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Corrigendum: Effects of a pair programming educational robot-based approach on students' interdisciplinary learning of computational thinking and language learning

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KEYWORDS

Interdisciplinary activities, educational robots, pair programming, language learning, trial-and-error loops

A corrigendum on
Effects of a pair programming educational robot-based approach on students' interdisciplinary learning of computational thinking and language learning

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In the published article, there was an error in one of the *p*-values stated in the Results section.

A correction has been made to *Results*, *Learning Anxiety*, *Paragraph 2*. The corrected paragraph is shown below.

Table 5 presents that the five subscales of learning anxiety in the post-questionnaire differed significantly between the two groups (Wilks' lambda = 0.408, $F = 7.26$, $p < 0.001$, Eta = 0.59). The Bonferroni method was then used to analyse the confidence intervals. The results of the *post hoc* comparison indicated that the EFL group showed lower learning anxiety than the CSL group for the dimensions of speech anxiety, communication apprehension, and fear of being negatively evaluated by other students.

The authors apologize for this error and state that this does not change the scientific conclusions of the article in any way. The original article has been updated.

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