# Article information:

Exploring effects of culture on students' achievement motives and goals, self-efficacy, and willingness for public performances: The case of Chinese students' speaking English in class - ScienceDirect
<https://www-sciencedirect-com-ssl.access.hanyang.ac.kr:8443/science/article/pii/S1041608020301230>

# Article summary:

1. Chinese students' achievement motives and goals are hierarchically related to their speaking self-efficacy, willingness to communicate, and frequency for speaking English in class.

2. Hope for success has a negative relationship with performance avoidance goals and a direct positive relationship with speaking self-efficacy.

3. Mastery approach goals directly relate to willingness to communicate but not to speaking self-efficacy among Chinese students learning English as a foreign language in China.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article explores the effects of Chinese culture on students' motivation, self-efficacy, willingness, and frequency for completing a difficult public task of speaking English as a foreign language. The study investigates the relationship between Chinese English-learning students' distal achievement motives of hope for success and fear of failure with their proximal achievement goals and how these predict their classroom speaking self-efficacy, willingness to communicate, and frequency for speaking English in class.

The article provides valuable insights into the cultural context of academic strivings in China and how it impacts students' motivation for learning English and speaking it within their foreign-language classrooms. However, there are some potential biases in the article that need to be considered.

Firstly, the article focuses solely on Chinese students learning English as a foreign language in China. It does not consider other cultural contexts or languages. This narrow focus limits the generalizability of the findings to other cultures or languages.

Secondly, the article assumes that high-stakes testing is a unique feature of Chinese education. While it is true that China places a strong emphasis on high achievement through effort, other countries also have high-stakes testing systems that impact students' motivation and performance outcomes.

Thirdly, the article does not explore counterarguments or alternative explanations for its findings. For example, while it suggests that mastery approach goals directly relate to willingness to communicate but not to speaking self-efficacy, there could be other factors at play that influence these variables.

Fourthly, the article presents some unsupported claims without providing evidence to support them fully. For instance, it suggests that Confucian Asian countries show less forgiveness toward underachievement than other countries but does not provide empirical evidence to support this claim.

Finally, while the article acknowledges potential risks associated with high-stakes testing and competitive academic environments in China, it does not provide recommendations or solutions for addressing these issues.

In conclusion, while the article provides valuable insights into how culture impacts students' motivation for learning English and speaking it within their foreign-language classrooms in China, there are some potential biases and limitations that need to be considered when interpreting its findings. Future research should consider broader cultural contexts and languages and explore alternative explanations for its findings while providing evidence to support its claims fully.

# Topics for further research:

* Cross-cultural differences in motivation for learning a foreign language
* High-stakes testing systems in different countries and their impact on student motivation
* Alternative explanations for the relationship between achievement goals and willingness to communicate in a foreign language classroom
* Forgiveness and underachievement in different cultural contexts
* Strategies for addressing the risks associated with high-stakes testing and competitive academic environments
* The role of teacher-student relationships in promoting motivation and self-efficacy in foreign language learning.

# Report location:

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