

Examining the Relationship of Motivation, Attitude, Anxiety and Achievement in English Learning among Elementary School Students in Taiwan

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Abstract

This study examines the relationship among English learning motivation, attitude, anxiety and achievement of elementary school students in Taiwan. Using a structured questionnaire, data was collected from 269 5th graders from 9 elementary schools in Taoyuan city in Northern Taiwan, and analyzed by Pearson correlation and multiple regressions. The results of path analysis showed a significant relationship between motivation and attitude, and anxiety and achievement, respectively. Finally, instructional implications for improvement of English learning, and teaching and suggestions for future research were highlighted.

Keywords: Motivation, Attitude, Anxiety, Achievement

1. Introduction

For some time, the influence of learners' personal factors (i.e. motivation, attitude and anxiety) in English language learning and teaching has been recognized, and in most research, consistent attention has been paid to how these factors might contribute to the success or failure of language learning. It is widely accepted that these influential factors stimulate inner incentive and are a decisive and dominant force in learning. Positive relations between these factors are said to be the most effective option to closing the gaps in students' learning and achievement (Dörnyei, 2001; Dörnyei & Clément, 2002; Ushioda, 2008; Wesely, 2009).

Since the wide acknowledge of its prominent role in language learning, a considerable amount of research analyses on the effects of motivation on learners' achievement has been conducted (Gao, Zhao, Cheng, & Zhou, 2004; Hao, Liu, & Hao, 2004; Liu & Huang, 2011; Yang, Liu, & Wu, 2010). The findings indicate that motivation appears to be among the most influential factors in fostering learners' wants or willingness to participate in learning and, in turn, reach better achievement (Noels, Clément, & Pelletier, 2001; Wen, 2001).

Likewise, positive attitudes toward the target language, which refer to individual perceptions about the people, culture and events, were found to predict one's success in learning the language (Van Raaij & Schepers, 2008). Not only does there appear to be a strong correlation between attitude and learning, but this relation also appears to have a direct effect on performance (Zanna & Rempel, 1988).

Additionally, it has been suggested that anxiety might be responsible for the failure of mastering a language or at least the impediment to language development when students are at higher level of anxiety, depression and hostility (Digman, 1990). Importantly, it is suggested that those who are anxious tend to obtain unsatisfactory grades, while those who pay less attention to their emotional states get higher scores. Considering the discussion above, the interconnection and the predictive power of these factors on language learning and teaching are still unclear. In this regard, the present study aimed at examining a proposed model that presents the potential effect of motivation, attitude and anxiety on language learning achievement of Taiwanese 5th graders.

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2. Literature Review

2.1 Motivation

Gardner and Lambert (1959) defined motivation as a learner's orientation toward the goal of learning a second language, identifying two types of motivation: integrative and instrumental motivation. Integrative motivation refers to learners' positive opinion of the target language and their willingness or affective ability to integrate themselves into that language culture, and adopt characteristics that are similar to that target group (Csizer & Dornyei, 2005). Instrumental motivation plays the role of potential pragmatic benefits for language learning (i.e. job hunting or promotion) (Kouritzin, Piquemal & Renaud, 2009); it can be said that if learners realize the potential pragmatic gains of acquiring the target language in their situation, they are willing to take actions to improve their language proficiency.

From point of view of self-determination theory (Deci & Ryan, 1985), motivation is thought to depend on how much a learner engages in an activity with a full degree of needs, choices and commitment (Deci, 1992). Thus, two types of orientations can be located (Deci & Ryan, 1985; Dornyei, 1998; MacIntyre, MacMaster & Baker, 2001): intrinsic orientation (participating in an activity based on anticipation of receiving internal rewards, e.g. learning something new and satisfying curiosity) and extrinsic motivation (wanting to take part in an activity due to expecting external rewards, e.g. good scores or higher pay).

Based on a psychological approach, motivation "refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effect they will exert in that respect" (Keller, 1983, p. 389). By identifying interest, relevance, expectancy and outcome as the four major determinants of motivation, motivation has been classified into three components: value (i.e. students' goals and value beliefs for a course, including intrinsic goal orientation, extrinsic goal orientation and task value), expectancy (i.e. students' beliefs about their skill to succeed in a course, including control of learning beliefs and self-efficacy), and an affective component (i.e. students' anxiety about tests in a course, including worry and an emotionality component).

2.2 Attitude

Attitude refers to an individual's positive or negative conception of something, including persons, objects, events, ideas, and so on (Ajzen & Fishbein, 1980; Van Raaij & Schepers, 2008). It reflects a person's tendency to react to something with his/her evaluative perceptions, thoughts and emotions (Venkatech, 2000; Zanna & Rempel, 1988). For this reason, attitude is formed as a result of some kinds of learning experience; some are based on the person's own experience, knowledge and skills, and some are gained from other sources, such as school and society (Olasheinde & Olatoye, 2014). For example, if the experience is affirmative a positive attitude is found and vice versa (Orunaboka, 2011). Attitude is thus like a mental state of action, derived from previous experiences and it holds a directive influence upon one's behaviors to all related objects and situations (Fasakin, 2012).

Considering that an attitude can be defined as the way a person responds to his or her environment, either positively or negatively, three concepts of attitude can be described:

- Behavioral aspect deals with the way language learners behave and react in a given situation. In fact, successful language learning allows learners to identify and organize their own learning, and then acquire or adopt various kinds of behaviors which improve their language proficiency.
- Cognitive aspect involves the beliefs of language learners about the content they receive and their understanding in the process of language learning. Two concepts are identified, namely curriculum and homework.
- Emotional aspect means that language learners express whether they like or dislike the objects or surrounding situations. It has been shown that learners' inner feelings influence their perspectives and actions (Choy & Troudi, 2006), especially learning environment.

2.3 Anxiety

Anxiety has been seen as a major obstacle in foreign language learning that learners need to overcome (Wang, 2014; Wu, 2010; Zheng, 2008), and is one of the most affective factors influencing one's success and achievement in the target language (Dordinejad & Ahmadabad, 2014; Hashemi & Abbasi, 2013).

Differing from a general feeling of anxiety, anxiety in learning a foreign language is defined as the feeling of tension and apprehension about practicing the target language in anticipated contexts” (MacIntyre & Gardner, 1994). Horwitz, Horwitz and Cope (1986) also defined foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. From this perspective, language anxiety is unique due to the way it involves learners’ self-concepts of communicating competently and presenting themselves genuinely.

In other words, it helps learners to reach their goals or prevents them from successful performance in the target language (Horwitz, 2001). For instance, foreign language anxiety can occur if students are exposed to several negative experiences in foreign language learning contexts (Hewitt & Stephenson, 2012; Sparks & Ganschow, 2007). In this situation, learners will be discouraged, distrust their abilities, avoid activity participation, and eventually give up learning.

Horwitz, Horwitz and Cope (1986) classified foreign language anxiety into three components:

- Communication apprehension arises from learners’ inability to adequately express mature thoughts and ideas. In other words, learners have difficulty in understanding others or in being understood.
- Fear of negative social evaluation arises from a learner’s need to make a positive social impression on others. According to Hashemi and Abbasi (2013), the more friendly and informal the language classroom environment, the less it provokes anxiety. Thus, a great stress and anxiety emerge from language learning setting in formal education because of its demand to be more accurate and clearer in using the target language.
- Test anxiety is an apprehension about academic evaluation. However, Hashemi and Abbasi (2013) reported language learners to be less anxious and stressful in environments which emphasize collaborative activities among the teachers and the students. According to Young (1991), when it comes to language testing, the more unfamiliar and ambiguous test tasks and formats are to learners, the more anxious the learners become.

In sum, the role and effects of these three factors in influencing students’ English learning and its effects on learning achievement have been investigated. Lalonde and Gardner (1985), and Tremblay and Gardner (1995) found that the three components of motivation tend to be correlated with each other and highly with attitudes and achievement. In addition, Csizer and Dornyei’s (2005) identified a positive relationship between motivation and attitudes, and motivation was influenced by attitudes toward L2 speakers, students’ cultural interests and self-confidence. Gardner, Tremblay and Masgoret (1997) found a positive relationship between attitudes and motivation and two success dimensions: self-confidence and language learning strategies. Noels’s (2003) study indicated that students’ perceptions promote their intrinsic and extrinsic motivation. Chen and Sheu (2005) identified that attitudes toward learning situations was a measure of expectancy and perceived ability, which in turn, affected their motivation.

In fact, it appears that in previous studies each personal factor influencing students’ learning has been taken into account independently, and yet they seem to play a certain role of working together as a whole. Moreover, the three factors are often defined as independent variables, but some might act as intermediary variables that transfer possible effects from other factors (independent variables) to learners’ achievement (dependent variables). Thus, it was proposed in the present study that the three personal factors correlated directly with the learners’ achievement, respectively. In addition, the study also intended to investigate the causal relationship among the three personal factors so as to predict the possible path effects of the three personal factors on learners’ scholastic performance.

3. Research Design

3.1 Research Hypothesis Model

Based on the research purposes above, the factors influencing students’ English learning and their achievement were inspected, including the latent independent variables of motivation, attitude and anxiety, and the observable dependent variables of learning achievement. Accordingly, the research hypotheses are:

- H1: Anxiety has a positive relationship with achievement.
- H2: Attitude has a positive relationship with achievement.
- H3: Motivation has a positive relationship with achievement.
- H4: There is a positive relationship among anxiety, attitude and motivation.

Based on these four research hypotheses, Figure 1 represents the structural model of this study.

3.2 Research Subjects

A total of 269 5th-grade students from nine elementary schools in Taoyuan city in Northern Taiwan participated in this study. The number of Females (56.6%) was higher than males (43.4%). All have been studying English as a school subject since 1st-grade, and their English language proficiency was considered as at A1 level in the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). English was one of the subjects they all had to take from grade one to six. A total of 280 questionnaires were sent to students via email and there are 269 respondents, with the effective retrieval rate of 92.8%. Since sample numbers between 200 and 500 are recommended for Structural Equation Modeling analyses (Carmines & McIver, 1981), the total number of 269 samples in this study was considered reasonable.

3.3 Research Instrument

A questionnaire of motivation, attitude and anxiety which was adapted from Pintrich (1989, 2003), Richard-Amato (1996), and Horwitz, Horwitz and Cope (1986), consisting of three sections with 76 question items in total. The first section collected information about motivation (MT, 22 items) which was further divided into three sub-dimensions of value (V, 8 items), expectation (EP, 6 items), and emotion (EM, 8 items). Section two collected information about students' attitudes (AT, 26 items) divided into three sub-sections of learning (L, 8 items), course (C, 9 items), homework (HW, 5 items) and learning environment (LE, 4 items). And section three collected information about anxiety (AX, 28 items) including communication apprehension (CA, 9 items), test anxiety (TA, 9 items), and fear of negative evaluation (FNE, 10 items). The responses to each item question were captured by a rating scale with numeric values of 1, 2, 3, and 4 corresponding to strongly disagree, disagree, agree, and strongly agree, respectively. With this scale, the higher the score received, the higher the perspectives the subjects held on the item.

The first drafts of the questionnaire were given to three elementary school English teachers for examining the suitability of wording and question items so as to establish the expert validity of the instrument. Then, after being completed by 35 5th-grade students, the results were analyzed to examine reliability and the overall Cronbach's Alpha reliability of the questionnaire was 0.950.

3.4 Data Analysis

Questionnaire data were collected during regular class hours during the first two weeks of the academic semester. Final-term test score as their achievement were collected from the teachers after the courses ended five months later. Data was loaded on to the computer and analyzed with SPSS/PC 16.0. First, the mean scores and standard deviations of each variable were analyzed. Then, the Pearson correlation was conducted to examine the relationship between students' motivation, attitude, anxiety and their achievement. After that, each factor serving as an independent variable was compared with the achievement presented as the dependent variable; finally, multiple regression analysis was used for reviewing the causal relationship and the predictive power of the variables.

4. Results

4.1 Descriptive Statistic

Table 1 shows the results of descriptive statistics of the main variables. As far as the mean of anxiety is concerned, it was found that all three types of anxiety were less than 2.5, which appears that the students were not nervous about learning English, and the TA is the highest with a mean of 2.495. Among the other variables, the mean is approximately between 3.00 and 3.40, and the C ($\chi=3.296$) and EP ($\chi=3.405$) are the highest ($\chi=3.286$) in attitude and motivation respectively. This result indicates that the students hold a positive attitude and motivation about English learning.

Table 1: Descriptive statistics of the Main Variables

<i>n</i> =279	Mean	Std. Deviation
Value (V)	3.114	.473
Expectation (EP)	3.405	.522
Emotion (EM)	3.202	.506
Learning (L)	3.123	.435
Course (C)	3.296	.491
Homework (HW)	3.032	.569
Learning environment (LE)	3.192	.535
Communication apprehension (CA)	2.446	.736
Test anxiety (TA)	2.495	.739
Fear of negative evaluation (FNE)	2.431	.747
Achievement	19.93	8.055
Motivation	3.24	.438
Attitude	3.16	.427
Anxiety	2.46	.676

4.2 Correlation Analysis

Table 2 presents the results of the Pearson correlation analysis. It can be seen that the relationship between achievement and three components in the anxiety was at a low degree of negative correlation ($r=.001\sim.333$), reaching a significant level ($p<.001$). Besides, the correlations between achievement and the other two variables were also at a low degree ($r<.333$), but did not reach a significant level. With regard to relationships among anxiety components, the table shows that all the correlations reached a significant level ($p<.001$), having a high degree of correlation ($r>.666$), and among them the CA has the higher degree of correlation with the TA ($r=.773$). It should also be noted that the anxiety components have the low degree of correlation with the attitude and motivation components ($r<.333$), and did not reach a significant level.

All the correlations between the components of attitude and motivation reached a significant level ($p<.001$), and among them the EM and HW has the higher degree of correlation with the TA ($r=.773$). In addition, the table reveals that the relationship between EM and L, C and HW, and EP and L and LE had a high degree of correlation ($r>.666$), but others were at an average degree of correlation ($r=.333\sim.666$). Apart from these, the relationships between the L and HW, and the C and LE in attitude were at a high degree of correlation ($r=.333\sim.666$), reaching a significant level ($p<.001$). Moreover, the V in motivation has the lowest degree of correlation ($r=.623$) with the LE, being at average degree of correlation ($r=.333\sim.666$).

Table 2: Correlation of the Main Variables

	AC	CA	TA	ENE	L	C	HW	LE	V	EP	EM
CA	-.261***	1									
TA	-.206***	.773***	1								
FNE	-.202***	.735***	.746***	1							
L	.007	-.015	.027	-.024	1						
C	.061	-.039	-.007	-.008	.619***	1					
HW	.029	-.005	.016	-.010	.657***	.565***	1				
LE	.091	-.078	-.014	-.052	.601***	.661***	.570***	1			
V	.020	.041	.046	.029	.610***	.533***	.531***	.623***	1		
EP	.010	-.028	.005	-.042	.651***	.600***	.588***	.634***	.643***	1	
EM	.002	-.007	.014	.010	.687***	.688***	.699***	.629***	.605***	.689***	1

4.3 Regression Analysis

In order to understand whether this is a cause-effect relationship between learners' motivation, attitude, anxiety and their achievement, a multiple regression analysis was employed for examining correlations of achievement and the three variables, and among all the variables.

4.3.1 Achievement

Table 3 shows that the results of regression analysis indicate that this model is satisfactory, by examining the r value, accounting for 25.6% of the dependent variables. According to the results of the ANOVA analysis in Table 4, this model accounts significantly for the dependent variables ($F=6.422$, $Sig=.000$). For determining which of the motivation components contributed to this significance, the beta value was analyzed, and the results (in Table 5) show that anxiety ($\beta=-.240$; $Sig=.000$) only contributes to students' achievement; however, it should be mentioned that its β value is negative.

Table 3: Achievement's Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.256(a)	.066	.055	7.829

(a) Predictors (Constant): Anxiety, Attitude, Motivation

Table 4: Achievement's ANOVA Summary

Model		Sum of Square	df	Mean Square	F
1	Regression	1184.489	3	394.830	6.442***
	Residual	16855.217	275	61.292	
	Total	18039.706	278		

*** $p < .001$

Table 5: Summary of Achievement's Findings

Model 1	Nonstandardized Coefficients		Standardized Coefficients	T
	B	Std. Error	Beta	
(Constant)	24.842	4.040		6.149***
Anxiety	-2.860	.695	-.240	-4.114***
Attitude	2.685	2.063	.142	1.302
Motivation	-1.966	2.014	-.107	-.976

*** $p < .001$

4.3.2 Anxiety

As shown in Table 6, the r value of Anxiety's regression model summary is 5.7%, which means that this model is satisfactory. The results of the ANOVA analysis in Table 7 indicates that this model does not account significantly for the dependent variables ($F=.639$, n.s.), and by carrying the coefficient analysis, the beta value in Table 8 indicates that both variables did not contribute significantly to the prediction of students' anxiety.

Table 6: Anxiety's Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.057(a)	.003	-.004	.67782

*** $p < .001$

Table 7: Anxiety's ANOVA Summary

Model		Sum of Square	df	Mean Square	F
2	Regression	.413	2	.206	.639
	Residual	126.807	276	.459	
	Total	127.220	278		

*** $p < .001$ **Table 8: Summary of Anxiety's Findings**

Model 1	Nonstandardized Coefficients		Standardized Coefficients	T
	B	Std. Error	Beta	
(Constant)	2.496	.316		7.903***
Attitude	.151	.174	.098	.867
Motivation	-.167	.178	-.106	-.938

*** $p < .001$

4.3.3 Attitude

The result of Attitude's regression model summary is given in Table 9, and the r value indicates this model can account for 84.6% of the dependent variables, which is satisfactory. In Table 10, the results of the ANOVA summary reveal that this model is significant ($F=695.532$, $Sig=.000$); in other words, students' Motivation is predicted significantly by their attitude, which means that Motivation contributes to this prediction ($\beta=.846$; $Sig=.000$), based on the results of coefficient analysis in Table 11.

Table 9: Attitude's Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.846(a)	.715	.714	.22842

(a) Predictors (Constant): Motivation

Table 10: Attitude's ANOVA Summary

Model		Sum of Square	df	Mean Square	F
3	Regression	36.289	1	36.289	695.532***
	Residual	14.452	277	.052	
	Total	50.741	278		

*** $p < .001$ **Table 11: Summary of Attitude's Findings**

Model 3	Nonstandardized Coefficients		Standardized Coefficients	T
	B	Std. Error	Beta	
(Constant)	.485	.102		4.735***
Motivation	.826	.031	.846	26.373***

*** $p < .001$

4.3.4 Path Analysis

Figure 1 demonstrates the result of Path Analysis and Standardized Coefficients. As can be seen, two paths are significant, i.e. motivation-attitude and anxiety-achievement, and both can be defined as direct effect. For the former, motivation had a positive effect on attitude ($\beta=.846$; Sig=.000), but for the latter, anxiety accounts for the negative effect on achievement ($\beta=-.240$; Sig=.000), which means that the higher the anxiety is the lower the achievement would be.

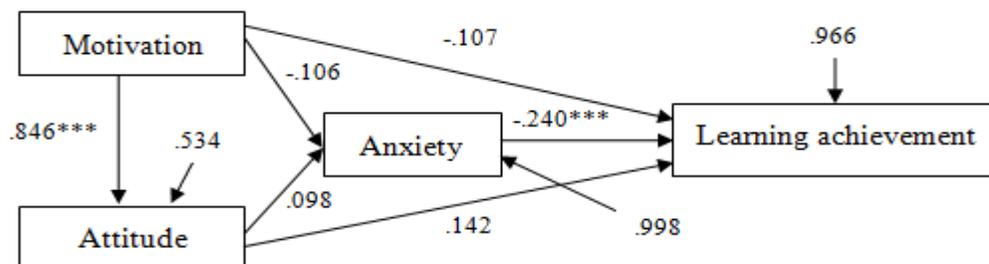


Figure 1 Path Analysis and Standardized Coefficients

5. Discussion

The purpose of the present study was to identify the relationships among students' motivation, attitudes, anxiety and their learning achievement, and also to test the prediction concerning these three influential elements to achievement. Consistent with previous research (Dordinejad & Ahmadabad, 2014; Hashemi & Abbasi, 2013), the findings confirm that anxiety should be considered as the key factor in influencing student achievement; that is, students' learning achievement seems to be fueled if there is less stress in language learning. Whenever students feel anxious and for whatever reason, their learning is affected and consequently, their achievement is impaired. This is probably true at the early stages of learning, or to the beginners or EFL elementary students, since their language proficiency is insufficient and learning experience is limited. In other words, it is very important to lower students' anxiety by adopting less stressful activities or collaborative learning in the current learning situation so as to trigger positive effects and outcomes of their learning. By doing so, students' anxiety is more likely to decline, which, in turn, enhances students' learning achievement.

By contrast, when examining the other two factors (i.e. motivation and attitude) respectively, there was no significant direct effect on students' school grades. This is probably because how and what they learn in the classroom affects their achieving better scores (Furnham & Monsen, 2009); in other words, being a foreign language in Taiwan, English language is often seen as a school subject that is seldom used outside the classroom. In this context, teaching relies heavily on the textbook and students normally tend to just get through the school tests. If the content of English lessons or textbook is not interesting or authentic enough, students obviously are not motivated to learn and do not see the importance of learning English. Consequently, such a learning environment would have a negative influence on students' achievement, and might not allow motivation and attitude to be a direct predictor of learners' performance in this study. In this sense, future research should include learning and teaching behaviors as intermediary variables to further detect the possible effect of each factor on scholastic achievement. In addition, motivation appeared to hold an influential effect on students' attitude. As expected, students who are more motivated tend to be more positive about what they learn. This means that students' passionate commitment to learn English is more likely to change their perspectives on learning, thereby deteriorating their learning consequence less.

However, it is surprising that such a motivation-attitude trend did not lead to a direct effect on students' achievement. This is inconsistent with the study by Lalonde and Gardner (1985), and Tremblay and Gardner (1995), indicating that motivation and attitude related positively with scholastic performance. It should be pointed out that learning and teaching behaviors afterward are associated strongly with learning achievement, and thus, the finding that no significant direct effect of motivation-attitude on achievement also highlights the forementioned need to consider the effects of learning and teaching approaches that might foster or impede outcomes.

A close look at the results reveals that this study further extended previous research findings regarding the positive relationship between motivation, attitude and anxiety. Generally speaking, the higher students' motivation and the more positive their perspectives in learning, the less their anxiety. However, our finding showed that there was no significant direct effect from motivation and attitude on anxiety, respectively. A possible explanation might be that in many learning situations, students appear to be anxious regarding their personality and proficiency.

For the former, students in general who are less open and more neurotic are more likely to be anxious in language learning (Poropat, 2009); that is to say, students' characteristics contribute to the prediction of anxiety in learning rather than their motivation and attitude. Students' personality traits are associated strongly with their learning behaviors during the English lessons, whereas motivation and attitude predict positively the desires and opinions of learning (Kitano, 2001).

For the latter, students' anxiety increases tremendously under the pressure of participating activities or complementing tasks in front of the class or individually, especially if their language ability does not allow them to do so or they have not possessed adequate competence to do so. That is, students who are less proficient are less capable to fully perform what they have learned, which clearly results in an increase of anxiety. It is reasonable to assume that students' anxiety in English learning is derived from the tension or demands of learning rather than personal incentives or beliefs. In sum, no matter what the potential reasons to learn a language, what cannot be denied is the fact that personal factors (i.e. motivation, attitude and anxiety), learning behaviors and teaching approaches are essential elements when examining the cause of successful language learning. Adding these together, it raises the importance and necessity of making teaching and learning appear, interesting, collaborating and relevant to learners (Brophy, 2004; Sheu, 2015). This seems to be the starting point of interconnecting all the relative elements as a virtuous circle, suggesting mechanisms by which teaching approaches can have a direct effect on students' motivation, attitude and learning behaviors, and weaken the interference of personal factors (i.e. personality and proficiency) and consequently, predict their scholastic success. Concomitant to this is a research call for an analysis model of these variables on students' achievement in English learning. That is, such a study should be able to identify a new model of the influence of teaching approaches on scholastic performance via motivation, attitude and learning behaviors. Future research should take this interconnection process into account in a longitudinal study. Previous research has suggested that both factors also have strong correlation with scholastic performance, but we cannot tell whether their effects differ or not since students' personality and proficiency were not included in this study regarding both students' age and experience. This issue should be emphasized in future study.

Although it takes time to foster students' success in language learning, the adoption of appropriate teaching approaches is inevitably needed for not only helping to motivate students to learn English but also to raise their awareness of acquiring and managing the language. This will lead to more consideration in course design, and accordingly, effective implementation in teaching and better learning outcome in performances.

Another instructional implication is to eliminate students' anxiety by using any possible means of creating a tension-free learning environment and providing practicable language relevant to their experiences in real life, and more importantly, in the performance stage during English class they should not encounter enormous pressure. This issue should be dealt with seriously in any English learning situation. Thus, the pedagogical aim of English teaching should be to focus on encouraging students to learn and letting them to do their best to use what they have learned without worrying too much about their incapability, so as to increase their motivation to learn English and their competence to use it. This is definitely what we as teachers expect and are desperate to see.

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