

**A STUDY OF FACTORS AFFECTING ENGLISH PROFICIENCY
OF CHINESE STUDENTS AT SAWANGBORIBOON
WITTAYA SCHOOL IN PATTAYA**

การศึกษาปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของนักเรียนชาวจีน
ที่โรงเรียนสว่างบุรีนุสรณ์วิทยาในพัทยา

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Independent Study Title : A Study of Factors Affecting English Proficiency of Chinese Students at Sawangboriboon Wittaya School in Pattaya

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ABSTRACT

This study aimed to investigate the factors that contribute to the English proficiency among Chinese students categorized by their proficiency levels at Sawangboriboon Wittaya School in Pattaya and to examine the relationship between English proficiency and the factors affecting the English proficiency of Chinese students. The research focused on six primary factors: parental involvement, peer interaction, teacher role, student attitudes, learning styles, and the overall school environment. The study population consisted of 36 Chinese primary school students, categorized into two groups based on their performance in the annual English examination. The High-Proficiency group included 25 students who scored 50 or above, while the Low-Proficiency group comprised 11 students who scored below 50. Data were collected through a questionnaire assessing factors influencing English proficiency of Chinese students and a semi-structured interviews with parents and teachers to gain additional insights. The statistics used in this study included mean, standard deviation, correlation coefficient analysis, and content analysis.

The results were as follows:

1. The high-proficiency students expressed a high overall level of opinion regarding the six factors contributing to their English proficiency, with a mean score of 4.25 (S.D. = 0.68). They highlighted the importance of learning styles, parental involvement, teacher role, students' attitude, peer interaction, and overall school environment. However, the Low-proficiency students reported a moderate overall level

of agreement, with a mean score of 3.28 (S.D. = 0.47). Their perceptions emphasized the influence of peer interaction, overall school environment, teacher role, students' attitude, parental involvement, and learning styles.

2. English proficiency showed a statistically significant positive correlation ($p < 0.01$) with all six factors, highlighting their critical influence on students' language development.

Keywords : Factors Influencing English Proficiency, Chinese Students, International School



หัวข้อการค้นคว้าอิสระ : การศึกษาปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของ
นักเรียนชาวจีนที่โรงเรียนสว่างบริบูรณ์วิทยาในพญา

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อาจารย์ที่ปรึกษาการค้นคว้าอิสระ : รองศาสตราจารย์ ดร.ณัฐฤทัย อรุณศิริโรจน์ อาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของนักเรียนชาวจีน ซึ่งถูกจัดกลุ่มโดยระดับความสามารถทางด้านภาษาอังกฤษในโรงเรียนสว่างบริบูรณ์วิทยา พญา และเพื่อศึกษาความสัมพันธ์ระหว่างสมรรถภาพทางภาษาอังกฤษและปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของนักเรียนชาวจีน โดยการวิจัยนี้มุ่งเน้นไปที่ปัจจัยหลักหกประการ ได้แก่ การมีส่วนร่วมของผู้ปกครอง การมีปฏิสัมพันธ์กับเพื่อน การมีบทบาทของครู เจตคติของนักเรียน รูปแบบการเรียนรู้ และสภาพแวดล้อมโดยรวมของโรงเรียน ประชากรในการศึกษานี้ ประกอบด้วย นักเรียนชั้นประถมศึกษาชาวจีน จำนวน 36 คน ซึ่งแบ่งออกเป็นสองกลุ่มตามผลการสอบภาษาอังกฤษประจำปี กลุ่มที่มีระดับความสามารถทางด้านภาษาอังกฤษสูง ประกอบด้วย นักเรียน 25 คน ที่ได้คะแนน 50 คะแนน ขึ้นไป ในขณะที่กลุ่มที่มีระดับความสามารถทางด้านภาษาอังกฤษต่ำ ประกอบด้วย นักเรียน 11 คน ที่ได้คะแนนต่ำกว่า 50 คะแนน เครื่องมือในการทำวิจัย ได้แก่ แบบสอบถามที่ประเมินปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของนักเรียนชาวจีน และการสัมภาษณ์แบบกึ่งโครงสร้างกับผู้ปกครองและครู เพื่อให้ได้ข้อมูลเชิงลึกเพิ่มเติม สถิติที่ใช้ในการศึกษานี้ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์สัมประสิทธิ์สหสัมพันธ์ และการวิเคราะห์เนื้อหา

ผลการวิจัย พบว่า

1. นักเรียนกลุ่มที่มีระดับสมรรถภาพทางภาษาอังกฤษสูงแสดงระดับความคิดเห็นในภาพรวมในระดับสูงเกี่ยวกับปัจจัยทั้งหมดที่มีส่วนทำให้เกิดระดับสมรรถภาพทางภาษาอังกฤษ โดยมีคะแนนเฉลี่ย 4.25 (ส่วนเบี่ยงเบนมาตรฐาน เท่ากับ 0.68) นักเรียนในกลุ่มนี้เน้นความสำคัญของรูปแบบการเรียนรู้ การมีส่วนร่วมของผู้ปกครอง บทบาทของครู การมีปฏิสัมพันธ์กับเพื่อน และ

สภาพแวดล้อมโดยรวมของโรงเรียน แต่อย่างไรก็ตาม นักเรียนกลุ่มที่มีระดับความสามารถทางด้านภาษาอังกฤษต่ำแสดงระดับความคิดเห็นในภาพรวมในระดับปานกลาง โดยมีคะแนนเฉลี่ย 3.28 (ส่วนเบี่ยงเบนมาตรฐาน เท่ากับ 0.47) ความคิดเห็นของพวกเขาเน้นถึงอิทธิพลของการมีปฏิสัมพันธ์กับเพื่อน สภาพแวดล้อมโดยรวมของโรงเรียน บทบาทของครู การมีส่วนร่วมของผู้ปกครอง และรูปแบบการเรียนรู้

2. ผลการวิเคราะห์ทางสถิติแสดงให้เห็นว่า ความสามารถทางภาษาอังกฤษมีความสัมพันธ์เชิงบวกอย่างมีนัยสำคัญ ($p < 0.01$) กับปัจจัยทั้งหมด ซึ่งบ่งชี้ว่าปัจจัยเหล่านี้มีบทบาทสำคัญอย่างยิ่งต่อการพัฒนาการทางภาษาของนักเรียน

คำสำคัญ : ปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษ, นักเรียนชาวจีน, โรงเรียนนานาชาติ

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Jingyi Chen

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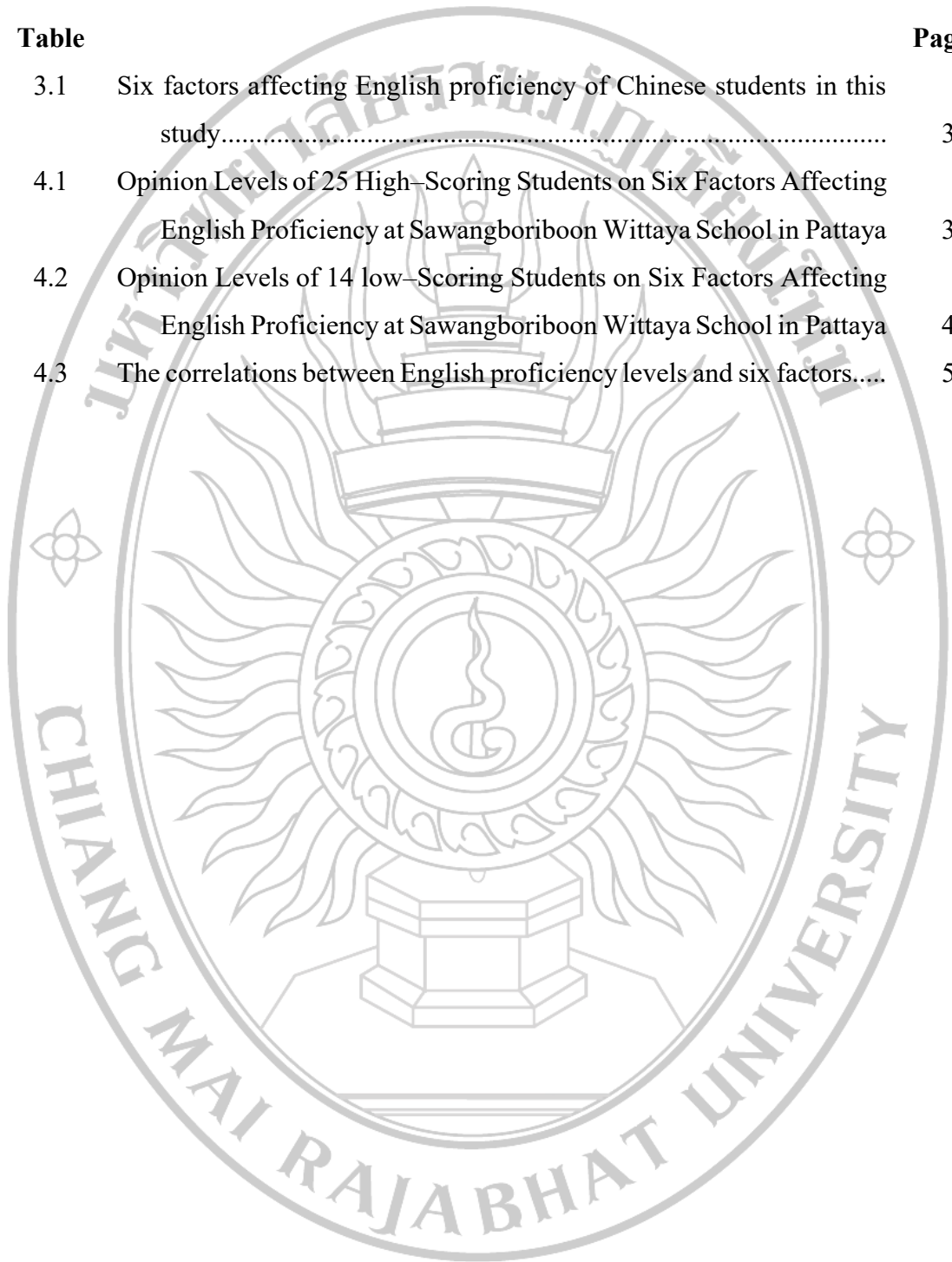
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CHAPTER 1

INTRODUCTION

Background and Rationale

English is undeniably a global language and a lingua franca in today's interconnected world. Its importance cannot be overstated, especially for non-native English speakers who seek to communicate effectively and engage in various domains. English is spoken by approximately 1.5 billion people worldwide, making it the most widely spoken second language. Learning English is crucial for international communication and business interactions. Many multinational companies use English as their primary language for internal communication, and proficiency in English can significantly enhance career prospects. Additionally, English is the language of science, technology, and academia, with a vast majority of research papers and scholarly publications written in English. Moreover, English proficiency is crucial for higher education, particularly for those aspiring to study in English-speaking countries. Many prestigious universities across the globe offer courses taught in English, and a strong command of the language is required for admission and academic success.

Like other non-native English-speaking countries, English plays a vital role in Thailand in various aspects. Firstly, English language proficiency is crucial for international business communication, as Thailand is a growing hub for global trade and investment. Secondly, English proficiency enhances educational opportunities, as many esteemed universities and institutions in Thailand offer English-medium programs. Additionally, English proficiency facilitates tourism, as it enables effective communication between local vendors and international tourists. Lastly, English serves as a gateway to access global information and knowledge, as a vast majority of academic resources are available in English (Jordão, 2009). Therefore, not only Thai people or migrants staying in Thailand, but everyone should prioritize studying English to enhance their communication skills and broaden their opportunities in various fields.

(Rao, 2019). More than just a communication tool, English is a gateway to global opportunities, cultural exchanges, and academic achievements (Adipat, 2023). In this unprecedentedly highly interconnected era, proficiency in English has become an essential skill, especially for students who aspire to pursue higher education or international careers in the international arena.

For the last few years, Chinese people have been increasingly moving to Thailand for various reasons. For instance, the robust economic bond linking China and Thailand, the rich cultural heritage and natural beauty, the favorable visa policies, and the favorable living conditions in Thailand have all contributed to the influx of Chinese people choosing Thailand as their home (Lertpusit, 2018). Consequently, Chinese migration to Thailand for business purposes has become a notable phenomenon, with many Chinese individuals seeking opportunities in the country's thriving economy. This influx of Chinese migrants has led to an increase in the demand for international schools, as their children require English language education to adapt to their new environment. According to (Wang, 2018), the number of Chinese students enrolled in international schools in Thailand has steadily grown over the years. These schools provide a conducive environment for Chinese children to learn English, as they offer a curriculum aligned with international standards and emphasize English language proficiency. The integration of Chinese students into the international school system allows them to acquire language skills that will provide them with a competitive advantage in the globalized world. In recent decades, not only domestically but also internationally, Chinese students have often faced unique challenges in their journey toward English fluency. China has achieved impressive economic development in recent years, and as a result, more and more Chinese families are seeking international education opportunities for their children (Wang & Nimmolrat, 2023). The pursuit of international education is often driven by the desire to gain fluency in English as well as a competitive edge in the globalized job market. Therefore, understanding the factors that influence the English language proficiency of Chinese students within international schools has become a critical issue (Chen & Yeung, 2015).

In reviewing prior research on the factors influencing Chinese students' English proficiency in contexts beyond international schools in Thailand, various crucial aspects emerge. Parental involvement stands out as a significant factor

positively impacting students' language acquisition and academic success (Wilder, 2014). Additionally, peer interaction plays a vital role in providing opportunities for authentic English communication and language practice (Sato & Lyster, 2012). The influence of the teacher's role cannot be overstated, as effective engagement in communicative activities significantly contributes to language development (Morar et al., 2021). Furthermore, students' attitudes toward learning English, including their motivation and interest, greatly affect their language proficiency (Larasati & Simatupang, 2020). Additionally, considering the diverse learning styles of students is essential, as it enables educators to tailor teaching methods to individual preferences, enhancing language acquisition. Moreover, the design of the curriculum plays a crucial role in fostering language skills development, emphasizing communicative competence and real-world language use (Alghazo, 2015). Lastly, the overall school environment, encompassing cultural diversity and supportive atmospheres, significantly influences English language learning outcomes (Abdumalikovna, 2023). These factors collectively contribute to the English proficiency of Chinese students outside of international schools in Thailand.

In spite of numerous studies delving into the factors affecting the English proficiency of Chinese students, none have specifically delved into their impact within the international school setting. This study aims to bridge this gap by investigating whether factors such as parental involvement, peer interaction, teacher roles, student attitudes, learning styles, curriculum design, and the overall school environment influence the English proficiency of Chinese students at Sawangboriboon Wittaya School in Pattaya. By pinpointing the factors contributing to both high and low English proficiency among these students, the study seeks to inform the development of targeted strategies for educators and school administrators. The ultimate aim is to elevate the quality of education and equip students with the skills they need to thrive in their future pursuits.

Research Objectives

1. To investigate the factors that contribute to the English proficiency among Chinese students categorized by their proficiency levels at Sawangboriboon Wittaya School in Pattaya.
2. To examine the relationship between English proficiency and the factors affecting the English proficiency of Chinese students.

Expected Results

The study provides valuable insights for educators and administrators at Sawangboriboon Wittaya School regarding the factors influencing Chinese students' English proficiency. These insights can guide the development of targeted strategies to enhance language learning outcomes within the school environment.

By understanding the factors affecting English proficiency, the study equips parents and students with actionable information to optimize language learning both at home and in the school setting. This empowers them to take proactive steps towards improving English skills and accessing broader academic and professional opportunities.

Research Hypotheses

There will be a significant difference in the factors that contribute to the English proficiency of individuals with high and low levels of English proficiency.

Research Scope

The Study Group

The study group for this study consisted of 36 Chinese primary school students, divided into two distinct groups based on their performance in the annual English examination. The first group, referred to as the “High” group, includes Chinese students who scored 50 or above, totaling 25 students. In contrast, the second group, referred to as the “Low” group, comprises Chinese students who scored below 50, totaling 11 students. Additionally, interview participants will include six parents and two English teacher, who will provide in-depth insights into the factors influencing Chinese students' English proficiency from their respective perspectives.

Variable

This research investigates the English proficiency of Chinese students at Sawangboriboon Wittaya School in Pattaya. The dependent variables include factors potentially affecting English proficiency levels, including parental involvement, peer interaction, teacher roles, student attitudes, learning styles, and the overall school environment and the Chinese students' English Proficiency. The independent variables are factors contributing to varying levels of English proficiency among Chinese students and the relationship between English proficiency levels and the factors affecting the English proficiency of Chinese students.

Scope of Time and place

The research was conducted over a two-month period during the last semester of the 2024 – 2025 academic year at Sawangboriboon Wittaya School in Pattaya.

Definitions

English Proficiency: The ability of Chinese students at Sawangboriboon Wittaya School to comprehend, communicate, read, and write effectively in English within academic and social contexts, based on the Annual English Test.

Parental Involvement: The active participation and support of parents in their children's English language learning journey at Sawangboriboon Wittaya School.

Peer Interaction: Opportunities for Chinese students at Sawangboriboon Wittaya School to engage with their classmates in English language activities, discussions, and collaborative learning experiences, aiming to enhance language proficiency through social interaction.

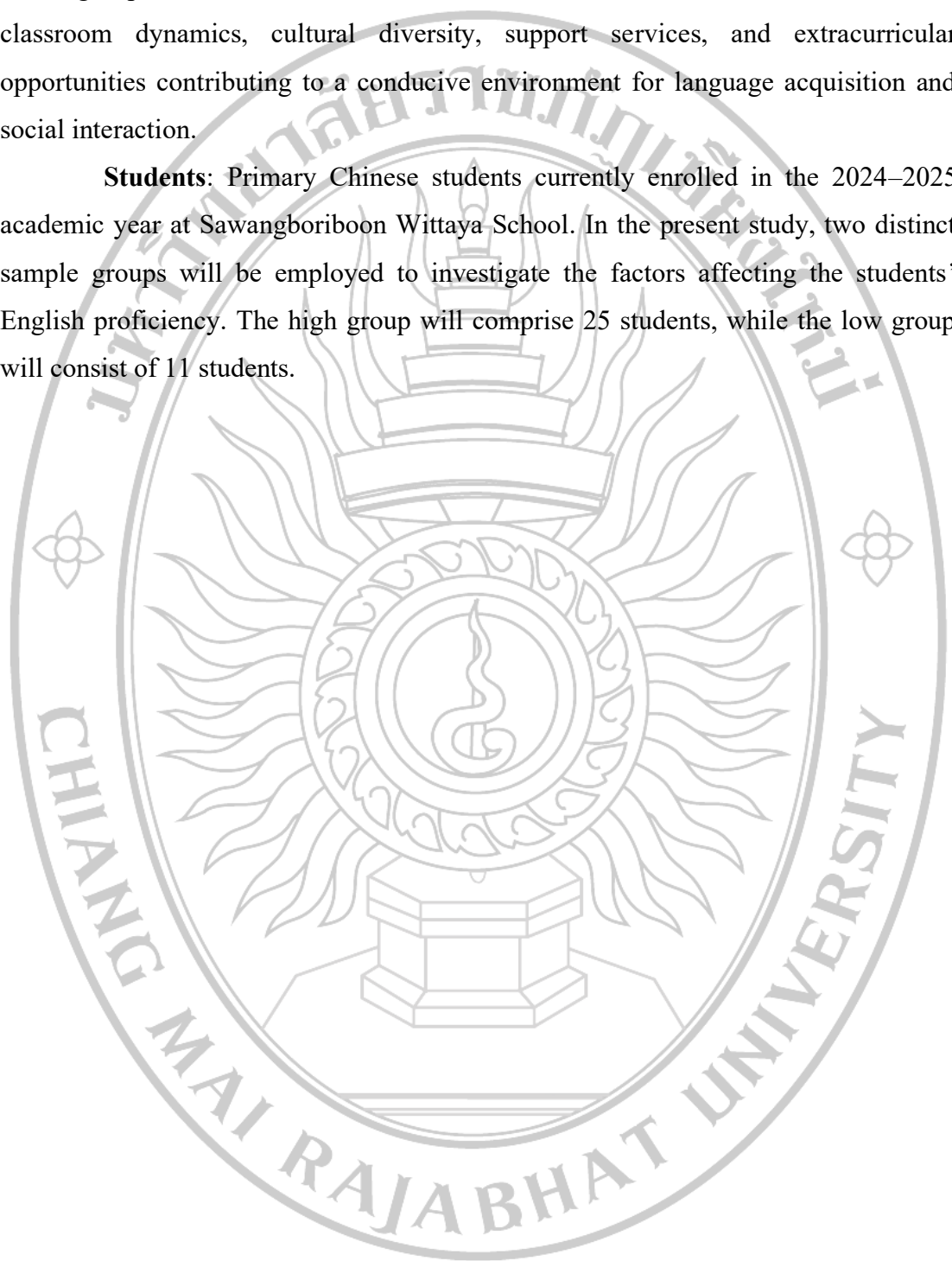
Teacher Role: Responsibilities and actions of educators at Sawangboriboon Wittaya School in facilitating English language learning among Chinese students.

Students' Attitude: Mindset, perceptions, and beliefs of Chinese students at Sawangboriboon Wittaya School towards learning English, reflecting their motivation, confidence, interest, and willingness to engage in English language activities and tasks

Learning Styles: Individual preferences and approaches to learning among Chinese students at Sawangboriboon Wittaya School, including visual, auditory, and kinesthetic learning modalities, influencing their engagement and comprehension in English language instruction.

The Overall School Environment: Collective physical, social, and cultural atmosphere at Sawangboriboon Wittaya School, influencing the English language learning experiences of Chinese students. Includes factors such as school facilities, classroom dynamics, cultural diversity, support services, and extracurricular opportunities contributing to a conducive environment for language acquisition and social interaction.

Students: Primary Chinese students currently enrolled in the 2024–2025 academic year at Sawangboriboon Wittaya School. In the present study, two distinct sample groups will be employed to investigate the factors affecting the students' English proficiency. The high group will comprise 25 students, while the low group will consist of 11 students.



Conceptual Framework

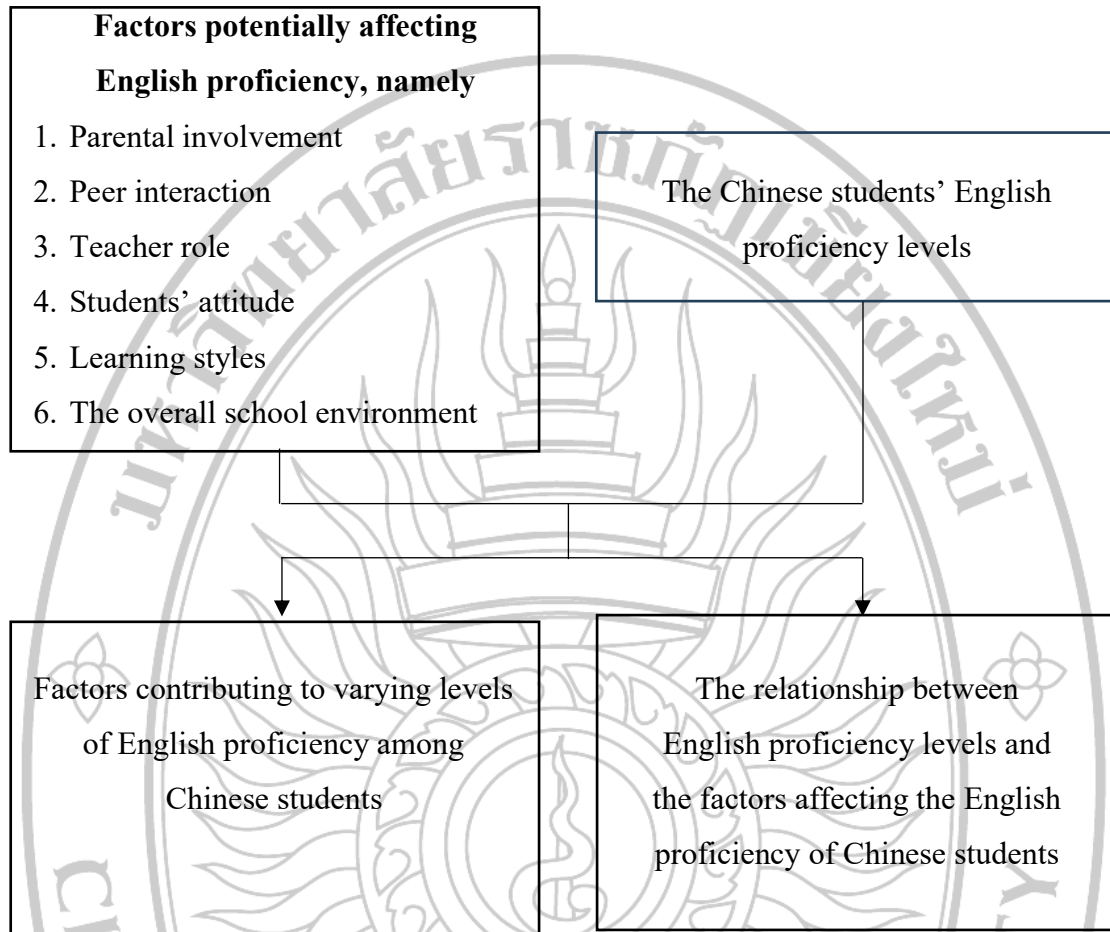


Figure 1.1 Conceptual Framework

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of the literature relevant to the research. The first section discusses the history of Sawangboriboon Wittaya School in Pattaya. The second section examines the factors influencing the English proficiency of Chinese students, based on previous studies. The final section outlines related studies. Each section includes the following topics in detail.

1. Sawangboriboon Wittaya School in Pattaya
2. The Factors Affecting English Proficiency of Students
 - 2.1 Parental Involvement
 - 2.2 Peer Interaction
 - 2.3 Teacher Role
 - 2.4 Students' Attitudes
 - 2.5 Learning Styles
 - 2.6 The Overall School Environment
3. Related Studies
 - 3.1 Related Studies in Thailand
 - 3.2 Related Studies in Overseas

Sawangboriboon Wittaya School in Pattaya

Sawangboriboon Wittaya School is a coeducational institution under the Sawangboriboon Thammasathan Foundation, dedicated to providing quality education with a trilingual approach. The school is located in Nongprue, Banglamung District, Chonburi Province, Thailand, specifically at Moo 5, Moo 6, No. 111. It operates under the Chonburi Provincial Education Office and the Office of the Private Education Commission. The school was officially established on March 21, 2001, and has since expanded to offer a comprehensive range of educational programs. As of the 2015

academic year, Sawangboriboon Wittaya School had approximately 4,500 students enrolled across various grade levels. The teaching faculty comprised 200 educators, including 165 Thai teachers, 25 Chinese teachers, and 10 foreign teachers specializing in English and other subjects. The diverse faculty ensures that students receive high-quality instruction in multiple languages, preparing them for both national and international academic pathways.

The school provides a well-rounded curriculum that integrates Thai, Chinese, and English instruction. Its primary academic offerings include:

Thai National Basic Education Curriculum (O-NET): Standardized Thai education framework ensuring students meet national learning benchmarks.

ICET Program: Intensive courses in Chinese, English, Thai, and technical subjects, aimed at enhancing multilingual proficiency and technological literacy.

Sawangboriboon Wittaya School is committed to fostering linguistic and cultural diversity among students. By incorporating trilingual education and internationally aligned curricula, the school equips students with the necessary skills to pursue higher education and career opportunities in an increasingly globalized world. The integration of Thai heritage, Chinese cultural studies, and English proficiency enables students to thrive in both local and international contexts.

With its strong emphasis on multilingual education and a curriculum that balances national and international standards, Sawangboriboon Wittaya School stands as a distinguished institution in Chonburi Province. Its dedication to academic excellence and cultural integration ensures that students receive a well-rounded education, preparing them for future global challenges.

The Factors Affecting English Proficiency of Students

In this section, the factors influencing the English proficiency of Chinese students are examined. These factors include parental involvement, peer interaction, teacher roles, student attitudes, learning styles, curriculum design, and the overall school environment. They collectively impact students' English learning and mastery. Understanding and addressing these factors are crucial for enhancing students' English proficiency and overall learning experience.

Parental Involvement

In this section on parental involvement, the multifaceted nature of this concept is explored, encompassing complexities, impacts, forms, dimensions, and cultural contexts. Garry Hornby's (2011) research underscores the significance of building effective school–family partnerships to facilitate parental engagement. Javid Jafarov's (2015) analysis further delves into the complexities of parental involvement, shedding light on potential challenges faced by parents in actively participating in their children's education. These studies provide valuable insights into the role of parental involvement in shaping students' English proficiency.

1. Building Effective School–Family Partnerships

Garry Hornby (2011) highlights various aspects of parental involvement, including its importance for optimal child development, the gap between rhetoric and reality in schools, and the barriers hindering parental participation.

Jeynes (2022) stresses the need for effective school–home partnerships to boost student performance. Trust between parents and teachers is crucial, and collaborative family engagement is essential for adapting to ongoing changes. Parental involvement significantly impacts academic achievement and social–emotional development. When parents and educators form positive partnerships, students' outcomes improve. These partnerships are vital for addressing educational changes and connecting classroom learning to students' daily lives.

2. Understanding Complexities of Parental Involvement

Understanding the complexities of parental involvement is crucial for fostering effective partnerships between parents, educators, and schools. Javid Jafarov's (2015) analysis identifies various barriers that hinder parental engagement, ranging from individual and family factors to social dynamics within the community. These insights shed light on the challenges parents may encounter in actively participating in their children's education.

Building upon this, Jeynes (2022) emphasizes the significant impact of parental involvement on students' academic achievement and overall school experience. It encompasses a wide range of activities, from participating in school events to providing home learning support. This collaboration between parents,

schools, and educational institutions is essential for promoting student learning and development.

Furthermore, Jeynes (2010) underscores the nuanced nature of parental involvement's influence on students' academic success. Factors such as family dynamics, time constraints, and communication styles play crucial roles in shaping the extent and effectiveness of parental engagement. Educators must recognize this diversity and adapt their approaches to engage parents effectively amidst modern challenges.

Research by Garry Hornby (2011) highlights the potential of parental involvement in improving children's academic achievement and social outcomes. However, the reality of parental involvement often diverges from theoretical models and instructional guidelines. Despite recognizing the importance of parental engagement, schools may struggle to provide adequate support and guidance to parents, leading to inconsistencies in the effectiveness of parent involvement initiatives.

3. Impact of Parental Involvement on Academic Success

Parental involvement plays a crucial role in shaping students' academic success, as emphasized by Dr. William H. Jeynes' (2010) research. Jeynes highlights the profound impact of parental engagement on academic outcomes, particularly among minority students.

Jeynes (2010) underscores the multifaceted nature of parental involvement's influence on academic success. He emphasizes its benefits for students facing various challenges and its effects on student behavior, attitudes, and mental health. Importantly, Jeynes identifies parental expectations as a significant determinant of academic achievement, stressing the importance of parental support and involvement.

Building upon Jeynes' findings, research by Garry Hornby (2011) further validates the significant impact of parental involvement on academic success. This conclusion is supported by extensive literature reviews and meta-analyses, which consistently demonstrate the positive effects of parental engagement on children's academic achievement. These effects encompass improved attitudes and behaviors, increased school attendance, enhanced parent-teacher relationships, and greater

parental satisfaction with parenting. Overall, parental involvement is recognized as a key factor in facilitating children's success in school.

4. Forms and Dimensions of Parental Involvement

In addition to exploring barriers and influencing factors, this paper examines the varied forms and dimensions of parental involvement. William Jeynes' (2022) book on relational aspects of parental involvement underscores the importance of parent-child communication and collaboration with teachers, essential components of a supportive learning environment.

According to Garry Hornby (2011), parental involvement takes many forms and dimensions. The forms and dimensions of parental involvement can be described by different models, including the protection model, the expert model, the delivery model, etc. These models reflect the different roles and strategies of parent involvement in education, as well as the relationship between parents and professionals. In these models, parental involvement can be seen as an important support for a child's education, but there are also some challenges and barriers that require support and guidance from professionals and educational institutions to promote effective parental involvement.

5. Cultural Contexts of Parental Involvement

Laura Lara and Mahia Saracosti's (2019) study offers insights into parental involvement in diverse cultural contexts, enriching the understanding of how parental engagement manifests across different education systems. Their findings highlight the positive correlation between parental engagement and children's academic achievement, reinforcing the emphasis on fostering strong home-school partnerships.

Jeynes (2022) highlights the importance of parental involvement across cultures. Historically, many cultures value parental engagement in education, with some taking it for granted. This trend is growing globally, including in regions like Europe, East Asia, and the Middle East and Africa. Research emphasizes the critical role of school culture and family interactions in shaping parental engagement and student academic outcomes.

In conclusion, parental involvement is integral to students' educational success and overall development. By addressing barriers, understanding influencing factors, and fostering collaborative partnerships between parents, educators, and communities, schools can continue to create an inclusive and supportive learning environment conducive to student achievement and well-being.

Peer Interaction

This section explores the multifaceted dimensions of peer interaction in language learning, drawing insights from key sources in the field. The definition of peer interaction, as established by (Philp et al., 2013), highlights its nature as any communicative activity among learners with minimal or no teacher participation. Tavares (2016) further elaborates on this definition, emphasizing the collaborative efforts of participants in achieving shared learning objectives. Additionally, Tognini, Philp, and Oliver (2010) distinguish three main purposes of peer interaction, portraying it as a valuable learning and practice domain in classroom settings.

Language proficiency, especially for ESL students, is identified as a crucial factor influencing participation. Peer interaction serves various purposes, including collaborative and cooperative learning, with distinct goals identified in different studies. The teacher plays a vital role in facilitating peer interaction, creating a supportive environment and guiding interactions. Strengths of peer interaction include diverse language use, but challenges such as insufficient proficiency need addressing. Balancing its advantages and limitations is crucial, particularly for ESL students in academic contexts.

1. Definition of Peer Interaction

Peer interaction, as articulated by (Philp et al., 2013), encompasses any communicative activity among learners with minimal or no teacher participation. This involves collaborative efforts in cooperative and collaborative learning, peer tutoring, and other forms of peer assistance. It is characterized by the joint engagement of at least two participants working towards a shared goal. Peer interaction distinguishes itself from teacher-learner interaction, providing a platform for diverse language use and practice beyond the conventional "teacher-led lockstep" mode.

In the literature review conducted by Tavares (2016), the definition of peer interaction is expounded as, “any communicative activity carried out between learners, where there is minimal or no participation from the teacher”. The review further specifies that such interaction involves two or more participants collaboratively striving towards a common learning objective. The term “peer” is defined based on factors such as age or skill equivalence among participants. In the context of the review, peers are identified as academic students, and during interaction, at least one participant is an ESL student.

Tognini, Philp, and Oliver (2010) offer a nuanced definition of peer interaction, focusing on classroom settings excluding interactions with the teacher. Their study, conducted with primary and high school learners, identifies three main purposes: (1) interaction as practice, including formulaic language use; (2) interaction focusing on information exchange; and (3) collaborative dialogue with attention to form. The study emphasizes the significance of peer interaction as a learning and practice domain, acknowledging challenges posed by learners’ limited proficiency in the target language.

2. Language Proficiency Challenges in Peer Interactions

Language proficiency is a critical factor in peer interactions, especially for ESL students, as highlighted in Tavares’s literature review (2016). This review emphasizes the substantial impact of inadequate language proficiency on ESL students’ academic experiences, presenting considerable obstacles to their active engagement in the classroom. Moreover, it underscores the pivotal role of language proficiency in facilitating effective interaction among ESL students, both with their peers and instructors.

Although Tognini, Philp, and Oliver’s study (2010) does not explicitly address “Language Proficiency Challenges in Peer Interactions,” it indirectly acknowledges the influence of limited proficiency on learners. The research suggests that learners with restricted proficiency levels tend to rely on written models for oral tasks during peer interactions. Consequently, these interactions primarily involve the reproduction and manipulation of specific linguistic structures and vocabulary found in model sentences, questions, or dialogues. Additionally, learners’ awareness of their

language limitations may lead them to rely on their first language (L1) during peer interactions.

Language proficiency challenges significantly impede effective communication among ESL students in peer interactions. These challenges stem from insufficient language skills, cultural differences, and varying perceptions of oral participation, ultimately hindering learners' ability to express ideas and engage meaningfully (Tavares, 2016).

In summary, language proficiency challenges pose significant obstacles to effective communication among ESL students during peer interactions. These challenges arise from insufficient language skills, cultural disparities, and perceptions of oral participation, ultimately impeding learners' ability to express ideas effectively (Philp, Adams, & Iwashita, 2013).

3. Purpose and Mode of Peer Interaction

The purpose and mode of peer interaction are fundamental aspects discussed across multiple scholarly works, illuminating the various ways learners interact during the learning process.

Philp et al. (2013) explore the purpose and mode of peer interaction, delineating various types such as cooperative and collaborative learning, peer tutoring, and other supportive forms among learners. The text underscores the shared goals inherent in peer interaction within the classroom setting.

Tavares (2016) offers a comprehensive perspective on the purpose and mode of peer interaction, enumerating its diverse purposes, including collaborative learning, cooperative learning, peer tutoring, and peer modeling. These activities involve students collaboratively working towards shared learning goals, often with one participant aiding another of lower proficiency. The literature underscores the benefits of peer interaction, encompassing linguistic advantages and the creation of a positive learning environment. Notably, it stresses how peer interaction allows students to manipulate language naturally, facilitating more effective language acquisition. Furthermore, it highlights the role of peer interaction in fostering positive self-image and identity development.

In Tognini, Philp, and Oliver's study (2010), the purpose and mode of peer interaction are explored through the identification of three distinct purposes: interaction as practice, focusing on formulaic language; interaction concentrating on the exchange of information; and collaborative dialogue with attention to form. The research emphasizes the nature of learners' language use within these contexts, noting limited proficiency and the reliance on written models. It acknowledges the role of peer interaction in scaffolding and supporting language use, while cautioning against excessive use of the first language (L1), which may impede second language (L2) learning.

In summary, the purpose of peer interaction in academic contexts is to facilitate second language acquisition through collaborative efforts towards common learning goals. Various modes of peer interaction, such as collaborative learning, cooperative learning, and peer tutoring, contribute to language development through mutual understanding and joint effort (Tavares, 2016). Additionally, peer interaction serves as a valuable opportunity for learners to practice and rehearse new language forms, engage in semi-structured conversations, and notice target language forms, contributing to their language development (Philp et al., 2013; Tognini et al., 2010).

4. Teacher's Role in Facilitating Peer Interaction

The teacher's role in facilitating peer interaction is a critical aspect of language learning, as emphasized in various scholarly works.

Philp et al. (2013) underscore the paramount role of teachers in managing peer interactions. They highlight how teachers orchestrate peer work, provide motivation, and equip students with linguistic and relational skills. The teacher's pivotal role lies in creating an environment conducive to effective peer interaction, aiming to comprehensively explore the multifaceted contributions of peer interaction.

Tavares (2016) delves into the teacher's role, emphasizing the creation of a supportive learning environment where students can engage meaningfully. The teacher provides clear instructions, sets goals, monitors interactions, models effective communication strategies, offers feedback, and creates opportunities for reflection and discussion. In essence, the teacher guides and supports students' peer interactions, maximizing language acquisition and development.

In the study by Tognini, Philp, and Oliver (2010), the teacher's role in promoting the use of the target language (L2) during peer interactions is highlighted. The teacher creates a supportive environment, provides guidance, and offers feedback. Teacher enthusiasm and motivation can mitigate limitations, emphasizing their crucial role in enhancing peer interaction in language classrooms.

Overall, teachers play a crucial role in creating a supportive environment for peer interaction, structuring tasks, providing guidance and feedback, and regulating interactions to promote language acquisition and meaningful social interactions among students. They facilitate peer interactions by designing activities that promote communication and collaboration in the target language, thereby supporting ESL students in developing their language proficiency and oral engagement.

5. Strengths and Limitations of Peer Interaction

Philp et al. (2013) provide a comprehensive analysis of the strengths and limitations of peer interaction in language classrooms. They highlight peer interaction's ability to foster diverse language use and practice, enabling negotiation and assuming novel conversational roles. Additionally, it extends students' talking time and allows for communication patterns beyond the traditional teacher-led mode. However, the paper acknowledges challenges encompassing relational, linguistic, and cognitive aspects, emphasizing the importance of understanding factors such as group size, role assignments, and interaction goals.

Tavares (2016) underscores the strengths and limitations of peer interaction in academic ESL classes. Peer interaction transforms students into communicative learners, facilitating language development in various modalities. It aids in noticing and focusing on target language forms, enhancing second language learning. However, challenges such as inadequate oral proficiency and the complexity of academic language pose hurdles for effective communication and engagement.

In summary, while peer interaction promotes language development and acquisition, addressing limitations and providing support to ESL students is crucial. Despite challenges such as proficiency discrepancies and dominance of higher-proficiency speakers, peer interaction remains a valuable tool for language development and meaningful social interactions. Understanding factors like proficiency

levels and language limitations is essential for successful peer interactions in language learning contexts.

Teacher Role

Teachers play a pivotal role in shaping the educational landscape, serving as facilitators of knowledge, mentors, and guides to students' academic growth. Their roles extend beyond mere content delivery to encompass fostering language proficiency, facilitating active learning environments, and contributing to the professional development of future educators. This section explores key literature pertaining to the multifaceted roles of teachers, drawing insights from scholarly works that delve into the intricacies of pedagogy and educational practice. In exploring the multifaceted roles of teachers in fostering English proficiency, it becomes evident that educators play a vital role in shaping the educational landscape. Scholarly literature sheds light on various aspects of teachers' roles beyond content delivery, encompassing language proficiency development, active learning facilitation, and professional development.

1. Understanding Teachers' Diverse Roles

Seah, Silver, and Baidon (2022) illuminate the multifaceted roles undertaken by teachers in the classroom. From content delivery to language proficiency, educators are tasked with navigating various domains to support student learning effectively. The authors underscore the importance of adopting a "language-informed" approach to teaching, emphasizing the critical role of language in shaping students' understanding of disciplinary content.

Masih (2020) discusses the role of a teacher in the teaching process, focusing on how teachers teach students and how students learn based on the teacher's approach. The document underscores the crucial roles teachers play as managers and facilitators in fostering effective learning environments and supporting students' academic growth. Masih emphasizes the importance of teachers as guides, mentors, and facilitators in the learning process, highlighting the need for effective classroom management and active learning approaches.

Lunenberg, Dengerink, and Korthagen (2014) provide a comprehensive exploration of the roles and professional development trajectories of teacher educators. Their seminal work elucidates key roles such as that of the teacher of teachers,

researcher, coach, and curriculum developer. The authors underscore the imperative of understanding and supporting teacher educators in their professional capacities, emphasizing their instrumental role in shaping effective learning environments and nurturing the next generation of educators.

2. Teacher Educators as Curriculum Developers

Lunenberg, Dengerink, and Korthagen (2014) extensively explore the role of teacher educators as curriculum developers, emphasizing the challenges they face and advocating for systematic approaches to enhance teacher education programs. They stress the importance of adopting diverse methodologies and practices in curriculum development, informed by local contextual factors and educational discourse. This includes addressing challenges such as aligning curriculum content with evolving standards and ensuring relevance in diverse educational contexts. By engaging stakeholders and promoting continuous professional development, teacher educators can enhance the quality and effectiveness of teacher education programs.

In summary, the literature reviewed provides valuable insights into the multifaceted roles of teachers in education. From content delivery to curriculum development, educators engage in various domains to enhance student learning. The adoption of a “language-informed” teaching approach, the creation of active learning environments, and the continuous professional development of educators emerge as central themes across the literature. This body of work highlights the crucial role teachers play in fostering effective learning spaces and shaping future generations. Moreover, the literature underscores the significance of teachers in developing English proficiency among primary school students. Through their commitment to language-focused instruction, interactive teaching strategies, and ongoing professional growth, educators contribute substantially to equipping students with the skills necessary for success in an increasingly interconnected world.

Students’ Attitudes

Students’ attitudes are fundamental to the educational landscape, encompassing emotional responses, beliefs, and predispositions towards various subjects, particularly language learning (Renaud, cited in Díez-Palomar et al., 2020). These attitudes, defined as enduring dispositions shaped by individual experiences and societal influences, significantly influence students’ educational journey, particularly

in language acquisition contexts (Renaud, cited in Díez–Palomar et al., 2020; Knell & Chi, 2013).

1. Understanding the Definition of Students' Attitudes

In second language acquisition, attitudes are multifaceted constructs influenced by motivation theories, classroom environments, and personal support mechanisms (Chrappán & Bencze, 2017). Research indicates a robust correlation between attitudes and academic achievement, especially notable in disciplines like mathematics and science. This relationship gains importance as educational levels advance, emphasizing the need to comprehend and address students' attitudes towards language learning (Díez–Palomar et al., 2020).

2. Exploring Attitudes and Strategies in Language Learning

Attitudes play a crucial role in English learning, influencing students' motivation, persistence, and classroom engagement (Zysberg, 2011). Positive attitudes are strongly associated with successful learning outcomes (Kafele, 2013). Within English learning contexts, attitudes are predictive of behavior and instructional effectiveness, crucial for fostering a supportive learning environment (Knell & Chi, 2013).

Negative attitudes, such as language anxiety and lack of motivation, present significant challenges to language acquisition (Zysberg, 2011; Chrappán & Bencze, 2017). Addressing these negative attitudes is imperative for promoting successful language learning outcomes (Kafele, 2013).

To foster positive attitude change, educators can utilize various strategies, including creating engaging learning experiences, fostering a supportive environment, and providing personalized support to students (Knell & Chi, 2013; Chrappán & Bencze, 2017). Employing diverse teaching methodologies and non-standard activities can also enhance attitudes towards language learning (Chrappán & Bencze, 2017).

Effective strategies for promoting positive attitude change in language acquisition encompass immersive language experiences, brief bicultural excursions, and intensive language programs of shorter durations (Kafele, 2013). Additionally, cultivating a warm and supportive learning environment, coupled with engaging teaching methods and an emphasis on the practical and cultural aspects of language study, can contribute to more favorable attitudes (Knell & Chi, 2013).

In summary, students' attitudes play a vital role in their language learning journey, influenced by various factors including individual experiences and societal norms. Understanding and addressing these attitudes are crucial for fostering successful language acquisition. Positive attitudes correlate strongly with academic achievement, highlighting the importance of creating a supportive learning environment. Educators can employ diverse strategies to promote positive attitude change, ranging from immersive language experiences to personalized support and engaging teaching methods. By cultivating a warm and supportive atmosphere, educators can enhance students' attitudes towards language learning and ultimately facilitate their academic success.

Learning Styles

In the educational landscape, learning styles constitute a cornerstone for the development of effective teaching methodologies. These styles encompass the diverse preferences individuals demonstrate in acquiring and processing information. This section embarks on a detailed exploration of learning styles, covering their definitions, various approaches, benefits within educational contexts, impact on language learning outcomes, strategies for adapting instruction to diverse styles, and potential future directions for research and implementation.

1. Defining Learning Styles

Learning styles refer to the distinct ways individuals prefer to engage with learning materials and convey their understanding. These preferences are often categorized into visual, auditory, and kinesthetic modalities, reflecting differences in how individuals perceive, process, and retain information (Sawetsunthornpan, 2017). Understanding learning styles necessitates considering various factors, including personality traits, cognitive processing styles, social interactions, and environmental influences.

2. Approaches, Impact, and Adaptation of Learning Styles in Education

The study of learning styles employs a diverse array of research methodologies aimed at elucidating individual preferences and characteristics. Dunn's sensory pattern model, known as VAK (Visual, Auditory, Kinesthetic), offers a framework for categorizing learning styles based on sensory modalities (Sawetsunthornpan, 2017). This approach enables educators to identify predominant

learning preferences among students and tailor instructional methods accordingly. Additionally, qualitative observations and psychological assessments provide valuable insights into learners' cognitive processes and preferred learning strategies.

Integrating learning styles into instructional practices yields numerous benefits for educators and learners alike. By accommodating diverse learning preferences, educators foster inclusive learning environments that enhance engagement, motivation, and active participation (Masruddin, 2018). Moreover, aligning teaching methods with students' preferred styles enhances comprehension, retention, and academic achievement. Addressing individual learning styles not only promotes student success but also fosters a sense of belonging and equity within the classroom.

In language learning contexts, understanding and accommodating diverse learning styles are crucial for shaping learners' linguistic proficiency and communicative competence. Research suggests that instructional strategies tailored to learners' preferred styles positively impact language learning outcomes (Sawetsunthornpan, 2017). By incorporating multimodal teaching approaches catering to visual, auditory, and kinesthetic learners, educators optimize language acquisition processes and facilitate deeper engagement with linguistic content. Furthermore, aligning instruction with learners' sensory preferences enhances language retention, fluency, and overall proficiency.

Effective instruction requires a multifaceted approach acknowledging and accommodating diverse learning styles among students. Educators must employ flexible teaching strategies catering to visual, auditory, and kinesthetic learners, ensuring equitable access to educational opportunities (Newton, 2015). By incorporating various instructional methods such as visual aids, interactive activities, and auditory stimuli, educators create dynamic learning environments that cater to the diverse needs and preferences of their students.

3. Future Directions in Understanding Learning Styles

Looking ahead, the field of learning styles research must continue evolving to meet the evolving needs of educators and learners. Future research endeavors should focus on refining existing frameworks and methodologies for assessing learning styles, as well as exploring innovative approaches to accommodate

diverse learning preferences (Masruddin, 2018). Additionally, efforts should be directed towards developing evidence-based strategies for integrating learning styles into educational practices and professional development initiatives. By deepening our understanding of learning styles and their implications for teaching and learning, educators can enhance instructional effectiveness and promote positive learning outcomes for all students.

In summary, learning styles significantly influence how individuals engage with learning materials and process information. Understanding and adapting to diverse learning preferences enable educators to create inclusive environments that foster engagement, motivation, and academic success. Ongoing research and innovation are essential for integrating evidence-based strategies into education, improving teaching methodologies, and enhancing overall learning experiences. Identifying and accommodating appropriate learning styles can greatly support students in achieving their full academic potential.

The Overall School Environment

The school environment plays a crucial role in shaping students' experiences, attitudes, and academic achievements. This section examines key aspects of the overall school environment, including physical infrastructure, social interactions, cultural atmosphere, support services, and extracurricular activities. By drawing on scholarly research, we explore how these elements contribute to fostering a supportive and enriching educational setting that promotes holistic development and academic success among students.

1. Physical Infrastructure, Social Dynamics, and Cultural Climate

The physical infrastructure includes essential facilities such as classrooms, libraries, laboratories, recreational areas, and administrative offices. Additionally, social dynamics within a school significantly impact students' social and emotional development as well as their academic success. Positive peer relationships, supportive teacher-student interactions, and a strong sense of belonging contribute to overall well-being and motivation (Konold et al., 2018; Korpershoek et al., 2020). Furthermore, the cultural climate comprises values, norms, traditions, and celebrations, reflecting the diversity of the student body and fostering cross-cultural understanding. These aspects combine to create a holistic and conducive learning environment.

2. Support Services and Student Well-being

Support services play a crucial role in addressing students' academic, social, and emotional needs, ensuring their overall development and well-being (Littlecott et al., 2018). Various support services, including counseling, academic tutoring, health services, and extracurricular programs, contribute to student resilience, coping skills, and self-efficacy. By fostering a culture of care and support, students are empowered to overcome challenges, maximize their potential, and achieve academic and personal success.

3. Extracurricular Activities and Community Engagement

Extracurricular activities and community engagement provide students with opportunities to explore their interests, develop talents, and cultivate leadership skills beyond the classroom (Ivaniushina & Zapletina, 2015; Mahoney, Cairns). A diverse range of extracurricular activities, including sports, arts, clubs, community service initiatives, and international exchange programs, enrich students' educational experiences and promote holistic development. Additionally, active parental and community involvement in school activities strengthens home-school partnerships and fosters a sense of belonging, contributing to students' academic achievement and social development (Kelty & Wakabayashi, 2020).

In conclusion, this study aimed to understand the factors influencing the English proficiency of Chinese students in the primary school setting. By examining the school environment—including physical infrastructure, social dynamics, cultural climate, support services, and extracurricular activities—valuable insights were gained into how these elements collectively impact students' learning experiences. Based on these findings, targeted recommendations can be made to enhance student outcomes.

Related Studies

In order to provide a comprehensive understanding of the factors influencing English language learning, this section reviews previous research studies conducted both in Thailand and overseas. Studies in Thailand focus on the local educational context, examining issues such as teaching methodologies, learner motivation, and English proficiency development. Meanwhile, overseas studies offer broader insights into language acquisition factors among students in different sociocultural settings.

Together, these studies form a foundation for analyzing the challenges and opportunities related to English language learning in diverse environments.

Studies in Thailand

Sinwongsuwat (2015) conducted a study titled “Teaching and Learning English in Thailand and the Integration of Conversation Analysis (CA) into the classroom,” which investigated the limitations of the Communicative Language Teaching (CLT) approach commonly used in Thailand. The study proposed that incorporating Conversation Analysis into classroom practices could enhance students’ conversational skills by drawing attention to the structures and patterns of natural conversation, thereby improving overall communicative competence.

Phothongsunan (2018) explored the learning experiences of 15 high-achieving English language learners in a Thai upper secondary school in his study titled “EFL Learners and Their Success in Learning English in the Thai Context.” The research emphasized the role of social learning, intrinsic motivation, and learner autonomy in English learning success. It highlighted that successful learners attributed their achievements to classroom performance, teacher rapport, school culture, and opportunities for meaningful language use.

Ruanklai and Yodmongkol (2017) conducted a study titled “Limited English Proficiency of Chiang Mai University Students as Evidence of English Language Education in Thailand,” which assessed the English proficiency development of students at Chiang Mai University. The findings revealed that students showed limited progress in English language skills during their academic years, mainly due to systemic issues such as outdated teaching practices, insufficient exposure to real English usage, and structural problems within the national education system.

Choomthong and Chaichompoo (2019) studied the English language learning motivation of Thai undergraduate students in their research titled “English Language Learning Motivation of Thai Undergraduate Students in the Globalized Era.” The study surveyed 1,475 students and found that both integrative and instrumental motivations were high, with instrumental motivation—such as career advancement and global communication—slightly surpassing integrative motivation. The findings underscored the influence of globalization on shaping students’ attitudes towards English learning.

Tanjitanont, Techa, and Konchiab (2021) investigated motivation and motivational intensity among Thai undergraduate students majoring in English for International Communication in their study titled “Motivation and Motivational Intensity in English Language Learning of Thai Undergraduates in the English for International Communication Program.” The study found that students exhibited strong instrumental and integrative motivations, although instrumental motivation was slightly higher. It also reported a moderate level of motivational intensity, suggesting the need for teaching strategies that further enhance students’ sustained engagement and enthusiasm for English learning.

Studies in Overseas

Qinghua (2016) conducted a study titled “On Factors Influencing Chinese Students’ English Acquisition,” which explored both internal and external factors affecting English acquisition among Chinese students. Internal factors include intelligence and psychological elements, which can be further divided into learning motivation, learning attitude, personality, and emotional factors. External factors are related to the influence of the Chinese language and environmental factors, which can be categorized into family, school, team, and social environments. Understanding these factors helps teachers improve their English teaching skills and allows learners to engage more effectively in learning English.

Fu, Machado, and Weng (2018) studied “Factors Influencing Chinese International Students’ Strategic Language Learning at Ten Universities in the U.S.: A Mixed-Method Study.” This QUAL-QUAN mixed-method research applied a sociocultural interpretive framework to investigate the language learning strategies used by Chinese international students at ten U.S. universities. In phase one, typological and interpretive analyses identified nine factors influencing the strategies of 15 students from four universities. Phase two employed regression analysis to examine how these factors, along with two additional variables, impacted strategy use among 117 students at six U.S. universities. The study found that participation and English proficiency levels predicted the use of direct strategies like memory, cognitive, and compensatory strategies. Participation was also identified as the sole predictor of indirect strategies such as metacognitive, affective, and social strategies, offering valuable implications for college administrators, faculty, and students.

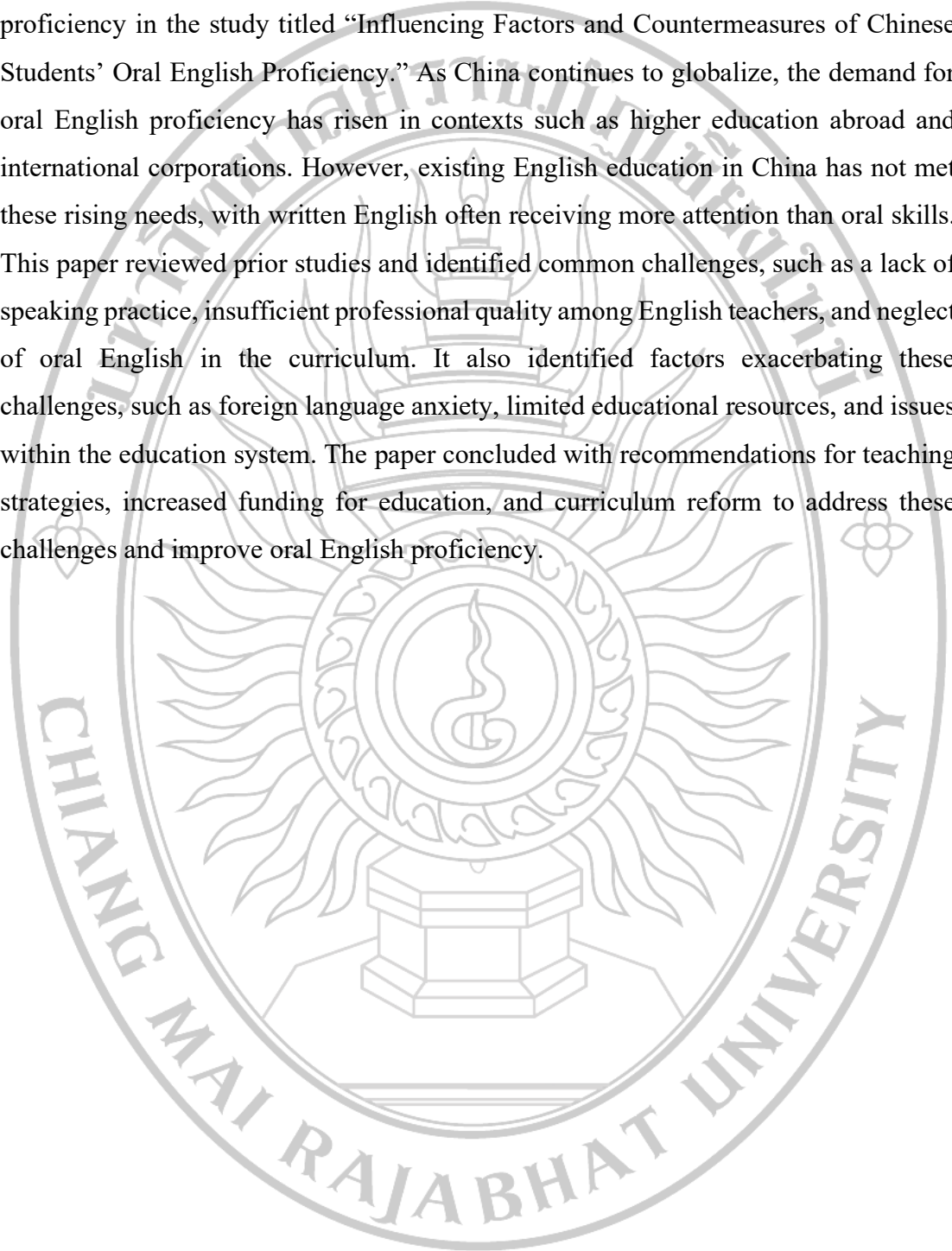
Zhu (2021) explored the English performance of Chinese university students in his research titled “English Performance of Chinese University Students: The Influence of Different Factors on English Learning.” Although English has been a compulsory subject from elementary through higher education in China, recent discussions have focused more on secondary school students, with less attention given to university students. This study, based on a systematic literature review, examined key factors impacting the English proficiency of Chinese university students. It found that both internal and external factors influenced their English learning. The findings provide a starting point for Chinese universities to develop more effective English teaching strategies to mitigate the negative effects of these factors and improve students’ English performance.

Zhao and Dersingh (2022) researched “Factors Affecting Willingness to Communicate in English Among Chinese Students in an International Academic Setting in Thailand.” This study aimed to examine the willingness of Chinese English learners to communicate in English at an international school in Thailand. Using semi-structured interviews, the study identified cognitive, affective, motivational, sociocultural, and contextual variables as key factors influencing students’ willingness to communicate (WTC) in English. It found that an L2-supportive learning environment helped increase self-confidence and self-esteem, which are crucial factors for improving WTC in English.

Shen, Liang, and Feng (2023) conducted a study titled “A Study on Factors Influencing Chinese Undergraduate EFL Learners’ Self-Directed Use of Mobile English Learning Resources.” This research aimed to examine factors that influence the self-directed use of mobile English learning resources (MELR) among 206 Chinese undergraduate EFL learners at Yangzhou University. The study applied and modified the Unified Theory of Acceptance and Use of Technology (UTAUT) to analyze six constructs, including performance expectancy, effort expectancy, social influence, facilitating conditions, perceived playfulness, and behavioral intention to use MELR. The findings showed that facilitating conditions were the most significant predictor of students’ behavioral intention to adopt MELR, followed by effort expectancy, perceived playfulness, and performance expectancy. Social influence had no significant

effect on MELR use, and pedagogical implications for both teachers and students were discussed.

Wang (2023) examined the factors influencing Chinese students' oral English proficiency in the study titled "Influencing Factors and Countermeasures of Chinese Students' Oral English Proficiency." As China continues to globalize, the demand for oral English proficiency has risen in contexts such as higher education abroad and international corporations. However, existing English education in China has not met these rising needs, with written English often receiving more attention than oral skills. This paper reviewed prior studies and identified common challenges, such as a lack of speaking practice, insufficient professional quality among English teachers, and neglect of oral English in the curriculum. It also identified factors exacerbating these challenges, such as foreign language anxiety, limited educational resources, and issues within the education system. The paper concluded with recommendations for teaching strategies, increased funding for education, and curriculum reform to address these challenges and improve oral English proficiency.



CHAPTER 3

RESEARCH METHODOLOGY

Research Design

The present study employed a mixed-methods research design, encompassing both qualitative and quantitative methodologies, to thoroughly examine the factors affecting English proficiency of Chinese students attending Sawangboriboon Wittaya School in Pattaya, Thailand.

The study utilized quantitative methods to analyze descriptive statistics derived from questionnaires. This enabled researchers to obtain numerical data on various aspects related to the factors under investigation. By combining qualitative and quantitative approaches, this study aimed to provide a comprehensive and holistic understanding of the factors affecting English proficiency of Chinese students at Sawangboriboon Wittaya School.

Additionally, it also focused on gathering in-depth information through semi-structured interviews with teachers, and parents. These interviews helped uncover personal experiences and perspectives, providing a detailed understanding of the influential factors affecting Chinese students' English language proficiency.

The Study Group

The study group for this study consisted of 36 Chinese primary school students, divided into two distinct groups based on their performance in the annual English examination. The first group, referred to as the “High” group, included Chinese students who scored 50 or above, totaling 25 students. In contrast, the second group, referred to as the “Low” group, comprised Chinese students who scored below 50, totaling 11 students. Additionally, interview participants included six parents and two English teachers, who provided in-depth insights into the factors influencing Chinese students' English proficiency from their respective perspectives.

Research Instruments

In this study, the data collection instruments consisted of a questionnaire and interview questions. These were verified using Index Objective Congruence (IOC) by three experts. According to Rovinelli & Hambleton (1977), the IOC used to evaluate the items was based on the score range from -1 to +1 as follows:

Congruent = +1

Questionable = 0

Incongruent = -1

The items with scores lower than 0.5 were revised, while items with scores higher than or equal to 0.5 were accepted.

Questionnaire

The questionnaire was used to investigate the factors affecting English proficiency of Chinese students at Sawangboriboon Wittaya School in Pattaya. The questionnaires were designed for the students with a five-point Likert scale. Certain questionnaire statements that were conceptually related were combined to streamline the survey and enhance clarity. For example, statements related to “peer interaction” and “students’ attitude” were combined into a single item if they addressed similar aspects of English language learning. This consolidation helped prevent redundancy and ensured that the questionnaire remained focused on key factors affecting English proficiency. The levels were as follows:

highest = 5

high = 4

moderate = 3

low = 2

lowest = 1

The questionnaire is provided in Appendix A, with the themes depicted in Table 3.1.

Table 3.1 Six factors affecting English proficiency of Chinese students in this study

Six factors affecting English proficiency of Chinese students	
1.	Parental involvement
2.	Peer interaction
3.	Teacher role
4.	Students' attitude
5.	Learning styles
6.	The overall school environment

Semi-Structured Interview

The sample group, consisting of parents and teachers, was asked to engage in the interviews. These interviews offered a deeper understanding of their individual experiences, insights, and perspectives concerning the factors affecting English proficiency of Chinese students. The questions for each group are shown in Appendix B.

Data Collection

To collect the data, the following steps were undertaken.

A Likert five-scale questionnaire was administered to the students at Sawangboriboon Wittaya School in Pattaya. This questionnaire included statements related to various aspects such as parental involvement, peer interaction, teacher role, students' attitude, learning styles, curriculum design, and the overall school environment.

After the questionnaire data had been collected, semi-structured interviews were conducted to gather more detailed information on the factors affecting the English proficiency of Chinese students. To ensure a holistic understanding and gather deeper insights, semi-structured interviews were conducted with teachers and parents. These interviews delved into individual experiences, perspectives, and insights regarding the factors influencing Chinese students' English proficiency. The interview questions were carefully crafted to cover diverse aspects related to the students' learning environment, support systems, and personal experiences. The interview process was divided into three different steps as follows:

1. Interview Preparation: This step involved scheduling, setting up the location, and preparing for conducting the interviews. It included making sure all necessary arrangements were in place to ensure a smooth interview process.

2. Conducting Interviews: During this step, interviews were conducted with the teachers and parents. Each interview lasted approximately 30 minutes, providing enough time to gather valuable insights and perspectives from the sample groups.

3. Data Collection: This step focused on gathering detailed information from the participants during the interviews. It aimed to collect relevant data that contributed to a comprehensive understanding of the subject matter. The data collection process was systematic and structured to ensure that data was gathered from all sample groups. This data was further analyzed to examine the factors affecting the English proficiency of Chinese students.

Data Analysis

Quantitative data were analyzed using descriptive statistics, including the mean and standard deviation, to assess students' opinions on six influencing factors. Students were categorized into two groups based on their English examination scores: the High-Proficiency Group (scores ≥ 50) and the Low-Proficiency Group (scores < 50). Additionally, correlation analysis was conducted to examine the relationships between English proficiency and the six factors, with positive correlations indicating direct relationships and negative correlations indicating inverse relationships.

For the qualitative data collected through interviews, content analysis was employed. Student responses were categorized into positive and negative perceptions regarding the six influencing factors.

Quantitative Data Analysis

To investigate the factors contributing to English proficiency among Chinese students, both high- and low-proficiency students were asked to complete a questionnaire. The results were analyzed to calculate the mean and standard deviation of the responses, based on Likert scale questions that rated opinion levels from "Strongly Agree" to "Strongly Disagree." This analysis provided an overview of

students' opinions on the factors influencing their English proficiency. The opinion levels (Best, 1986) were interpreted as follows:

4.50 – 5.00	Highest
3.50 – 4.49	High
2.50 – 3.49	Moderate
1.50 – 2.49	Low
1.00 – 1.49	Lowest

This analysis provided valuable insights into the relationships between these factors and proficiency, helping to identify which factors are most strongly linked to success in English language acquisition. Moreover, correlation analysis was conducted to compare the mean scores of different groups of Chinese students, categorized by their English proficiency levels.

Qualitative Data Analysis

The qualitative data analysis was conducted using data collected from structured interviews. The purpose of the interviews was to explore students' perspectives on the factors influencing English proficiency among Chinese students, including both high- and low-proficiency groups. To ensure a comprehensive understanding of the factors at play, the interviews were conducted in Chinese. This provided valuable insights into the factors affecting English proficiency and offers practical implications for educational practices and interventions. The data was categorized into positive and negative opinions, with the findings presented descriptively.

CHAPTER 4

RESULTS AND DATA ANALYSIS

This chapter presents the statistical analysis of the data collected in relation to the research objectives. The first section outlines the results pertaining to the first research objective, which examines the factors contributing to English proficiency among Chinese students at Sawangboriboon Wittaya School in Pattaya. The second section compares these contributing factors between students with high and low proficiency levels. The results are presented both quantitatively and qualitatively, according to the research objectives, as follows:

Section 1: Students' opinions on the factors contributing to English proficiency among Chinese students at Sawangboriboon Wittaya School in Pattaya

Section 2: The relationship between English proficiency and the factors affecting the English proficiency of Chinese students

Section 1: Students' opinions on the factors contributing to English proficiency among Chinese students at Sawangboriboon Wittaya School in Pattaya

To investigate the factors contributing to English proficiency, data were collected from 36 Chinese students, categorized into high-proficiency (n=25) and low-proficiency (n=11) groups. The analysis focuses on six key factors: parental involvement, peer interaction, teacher role, students' attitudes, learning styles, and the overall school environment.

Table 4.1 Opinion Levels of 25 High–Scoring Students on Six Factors Affecting English Proficiency at Sawangboriboon Wittaya School in Pattaya

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
Parental involvement			
My parents actively engage in setting academic goals and strategies for my education, particularly in English language learning. 我的父母积极参与为我制定学业目标和策略，尤其是在英语学习方面。	4.60	0.71	Highest
My parents offer assistance and resources to support my English language learning beyond the classroom environment. 我的父母提供帮助和资源，支持我在课堂外学习英语。	4.16	0.75	High
My parents actively engage in activities that foster my curiosity and enthusiasm for learning English. 我的父母积极参与培养我对学习英语的好奇心和热情的活动。	4.08	0.88	High
My parents actively participate in and assist with my English language homework assignments. 我的父母积极参与并协助我完成英语语言的家庭作业。	4.16	0.62	High

Table 4.1 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
My parents encourage a culture of reading, particularly in English, within our household. 我的父母在我们家庭中鼓励阅读文化，特别是英语阅读文化。	4.04	0.54	High
My parents actively join school-sponsored events and programs that promote English language proficiency. 我的父母积极参加学校组织的促进英语语言能力的活动和项目。	4.08	0.70	High
My parents encourage me to engage in social interactions that enhance my English language communication skills. 我的父母鼓励我参与能够提升英语语言沟通能力的社交互动。	4.48	0.65	High
My parents play an active role in facilitating my engagement in academic pursuits, especially in English-related activities. 我的父母积极促进我参与学术追求，尤其是英语相关的活动。	4.40	0.58	High
My parents provide encouragement and support to nurture my confidence in using the English language effectively. 我的父母提供鼓励和支持，培养我对有效使用英语的自信心。	4.54	0.66	Highest
The total mean	4.28	0.68	High
Peer interaction			

Table 4.1 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
Chatting with classmates is a great way to learn English because it allows us to practice the language more naturally. 和同学聊天是学习英语的好方法，因为它让我们更自然地练习语言。	4.16	0.75	High
Studying English with classmates can help us improve our language skills and enhance teamwork abilities. 和同学一起学习英语可以帮助我们提高语言技能，也可以增强团队合作能力。	4.26	0.68	High
In conversations with classmates, we can learn from each other and solve English learning challenges together. 在和同学的对话中，我们可以互相学习，共同解决英语学习中的难题。	4.17	0.64	High
Through interacting with classmates, we can better understand and apply the English knowledge we have learned. 通过和同学互动，我们能够更好地理解和应用所学的英语知识。	4.16	0.62	High
Teachers play an important role in promoting interaction among classmates, as they can provide us with guidance and support. 教师在促进同学间互动方面发挥着重要作用，他们能够给予我们指导和支持。	4.29	0.75	High

Table 4.1 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
The total mean	4.21	0.69	High
Teacher role			
Teachers in our school not only teach subjects but also guide us in our learning journey. 在我们学校，老师不只是教课的，还像是我们的学习导师。	4.18	0.50	High
We believe teachers should use simple language to communicate with us so we can understand subjects better. 我们觉得老师应该用简单易懂的话和我们交流，这样我们更容易理解学科内容。	4.12	0.66	High
Teachers not only teach, but also help us solve problems, like good friends in learning. 老师除了教书，还会帮助我们解决问题，像是学习的好朋友一样。	4.24	0.59	High
Teachers often encourage us to study hard, which motivates us to learn new things. 老师经常鼓励我们努力学习，这让我们更有动力去学习新知识。	4.39	0.83	High
With the help of teachers, we enjoy participating in classroom activities and learning more. 在老师的帮助下，我们更喜欢参与课堂活动，学到更多东西。	4.42	0.71	High

Table 4.1 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
We appreciate when teachers use different teaching methods to make learning interesting. 我们欣赏老师使用不同的教学方法，让学习变得有趣。	4.29	0.85	High
The total mean	4.27	0.69	High
Students' attitude			
I believe learning is important because it can help me achieve my goals and dreams, which motivates me to improve my English proficiency. 我相信学习很重要，因为它可以帮助我实现我的目标和梦想，这激励我提高我的英语水平。	4.39	0.58	High
I feel confident in my learning and believe I can overcome challenges and make progress in mastering the English language. 我在学习中感到自信，相信我可以克服挑战，并在掌握英语方面取得进步。	4.13	0.74	High
I enjoy challenging myself in learning because it makes me stronger in English proficiency. 我喜欢在学习中挑战自己，因为挑战可以让我的英语水平更上一层楼。	4.04	0.67	High

Table 4.1 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
I am open to receiving feedback and suggestions to continuously improve my learning methods and skills in English. 我乐于接受反馈和建议，以便不断改进我的英语学习和技能。	4.28	0.61	High
I respect teachers and classmates and am willing to cooperate with them and share learning experiences to enhance my English proficiency. 我尊重老师和同学，愿意与他们合作并分享学习经验，以提高我的英语水平。	4.08	0.70	High
The total mean	4.18	0.66	High
Learning styles			
I prefer learning through visual methods such as diagrams, charts, and images. 我更喜欢通过图表、图像等视觉方式学习，这有助于提高我的英语水平。	4.40	0.70	High
I prefer learning by listening to explanations from the teacher or audio recordings. 我更喜欢通过听老师讲解或听录音学习，这对提升我的英语水平有帮助。	4.20	0.70	High

Table 4.1 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
I prefer learning by hands-on practice or participating in practical activities. 我更喜欢通过动手实践或参与实际活动来学习，这能够提高我的英语水平。	4.32	0.69	High
I believe teachers should adjust teaching methods flexibly according to students' different learning styles. 我认为老师应该根据学生的不同学习风格灵活调整教学方法，以提高他们的英语水平。	4.44	0.65	High
The total mean	4.34	0.69	High
The overall school environment			
The overall school environment, including facilities, social interactions, and support services, plays a significant role in shaping my English language learning experience. 整体学校环境，包括设施、社交互动和支持服务，在塑造我的英语学习经验中起着重要作用。	4.28	0.67	High
Positive interactions with peers and teachers contribute to my English language proficiency and academic success. 与同学和老师的积极互动有助于我英语水平的提高和学业的成功。	4.33	0.70	High

Table 4.1 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
Access to support services such as tutoring and counseling helps me address language learning challenges and improve my English skills. 获得辅导和心理咨询等支持服务有助于我应对语言学习中的挑战，提高我的英语技能。	4.24	0.77	High
Extracurricular activities provide opportunities for me to practice English in real-life situations and enhance my language proficiency. 课外活动为我提供了在现实生活中练习英语的机会，增强了我的语言水平。	4.16	0.62	High
I feel that the cultural diversity within the school enriches my English language learning experience and helps me understand different perspectives. 我感觉学校内的文化多样性丰富了我的英语学习经验，并帮助我理解不同的视角。	4.08	0.75	High
The school's emphasis on community engagement and international exchange programs has improved my English language skills through exposure to diverse linguistic and cultural contexts. 学校对社区参与和国际交流项目的重视通过接触不同的语言和文化环境提高了我的英语水平。	4.04	0.61	High
The total mean	4.19	0.69	High
Overall mean	4.25	0.68	High

Based on 4.1, this study examined the students' opinions on the factors influencing English proficiency among high-achieving Chinese students at Sawangboriboon Wittaya School in Pattaya. The overall mean of their opinions was 4.25 (S.D. = 0.68), indicating a high level of agreement regarding the six factors contributing to their English language skills. However, a more detailed analysis reveals varying degrees of influence from several key factors, which are discussed below:

Learning styles received the highest average rating (Mean = 4.34, S.D. = 0.69), suggesting that students strongly believe their individual learning preferences are well supported by the school's pedagogical approaches. This high rating likely reflects the school's use of diverse teaching methods that cater to various learning styles. Students may perceive these methods as flexible and adaptable, enabling them to learn and progress effectively. Secondly, parental involvement also received a very high rating (Mean = 4.28, S.D. = 0.68), emphasizing the significant role of family support in their English language development. Students likely feel that their parents provide essential resources, assistance with homework, and a supportive home learning environment. This positive perception highlights the importance of home-school collaboration in fostering language acquisition. Thirdly, the teacher's role received a similarly high rating (Mean = 4.27, S.D. = 0.69), indicating strong positive opinions about the effectiveness of their teachers. Students likely value their teachers' subject matter expertise, pedagogical skills, and ability to create a motivating and engaging learning environment. This positive perception underscores the importance of high-quality teaching in enhancing English language proficiency. Fourthly, peer interaction also received a high rating (Mean = 4.21, S.D. = 0.69), suggesting that students believe collaborative learning plays a key role in their English language development. They likely value opportunities for peer interaction, such as group work and discussions, which foster language practice, peer support, and the development of collaborative learning skills. Next, students' attitudes toward English language learning received a slightly lower, but still positive, rating (Mean = 4.18, S.D. = 0.66). While still high, this suggests that although students generally hold positive attitudes toward learning English, there may be room for improvement in fostering even greater enthusiasm and motivation. Finally, the overall school environment received a rating of 4.19 (S.D. = 0.69), indicating a generally positive perception of the school's learning

environment. Students likely appreciate the availability of resources, as well as the overall supportive atmosphere created by extracurricular activities and cultural diversity. Maintaining and enhancing these aspects of the school environment is crucial for sustaining high levels of student achievement.

Table 4.2 Opinion Levels of 14 low-Scoring Students on Six Factors Affecting English Proficiency at Sawangboriboon Wittaya School in Pattaya

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
Parental involvement			
My parents actively engage in setting academic goals and strategies for my education, particularly in English language learning. 我的父母积极参与为我制定学业目标和策略，尤其是在英语学习方面。	3.09	0.30	Moderate
My parents offer assistance and resources to support my English language learning beyond the classroom environment. 我的父母提供帮助和资源，支持我在课堂外学习英语。	3.18	0.40	Moderate
My parents actively engage in activities that foster my curiosity and enthusiasm for learning English. 我的父母积极参与培养我对学习英语的好奇心和热情的活动。	3.09	0.30	Moderate

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
My parents actively participate in and assist with my English language homework assignments. 我的父母积极参与并协助我完成英语语言的家庭作业。	3.18	0.40	Moderate
My parents encourage a culture of reading, particularly in English, within our household. 我的父母在我们家庭中鼓励阅读文化，特别是英语阅读文化。	3.27	0.46	Moderate
My parents actively join school-sponsored events and programs that promote English language proficiency. 我的父母积极参加学校组织的促进英语语言能力的活动和项目。	3.45	0.52	Moderate
My parents encourage me to engage in social interactions that enhance my English language communication skills. 我的父母鼓励我参与能够提升英语语言沟通能力的社交互动。	3.18	0.40	Moderate
My parents play an active role in facilitating my engagement in academic pursuits, especially in English-related activities. 我的父母积极促进我参与学术追求，尤其是英语相关的活动。	3.36	0.50	Moderate

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
My parents provide encouragement and support to nurture my confidence in using the English language effectively. 我的父母提供鼓励和支持，培养我对有效使用英语的自信心。	3.45	0.52	Moderate
The total mean	3.25	0.42	Moderate
Peer interaction			
Chatting with classmates is a great way to learn English because it allows us to practice the language more naturally. 和同学聊天是学习英语的好方法，因为它让我们更自然地练习语言。	3.27	0.46	Moderate
Studying English with classmates can help us improve our language skills and enhance teamwork abilities. 和同学一起学习英语可以帮助我们提高语言技能，也可以增强团队合作能力。	3.45	0.68	Moderate
In conversations with classmates, we can learn from each other and solve English learning challenges together. 在和同学的对话中，我们可以互相学习，共同解决英语学习中的难题。	3.36	0.67	Moderate

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
Through interacting with classmates, we can better understand and apply the English knowledge we have learned. 通过和同学互动，我们能够更好地理解和应用所学的英语知识。	3.55	0.68	High
Teachers play an important role in promoting interaction among classmates, as they can provide us with guidance and support. 教师在促进同学间互动方面发挥着重要作用，他们能够给予我们指导和支持。	3.36	0.67	Moderate
The total mean	3.37	0.60	Moderate
Teacher role			
Teachers in our school not only teach subjects but also guide us in our learning journey. 在我们学校，老师不只是教课的，还像是我们的学习导师。	3.18	0.40	Moderate
We believe teachers should use simple language to communicate with us so we can understand subjects better. 我们觉得老师应该用简单易懂的话和我们交流，这样我们更容易理解学科内容。	3.09	0.30	Moderate

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
Teachers not only teach, but also help us solve problems, like good friends in learning. 老师除了教书，还会帮助我们解决问题，像是学习的好朋友一样。	3.36	0.50	Moderate
Teachers often encourage us to study hard, which motivates us to learn new things. 老师经常鼓励我们努力学习，这让我们更有动力去学习新知识。	3.27	0.46	Moderate
With the help of teachers, we enjoy participating in classroom activities and learning more. 在老师的帮助下，我们更喜欢参与课堂活动，学到更多东西。	3.55	0.52	High
We appreciate when teachers use different teaching methods to make learning interesting. 我们欣赏老师使用不同的教学方法，让学习变得有趣。	3.27	0.46	Moderate
The total mean	3.29	0.44	Moderate
Students' attitude			
I believe learning is important because it can help me achieve my goals and dreams, which motivates me to improve my English proficiency. 我相信学习很重要，因为它可以帮助我实现我的目标和梦想，这激励我提高我的英语水平。	3.36	0.67	Moderate

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
I feel confident in my learning and believe I can overcome challenges and make progress in mastering the English language. 我在学习感到自信，相信我可以克服挑战，并在掌握英语方面取得进步。	3.27	0.46	Moderate
I enjoy challenging myself in learning because it makes me stronger in English proficiency. 我喜欢在学习中挑战自己，因为挑战可以让我的英语水平更上一层楼。	3.36	0.50	Moderate
I am open to receiving feedback and suggestions to continuously improve my learning methods and skills in English. 我乐于接受反馈和建议，以便不断改进我的英语学习方法技能。	3.09	0.30	Moderate
I respect teachers and classmates and am willing to cooperate with them and share learning experiences to enhance my English proficiency. 我尊重老师和同学，愿意与他们合作并分享学习经验，以提高我的英语水平。	3.36	0.50	Moderate
The total mean	3.29	0.49	Moderate
Learning styles			

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D .	Levels of Opinions
I prefer learning through visual methods such as diagrams, charts, and images. 我更喜欢通过图表、图像等视觉方式学习，这有助于提高我的英语水平。	3.09	0.30	Moderate
I prefer learning by listening to explanations from the teacher or audio recordings. 我更喜欢通过听老师讲解或听录音学习，这对提升我的英语水平有帮助。	3.09	0.30	Moderate
I prefer learning by hands-on practice or participating in practical activities. 我更喜欢通过动手实践或参与实际活动来学习，这能够提高我的英语水平。	3.09	0.30	Moderate
I believe teachers should adjust teaching methods flexibly according to students' different learning styles. 我认为老师应该根据学生的不同学习风格灵活调整教学方法，以提高他们的英语水平。	3.27	0.46	Moderate
The total mean	3.17	0.37	Moderate
The overall school environment			
The overall school environment, including facilities, social interactions, and support services, plays a significant role in shaping my English language learning experience. 整体学校环境，包括设施、社交互动和支持服务，在塑造我的英语学习经验中起着重要作用。	3.45	0.52	Moderate

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D	Levels of Opinions
Positive interactions with peers and teachers contribute to my English language proficiency and academic success. 与同学和老师的积极互动有助于我英语水平的提高和学业的成功。	3.36	0.50	Moderate
Access to support services such as tutoring and counseling helps me address language learning challenges and improve my English skills. 获得辅导和心理咨询等支持服务有助于我应对语言学习中的挑战，提高我的英语技能。	3.27	0.46	Moderate
Extracurricular activities provide opportunities for me to practice English in real-life situations and enhance my language proficiency. 课外活动为我提供了在现实生活中练习英语的机会，增强了我的语言水平。	3.27	0.46	Moderate
I feel that the cultural diversity within the school enriches my English language learning experience and helps me understand different perspectives. 我感觉学校内的文化多样性丰富了我的英语学习经验，并帮助我理解不同的视角。	3.36	0.50	Moderate

Table 4.2 (Cont.)

Questionnaire Statements 陈述	Levels of Opinions		
	Mean	S.D.	Levels of Opinions
The school's emphasis on community engagement and international exchange programs has improved my English language skills through exposure to diverse linguistic and cultural contexts. 学校对社区参与和国际交流项目的重视通过接触不同的语言和文化环境提高了我的英语水平。	3.27	0.46	Moderate
The total mean	3.33	0.48	Moderate
Overall mean	3.28	0.47	Moderate

Based on Table 4.2, the overall mean score across these factors was 3.28, indicating a moderate level of students' perceptions regarding the six factors influencing English proficiency. The factors are discussed below in descending order of their mean scores, offering a detailed analysis of their impact.

Peer interaction emerged as the most significant factor (Mean = 3.37, S.D. = 0.60), suggesting that positive peer relationships and collaborative learning environments play a crucial role in enhancing English proficiency. This finding underscores the importance of fostering a supportive and inclusive classroom atmosphere where students feel comfortable interacting with their peers in English. Secondly, the overall school environment followed closely (Mean = 3.33, S.D. = 0.48), highlighting the significant influence of the broader school context on English language learning. This encompasses various elements, including the availability of resources, the school's overall attitude toward language learning, and the level of support provided to students. Thirdly, teacher role (Mean = 3.29, S.D. = 0.44) and students' attitude (Mean = 3.29, S.D. = 0.49) both demonstrated similar moderate levels of influence. The teacher's role is multifaceted, including instructional strategies, classroom

management, and individualized support. Similarly, students' attitudes toward learning English are equally important. Positive attitudes, such as motivation, self-efficacy, and a willingness to engage with the language, are strong predictors of success. Next, parental involvement (Mean = 3.25, S.D. = 0.42) also demonstrated a moderate level of influence. Parental support—through creating a conducive home learning environment, encouraging the use of English at home, and actively participating in their child's education—can significantly enhance students' progress. Finally, learning styles (Mean = 3.17, S.D. = 0.37) received the lowest mean score among the six factors. This suggests that while learning styles are important, their impact on English proficiency in this specific group of students might be less pronounced compared to other factors.

In addition, qualitative data were gathered through interviews conducted with six parents and two teachers at Sawangboriboon Wittaya School. These interviews explored deeper perspectives on the six key factors that influenced English proficiency: parental involvement, peer interaction, teacher role, students' attitudes, learning styles, and the overall school environment. The summary below reflects the stakeholders' nuanced opinions as expressed during the interviews, with inferred connections to high- and low-proficiency students based on the questionnaire trends observed (high-proficiency: $n=25$, mean=4.22; low-proficiency: $n=14$, mean=3.28).

Parental involvement

Parents universally acknowledged their critical role in supporting English learning, though the depth of involvement varied. Parent 1 emphasized daily engagement, such as reviewing lessons, subscribing to English magazines like *National Geographic Kids*, and attending school events like English corners, and stated, "These activities gave my child practice opportunities and helped me support them better." Parent 3 similarly described setting daily plans and participating in school activities, noting, "It was about guiding progress and adjusting to their interests." In contrast, Parent 2, while supportive through homework checks and supplemental classes, admitted limited time for school events, suggesting a less hands-on approach: "I didn't join much, but I saw their value." Parent 4 focused on smaller, practical efforts like word cards and library visits. Teachers reinforced this perspective, with Teacher 1 noting, "When parents were actively involved, students felt more motivated," and

Teacher 2 adding, “Collaboration with parents ensured consistent support.” This suggested that high-proficiency students likely benefited from proactive, resource-rich parental involvement, while low-proficiency students may have experienced less consistent or intensive support, aligning with the questionnaire’s higher mean (4.29) for high-proficiency students compared to 3.25 for low-proficiency students.

Peer interaction

Both parents and teachers highlighted peer interaction as a natural and effective way to enhance English skills. Parent 1 encouraged role-playing games with classmates and observed, “It made language use more natural and effective.” Parent 3 noted improved fluency from group activities with proficient peers, stating, “He learned real expressions this way.” Parent 2 saw progress despite initial reluctance, saying, “They got used to it and solidified classroom knowledge.” Teachers echoed this view, with Teacher 1 emphasizing, “It built confidence and fluency in real-world settings,” and Teacher 2 adding, “It was key to social practice.” However, low-proficiency students might have faced barriers, as Parent 2’s mention of initial resistance suggested hesitancy or shyness, potentially explaining their moderate rating (mean=3.37) compared to high-proficiency students’ high rating (mean=4.21). The deeper insight was that peer interaction’s effectiveness depended on confidence and peer dynamics, with stronger benefits observed for those already proficient.

Teacher Role

Teachers were regarded as pivotal guides, with parents and teachers themselves offering detailed views. Parent 1 appreciated personalized attention, saying, “I valued their patience and focus on my child’s needs,” while Parent 3 praised feedback, noting, “Monthly talks helped me understand weaknesses.” Parent 2 and Parent 4 valued adaptive methods and practical suggestions, with Parent 4 citing “detailed pronunciation corrections” as key. Teacher 1 viewed their role holistically: “We fostered interest with cultural elements and support,” while Teacher 2 emphasized inspiration: “We guided and created an engaging environment.” Requests for improvements, such as more listening practice (Parent 2) or oral focus (Parent 3), suggested that low-proficiency students might have needed tailored support, reflected in their moderate rating (mean=3.29) versus high-proficiency students’ high rating

(mean=4.27). The deeper opinion was that teachers acted as motivators and facilitators, though their impact varied with students' proficiency and specific needs.

Students' attitude

Students' attitudes toward learning English varied greatly, ranging from enthusiastic engagement to disinterest, with external factors like parental encouragement and teaching methods playing a significant role. Positive reinforcement was particularly impactful. Parent 1 shared how their child was excited to learn through cartoon imitation, with praise helping to maintain their enthusiasm: "Praise kept them eager." Similarly, Parent 3 described their child's enjoyment of songs and storytelling, which led to active vocabulary acquisition: "He was excited about new words." However, challenges also arose. Parent 2 noted their child's negative attitude due to learning difficulties, which prompted efforts to shift their mindset: "I tried to shift their mindset." Even children who were less motivated, as noted by Parent 4, could be engaged through enjoyable, song-based activities.

Teachers observed similar patterns. Teacher 1 emphasized the positive effect of fun activities on motivated students: "Motivated students enjoyed it more with fun activities," while Teacher 2 highlighted the connection between confidence and positive attitudes, noting that success boosted interest: "Success boosted interest." These insights underscore the importance of fostering a supportive and engaging learning environment to nurture positive attitudes and promote successful English language acquisition.

Learning Styles

Learning style preferences were clear and influenced support strategies. Parent 1 and Parent 3 identified visual learners, using illustrated books and videos: "Pictures helped memory a lot," said Parent 1. Parent 2 and Parent 4 favored auditory methods like songs and audiobooks, with Parent 2 noting, "It boosted their listening." Teachers adapted accordingly—Teacher 1 offered diverse activities for visual, auditory, and kinesthetic learners, while Teacher 2 tailored materials to preferences. The deeper insight was that matching styles enhanced learning, with high-proficiency students (mean=4.27) likely benefiting from flexibility, while low-proficiency students (mean=3.17) may have struggled if styles weren't addressed, as their lower rating suggested less effective adaptation.

The Overall School Environment

The school environment was generally praised, though with calls for enhancement. Parent 1 lauded the trilingual setting and resources but wanted more extracurriculars like drama: “It was good, but practice opportunities could have grown.” Parent 2 appreciated it but sought better communication with teachers. Parent 3 valued the language mode, suggesting clubs, while Parent 4 noted limited post-class practice, proposing cultural events. Teachers saw it as supportive—Teacher 1 cited resources and exposure, while Teacher 2 wanted immersive experiences like native speaker interactions. High-proficiency students rated it highly (mean=4.19), likely leveraging resources, while low-proficiency students’ moderate rating (mean=3.33) suggested underutilization or insufficient tailored support, reflecting a need for inclusivity.

In summary the interviews revealed that parental involvement was a cornerstone, with proactive engagement linked to higher proficiency, while less intensive support may have limited progress. Peer interaction boosted fluency but required confidence to maximize benefits, favoring high-proficiency students. Teachers were essential guides, though low-proficiency students sought more personalization. Positive attitudes fueled success, with external encouragement critical for struggling learners. Learning styles, when matched, enhanced outcomes, with mismatches potentially hindering lower performers. The school environment supported learning but needed more practical opportunities to bridge proficiency gaps. These insights aligned with the quantitative data, highlighting a supportive ecosystem for high achievers and areas for intervention for low achievers.

Section 2: The relationship between English proficiency and the factors affecting the English proficiency of Chinese students

In this section, the correlation coefficient is calculated to determine the relationship between students’ English proficiency levels and six key factors: parental involvement, peer interaction, teacher role, student attitudes, learning styles, and the overall school environment. The results are presented in Table 4.3.

Table 4.3 The correlations between English proficiency levels and six factors

			Level of English proficiency	Parental involvement	Peer interaction	Teacher role	Students' attitude	Learning styles	Overall school environment
Spearman's rho	Levels of English proficiency	Correlation Coefficient	1.000	.715**	.568**	.493**	.485**	.762**	.574**
		Sig. (2-tailed)	.	.000	.000	.002	.003	.000	.000
		N	36	36	36	36	36	36	36
	Parental involvement	Correlation Coefficient	.715**	1.000	.795**	.709**	.675**	.835**	.663**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000	.000
		N	36	36	36	36	36	36	36
	Peer interaction	Correlation Coefficient	.568**	.795**	1.000	.584**	.652**	.685**	.681**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000	.000
		N	36	36	36	36	36	36	36
	Teacher role	Correlation Coefficient	.493**	.709**	.584**	1.000	.716**	.639**	.790**
		Sig. (2-tailed)	.002	.000	.000	.	.000	.000	.000
		N	36	36	36	36	36	36	36

Table 4.3 (Cont.)

			Level of English proficiency	Parental involvement	Peer interaction	Teacher role	Students' attitude	Learning styles	Overall school environment
Spearman's rho	Teacher role	Correlation Coefficient	.493**	.709**	.584**	1.000	.716**	.639**	.790**
		Sig. (2-tailed)	.002	.000	.000	.	.000	.000	.000
		N	36	36	36	36	36	36	36
	Students' attitude	Correlation Coefficient	.485**	.675**	.652**	.716**	1.000	.652**	.662**
		Sig. (2-tailed)	.003	.000	.000	.000	.	.000	.000
		N	36	36	36	36	36	36	36
	Learning styles	Correlation Coefficient	.762**	.835**	.685**	.639**	.652**	1.000	.701**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.	.000
		N	36	36	36	36	36	36	36
	Overall school environment	Correlation Coefficient	.574**	.663**	.681**	.790**	.662**	.701**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.
		N	36	36	36	36	36	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.3, this study investigated the correlations between English proficiency levels and six other factors: parental involvement, peer interaction, teacher role, students' attitudes, learning styles, and the overall school environment. Spearman's rho correlation coefficient was used with a sample size of 36 students. The analysis revealed significant positive correlations ($p < .01$) between English proficiency and all six factors.

The strongest positive correlation was observed between English proficiency and learning styles ($r = .762$), indicating that students with more effective learning strategies tend to have higher English proficiency. This highlights the importance of employing diverse and adaptable teaching methods to cater to various learning styles and optimize language acquisition.

A similarly strong positive correlation existed between English proficiency and parental involvement ($r = .715$), suggesting that higher parental involvement is associated with stronger English skills. This underscores the crucial role of parents in supporting language learning through resource provision, creating a supportive home environment, and actively participating in their child's education.

The remaining factors also showed moderate to strong positive correlations with English proficiency. Peer interaction ($r = .568$) and the overall school environment ($r = .574$) exhibited significant positive relationships, suggesting that supportive peer groups and a positive school setting can facilitate English language development. This emphasizes the importance of fostering positive peer relationships and creating a stimulating and supportive learning environment.

Likewise, the teacher's role ($r = .493$) and students' attitudes ($r = .485$) showed significant positive correlations, implying that effective teaching methods and positive student attitudes contribute to progress. This underscores the need for effective instructional strategies and interventions to boost motivation and engagement in English language learning.

Importantly, all six factors demonstrated strong positive correlations with each other. For instance, parental involvement was strongly linked to peer interaction, teacher role, students' attitudes, and learning styles, suggesting a complex interplay among these variables. A supportive and engaging learning environment—

characterized by active parental involvement, effective teaching, and positive peer interactions—appears crucial for improving English proficiency.

In summary, the findings suggest that improving English proficiency necessitates a holistic approach, addressing learning styles, parental involvement, peer interaction, teacher role, student attitudes, and the overall school environment. The positive correlations highlight the interconnectedness of these factors and the importance of creating a supportive ecosystem for successful language learning.



CHAPTER 5

CONCLUSION, DISCUSSION, LIMITATIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the study, discussions of the findings, limitations and some recommendations derived from the research study.

Conclusions

The conclusions of this study are presented based on the research objectives as follows:

1. The high-proficiency students expressed a high overall level of opinion regarding the six factors contributing to their English proficiency, with a mean score of 4.25 (S.D. = 0.68). They highlighted the importance of learning styles, parental involvement, teacher role, peer interaction, and overall school environment. However, the Low-proficiency students reported a moderate overall level of agreement, with a mean score of 3.28 (S.D. = 0.47). Their perceptions emphasized the influence of peer interaction, overall school environment, teacher role, parental involvement, and learning styles.
2. A significant relationship was found between English proficiency and all six factors at the 0.01 level, indicating that these factors play a crucial role in students' language development.

Discussions

The findings of this study are discussed in two parts, aligning with the research Objectives: (1) identifying students' opinions on factors contributing to English proficiency among Chinese students as Sawangboriboon Wittaya School in Pattaya and (2) comparing these factors between high- and low-proficiency students to examine their relationship with English proficiency levels.

Part 1: Factors Contributing to English Proficiency

This section examines six factors—parental involvement, peer interaction, teacher role, student attitudes, learning styles, and the overall school environment—that affect the English proficiency of 36 Chinese students at Sawangboriboon Wittaya School in Pattaya. The results showed that high-proficiency students rated all six factors highly (overall mean = 4.25, S.D. = 0.68), with the highest ratings for learning styles (mean = 4.34), parental involvement (mean = 4.28), teacher role (mean = 4.27), peer interaction (mean = 4.21), overall school environment (mean = 4.19), and student attitudes (mean = 4.18). In contrast, low-proficiency students ($n = 11$) rated these factors more moderately (overall mean = 3.28, S.D. = 0.47), with peer interaction (mean = 3.37) and the overall school environment (mean = 3.33), and learning styles (mean = 3.17) being considered the least influential.

Among these factors, parental involvement stood out for high-proficiency students, who gave it a high rating (mean = 4.28), reflecting proactive support. This finding aligns with Machado and Weng (2018), who found that family environment influences strategic language learning among Chinese students in the U.S. Similarly, Tao and Xu (2022) highlight the role of parental support in online English learning in China, supporting the idea that parental involvement is significant. This study's international school context, however, adds a unique dimension with better resource access.

Peer interaction also emerged as a crucial factor influencing English proficiency, with high-proficiency students rating it highly (mean = 4.21). This is consistent with Zhao and Dersingh's (2022) study, which links peer dynamics to willingness to communicate (WTC) in Thailand. Although low-proficiency students rated peer interaction at a moderate level (mean = 3.37), it remained one of the top factors influencing their English proficiency.

The teacher's role was another important factor for both high- and low-proficiency students. This finding aligns with Shen, Liang, and Feng (2023), who emphasized the teacher's key role in fostering effective learning environments and supporting students' academic growth.

Moreover, students' attitudes play a significant role in English proficiency. High-proficiency students strongly believed that positive attitudes were linked to successful learning outcomes, whereas low-proficiency students expressed more moderate views on the matter. This reflects Qinghua's (2016) assertion that students' attitudes are crucial for language acquisition. Positive attitudes correlate with academic achievement, underscoring the importance of a supportive learning environment.

Learning styles were considered the most influential factor by high-proficiency students, whereas low-proficiency students viewed this factor as the least important. This finding supports Zhu (2021), who suggests that integrating learning styles into instructional practices benefits students by tailoring learning methods to their preferences.

Lastly, the overall school environment was recognized as another influencing factor for English proficiency. High-proficiency students ranked it lowest among the six factors, while low-proficiency students rated it second highest. The school environment, including extracurricular activities, support services, cultural diversity, and community engagement, plays a significant role in shaping their English learning experience. This aligns with Wang (2023), who states that key aspects of the overall school environment—such as physical infrastructure, social interactions, cultural atmosphere, support services, and extracurricular activities—contribute to a supportive and enriching educational setting that promotes holistic development and academic success.

In conclusion, these findings are consistent with the research of Fu et al. (2018), Tao and Xu (2022), Zhao and Dersingh (2022), and Qinghua (2016), reinforcing the impact of these factors on EFL proficiency.

Part 2: The Relationship Between English Proficiency Levels and the Six Factors

This study investigated the correlations between English proficiency and six key factors—parental involvement, peer interaction, teacher role, student attitudes, learning styles, and the overall school environment—among 36 Chinese students at Sawangboriboon Wittaya School in Pattaya, Thailand. Using Spearman's rho correlation coefficient, significant positive correlations ($p < 0.01$) were identified for all six factors, as shown in Table 4.3, indicating that higher levels of these factors are

associated with greater English proficiency. This section discusses these findings in relation to prior research, highlighting their alignment and contributions to the field of English as a Foreign Language (EFL) education.

The strongest correlation was observed between English proficiency and learning styles ($r = .762, p < 0.01$), suggesting that tailoring instructional methods to students' preferred learning styles (e.g., visual, auditory, kinesthetic) significantly enhances language proficiency. This finding is supported by Sawetsunthornpan (2017), who reported that accommodating learning style preferences in English classrooms boosts student engagement and language outcomes. Similarly, Masruddin (2018) found that multimodal teaching approaches, which cater to diverse learning styles, improve ESL students' comprehension and fluency. The present study extends these findings by demonstrating the critical role of learning styles in an international school context, where diverse pedagogical strategies are essential for supporting Chinese EFL learners.

Parental involvement also exhibited a strong positive correlation with English proficiency ($r = .715, p < 0.01$), underscoring the importance of active parental support in language learning. This aligns with Wilder (2023), whose meta-synthesis demonstrated that parental involvement, such as providing resources and engaging in school activities, positively impacts academic achievement, including language skills. Lara and Saracostti (2019) further corroborate this, showing that parental engagement in non-English-speaking contexts enhances children's academic outcomes, including language proficiency. The current study contributes to this literature by highlighting how parental involvement fosters English proficiency among Chinese students in Thailand's international schools, where access to educational resources may amplify parental contributions.

Peer interaction showed a moderate to strong positive correlation with English proficiency ($r = .568, p < 0.01$), indicating that collaborative learning environments facilitate language development. This is consistent with Sato and Lyster (2012), who found that peer interaction, including corrective feedback, enhances ESL students' fluency and accuracy. Philp et al. (2013) also emphasized that peer interaction provides opportunities for authentic language practice, fostering proficiency through collaborative tasks. The present study's findings reinforce these results in an

international school setting, suggesting that structured peer activities are particularly effective for Chinese students adapting to a multilingual environment.

The teacher's role demonstrated a significant positive correlation with English proficiency ($r = .493, p < 0.01$), highlighting the impact of effective teaching strategies. Morar et al. (2021) reported that communicative teaching approaches significantly improve EFL students' language skills, aligning with this study's emphasis on teachers' roles in creating engaging learning environments. Seah et al. (2022) further support this, noting that teachers' language-informed pedagogies enhance ESL students' proficiency. This study extends these findings by illustrating how teachers' adaptability and motivational strategies are crucial for Chinese students in a trilingual international school context.

Student attitudes also showed a positive correlation with English proficiency ($r = .485, p < 0.01$), suggesting that positive attitudes, such as motivation and enthusiasm, drive language learning success. This is supported by Knell and Chi (2013), who found that positive attitudes and motivation significantly enhance English proficiency among Chinese students in immersion programs. Khalid (2016) similarly reported that positive attitudes toward English learning correlate with higher proficiency among ESL learners. The current study underscores the importance of fostering positive attitudes in an international school setting, where cultural and linguistic diversity may influence students' engagement with English.

Finally, the overall school environment exhibited a positive correlation with English proficiency ($r = .574, p < 0.01$), indicating that a supportive school climate enhances language learning. Konold et al. (2018) found that a positive school climate, characterized by supportive relationships and resources, boosts academic achievement, including language skills. Korpershoek et al. (2020) further demonstrated that a sense of school belonging positively affects students' academic outcomes, including language proficiency. The present study contributes to this literature by highlighting the role of a trilingual school environment in supporting Chinese students' English learning, particularly through extracurricular activities and cultural diversity.

In conclusion, this study provides robust evidence for the interconnectedness of multiple factors influencing English language proficiency. The consistently positive correlations across all six factors underscore the need for a holistic approach to English

language education. This must prioritize individualized instruction, active parental involvement, positive peer relationships, a supportive school environment, effective teaching strategies, and the cultivation of positive student attitudes to maximize successful language acquisition.

Limitations

This study provided valuable insights into factors affecting English proficiency, but certain limitations should be acknowledged:

1. **Sample Size and Context:** The study involved only 36 Chinese students (25 high-proficiency, 11 low-proficiency) at Sawangboriboon Wittaya School in Pattaya, which may limit generalizability to other populations or settings.
2. **Time Frame:** Data collection occurred over a single academic period, potentially missing long-term trends or variations in students' perceptions and proficiency.
3. **Self-Reported Data:** Reliance on questionnaires and interviews may introduce bias, as students' and parents' responses could reflect subjective perceptions rather than objective measures of proficiency or factor impact.

Recommendations

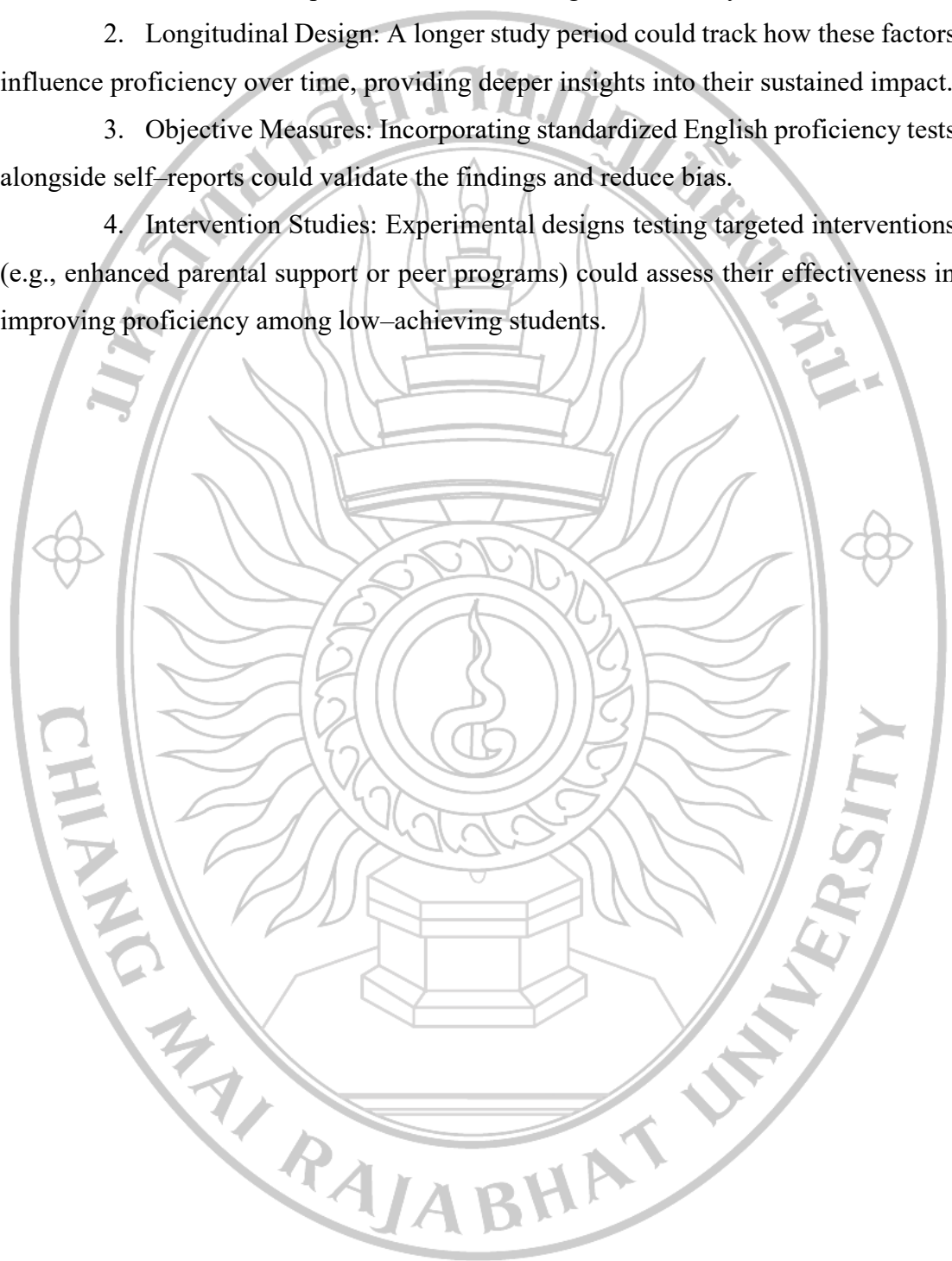
Based on the findings, the following recommendations are proposed:

Pedagogical Recommendations

1. **Enhance Parental Involvement:** Schools should organize workshops or events to encourage parents of low-proficiency students to engage more actively, such as providing resources (e.g., English books) or participating in language-focused activities.
2. **Tailor Teaching to Learning Styles:** Teachers should assess students' learning preferences and incorporate diverse methods (e.g., visual aids, group discussions) to address the needs of both high- and low-proficiency learners.
3. **Foster Peer Interaction:** Structured group activities or peer mentoring programs could boost confidence and language practice, particularly for low-proficiency students.

Recommendations for Further Studies

1. **Larger and Diverse Samples:** Future research should include larger, more diverse cohorts across multiple schools to enhance generalizability.
2. **Longitudinal Design:** A longer study period could track how these factors influence proficiency over time, providing deeper insights into their sustained impact.
3. **Objective Measures:** Incorporating standardized English proficiency tests alongside self-reports could validate the findings and reduce bias.
4. **Intervention Studies:** Experimental designs testing targeted interventions (e.g., enhanced parental support or peer programs) could assess their effectiveness in improving proficiency among low-achieving students.



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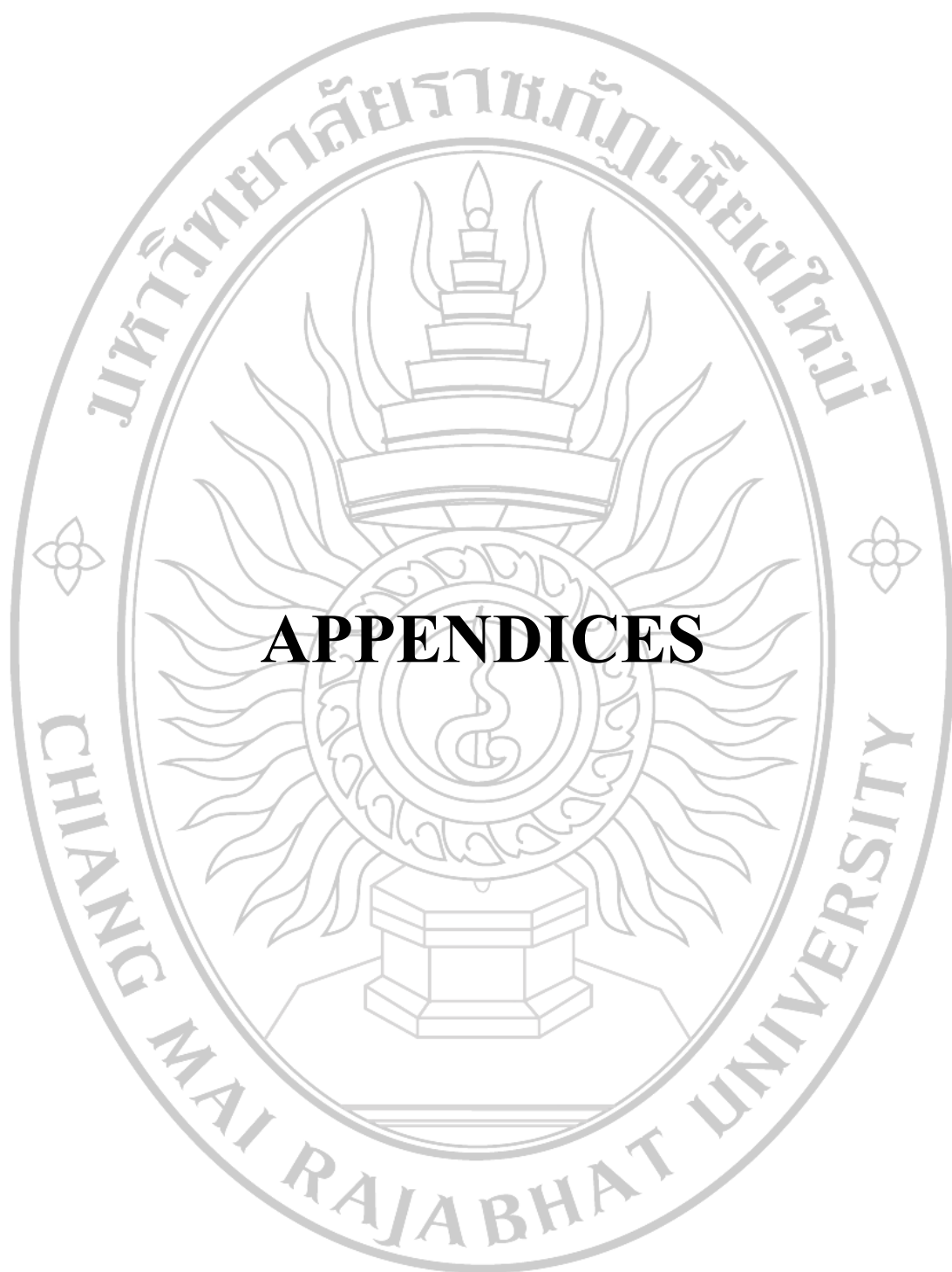
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APPENDICES

Appendix A

Official Letter to Experts for Instrument Evaluation

ที่ อว ๐๖๑๒.๑๔/ว๒๐๘



คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยราชภัฏเชียงใหม่
๒๐๒ ถนนช้างเผือก อำเภอเมือง ฯ
จังหวัดเชียงใหม่ ๕๐๓๐๐

๕ มิถุนายน ๒๕๖๗

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือในการทำการค้นคว้าอิสระ

เรียน รองศาสตราจารย์ ดร.รัตนา จันทร์เทว

สิ่งที่ส่งมาด้วย เครื่องมือในการทำการค้นคว้าอิสระ

จำนวน ๑ ชุด

ด้วยคณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นางสาว Jingyi Chen นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา ทำการค้นคว้าอิสระ เรื่อง “การศึกษาปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของนักเรียนชาวจีนในโรงเรียนนานาชาติแห่งหนึ่งในจังหวัดเชียงใหม่” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ณัฐฤทัย อรุณศิริโรจน์ เป็นอาจารย์ที่ปรึกษาการทำค้นคว้าอิสระ

คณะมนุษยศาสตร์และสังคมศาสตร์ เห็นว่าท่านเป็นผู้มีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี โดยนักศึกษาได้ประสานกับท่านแล้ว คณะมนุษยศาสตร์และสังคมศาสตร์ จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจสอบและให้ความเห็นเกี่ยวกับเครื่องมือในการทำการค้นคว้าอิสระ ดังเอกสารที่แนบมาพร้อมนี้

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ


(ผู้ช่วยศาสตราจารย์ ดร.ณัฐวัฒน์ สมติ)
รองคณบดี รักษาการแทน
คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยราชภัฏเชียงใหม่

คณะมนุษยศาสตร์และสังคมศาสตร์

โทร. ๐ ๖๒๓๑ ๐๔๙๐๖

โทรสาร ๐ ๕๓๘๘ ๕๗๐๙



“มนุษย์คุณภาพ สังคมคุณธรรม”





บันทึกข้อความ

ส่วนราชการ สำนักงานคณบดี คณะมนุษยศาสตร์และสังคมศาสตร์ โทร. ๐ ๖๒๓๑ ๐๔๙๐๖

ที่ อว ๐๖๑๒.๐๔/๖๒๔๔

วันที่ ๕ มิถุนายน ๒๕๖๗

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการทำการค้าอื้อสระ

เรียน อาจารย์ ว่าที่ ร.ต. ดร.เกียรติชัย สายตาคำ

ด้วยคณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นางสาว Jingyi Chen นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา ทำการค้าอื้อสระ เรื่อง “การศึกษาปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของนักเรียนชาวจีนในโรงเรียนนานาชาติแห่งหนึ่งในจังหวัดเชียงใหม่” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ณัฐฤทัย อรุณศิริโรจน์ เป็นอาจารย์ที่ปรึกษาการทำการค้าอื้อสระ

คณะมนุษยศาสตร์และสังคมศาสตร์ เห็นว่าท่านเป็นผู้มีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี โดยนักศึกษาได้ประสานกับท่านแล้ว คณะมนุษยศาสตร์และสังคมศาสตร์ จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจและให้ความเห็นเกี่ยวกับเครื่องมือในการทำการค้าอื้อสระ ดังเอกสารที่แนบมาพร้อมนี้

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.ณัฐฤทัย โสมติ)

รองคณบดี รักษาการแทน

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์



“มนุษย์คุณภาพ สังคมคุณธรรม”



RAJABHAT



บันทึกข้อความ

ส่วนราชการ สำนักงานคณบดี คณะมนุษยศาสตร์และสังคมศาสตร์ โทร. ๐ ๖๒๓๑ ๐๔๔๐๖
 ที่ อว ๐๖๑๒.๐๔/ว๒๔๔ วันที่ ๕ มิถุนายน ๒๕๖๗
 เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือในการทำการค้นคว้าอิสระ

เรียน ผู้ช่วยศาสตราจารย์ ดร.ดุขฎิ รังษิ์ชวัล

ด้วยคณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นางสาว Jingyi Chen นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา ทำการค้นคว้าอิสระ เรื่อง “การศึกษาปัจจัยที่ส่งผลต่อสมรรถภาพทางภาษาอังกฤษของนักเรียนชาวจีนในโรงเรียนนานาชาติแห่งหนึ่งในจังหวัดเชียงใหม่” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ณัฐฤทัย อรุณศิริโรจน์ เป็นอาจารย์ที่ปรึกษาการทำค้นคว้าอิสระ

คณะมนุษยศาสตร์และสังคมศาสตร์ เห็นว่าท่านเป็นผู้มีประสบการณ์เกี่ยวกับเรื่องดังกล่าว เป็นอย่างดี โดยนักศึกษาได้ประสานกับท่านแล้ว คณะมนุษยศาสตร์และสังคมศาสตร์ จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจสอบและให้ความเห็นเกี่ยวกับเครื่องมือในการทำการค้นคว้าอิสระ ดังเอกสารที่แนบมาพร้อมนี้

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้


 (ผู้ช่วยศาสตราจารย์ ดร.ณัฐวัฒน์ โสมติ)
 รองคณบดี รักษาการแทน
 คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์



“มนุษย์คุณภาพ สังคมคุณธรรม”



Appendix B

Student's Questionnaire

学生问卷调查

陈婧怡 Jingyi Chen 65862101

"This questionnaire aims to investigate the English proficiency of Chinese students studying at Sawangboriboon Wittaya School in Pattaya."

"本问卷旨在调查在清迈萨提特国际学校就读的中国学生的英语水平。"

Research Project: A Study of Factors Affecting English Proficiency of Chinese Students in Sawangboriboon Wittaya School in Pattaya

研究项目：影响中国学生英语水平的因素-芭提雅明满学校

Principal Investigator 主要研究者

Name: Chen Jingyi

姓名：陈婧怡

Institution: Graduate School, Chiang Mai Rajabhat University

院校：清迈皇家大学研究生院

Email: 邮箱: 65862101@cmru.ac.th

Purpose of the Research 研究目的

We invite your child to participate in a survey study. Before you decide to participate, please ensure that you are the legal guardian of your child and understand the purpose and nature of the study. Please read the following information carefully and ask the researcher if anything is unclear or if you need more information. This questionnaire aims to investigate the factors affecting the English proficiency of Chinese students (primary school) studying at the International School in Pattaya.

我们在此邀请您的孩子参与一项调查研究。在您决定参加这项研究之前，请务必确认您是孩子的法定监护人，并知晓进行此项研究的目的以及它将涉及的事项。请仔细阅读以下信息，如有不清楚的信息或是需要更多的信息请询

问研究人员。本问卷旨在调查在清迈国际学校就读的中国学生（中学生）的英语水平影响因素。

Research Process 研究过程

This study will be conducted in the form of an online survey. You do not need to provide any personal information in the questionnaire. After reading the introduction, your child will complete the questionnaire. The entire survey consists of 35 multiple-choice questions, which will take about 3-5 minutes to complete.

这项研究将以在线调查的形式进行。在问卷调查中，您不需要填写您的个人信息。在您阅读了介绍之后，您需要让您的孩子来完成这份问卷。整个调查问卷涉及35个单项选择题，这大约需要3-5分钟才能完成。

Research Risks 研究风险

Answering questions about the factors affecting your child's English proficiency may cause some discomfort to you and your child, but there are no known risks associated with completing this survey. You can choose not to answer some or all of the questions. If you or your child feel uncomfortable, your child can terminate the survey at any time.

被问及您的孩子对英语水平因素的看法可能会使您和您的孩子感到一些不适，但完成此调查没有任何已知风险。您可以拒绝回答一些或所有的问题。如果您和您的孩子感到不适，您的孩子可以随时终止这份问卷填写。

Benefits of Participation 参与调查的益处

You will gain knowledge about the factors affecting the English proficiency of Chinese primary school students in international schools in Thailand. Your answers can help researchers better understand the factors influencing the English proficiency of Chinese students studying abroad.

您将了解关于中国中学生在泰国国际学校影响他们英语水平相关因素的知识。您的答案可以帮助研究人员更多地了解在海外学习的中国中学生英语水平的影响因素。

Confidentiality of the Survey 调查保密性

Your child's responses to this questionnaire will be kept confidential. Please do not disclose any of your identity information in the questionnaire.

您的孩子对此问卷的回答将作保密处理。请不要在问卷中透露您的任何身份信息。

Voluntary Participation 自愿参与

Your participation and your child's participation in this study are voluntary. You and your child decide whether to participate. If you decide to participate in this study, you will be asked to sign a consent form. After signing the consent form, you can still withdraw at any time without any reason. Withdrawing from the study will not affect your relationship with the researchers.

您和您的孩子将自愿参加这项研究。您和您的孩子是否参加这项研究将由您决定。如果您决定参加此研究，将被要求签署知情同意书。在签署同意书后，您仍然可以随时无理由退出，退出这项研究不会影响您与研究人员的关系。

Consent Form 知情同意书

If you and your child agree and acknowledge the above contents, please click the "Agree" button below to start answering the questions. If you do not agree or acknowledge the above contents, please click the "Disagree" button below to terminate the survey.

如您和您的孩子同意并认可以上内容，请点击下面「同意」按钮，开始回答题目内容。如您不同意或不认可以上内容，请点击下面「不同意」按钮，中断本次问卷调研项目。

☐ Agree 同意

☐ Disagree 不同意

My English level in my class is :

我的英语水平在班级里是：

☐ **Above average** 高于平均值

☐ **Below average** 低于平均值

" This questionnaire aims to investigate the English proficiency of Chinese students studying at Sawangboriboon Wittaya School in Pattaya. "

"本问卷旨在调查在清迈萨提特国际学校就读的中国学生的英语水平。 "

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
Parental involvement					
My parents actively engage in setting academic goals and strategies for my education, particularly in English language learning. 我的父母积极参与为我制定学业目标和策略，尤其是在英语学习方面。					
My parents offer assistance and resources to support my English language learning beyond the classroom environment. 我的父母提供帮助和资源，支持我在课堂外学习英语。					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
My parents actively engage in activities that foster my curiosity and enthusiasm for learning English. 我的父母积极参与培养我对学习英语的好奇心和热情的活动。					
My parents actively participate in and assist with my English language homework assignments. 我的父母积极参与并协助我完成英语语言的家庭作业。					
My parents encourage a culture of reading, particularly in English, within our household. 我的父母在我们家庭中鼓励阅读文化，特别是英语阅读文化。					
My parents actively join school-sponsored events and programs that promote English language proficiency. 我的父母积极参加学校组织的促进英语语言能力的活动和项目。					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
My parents encourage me to engage in social interactions that enhance my English language communication skills. 我的父母鼓励我参与能够提升英语语言沟通能力的社交互动。					
My parents play an active role in facilitating my engagement in academic pursuits, especially in English-related activities. 我的父母积极促进我参与学术追求，尤其是英语相关的活动。					
My parents provide encouragement and support to nurture my confidence in using the English language effectively. 我的父母提供鼓励和支持，培养我对有效使用英语的自信心。					
Peer interaction					
Chatting with classmates is a great way to learn English because it allows us to practice the language more naturally. 和同学聊天是学习英语的好方法，因为它让我们更自然地练习语言。					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
Studying English with classmates can help us improve our language skills and enhance teamwork abilities. 和同学一起学习英语可以帮助我们提高语言技能，也可以增强团队合作能力。					
In conversations with classmates, we can learn from each other and solve English learning challenges together. 在和同学的对话中，我们可以互相学习，共同解决英语学习中的难题。					
Through interacting with classmates, we can better understand and apply the English knowledge we have learned. 通过和同学互动，我们能够更好地理解和应用所学的英语知识。					
Teachers play an important role in promoting interaction among classmates, as they can provide us with guidance and support. 教师在促进同学间互动方面发挥着重要作用，他们能够给予我们指导和支持。					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
Teacher role					
Teachers in our school not only teach subjects but also guide us in our learning journey. 在我们学校，老师不只是教课的，还像是我们的学习导师。					
We believe teachers should use simple language to communicate with us so we can understand subjects better. 我们觉得老师应该用简单易懂的话和我们交流，这样我们更容易理解学科内容。					
Teachers not only teach, but also help us solve problems, like good friends in learning. 老师除了教书，还会帮助我们解决问题，像是学习的好朋友一样。					
Teachers often encourage us to study hard, which motivates us to learn new things. 老师经常鼓励我们努力学习，这让我们更有动力去学习新知识。					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
With the help of teachers, we enjoy participating in classroom activities and learning more. 在老师的帮助下，我们更喜欢参与课堂活动，学到更多东西。					
We appreciate when teachers use different teaching methods to make learning interesting. 我们欣赏老师使用不同的教学方法，让学习变得有趣。					
Students' attitude					
I believe learning is important because it can help me achieve my goals and dreams, which motivates me to improve my English proficiency. 我相信学习很重要，因为它可以帮助我实现我的目标和梦想，这激励我提高我的英语水平。					
I feel confident in my learning and believe I can overcome challenges and make progress in mastering the English language.					

	5	4	3	2	1
Statements 陈述	Highest	High	Moderate	Low	Lowest
我在学习中感到自信，相信我可以克服挑战，并在掌握英语方面取得进步。					
I enjoy challenging myself in learning because it makes me stronger in English proficiency. 我喜欢在学习中挑战自己，因为挑战可以让我的英语水平更上一层楼。					
I am open to receiving feedback and suggestions to continuously improve my learning methods and skills in English. 我乐于接受反馈和建议，以便不断改进我的英语学习方法和技能。					
I respect teachers and classmates and am willing to cooperate with them and share learning experiences to enhance my English proficiency. 我尊重老师和同学，愿意与他们合作并分享学习经验，以提高我的英语水平。					
Learning styles					
I prefer learning through visual methods such as diagrams, charts, and images.					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
我更喜欢通过图表、图像等视觉方式学习，这有助于提高我的英语水平。					
I prefer learning by listening to explanations from the teacher or audio recordings. 我更喜欢通过听老师讲解或听录音学习，这对提升我的英语水平有帮助。					
I prefer learning by hands-on practice or participating in practical activities. 我更喜欢通过动手实践或参与实际活动来学习，这能够提高我的英语水平。					
I believe teachers should adjust teaching methods flexibly according to students' different learning styles. 我认为老师应该根据学生的不同学习风格灵活调整教学方法，以提高他们的英语水平。					
The overall school environment					
The overall school environment, including facilities, social interactions, and support services, plays a significant role in shaping my English language learning experience.					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
整体学校环境，包括设施、社交互动和支持服务，在塑造我的英语学习经验中起着重要作用。					
Positive interactions with peers and teachers contribute to my English language proficiency and academic success. 与同学和老师的积极互动有助于我英语水平的提高和学业的成功。					
Access to support services such as tutoring and counseling helps me address language learning challenges and improve my English skills. 获得辅导和心理咨询等支持服务有助于我应对语言学习中的挑战，提高我的英语技能。					
Extracurricular activities provide opportunities for me to practice English in real-life situations and enhance my language proficiency. 课外活动为我提供了在现实生活中练习英语的机会，增强了我的语言水平。					

Statements 陈述	5	4	3	2	1
	Highest	High	Moderate	Low	Lowest
I feel that the cultural diversity within the school enriches my English language learning experience and helps me understand different perspectives. 我感觉学校内的文化多样性丰富了我的英语学习经验，并帮助我理解不同的视角。					
The school's emphasis on community engagement and international exchange programs has improved my English language skills through exposure to diverse linguistic and cultural contexts. 学校对社区参与和国际交流项目的重视通过接触不同的语言和文化环境提高了我的英语水平。					

ACKNOWLEDGMENTS: 鸣谢:

We would like to extend our sincere gratitude to all participants who took the time to fill out our questionnaire on the English level of Chinese students in Sawangboriboon Wittaya School in Thailand. Your valuable insights and feedback will contribute greatly to our research and help us better understand the English proficiency of Chinese students in international schools in Thailand.

我们要对所有参与填写关于中国学生在泰国芭提雅明满学校英语水平的问卷调查的人表示诚挚的感谢。您宝贵的见解和反馈将对我们的研究产生重要贡献，帮助我们更好地了解中国学生在泰国国际学校的英语水平。

REQUEST FOR CONTACT INFORMATION:联系信息的请求:

If you would like to receive updates about the results of this survey or future studies, please provide your contact information below. Your information will be kept confidential and will not be shared with any third parties.

如果您想收到有关此调查结果或未来研究的更新，请在下面提供您的联系信息。您的信息将被保密，不会与任何第三方分享。

Name:您的姓名：	
Email address: 您的邮箱地址：	

Your personal information will only be used for the purpose of providing updates on the survey results or future studies. It will be securely stored and will not be disclosed to any external parties.

您的个人信息将仅用于提供有关调查结果或未来研究的更新。它将被安全存储，并不会向任何外部方披露。

Thank you again for your participation in this important research.

再次感谢您参与这项重要的研究。

Appendix C

Interview Questions for Parents and Teachers

Parent Interview Content:

Purpose: To understand parents' perspectives on their children's English proficiency and their level of involvement in their children's English learning process.

家长访谈内容:

目的: 了解家长对孩子英语水平的看法以及他们在孩子英语学习过程中的参与程度。

家长参与度 (Parental involvement) :

您认为家长在制定孩子的学术目标和策略方面扮演了重要角色吗? 在英语学习方面, 您如何参与?

Do you believe parents play an important role in setting academic goals and strategies for their children? How do you participate in your child's English language learning?

您是否积极参与支持孩子在课堂外学习英语的过程? 您会提供哪些帮助和资源?

Do you actively support your child's learning of English outside the classroom? What kind of assistance and resources do you provide?

您是否经常参与学校举办的促进英语语言能力的活动和项目? 您对这些活动有何看法?

Do you frequently participate in school-sponsored activities and programs aimed at promoting English language proficiency? What are your thoughts on these activities?

同龄人互动 (Peer interaction) :

您认为孩子与同龄人交流对英语学习有何影响? 您是否鼓励孩子与同学交流英语?

How do you think peer interaction affects children's English learning? Do you encourage your child to communicate in English with classmates?

您是否认为同龄人之间的互动可以增强孩子的英语水平和学业成绩?

Do you believe that interaction among peers can enhance children's English proficiency and academic performance?

教师角色 (Teacher role) :

您对老师在促进孩子英语学习方面的作用有何看法? 您是否与老师保持沟通, 了解孩子的英语学习进展?

What is your opinion on the role of teachers in promoting children's English learning? Do you communicate with teachers to understand your child's progress in English learning?

您认为老师在孩子英语学习过程中的支持程度如何? 您期望老师在这方面做出哪些改进?

How supportive do you think teachers are in the process of your child's English learning? What improvements do you expect from teachers in this regard?

学生态度 (Students' attitude) :

您对孩子的英语学习态度有何观察? 您是否认为孩子对英语学习充满热情?

What observations do you have about your child's attitude towards English learning? Do you think your child is enthusiastic about learning English?

您如何鼓励孩子保持积极的学习态度和对英语学习的兴趣?

How do you encourage your child to maintain a positive learning attitude and interest in learning English?

学习风格 (Learning styles) :

您是否了解孩子的学习风格? 您如何根据孩子的学习风格提供支持和指导?

Do you understand your child's learning style? How do you provide support and guidance based on your child's learning style?

您是否认为了解孩子的学习风格有助于提高他们的英语水平?

Do you believe that understanding your child's learning style helps improve their English proficiency?

整体学校环境 (The overall school environment) :

您认为学校的整体环境对孩子的英语学习有何影响? 您对学校提供的英语学习环境有何评价?

How do you think the overall school environment affects your child's English learning?

What is your assessment of the English learning environment provided by the school?

您希望学校在哪些方面改进, 以更好地支持孩子的英语学习?

In which areas do you hope the school will improve to better support your child's English learning?

Teacher Interview Content:

Purpose: To gather insights from teachers regarding parental involvement, peer interaction, the teacher's role, students' attitudes, learning styles, curriculum design, and the overall school environment in relation to English language learning.

教师访谈内容:

目的: 收集教师关于家长参与度、同龄人互动、教师角色、学生态度、学习风格、课程设计和整体学校环境对英语学习的见解。

Parental involvement (家长参与度):

Do you believe parents play an important role in setting academic goals and strategies for their children?

您认为家长在制定孩子的学术目标和策略方面扮演了重要角色吗?

Do you actively support your child's learning of English outside the classroom? What kind of assistance and resources do you provide?

您是否积极参与支持孩子在课堂外学习英语的过程? 您会提供哪些帮助和资

源? Peer interaction (同龄人互动):

How do you think peer interaction affects children's English learning? Do you encourage your child to communicate in English with classmates?

您认为孩子与同龄人交流对英语学习有何影响? 您是否鼓励孩子与同学交流英语?

Teacher role (教师角色):

What is your opinion on the role of teachers in promoting children's English learning?

您对老师在促进孩子英语学习方面的作用有何看法?

Students' attitude (学生态度):

What observations do you have about your child's attitude towards English learning?

Do you think your child is enthusiastic about learning English?

您对孩子的英语学习态度有何观察? 您是否认为孩子对英语学习充满热情?

How do you encourage your child to maintain a positive learning attitude and interest in learning English?

您如何鼓励孩子保持积极的学习态度和对英语学习的兴趣?

Learning styles (学习风格):

Do you understand your child's learning style? How do you provide support and guidance based on your child's learning style?

您是否了解孩子的学习风格? 您如何根据孩子的学习风格提供支持和指导?

Curriculum design (课程设计):

What are your thoughts on the current English curriculum design for your child? Do you think the curriculum design meets your child's learning needs?

您对目前的英语课程设计有何看法? 您认为课程设计是否满足了孩子的学习需求?

The overall school environment (整体学校环境):

How do you think the overall school environment affects your child's English learning?

What is your assessment of the English learning environment provided by the school?

您认为学校的整体环境对孩子的英语学习有何影响? 您对学校提供的英语学习环境有何评价?

In which areas do you hope the school will improve to better support your child's English learning? 您希望学校在哪些方面改进, 以更好地支持孩子的英语学习?

Appendix D

Experts' Validation Form for Questionnaire

Directions: Below are questions included in the questionnaire for the study of factors affecting English proficiency of Chinese students in Sawangboriboon Wittaya School in Pattaya. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Sawangboriboon Wittaya School in Pattaya.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (/) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	Parental involvement				
1	My parents actively engage in setting academic goals and strategies for my education, particularly in English language learning. 我的父母积极参与为我制定学业目标和策略，尤其是在英语学习方面。				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
2	My parents offer assistance and resources to support my English language learning beyond the classroom environment. 我的父母提供帮助和资源，支持我在课堂外学习英语。				
3	My parents actively engage in activities that foster my curiosity and enthusiasm for learning English. 我的父母积极参与培养我对学习英语的好奇心和热情的活动。				
4	My parents actively participate in and assist with my English language				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	homework assignments. 我的父母积极参与并协助我完成英语语言的家庭作业。				
5	My parents encourage a culture of reading, particularly in English, within our household. 我的父母在我们家庭中鼓励阅读文化，特别是英语阅读文化。				
6	My parents actively join school-sponsored events and programs that promote English language proficiency. 我的父母积极参加学校组织的促进英				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	语语言能力的活动和项目。				
7	My parents encourage me to engage in social interactions that enhance my English language communication skills. 我的父母鼓励我参与能够提升英语语言沟通能力的社交互动。				
8	My parents play an active role in facilitating my engagement in academic pursuits, especially in English-related activities. 我的父母积极促进我参与学术追求，				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	尤其是英语相关的活动。				
9	My parents provide encouragement and support to nurture my confidence in using the English language effectively. 我的父母提供鼓励和支持，培养我对有效使用英语的自信心。				
	Peer interaction				
10	Chatting with classmates is a great way to learn English because it allows us to practice the language more naturally. 和同学聊天是学习英语的好方法，因				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	为它让我们更自然地练习语言。				
11	Studying English with classmates can help us improve our language skills and enhance teamwork abilities. 和同学一起学习英语可以帮助我们提高语言技能，也可以增强团队合作能力。				
12	In conversations with classmates, we can learn from each other and solve English learning challenges together. 在和同学的对话中，我们可以互相学习，共同解决英语学习中的难题。				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
13	Through interacting with classmates, we can better understand and apply the English knowledge we have learned. 通过和同学互动，我们能够更好地理解和应用所学的英语知识。				
14	Teachers play an important role in promoting interaction among classmates, as they can provide us with guidance and support. 教师在促进同学间互动方面发挥着重要作用，他们能够给予我们指导和支持。				
	Teacher role				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
15	Teachers in our school not only teach subjects but also guide us in our learning journey. 在我们学校，老师不只是教课的，还像是我们的学习导师。				
16	We believe teachers should use simple language to communicate with us so we can understand subjects better. 我们觉得老师应该用简单易懂的话和我们交流，这样我们更容易理解学科内容。				
17	Teachers not only teach, but also help us solve problems,				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	like good friends in learning. 老师除了教书，还会帮助我们解决问题，像是学习的好朋友一样。				
18	Teachers often encourage us to study hard, which motivates us to learn new things. 老师经常鼓励我们努力学习，这让我们更有动力去学习新知识。				
19	With the help of teachers, we enjoy participating in classroom activities and learning more. 在老师的帮助下，我们更喜欢参与课堂活动，学到更多东西。				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
20	We appreciate when teachers use different teaching methods to make learning interesting. 我们欣赏老师使用不同的教学方法，让学习变得有趣。				
	Students' attitude				
21	I believe learning is important because it can help me achieve my goals and dreams, which motivates me to improve my English proficiency. 我相信学习很重要，因为它可以帮助我实现我的目标和梦想，这激励我提高我的英语水平。				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
22	I feel confident in my learning and believe I can overcome challenges and make progress in mastering the English language. 我在学习中感到自信，相信我可以克服挑战，并在掌握英语方面取得进步。				
23	I enjoy challenging myself in learning because it makes me stronger in English proficiency. 我喜欢在学习中挑战自己，因为挑战可以让我的英语水平更上一层楼。				
24	I am open to receiving feedback and suggestions to				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	continuously improve my learning methods and skills in English. 我乐于接受反馈和建议，以便不断改进我的英语学习方法 and 技能。				
25	I respect teachers and classmates and am willing to cooperate with them and share learning experiences to enhance my English proficiency. 我尊重老师和同学，愿意与他们合作并分享学习经验，以提高我的英语水平。				
	Learning styles				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
26	I prefer learning through visual methods such as diagrams, charts, and images. 我更喜欢通过图表、图像等视觉方式学习，这有助于提高我的英语水平。				
27	I prefer learning by listening to explanations from the teacher or audio recordings. 我更喜欢通过听老师讲解或听录音学习，这对提升我的英语水平有帮助。				
28	I prefer learning by hands-on practice or participating in practical activities. 我更喜欢通过动手实践或参与实际活				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	动来学习，这能够提高我的英语水平。				
29	I believe teachers should adjust teaching methods flexibly according to students' different learning styles. 我认为老师应该根据学生的不同学习风格灵活调整教学方法，以提高他们的英语水平。				
	The overall school environment				
30	The overall school environment, including facilities, social interactions, and support services, plays a significant role in shaping my English				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	language learning experience. 整体学校环境，包括设施、社交互动和支持服务，在塑造我的英语学习经验中起着重要作用。				
31	Positive interactions with peers and teachers contribute to my English language proficiency and academic success. 与同学和老师的积极互动有助于我英语水平的提高和学业的成功。				
32	Access to support services such as tutoring and counseling helps me address language learning challenges				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	and improve my English skills. 获得辅导和心理咨询等支持服务有助于我应对语言学习中的挑战，提高我的英语技能。				
33	Extracurricular activities provide opportunities for me to practice English in real-life situations and enhance my language proficiency. 课外活动为我提供了在现实生活中练习英语的机会，增强了我的语言水平。				
34	I feel that the cultural diversity within the school enriches my English				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	language learning experience and helps me understand different perspectives. 我感觉学校内的文化多样性丰富了我的英语学习经验，并帮助我理解不同的视角。				
35	The school's emphasis on community engagement and international exchange programs has improved my English language skills through exposure to diverse linguistic and cultural contexts. 学校对社区参与和国际交流项目的重视通过接触不同的				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	语言和文化环境提高了我的英语水平。				

Comments:

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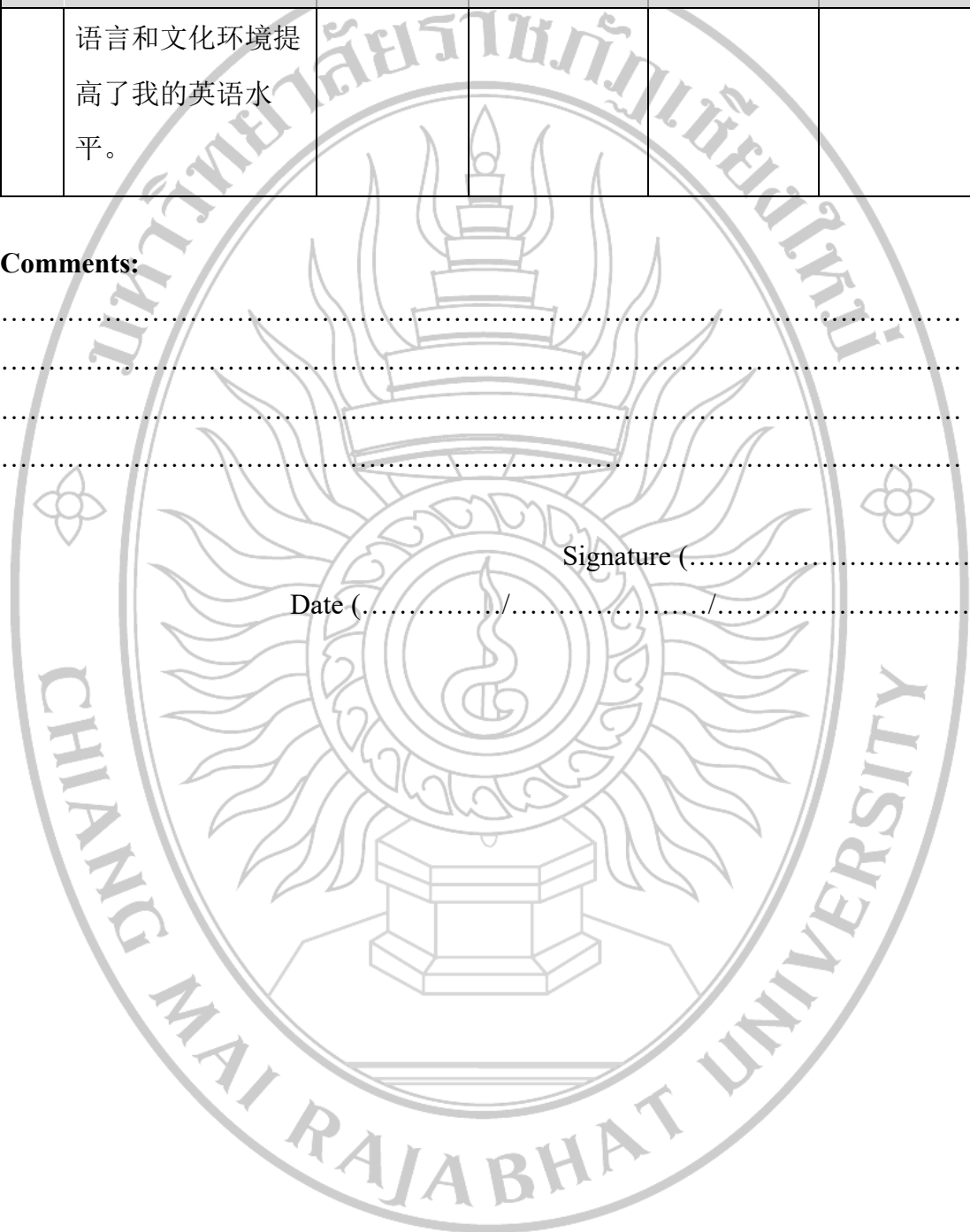
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Signature (.....)

Date (...../...../.....)



Appendix E

Experts' Validation Form for Interviews

Directions: Below are questions included in the interview for the study of factors affecting English proficiency of Chinese students in Sawangboriboon Wittaya School in Pattaya. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Sawangboriboon Wittaya School in Pattaya.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (/) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
Parent Interview Content					
1	Do you believe parents play an important role in setting academic goals and strategies for their children? How do you participate in your child's English language learning?				
2	Do you actively support your child's				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	learning of English outside the classroom? What kind of assistance and resources do you provide?				
3	Do you frequently participate in school-sponsored activities and programs aimed at promoting English language proficiency? What are your thoughts on these activities?				
4	How do you think peer interaction affects children's English learning? Do you encourage your child to communicate in English with classmates?				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
5	Do you believe that interaction among peers can enhance children's English proficiency and academic performance?				
6	What is your opinion on the role of teachers in promoting children's English learning? Do you communicate with teachers to understand your child's progress in English learning?				
7	How supportive do you think teachers are in the process of your child's English learning? What improvements do you expect from				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	teachers in this regard?				
8	What observations do you have about your child's attitude towards English learning? Do you think your child is enthusiastic about learning English?				
9	How do you encourage your child to maintain a positive learning attitude and interest in learning English?				
10	Do you understand your child's learning style? How do you provide support and guidance based on your child's learning style?				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
11	Do you believe that understanding your child's learning style helps improve their English proficiency?				
12	How do you think the overall school environment affects your child's English learning? What is your assessment of the English learning environment provided by the school?				
13	In which areas do you hope the school will improve to better support your child's English learning?				
	Teacher Interview Content				
14	How do you perceive the role of				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	parental involvement in students' English language learning?				
15	Can you provide examples of successful parental involvement that positively impacted a student's learning?				
16	What challenges do you face when trying to involve parents in English language learning, and how do you address them?				
17	How important is peer interaction in the process of learning English?				
18	What activities or methods do you use to promote effective				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	peer interaction in the classroom?				
19	How do you view your role in facilitating English language learning for your students?				
20	How do you tailor your teaching approaches to meet the diverse needs of your students?				
21	How do you stay updated with the latest teaching strategies and educational resources for English language learning?				
22	How do you motivate students who show a lack of interest or negative				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	attitude towards learning English?				
23	How do students' attitudes towards English affect their learning outcomes?				
24	How do you identify and accommodate different learning styles in your English language classroom?				
25	How do you support students who struggle with traditional learning methods?				
26	How would you describe the overall school environment in terms of supporting English language learning?				

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
27	What improvements do you think could be made in the school environment to better support English language learners?				

Comments:

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Signature (.....)

Date (...../...../.....)

Experts' Validation Form for Questionnaire

Directions: Below are questions included in the questionnaire for the study of factors affecting English proficiency of Chinese students in an international school in Chiang Mai. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Satit International Bilingual School of Rangsit University in Chiangmai.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (/) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	Parental involvement				
1	My parents actively engage in setting academic goals and strategies for my education, particularly in English language learning. 我的父母积极参与为我制定学业目标和策略, 尤其是在英语学习方面。	/			
2	My parents offer assistance and resources to support my English language learning beyond the classroom environment. 我的父母提供帮助和资源, 支持我在课堂外学习英语。	/			
3	My parents actively engage in activities that foster my curiosity and enthusiasm for learning English. 我的父母积极参与培养我对学习英语的好奇心和热情的活动。		/		
4	My parents actively participate in and assist with my English language homework assignments. 我的父母积极参与并协助我完成英语语言的家庭作业。	/			

5	My parents encourage a culture of reading, particularly in English, within our household. 我的父母在我们家庭中鼓励阅读文化，特别是英语阅读文化。		/		
6	My parents actively join school-sponsored events and programs that promote English language proficiency. 我的父母积极参加学校组织的促进英语语言能力的活动和项目。		/		
7	My parents encourage me to engage in social interactions that enhance my English language communication skills. 我的父母鼓励我参与能够提升英语语言沟通能力的社交互动。	/			
8	My parents play an active role in facilitating my engagement in academic pursuits, especially in English-related activities. 我的父母积极促进我参与学术追求，尤其是英语相关的活动。	/			
9	My parents provide encouragement and support to nurture my confidence in using the English language effectively. 我的父母提供鼓励和支持，培养我对有效使用英语的信心。	/			
Peer interaction					
10	Chatting with classmates is a great way to learn English because it allows us to practice the language more naturally. 和同学聊天是学习英语的好方法，因为它让我们更自然地练习语言。	/			

11	Studying English with classmates can help us improve our language skills and enhance teamwork abilities. 和同学一起学习英语可以帮助我们提高语言技能，也可以增强团队合作能力。	/			
12	In conversations with classmates, we can learn from each other and solve English learning challenges together. 在和同学的对话中，我们可以互相学习，共同解决英语学习中的难题。	/			
13	Through interacting with classmates, we can better understand and apply the English knowledge we have learned. 通过和同学互动，我们能够更好地理解和应用所学的英语知识。	/			
14	Teachers play an important role in promoting interaction among classmates, as they can provide us with guidance and support. 教师在促进同学间互动方面发挥着重要作用，他们能够给予我们指导和支持。	/			
Teacher role					
15	Teachers in our school not only teach subjects but also guide us in our learning journey. 在我们学校，老师不只是教课的，还像是我们的学习导师。		/		
16	We believe teachers should use simple language to communicate with us so we can understand subjects better. 我们觉得老师应该用简单易懂的话和我们交流，这样我们更容易理解学科内容。	/			

17	Teachers not only teach, but also help us solve problems, like good friends in learning. 老师除了教书, 还会帮助我们解决问题, 像是学习的好朋友一样。	/			
18	Teachers often encourage us to study hard, which motivates us to learn new things. 老师经常鼓励我们努力学习, 这让我们更有动力去学习新知识。	/			
19	With the help of teachers, we enjoy participating in classroom activities and learning more. 在老师的帮助下, 我们更喜欢参与课堂活动, 学到更多东西。	/			
20	We appreciate when teachers use different teaching methods to make learning interesting. 我们欣赏老师使用不同的教学方法, 让学习变得有趣。	/			
Students' attitude					
21	I believe learning is important because it can help me achieve my goals and dreams, which motivates me to improve my English proficiency. 我相信学习很重要, 因为它可以帮助我实现我的目标和梦想, 这激励我提高我的英语水平。	/			
22	I feel confident in my learning and believe I can overcome challenges and make progress in mastering the English language. 我在学习中感到自信, 相信我可以克服挑战, 并在掌握英语方面取得进步。	/			
23	I enjoy challenging myself in learning because it makes me stronger in English proficiency.		/		

	我喜欢在学习中挑战自己，因为挑战可以让我的英语水平更上一层楼。				
24	I am open to receiving feedback and suggestions to continuously improve my learning methods and skills in English. 我乐于接受反馈和建议，以便不断改进我的英语学习和技能。	/			
25	I respect teachers and classmates and am willing to cooperate with them and share learning experiences to enhance my English proficiency. 我尊重老师和同学，愿意与他们合作并分享学习经验，以提高我的英语水平。	/			
Learning styles					
26	I prefer learning through visual methods such as diagrams, charts, and images. 我更喜欢通过图表、图像等视觉方式学习，这有助于提高我的英语水平。	/			
27	I prefer learning by listening to explanations from the teacher or audio recordings. 我更喜欢通过听老师讲解或听录音学习，这对提升我的英语水平有帮助。	/			
28	I prefer learning by hands-on practice or participating in practical activities. 我更喜欢通过动手实践或参与实际活动来学习，这能够提高我的英语水平。	/			
29	I believe teachers should adjust teaching methods flexibly according to students' different learning styles. 我认为老师应该根据学生的不同学习风格灵活调整教学方法，以提高他们的英语水平。	/			

The overall school environment					
30	The overall school environment, including facilities, social interactions, and support services, plays a significant role in shaping my English language learning experience. 整体学校环境, 包括设施、社交互动和支持服务, 在塑造我的英语学习经验中起着重要作用。	/			
31	Positive interactions with peers and teachers contribute to my English language proficiency and academic success. 与同学和老师的积极互动有助于我英语水平的提高和学业的成功。	/			
32	Access to support services such as tutoring and counseling helps me address language learning challenges and improve my English skills. 获得辅导和心理咨询等支持服务有助于我应对语言学习中的挑战, 提高我的英语技能。	/			
33	Extracurricular activities provide opportunities for me to practice English in real-life situations and enhance my language proficiency. 课外活动为我提供了在现实生活中练习英语的机会, 增强了我的语言水平。	/			
34	I feel that the cultural diversity within the school enriches my English language learning experience and helps me understand different perspectives. 我感觉学校内的文化多样性丰富了我的英语学习经验, 并帮助我理解不同的视角。	/			
35	The school's emphasis on community engagement and international exchange programs has improved	/			

my English language skills through exposure to diverse linguistic and cultural contexts. 学校对社区参与和国际交流项目的重视通过接触不同的语言和文化环境提高了我的英语水平。				
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Comments:

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Signature (

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Date (15 / 20 / 68)

มหาวิทยาลัยราชภัฏเชียงใหม่

Experts' Validation Form for Interview

Directions: Below are questions included in the interview for the study of factors affecting English proficiency of Chinese students in an international school in Chiang Mai. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Satit International Bilingual School of Rangsit University in Chiangmai.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (/) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No	Statements	Congruent	Questionable	Incongruent	Comments/ suggestions
	陈述	+1	0	-1	
Parent Interview Content					
1	Do you believe parents play an important role in setting academic goals and strategies for their children? How do you participate in your child's English language learning?	/			
2	Do you actively support your child's learning of English outside the classroom? What kind of assistance and resources do you provide?	/			
3	Do you frequently participate in school-sponsored activities and programs aimed at promoting English language proficiency? What are your thoughts on these activities?	/			
4	How do you think peer interaction affects children's English learning? Do you encourage your child to communicate in English with classmates?	/			
5	Do you believe that interaction among peers can enhance children's English proficiency and academic performance?	/			
6	What is your opinion on the role of teachers in promoting children's English learning? Do you		/		

	communicate with teachers to understand your child's progress in English learning?				
7	How supportive do you think teachers are in the process of your child's English learning? What improvements do you expect from teachers in this regard?	/			
8	What observations do you have about your child's attitude towards English learning? Do you think your child is enthusiastic about learning English?	/			
9	How do you encourage your child to maintain a positive learning attitude and interest in learning English?	/			
10	Do you understand your child's learning style? How do you provide support and guidance based on your child's learning style?	/			
11	Do you believe that understanding your child's learning style helps improve their English proficiency?	/			
12	How do you think the overall school environment affects your child's English learning? What is your assessment of the English learning environment provided by the school?	/			
13	In which areas do you hope the school will improve to better support your child's English learning?	/			
Teacher Interview Content					
14	How do you perceive the role of parental involvement in students' English language learning?		/		
15	Can you provide examples of successful parental involvement that positively impacted a student's learning?	/			

16	What challenges do you face when trying to involve parents in English language learning, and how do you address them?	/			
17	How important is peer interaction in the process of learning English?	/			
18	What activities or methods do you use to promote effective peer interaction in the classroom?	/			
19	How do you view your role in facilitating English language learning for your students?	/			
20	How do you tailor your teaching approaches to meet the diverse needs of your students?	/			
21	How do you stay updated with the latest teaching strategies and educational resources for English language learning?	/			
22	How do you motivate students who show a lack of interest or negative attitude towards learning English?	/			
23	How do students' attitudes towards English affect their learning outcomes?	/			
24	How do you identify and accommodate different learning styles in your English language classroom?	/			
25	How do you support students who struggle with traditional learning methods?	/			
26	How would you describe the overall school environment in terms of supporting English language learning?	/			
27	What improvements do you think could be made in the school environment to better support English language learners?	/			

Comments:

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Signature (.....)

.....

Date (...../...../.....)



Experts' Validation Form for Questionnaire

Directions: Below are questions included in the questionnaire for the study of factors affecting English proficiency of Chinese students in an international school in Chiang Mai. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Satit International Bilingual School of Rangsit University in Chiangmai.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (/) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No.	Statements 陈述	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	-1	
	Parental involvement				
1	My parents actively engage in setting academic goals and strategies for my education, particularly in English language learning. 我的父母积极参与为我制定学业目标和策略, 尤其是在英语学习方面。	✓			
2	My parents offer assistance and resources to support my English language learning beyond the classroom environment. 我的父母提供帮助和资源, 支持我在课堂外学习英语。	✓			
3	My parents actively engage in activities that foster my curiosity and enthusiasm for learning English. 我的父母积极参与培养我对学习英语的好奇心和热情的活动。	✓			
4	My parents actively participate in and assist with my English language homework assignments. 我的父母积极参与并协助我完成英语语言的家庭作业。	✓			

5	My parents encourage a culture of reading, particularly in English, within our household. 我的父母在我们家庭中鼓励阅读文化，特别是英语阅读文化。	✓				
6	My parents actively join school-sponsored events and programs that promote English language proficiency. 我的父母积极参加学校组织的促进英语语言能力的活动和项目。	✓				
7	My parents encourage me to engage in social interactions that enhance my English language communication skills. 我的父母鼓励我参与能够提升英语语言沟通能力的社交互动。	✓				
8	My parents play an active role in facilitating my engagement in academic pursuits, especially in English-related activities. 我的父母积极促进我参与学术追求，尤其是英语相关的活动。	✓				
9	My parents provide encouragement and support to nurture my confidence in using the English language effectively. 我的父母提供鼓励和支持，培养我对有效使用英语的自信心。	✓				
Peer interaction						
10	Chatting with classmates is a great way to learn English because it allows us ^{me} to practice the language more naturally. 和同学聊天是学习英语的好方法，因为它让我们更自然地练习语言。		✓			

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11	Studying English with classmates can help us ^{me} improve our ^{my} language skills and enhance teamwork abilities. 和同学一起学习英语可以帮助我们提高语言技能，也可以增强团队合作能力。	✓	✓		
12	In conversations with classmates, we ^I can learn from each other and solve English learning challenges together. 在和同学的对话中，我们可以互相学习，共同解决英语学习中的难题。		✓		
13	Through interacting with classmates, we ^I can better understand and apply the English knowledge we ^I have learned. 通过和同学互动，我们能够更好地理解和应用所学的英语知识。		✓		
14	My classmates Teachers play an important role in promoting interaction among classmates, as they can provide us with guidance and support. 教师在促进同学间互动方面发挥着重要作用，他们能够给予我们指导和支持。 <i>This item should focus on peer interaction rather than teacher.</i>			✓	
Teacher role					
15	Teachers in our school not only teach subjects but also guide us in our learning journey. 在我们学校，老师不只是教课的，还像是我们的学习导师。	✓			
16	We believe ^I teachers should use simple language to communicate with us so we can understand subjects better. 我们觉得老师应该用简单易懂的话和我们交流，这样我们更容易理解学科内容。	,	✓		

17	Teachers not only teach, but also help us solve problems, like good friends in learning. 老师除了教书, 还会帮助我们解决问题, 像是学习的好朋友一样。	✓			
18	Teachers often encourage us to study hard, which motivates us to learn new things. 老师经常鼓励我们努力学习, 这让我们更有动力去学习新知识。	✓			
19	With the help of teachers, we enjoy participating in classroom activities and learning more. 在老师的帮助下, 我们更喜欢参与课堂活动, 学到更多东西。	✓			
20	We appreciate when teachers use different teaching methods to make learning interesting. 我们欣赏老师使用不同的教学方法, 让学习变得有趣。	✓			
Students' attitude					
21	I believe learning is important because it can help me achieve my goals and dreams, which motivates me to improve my English proficiency. 我相信学习很重要, 因为它可以帮助我实现我的目标和梦想, 这激励我提高我的英语水平。	✓			
22	I feel confident in my learning and believe I can overcome challenges and make progress in mastering the English language. 我在学习中感到自信, 相信我可以克服挑战, 并在掌握英语方面取得进步。	✓			
23	I enjoy challenging myself in learning because it makes me stronger in English proficiency.	✓			

	我喜欢在学习中挑战自己, 因为挑战可以让我的英语水平更上一层楼。				
24	I am open to receiving feedback and suggestions to continuously improve my learning methods and skills in English. 我乐于接受反馈和建议, 以便不断改进我的英语学习和技能。	✓			
25	I respect teachers and classmates and am willing to cooperate with them and share learning experiences to enhance my English proficiency. 我尊重老师和同学, 愿意与他们合作并分享学习经验, 以提高我的英语水平。	✓			
Learning styles					
26	I prefer learning through visual methods such as diagrams, charts, and images. 我更喜欢通过图表、图像等视觉方式学习, 这有助于提高我的英语水平。	✓			
27	I prefer learning by listening to explanations from the teacher or audio recordings. 我更喜欢通过听老师讲解或听录音学习, 这对提升我的英语水平有帮助。	✓			
28	I prefer learning by hands-on practice or participating in practical activities. 我更喜欢通过动手实践或参与实际活动来学习, 这能够提高我的英语水平。	✓			
29	I believe teachers should adjust teaching methods flexibly according to students' different learning styles. 我认为老师应该根据学生的不同学习风格灵活调整教学方法, 以提高他们的英语水平。	✓			

The overall school environment					
30	The overall school environment, including facilities, social interactions, and support services, plays a significant role in shaping my English language learning experience. 整体学校环境，包括设施、社交互动和支持服务，在塑造我的英语学习经验中起着重要作用。	✓			
31	Positive interactions with peers and teachers contribute to my English language proficiency and academic success. 与同学和老师的积极互动有助于我英语水平的提高和学业的成功。	✓			
32	Access to support services such as tutoring and counseling helps me address language learning challenges and improve my English skills. 获得辅导和心理咨询等支持服务有助于我应对语言学习中的挑战，提高我的英语技能。	✓			
33	Extracurricular activities provide opportunities for me to practice English in real-life situations and enhance my language proficiency. 课外活动为我提供了在现实生活中练习英语的机会，增强了我的语言水平。	✓			
34	I feel that the cultural diversity within the school enriches my English language learning experience and helps me understand different perspectives. 我感觉学校内的文化多样性丰富了我的英语学习经验，并帮助我理解不同的视角。	✓			
35	The school's emphasis on community engagement and international exchange programs has improved	✓			

my English language skills through exposure to diverse linguistic and cultural contexts. 学校对社区参与和国际交流项目的重视通过接触不同的语言和文化环境提高了我的英语水平。				
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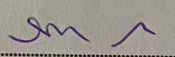
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Signature(..........)Date (........../........../..........)

7.



Experts' Validation Form for Interview

Directions: Below are questions included in the interview for the study of factors affecting English proficiency of Chinese students in an international school in Chiang Mai. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Satit International Bilingual School of Rangsit University in Chiangmai.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (/) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No	Statements	Congruent	Questionable	Incongruent	Comments/ suggestions
	陈述	+1	0	-1	
Parent Interview Content					
1	Do you believe parents play an important role in setting academic goals and strategies for their children? How do you participate in your child's English language learning?	✓			
2	Do you actively support your child's learning of English outside the classroom? What kind of assistance and resources do you provide?	✓			
3	Do you frequently participate in school-sponsored activities and programs aimed at promoting English language proficiency? What are your thoughts on these activities?	✓			
4	How do you think peer interaction affects children's English learning? Do you encourage your child to communicate in English with classmates?	✓			
5	Do you believe that interaction among peers can enhance children's English proficiency and academic performance?	✓			
6	What is your opinion on the role of teachers in promoting children's English learning? Do you	✓			

8.

	communicate with teachers to understand your child's progress in English learning?				
7	How supportive do you think teachers are in the process of your child's English learning? What improvements do you expect from teachers in this regard?	✓			
8	What observations do you have about your child's attitude towards English learning? Do you think your child is enthusiastic about learning English?	✓			
9	How do you encourage your child to maintain a positive learning attitude and interest in learning English?	✓			
10	Do you understand your child's learning style? How do you provide support and guidance based on your child's learning style?	✓			
11	Do you believe that understanding your child's learning style helps improve their English proficiency?	✓			
12	How do you think the overall school environment affects your child's English learning? What is your assessment of the English learning environment provided by the school?	✓			
13	In which areas do you hope the school will improve to better support your child's English learning?	✓			
Teacher Interview Content					
14	How do you perceive the role of parental involvement in students' English language learning?	✓			
15	Can you provide examples of successful parental involvement that positively impacted a student's learning?	✓			

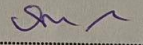
9.



16	What challenges do you face when trying to involve parents in English language learning, and how do you address them?	✓			
17	How important is peer interaction in the process of learning English?	✓			
18	What activities or methods do you use to promote effective peer interaction in the classroom?	✓			
19	How do you view your role in facilitating English language learning for your students?	✓			
20	How do you tailor your teaching approaches to meet the diverse needs of your students?	✓			
21	How do you stay updated with the latest teaching strategies and educational resources for English language learning?	✓			
22	How do you motivate students who show a lack of interest or negative attitude towards learning English?	✓			
23	How do students' attitudes towards English affect their learning outcomes?	✓			
24	How do you identify and accommodate different learning styles in your English language classroom?	✓			
25	How do you support students who struggle with traditional learning methods?	✓			
26	How would you describe the overall school environment in terms of supporting English language learning?	✓			
27	What improvements do you think could be made in the school environment to better support English language learners?	✓			

Comments:

The interview questions are good, but there are too many. Participants might not want to spend a lot of time on this. It might be good to cut down some questions.

Signature(.....)

Date (.....6...../.....18...../.....2024.....)



Experts' Validation Form for Questionnaire

Directions: Below are questions included in the questionnaire for the study of factors affecting English proficiency of Chinese students in an international school in Chiang Mai. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Satit International Bilingual School of Rangsit University in Chiangmai.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (✓) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No.	Statements	Congruent	Questionable	Incongruent	Comments/ suggestions
	陈述	+1	0	-1	
	Parental involvement				
1	My parents actively engage in setting academic goals and strategies for my education, particularly in English language learning. 我的父母积极参与为我制定学业目标和策略，尤其是在英语学习方面。	✓			
2	My parents offer assistance and resources to support my English language learning beyond the classroom environment. 我的父母提供帮助和资源，支持我在课堂外学习英语。	✓			
3	My parents actively engage in activities that foster my curiosity and enthusiasm for learning English. 我的父母积极参与培养我对学习英语的好奇心和热情的活动。	✓			
4	My parents actively participate in and assist with my English language homework assignments. 我的父母积极参与并协助我完成英语语言的家庭作业。	✓			



5	My parents encourage a culture of reading, particularly in English, within our household. 我的父母在我们家庭中鼓励阅读文化，特别是英语阅读文化。	✓			
6	My parents actively join school-sponsored events and programs that promote English language proficiency. 我的父母积极参加学校组织的促进英语语言能力的活动和项目。	✓			
7	My parents encourage me to engage in social interactions that enhance my English language communication skills. 我的父母鼓励我参与能够提升英语语言沟通能力的社交互动。	✓			
8	My parents play an active role in facilitating my engagement in academic pursuits, especially in English-related activities. 我的父母积极促进我参与学术追求，尤其是英语相关的活动。	✓			
9	My parents provide encouragement and support to nurture my confidence in using the English language effectively. 我的父母提供鼓励和支持，培养我对有效使用英语的自信心。	✓			
Peer interaction					
10	Chatting with classmates is a great way to learn English because it allows us to practice the language more naturally. 和同学聊天是学习英语的好方法，因为它让我们更自然地练习语言。	✓			

11	Studying English with classmates can help us improve our language skills and enhance teamwork abilities. 和同学一起学习英语可以帮助我们提高语言技能，也可以增强团队合作能力。	✓			
12	In conversations with classmates, we can learn from each other and solve English learning challenges together. 在和同学的对话中，我们可以互相学习，共同解决英语学习中的难题。	✓			
13	Through interacting with classmates, we can better understand and apply the English knowledge we have learned. 通过和同学互动，我们能够更好地理解和应用所学的英语知识。	✓			
14	Teachers play an important role in promoting interaction among classmates, as they can provide us with guidance and support. 教师在促进同学间互动方面发挥着重要作用，他们能够给予我们指导和支持。	✓			
Teacher role					
15	Teachers in our school not only teach subjects but also guide us in our learning journey. 在我们学校，老师不只是教课的，还像是我们的学习导师。	✓			
16	We believe teachers should use simple language to communicate with us so we can understand subjects better. 我们觉得老师应该用简单易懂的话和我们交流，这样我们更容易理解学科内容。	✓			

17	Teachers not only teach, but also help us solve problems, like good friends in learning. 老师除了教书，还会帮助我们解决问题，像是学习的好朋友一样。	✓			
18	Teachers often encourage us to study hard, which motivates us to learn new things. 老师经常鼓励我们努力学习，这让我们更有动力去学习新知识。	✓			
19	With the help of teachers, we enjoy participating in classroom activities and learning more. 在老师的帮助下，我们更喜欢参与课堂活动，学到更多东西。	✓			
20	We appreciate when teachers use different teaching methods to make learning interesting. 我们欣赏老师使用不同的教学方法，让学习变得有趣。	✓			
Students' attitude					
21	I believe learning is important because it can help me achieve my goals and dreams, which motivates me to improve my English proficiency. 我相信学习很重要，因为它可以帮助我实现我的目标和梦想，这激励我提高我的英语水平。	✓			
22	I feel confident in my learning and believe I can overcome challenges and make progress in mastering the English language. 我在学习中感到自信，相信我可以克服挑战，并在掌握英语方面取得进步。	✓			
23	I enjoy challenging myself in learning because it makes me stronger in English proficiency. 我喜欢在学习中挑战自己，因为挑战可以让我的英语水平更上一层楼。	✓			



24	I am open to receiving feedback and suggestions to continuously improve my learning methods and skills in English. 我乐于接受反馈和建议，以便不断改进我的英语学习和技能。	✓			
25	I respect teachers and classmates and am willing to cooperate with them and share learning experiences to enhance my English proficiency. 我尊重老师和同学，愿意与他们合作并分享学习经验，以提高我的英语水平。	✓			
Learning styles					
26	I prefer learning through visual methods such as diagrams, charts, and images. 我更喜欢通过图表、图像等视觉方式学习，这有助于提高我的英语水平。	✓			
27	I prefer learning by listening to explanations from the teacher or audio recordings. 我更喜欢通过听老师讲解或听录音学习，这对提升我的英语水平有帮助。	✓			
28	I prefer learning by hands-on practice or participating in practical activities. 我更喜欢通过动手实践或参与实际活动来学习，这能够提高我的英语水平。	✓			
29	I believe teachers should adjust teaching methods flexibly according to students' different learning styles. 我认为老师应该根据学生的不同学习风格灵活调整教学方法，以提高他们的英语水平。	✓			
The overall school environment					



30	The overall school environment, including facilities, social interactions, and support services, plays a significant role in shaping my English language learning experience. 整体学校环境，包括设施、社交互动和支持服务，在塑造我的英语学习经验中起着重要作用。	✓			
31	Positive interactions with peers and teachers contribute to my English language proficiency and academic success. 与同学和老师的积极互动有助于我英语水平的提高和学业的成功。	✓			
32	Access to support services such as tutoring and counseling helps me address language learning challenges and improve my English skills. 获得辅导和心理咨询等支持服务有助于我应对语言学习中的挑战，提高我的英语技能。	✓			
33	Extracurricular activities provide opportunities for me to practice English in real-life situations and enhance my language proficiency. 课外活动为我提供了在现实生活中练习英语的机会，增强了我的语言水平。	✓			
34	I feel that the cultural diversity within the school enriches my English language learning experience and helps me understand different perspectives. 我感觉学校内的文化多样性丰富了我的英语学习经验，并帮助我理解不同的视角。	✓			
35	The school's emphasis on community engagement and international exchange programs has improved my English language skills through exposure to diverse linguistic and cultural contexts.	✓			



Experts' Validation Form for Interview

Directions: Below are questions included in the interview for the study of factors affecting English proficiency of Chinese students in an international school in Chiang Mai. This study aims at investigating the factors that contribute to English proficiency among Chinese students with both high and low English proficiency levels at Satit International Bilingual School of Rangsit University in Chiangmai.

Please evaluate the items below in terms of congruent or incongruent based on the score range from -1 to +1 by putting a check mark (/) on the appropriate column. A column is also provided for comments. Thank you for your assistance.

No	Statements 陈述	Congruent +1	Questionable 0	Incongruent -1	Comments/ suggestions
Parent Interview Content					
1	Do you believe parents play an important role in setting academic goals and strategies for their children? How do you participate in your child's English language learning?	✓			
2	Do you actively support your child's learning of English outside the classroom? What kind of assistance and resources do you provide?	✓			
3	Do you frequently participate in school-sponsored activities and programs aimed at promoting English language proficiency? What are your thoughts on these activities?	✓			
4	How do you think peer interaction affects children's English learning? Do you encourage your child to communicate in English with classmates?	✓			
5	Do you believe that interaction among peers can enhance children's English proficiency and academic performance?	✓			
6	What is your opinion on the role of teachers in promoting children's English learning? Do you				



	学校对社区参与和国际交流项目的重视通过接触不同的语言和文化环境提高了我的英语水平。				
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Comments:

.....There are no additional amendments to this questionnaire.....

Signature(..........)

2024.06.10
10:06:31
+07'00'

Assoc.Prof. Dr. Rattana Chanthao

Date (...10.../...June.../...2024...)



	communicate with teachers to understand your child's progress in English learning?	✓			
7	How supportive do you think teachers are in the process of your child's English learning? What improvements do you expect from teachers in this regard?	✓			
8	What observations do you have about your child's attitude towards English learning? Do you think your child is enthusiastic about learning English?	✓			
9	How do you encourage your child to maintain a positive learning attitude and interest in learning English?	✓			
10	Do you understand your child's learning style? How do you provide support and guidance based on your child's learning style?	✓			
11	Do you believe that understanding your child's learning style helps improve their English proficiency?	✓			
12	How do you think the overall school environment affects your child's English learning? What is your assessment of the English learning environment provided by the school?	✓			
13	In which areas do you hope the school will improve to better support your child's English learning?	✓			
Teacher Interview Content					
14	How do you perceive the role of parental involvement in students' English language learning?	✓			

15	Can you provide examples of successful parental involvement that positively impacted a student's learning?	✓			
16	What challenges do you face when trying to involve parents in English language learning, and how do you address them?	✓			
17	How important is peer interaction in the process of learning English?	✓			
18	What activities or methods do you use to promote effective peer interaction in the classroom?	✓			
19	How do you view your role in facilitating English language learning for your students?	✓			
20	How do you tailor your teaching approaches to meet the diverse needs of your students?	✓			
21	How do you stay updated with the latest teaching strategies and educational resources for English language learning?	✓			
22	How do you motivate students who show a lack of interest or negative attitude towards learning English?	✓			
23	How do students' attitudes towards English affect their learning outcomes?	✓			
24	How do you identify and accommodate different learning styles in your English language classroom?	✓			
25	How do you support students who struggle with traditional learning methods?	✓			
26	How would you describe the overall school environment in terms of supporting English language learning?	✓			



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Educational Background

2003 – 2006 Bachelor of Arts in Social Sciences,
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Work Experience

2006 – present Overseas Operations Director,
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