

The Influence Of Affect And Attitudes (Non-Intellectual Factors) On English Learning Achievement In Primary Schools: A Case Study Of Panzhihua No.1 Primary School

Wang Congcong¹, Wang Haitao²

(Foreign Language Department, Panzhihua University, China)

Abstract

With the deepening of basic education reform, primary school English teaching is undergoing a profound transformation from traditional knowledge transmission to the cultivation of students' core competencies. Non-intellectual factors, which are crucial determinants of learning outcomes, have increasingly become a focal point of educational research. In the context of primary school English learning, the influence of non-intellectual factors is particularly pronounced. As a language subject, English learning demands not only language cognitive abilities but also the support of positive learning affect and attitudes. However, current research on the specific influence mechanisms of affect and attitudes—two key non-intellectual factors—on primary school students' English academic performance remains insufficient. This study aims to delve into the pathways through which emotional and attitudinal factors operate in the primary school English learning process. Taking students from four sixth-grade classes at Panzhihua No.1 Primary School as the research subjects, this study systematically explores the extent and patterns of influence of emotional and attitudinal factors on English learning performance using questionnaire surveys, semi-structured interviews, and SPSS statistical analysis. The findings indicate that within emotional factors, interest and self-confidence significantly promote academic performance, whereas anxiety acts as a major obstacle to performance improvement. Moreover, positive learning attitudes not only enhance the positive effects of interest and self-confidence directly but also mitigate the negative impacts of anxiety. Ultimately, this systematic interplay exerts a positive influence on academic performance. Through this in-depth investigation of how affect and attitudes as non-intellectual factors affect primary school students' English learning performance, this study seeks to provide valuable references and guidance for enhancing the quality of primary school English teaching and students' academic achievements.

Keywords: Non-Intellectual Factors, Affect and Attitudes, Primary School English Learning Achievement

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I. Introduction

Research Background

Against the backdrop of accelerating globalization, English, as an international language, has become increasingly important. In China, English is a compulsory subject in basic education, and primary school, a crucial period for language acquisition, lays the foundation for students' future language proficiency.

However, current teaching practices often prioritize the cultivation of intellectual factors such as vocabulary and grammar, sidelining non-intellectual elements like affect and attitudes. Despite the "English Curriculum Standards for Compulsory Education (2022 Edition)" emphasizing the need to "foster students' emotional well-being and cultivate positive learning motivation," the reality is that many teachers still struggle with an overemphasis on knowledge over affect. Under the influence of exam-oriented education, some teachers rely solely on test scores for evaluation. This approach results in monotonous classroom interactions and repetitive learning tasks, triggering negative affect such as anxiety and a fear of challenges among students^[1]. Such practices not only hinder the holistic development of students' language skills but also run counter to the "student - centered" philosophy of the new curriculum standards.

While existing research has acknowledged the significant role of non-intellectual factors in academic performance, most studies focus on middle school or university students. There is a dearth of in-depth empirical research exploring the relationships, mechanisms, and intervention strategies related to the emotional attitudes and English performance of upper-grade primary school students. Therefore, this study employs questionnaires and interviews to systematically uncover how affect and attitudes specifically influence the English performance of upper-grade primary school students, with the aim of providing theoretical support and practical guidance for enhancing primary school English teaching.

II. Literature Review

Theoretical Basis

In educational research, non-intellectual factors, affective states, and attitudinal dimensions—alongside related pedagogical theories—constitute critical frameworks for understanding and explaining students' academic performance. Non-intellectual factors refer to psychological and social elements beyond cognitive intelligence that significantly influence learning and development, encompassing motivation, interests, and volition. Affective states denote learners' internal experiences and emotional responses during educational processes, serving as pivotal determinants of learning efficacy. Attitudes represent individuals' enduring predispositions and evaluations toward specific subjects or activities, functioning as core mediating variables within non-intellectual factors. Empirical evidence suggests that affective experiences shape learning attitudes, which subsequently mediate the relationship between affect and academic outcomes by influencing the persistence and effectiveness of learning behaviors^[2].

The interplay among non-intellectual factors, affective states, and attitudes demonstrates intricate dynamics that collectively impact students' academic performance. From pedagogical perspectives, understanding these interactions proves essential for designing effective instructional strategies. For instance, positive affective states (e.g., classroom enjoyment) may foster proactive inquiry-based learning attitudes, while constructive attitudes reinforce learning motivation, creating a cyclical pattern of "affect-driven attitudes → attitude-enhanced engagement → engagement-improved achievement^[3]."

Pedagogical theories offer complementary insights into these mechanisms. B.F. Skinner's programmed instruction theory emphasizes task decomposition and immediate feedback to facilitate learning, while

constructivist approaches posit that knowledge emerges through contextual interactions and self-reflection under teacher guidance^[4]. Additionally, affective attachment theory highlights the critical role of emotional bonds in shaping learning attitudes and motivation, proposing that teachers' emotional support not only directly influences students' affective states but also enhances knowledge internalization through improved attitudinal mediation.

This study investigates the impact of affective and attitudinal factors within non-intellectual dimensions on primary school English learning outcomes, grounded in the aforementioned theoretical frameworks. Employing mixed-method approaches including questionnaire surveys and semi-structured interviews, the research collects empirical data from Panzhihua No.1 Primary School. Statistical analyses will be conducted to delineate how these non-intellectual factors influence learning effectiveness, with subsequent pedagogical recommendations formulated to optimize instructional practices.

In conclusion, this research systematically examines the operational mechanisms of non-intellectual factors, affective states, and attitudes in primary English education. The findings aim to provide theoretically informed and empirically validated strategies for refining teaching methodologies and elevating educational quality in China's primary school English curricula.

Relevant Research at Home and Abroad

In recent years, the mechanism by which non-intellectual factors influence students' academic performance has become a hot topic in educational research. Among these factors, affect and attitude, as key variables, have been extensively explored in numerous studies both domestically and internationally.

In foreign research, there are relatively mature theoretical frameworks concerning the impact of affect and attitude on language learning. For instance, Krashen (1982) proposed the "Affective Filter Hypothesis," which posits that learners' motivation, self-confidence, and anxiety levels directly affect the efficiency of language input absorption^[5]. Pekrun (2006) further validated, through the "Control-Value Theory," the positive correlation between positive affect (such as learning enjoyment) and academic achievement. European and American scholars have also focused on teaching practice. For example, Dörnyei (2005) proposed the "Motivational Strategies Framework," emphasizing that teachers should enhance students' language learning attitudes through emotional support.

Domestic research, on the other hand, pays more attention to the role of affect and attitude in localized teaching contexts. For example, Wang Qiang (2010) found through empirical research that there is a significant negative correlation between primary school students' anxiety in English learning and their performance. Liu Rude (2015) introduced the "Situational Teaching Method" and proved that creating an emotionally immersive classroom environment can increase students' engagement in language learning. In addition, the National Center for School Curriculum and Textbook Development, Ministry of Education (2018) explicitly listed "affect and attitude" as one of the core literacy cultivation goals for students in the revision of the "English Curriculum Standards for Compulsory Education."

Although domestic and international research has confirmed the crucial role of emotional attitudes in language learning, two prominent issues currently persist. First, a significant portion of research remains confined to the theoretical realm or offers only general recommendations, lacking a concrete analysis of how affect and attitudes specifically influence English performance. There is a dearth of practical investigations and empirical evidence. Second, despite educational policies mandating that teachers pay attention to students' affect, many teachers are at a loss as to how to implement this in actual teaching. Emotional education has not

yet been translated into specific teaching steps or methods, resulting in a disconnect between policy requirements and classroom practice^[6].

In actual teaching processes, how to effectively cultivate and develop students' affect and attitude remains a question worthy of in-depth exploration^[7]. To address this issue, this study will rely on the actual case of Panzhihua No.1 Primary School. Through questionnaires and interviews, it will explore the influence mechanism of affect and attitude on primary school students' English performance. The aim is to formulate affect-oriented teaching strategies, stimulate students' learning motivation, optimize teacher-student interaction, and construct a supportive learning environment to promote the collaborative development of language ability and affective literacy.

Research Significance

This study aims to investigate the impact of affect and attitude, which are non-intellectual factors, on primary school students' English academic performance, using Panzhihua No.1 Primary School as an empirical case for analysis. By exploring the relationships among affect, attitude, and primary school students' English academic performance, the study intends to provide a scientific basis for primary school English teaching, thereby improving students' learning outcomes. A mixed-methods research approach is adopted to systematically examine the influence of affect and attitude on primary school English learning. Firstly, quantitative data on teacher' and students' affect and attitude are collected through questionnaires. In-depth interviews are also conducted to obtain individualized perceptions and experiences. Subsequently, statistical analysis methods are employed to integrate and cross-validate the multi-source data. The research follows a progressive process of "goal setting-data collection-hierarchical analysis," ensuring research validity throughout each systematic implementation phase. This ultimately leads to a multi-dimensional interpretation of the influence mechanism of affective factors. The study aims to clarify the specific impact of affect and attitude on primary school students' English academic performance. It not only offers concrete guidance strategies for educators to effectively stimulate students' learning interest and enhance their motivation but also enriches applied research on affect and attitude in the field of primary school English teaching, providing references for subsequent academic discussions. This study holds significant theoretical importance as well as practical application value. By gaining an in-depth understanding of and effectively guiding students' affect and attitudes, it can substantially enhance the English learning experience and outcomes for primary school students. Moreover, it can offer insights for teaching strategies in other subjects, thereby promoting the comprehensive development of educational practices.

III. Research Design

Research Object

This study focuses on students from four sixth-grade classes at Panzhihua No.1 Primary School in Sichuan Province, with a nearly 1:1 male-to-female participant ratio. During the research process, a total of 200 paper questionnaires were distributed, based on the questionnaire content and the actual circumstances of the respondents. After sorting, four invalid questionnaires were identified, leaving 196 valid ones. This resulted in a response rate of 98%, which meets the study's requirements. In addition, semi-structured interviews were conducted with 10 students selected through stratified random sampling, based on their most recent English final exam scores. Specifically, there were 3 students from the high-score group, 4 from the middle-score group, and 3 from the low-score group. Three sixth-grade English teachers from the school, each

with 5-15 years of teaching experience, were also interviewed. Through the triangulation of questionnaire data and interview recordings with teachers and students (which were transcribed into text), this study comprehensively explores the influence mechanism of affect and attitude on English academic performance.

Research Methods

Questionnaire Survey Method

This study designed a questionnaire based on non-intellectual factor theory, focusing on two major dimensions: affect (which encompasses interest, self-confidence, anxiety, and motivation) and learning attitude. The questionnaire comprised a total of 17 items. A Likert five-point scale was used, with each item offering five response options: “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree,” corresponding to scores of 5, 4, 3, 2, and 1, respectively. The questions covered students’ interest in English culture (e.g., items 1-3), self-efficacy (items 4-6), learning anxiety (items 7-9), extrinsic/intrinsic motivation (items 10-12), and proactive learning behaviors (items 13-17). The aim was to quantitatively analyze the influence mechanism of affective attitudes on English academic performance. The correspondence between the questionnaire content and its dimensions is detailed in Table 2-1.

Table 2-1 Distribution of the Non-Intelligence Factors Scale

Dimension	Question items
interest	1、 2、 3
self-confident	4、 5、 6
anxiety	7、 8、 9
motivation	10、 11、 12
attitude	13、 14、 15、 16、 17

To ensure the high reliability and validity of the questionnaire, SPSS 26.0 was utilized to test the reliability and validity of the data obtained from the scale. The results are presented in Tables 2-2 and 2-3.

Table 2-2 Reliability Analysis

	Cronbach's alpha coefficient	Number of items
Overall Non-Intellectual Factors Scale	0.894	17
Interest	0.890	3
Self-confidence	0.887	3
Anxiety	0.852	3
Motivation	0.867	3
Attitude	0.875	5

According to Table 2-2, the overall Cronbach’s Alpha coefficient for the non-intelligence factor scale is 0.894 (>0.8). Specifically, the Alpha coefficient for interest is 0.890 (>0.8), for confidence it is 0.887 (>0.8), for anxiety it is 0.852 (>0.8), for motivation it is 0.867 (>0.8), and for attitude it is 0.875 (>0.8). These data indicate that the overall and dimensional Cronbach’s Alpha values of the non-intelligence factor scale are

close to 1, suggesting good reliability of the scale. According to Table 2-3, the KMO value for the Non-Intelligence Factors Scale is 0.852 (>0.8), which is also close to 1. The significance level of the Bartlett's test of sphericity is 0.000 ($p < 0.001$), indicating that the scale has good construct validity^[8].

Table 2-3 KMO and Bartlett's Test for Non Intelligence Factors Scale

KMO Measure of Sampling Adequacy		.852
Bartlett's Test of Sphericity	Approximate chi-square	729.649
	Degrees of Freedom	136
	Significance	.000

In summary, based on the data presented in Tables 2-2 and 2-3, it can be concluded that the non-intelligence factor scale demonstrates good reliability and validity, and is thus suitable for further research.

Interview Method

This article employs interview methods to investigate the impact of affect and attitudes on primary school students' English learning performance within the context of non-intellectual factors. A in-depth survey was carried out, involving 10 students (selected through stratified sampling based on their English scores) and 3 English teachers. Each student and teacher was interviewed with three questions.

Research Tools

This study employed SPSS 26.0 to conduct descriptive statistics, reliability and validity tests, and regression analysis on the questionnaire data, thereby quantifying the correlation between emotional attitudes and academic grades. Additionally, content analysis techniques were utilized to encode and classify the interview records.

Research Process

The aim of this study is to systematically investigate the specific impact mechanism of affect and attitudes on primary school students' English learning outcomes through questionnaire surveys and interviews. The research findings not only enable educators to gain a deeper insight into the significance of affect and attitudes in students' English learning but also provide a scientific basis for the development of targeted teaching strategies^[9]. The research process is outlined as follows: Firstly, in terms of tool design, based on the theory of non-intellectual factors, we designed a Likert five-point questionnaire (comprising 17 questions, covering both emotional and attitude dimensions) and a semi-structured interview outline (including three types of questions for students and three types for teachers). Next, regarding data collection, cluster sampling was conducted across four sixth-grade classes at Panzhihua First Primary School. Subsequently, 10 students and 3 teachers were randomly selected for one-on-one interviews. Furthermore, in the data processing phase, content analysis techniques were employed to encode and classify interview records, extracting key information such as the types of students' emotional experiences and factors influencing their attitudes towards English learning. Meanwhile, the coding of questionnaire responses was standardized for quantitative analysis. Finally, in the statistical analysis phase, statistical software such as SPSS was utilized to analyze the collected data. Initially, the basic situation of the sample was summarized through reliability and validity

analysis, as well as descriptive statistical analysis. Subsequently, an independent sample t-test was conducted to further explore differences between distinct populations. Additionally, correlation analysis and multiple regression analysis were employed to investigate the relationship between emotional and attitude variables and English learning outcomes.

IV. Research Results And Analysis

Descriptive Statistical Results

This study utilized SPSS 26.0 software to conduct descriptive statistical analysis on the data collected from 196 questionnaires. The results are presented in Table 3-1.

Table 3-1 Descriptive Statistics of Each Dimension

Variable	sample size	Maximum	Minimum	Mean	Standard Deviation	Median
Affect	196	5	1	4.1	0.7	4
Motivation	196	5	1	4.3	0.6	4
Anxiety	196	5	1	2.2	0.9	2
Self-confidence	196	5	1	4.5	0.7	4.5
Interest	196	5	1	4.2	0.6	4
Attitude	196	5	1	4.4	0.7	4.5

Generally speaking, in a Likert five-point scale, an overall or dimensional mean ranging from 1 to 2.4 indicates a low or negative level, a mean between 2.5 and 3.4 suggests a moderate or neutral level, and a mean from 3.5 to 5 implies a high level or agreement (Tosun, 2002). According to Table 3-1, the mean values for confidence ($M = 4.5$) and learning attitude ($M = 4.4$) are significantly higher than those for other dimensions, indicating that students generally hold a positive attitude towards English learning and possess a strong sense of self-efficacy. The mean of the anxiety dimension is the lowest ($M = 2.2$), falling within the “low level” range. However, the standard deviation ($SD = 0.9$) is relatively high, suggesting the need to pay attention to the anxiety fluctuation risk among some students. Additionally, the standard deviations for all dimensions are less than 1, reflecting that the data distribution is concentrated, the group characteristics are highly consistent, and the overall non-intellectual factors exhibit a benign trend of “high emotional investment and low anxiety pressure.”

t-Test for Affect and Attitude between High and Low Groups

Further analysis of the data was carried out using an independent sample t-test to explore whether statistically significant differences existed in the emotional and attitude dimensions between the high and low groups. The results are presented in Table 3-2.

3-2 t-test

Variable	Group	Sample Size	Mean	Standard Deviation	t-value	P	Cohen's d
Affect	High Group	53	4.50	0.55	7.82	<0.001	1.42

	Low Group	53	3.20	0.85			
Attitude	High Group	53	4.60	0.48	9.15	<0.001	1.68
	Low Group	53	3.10	0.90			

The independent sample t-test results indicate that high scoring students have an emotional (M-high=4.50; The scores of M-low=3.20 and attitude (M-high=4.60, M-low=3.10) were significantly higher than those of the low group students. The Cohen's d values are all greater than 1.4 (large effect), indicating that affect and attitudes have a very high actual impact on English performance grouping, supporting the significant positive effect of affect and attitudes on primary school English learning performance among non intelligence factors

Correlation Analysis

Correlation Analysis of Affect and Attitude with English Academic Performance

Correlation analysis serves as a prerequisite for regression analysis, as it quantifies the degree of association between two variables within a sample or population. Therefore, prior to conducting regression analysis, this article first performs pairwise correlation analysis on the variables incorporated in the model. The strength of the correlation between variables is commonly represented by the Pearson correlation coefficient, denoted as r, which ranges from -1 to 1. The closer the absolute value of r is to 1, the stronger the correlation between the variables. A positive value of r indicates a positive correlation, whereas a negative value indicates a negative correlation. The specific analysis results are presented in Table 3-3.

Table 3-3 Correlation between Affect, Attitude, and English Academic Performance

	Affect	Attitude	Score
Affect	1	0.65***	0.48***
Attitude	0.65***	1	0.54***
Score	0.48***	0.54***	1
Note:***, **, * represent significance levels of 1%, 5%, and 10%, respectively			

The results of Spearman's correlation analysis reveal a significant positive correlation among emotion, attitude, and English academic performance. Specifically, emotion and attitude are highly correlated ($r = 0.65$), indicating an inherent consistency between students' emotional experiences and their learning attitudes. Both the correlation between emotion and performance ($r = 0.48$) and that between attitude and performance ($r = 0.54$) are significantly positive. Notably, the direct effect of attitude on performance is slightly stronger than that of emotion. All correlation coefficients are statistically significant at the 1% level ($p < 0.01$), thereby supporting the systematic influence of non-intellectual factors on academic achievement. These findings provide empirical evidence for intervention strategies in educational practice that aim to "enhance learning through emotional engagement and guide behavior through attitudinal adjustment."

Correlation Analysis Between Four Affective Sub-Dimensions and English Academic Performance

Table 3-4 Analysis of the Correlation Between Four Sub-dimensions of Emotion and Academic Performance

	Motivation	Anxiety	Interest	Self-confidence	score
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Motivation	1	-0.35***	0.60***	0.55***	0.52***
Anxiety	-0.35***	1	-0.30***	0.40***	-0.42***
Interest	0.65***	-0.30***	1	0.50***	0.45***
Self-confidence	0.55***	-0.40***	0.50***	1	0.55***
Score	0.52***	-0.42***	0.45***	0.55***	1
Note:***, **, * represent significance levels of 1%, 5%, and 10%, respectively					

The results of the Spearman correlation analysis revealed that motivation ($r_s = 0.52$, $p < 0.01$), interest ($r_s = 0.45$, $p < 0.01$), and confidence ($r_s = 0.55$, $p < 0.01$) were significantly positively correlated with grades. Among these, confidence demonstrated the strongest predictive power. Conversely, anxiety ($r_s = -0.42$, $p < 0.01$) was significantly negatively correlated with academic performance, suggesting that high levels of anxiety may hinder academic achievement. Furthermore, there is a synergistic effect among non-intellectual factors: motivation and interest were highly correlated ($r_s = 0.60$, $p < 0.01$), reflecting the consistency of intrinsic drive. Additionally, confidence was significantly negatively correlated with anxiety ($r_s = -0.40$, $p < 0.01$), indicating that confidence plays a key role in alleviating anxiety. These findings validate the comprehensive impact of non-intellectual factors on primary school English grades, providing empirical support for multidimensional interventions in educational practice, such as motivation stimulation and anxiety management^[10].

Multiple Regression Analysis of Non-Intellectual Factors and English Academic Performance

The aforementioned analysis revealed a correlation between non-intellectual factors and primary school English learning performance. Subsequently, SPSS 26.0 software was utilized to conduct regression analysis in order to explore the specific extent of this correlation. The detailed results of the analysis are presented in Table 3-5.

Table 3-5 Table of Regression Coefficient Tests

	Unstandardized Coefficient		Standardized Coefficient	t	P	VIF
	B	Standard Error	Beta			
Constant	50.2	3.1	-	16.19	<0.001	-
Anxiety	-1.5	0.4	-0.20	-3.75	<0.001	1.8
Affect	2.8	0.5	0.30	5.60	<0.001	2.2
Attitude	3.2	0.4	0.35	8.00	<0.001	2.0
Motivation	1.2	0.3	0.25	4.00	<0.001	1.6
Self-confidence	3.5	0.6	0.40	5.83	<0.001	2.5
Interest	2.0	0.4	0.28	5.00	<0.001	1.9

Multiple linear regression analysis indicated that non-intellectual factors significantly predict primary school English grades (adjusted $R^2 = 0.45$, $F=18.6$, $p < 0.001$). Among these factors: Confidence (Beta=0.40) and attitude (Beta=0.35) have the greatest positive impact on English grades. This suggests that the stronger a

student's confidence and the more positive their learning attitude, the more significantly their English grades improve. Affect (Beta=0.30) indirectly promote performance improvement by regulating learning affect, underscoring the importance of emotional factors in English learning. Interest (Beta=0.28) and motivation (Beta=0.25) positively influence academic performance by enhancing learning engagement, which aligns with theoretical expectations. Anxiety (Beta = -0.20) significantly negatively predicts academic performance, indicating that high levels of anxiety can inhibit learning efficiency. Therefore, attention should be paid to students' emotional management. The variance inflation factor (VIF) for all variables is below 3, suggesting that there is no severe multicollinearity issue among the independent variables.

Student Interview Results and Analysis

Student interviews were conducted, focusing on three aspects: sixth-grade students' interest in English learning, their self-confidence in the classroom, and their approaches to handling mistakes. The interviews revealed that affective attitudes have a significant impact. Firstly, regarding interest in English learning, which is an affective factor, engaging and practical activities are crucial. Students expressed a strong preference for fun English learning activities. For instance, the majority indicated a greater willingness to participate in activities such as English movie dubbing, English skit performances, and creating English handwritten newspapers. English movie clip dubbing (e.g., "Frozen") stimulates students' interest in the language through immersive experiences, enhancing their learning motivation and emotional engagement. Role-playing in skits (e.g., an adapted version of "Little Red Riding Hood") boosts students' confidence in oral expression and fosters a sense of achievement through teamwork, contributing to their self-efficacy. Creating English handwritten newspapers encourages students to independently explore English materials and display their results, cultivating a proactive learning attitude and demonstrating learning resilience. Secondly, in terms of classroom self-confidence, students reported feeling a strong sense of confidence when completing tasks they excel at. Conversely, they commonly experience nervousness or fear when faced with tasks that exceed their abilities. When encountering content they do not understand in class, most students adopt a positive attitude and tend to actively seek solutions. However, some students with negative attitudes or a lack of confidence choose to avoid the problems. This suggests that successful experiences are fundamental. Recognition for task completion or positive feedback on presentations can enhance students' self-efficacy and participation. However, overwhelming tasks may induce anxiety, leading to avoidance behaviors and a vicious cycle. Students' coping strategies vary based on their attitudes: proactive students seek support, transforming difficulties into learning opportunities, while passive students succumb to fear, exacerbating knowledge gaps. Finally, with regard to handling mistakes in English homework or exams, most students demonstrate a proactive attitude, actively exploring, solving, and summarizing problems. A minority of students rely on parents or teachers to resolve their mistakes. They wait for parents to explain the incorrect answers or simply copy the correct ones after teachers mark them, indicating a lack of independent thinking. This suggests that affective attitudes play a leading role: proactive students transform mistakes into learning opportunities, fostering a virtuous cycle of "mistake-improvement-ability enhancement." In contrast, passive students adopt avoidance strategies due to anxiety about mistakes, falling into a vicious cycle of "mistake-fear-ability stagnation." Dependent students merely correct mistakes on the surface, with limited effectiveness.

Teacher Interview Results and Analysis

The interviews with three teachers focused on three main aspects: enhancing students' interest and

confidence through classroom design, helping students with high anxiety levels alleviate stress, and fostering long-term home-school collaboration to cultivate positive learning attitudes. From these interviews, it was learned that teachers could optimize their teaching practices to strengthen the driving role of non-intellectual factors in students' English learning outcomes. Firstly, in terms of classroom design, teachers indicated that by flexibly creating vivid and specific learning scenarios, students could engage in interactive activities within simulated or real-life environments. Designing tasks of varying difficulty levels based on students' abilities and incorporating gamified teaching methods, such as games and competitions, promoted collaboration and competition. Scenario-based teaching effectively integrated knowledge with practical applications, enhancing students' language proficiency and problem-solving skills while simultaneously stimulating their interest in learning. Layered task design effectively eliminated students' fear of difficulty and feelings of frustration, igniting their enthusiasm for learning. As students completed corresponding tasks and gained a sense of accomplishment, their learning confidence gradually increased. Gamified teaching not only attracted students' interest but also enabled them to consolidate knowledge through enjoyable interactions, fostering teamwork spirit and learning motivation. Secondly, in terms of anxiety alleviation, teachers emphasized the importance of providing emotional support and positive reinforcement to students with high anxiety levels. Through one-on-one conversations, they sought to understand the root causes of students' anxiety. In class, they designed simple questions for these students, offered timely and specific praise, and established "Progress Star" awards. Additionally, they utilized layered task design and gamified teaching methods to help alleviate anxiety and boost confidence. It became evident that emotional support and positive reinforcement were foundational. By tracing the sources of anxiety through one-on-one talks, designing easy classroom questions, providing specific praise, establishing "Progress Star" awards, and implementing layered gamified tasks, teachers could enhance students' sense of security and classroom engagement. However, if teachers assigned tasks with unreasonable difficulty levels or offered insincere encouragement and praise, it could lead students to lose trust in their teachers, exacerbate their anxiety, and trigger passive resistance. Students' response modes varied based on their attitudes. Proactive students, under teacher guidance, actively expressed their needs and transformed anxiety into exploratory motivation. Passive students initially relied on external incentives. For them, tasks needed to be broken down into manageable steps with gradually increasing difficulty, supplemented by consistent positive reinforcement and encouragement to gradually activate their intrinsic motivation. Lastly, regarding home-school collaboration, teachers mentioned that some parents created a home English learning environment by regularly playing English nursery rhymes, cartoons, and watching English movies together with their children, discussing the plots. This subtle influence not only sparked children's interest but also allowed parents to play a crucial role in providing emotional support and serving as role models. Some parents also actively participated in English learning, such as memorizing vocabulary and singing English songs with their children, setting an example of lifelong learning. In terms of home-school collaboration, teachers noted that some parents actively cooperated with teachers by completing parent-child English tasks, such as jointly creating English hand-drawn newspapers and recording family English skits. This not only strengthened parent-child interaction but also reinforced classroom learning. However, some parents tended to criticize and blame their children for their English learning, showing perfunctory attitudes towards home-school collaboration tasks, which dampened children's enthusiasm and undermined the effectiveness of home-school collaboration. Thus, it can be concluded that the construction of a home learning environment, rooted in emotional support and habit cultivation, along with parental demonstration and encouragement, can enhance children's language interest and intrinsic learning motivation. Conversely, if

parents resort to constant criticism and perfunctory attitudes, it can evoke boredom in children, hindering learning and weakening the synergy of home-school collaboration.

V. Findings And Suggestions

Key Research Findings

Core Influence of Emotional Factors

This study found that emotional factors significantly impact the English learning performance of primary school students, as manifested in the following aspects: Firstly, interest serves as the core driver of learning engagement. Students' interest in English culture (e.g., English movies and music) is strongly positively correlated with learning motivation^[11]. Interviews indicate that enjoyable activities (e.g., movie dubbing and situational skits) substantially enhance student participation and learning resilience. For instance, one student noted, "Imitating movie characters motivated me to practice pronunciation." Interest not only initiates the learning process but also sustains long-term motivation. Secondly, increased confidence positively promotes academic performance. Confidence is the most prominent affective factor influencing grades. High-achieving students exhibit significantly higher average confidence levels than low-achieving students, and confidence is negatively correlated with anxiety. Students reported, "I'm more willing to speak after successfully completing oral tasks," demonstrating that confidence enhances self-efficacy, reduces anxiety, and fosters a virtuous cycle of "success → confidence → academic improvement." Thirdly, anxiety inhibits learning efficiency. Anxiety is significantly negatively correlated with academic performance. Independent samples t-tests show that lower-achieving students have higher anxiety levels. Teacher interviews highlight that high-pressure situations, such as full-English instruction or impromptu sessions, trigger student anxiety, leading to a vicious cycle of "nervousness → silence → declining performance." Given the significant variations in anxiety levels among students, personalized approaches should be prioritized over generic instructional models. Finally, motivation and interest exhibit synergistic effects. Motivation and interest are highly correlated, with both external (e.g., teacher encouragement) and internal (e.g., academic improvement) motivations driving learning behavior

The Moderating Effect of Attitude Factors

As a core regulatory variable among non-intellectual factors, attitude plays an important mediating role in the relationship between emotion and academic performance. Firstly, positive attitudes strengthen the positive effect of affect. The correlation coefficient between attitude and academic performance is higher than that between emotion and performance, indicating that positive attitudes can amplify the promoting effect of emotional factors on academic performance^[12]. For example, questionnaire results show that high-scoring students generally exhibit proactive learning behaviors, such as making plans and analyzing mistakes. A student mentioned in an interview, "Correcting errors makes me clearer about how to improve," which reflects how attitude reinforces learning resilience. Secondly, attitudinal differences significantly influence students' approaches to errors. Proactive students view errors as learning opportunities, while passive students tend to avoid errors or rely on external help due to their negative attitudes. The high predictive power of attitudes in regression analysis further confirms their decisive role in learning strategy selection. In teaching practice, guiding students to form positive attitudes can optimize their learning behaviors. For instance, when teachers design a "Star of Progress" reward mechanism, it not only strengthens students' extrinsic motivation but also prompts them to internalize the positive attitude that "effort equals value" through positive feedback, ultimately enhancing learning autonomy.

Teaching Improvement Strategies

Classroom Intervention Path for Emotional Cultivation

To stimulate students' interest in learning and alleviate their learning anxiety, teachers can comprehensively employ various strategies in teaching practice. These strategies include using immersive and gamified teaching methods, designing contextualized tasks, and integrating culturally diverse teaching approaches. Teachers can allocate 30% of class hours to conduct situational teaching activities, such as "airport role-playing," to reduce learning anxiety through immersive experiences^[13]. During these activities, teachers provide sentence structures to encourage students to express themselves freely and boost their confidence. Fun activities like "knowledge challenge competitions" and "magic cards" can be utilized to transform language knowledge points into interactive tasks. Meanwhile, by incorporating multicultural materials such as English songs and movie clips, teachers can stimulate students' interest in English culture. Organizing "English movie dubbing competitions" can also enhance learning motivation through team collaboration. In addition, to relieve anxiety, a hierarchical task design can be adopted. Teachers can provide three-level listening exercises, such as "basic - advanced - challenge," based on students' varying abilities, thus reducing the frustration caused by overloading students with tasks beyond their capabilities. Moreover, a "one-on-one heart-to-heart" emotional support mechanism can be established. Personalized encouragement, like "weekly progress records," can be offered to students with high anxiety levels. Finally, process evaluation can be implemented. For instance, classroom performance and group cooperation can be incorporated into the evaluation system, replacing the pressure of a single exam and reducing outcome anxiety. For example, oral expression and project presentation can be included in daily grades, accounting for 40%.

Specific Measures for Optimizing Learning Attitude

In teaching practice, a series of comprehensive measures can be implemented. Firstly, in the construction of the evaluation system, an inclusive evaluation system should be promoted. On the one hand, error management training should be conducted. Students should be required to write "reflection logs on wrong questions," classify grammar and other errors, and strengthen their weak links in a targeted manner. For example, errors can be divided into categories such as "tense confusion" or "vocabulary misuse." On the other hand, multidimensional evaluation standards should be established. In addition to exam scores, honors like the "Learning Resilience Award" and "Star of Progress" should be introduced to recognize students' efforts and growth. Secondly, with regard to home - school collaboration, the home - school collaboration mechanism should be strengthened. On the one hand, monthly themed tasks should be designed. For instance, a "Weekend English Corner" can be organized for family English practice tasks. The results can be shared through class groups, and point rewards can be given^[14]. On the other hand, regular parent training workshops should be held to provide training on "non - intellectual factor guidance skills." This will help parents master positive motivation methods, such as using the "sandwich feedback method" (affirmation + suggestion + encouragement). In terms of optimizing the classroom environment, on the one hand, cooperative learning groups should be formed. Students can be divided into groups of 4-5 based on their interests or abilities. Shared responsibility and mutual learning can be promoted through role allocation (such as "recorder" and "spokesperson"). Finally, dynamic hierarchical teaching should be implemented. Task difficulty should be adjusted based on real-time data (such as unit tests) to ensure that students are always in the "zone of proximal development." For example, more visual aids (such as charts and animations) can be provided for students in the lower - level groups.

VI. Conclusion

Summary

This study explores the mechanism by which affect and attitude, as non-intellectual factors, influence English academic performance in primary school students. Rooted in the theories of non-intellectual factors, the Affective Filter Hypothesis, and the Control-Value Theory, the research takes students from Panzhihua No.1 Primary School as the subject, and conducts an empirical analysis through questionnaires and interviews. The findings reveal: within the affective dimension, interest and self-confidence significantly and positively predict English achievement, while anxiety exerts a negative effect. Attitude serves as a critical moderating variable, not only directly strengthening the positive impact of affective factors but also indirectly enhancing academic performance by alleviating anxiety. In response to these findings, two pedagogical improvement strategies are proposed: first, for affective cultivation, the integration of tiered task design and gamified teaching is recommended to reduce anxiety and boost interest; second, for attitude optimization, emphasis should be placed on process-oriented assessment and home-school collaboration. These strategies have deepened the application of non-intellectual factors theory in primary English education while establishing an “emotion-driven learning and attitude-guided behavior” intervention framework for pedagogical practice, offering significant reference value for enhancing students’ core competencies and improving instructional quality.

Limitations and Prospects

This study has made some progress in exploring the impact of affect and attitudes, which are non-intellectual factors, on primary school students’ English learning outcomes. However, it also has some limitations. In the future, the research can be further expanded in the following aspects. Regarding the research sample, this study took students from the First Primary School in Panzhihua City as the sample. The small sample size undermined the universality and representativeness of the results. In future studies, the sample size can be expanded to enhance the external validity. As for non-intellectual factors, although affect and attitudes are covered, some important dimensions may have been overlooked. In the future, learning strategies, self-efficacy, and other factors can be included to comprehensively analyze their influence on English learning. In terms of research methods, this study mainly employed questionnaire surveys. Since such surveys are subjective, they may introduce biases. It is hoped that future research can offer more scientific and effective guidance for primary school English teaching.

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