



The Relationships among the English Learning Motivation, English Learning Barriers and English Learning Behavior of University (Athlete) Students: Social Support as Moderator

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ABSTRACT The purpose of the research was to verify the relationships of the English learning motivation, English learning barriers, English learning behavior and the moderating effect of social support. Seven hundred (700) constructed English learning motivation, barrier and behavior questionnaires were distributed to 14 universities with 649 valid responses. PLS-SEM were used to verify the relationship among them. The results found English learning motivation decreases English learning barriers and increases English learning behavior; English learning barriers decreases English learning behavior; and as for the moderating effect, the study found social support only exacerbate the impact of English learning motivation on learning barriers, but have no significant moderating effect on both motivation and barrier to behavior. Based on the results, appropriate changes are suggested in teaching methods, teaching environment, teaching strategies and learning strategies to improve college athletes' English proficiency.