

The Role and Impact of Family Psychological Functioning in Improving the Quality and Progress of English Language Learning Skills of Children with Disabilities

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction refers to Vygotsky's sociocultural theory and Ushioda's motivational framework, but it does not clearly state how these frameworks are operationalized in the study. Consider explicitly linking them to your research variables.

The introduction cites (Peng, 2024), (Vadivel et al., 2022), and (Mendoza et al., 2023), but the explanation of their studies is very brief. Consider summarizing their findings in more depth to establish a stronger theoretical foundation.

The results indicate that "family psychological functioning significantly predicted both English learning quality ($\beta = 0.53$, $p < 0.001$) and progress ($\beta = 0.49$, $p < 0.001$)." However, effect sizes (e.g., Cohen's f^2) are not reported. Consider adding them to demonstrate the practical significance of these findings.

Table 2 presents correlation values, but there is no explanation of what constitutes a strong versus moderate correlation in this context. Consider interpreting these values based on Cohen's guidelines (1988).

The article mentions normality, homogeneity, and multicollinearity tests but does not explain how violations were handled. If assumptions were violated, were any transformations or robust regressions applied?

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The article states that children with disabilities were the focus of the study, but it does not specify the types of disabilities. Are these cognitive, sensory, or physical disabilities? Clearly defining this would improve the study's generalizability.

The article states that "the TOEFL Primary Test assessed English language learning quality and progress," but it does not mention whether the test has been validated for use with children with disabilities. If previous studies have confirmed its reliability for this population, cite them.

The study examines family psychological functioning but does not discuss possible confounding variables like socioeconomic status, parental education, or prior exposure to English. Were these controlled for? If not, acknowledge them as limitations.

The regression analysis only examines direct effects of family psychological functioning on English learning. Were there any moderation or mediation effects (e.g., Does parental education level moderate the relationship)?

The study states, "The results confirm that a supportive, emotionally stable family environment enhances children's language acquisition." However, correlation does not imply causation. Consider rewording to acknowledge that other factors might contribute to this relationship.

The study highlights findings for children with disabilities but does not compare them with findings from neurotypical children. If possible, discuss whether similar patterns are seen in other populations.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.