmzs=&uniplatform=nzkpt&language=chs](https://kns.cnki.net/kcms2/article/abstract?v=skeo7mzydbokhwik7smdstshcb-ylssdjvblhrb4x7jxhkfwflphj4a5gopujfpra6va6zeczervk_7sxlqgl1wmiuhxykcvpaujrwybud_yi7_h2y7e3oqjrcpsddmi_uhm5cmzs=&uniplatform=nzkpt&language=chs)
- Wang, B. H. (2021). Strategies for correcting errors in written English homework for primary school students. *Campus English*, (50), 186-187.
- Wang, K. L. (2014). A comparative study on the reading and writing environment of preschool children in urban and rural areas. *Theoretical observation*, (12), 4.
- Wang, Q. (2014). A Study on the Difficulties and Transformation Strategies of English Learning for Rural Students from the Perspective of Family Cultural Capital. *Education and Teaching Research*, (5), 14-17.
- Wang, Q.Q. (2018). *The impact of family education on primary school students' English learning* (Research Master's Thesis, Fujian Normal University). Retrieved from <https://link.cnki.net/doi/10.27019/d.cnki.gfjsu.2018.000249doi:10.27019/d.cnki.gfjsu.2018.000249>
- Wang, W. J. (2001). Research on Social Constructivism. *Global Education Outlook*, 030 (010), 15-19.
- Wei, N. (2022). Primary School English Teaching Guided by Subject Core Literacy. *Tianjin Education*, (18), 107-109.
- Wei, Q. Q. (2022). How to improve the English writing level of primary school students in the context of "double reduction". *Henan Education (Basic Education Edition)* (Z1), 94.

## REFERENCES (CONT.)

- Weigel, D. J., Martin, S. S. & Bennett, K. K. (2006). Contributions of the home literacy environment to preschool-aged children's emerging literacy and language skills. *Early Child Development and Care*, 176, 357-378.
- Weinberger, J. (1996). A longitudinal study of children's early literacy experiences at home and later literacy development at home and school. *Journal of Reading Research*, 19, 14-24.
- Whitehurst, G. J., Falco, F. L. & Lonigan, C. J. (1988). Accelerating language development through picture book reading. *Developmental Psychology*, 24(4), 552-559.
- Williams, M. & Burden, R. L. (1997). *Psychology of Language Teachers, Social Constructivist Methods (Volume 5)*. Cambridge: Cambridge University Press.
- Wu, B. Q. (2016). The Enlightenment of Critical Period Hypothesis on Children's Language Education. *Journal of Lanzhou Institute of Education*, 32 (11), 2.
- Wu, H. (2015). *The Impact of Family Education Environment on the Academic Performance of Migrant Children* (Master's thesis, Huazhong Agricultural University). Retrieved from <https://kns.cnki.net/kcms2/article/abstract?v=skeo7mzydz4diavmrcof0rbmlxle662zotlwlk7s4p5zbwiiuhmqj0jakmfdb3dmwn9jdu9tvw7vds2rdmc4qs7g5vbqjto8cu-gjvhnfatjlh0jjf29r48tvs3att9-d9lvjkja=&uniplatform=nzkpt&language=chs>.
- Wu, J. M. (2017). The Critical Period Hypothesis of Second Language Acquisition and Its Implications for English Education for Children in China. *Campus English*, (38), 115.
- Wu, X. (2021). The influence of parental education involvement on primary school students' academic performance: the intermediary role of growth thinking. *Contemporary education forum*, (02), 75-88.
- Xiang, S. T. (2020). *The relationship between family reading and writing environment and the development of writing awareness in preschool children* (Master's thesis, Chongqing Normal University). Retrieved from <https://link.cnki.net/doi/10.27672/d.cnki.gcsfc.2020.000944doi:10.27672/d.cnki.gcsfc.2020.000944>

## REFERENCES (CONT.)

- Xie, X. Y. (2022). *A Case Study on Improving Parental Education Ability in Primary Schools* (Master's thesis, Sichuan Normal University). Retrieved from <https://link.cnki.net/doi/10.27347/d.cnki.gssdu.2022.000267doi:10.27347/d.cnki.gssdu.2022.000267>
- Xu, F. G. (2006). Social Constructivism: origin, theory and significance. *Journal of Shanghai Jiaotong University*, 14 (3), 35-39.
- Xue, G. F. (2003). *Research on Contemporary Western Constructivist Teaching Theory* (Master's thesis, Hebei University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4el2v8hokymw7qjabwlyro50tdbhsjckpbn2zgzny60i8cxq0qieotf0vz0d33nyv441nyexfhm01wajdiq3z9bvq865\\_svjwck\\_h3q1bvevwyhjqqouyjyio9xze1xnkodpu51xzsxtniw==uniplatform=nzkptlanguage=chs](https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4el2v8hokymw7qjabwlyro50tdbhsjckpbn2zgzny60i8cxq0qieotf0vz0d33nyv441nyexfhm01wajdiq3z9bvq865_svjwck_h3q1bvevwyhjqqouyjyio9xze1xnkodpu51xzsxtniw==uniplatform=nzkptlanguage=chs)
- Yan, C. Y. (2009). Approach Toward Learning: A New field of American children's school preparation. *Preschool education research*, (04), 9-12.
- Yang, D. X. (2011). *The research on the strategies of pupils' good approaches toward learning in teaching* (Master's thesis, Sichuan Normal University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4el3xo\\_ac0sflyyfnbwsshmhm xgmrm6cplna5gll3xsjs3gejktebwhtl7yts3bnwtnfzzuzsmik8a1\\_ydibavll0v4sjerzwr7fseffoh-stcxq\\_28v59r\\_hdo4s94ephovyvex1kp6rkg==uniplatform=nzkptlanguage=chs](https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4el3xo_ac0sflyyfnbwsshmhm xgmrm6cplna5gll3xsjs3gejktebwhtl7yts3bnwtnfzzuzsmik8a1_ydibavll0v4sjerzwr7fseffoh-stcxq_28v59r_hdo4s94ephovyvex1kp6rkg==uniplatform=nzkptlanguage=chs)
- Yang, G. X. (2014). Create a good environment for primary and secondary school students to learn English at home. *Journal of Jiamusi Education College*, (02), 283.
- Yang, N. (2021). *Research on the Current Status of Learning Quality of Middle School Children in Constructive Games* (Master's thesis, Liaoning Normal University). Retrieved from <https://link.cnki.net/doi/10.27212/d.cnki.glnsu.2021.000832doi:10.27212/d.cnki.glnsu.2021.000832>
- Yang, Y & Li, J. Y. (2021). Empirical study on the use of intonation auditory method to improve the English proficiency of primary school students in border ethnic areas. *Basic Foreign Language Education*, (01), 12-21,108.

## REFERENCES (CONT.)

- Yang, Y. ZH. (2007). *Create a good home English learning environment for students*. Paper presented at Contemporary Chinese Educational Theory Literature—Compilation of Achievements of the Fourth Chinese Educators Conference (Part 2). Retrieved from <https://cpfd.cnki.com.cn/article/cpfdtotal-diso200711002358.htm>
- Ye, J. B. (2017). *The Correlation Research between Primary School Students' English Learning Outcome and Family Environment* (Master's thesis, Yunnan Normal University). Retrieved from <https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4e11fkjgnul7dpddfsvly8rl1h7qdykywqtdanfvd0sijtmcjnrqx8ldteyzolcxuis9kcyjje>
- Yong, G. (2023). Analysis of Strategies for Cultivating Interest in English Learning for Primary School Students. *Seeking Knowledge Guide*, (29), 8-10. Doi: 10.14161/j.cnki.qzdk.2023.29.004
- You, H. Q. (2018). Analysis of the Current Situation of English Extracurricular Counseling for Primary School Students in Rural Areas. *Rural Staff*, (01), 161.
- Yu, Y. & Liu, L. (2022). Research Report on the First Anniversary of Sichuan's Double Reduction. *Sichuan Provincial Situation*, (9), 36-38.
- Zhai, H. (2014). *Study on approach toward learning characteristics of children aged 5-6 with different temperament types* (Master's thesis, Shaanxi Normal University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4e11xa47o-zxhzozuhseqxwrnl39fewwngl0tysbjuezxgwlpjuxbs-bl6awp\\_lau\\_tcdbsqcsrtntbgstjufhdmygmx-edx5spxrlu1dvvnuzbuwwtlmlkw05nzk6-0cl4hmvcmyttgayq==uniplatform=nzkptlanguage=chs](https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4e11xa47o-zxhzozuhseqxwrnl39fewwngl0tysbjuezxgwlpjuxbs-bl6awp_lau_tcdbsqcsrtntbgstjufhdmygmx-edx5spxrlu1dvvnuzbuwwtlmlkw05nzk6-0cl4hmvcmyttgayq==uniplatform=nzkptlanguage=chs)
- Zhang, J. M. & Hua, D. Sh. (2019). The Influence of Family and Social Environment on English Learning of Primary School Students. *Gansu Education*, (19), 123.
- Zhang, J. W & Chen, Q. (1996). From Cognitivism to Constructivism. *Journal of Beijing Normal University (Social Sciences Edition)*, (04), 75-82+108.
- Zhang, L. (2021). An analysis of the influence of students' family education environment on English learning. *English Campus*, (33), 211-212.
- Zhang, W. L. (2022). The influence of family upbringing on the formation of young children's personalities. *Parents*, (18), 7-9.

## REFERENCES (CONT.)

- Zhang, X. Q. (2006). *The influence of family factors on the English learning habits of primary school students* (Master's thesis, East China Normal University). Retrieved from [https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4e11srzxjesklr77ewbcg-c7j0yom-1djljplv\\_ucefnxw11wkp1k9qa4kvvk7jjsoslo0q\\_z9lm3udl3jli\\_6sbcsqz9j2xqqxgb6rbhccqmyzen7h989mmqri5zy46plrt0lri3wmt5rw==uniplatform=nzkptlanguage=chs](https://kns.cnki.net/kcms2/article/abstract?v=rcmvaf-4e11srzxjesklr77ewbcg-c7j0yom-1djljplv_ucefnxw11wkp1k9qa4kvvk7jjsoslo0q_z9lm3udl3jli_6sbcsqz9j2xqqxgb6rbhccqmyzen7h989mmqri5zy46plrt0lri3wmt5rw==uniplatform=nzkptlanguage=chs)
- Zhang, Y. (2022). Strategies for responding to primary school English under the "double reduction" policy. *Primary School Students (Midday)*, (09), 40-42.
- Zhao, X. M, Zhang, A. X & Zhang, M. L. (2021). The Longitudinal Relationship between Parental Education Involvement and Mathematical Anxiety in Primary School Children: The Mediating Role of Mathematical Attitudes. *Psychological development and education*, 37(5), 683-690.
- Zhou, J. Y. (2020). Comparative Study of Bilingual Education and Its Application Strategies in China. *Modernization of Education*, (25), 173-176,181. Doi: 10.16541/j.cnki.2095-8420-200.25.044
- Zhou, M. Q. and Zhou, H. (2023). The impact of parental education anxiety on the learning quality and experience of primary school students: an analysis based on comprehensive evaluation monitoring data in Zhejiang Province. *Shanghai Education Research*, (10), 66-72. doi: 10.16194/j.cnki.31-1059/g4.2023.10.003
- Zhu, X. (2009). The effectiveness of creating a learning environment for primary school. *English Exam Weekly*, (47), 1.
- Zhu, X. Q. (2012). How parents cope with the growth of their children during the rebellious period. *New Course Learning (Social Integration)*, 000 (011), 415.
- Zou, X. T. (2013). Research on Optimization Strategies for Rural Middle School English Family Learning Environment. *Middle School English (High School Edition)*, (31), 61-63.



The image features a large, faint watermark of the Rangsit University logo in the background. The logo is a circular emblem with a central flame-like symbol, surrounded by radiating lines. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle at the bottom of the emblem.

**APPENDIX A**

**THE CERTIFICATE OF APPROVAL BY ETHICS REVIEW  
BOARD OF RANGSIT UNIVERSITY**

COA. No. RSUERB2023-039



**Certificate of Approval  
By  
Ethics Review Board of Rangsit University**

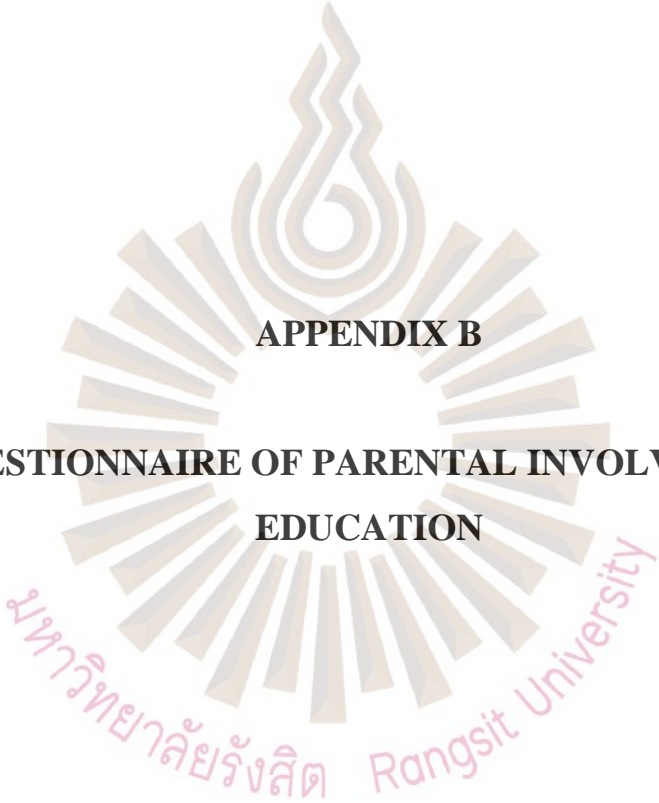
<b>COA. No.</b>	COA. No. RSUERB2023-039
<b>Protocol Title</b>	THE RELATIONSHIP BETWEEN PARENTAL EDUCATION INVOLVEMENT AND CHINESE PRIMARY SCHOOL STUDENTS' ENGLISH PROFICIENCY
<b>Principle Investigator</b>	HU YI CHUN
<b>Affiliation</b>	Suryadhep Teachers College, Rangsit University
<b>How to review</b>	Expedited Review
<b>Approval includes</b>	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
<b>Date of Approval:</b>	6 April 2023
<b>Date of Expiration:</b>	6 April 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....

(Associate Professor Dr. Panan Kanchanaphum)  
Chairman, Ethics Review Board for Human Research



The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it are several horizontal bars of varying lengths, creating a sunburst effect. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle at the bottom of the emblem.

**APPENDIX B**  
**QUESTIONNAIRE OF PARENTAL INVOLVEMENT**  
**EDUCATION**

มหาวิทยาลัยรังสิต Rangsit University

Dear parents:

Hello!

I am a graduate student of Rangsit University. Recently, I have been studying the relationship between parents' involvement in education and children's English proficiency, so that teachers and parents can provide more targeted education to children. Therefore, please fill in according to your actual situation. If you need to get the survey results, you can leave your email address, and I will send the results to your email after the survey results come out.

Thank you for your cooperation.

### Part I Basic information

1. Age of child:
2. Is the child an only child?
  - Yes       No
3. The main caregivers of the children:
  - Parents       Grandparents       Other, please specify\_\_\_\_\_
4. Parents' educational level:
  - High school or technical secondary school
  - Undergraduate level
  - Graduate level or above
  - Other, please specify\_\_\_\_\_
5. Parents' occupation:
  - Military or government personnel
  - Employees of private organization, enterprise, or institution
  - Self-employed
  - Full-time care for the family
  - Other, please specify\_\_\_\_\_
6. Household monthly income (only as research data)
  - Less than 5000 yuan
  - 5000-10000 yuan
  - 10000-20000 yuan

More than 20000 yuan

7. The person filling in the questionnaire is

Parent       Grandparent       Other, please specify \_\_\_\_\_

## **Part II Home literacy environment**

Please tick “√” in the  before the option according to your family’s situation

1). Do you have a learning environment like English corner in your home?

Yes, child has a special English learning environment, which contains English related things.

No, child usually does his/her homework in his/her own room, and there is no separate English learning environment.

2). How many children’s English books are there at home, including English picture books, English story books, English learning magazines, and English picture books?

Within 10 books    10~30 books    30~60 books    60~100 books    100 books or more

3). Do you have any of these materials/ facilities at home? You can choose more than ones.

Word cards related to the content of your child’s English textbooks

English children books, short novels and/ or English publications English learning software

TV series English programs

Game/ computer that the children can use.

4). Do you allow children to watch English animation for a certain length of time within a fixed time?

Yes, child can watch it occasionally, but not for a long time.

Yes. It is allowed to watch 2-3 times a week, and the viewing time cannot exceed 1 hour.

Child is allowed to watch it after s/he finished homework for 1 hour every day.

Child can watch it anytime.

5). Do you and your family have the habit of reading?

No one in the family likes reading.

One of the parents likes reading.

Both the parents like reading

6). How often do you (or your family) read?

Two or three times a month

Once a week

Once a day

No reading habits (or no time to read)

7). Do you read with your child?

Yes

No

8). Is there anyone at home who can communicate with the child in English?

Yes       No

9). Please check whether the statement is true or not true in your family.

9.1) I think children can learn new words in English reading materials.

True       Not true

9.2) I think English reading can help children understand things they have never seen in real life (such as Eskimos and Polar bears)

True       Not true

9.3) When reading English books with child, I let him/her pay attention to the new words and understand the meaning of words.

True       Not true

9.4) English stories can help children develop their imagination.

True       Not true

9.5) Children learn a lot about foreign cultural life in English reading.

True       Not true

9.6) Although I really want to read with my child, I am too busy and tried to spare energy.

True       Not true

9.7) I can't read English stories to child because my English is poor, and I can't pronounce them correctly.

True       Not true

9.8) When I read English books with my child, I always blame or scold him/her for various reasons.

True       Not true

9.9) In daily communication, I will consciously cultivate child's English thinking habits and encourage child to communicate with others in English.

True       Not true

### **Part III Parental education involvement**

The purpose of this part is to gain information on the roles of parents to support the children to learn. Please check if each of the following statements is true or not true with your situation.

1. I actively communicate with teachers about child's situation through various ways, such as WeChat, telephone, etc.

True       Not true

2. I will find opportunities to communicate with teachers about child's performance at school and at home.

True       Not true

3. I think I can take the initiative to consult teachers when I have problems in teaching child.

True       Not true

4. I keep a good cooperative relationship with child's teachers.

True       Not true

5. I can get useful information and help by communicating with teachers.

True       Not true

6. I take the initiative to discuss with other parents how to educate children.

True       Not true

7. When I participate in school education, I like to wait and see the participation of friends and neighbors, and then decide whether to participate.

True       Not true

8. I actively participate in parent education training, lectures, seminars and other activities held by the school.

True       Not true

9. I attended the school's parents' meeting on time and listened carefully to the teachers' opinions.

True       Not true

10. I will participate in the regular activities of the school, such as the school opening

ceremony, the parent-child sports meeting, the parents' open day, etc.

True  Not true

11. I often volunteer for the school and participate in school volunteer activities, such as arranging books, contributing books, escorting students to and from school, etc.

True  Not true

12. I joined the parent committee and participated in the management of school affairs.

True  Not true

13. I believe that the parents with excellent performance must have effective ways to educate their children.

True  Not true

14. I am strict with my child's daily homework and exams.

True  Not true

15. I strictly control child's time, such as going to school and going home, watching TV, and surfing the Internet.

True  Not true

16. I always help child make plans and arrangements for English homework.

True  Not true

17. We tutor our child in his/her English lessons every day.

True  Not true

18. I actively ask and check the completion of child's English homework.

True  Not true

19. In our family, we will provide academic guidance to child.

True  Not true

20. I try my best to spend time with my child to study or read.

True  Not true

21. I take the initiative to discuss with my child what happened at school.

True  Not true

22. I actively communicate with child about his/her mood and emotional changes.

True  Not true

23. I always know child's relationship with friends and teachers though talking with him/her.

True  Not true

24. When I disagree with my child, I always listen to his/her opinions and have democratic exchanges.

True  Not true

25. I spend a lot of time with my child every day.

True  Not true

26. Our family always has family activities such as shared reading, watching English programs, doing English games.

True  Not true

27. I always take my child to visit library, books shops, museums, zoos, and other scientific and educational places.

True  Not true

28. I often take my child out to watch English performances, sports competitions, English movies, and other recreational activities.

True  Not true

29. I hope my child can achieve excellent results in each exam.

True  Not true

30. I hope my child can do his/her best to obtain higher education.

True  Not true

31. I hope my child will have a decent job in the future.

True  Not true

32. I hope my child will settle in big cities like Beijing and Shanghai.

True  Not true

33. I have confidence in my child's future.

True  Not true

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a sunburst pattern, with the university's name in Thai and English below it.

**APPENDIX C**

**SEMI-STRUCTURED INTERVIEWS WITH PARENTS ON  
PARENTAL EDUCATION INVOLVEMENT**

มหาวิทยาลัยรังสิต Rangsit University

## (1) Purpose of interview

Cooperate with the questionnaire survey to conduct an interview, to more carefully understand the actual situation of parents' involvement in education, and at the same time ensure the validity of the questionnaire.

## (2) Interview method

Sit down and interview face to face in the form of recording and writing.

## (3) Interviewee

Parents of 12 students surveyed.

## (4) Outline

## 1. Opening remarks

Dear parents! Thank you for taking part in this activity in your busy schedule, and I would like to express my deep gratitude for your help! The purpose of this interview is to understand your involvement in the children's education. The so-called parental involvement in education refers to a series of behaviors made by parents to promote the improvement of their children's academic achievement level, the process of socialization and the cultivation of cognitive ability. This behavior mainly includes two aspects, namely, involvement in school and involvement outside school. The specific items are shown in the questionnaire. Please answer truthfully according to your true thoughts or actual situation. If you have no questions about this interview, let's start!

## 2. Interview questions

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

(2) Do you usually tutor child's English homework?

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

(4) Where do you usually take your child to expand his/her horizons?

(5) Do you usually discuss educational methods with other parents?

(6) Do you enjoy communicating with child?

(7) Do you think educating children is a matter for teachers or for both teachers and

parents?

3.Conclusion



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circle of radiating lines, with the university's name in Thai and English below it.

**APPENDIX D**

**SEMI-STRUCTURED INTERVIEWS WITH STUDENTS ON  
PARENTAL EDUCATION INVOLVEMENT**

มหาวิทยาลัยรังสิต Rangsit University

## (1) Purpose of interview

Through interviews with 12 students surveyed, the authenticity of the questionnaire filled by parents is tested, and it is helpful for in-depth research.

(2) The interview was conducted in the form of recording and writing.

## (3) Interviewee

12 students are investigated.

## (4) Outline

## 1. Opening remarks

Hello, classmate! Thank you for your cooperation and support during this period!

The purpose of this interview is to understand your parents' involvement in your growth and development. There is no right or wrong in your answers. Please answer truthfully according to your true thoughts or actual situations. If you have no questions about this interview, let's start!

## 2. Interview questions

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

(2) Do your parents often contact teachers to learn about your school situation?

(3) Do your parents often participate in group activities organized by the school?

(4) When you do something, do your parents strictly control your schedule?

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

(7) Do your parents often communicate with you?

## 3.conclusion



**APPENDIX E**

**SEMI-STRUCTURED INTERVIEWS WITH TEACHERS ON  
PARENTAL EDUCATION INVOLVEMENT**

มหาวิทยาลัยรังสิต Rangsit University

## (1) Purpose of interview

Interview teachers, to get a more detailed understanding of the actual situation of parents' involvement in school education.

## (2) Interview method

Sit down and interview face to face in the form of recording and writing.

## (3) Interviewee

Teachers of 12 students surveyed.

## (4) Outline

## 1. Opening remarks

Hello, teacher! Thank you for taking part in this activity in your busy schedule, and I would like to express my deep gratitude for your help! The purpose of this interview is to understand the parents of 12 students' participation in student education in the school. Please answer truthfully according to your true thoughts or actual situation. If you have no questions about this interview, let's start!

## 2. Interview questions

(1) What do you think will affect the English level of primary school students?

(2) What do you think primary school students are affected by the family literacy environment?

The following 5 questions are the interview teacher's evaluation of 12 students and their parents.

(3). Do the student's parents often communicate with you to understand their child's performance in school?

(4). Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

(5). Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

(6). Is the student willing for their parents to participate in activities at school?

(7). What is the student's English cognitive ability?

## 3. Conclusion

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular sunburst pattern. Below the sunburst, the university's name is written in Thai script and English: "มหาวิทยาลัยรังสิต Rangsit University".

**APPENDIX F**

**ITEM OBJECTIVE CONGRUENCE INDEX (IOC)FORM**

**Validation Form for semi-structured interviews questions to elicit the Relationship Between Parental Education Involvement and Chinese Primary School Students' English Proficiency for teachers, parents, and students.**

This evaluation form will be used to verify the developed semi-structured interview questions' validity using Item-Objective Congruence (IOC) index. It will be verified by the three experts in the field.

The purpose of the semi-structured interview questions is to clarify and elicit the actual situation of parents' involvement in education and ensure the validity of the questionnaire. Semi-structured interview will be used to collect the data. The interview questions were adapted from Song (2019)'s semi-structured interview.

Song Liqun. (2019). A study on the types and countermeasures of parental involvement in primary school education. Shandong, Qufu Normal University, China.

Please mark (/) in the rating box (1,0, -1) on the following items according to your opinions. Please provide comments or suggestions for the improvement of the semi-structured interviews questions.

1 means the item being measured exactly covers the objectives of the semi-structured interviews and it is appropriate for the participants.

0 means the item being measured probably covers the objectives of the semi-structured interviews and it is appropriate for the participants.

-1 means the item being measured does not cover the objective of the semi-structured interviews and it is appropriate for the participants.

The semi-structured interviews will be separated into 3 sets:

- 1.interviewing teachers
- 2.interviewing parents
- 3.interviewing students

**The IOC form to evaluate and comment on the semi-structured set 1 for teacher**

Item	Scale			Comments
	-1	0	1	
<b>1.The information of the interview and the interviewee</b>				
1.Interview time:				

<p>2. Interview place:</p> <p>3. Interviewer:</p> <p>4. Basic information of interviewees:</p> <p>(1) Gender 性别:</p> <p>(2) Age 年龄:</p> <p>(3) Educational background 学历:</p> <p>(4) Class 班级:</p>				
<b>2. The interview description provides for the interviewee</b>				
<p>Interview Description:</p> <p>The purpose of this interview is to understand the basic situation of primary school students' English.</p> <p>There is no right or wrong in the content of the interview. The interview results will be anonymous, and your private information will be kept confidential.</p> <p>Please rest assured to answer. Thank you for your cooperation.</p> <p>The interview questions below will be given to you to read first. You will have 5 minutes to prepare for your answers. If you do not want to answer any questions, please just say skip. Then, the interviewer will be asking the next question.</p> <p>访问描述:</p> <p>本次访谈的目的是了解小学生英语的基本情况。面试的内容没有对错。面试结果将是匿名的, 您的私人信息将被密。</p> <p>请放心回答。谢谢您的合作。</p> <p>下面的面试问题将交给您先阅读。你有</p>				

5 分钟的时间准备答案。如果你不想回答任何问题，请说跳过。然后，访问者会问下一个问题。				
3.The interview contents 访谈内容				
3.1 你认为什么会影响小学生的英语水平? What do you think will affect the English level of primary school students?				
3.2 你认为小学生受家庭识字环境的影响是什么? What do you think primary school students are affected by the family literacy environment?				
3.3 学生的父母是否经常与你沟通，并通过你了解孩子在学校的表现? Do the student's parents often communicate with you and learn about the child's performance in school through you?				
3.4 学生家长是否积极参加学校组织的集体活动，如家长会、亲子运动会等? Did the student's parents actively participate in the collective activities organized by the school, such as the parents' meeting, the parent-child sports meeting, etc.?				
3.5 学生的英语学习成绩如何? What is the student's English academic performance?				
3.6 学生的人际关系和社会发展如何?				

How about the student's interpersonal and social development?				
3.7 学生的认知能力，即思维能力、想象能力、观察能力、记忆能力等如何？ How about the student's cognitive ability, that is, thinking ability, imagination ability, observation ability, memory ability, etc.?				

For the expert who is Chinese, please kindly comment the use of Chinese on the following aspects:

1. The Chinese language used in the interview questions is appropriate for the participants.

Yes  No Comment: \_\_\_\_\_

2. The Chinese language used in the interview questions well corresponds to the English version.

Yes  No Comment: \_\_\_\_\_

Comments.....  
.....

#### IOC Interview teachers of Experts' Assessment

Item Number	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	0	1	1	0.67
5	1	1	1	1
6	1	1	1	1
7	0	1	1	0.67

8	0	1	0	0.33
9	0	1	1	0.67
IOC	0.82			

**The IOC form to evaluate and comment on the semi-structured set 2 for parents**

Item	Scale			Comments
	-1	0	1	
<b>1.The information of the interview and the interviewee</b>				
1.Interview time: 2.Interview place: 3.Interviewer: 4.Basic information of interviewees: (1)Gender 性别: (2)Age 年龄: (3)Educational background 学历: (4)Student's Class 学生班级:				
<b>2.The interview description provides for the interviewee</b>				
Interview Description: The purpose of this interview is to understand the basic situation of primary school students' English. There is no right or wrong in the content of the interview. The interview results will be anonymous, and your private information will be kept confidential. Please rest assured to answer. Thank you for your cooperation. The interview questions below will be given to you to read first. You will have 5 minutes to prepare for your answers. If you do not				

<p>want to answer any questions, please just say skip. Then, the interviewer will be asking the next question.</p> <p>访问描述:</p> <p>本次访谈的目的是了解小学生英语的基本情况。面试的内容没有对错。面试结果将是匿名的, 您的私人信息将被密。</p> <p>请放心回答。谢谢您的合作。</p> <p>下面的面试问题将交给您先阅读。你有5分钟的时间准备答案。如果你不想回答任何问题, 请说跳过。然后, 访问者会问下一个问题。</p>			
<p>3.The interview contents 访谈内容</p>			
<p>3.1 你愿意参与孩子的教育吗?</p> <p>Are you willing to involvement in children's education?</p>			
<p>3.2 在你的家庭中, 是父亲更多地参与孩子的教育, 还是母亲更多地参与到孩子的教育中, 还是父母双方都参与到孩子教育中?</p> <p>In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?</p>			
<p>3.3 你觉得你的孩子在你参加了他们的教育后发生了变化吗? 请具体谈谈儿童学习成绩、社会发展和认知能力的变化.</p>			

Do you feel that your child has changed after you have participated in their education? Please talk specifically about the changes in children's academic performance, social development and cognitive ability?				
--	--	--	--	--

For the expert who is Chinese, please kindly comment the use of Chinese on the following aspects:

- The Chinese language used in the interview questions is appropriate for the participants.

Yes  No Comment: \_\_\_\_\_

- The Chinese language used in the interview questions well corresponds to the English version.

Yes  No Comment: \_\_\_\_\_

Comments.....

#### IOC Interview parents of Experts' Assessment

Item Number	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
IOC	1			

The IOC form to evaluate and comment on the semi-structured set 3 for students

Item	Scale			Comments
	-1	0	1	
<b>1.The information of the interview and the interviewee</b>				
1.Interview time: 2.Interview place: 3.Interviewer: 4.Basic information of interviewees: (1)Gender 性别: (2)Age 年龄: (3)Educational background 学历: (4) Class 学生班级:				
<b>2.The interview description provides for the interviewee</b>				
Interview Description: The purpose of this interview is to understand the basic situation of primary school students' English. There is no right or wrong in the content of the interview. The interview results will be anonymous, and your private information will be kept confidential. Please rest assured to answer. Thank you for your cooperation. The interview questions below will be given to you to read first. You will have 5 minutes to prepare for your answers. If you do not want to answer any questions, please just say skip. Then, the interviewer will be asking the next question. 访问描述: 本次访谈的目的是了解小学生英语的基				

<p>本情况。面试的内容没有对错。面试结果将是匿名的，您的私人信息将被密。</p> <p>请放心回答。谢谢您的合作。</p> <p>下面的面试问题将交给您先阅读。你有5分钟的时间准备答案。如果你不想回答任何问题，请说跳过。然后，访问者会问下一个问题。</p>				
<p>3.The interview contents 访谈内容</p>				
<p>3.1 是你的父亲更关注你，是你的母亲更关注你还是父母都更关注你？</p> <p>Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?</p>				
<p>3.2 你的父母经常联系老师了解你的学校情况吗？</p> <p>Do your parents often contact teachers to learn about your school situation?</p>				
<p>3.3 你的父母经常参加学校组织的集体活动吗？</p> <p>Do your parents often participate in group activities organized by the school?</p>				
<p>3.4 当你做某事时，你的父母是否严格控制你的时间表？</p> <p>When you do something, do your parents strictly control your schedule?</p>				
<p>3.5 你的父母经常帮你学习英语吗，比如帮你做作业，帮你申请课外辅导班？</p>				

Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?				
3.6 你的父母是否经常和你一起进行亲子活动，比如分享阅读、看英语节目、做英语游戏、看英语电影、参观图书馆或动物园等。?  Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?				
3.7 你的父母经常和你交流吗?  Do your parents often communicate with you?				

For the expert who is Chinese, please kindly comment the use of Chinese on the following aspects:

1. The Chinese language used in the interview questions is appropriate for the participants.

Yes  No Comment: \_\_\_\_\_

2. The Chinese language used in the interview questions well corresponds to the English version.

Yes  No Comment: \_\_\_\_\_

Comments.....  
.....  
.....

**IOC Interview students of Experts' Assessment**

Item Number	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	1	1	1
7	1	1	1	1
8	0	1	1	0.67
9	1	1	1	1
IOC	0.96			

**Validation Form for Parental Education Involvement Questionnaire to elicit the Relationship Between Parental Education Involvement and Chinese Primary School Students' English Proficiency for parents**

This evaluation form will be used to verify the developed questionnaire questions' validity using Item-Objective Congruence (IOC) index. It will be verified by the three experts in the field.

The purpose of the questionnaire is to clarify and elicit the actual situation of parents' involvement in education. The questionnaire will be used to collect the data.

Parental Education Involvement Questionnaire was combined and adapted from Song (2019)'s parental education involvement questionnaire and Xiang (2020)'s home literacy environment questionnaire.

*Song Liqun. (2019). A study on the types and countermeasures of parental involvement in primary school education. Shandong, Qufu Normal University, China.*

*Xiang Sitong. (2020). The Relationship between Home Literacy Environment and the Development of Top-Class Children's Print Awareness. Chongqing Normal University, China.*

Please mark (/) in the rating box (1, 0, -1) on the following items according to your opinions. Please provide comments or suggestions for the improvement of the questions.

1 means the item being measured exactly covers the objectives of the questionnaire and it is appropriate for the participants.

0 means the item being measured probably covers the objectives of the questionnaire and it is appropriate for the participants.

-1 means the item being measured does not covers the objective of the questionnaire and it is appropriate for the participants.

The questionnaire will be separated into 3-parts:

1. Basic information
2. Home literacy environment
3. Parental education involvement

### Item Objective Congruence: Questionnaire

The IOC form to evaluate and comment on the questionnaire

Item	Scale			Comments
	-1	0	1	
<b>Part 1. Basic information</b>				
<b>The purpose of this part is to get a general profile of the participants. The information will be used for the research purpose only.</b>				
1) 孩子的年龄  Age of child  <input type="checkbox"/> 11 years <input type="checkbox"/> 12 years				
2) 孩子是独生子女吗?  Is the child an only child?				

<input type="checkbox"/> Yes <input type="checkbox"/> No				
<p>3) 孩子的主要监护人是：</p> <p>The main caregivers of the children:</p> <input type="checkbox"/> Parents <input type="checkbox"/> Grandparents <input type="checkbox"/> Other, please specify_____				
<p>4) 孩子父母的受教育程度是</p> <p>Parents' educational level:</p> <input type="checkbox"/> High school or technical secondary school <input type="checkbox"/> Undergraduate level <input type="checkbox"/> Graduate level or above <input type="checkbox"/> Other, please specify_____				
<p>5) 父母的职业：</p> <p>Parents' occupation:</p> <input type="checkbox"/> Military or government personnel <input type="checkbox"/> Employees of private organization, enterprise, or institution <input type="checkbox"/> Self-employed <input type="checkbox"/> Full-time care for the family <input type="checkbox"/> Other, please specify_____				
<p>6) 每月家庭收入大约多少？（仅用于研究数据）</p> <p>Household monthly income (only as research data)</p> <input type="checkbox"/> Less than 5000 yuan <input type="checkbox"/> 5000-10000 yuan <input type="checkbox"/> 10000-20000 yuan <input type="checkbox"/> More than 20000 yuan				
<p>7) 填写问卷的人是</p>				

The person filling in the questionnaire is <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent      .. Other, please specify _____				
---	--	--	--	--

For the expert who is Chinese, please kindly comment the use of Chinese of the questionnaire part 1 on the following aspects:

- The Chinese language used in the questionnaire is appropriate for the participants.  
 Yes    No   Comment: \_\_\_\_\_
- The Chinese language used in the questionnaire well corresponds to the English version.  
 Yes    No   Comment: \_\_\_\_\_

Comments.....  
.....

Item	Scale			Comments
	-1	0	1	
<b>Part 2: Home literacy environment</b> <b>The purpose of this part is for the information of the home environment that the child may face at home. Please feel free to check the information. The information will not affect any children's school records and grades. 本部分旨在了解儿童在家中可能面临的家庭环境。请随时查看信息。这些信息不会影响任何孩子的学习记录和成绩。</b>				
1) Do you have a learning environment like English corner in your home?  你家里有像英语角这样的学习环境吗?  <input type="checkbox"/> Yes, child has a special English learning environment, which contains English				

<p>related things.</p> <p>是的，孩子有一个特殊的英语学习环境，其中包含与英语相关的东西。</p> <p><input type="checkbox"/> No, child usually does his/her homework in his/her own room, and there is no separate English learning environment.</p> <p>不，孩子通常在自己的房间里做作业，而且并没有单独的英语学习环境。</p>				
<p>2)How many child' s English books are there at home, including English picture books, English story books, English learning magazines, and English picture books?</p> <p>孩子有多少本英语书籍包括英语图画书，英语故事书，英语学习杂志等？</p> <p><input type="checkbox"/> less than 10 copies 少于 10 份</p> <p><input type="checkbox"/> 10-20 copies 10-20 份</p> <p><input type="checkbox"/> 21-30 copies 21-30 份</p> <p><input type="checkbox"/> More than 31 copies 超过 31 份</p>				
<p>3). Do you have any of these materials/ facilities at home? You can choose more than ones.</p> <p>你家里有这些材料/设施吗？您可以选择多个。</p> <p><input type="checkbox"/>Word cards related to the content of your child's English textbooks 与孩子英语课本内容相关的单词卡</p> <p><input type="checkbox"/>English children books, short novels and/ or English publications</p>				

<p>英语儿童读物、短篇小说和/或英语出版物</p> <p><input type="checkbox"/> English learning software 英语学习软件</p> <p><input type="checkbox"/> TV series English programs 电视连续剧英语节目</p> <p><input type="checkbox"/> Game/ computer that the children can use 孩子们可以使用的游戏/电脑</p> <p><input type="checkbox"/> Others, please specify_____</p>			
<p>4). Do you allow children to watch English animation for a certain length of time within a fixed time? 你允许孩子们在固定的时间内观看一定长度的英语动画吗?</p> <p><input type="checkbox"/> Yes, child can watch it once in a while, but not for a long time. 是的, 孩子可以偶尔看一次, 但不会看很长时间。</p> <p><input type="checkbox"/> Yes. It is allowed to watch 2-3 times a week, and the viewing time cannot exceed 1 hour. 对每周允许观看 2-3 次, 观看时间不能超过 1 小时。</p> <p><input type="checkbox"/> Child is allowed to watch it after s/he finished homework for 1 hour every day. 孩子可以在每天完成作业 1 小时后观看。</p> <p><input type="checkbox"/> Child can watch it anytime. 孩子可以随时观看。</p>			

<p>5). Do you and your family have the habit of reading? 你和你的家人有阅读的习惯吗?</p> <p><input type="checkbox"/> No one in the family likes reading. 家里没有人喜欢读书</p> <p><input type="checkbox"/> One of the parents likes reading 其中一位父母喜欢读书</p> <p><input type="checkbox"/> Both the parents like reading 父母都喜欢读书</p>				
<p>6. How often do you (or your family) read? 你（或你的家人）多久阅读一次?</p> <p><input type="checkbox"/> Two or three times a month 一个月两三次</p> <p><input type="checkbox"/> Once a week 一周一次</p> <p><input type="checkbox"/> Once a day 每天一次</p> <p><input type="checkbox"/> No reading habits (or no time to read) 没有阅读习惯（或没有时间阅读）</p>				
<p>7. Do you read with your child? 你和孩子一起阅读吗?</p> <p><input type="checkbox"/> Yes, why? _____ 是的, 因为_____</p> <p><input type="checkbox"/> No, why not? _____ 不, 因为_____</p>				
<p>8. Is there anyone at home who can communicate with the child in English?</p>				

家里有人能用英语和孩子交流吗? <input type="checkbox"/> Yes <input type="checkbox"/> No				
9. Please check whether the statement is true or not true in your family. 请确认以下陈述与你的家庭情况是否属实。				
9.1 I think children can learn new words in English reading materials. 我认为孩子可以通过英语阅读资料学习新单词。 <input type="checkbox"/> True <input type="checkbox"/> Not true				
9.2 I think English reading can help children understand things they have never seen in real life (such as Eskimos and Polar bears) 我认为英语阅读可以帮助孩子们理解他们在现实生活中从未见过的东西（比如爱斯基摩人和北极熊） <input type="checkbox"/> True <input type="checkbox"/> Not true				
9.3 When reading English books with child, I let him/her pay attention to the new words and understand the meaning of words. 当和孩子一起阅读英语书时，我让他/她注意新单词并理解单词的含义。 <input type="checkbox"/> True <input type="checkbox"/> Not true				
9.4 English stories can help children develop their imagination. 英语故事可以帮助孩子们发展想象力。 <input type="checkbox"/> True <input type="checkbox"/> Not true				
9.5 Children learn a lot about foreign cultural life in English reading.				

<p>孩子们在英语阅读中了解了很多外国文化生活。</p> <p><input type="checkbox"/> True      <input type="checkbox"/> Not true</p>				
<p>9.6 Although I really want to read with my child, I am too busy and tried to spare energy.</p> <p>虽然我真的很想和我的孩子一起读书，但我太忙了不能腾出精力。</p> <p><input type="checkbox"/> True      <input type="checkbox"/> Not true</p>				
<p>9.7 I can't read English stories to child because my English is poor, and I can't pronounce them correctly.</p> <p>我不能给孩子读英语故事，因为我的英语很差，而且我不能正确发音。</p> <p><input type="checkbox"/> True      <input type="checkbox"/> Not true</p>				
<p>9.8 When I read English books with my child, I always blame or scold him/her for various reasons.</p> <p>当我和孩子一起读英语书时，我总是因为各种原因责备或责骂他/她。</p> <p><input type="checkbox"/> True      <input type="checkbox"/> Not true</p>				
<p>9.9 In daily communication, I will consciously cultivate child's English thinking habits and encourage child to communicate with others in English.</p> <p>在日常交流中，我会有意识地培养孩子的英语思维习惯。</p> <p><input type="checkbox"/> True      <input type="checkbox"/> Not true</p>				

For the expert who is Chinese, please kindly comment the use of Chinese of the

questionnaire part 2 on the following aspects:

3. The Chinese language used in the questionnaire is appropriate for the participants.

Yes  No Comment: \_\_\_\_\_

4. The Chinese language used in the questionnaire well corresponds to the English version.

Yes  No Comment: \_\_\_\_\_

Comments.....  
 .....  
 .....

Item	Scale			Comments
	-1	0	1	
<b>Part 3: Parental education involvement</b> <b>The purpose of this part is to gain information on the roles of parents to support the children to learn. Please check if each of the following statements is true or not true with your situation.</b> 本部分的目的是了解父母在支持孩子学习方面的作用。请检查以下陈述是否符合您的情况。				
1.我通过微信、电话等多种方式积极与老师沟通孩子的情况。 I actively communicate with teachers about child's situation through various ways, such as WeChat, telephone, etc. <input type="checkbox"/> True <input type="checkbox"/> Not true				
2.我会找到机会和老师交流孩子在学校和家里的表现。				

<p>I will find opportunities to communicate with teachers about child's performance at school and at home.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>3.我认为当我在教孩子方面遇到问题时，我可以主动咨询老师。</p> <p>I think I can take the initiative to consult teachers when I have problems in teaching child.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>4.我和孩子的老师保持着良好的合作关系。</p> <p>I keep a good cooperative relationship with child's teachers.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>5.通过与老师交流，我可以获得有用的信息和帮助。</p> <p>I can get useful information and help by communicating with teachers.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>6.我主动与其他家长讨论如何教育孩子。</p> <p>I take the initiative to discuss with other parents how to educate children.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>7.当我参加学校教育时，我喜欢观望朋友和邻居的参与，然后决定是否参加。</p> <p>When I participate in school education, I like to wait and see the participation of friends and neighbors, and then decide</p>				

<p>whether to participate.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>8.我相信，成绩优秀的父母必须有有效的方法来教育他们的孩子。</p> <p>I believe that the parents with excellent performance must have effective ways to educate their children.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>9.我积极参加学校举办的家长教育培训、讲座、研讨会等活动。</p> <p>I actively participate in parent education training, lectures, seminars, and other activities held by the school.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>10.我按时参加了学校的家长会，认真听取了老师们的意见。</p> <p>I attended the school's parents' meeting on time and listened carefully to the teachers' opinions.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>11.我将参加学校的常规活动，如开学典礼、亲子运动会、家长开放日等。</p> <p>I will participate in the regular activities of the school, such as the school opening ceremony, the parent-child sports meeting, the parents' open day, etc.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>12.我经常为学校做志愿者，参加学校志愿活动，如整理书籍、投稿书籍、护送学生上下学等。</p>				

<p>I often volunteer for the school and participate in school volunteer activities, such as arranging books, contributing books, escorting students to and from school, etc.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>13.我加入了家长委员会，参与了学校事务的管理。</p> <p>I joined the parent committee and participated in the management of school affairs.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>14.我严格要求孩子每天的家庭作业和考试。</p> <p>I am strict with my child's daily homework and exams.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>15.我严格控制孩子的时间，比如上学和回家，看电视和上网。</p> <p>I strictly control child's time, such as going to school and going home, watching TV and surfing the Internet.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>16.我总是帮助孩子制定英语作业的计划 and 安排。</p> <p>I always help child make plans and arrangements for English homework.</p> <p><input type="checkbox"/> True <input type="checkbox"/> Not true</p>				
<p>17.我们每天辅导孩子的英语课。</p> <p>We tutor our child in his/her English lessons</p>				

<p>every day.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>18.我积极询问并检查孩子的英语作业完成情况。</p> <p>I actively ask and check the completion of child's English homework.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>19.在我们的家庭中，我们将为孩子提供学术指导。</p> <p>In our family, we will provide academic guidance to child.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>20.我尽力花时间陪孩子学习或阅读。</p> <p>I try my best to spend time with my child to study or read.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>21.我主动和孩子讨论在学校发生的事情。</p> <p>I take the initiative to discuss with my child what happened at school.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>22.我积极地与孩子沟通他/她的情绪和情绪变化。</p> <p>I actively communicate with child about his/her mood and emotional changes.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>23.通过和孩子交谈，我总是知道他/她和朋友和老师的关系。</p> <p>I always know child's relationship with friends and teachers though talking with</p>				

<p>him/her.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>24.当我与孩子意见不一致时，我总是倾听孩子的意见，并进行民主交流。</p> <p>When I disagree with my child, I always listen to his/her opinions and have democratic exchanges.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>25.我每天花很多时间陪孩子。</p> <p>I spend a lot of time with my child every day.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>26.我们家总是有家庭活动，比如分享阅读，看英语节目，做英语游戏。</p> <p>Our family always has family activities such as shared reading, watching English programs, doing English games.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>27.我总是带孩子去图书馆、书店、博物馆、动物园和其他科学和教育场所。</p> <p>I always take my child to visit library, books shops, museums, zoos, and other scientific and educational places.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				
<p>28.我经常带孩子出去看英语表演、体育比赛、英语电影和其他娱乐活动。</p> <p>I often take my child out to watch English performances, sports competitions, English movies, and other recreational activities.</p> <p><input type="checkbox"/> True   <input type="checkbox"/> Not true</p>				

<p>29.我希望我的孩子每次考试都能取得优异的成绩。</p> <p>I hope my child can achieve excellent results in each exam.</p> <p><input type="checkbox"/> True    <input type="checkbox"/> Not true</p>				
<p>30.我希望我的孩子能尽最大努力获得高等教育。</p> <p>I hope my child can do his/her best to obtain higher education.</p> <p><input type="checkbox"/> True    <input type="checkbox"/> Not true</p>				
<p>31.我希望我的孩子将来能有一份体面的工作。</p> <p>I hope my child will have a decent job in the future.</p> <p><input type="checkbox"/> True    <input type="checkbox"/> Not true</p>				
<p>32.我希望我的孩子能在北京和上海这样的大城市定居。</p> <p>I hope my child will settle in big cities like Beijing and Shanghai.</p> <p><input type="checkbox"/> True    <input type="checkbox"/> Not true</p>				
<p>33.我对孩子的未来充满信心。</p> <p>I have confidence in my child's future.</p> <p><input type="checkbox"/> True    <input type="checkbox"/> Not true</p>				

For the expert who is Chinese, please kindly comment the use of Chinese of the questionnaire part 3 on the following aspects:

1. The Chinese language used in the questionnaire is appropriate for the participants.

Yes     No    Comment: \_\_\_\_\_

2. The Chinese language used in the questionnaire well corresponds to the English version.

Yes  No Comment: \_\_\_\_\_

Comments.....

.....

### IOC questionnaire of Experts' Assessment

Item Number	Expert 1	Expert 2	Expert 3	IOC
1	1	1	0	0.67
2	1	0	1	0.67
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	0	1	1	0.67
7	1	1	0	0.67
8	1	1	1	1
9	1	1	1	1
10	0	1	1	0.67
11	0	1	1	0.67
12	0	1	0	0.33
13	1	1	1	1
14	1	1	1	1
15	1	1	1	1
16	1	1	1	1
17	1	1	1	1
18	1	1	1	1
19	1	1	1	1

20	1	1	1	1
21	1	1	0	0.67
22	1	1	1	1
23	1	1	0	0.67
24	1	1	1	1
25	1	1	1	1
26	1	1	1	1
27	1	1	1	1
28	1	1	1	1
29	1	1	1	1
30	1	1	1	1
31	1	1	1	1
32	1	1	1	1
33	1	1	1	1
34	1	1	1	1
35	1	1	1	1
36	1	1	1	1
37	1	1	1	1
38	1	1	1	1
39	1	1	1	1
40	1	1	1	1
41	1	1	1	1
42	1	1	1	1
43	1	1	1	1
44	0	0	1	0.33
45	1	1	1	1
46	1	1	1	1
47	1	1	1	1
48	1	1	1	1
49	1	1	1	1
50	1	1	1	1

51	1	1	1	1
52	0	1	1	0.67
53	1	1	1	1
54	1	1	1	1
55	1	1	1	1
56	1	1	1	1
57	1	1	1	1
IOC	0.92			



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular arrangement of radiating lines, with the university's name in Thai and English below it.

**APPENDIX G**

**TRANSLATION OF SEMI-STRUCTURED INTERVIEW  
RESPONSES**

มหาวิทยาลัยรังสิต Rangsit University

## **Interview the students' parents**

### **Parent of the first student in Group A**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: I am more involved in my child's education than her father, who is busy.

(2) Do you usually tutor child's English homework?

Answer: I tutor her on her English homework every day, and I help her explain any knowledge points she doesn't understand in class again. At the same time, I also help her prepare for new classes.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: In addition to urging her to complete English homework and preview texts, we rarely deliberately build a child's awareness of English learning in daily life.

(4) Where do you usually take your child to expand his/her horizons?

Answer: Usually, when the child's father is free, he takes her to places such as the library, science and technology museum, and museums. She is also very interested.

(5) Do you usually discuss educational methods with other parents?

Answer: I will learn from other parents, and I will study wherever they educate me well.

(6) Do you enjoy communicating with child?

Answer: We all like to communicate with our children at home. If we don't know what they are thinking without communication, we need to constantly pay attention to their inner growth.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: The role of both teachers and parents in educating children is very important. To a certain extent, parents must bear 80% of the responsibility, and parents are the lifelong teachers of children.

### **Parent of the second student in Group A**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: Both his father and I will participate in his studies.

(2) Do you usually tutor child's English homework?

Answer: I will provide guidance and ask me questions about things he doesn't understand.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: I will arrange a fixed time to read English books with him. I want to cultivate his English language sense, without deliberately memorizing words or grammar. Language sense is very important.

(4) Where do you usually take your child to expand his/her horizons?

Answer: Every winter and summer vacation, we choose different places to take him on a trip, allowing him to experience the customs and traditions of different places.

(5) Do you usually discuss educational methods with other parents?

Answer: When I have free time, I will communicate with other parents to understand the different problems faced by different children and reflect on my own educational methods.

(6) Do you enjoy communicating with child?

Answer: Children are now in a period of establishing a healthy psychological state, and communication with them is necessary. Where to know a child's thoughts without communication.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: Education for children definitely requires the joint efforts of parents and teachers. Without either party, it is not possible.

#### **Parent of the third student in Group A**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: Both his father and I will participate in his studies.

(2) Do you usually tutor child's English homework?

Answer: Usually, my child's father tutors English homework.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: Usually, the father of the child arranges time to practice English speaking with the child, or watch English animations and read English books together.

(4) Where do you usually take your child to expand his/her horizons?

Answer: When there is time, I will take my children to do interesting handicrafts, or even to beautiful exhibitions, or take children on a trip during the holiday. Or take our children to visit famous universities.

(5) Do you usually discuss educational methods with other parents?

Answer: Yes. Gather the strengths of a hundred schools and make up for one's own shortcomings.

(6) Do you enjoy communicating with child?

Answer: Nowadays, society is changing rapidly, and it is necessary to communicate with children in a timely manner to ensure that they are on a healthy and upward path.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: Everyone is responsible. Parents should actually bear a heavier responsibility than teachers, because good parents can affect a child's life.

### **Parent of the first student in Group B**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: We will all participate. We all have a division of labor. I often participate in school activities, and the child's father is mainly responsible for the child's homework.

(2) Do you usually tutor child's English homework?

Answer: The father usually tutors the child's English homework.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: Learn English with children, preview English texts, practice dialogues in the texts, and also compete to remember words.

(4) Where do you usually take your child to expand his/her horizons?

Answer: Regularly go to the library to choose different books and magazines to read, visit art exhibitions and cultural relics exhibitions from time to time, and also check in at various museums.

(5) Do you usually discuss educational methods with other parents?

Answer: We often discuss together and parents can come up with suggestions when encountering educational difficulties. I feel that this is great and everyone is making progress.

(6) Do you enjoy communicating with child?

Answer: We all enjoy chatting with children. Understanding children's learning situation and getting along with classmates and teachers can help them in a timely manner.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: Teachers play a major role in children's learning, while parents play a major role in their children's lives. Teachers for children at different stages will change, but parents are their lifelong companions, so parents cannot ignore their own role.

#### **Parent of the second student in Group B**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: I participate more in my child's learning, as their father is usually too busy

(2) Do you usually tutor child's English homework?

Answer: I am not good at English and cannot tutor my children. I enrolled him in an English tutoring class, where the teacher tutored him every day to complete his homework. I just came back to check.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: Apart from the English homework assigned by the teacher, there are no other activities at home that can improve the child's English proficiency. I don't understand English, and I'm afraid I'll teach him wrong.

(4) Where do you usually take your child to expand his/her horizons?

Answer: Take the child to the places he wants to play on weekends, and I will also take him to watch the movies he wants. I will also buy him the books he wants to buy.

(5) Do you usually discuss educational methods with other parents?

Answer: I often discuss methods of educating my children with the parents of other children because my own cultural level is not high, and I need to learn better educational methods from them.

(6) Do you enjoy communicating with child?

Answer: I enjoy communicating with children, but sometimes they find me verbose, but there's no way out. I want to learn more about their thoughts so that I can adjust myself in a timely manner.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: Because my cultural level is not high, I hope the teacher can help me educate my children more. But I also know that parents need to put in a lot of effort in educating their children. I can't just rely on school teachers to help me educate well. They also have so many students to care about, why bother so many students.

### **The third student in Group B**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: We all participate in children's learning, but we do not emphasize their grades. Grades are not important, what is important is to cultivate children's learning qualities.

(2) Do you usually tutor child's English homework?

Answer: Not much tutoring. She can complete her homework and just keep the teacher away from me in the parent group.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: Our main focus is to cultivate her interest in learning. For example, we can play role-playing, word guessing games, playing some English homo-phonic memes, and so on. During the game, children learn a lot of English knowledge.

(4) Where do you usually take your child to expand his/her horizons?

Answer: We take her to summer camps during the summer vacation, and sometimes we also take her on trips abroad. Take her to watch some plays, operas, and exhibitions on weekends. Children's insights require the accumulation of different experiences over and over again.

(5) Do you usually discuss educational methods with other parents?

Answer: I usually only contact the parents of a few of her classmates who have good relationships with her to understand her child's recent interpersonal relationships. I don't communicate much with other parents.

(6) Do you enjoy communicating with child?

Answer: Of course I enjoy communicating with children. Don't you understand nothing without communication. Communication is the necessary bridge between us, and no matter how busy we are, we always spend time chatting with our children.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: I have always believed that parents are more important than teachers. Parents are the guides of children's lives, and teachers are the companions of children at different stages of their studies. Education still depends on parents themselves.

### **Parent of the first student in Group C**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: I am more involved than his father.

(2) Do you usually tutor child's English homework?

Answer: I don't know how to coach, I don't even know how to coach in English myself.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: I supervise her to complete her homework every day, and I also urge her to attend tutoring classes.

(4) Where do you usually take your child to expand his/her horizons?

Answer: Take him to see a movie or buy something he likes on the weekend

(5) Do you usually discuss educational methods with other parents?

Answer: Occasionally, I will discuss with a few familiar parents

(6) Do you enjoy communicating with child?

Answer: I want to communicate with him, but he always dislikes me for being verbose. I don't know how to communicate with him, and his father doesn't care much.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: I hope the school teachers can help me educate my children more. Because he didn't listen to what I said at home, but he did whatever the school teacher asked him to do.

### **Parent of the second student in Group C**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: I am more concerned about my children than his father.

(2) Do you usually tutor child's English homework?

Answer: I don't know English and dare not tutor him randomly. But I enrolled him in a tutoring class.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: I will check if his English homework has been completed, because the teacher occasionally tells me that he will not complete the homework.

(4) Where do you usually take your child to expand his/her horizons?

Answer: I usually take him wherever he wants to play on weekends. I still hope he can gain some experience.

(5) Do you usually discuss educational methods with other parents?

Answer: I will learn from other parents, and their children are very obedient and have good academic performance. I also want to learn such educational methods.

(6) Do you enjoy communicating with child?

Answer: When we were young, we often communicated, but I found that as we grew older, children didn't want to talk to us anymore. Sometimes he has a lot of phone conversations with his classmates.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: I think both schools and parents have a great responsibility in educating their children. But I don't understand education myself, so I hope the school can educate more, even if I offer more tuition fees.

**Parent of the third student in Group C**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: I am more concerned about children than her father

(2) Do you usually tutor child's English homework?

Answer: I am not good at English and cannot tutor her. I can only check if she has completed her homework.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: I will check her homework completion status, and she can play freely during the rest of the time.

(4) Where do you usually take your child to expand his/her horizons?

Answer: On weekends, I still take her to check in at popular online attractions. It doesn't matter if she has a long experience, as long as she can have a happy childhood.

(5) Do you usually discuss educational methods with other parents?

Answer: I usually discuss educational issues with several familiar parents. Focusing on children's mental health is more important than learning.

(6) Do you enjoy communicating with child?

Answer: Of course, it's important to communicate with the child. It's a great pleasure to just know about the new things that happened during her day at school.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: I know that parents are the teachers of a child's life, but I am not doing well enough now, and I will continue to work hard

**Parent of the first student in Group D**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: We are all concerned about our children's education, but we do not do well enough.

(2) Do you usually tutor child's English homework?

Answer: We don't have time to tutor him on his homework. We have hired a tutor for him, but sometimes he doesn't listen.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: No, we are all too busy.

(4) Where do you usually take your child to expand his/her horizons?

Answer: During winter and summer vacations, he will be arranged to travel and visit foreign countries.

(5) Do you usually discuss educational methods with other parents?

Answer: There is no time to discuss with other parents.

(6) Do you enjoy communicating with child?

Answer: I have too much to do every day and rarely have the opportunity to communicate with him.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: Of course, both teachers and parents are important. But our failure as parents is our problem, and I should reflect on it.

#### **Parents of the second student in Group D**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: We are all concerned, but sometimes it's easy to overlook children's learning.

(2) Do you usually tutor child's English homework?

Answer: Our family has nannies and tutors, who are responsible for the children's learning and life.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: All activities are arranged by tutors.

(4) Where do you usually take your child to expand his/her horizons?

Answer: We will arrange wherever he wants to go.

(5) Do you usually discuss educational methods with other parents?

Answer: I have hardly contacted other parents.

(6) Do you enjoy communicating with child?

Answer: We rarely communicate with children, and we are really not good at this.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: I hope the school teachers can help us educate our children more. We are too busy and don't have much time to take care of our children.

#### **Parent of the third student in Group D**

(1) In your family, whether the father is more involved in the child's education, or the mother is more involved in the child's education, or both parents participate in child's education?

Answer: I still care about him more than his father. Although I am also busy, I try to find time to care about him.

(2) Do you usually tutor child's English homework?

Answer: I hired a tutor for him, and the tutor will teach him where I don't understand.

(3) What parent-child activities do you usually engage in with your child at home to improve his/her English proficiency?

Answer: The tutor will arrange it

(4) Where do you usually take your child to expand his/her horizons?

Answer: During winter and summer vacations, we will still arrange many tourist activities for him, hoping that he can broaden his horizons through tourism.

(5) Do you usually discuss educational methods with other parents?

Answer: There is almost no contact.

(6) Do you enjoy communicating with child?

Answer: I usually try to find time to chat with my child and learn more about his current thoughts.

(7) Do you think educating children is a matter for teachers or for both teachers and parents?

Answer: In our current situation, I hope that school teachers can help us share more in educating our children.

### Interview the Students

#### **Group A The first student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: They both care about me very much.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: Often.

(3) Do your parents often participate in group activities organized by the school?

Answer: Often.

(4) When you do something, do your parents strictly control your schedule?

Answer: Yes.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: They help me with my English homework every day, but they haven't enrolled me in any English tutoring classes.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: My mother often reads books with me, but not in English. Dad will take me to the library or science museum when he has free time.

(7) Do your parents often communicate with you?

Answer: I chat with my parents every day, and I like to share with them what happened in school.

#### **Group A The second student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: They both care about me, but my mother is more concerned about my studies.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: If everything is okay, they won't contact the teacher.

(3) Do your parents often participate in group activities organized by the school?

Answer: Often.

(4) When you do something, do your parents strictly control your schedule?

Answer: Yes ,they don't like me watching TV for too long, and I can't play with my phone for too long.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: My mother checks my English homework almost every day, and I haven't attended any tutoring classes.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: I have reading time every night, sometimes my mother reads it to me, and sometimes I read it myself. During the summer vacation, they also took me on a trip.

(7) Do your parents often communicate with you?

Answer: My mother asks me about new things happening at school every day, and I always tell her when I get into trouble with my good friends.

#### **Group A The third student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: They both care about me very much.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: They chat with the teacher on WeChat every day. If I don't perform well in school, my mother will know in a moment, and I dare not miss class seriously.

(3) Do your parents often participate in group activities organized by the school?

Answer: My mother is an active member of our class, and she is present at every activity. She also helped the teacher plan activities and organize parent meetings.

(4) When you do something, do your parents strictly control your schedule?

Answer: My mother has made a table for me, and everything I need to do when I go home every day is on the table. There are time limits.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: My mother works late every day, my father supervises my homework every day, and my English is practiced with my father. I haven't attended any tutoring classes.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: Dad accompanies me to read for an hour every day, and they also take me to the movies when they have time.

(7) Do your parents often communicate with you?

Answer: I really enjoy chatting with my parents. I am very happy, they understand everything and can also understand many of my ideas. I support everything I do.

### **Group B the first student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: They both care about me, my mother is more concerned about my life, and my father is more concerned about my studies.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: My mother chats with others in the parent group every day, and when the teacher has any tasks, she always runs ahead, which is called a positive one.

(3) Do your parents often participate in group activities organized by the school?

Answer: My mother won't be absent from any activities. Last time a good friend of mine's mother didn't come to the sports meeting, she called to persuade them to participate.

(4) When you do something, do your parents strictly control your schedule?

Answer: Of course they will limit my time. I cannot go to bed too late, play on my phone too long, watch TV too long, or sit there reading or doing homework all the time. Anyway, they limit everything.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: At home, most of my homework is tutored by my father. I have to take online classes to study various subjects during the summer vacation.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: My father takes me to the library almost every month, and he buys books that I like. He also likes to take me to various exhibitions, such as book and art exhibitions and cultural relics exhibitions. Also take me to watch basketball games because we all love playing basketball.

(7) Do your parents often communicate with you?

Answer: I really enjoy communicating with my dad. My mom is quite verbose, but I still love her very much.

### **Group B The second student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: My mother cares more about me. My father is too busy with work and rarely spends time at home.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: My mother often keeps in touch with the teacher and asks about my learning situation. When I argue with my good friend, she always goes to the teacher to inquire about the situation.

(3) Do your parents often participate in group activities organized by the school?

Answer: My mother is very active in school activities. Whether it's my classmates or my classmates' parents, she likes to communicate with others.

(4) When you do something, do your parents strictly control your schedule?

Answer: Strict restrictions. After finishing my homework, I can only watch TV for half an hour and can't even play with my phone.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: My mother's English is not very good, and she can't help me with my homework. But she enrolled me in a tutoring class, and I need to go to the tutoring class every day to do my homework.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: My mother takes me to visit parks or shopping malls on weekends. When I read books at home, she plays with her phone, and when I do homework, she also plays with her phone.

(7) Do your parents often communicate with you?

Answer: I still enjoy communicating with my mother, but sometimes I find her very annoying and verbose. I don't communicate much with my dad. He's often not at home, and I don't know what to say to him.

### **Group B The third student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: My parents are very concerned about me. They often tell me that happiness is the most important thing. Sometimes when I fail the exam, they won't get angry.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: My parents usually don't look for teachers unless they find them. Sometimes when teachers are in the parent group, they don't even pay attention to them.

(3) Do your parents often participate in group activities organized by the school?

Answer: They are completely uninterested in school activities and do not like to communicate with other parents. Except for the parents' meeting, my mother will participate, and she will find reasons not to attend other activities.

(4) When you do something, do your parents strictly control your schedule?

Answer: There are no strict restrictions on my daily activities. As long as I am safe, they hardly care what I am doing. My classmates envy me so much.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: They only ask me if I have completed my homework, and they won't take the initiative to tutor me unless I ask them myself.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: When I was here, my parents hardly played with their phones. Either everyone chose a book to read, or they just watched a movie together and discussed with each other. Take me to museums or fun places on a regular basis.

(7) Do your parents often communicate with you?

Answer: They chat with me every day, and their conversations are very interesting and won't make me feel dull. And I am willing to discuss any issues with them, and they treat me like an adult, discussing everything at home with me.

### **Group C The first student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: My mother cares more about me, while my father always likes playing cards and doesn't have time to manage me.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: My mother won't proactively seek help from a teacher unless she does.

(3) Do your parents often participate in group activities organized by the school?

Answer: Every activity is attended by my mother, but I can feel that she is a bit under pressure. She is afraid that she may not perform as well as other parents.

(4) When you do something, do your parents strictly control your schedule?

Answer: My mother only cares about whether my homework is completed. If it is completed, I can do whatever I want, and she won't care about me.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: My mother is not good at English and cannot tutor me. But I enrolled in an English tutoring class, and I go directly to the tutoring class every day after school.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: Sometimes on weekends, my mother takes me to see a movie. Usually, when I'm at home, she doesn't care much about me.

(7) Do your parents often communicate with you?

Answer: Apart from my mother asking me if I have completed my homework, they don't communicate with me very much, and they don't pay much attention to what happens in school. My mother sometimes gets impatient when she asks me, and I find her verbose.

### **Group C The second student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: My mother is more concerned about me, and my father only knows how to play with his phone every day.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: My English is not very good, and my mother is very worried. She often looks for a teacher.

(3) Do your parents often participate in group activities organized by the school?

Answer: Mom is very active in school activities, but sometimes she is also worried about not understanding the teacher's meaning, which can be quite embarrassing.

(4) When you do something, do your parents strictly control your schedule?

Answer: As long as I finish the homework assigned by the teacher, they will interfere with my time. I can watch TV or play with my phone at home.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: Neither of my parents can tutor me with my homework. I complete my homework every day in the after-school tutoring class.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: We play our own games at home. If I want to go anywhere on the weekend, my parents will take me to play whenever they are free.

(7) Do your parents often communicate with you?

Answer: They don't ask much about my school life, and I don't want to share it with them. I don't think they really understand me.

### **Group C The third student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: Mom cares more about me. Dad often goes out for drinks with his friends and doesn't come home most of the night.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: Generally, I don't proactively contact the teacher unless there is something I have offended her about, and she will go and tell the teacher.

(3) Do your parents often participate in group activities organized by the school?

Answer: My mother is very active in our school's activities. Even if she doesn't know, she is willing to participate.

(4) When you do something, do your parents strictly control your schedule?

Answer: Generally, there is no limit on my time, but I have to be on time for sleeping and waking up, otherwise she will start talking.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: My mother's English is not good and she doesn't tutor me with my homework. She only supervises me to complete it. If she doesn't understand, she asks me to ask the teacher at school, and I don't have any tutoring classes to attend.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: If my parents are free on weekends, they will still take me out to play. My mother usually plays with her phone at home and doesn't care much about me.

(7) Do your parents often communicate with you?

Answer: Mom still enjoys chatting with me. I sometimes share interesting things that happen in school with her, and she is also very happy to hear them.

#### **Group D The first student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: They all care about me, but I rarely see them being too busy when they are free.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: They never proactively contact the teacher.

(3) Do your parents often participate in group activities organized by the school?

Answer: They don't like participating in school activities and feel that there are so many things happening at school.

(4) When you do something, do your parents strictly control your schedule?

Answer: There are no restrictions, and they won't care if I finish my homework. I can play as much as I want every day

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: They never cared about my homework and hired a tutor to supervise me, but my grades were still not very good.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: They are all too busy and rarely have time to accompany me. They just call me to eat well and listen to the teacher's words.

(7) Do your parents often communicate with you?

Answer: I don't communicate with them very much. Sometimes I really want them to talk to me, especially when I see my classmates' parents caring about them.

#### **Group D The second student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: My mother cares about me more, while my father doesn't care much about my life and studies.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: I won't proactively contact the teacher. The teacher sends them messages, and they rarely respond.

(3) Do your parents often participate in group activities organized by the school?

Answer: Mom will attend the parents' meeting when she has free time, and we will ask our nanny to attend other activities.

(4) When you do something, do your parents strictly control your schedule?

Answer: They are very busy every day, so they don't have time to plan my life. I arrange my time every day with my nanny and aunt.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: They don't coach me with my homework, and I rarely complete it on time. I have tutoring classes, but I can't get in either.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: I usually see that they have very little time, and their adults always have a lot of things to do. I don't have time to take me out on weekends either.

(7) Do your parents often communicate with you?

Answer: I really hope they can communicate with me more because I feel like a transparent person at home, and they rarely see my presence.

#### **Group D The third student**

(1) Is it your father who pays more attention to you, your mother who pays more attention to you, or both parents who pay more attention to you?

Answer: Mom cares more about me than Dad, and Dad is often not at home.

(2) Do your parents often contact teachers to learn about your school situation?

Answer: Mom rarely contacts the teacher.

(3) Do your parents often participate in group activities organized by the school?

Answer: They rarely participate in parent meetings, and even less in school activities.

(4) When you do something, do your parents strictly control your schedule?

Answer: I am very free at home and no one cares about me.

(5) Do your parents often help you with your English studies, such as helping you with your homework, and applying for after-school tutoring classes for you?

Answer: I have tutoring in all subjects, but I still don't enjoy studying.

(6) Do your parents often have parent-child activities with you, such as shared reading, watching English programs, doing English games, watching English movies, visiting the library or the zoo, etc.?

Answer: Usually, my parents are busy and don't care much about me. Sometimes, my mother takes me to play.

(7) Do your parents often communicate with you?

Answer: I still hope they can communicate more with me, but they are too busy and I can't help it.

#### **Interview the teacher**

(1) What do you think will affect the English proficiency of primary school students?

Answer: The teaching methods of teachers and the learning quality of students are the two main factors that affect their English proficiency. Due to the impact of the epidemic, the importance of parents' educational background and home literacy environment has gradually become prominent. The previous education situation was that children's English proficiency relied entirely on school education and extracurricular tutoring classes for practice. Nowadays, the influence of parents' involvement in their children's English learning education on primary school students' English proficiency is becoming increasingly significant.

(2) What do you think is the impact of the home literacy environment on primary school students?

Answer: Compared to students without an English literacy environment at home, students with an English literacy environment at home exhibit a higher interest in English learning in the classroom, are more proactive in learning, have more confidence in the classroom, and are not afraid of making mistakes. Most of them have English proficiency above average. Students who do not have or have little English literacy environment at home tend to show a low interest in English in the classroom, making learning more difficult than others. When classmates mock pronunciation inaccuracies or other problems, they are prone to exhibit a negative learning attitude.

The following questions were answered by the teacher based on the actual situation of 12 students.

**Group A,**

**First student:**

1. Does the student's parents often communicate with you to understand their child's performance in school?

Answer: The student's mother would ask for English assigned homework in the Wechat group every day and urge the student to complete it, and inform the teacher of the completion status in a timely manner. After each exam, she proactively communicate with the teacher about her child's learning situation.

2. Do parents actively participate in collective activities organized by the school, such as parent parent meetings, parent-child sports meetings, etc.?

Answer: The parents of the student always attend, and most of the time it is his mother who comes, while his father rarely attends.

3. Do parents support the concept of home-school cooperation to help child improve English proficiency?

Answer: The student's mother herself is a teacher in our school, so she strongly supports this concept. Additionally, she believes that parents' cultural level will have an impact on their child's English proficiency.

4. Is the student willing for their parents to come to the school to participate in activities?

Answer: He is very happy and proud that his parents can come to school to participate in activities.

5. What is the student's English cognitive ability?

Answer: He is very interested in English and can quickly remember the knowledge points I have taught. He is also very proactive in answering questions in class.

**Group A the second student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: Parents will actively communicate with teachers 2-3 times a week. After the student return home, she reflect on the difficulties she encountered during her day of study, and parents will actively seek advice from teachers for solutions.

2) Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: Very active, most of the time it is the student's mother who participates in school activities. The student's mother also volunteered to donate books to the school library.

3) Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: Parents are very supportive and will actively ask teachers how to improve the family literacy environment.

4). Is the student willing for their parents to participate in activities at school?

Answer: Very willing

5). What is the student's English cognitive ability?

Answer: This student is very interested in English stories, and both reading and writing are very good.

**Group A the third student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: Parents will proactively contact teachers to understand their child's learning status.

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: The parent of this student actively participate in every activity and is also a member of the Student Family Committee. She always help plan every activity held by the school.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: Parents are very supportive.

4) . Is the student willing for their parents to participate in activities at school?

Answer: This student is very happy for his parents to come to school.

5) . What is the student's English cognitive ability?

Answer: This student is better at oral English expression, possibly because his parents often communicate with him in English at home.

#### **Group B the first student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent is very willing to actively communicate with the teacher about their child's learning situation and is also very concerned about the teacher's evaluation.

2) Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: The parent actively participates in various school activities and can also raise some of their questions and opinions during the parent meeting.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: The parent strongly supports the various theories proposed by the teacher, and will also ask questions if they do not understand them until they understand them.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student is very happy for their parents to come to school

5) . What is the student's English cognitive ability?

Answer: The student has a good comprehensive English ability and a solid foundation

**Group B the second student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent often takes the initiative to communicate with the teacher and is more concerned about their child's grades. Every time after an exam, she would come over with her child's paper and ask the teacher how to improve the mistakes..

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: The parent actively participates in various school activities and often seeks advice from other parents on parenting methods.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: The parent strongly supports the theory proposed by the teacher, but sometimes they may misunderstand the theory and require the teacher to explain it repeatedly.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The parent strongly supports the theory proposed by the teacher, but sometimes they may misunderstand the theory and require the teacher to explain it repeatedly

5) . What is the student's English cognitive ability?

Answer: The student works very hard and their grades are relatively stable. Many times, they can clearly feel under pressure while studying.

**Group B the third student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent will not actively communicate with the teacher about their child's learning situation, nor will they ask about their child's grades.

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: The parent will selectively participate in activities, not every time. All the activities he came to consider necessary.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: Regarding home-school cooperation, the parent is very supportive, but does not believe that improving children's English grades is important. He believes that learning in happiness is more important for children.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student is very happy for their parents to come to school and particularly enjoys introducing their classmates and good friends to their parents.

5) . What is the student's English cognitive ability?

Answer: The student has a good foundation and is learning effortlessly, with a very good learning awareness

#### **Group C the first student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent hardly actively contacts the teacher.

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: Apart from the parent's meeting, the parent is not very active in many activities

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: Parents express support, but will not take action.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student is willing to have their parents come to school

5) . What is the student's English cognitive ability?

Answer: The student is relatively lazy in learning, lacks self-awareness, and sometimes may not complete assignments on time.

#### **Group C the second student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent will actively contact the teacher and is very concerned about her child's grades and performance in school

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: The parent actively participates in school activities.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: The parent expressed support for the theories proposed by the school and will conscientiously implement them, but their understanding ability is relatively lacking.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student is more willing to have their parents come to the school to participate in activities.

5) . What is the student's English cognitive ability?

Answer: The student is not very conscious of learning and requires supervision from parents and teachers to complete the learning tasks on time.

#### **Group C the third student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent rarely actively contacts the teacher, but they are still very proactive in replying to the teacher's messages in the WeChat group.

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: The parent actively participates in school activities.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: The parent supports any concept proposed by the school and belongs to the parent who does what the teacher calls.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student is very happy for their parents to come to the school to participate in activities.

5) . What is the student's English cognitive ability?

Answer: The student is quite self-conscious in learning, but the foundation is not very good, and the teacher's understanding of the knowledge is relatively slow.

#### **Group D the first student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent generally does not actively contact the teacher and is not very concerned about their child's grades.

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: Except for the parent's meeting, the parent does not participate in other activities and is not actively involved in the parent group.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: The parent will not express their opinion on any educational methods proposed by the school.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student is very happy for their parents to come to the school to participate in activities.

5) . What is the student's English cognitive ability?

Answer: The student's classroom discipline is not very good, they are particularly active, and their learning enthusiasm is relatively poor

#### **Group D the second student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The parent of the student will not actively contact the teacher, and sometimes the teacher cannot reach the parents.

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: Except for the parents' meeting, parents do not participate in any other activities.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: Parents acquiesce in the school's philosophy.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student is very happy for their parents to come to school.

5) . What is the student's English cognitive ability?

Answer: The student rarely completes their English homework on time and has poor initiative in learning.

**Group D the third student**

1) . Do the student's parents often communicate with you to understand their child's performance in school?

Answer: The student's parents never proactively contact the teacher.

2) . Do the student's parents actively participate in collective activities organized by the school, such as parents' meetings, parent-child sports meetings, etc.?

Answer: At the school's parents' meeting, parents call their own nannies or drivers to attend.

3) . Do the student's parents support the concept of home school cooperation to help their children improve their English proficiency?

Answer: Parents maintain a tacit attitude.

4) . Is the student willing for their parents to participate in activities at school?

Answer: The student has little expectation of whether their parents will come to school or not.

5) . What is the student's English cognitive ability?

Answer: The student hardly does English homework and has poor discipline in class.



**BIOGRAPHY**

Name	Hu Yichun
Date of birth	August 1, 1991
Place of birth	Sichuan, China
Education background	Sichuan Normal University, China Bachelor of Business and Secretary, 2013 Rangsit University, Thailand Master of Education in Bilingual Education and English Language Teaching, 2023
Address	Chengdu, China
Email Address	490027434@qq.com

