Anxiety amongst Learners of English as a Second Language: An Examination of Motivational Patterns in the Pakistani Context

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Abstract

The study examines the interrelatedness of the two affective factors of anxiety and motivation in English learning of Pakistani university students, in the context of its being the official language and an economic guarantor. Based on two scales of motivation and anxiety, data from 170 male and female undergraduates, aged between 19-20 years, studying in COMSATS, where English is the medium of instruction, the study revealed that instrumental motivation is a significant contributor towards second language anxiety, including fear of negative evaluation, speech apprehension, fear of tests and anxiety of English classes, whereas integrative motivation only contributed towards fear of negative evaluation. The study replicates previous research in revealing that there is more instrumental motivation than integrative motivation in learners in situations where English is a prerequisite for progress and economic benefits. The study points out future directions for educators, researchers, language planners and policy makers.

Key words: Anxiety, motivation, medium of instruction, instrumental, integrative

Introduction

Anxiety and motivation have long been considered to be important predictors of second language learning [SLL] (Macintyre & Gardner, 1991; Horwitz, Horwitz & Cope, 1986; Dornyei, 1994). Research conducted by several authors (e.g., Noels, Clément, & Pelletier, 1999; Yan, 1998), suggests a negative relationship between anxiety and motivation in view of the opposing effects of these two constructs. Although some studies have been conducted to examine the connection between the two factors in Pakistan (Shahbaz & Liu, 2012; Shams, 2008), yet to relate this to the socio-economic situation of the country, a much more holistic picture is needed. Little empirical evidence is available to understand motivational patterns in Pakistan, a typical second language learning setting, where English is used in most areas of government working and in higher education. This full research paper aims to fill this gap by examining the anxiety and motivational patterns of Pakistani college undergraduates of English and to learn about the correlation between these two affective filters.

The study looks into the interrelation of motivation and anxiety as predictors of SLL in a context specific way, keeping in mind the position of English in the Pakistani context. Basically a colonial implant, its present status as the official language has made its use wide spread in all spheres of life. English is used in the administration of the country as well as in higher education. It is regarded as a prerequisite for acquiring jobs and social status (Mansoor, 2004). As such it has assumed the position of a second language. This has implicated it in social and economic formulations and has made its possession lucrative for all sections of society (Rahman, 1999; Shamim, 2011). Pakistani society places a high value on possessing English and therefore motivation to learn English is high. A second language learner has been defined as one who is learning a language while living in the target language community/country. Oxford and Shearin (1994) suggest that "the learner of the second language is surrounded by stimulation, both visual and auditory, in the target language and thus has many motivational and instructional advantages". Thus a learner studying English in the Pakistani context is a typical second language learner.

In Pakistan, English is the official language which is used in most domains of the Government. In education, it is a compulsory subject up to the graduate level. Mansoor estimates that "at present the emerging BA student has studied English for at least nine years; a 45-minute period is allocated daily to its teaching" (2004:66). In institutions of business management and computer sciences, which have cropped up during the last few decades because of the Information Technology boom, English is not only the medium of instruction, but is taught as a compulsory subject till the graduate level. English is the language of the computer and its users are presupposed to be proficient in English. In professional education, like medicine, law and engineering, English is the medium of instruction. Lectures and text-books are in English and examinations and viva voce are conducted in English. In COMSATS, students have to pass the compulsory English module in order to get their degree. However, the pass percentage in English in the BA examination is abysmally low. Abedi says it is 22% and it has remained at that for many years (1991:113). Malik says that this affects the students negatively and finds that the current English teaching situation in Pakistan is demoralizing for the students as "it destroys their opportunities for white-collared jobs in the country and also destroys their morale" (1996:16).

Another important context for the present study is the parallel system of education which prevails in Pakistan. On the one hand there are the private, elite institutions in which English is the medium of instruction and communication and on the other are the state-run, under-privileged schools where Urdu or the local languages are the medium of instruction. Whereas the English-medium learners acquire a natural proficiency in English, the Urdu medium students do not, and therefore they do not fare well in the competitive job market. Since English is a prerequisite for jobs and economic benefits, therefore acquiring English is a must for all. The study tries to see whether students of both streams of education are equally motivated to learn English and whether this becomes a cause of their language learning anxiety.

1. Motivation

Motivation can be called the desire, need or urge to learn, do, achieve or acquire something. MacIntyre et al. (2001) define motivation as "an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task" (p. 463). Theories of foreign language motivation derive their impetus from general motivation, but linguists have argued that it should be treated as a separate construct (MacIntyre & Gardner, 1991). The study of motivation as a predictor of second language learning performance was initiated by Gardner and his Canadian colleagues (1972). Also called Gardner's social psychological model, it soon became widely accepted as a classical model to describe L2 (Second Language) motivation. Since their seminal work in the field, it has become normal to define motivation along the famous instrumental/integrative duality first proposed by them.

Integrative motivation, also explained by the terms emotive, hedonistic, personal or extra-rational, refers to a state when the second language learner seeks to: "identify more closely with a speech community which uses that language variety, he wants to feel at home in it, he tries to understand the attitudes and world views of that community" (Broughton et al, 1980, p.5). Instrumental motivation, also called rational, pragmatic and utilitarian, refers to the individual's desire to acquire a second language in order to use it for operational purposes, to pass an examination, acquire a job, or visit a foreign country (ibid). Rahman explains rational language learning as the learning of a language "in order to empower oneself by acquiring the potential to acquire employment" (2002).

However increasing number of research has shown that the instrumental/integrative dichotomy is too simplistic to explain the wide number of language learning orientations that have emerged since. Gardener's model has been questioned on grounds of being too confined to general motivation and concerned with the social milieu or the social dimension of L2 learning. Dörnyei (1994) contributed to the discussion by drawing our attention to this social dimension of language learning. He is particularly concerned about the distinction between SLA and FLA (foreign language acquisition), pointing out that the studies of Gardner and his associates were mainly conducted in SLA contexts characterized by direct exposure or frequent interaction with the target-language community, while FLA contexts involve the target language being taught in school as an academic subject. It has been pointed out that Gardner's motivation theory includes an educational dimension and that, the Attitude/Motivation Test Battery (AMTB), that he and his colleagues developed contains several items focusing on the learner's evaluation of the teacher and classroom learning situation. It has been argued that the sociocultural environment is unique for every L2 situation and we have to agree with Dornyei that, "the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on who learns what languages where" (Dörnyei, 1994, p.275).

Therefore each situation has to be regarded as context specific and treated accordingly. Gardner and MacIntyre (1991) themselves had noted later that "the old characterization of motivation in terms of integrative vs. instrumental orientation is too static and restricted" (p. 62). However research shows that Gardner's model can be taken as a reference point to show up various further directions in the field. Work done by Ely (1986) and Oxford and Shearin (1994) points out that the integrative/instrumental dichotomy is indeed useful for characterizing motivational configurations, and acknowledging Gardner's contribution, the later say, "We want to maintain the best of the existing L2 learning motivation theory and push its parameters outward" (p. 13), which supports the validity and fundamental importance of Gardner's social psychological model. The present research builds on this model by relating it to the situation in Pakistan where the learning of English is an economic necessity and its colonial association makes for both types of motivation, and where two streams of students are studying together.

Researchers have claimed that learners with high motivation, self confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. Maslow (1971) holds motivation to be the key factor for acquiring a second language. Researching ESL motivation in Pakistani context, Shahbaz & Liu (2012) have drawn attention to the complexity of the situation, as Pakistani learners of English are motivated to learn English not only because of its colonial past but also because of its status as an international language which can be taken as instrumental motivation. Shams (2008) too points out that the position of English as an international language underlies students' desire to learn it. Pathan (2010) has drawn attention to another aspect of motivation in Pakistani undergraduates. His findings reveal that Pakistani learners of English are motivated by both types of motivation, but interestingly integrative motivation is not for the target language society, but for the English speaking elite of the country. Canagarajah (1999) has pointed out the resistance which periphery students sometimes exhibit against the cultural content of courses. Rahman's (2009) study of ESL motivation in Bangladesh, a country which shares the same colonial history as Pakistan and perhaps the same sociocultural reality, also highlights the fact that in undergraduates, instrumental motivation emerges as strong because of the sociolinguistic reality of the country.

2. Anxiety

Anxiety is that state of the individual when he/she feels, "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxiety (Scovel, 1978, p. 134). But anxiety as experienced by the individual when learning a foreign language, is as Piniel (2006) says a new area of research, which has now earned a separate category. MacIntyre (1998) defines language learning anxiety as "the worry and negative emotional reaction aroused when learning or using a second language". Horwitz et al. (1986) define 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" (p. 128). Guiora et al (1986) in Horwitz suggest that learning language is itself "a profoundly upsetting psychological proposition", as it threatens the learner's self concept and world view. Wei (2007) has drawn attention to how language learning contexts particularly affect anxiety arousal. Researching ESL anxiety is itself complex because the phenomenon could be caused by multiple factors, such as competition, real difficulties in language processing and production, personal and interpersonal anxieties and beliefs, and also because second language learning can challenge the self concept of the learner, so second language learning anxiety cannot be studied in isolation.

In the Pakistani context, the parallel system of education becomes a crucial variable for research in ESL anxiety. Adeel's (2011) investigation in anxiety provoking factors in Pakistani learners of English revealed that self perceptions of learners regarding English language and strict formal classroom environment add to the debilitating anxiety of learners many of whom come from Urdu medium schooling and have a lack of confidence because of the substandard way English has been taught to them. Awan et al (2010) too find that anxiety in language learning can produce many problems for learners in acquisition, retention and production of language. The problem is further aggravated for Pakistani learners when a majority of them have to make the transition from Urdu to English medium instruction when they enter higher education. Furthermore, English is a compulsory subject at the under graduate level, and attaining pass marks in it are a must to clear then examinations.

2.1. Anxiety and Motivation

Although there can be a positive relationship between the two constructs, several authors (e.g., Liu & Huang, 2011; Aida, 1994; Noels, Clément & Pelletier, 1999; Yan, 1998, Wei, 2007) have suggested a negative relationship between anxiety and motivation in view of the opposing effects of the two constructs. Liu and Huang's research (2011) on Chinese students revealed that the respondents generally did not feel anxious in English and were moderately motivated to learn English and that foreign language anxiety and English learning motivation were significantly negatively correlated with each other. Yule (1997) too points out that even in the "optimum age", when the language acquisition device is most effective, teenagers as compared to young learners might experience an 'affective filter', in the shape of unwillingness to pronounce the sounds of the foreign language, lack of empathy with the target language culture, even dull textbooks and environment can affect the motivation of the learner. Though Krashen's notion of 'affective filter' is outdated and challenged because there is no empirical proof of any physical existence of such constructs in the brain as it suggests, yet I feel it is useful to describe the obstacles which learners face in language learning.

In order to define the correlation of motivation and anxiety in ESL learning in the Pakistani context, it is important to establish the sociolinguistic and economic context rather than to consider only the linguistic factors. As Jabeen et al. (2011) point out while investigating the attitudes of Pakistani ESL learners, "Defining the status of non-native variety of English depends more on sociolinguistic, political, geographical and economic factors than merely on linguistic grounds". The economic factors for an L2 learning motivation have been explained by Rahman (1999). He points out how languages are never imposed on a society and the language policies of the state work in tandem with economic policies which make the acquisition of a particular language more lucrative, a 'good investment'. A recent report by Euromonitor International compiled data from five countries linking economic growth with English language, states that "Pakistan and Nigeria have large populations and wide salary gaps between salaried professionals and the remainder of the workforce. This creates strong motivation for citizens to learn English to improve their own economic situation, and join the ranks of salaried professional" and career ambition will continue to influence this trend in the future (December, 2010). In Pakistan, Malik says, the motivation to learn English increases "as the public perception increases that proficiency in English is a prerequisite for white collar jobs in Pakistan" (1996).

At the social level English is regarded as a socially prestigious and empowering language, used by the wealthier social classes. Mansoor's research (2005) of language planning in higher education in Pakistan also points out the perceived and actual needs of students at the tertiary level influence their motivation to acquire English. Mansoor (1993) has pointed out that English is regarded as a means of empowerment for Punjabi females who perceive of it as an empowering device. Previously this motivation was attributed to the colonial association of English and its elite status. Waseem (2009) says that the experience of colonization is still fresh in the Pakistani psyche and its aftereffects can still be seen in Pakistani society in the form of a "craving to be like the erstwhile 'masters' by emulating them through the use of English". But now this has been superseded by the realization about the economic benefits of acquiring it. This inconclusive literature review does not give any specific direction, whether positive or negative for our study. Within this complex context, therefore, this research paper aims to examine the anxiety and motivational patterns of Pakistani college learners of English and consider how motivational patterns are related to anxiety in language learning. It aims to find whether students of English are integratively motivated to learn English or their motivation is purely instrumental, which type of motivation (instrumental vs. integrative) best predicts the students' foreign language anxiety, whether there is any relationship between anxiety and instrumental/ integrative motivation to learn English, and whether these motivations are predictors of fear of negative evaluation, speech apprehension, fear of tests and anxiety of English classes.

The study tests the following hypotheses:

Hypothesis 1. Pakistani undergraduate learners have more instrumental motivation as compared to integrative motivation to learn English.
Hypothesis 2. There is a significant relationship between anxiety and instrumental motivation to learn English amongst Pakistani undergraduate learners of English.
Hypothesis 3. There is a significant relationship between anxiety and integrative motivation to learn English amongst Pakistani undergraduate learners of English.

Hypothesis 4. Instrumental motivation is a significant predictor of foreign language anxiety (fear of negative evaluation, speech apprehension, and fear of tests).

Hypothesis 5. Integrative motivation is a significant predictor of foreign language anxiety (fear of negative evaluation, speech apprehension, and fear of tests).

3. Method

The participants of the research were 170 undergraduates, both male and female students (72% males and 28% females) of COMSATS Institute of Information Technology, Lahore. The average age of the students was 19 years. These students were a mixed ability group with 49% students with an English medium education up till matriculation and 51% with Urdu medium educational background. All students were in the second semester and were enrolled in the English Report Writing module, and had studied the English Composition and Comprehension module in the first semester. The first author personally collected the data. Respondents were asked to complete the questionnaires and supply the demographic information and were assured that their confidentiality and anonymity would be maintained. They were assured that it was not an assessment of their English proficiency and the purpose of the research was ultimately only to improve the teaching of English in their institution. They were told that if anyone was not interested he/she was free to decline. However, all of the students were keen to complete the questionnaire. The researcher read aloud all the instructions at the beginning of administering the questionnaire and after clear understanding the students completed the questionnaires while the researcher remained in the classroom to answer questions. The students were administered the following questionnaires at the end of their classes for 15-20 minutes.

3.1. The Foreign Language Classroom Anxiety Scale

The four factor FCLAS scale was used for the present study (Zhao, 2007), originally developed by Horwitz et al., (1986), to measure English learning anxiety of the respondents. Although Cao's (2011) study revealed the three factor scale to be a better fit for investigating anxiety of second language learning, the present researcher felt that the four factor model was more appropriate to use in the Pakistani context. Having 'anxiety of English classes' as the fourth factor, it would afford a more holistic understanding of the situation as learners of English in Pakistan are the products of a differentiated system of education and the ones coming from the Urdu medium would be suffering from classroom anxiety as compared to those who would have had an English medium education. The four factor scale was used by Zhao (2007) to measure the anxiety of Chinese English learners. The scale is composed of 33 items, measured on the five point Likert scales, ranging from strongly disagree to strongly agree, along the values of 1 – 5. The higher the score the more reflective it is of the anxiety the learners feel in the English class. Items 2, 5, 8, 11, 14, 18, 22, 28, 32 were inversely coded. The scale is composed of four subscales. Items 3, 7, 13, 15, 20, 23, 25, 31, and 33 measure fear of negative evaluation (Horwitz et al., 1986), items1, 9, 14, 18, 24, 27, 29, and 32 measure communication apprehension (Horwitz et al., 1986) and items 2, 8, 10, 19, and 21 measure fear of tests (Horwitz et al., 1986), while item 4, 5, 6, 11, 12, 16, 17, 22,26, 28, 30 measured anxiety of English classes (Zhao, 2007). Cronbach's alpha for total FLCAS or total anxiety scale in the present study was .92.

3.2. Motivation Scale

This questionnaire included two parts; one for background information of the respondents, and the other to measure motivation of the learners. The background information included the name (optional), age, semester, gender, and medium of instruction of the institution which the respondents had received their education up till grade ten, which is roughly equivalent to roughly O'levels or grade ten. The students' average age at this stage is 17 years.

The motivation questionnaire was adapted from the one used by Ming Wei (2007). This was deemed appropriate for the present research as the 16 items were divided into instrumental and integrative clusters. Items 1, 2, 3, 4, 5, 6, 7, and 15 measured instrumental motivation while 8, 11, 12, 13 and 14 measured integrative motivation. Items 9, 10 and 16 were complexly determined items. Wei had used this scale to measure the anxiety/motivation relationship of ESL in students in China, which is a country where English is a foreign language and learners do not have opportunities to use it outside the classroom. The alternative was Gardner's ATMB, which combines subscales of attitude, intrinsic and extrinsic motivation, attitude towards English and anxiety. Since the present research was using a separate four factor anxiety scale, therefore the ATMB was not considered appropriate, although it has been used by Shams (2008) to measure the combined variables for Pakistani learners of English.

The respondents were asked to rate each of the 16 statements about the reasons for English learning on the same 5-point interval scale as used for the FLCAS in terms of their agreement with the statement in descending order. Cronbach's alpha for total motivation scale was scale in the present study was .81. Neither of the questionnaires was translated into Urdu, the official language of Pakistan. This can be viewed as a limitation. However, the researchers felt that there was no need for this as Pakistani undergraduates are usually proficient enough to read and comprehend the simple language of the questionnaires. Since the first researcher was present at the time of administration, any queries regarding culture- specific terminology could be answered on spot.

4. Results

For each measure, the mean, standard deviation, median, mode, and score range were calculated to determine the extent to which students felt anxious in English language classrooms and/or how they were motivated to learn English. Then, correlational and regression analyses were run to explore the relationship between foreign language anxiety and motivation.

Measure reliabilities and descriptive statistics are shown in Table 1. The data was checked regarding coding errors, outliers and missing value points on the individual questionnaire items. All variables were checked regarding the normality assumption and they were approximately normally distributed. Examination of normal probability plots and residual plots also confirmed that assumption of univariate normality, linearity between pairs of variables, and homoscedasticity were generally met. There was no need for transformation of data.

The Independent *t-test* indicated that males and females were not significantly different on total anxiety scores. The mean anxiety for males was ($M = 75.00$, $SD = 20.075$), and for females was ($M = 72.57$, $SD = 18.1224$). No significant differences were found regarding total anxiety scores for Urdu *($M = 18.47$, $SD = 3.12$)* or English *($M = 18.45$, $SD = 3.11$)* as a medium of instruction. Further, univariate analysis (one-way ANOVA) did not indicate any significant differences regarding selected demographic variables (e.g., age, semester) for total anxiety scores. One sample *t-test* indicated that instrumental motivation was significantly higher than integrative motivation *($M = 54.73$, $SD = 8.54$; $M = 40.00$, $SD = 5.74$)*.

Pearson product moment correlations were used to determine the strength and direction of relationship among the variables. Although, subscale motivation scores were generally negatively correlated with anxiety subscales, the correlations were not especially high (none above an absolute value of .37 and most falling in the .1-- .2 range). Instrumental and integrative motivation were weakly to moderately negatively associated with fear of negative evaluation, speech apprehension, fear of tests and anxiety of English classes (see table 2), suggesting that lower levels of motivation have been associated with increased symptoms of anxiety or vice versa. Further, coefficient of correlation indicated that fear of negative evaluation was significantly negatively correlated with instrumental anxiety evaluation ($r =$.-.27), but not with integrative motivation. Zero-order correlations are shown in Table 2.

A MANOVA was conducted to examine the contribution of instrumental and integrative motivation in predicting foreign language anxiety (fear of negative evaluation, speech apprehension and fear of tests). The hypothesis regarding the significant contribution of instrumental motivation model in predicting foreign language anxiety was accepted Wilks' lambda = .90, F (4, 135) = 3.76, $p < .001$. Given the significance of overall test, the Univariate main effects were examined. Significant Univariate main effects for instrumental motivation were obtained for fear of negative evaluation, F (1, 138) = 14.78, $< p$ .001, speech apprehension, F (1, 138) = 7.83, $p< .001$; fear of tests, F (1, 138) = 7.43, $p< .001$; and anxiety of English classes F (1, 138) = 10.12, $p< .001$. The hypothesis related to the significant contribution of integrative motivation in foreign language anxiety was also supported by Wilks' lambda = .93, F (4, 135) = 2.54, $p > .05$. Univariate main effects for integrative motivation were found only for fear of negative evaluation, F (1, 139) = 5.37, $< p$ .05.

5. Discussion

The findings reveal several things about the correlation between the affective factors of motivation and anxiety involved in learning of English by Pakistani undergraduates and the interrelation between these factors. First, the analyses exposed that the respondents generally did not feel anxious in English class, apprehensive about speaking in English, or fearful of being negatively evaluated or tested in English. The fear of negative evaluation was significantly negatively correlated with anxiety, but not with integrative motivation. Instrumental motivation was significantly higher than integrative motivation. This is supported by previous research (Shams 2008; Shahbaz, 2012; Awan, 2010; Jabeen, 2011).

Rahman's (2005) research also reports the same findings for undergraduates in Bangladesh, a country which shares many linguistic, regional and economic features with Pakistan. Since the utilitarian purpose is foremost in the learners' priorities, it is understandable that integrative motivation would not emerge as a significant finding. Moreover learners also sometimes exhibit an opposition to the foreign language which acts as a barrier to their acquiring it integratively as Canagarajah points out in Sri Lanka's context (1999).

Data analysis did not indicate any significant differences regarding selected demographic variables (e.g. gender, age, or semester) for total anxiety scores. There were no significant difference regarding total anxiety scores between students who had been studying in Urdu and English medium schools. Female students' anxiety scores did not show any difference as compared to males. Previous research collaborate these findings. Mansoor's (1993) work on language preference among Punjabi students has shown that females' motivation to acquire English and to use it more as compared to males is based on their perception regarding the power of English, attempting to derive power in a society which generally does not give equal rights to females. This indicates that English being a second language in Pakistan and a prerequisite for jobs is universally sought. At the university level all students regard proficiency in English instrumentally, as it is a university requirement. Scoring passing marks in the compulsory English module will ensure their successful completion of the course. Also possession of English provides them with better chances of acquiring jobs. The findings are consistent with previous research in the area in Pakistan (Shahbaz & Liu, 2012; Shams, 2008; Pathan et al., 2010), and with Wei (2007) and Carreira (2006) that students who have practical reasons to study English tend to have lower levels of foreign language anxiety.

In Pakistan the official status of English language and its position as a guarantor of economic benefits has made its possession a must for all students. The research findings highlight the fact that language policies work in tandem with economic policies of a state, and students' motivation to learn English language is hinged upon that language's potential as a good investment. Since in Pakistan, English state has been made a prerequisite for jobs and economic advancement, measures should be taken to make English accessible to all the stakeholders of education. In the current international scenario, English has become an accepted resource for empowerment and economic emancipation and basically it is because of this that it is a much sought after commodity and not because of its history as the language of the colonizer.

The study was limited to a single university of the Punjab province and the sample size was small, that is (170). To give a more holistic picture of the situation, further large scale, nationwide and longitudinal studies are required to develop better understanding of the correlation between anxiety and motivation in ESL learning in the country. Only a mass of research can provide directions for policy making in ESL settings like Pakistan where the target language is perceived and is necessary for the attainment of economic goals. As both types of motivation are needed to achieve success in second language learning it is important that all students get opportunities to have proper English instruction. Because of the differentiated system of education which prevails in the country majority of the learners have limited opportunities for the target language instruction. The findings call for policy makers and educationists to develop an equitable language policy which provides opportunities for ESL learning to all stakeholders of education. The study points directions to curriculum developers to include material and methodology to motivate learners instrumentally as well as integratively. Cultural content in the teaching material can help in this regard. This will lead to a positive view of the target language which is favorable for successful learning of the foreign language. Future studies can use the findings of the present research to correlate instrumental / integrative motivation to students' proficiency and achievement in ESL in Pakistan.

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Table 1: Means, Standard deviations, and   Reliabilities of all Study Measures (N=170)

	Mean	*SD*	Reliability (Alpha)
Instrumental motivation	54.73	8.54	.82
Integrative motivation	40.00	5.74	.72
Fear of negative evaluation	19.59	4.88	.74
Speech apprehension	34.45	10.47	.88
Test anxiety	4.96	1.87	.51
Anxiety of English classes	29.65	5.80	.65

Note: The numbers do not always lead up to 170 due to some missing data.

Table 2: Intercorrelations among all Study Measures (N = 170)

Measures	Instrumental motivation	Integrative motivation	Fear of negative evaluation	Speech apprehension	Fear of tests	Anxiety of English classes
Instrumental motivation	1					
Integrative motivation	.83***	1				
Fear of negative evaluation	-.27**	.-.14	1			
Speech apprehension	-.33**	-.26**	.70**	1		
Fear of tests	-.20*	-.15*	.62**	.53**	1	
Anxiety of English classes	-.37**	-.34**	.73**	.79**	.59**	1

Note: *p <.05. **p <.01. ***p < .001

Appendix

Instructions: Please tick only one option. Kindly be frank in your responses.

		Strongly disagree	Disagree	Disagree slightly	Agree slightly	Agree	Strongly agree
1	I need it to fulfill the university foreign language requirement.						
2	It will be helpful for my future career.						
3	It may make me a more qualified job candidate.						
4	I may need it for higher education.						
5	I want to understand English films/videos, pop music or books/magazines.						
6	I want to be able to use it with English-speaking people.						
7	I have to take the State Language Exam.						
8	I would like to travel to an English-speaking area						
9	I feel English is an important language in the world						
10	I feel it is mentally challenging.						
11	I can get pleasure from learning English.						
12	I need it for study abroad.						
13	It helps me understand English-speaking people and their way of life.						
14	I am interested in English culture, history or literature.						
15	It is part of being educated						
16	I want to acquire new ideas and broaden my outlook						

Instructions:

Please read each statement and indicate your answers according to the following options.

Strongly agree = 5
Agree = 4
Neither agree nor disagree= 3
Disagree = 2
Strongly disagree = 1

1. I never feel quite sure of myself when I am speaking in my English class.	SA	A	N	D	SD	
2. I don't worry about making mistakes in English class.		SA	A	N	D	SD
3. I tremble when I know that I'm going to be asked to speak in English class.	SA	A	N	D	SD	
4. I am afraid when I don't understand what the teacher is saying in the English class.	SA	A	N	D	SD	
5. It wouldn't bother me at all to take more English classes.	SA	A	N	D	SD	
6. In English classes, I think of things that are unrelated to the lesson.	SA	A	N	D	SD	
7. I think that my classmates' English is better than mine.	SA	A	N	D	SD	
8. I am usually at ease during tests in my class.	SA	A	N	D	SD	
9. I start to panic when I have to speak without preparation in English class.	SA	A	N	D	SD	
10. I worry about the consequences of failing my English class.	SA	A	N	D	SD	
11. I don't understand why some people get so upset over English class.	SA	A	N	D	SD	
12. In English class, I am so nervous that I forget what I know.	SA	A	N	D	SD	
13. It embarrasses me to volunteer answers in my English class.	SA	A	N	D	SD	
14. I will not be nervous when speaking with native English speakers.	SA	A	N	D	SD	
15. I get depressed when I don't understand what the teacher is correcting.	SA	A	N	D	SD	
16. Even if I am well prepared for English class, I feel anxious about it.	SA	A	N	D	SD	
17. I often feel like not going to my English class.	SA	A	N	D	SD	
18. I feel confident when I speak in English class.	SA	A	N	D	SD	
19. I am afraid that my English teacher will correct every mistake I make.		SA	A	N	D	SD
20. I feel my heart pounding when I am going to be asked to speak in English class.	SA	A	N	D	SD	
21. The more I prepare for an English test, the more confused I get.	SA	A	N	D	SD	
22. I don't feel pressure to prepare very well for English class.	SA	A	N	D	SD	
23. I always feel that my classmates speak better English than I.	SA	A	N	D	SD	
24. I feel shy when speaking English in front of other students.	SA	A	N	D	SD	
25. English class moves so quickly that I worry about getting left behind.	SA	A	N	D	SD	
26. I feel tenser and have more pressure in English class than in other classes.	SA	A	N	D	SD	
27. I get nervous when I speak in my English class.	SA	A	N	D	SD	
28. Before English class, I feel confident and relaxed.	SA	A	N	D	SD	
29. I get nervous when I don't understand every word the English teacher says.	SA	A	N	D	SD	
30. I feel overwhelmed by the number of rules I have to learn to speak English.	SA	A	N	D	SD	
31. I am afraid that my classmates will laugh at me when I speak English.	SA	A	N	D	SD	
32. I feel easy when native English speakers are with me.	SA	A	N	D	SD	
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.	SA	A	N	D	SD	