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Influence of Home Environment on Chinese Overseas Students' English Learning

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ABSTRACT

As studying abroad is gaining popularity, language barriers become a significant issue for most Chinese overseas students. While extensive existing studies have revealed the significant role of diverse factors influencing English learning, such as instructional design, motivation and institutional support, less attention has been paid towards the unavoidable internal factor— Home Environment. Highlighting a significant gap in existing literature, this study aims to explore the influence of the home environment on Chinese overseas students' English learning in higher education institutions. Underpinned by the Bronfenbrenner's Sociocultural Theory, this study adopted a qualitative phenomenological method, and used thematic analysis to analyze interview data collected through WeChat Voice Call. The novelty of this study lies in its specific focus on the home environment's role in shaping Chinese overseas students' English learning, offering fresh insights for parents, educators, and institutions. The present study finds that most respondents reported an early English

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learning experience and adopted various ways to learn English yet they still face challenges, and that family background, family support, family culture values play an indispensable role in shaping Chinese overseas students' English learning. Findings of this study offers valuable insight into the broader discourse on enhancing English acquisition, ultimately contributing to the United Nations Sustainable Development Goals (SDG), especially SDG 4. Quality Education.

Keywords: Studying Abroad; Home Environment; Chinese Overseas Students; English Language Acquisition; Education Policy

1. Introduction

English serves as a global commonly used language, playing a pivotal role in international education^[1]. For Chinese students pursuing higher education abroad, the acquisition of the English language transcends mere academic significance, constituting an immersive and transformative experience. The home environment, comprising familial, cultural, and social dimensions, emerges as a determinative backdrop shaping English learning^[2].

Home environment can play a pivotal role in learners' attitudes. Parents' positive attitude and high motivation can pave the way for better home literacy practices (HLPs). HLPs are language behaviours that experience literacy learning environments. HLPs refer to experiences with various literacy-related activities, like knowledge usage processes^[3]. HLPs are divided into activities based on purposes, participants, and types of interaction. including reading, writing, school-related activities like homework, entertainment like reading game rules, religious activities like reading Bibles, domestic chores such as reading and writing shopping lists and paying bills, and communication by reading and writing letters, notes, and holiday cards.

As Chinese students step into language acquisition in an unfamiliar academic environment, the home environment emerges as a silent mediator, influencing their linguistic development^[4]. While recent research has illuminated various factors impacting English acquisition^[5], a significant gap persists, particularly concerning the role of the home environment in shaping the Chinese overseas students' English learning in higher education institutions. Existing research has predominantly focused on motivational factors, teaching methodologies, and individual personality differences, overlooking the profound influence of the home environment on language acquisition experiences^[6-8]. This research seeks to bridge this gap by undertaking an in-depth exploration of how

the home environment influences Chinese students' English learning abroad in the context of higher education institutions. By exploring overseas students' perceptions of the role of home environment in English learning, this study aims to contribute invaluable insights to educators, institutions, and policymakers striving to enhance the English learning experience for this distinctive demographic. In alignment with Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and equitable quality education for all, this research takes a step further towards its realization^[9]. By shedding light on the complex interplay of familial, cultural, and social factors, this study aims to offer actionable insights that promote inclusivity, equity, and improved English learning outcomes for Chinese overseas students pursuing education overseas in a language not native to their own.

1.1. Research Objective

To explore the role of home environment in influencing Chinese overseas students' English learning.

1.2. Literature Review

Recent literature findings reveal that various family-related factors affect English learning. The role of family is a frequently explored topic, which refers to the influence and engagement of family members in the language acquisition process^[10]. Existing research emphasizes that active participation, open communication about academic goals, and consistent engagement in language-related activities within the family environment significantly contribute to enhanced language proficiency^[11]. While correlation analyses reveal a positive relationship between robust family involvement and favorable attitudes toward English learning, it is crucial to acknowledge a research gap concerning the nature of family roles and the specific impact of various family members. This research is also limited by the scarcity of comprehensive

studies that delve into multifaceted family dynamics within the context of English acquisition.

In addition, family motivation also appears to be a significant factor affecting students' English learning, which refers to how families inspire their children's English learning, examining the presence of rewards as motivational tools^[12, 13]. According to a previous study^[14], family encouragement, both verbal and material, plays a pivotal role in stimulating interest, enhancing motivation, and contributing to sustained improvement in English proficiency. Correlation analyses indicate a strong positive link between family motivation, positive attitudes, and language acquisition outcomes. However, a conspicuous research gap persists in our understanding of the long-term sustainability of motivation and potential cultural variations within the family in motivational strategies.

Beyond the role of family and family motivation, recent studies also focused on family cultural values, exploring belief systems and importance placed on quality education within families^[15]. Alam and Mohanty^[16] demonstrated that families with a strong cultural emphasis on education tend to prioritize English learning. Empirical research shows a direct relationship between family cultural values and positive attitudes toward English learning^[17]. Despite these insights, research gaps persist, particularly in comprehensively capturing the diversity of cultural values within the Chinese home environment and understanding their impact on language acquisition. Limitations include potential biases in self-reported cultural values and the necessity for cross-cultural comparative studies to provide a more holistic understanding. Moreover, previous scholars also emphasized the family support in students' English learning. Family support encompasses the additional resources and assistance families provide beyond formal schooling for English learning^[18]. Glewwe et al.^[19] emphasized the significance of supplementary resources, such as online courses and private tutoring, in enhancing learning outcomes. Moreover, according to Halizah et al.^[20], there is a strong and positive connection between family support, increased learning opportunities, and improved language proficiency.

1.3. Underpinning Theory

Bronfenbrenner's Sociocultural Theory provides a comprehensive framework for understanding the influences on

Chinese overseas students' attitudes towards English learning. This theory emphasizes the interconnected nature of various environmental systems and their impact on individual development^[21]. At the microsystem level, direct interactions within the family, such as parental involvement and sibling support, are crucial in shaping positive language attitudes and proficiency. Studies have shown that these familial interactions correlate positively with students' engagement and success in learning English^[11].

At the mesosystem level, the interplay between different components of a student's environment, such as the relationship between family values and school expectations, is highlighted. This interconnectedness underscores the importance of aligning family cultural values with educational goals to reinforce and support English learning^[17]. The exosystem involves external factors, such as societal attitudes and family support structures, which indirectly influence the family's approach to education. For instance, societal expectations regarding English proficiency can drive families to prioritize and invest in English learning resources and activities^[22].

The macro-system encompasses the broader cultural and societal norms that shape family attitudes and behaviors towards education. This includes the value placed on bilingualism and the societal importance of English as a global language, which collectively influence how families perceive and support English learning^[23]. Lastly, the chronosystem considers the dimension of time, recognizing that the impact of these various systems evolves over the student's life course. Changes in family circumstances, educational policies, and societal norms over time can significantly affect a student's language learning trajectory^[24]. This theoretical framework sheds light on the importance of considering multiple environmental factors and their dynamic interactions in understanding the development of English learning among Chinese overseas students.

1.4. Research Gap

Despite the extensive research on family-related factors affecting English learning, significant gaps remain, particularly in understanding the roles of individual family members and the dynamics within the family that impact language acquisition. While existing studies highlight the importance of family involvement, motivation, cultural values, and support

in enhancing English proficiency^[11, 14, 15], there is a conspicuous lack of comprehensive research specifically targeting the diverse and multifaceted family dynamics of Chinese overseas students. Additionally, the sustainability of family-driven motivation and the cultural variations in motivational strategies have not been sufficiently explored. Research often relies on correlation analyses without the long-term effects and potential cultural biases inherent in self-reported data. Furthermore, there is a need for more cross-cultural comparative studies to understand how different cultural contexts influence family support mechanisms and their socioeconomic implications. According to Bronfenbrenner's Sociocultural Theory, a more integrated approach examining the interconnected influences on students' attitudes towards English learning is necessary, highlighting the need for longitudinal studies and comprehensive analyses that capture the complexity of these sociocultural dynamics across diverse cultural contexts.

2. Materials and Methods

2.1. Research Design

To gain a deeper understanding of how home environments influence Chinese overseas English learning, this study adopted a qualitative research method. Interviews were conducted to gather qualitative data, offering perspectives on individual experiences. The choice of online interviews helps capture in-depth insights and personal narratives related to the home environment influence on English learning among Chinese overseas students^[25]. This research design is particularly suitable for studying complex phenomena such as attitudes towards language learning, as it allows for deep exploration of individual experiences, perceptions, and behaviors^[26].

The interview questions were designed to cover various aspects comprehensively. Participants were asked about their major and how their family background influenced their choice of major, providing context on how parental careers and family expectations might shape their academic paths. They were also asked at what age they started learning English, and to rate their proficiency, to gather information on their language learning journeys. Questions about how they learned English and specific experiences or opinions were included to understand their methods of learning, en-

compassing formal education, supplementary resources, and practical exposure. The influence of family members was explored by asking which family member influenced their English learning the most and the role they played, along with detailed experiences. To uncover motivational aspects, questions about how their family environment motivated their English learning, including specific examples, were asked. Participants were also questioned about any rewards they received during their English learning journey. The influence of family cultural values was examined by asking how these values impacted their English learning, with specific examples. Finally, participants were asked about additional English learning resources or support provided by their family and their perspective on this support, aiming to identify the role of supplementary materials and support in their learning process.

2.2. Participants

The participants in this study were 15 Chinese overseas students currently studying in Malaysia. Their ages ranged from 20 to 30 years old, with varying levels of English proficiency. They were enrolled in different academic programs, including Computer Science, Educational Management, International Business, Traditional Chinese Medicine, Finance, and more. The diversity in their academic majors and family backgrounds provided a rich source of data for understanding the multifaceted influences of the home environment on their English learning experiences.

2.3. Sampling Design

To ensure a comprehensive exploration of the role of the home environment in influencing Chinese overseas students' English learning, convenience sampling was employed in the present study. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher^[27]. This method is often used when quick, easy, and inexpensive sample collection is necessary^[28]. The present study selected 15 Chinese overseas students studying in Malaysia with different majoring backgrounds and family backgrounds. Convenience sampling allows the selection of participants who can provide diverse insights relevant to the research objective in a convenient and quick man-

ner^[29]. By focusing on overseas Chinese students studying in Malaysia, the study narrowed its scope to a specific demographic known to face unique challenges and influences in their English learning journey, thereby ensuring the relevance and specificity of the findings.

2.4. Data Collection

Qualitative data was collected through an online interview conducted by WeChat Voice Call on the WeChat platform, a widely used Chinese social media application. This method was selected for its cost-effectiveness, accessibility, and flexibility^[30]. Conducting interviews online, at any time and location, minimizes constraints related to scheduling and geographical location^[31]. The audio responses obtained from interviews were recorded, transcribed, and meticulously documented. This data collection process is deemed suitable for the research objective, as it enables the capture of qualitative aspects of the students' perspectives on the role of home environment in influencing Chinese overseas students' English learning.

2.5. Data Analysis

After data was collected, this study processed the transcribed and documented interview data through thematic analysis. Thematic analysis is a qualitative research method used for identifying, analyzing, and reporting patterns (themes) within data^[32]. It is a flexible and useful tool that provides a rich and detailed account of data. This method is widely used in psychology, sociology, and other social sciences to interpret complex data sets^[33]. This data analysis method is suitable for the present research objective of exploring the role of home environment in influencing Chinese overseas students' English learning as it provides and interprets valuable insights into the diverse experiences and perspectives of the participants.

3. Results

3.1. Overview

The thematic analysis, based on the interview data col-

lected from Chinese overseas students regarding the role of the home environment in influencing their English learning, reveals several key dimensions. The dimensions are 1). Starting Age and Proficiency in English, 2). Methods of Learning English, 3). Family Influence on Education and Career Choices, 4). Family Support and Resources, 5). Family Cultural Values, 6). Impact of Home Environment on Motivation, and 7). Challenges and Motivational Strategies.

3.2. Starting Age and Proficiency in English

The analysis reveals that Chinese overseas students typically begin learning English around the third grade, at approximately nine years old, but proficiency levels vary widely. Despite this early start, proficiency is influenced by factors such as the quality of instruction, level of immersion, and family support. One respondent shared, *"I started learning English when I was around nine. My proficiency is not very good; I struggle with it"*, indicating that an early start does not guarantee high proficiency. Another student, who began learning English at eight years old, rated their proficiency as moderate, highlighting how different levels of engagement and support can lead to varied outcomes. The significance of continuous and practical exposure is evident in the experiences of those who excelled. A student who started learning English at six years old and participated in immersive activities, such as engaging with online coding communities and receiving guidance from a proficient family member, rated their proficiency as excellent. Conversely, another respondent noted, *"I started learning English in third grade, but my proficiency is only average because most of my learning was confined to the classroom without much practical application"*. This underscores that formal education alone, without supplementary practical exposure, may not be sufficient to achieve high proficiency. In summary, while the typical starting age for learning English among Chinese overseas students is around nine years old, the proficiency levels they achieve vary significantly. Early formal education provides a foundational start, but the quality of instruction, practical immersion, and family support play crucial roles in determining the ultimate level of proficiency, highlighting the importance of continuous and diverse learning experiences in achieving higher proficiency in English.

3.3. Methods of Learning English

Chinese overseas students employ diverse methods to learn English, combining formal education, supplementary resources, and practical exposure. Formal education forms the foundation, with students starting English classes in school. For instance, one respondent noted, “*My English learning began in school but what significantly improved my skills was translating English texts into my native language*”. Supplementary resources such as textbooks, workbooks, and online courses enhance language skills, as highlighted by a student who shared, “*My family provided additional English learning resources, including textbooks, workbooks, and online courses, which greatly impacted my language learning journey*”. Practical exposure, such as participating in English corners, watching English movies, and engaging in online forums, significantly boosts proficiency. One participant stated, “*Participating in English corners and watching English movies helped me improve my spoken English and listening skills*”, while another mentioned, “*Engaging in online coding communities and contributing to open-source projects in English not only improved my language skills but also enhanced my technical vocabulary*”. The integration of these methods ensures students learn theoretical aspects and gain real-world application skills, as emphasized by a respondent who noted, “*The combination of school education, private tutoring, and practical use of English in daily life made a significant difference in my proficiency*”. Thus, the blend of formal education, supplementary resources, and practical immersion creates a comprehensive and effective approach to learning English.

3.4. Family Influence on Education and Career Choices

Family plays a significant role in shaping the Chinese overseas students’ English learning and their career choices, often guided by parental careers and sibling role models. Many respondents indicated that their parents’ professions and guidance were pivotal in their decisions. For instance, one student shared, “*My major is Computer Science. My family background has influenced my choice of major because my parents work in the technology industry*”. Another respondent echoed this sentiment, stating, “*My major is International Business. My family background has greatly*

influenced my choice of major. Both of my parents have successful careers in the business field”. Additionally, siblings often serve as influential role models. One participant mentioned, “*My older brother, who is a software engineer, significantly influenced my English proficiency and career path*”. These examples reveal the profound impact of family members, not only in providing career advice, but also in setting expectations and aspirations that guide the students’ educational and professional development. This familial guidance and influence are critical in steering students towards fields that promise stability and success, reflecting the broader cultural values placed on education and career achievement.

3.5. Family Support and Resources

Family support and resources are crucial in the English learning journey of Chinese overseas students, providing both emotional encouragement and practical assistance. Many respondents highlighted the importance of their families’ involvement. One student noted, “*My family supported my language learning journey by enrolling me in English language classes outside of school. They also encouraged me to watch English movies and TV shows, read English books, and practice speaking English with them*”. Another respondent shared, “*My family provided additional English learning resources, including textbooks, workbooks, and online courses, which greatly impacted my language learning journey*”. However, some students faced financial constraints that limited the extent of additional resources available to them, as one participant mentioned, “*Unfortunately, we haven’t been able to invest in additional resources. English learning materials can be expensive, and it’s not something we can prioritize right now*”. Despite these limitations, emotional support remained a constant, with families encouraging persistence and celebrating achievements, which significantly boosted motivation and confidence. For instance, one respondent shared, “*My parents think this is good. No matter what, whether you do well or not, it is important as long as you dare to speak up and communicate*”. Thus, the combination of emotional encouragement and practical support, even within financial constraints, plays a vital role in enhancing the English learning experience and proficiency of Chinese overseas students.

3.6. Family Cultural Values

Family cultural values significantly influence the English learning experiences of Chinese overseas students, particularly in emphasizing the importance of education and bilingualism. These values often shape students' attitudes towards learning English and their motivation to achieve proficiency. One respondent noted, *"Our family values emphasize the importance of providing equal opportunities for all students and fostering a supportive learning environment"*. Another student highlighted how cultural appreciation plays a role, stating, *"Our family places high value on preserving cultural differences in translation. English proficiency is seen as essential for accurately conveying the cultural richness of Chinese texts"*. Additionally, the emphasis on education as a key cultural value motivates students to excel academically, as illustrated by a respondent who mentioned, *"My family's cultural values place a strong emphasis on education and the pursuit of knowledge. They believe that being fluent in English is not only a practical skill but also a way to broaden one's understanding of different cultures and perspectives"*. These cultural values drive families to invest in their children's English education and encourage continuous learning, even beyond academic settings. This cultural emphasis on education and bilingualism fosters an environment where English learning is seen as an integral part of personal and academic growth.

3.7. Impact of Home Environment on Motivation

The home environment plays a crucial role in motivating Chinese overseas students to learn English, providing both a supportive atmosphere and practical opportunities for language practice. Many respondents highlighted how their home environments facilitated their language learning. One student mentioned, *"Our family organizes monthly discussions on environmental issues where English is the preferred language. This motivates me to improve my language skills for effective communication in these discussions"*. Another respondent noted the influence of a supportive home environment, saying, *"The family environment is what I just said. There are two people and one is him. Maybe my sister will provide me with some learning resources, books, courses, and online courses on the Bilibili website, and my mother*

will encourage and support me". These examples illustrate how a home environment that encourages the use of English in everyday activities and provides access to learning resources can significantly boost motivation. Additionally, the emotional support and encouragement from family members are critical in sustaining students' motivation to continue improving their English skills. As one participant shared, *"My parents think this is good. No matter what, whether you do well or not, it is important as long as you dare to speak up and communicate"*. Thus, the combination of a supportive atmosphere, practical language use, and emotional encouragement in the home environment significantly enhances students' motivation to learn and improve their English proficiency.

3.8. Challenges and Motivational Strategies

Chinese overseas students face various challenges in their English learning journeys, including initial resistance, difficulties in mastering the language, and limited practical application. One respondent shared, *"I was not interested in English at that time, and the teachers I met were not good either. So there is actually a little psychological shadow about it"*, highlighting the impact of negative early experiences. Despite these challenges, students employ several motivational strategies to overcome them. Rewards and recognition play a significant role in sustaining motivation. For instance, one student noted, *"For particularly large exams or competitions, they would actually give me some substantial rewards. For example, after I passed the exam twice, I had a perfume"*. Another respondent emphasized the importance of family support in overcoming challenges, stating, *"My parents would often engage in English conversations with me and encourage me to practice speaking English on a daily basis"*. These strategies help students persist in their efforts to improve their English proficiency. Additionally, practical exposure and immersive activities, such as participating in English corners and engaging in online communities, provide real-world application opportunities that enhance learning. One student mentioned, *"Engaging in online coding communities and contributing to open-source projects in English not only improved my language skills but also enhanced my technical vocabulary"*. Overall, the combination of rewards, family support, and practical exposure helps students navigate the challenges of learning English and stay motivated

in their pursuit of proficiency.

4. Discussion

4.1. Role of Home Environment in Chinese Overseas Students' English Learning

This study finds that the home environment provides a crucial foundation for language acquisition and continues to support and enhance language development through various means. Existing research supports these findings, highlighting the importance of a supportive home environment in language learning^[34,35]. Early exposure to English, typically around nine years old, combined with family encouragement, lays a critical foundation for language learning, as noted in studies by Getie and Popescu^[36] and Kiaer et al.^[37]. The importance of this early start is further evidenced by students who began learning English at a younger age and achieved higher proficiency levels due to consistent family involvement and support.

The methods of learning English among Chinese overseas students also illustrate the vital role of family support. The combination of formal education, supplementary resources, and practical exposure significantly boosts language acquisition. Hein, Wienrich and Latoschik^[38] highlight the effectiveness of diverse and immersive language learning experiences, and this study confirms that families providing additional learning materials and practical language use opportunities greatly contribute to language development. Parental careers and guidance often steer students towards fields requiring strong English proficiency, reinforcing the importance of language skills for future success. This finding aligns with studies by Prakhov, Kotomina, and Sazhina^[39], which indicate that parental influence is a significant determinant of students' educational and career trajectories. Siblings as role models also provide practical support and motivation, further enhancing the learning environment at home. The blend of formal education, additional resources, and real-world practice helps create a well-rounded approach to language learning.

Emotional and practical support from families, despite potential financial constraints, is crucial in sustaining students' motivation and overcoming challenges. Filgona et al.^[40] asserts that motivation is a key element in successful language learning, and the emotional encouragement from

family members plays a significant role in maintaining this motivation. This study confirms that even with limited resources, emotional support and encouragement from family members help students persist in their language learning efforts. Furthermore, family cultural values emphasizing on education and bilingualism significantly influence students' attitudes towards English learning. Research by Kim, Mok, & Seidel^[41] and Šimunović and Babarović^[42] support the idea that cultural values and expectations within the family shape students' academic motivations and outcomes. Families who value bilingualism and encourage continuous learning create an environment fostering high levels of language proficiency. These findings show that there is a need for a supportive and resource-rich home environment in facilitating successful language learning, as corroborated by existing research.

4.2. Recommendations

Based on the findings and discussion, it is evident that parents play a crucial role in the English learning journey of Chinese overseas students. Therefore, it is recommended that parents actively engage in their children's language education from an early age^[43]. This can be achieved by creating an English-rich environment at home, such as incorporating English books, movies, and conversations into daily routines. Additionally, parents should provide emotional encouragement and celebrate small achievements to sustain motivation^[44]. Investing in supplementary learning resources, like private tutoring or online courses, can also significantly enhance the children's proficiency. For parents facing financial constraints, leveraging free or low-cost resources available online can be a viable alternative.

Teachers also hold a vital role in supporting English language learners. It is recommended that teachers adopt diverse and immersive teaching methods that go beyond traditional classroom instruction^[45]. Incorporating multimedia resources, interactive activities, and real-world language use into the curriculum can make learning more engaging and effective. Teachers should also work closely with parents to provide consistent support and reinforcement at home^[46]. Providing feedback and recognizing students' efforts and achievements in class can further boost their confidence and motivation. Additionally, teachers can organize extra-curricular activities, such as English clubs or language

exchange programs, to provide students with more opportunities for practical language use^[47].

Educational policymakers and institutions should recognize the importance of a supportive home environment and work towards facilitating stronger collaboration between schools and families. This can be done by organizing workshops and training sessions for parents on how to support their children's English learning at home effectively^[48]. Schools should also provide resources and guidance to help parents understand the curriculum and learning objectives^[49]. Policies that promote access to supplementary educational resources, especially for families with financial constraints, are crucial. Institutions should also ensure that teachers have the training and resources to implement diverse and immersive teaching methods^[50]. By fostering a collaborative and resource-rich educational environment, stakeholders can significantly enhance the English learning experiences and outcomes for Chinese overseas students.

5. Conclusions

The present study highlights the significant role of the home environment in the English learning experiences of Chinese overseas students. The findings demonstrate that early exposure to English, combined with consistent family support, diverse learning methods, and practical immersion, significantly enhances language proficiency. Family influence on education and career choices, the provision of emotional and practical support, and cultural values emphasizing bilingualism all contribute to a comprehensive framework for successful English learning. These factors collectively underscore the importance of a supportive and resource-rich home environment in facilitating language acquisition and academic success.

Despite the valuable insights gained from this study, several limitations must be acknowledged. The study primarily relies on self-reported data from a limited sample of Chinese overseas students, which may not fully represent the broader population. Additionally, the study focuses on students already studying abroad, potentially overlooking the experiences of those who have not yet had the opportunity to immerse themselves in an English-speaking environment. The qualitative nature of the research, while providing in-depth insights, may also limit the generalizability of the

findings^[51]. Future studies with larger, more diverse samples and mixed-method approaches could provide a more comprehensive understanding of the topic.

Future research should explore the long-term impact of early home environment support on English language proficiency and academic success. Studies could investigate the specific strategies and resources that are most effective in different cultural and socioeconomic contexts. Additionally, research could examine the role of digital and online resources in supporting English learning, particularly for families with limited financial means. Understanding the interplay between home environment, formal education, and technological advancements can provide deeper insights into optimizing language learning strategies for Chinese overseas students and other similar populations.

Author Contributions

Conceptualization, C.Y., R.C., W.H., P.A.V., W.W., L.N.U. and M.M.; methodology, C.Y., R.C., W.H. and P.A.V.; software, C.Y., R.C. and W.H.; validation, C.Y., R.C., W.H., P.A.V., W.W., L.N.U. and M.M.; formal analysis, C.Y., R.C. and W.H.; investigation, C.Y., R.C. and W.H.; resources, C.Y., R.C., W.H. and P.A.V.; data curation, C.Y., R.C. and W.H.; writing—original draft preparation, C.Y., R.C. and W.H.; writing—review and editing, C.Y., R.C., W.H., P.A.V., W.W., L.N.U. and M.M.; visualization, C.Y., R.C., W.H., P.A.V., W.W., L.N.U. and M.M.; project administration, C.Y., R.C., W.H., P.A.V., W.W., L.N.U. and M.M.; funding acquisition, P.A.V. and W.W.. All authors have read and agreed to the published version of the manuscript.

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Informed Consent Statement

Written informed consent has been obtained from all subjects involved in the study.

Data Availability Statement

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Conflict of Interest

The authors declare no conflict of interest.

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