Speak up or Be Silent? Language Learners' Anxiety and Motivation on Speaking up in ELL and Non-ELL Classrooms

Chi-Fa Pak

A dissertation

submitted in partial fulfillment of the

requirements for the degree of

Doctor of Philosophy

University of Washington

2014

Reading Committee:

Susan B. Nolen, Chair

Manka Varghese

Brinda Jegatheesan

Program Authorized to Offer Degree:

College of Education

University of Washington

Abstract

Speak up or Be Silent? Language Learners' Anxiety and Motivation on Speaking up in ELL and Non-ELL classrooms

Chi-Fa Pak

Chair of the Supervisory Committee:
Susan B. Nolen, Ph.D
College of Education

This study looks at the relationship between language learners' anxiety and motivation in speaking up during ELL and mainstream classrooms. The survey of 132 high school English language learners revealed that 1) language learners' task orientation and language related ego orientation differed in ELL classrooms and mainstream classrooms; 2) although language learners reported feeling less pressure to speak in mainstream classrooms, they felt more anxious and participated less in mainstream classrooms than in ELL classrooms; 3) language learners' levels of task orientation were lower while their levels of avoidance orientations (ego avoidance and work avoidance) were higher in mainstream classrooms than in ELL classrooms; and 4) high levels of task orientation and encouragement from teachers and classmates were found to be related to higher levels of anxiety and lower levels of participation in mainstream classrooms. The results are discussed in relation to language ideology and power dynamics between native speakers and non-native speakers.

Anxiety is one of the most well documented phenomena that affects language learning processes and outcomes. MacIntyre (1998) defines language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language" (p.27). Horwitz, Horwitz, and Cope (1991) also suggests that foreign language anxiety is 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. 31). In other words, language anxiety is a unique anxiety that learners experience specifically in language learning contexts (Horwitz, Horwitz, & Cope, 1986).

The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz and colleagues (1986), is one of the most widely used instruments in this field of research. These researchers state that there are three primary sources of language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. Past studies that used this scale (e.g. Aida, 1994; Cheng, Horwitz, & Schallert, 1999; Kitano, 2001; Liu & Jackson, 2008; Mak & White, 1997; Saito & Samimy, 1996; Yan & Wang, 2001) reveal that language anxiety influences every aspect of language learning, and the most anxiety provoking activities in foreign language classrooms may involve public speaking in the target language. Horwitz and colleagues suggest that language students who score high on communication apprehension and fear of negative evaluation generally experience greater difficulty speaking in foreign language classrooms and may try to avoid participating in activities where oral performances are expected.

Although the FLCAS is a well-established and frequently used scale in research, it has been used primarily in foreign language classrooms where all the students in the classrooms are language learners. Thus, the students in these classrooms speak with and in front of their teachers and other non-native speakers of the target language. Speaking with and in front of

native speakers may give added stress and anxiety for language learners. In fact, in a study using the FLCAS, Mak (2011) found that university students in Hong Kong who were enrolled in English classes identified speaking with native speakers of English as anxiety provoking. However, the survey items on FLCAS that are concerned with speaking with native speakers are hypothetical (I would not be nervous speaking English with native speakers; I would probably feel comfortable around native speakers of English), and these students do not actually interact with native speakers in these classes. Thus this kind of anxiety may not actually affect these students' speaking up in their foreign language classrooms. But what if language learners are actually in a situation where they are in a classroom full of native speakers of the language and have an opportunity to speak with or in front of them? Given the rapid increase in immigrant students in public schools across the United States, it would be worthwhile to conduct a study using this scale with immigrant students who are taking classes with native speakers of English to see how anxiety may relate to verbal participation in mainstream classrooms.

Language and Power Differences

Past studies have revealed that in the US and other English speaking countries, international exchange students' opportunities to speak English were often limited within their ELL classrooms, and even when they encountered an opportunity to speak with native speakers outside of the class, they often chose to interact with them minimally or dismissed the opportunity all together (Tanaka, 2007; Xu, 2010). Similarly, immigrant and exchange students who are taking mainstream classes with native speakers of English often sit quietly and do not actively participate in conversation or discussion during class (Miller, 2000; Morita, 2009; Vandrick, 2000).

Many researchers suggest that many non-native speakers do not feel "entitled" to participate in conversation with native speakers in mainstream classrooms (Vandrick, 2000). In classrooms, level of participation (speaking up) relates to power, with increased participation being associated with having more power, and increased non-participation being associated with having less power (Blackledge & Pavlenko, 2002; Bourdieu, 1991; Miller, 2004; Pavlenko & Blackledge, 2004; Vandrick, 2000). In mainstream classrooms, native speakers often have, or are perceived to have more power than their non-native speaking peers because of their ability to speak "right" English.

In contrast, ELL students who speak English with an "accent" or grammatical errors are penalized in some form or another. For example, in her study focusing on Asian language learners' in an Australian high school context, Miller (2000) found that native Australian students were rewarded for presenting the ideas that non-native speakers had originated. However when the non-native speakers spoke about these ideas themselves, the teacher was more dismissive and gave them poorer scores.

Moreover, successful communication requires the effort of both speakers and listeners (Miller, 2004). However, hierarchical positioning of native and non-native speakers gives native speakers the power to refuse to carry responsibility for communication with non-native speakers. For example, many ELL students in Xu's (2010) study expressed their dissatisfaction with native speakers of English noting that native speakers do not often show interest in speaking with ELL students and felt that whether conversation with native speakers occurred or not depended mostly upon ELL students' effort of initiation and contribution to it. After encountering difficulties in communication while interviewing a high school language learner in Australia, Miller (2000) expressed her sympathy for some non-native speakers who give up trying to speak after

repeatedly being ignored by native speakers. These types of negative experiences might contribute to language anxiety and communication avoidance among language learners.

Motivation in Language Learning

Social structuring and power hierarchy may be related to anxiety and speaking up in classrooms. In fact, Miller's (2000) observations reveal that the participants of her study spoke less in mainstream classes, as opposed to ELL classrooms, even though mainstream classes offered increased opportunities to talk to native Australians. Nonetheless, there are some ELL learners who are willing to speak up more than other ELL learners in the same classrooms. The concept of language anxiety and the level of participation are also closely associated with personal goal, attitude, and motivation. In the past, empirical research in the field of second language acquisition (SLA) has suggested that previously identified language learning motivation, such as integrativeness (attitude toward a particular language and speakers of the language) and importance of language learning positively correlates with willingness to communicate (WTC), which in turn increased frequency of communication (MacIntyre, Baker, Cléments, & Conrod, 2001; Yashima, 2002; Yashima, Zunuk-Nishide, and Shimizu, 2004). These studies also found that WTC correlated positively with perceived competence in the target language and correlated negatively with a level of anxiety. In other words, those who perceived their English abilities to be higher than others, and those who worried less were willing to communicate more; consequently, they spoke more. Thus, hierarchical structuring and power differences discussed above may influence language learners' motivation to speak not only in mainstream classrooms, but also in ESL classrooms, although the influences may not be to the same intensity.

Indeed, WTC takes learners' perceived competence in L2 into consideration, and researchers recognize the influence of situations on learners' perceptions of competence (Dörnyei & Ushioda, 2013). MacIntyre, Dörnyei, Clément, and Noels (1998) defined WTC in L2 as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547) and argue that an L2 speaker's WTC is influenced by both trait-like factors, such as personality and self-confidence, and situational factors, such as social group climate, desire to communicate with a specific person, and situation-specific confidence in L2. Dörnyei and Ushioda state that, though various theories of L2 motivation were conceptualized and developed since, studies in the field have shown a strong connection between language learning motivation and learners' perceived competence in specific classrooms.

Thus, achievement goals or motivational orientations may also influence students' willingness to speak in English. Achievement goal theory (Nicholls, 1989, 1990) proposes that understanding goals and motives helps explain motivated behavior. This work has focused primarily on two motivational orientations Task orientation and ego orientation. (Though the terms learning goals and performance goals (Dweck, 1990; Elliot & Dweck, 1988) and the terms mastery focus and ability focus (Ames & Archer, 1988) have also been used in the study of one's goals, I will adapt Nicholl's terms, task- and ego-orientation in this study.) Task oriented individuals pursue learning goals that emphasize the importance of learning and the understanding of knowledge. These individuals feel most successful when mastering new skills or working through difficult challenges (Ames & Archer, 1988; Dweck, 1990; Elliot & Dweck, 1988; Nicholls, 1989; Nicholls, 1990). Ego oriented individuals, in contrast, focus on gaining favorable judgment and proving their competence over others by outperforming them, and these individuals feel most successful when their abilities are proven to be superior to others.

Therefore, while task oriented individuals focus on self and personal improvements, ego oriented individuals are concerned with norms and one's competence compared to others.

Motivation and Perception of Mistakes

Students perceive mistakes differently, depending on their levels of task and ego orientation. This perception of mistakes influences their preference for task difficulty (Nicholls, 1989; Nicholls, 1990; Clifford, 1984; Turner, Thorpe, & Meyer, 1998). Because task oriented students' goals are to learn and make individual improvements, and exerting effort through difficult tasks is believed to lead to mastery, task oriented students perceive mistakes to be a part of learning and an opportunity for learning and self-improvement. Therefore, they prefer challenging tasks that are just above their own perceived competence. Perception of mistakes and task preference for ego-oriented individuals are a little more complicated matter. Ego-oriented students are concerned with showing competence and high ability in comparison to others, so they want to do better than most. Succeeding on normatively difficult tasks indicates their competency, but making mistakes on these tasks does not lead to perception of inability because most others would also fail. Thus, with highly difficult tasks, risk is low, although chance to impress is also low. With normatively moderately difficult tasks, however, the risk is higher because with these tasks, better-than-average students are expected to succeed, while average, and lower-than-average students are expected to fail. Mistakes on normatively moderately challenging tasks indicate incompetency and lack of ability, whereas success on these tasks indicates competence and ability. Ego oriented students with high ability, therefore, generally prefer moderately difficult tasks, and ego oriented students with low ability prefer to avoid these tasks.

Approach and Avoidance Motivation

In addition to task-ego distinction, some researchers have differentiated between approach and avoidance motivation (Elliott & Church, 1997; Elliott, 1999). Performance (ego) approach goals explain learners' motivations to move toward positive, desired outcomes and focus on demonstrating greater ability relative to others. In contrast, performance (ego) avoidance goals explain individuals' motivations to move away from gaining negative, unfavorable judgments and focus on their avoidance of demonstrating their perceived inabilities relative to others. Approach-avoidance orientation, therefore, focuses on reasons for performing or avoidance of performance, which contrasts with a work-avoidance construct, identified by Nicholls and his colleagues (Nicholls, Cobb, Wood, Yackel, & Patashnick, 1990), which explains learners' motivation to avoid working or working hard without focusing on their reasons for avoidance. In previous studies, the term, ego orientation, has been used to indicate approach motivation, so in this study, I will use the terms, ego orientation and ego avoidance orientation, to distinguish the approach-avoidance motivation.

Many English language learners work hard to attain competency, and mistakes are an inevitable part of their learning. High level of task orientation may predict low level of anxiety to speak in English because task oriented student perceive mistakes as opportunities to improve. High level of ego orientation, in comparison, may predict high level of anxiety.

For language learners, however, there are many different social contexts for speaking in a target language. These different contexts may influence language learners' motivation and level of fear in speaking English differently. Nicholls (1989, 1990) suggest that task difficulty, the level of stress, and task-extrinsic rewards influence motivation. More specifically, learners are

more likely be task oriented when they engage in tasks that are moderately challenging, when they are not placed under physical or psychological stress, and when task-extrinsic rewards are not salient. However, grading and evaluation practices in school tend to induce ego orientation. Thus, language learners may experience more fear and anxiety to speak up in classrooms than in some other contexts in school.

Differences in Classroom Activity Structure

Different classrooms may also influence language learners' level of motivation and anxiety differently. For example, in lecture-based classrooms where there is no expectation to speak, language learners may feel less stress and feel more task-oriented than in discussion-based classrooms where students' verbal participation is expected. In addition, speaking up in a mainstream classroom may be more challenging than in an ELL classroom for language learners because the difference in language ability between themselves and native speakers of English is salient. The added stress of speaking in front of native speakers may reduce task orientation and promote ego orientation, especially ego avoidance, and work avoidance in language learners. Although all language learners may be influenced by whether they are in an ELL classroom or in a mainstream classroom, ego oriented and ego avoidant learners' motivation and anxiety to speak up may be more greatly influenced because ego oriented and ego avoidant students compare their own language ability against others instead of focusing on their own progress. Thus when they speak in ELL classrooms, chances of being embarrassed by making mistakes is much lower than when they speak in mainstream classrooms because in ELL classrooms, others also make mistakes. However, in mainstream classrooms, because they perceive that other students speak English much better, they would become more fearful and anxious to speak up.

Language and Gender

Language learners' gender may also influence how anxious they may feel about speaking up in different settings. Research has suggested that females use language to signal shared social identities more than males do. For example, Eckert (1989) found that social categories in high school, such as jocks and burnouts were fundamental for both boys and girls, but girls maintained the symbolic differences through their use of clothing, demeanor, and language more so than boys did. In addition, girls were more likely keep to their own social groups compared to boys. Similarly, Woolard (1997) found in her ethnographic study in Barcelona that female high school students interacted in ethnically and linguistically homogeneous groups whereas boys' groups were more ethnically and linguistically mixed. Thus Woolard suggests that students' linguistic choices yield different benefits and costs for boys and girls, with girls having more serious consequences to their social identities and peer acceptance. Thus, female language learners may feel safer to speak up in ELL classrooms where they are surrounded by other non-native speakers and fear speaking up in mainstream classrooms more so than boys.

Cognitive-Situated Theories of Motivation vs. Socio-Dynamic Theories of Motivation

Theories of motivation mentioned above, including WTC and achievement goal theory, however, have been criticized for the lack of attention to social factors (Peirce, 1995; Dörnyei & Ushioda, 2013). Increasing numbers of researchers have begun shifting attention from just looking at purely cognitive factors to including social factors in recent years. Though WTC is concerned with some situational factors, and achievement goal theory looks at classroom-specific motivation, these studies have treated both individual and social factors as fixed, unchangeable factors. Peirce stresses the need for looking at situational factors in language learning in order to better understand learners' communication behaviors.

Since the publication of Firth and Wagner's (1997) article, numerous SLA theorists have been attempting to broaden the traditional views of SLA, which have been dominated by psycholinguistic thinking, and move into socio-cultural, sociolinguistic views of SLA. Firth and Wagner criticized the traditional SLA theories that focused on language learners as non-native speakers whose motivation is to improve their competence in target language production and reach the idealized competency of native speakers. They also opposed the view of traditional SLA theory that acquisition is a purely cognitive and individual phenomenon and their reliance on quantitative methodology and etic (researcher-centered) interpretation of data. Their article calls for a re-conceptualization of SLA theories in three areas: "(a) a significantly enhanced awareness of the contextual and interactional dimensions of language use, (b) an increased emic (i.e., participant-relevant) sensitivity towards fundamental concepts, and (c) the broadening of the traditional SLA data base" (p.286).

The current trend in motivation in the fields of SLA and education focuses on qualitative methods of research and looks at the dynamic interaction of person and social situations to understand moment-to-moment development and change in motivation. These studies focus on individual learners in specific contexts. Numbers of socio-linguistic studies on language learners have illustrated that language learners' motivation is influenced by the relations of social power between themselves and others (Blackledge & Pavlenko, 2002; Bourdieu, 1991; Miller, 2004; Morita, 2004; Pavlenko & Blackledge, 2004; Peirce, 1995; Vandrick, 2000). While acknowledging the importance of looking at dynamicity and variation in individual motivation, this study utilized a survey to see if language learners collectively feel more anxious or motivated in certain classrooms. In other words, this study attempted to see if the theories around language and power could be generalized to population. In addition, motivation in the

field of SLA has primarily focused on language classrooms, while motivation in the field of education has focused on students in mainstream classrooms as a whole. Moreover, while most, if not all, language learners may feel less able than native speakers when it comes to their ability to speak the target language, they could also feel more (or less) competent than native speakers in content area knowledge. In linguistic and sociolinguistic literature, how this type of competence influence motivation of language learners in classrooms has not yet been explored. However, in the motivational literature, content-related ability has traditionally been the focus of research. Thus, it would be worthwhile to explore how language-related ability and content-related ability relate to fear among language learners.

Research Questions and Hypotheses

My research questions are:

1. Are there relationships among language learners' motivation, classroom type (ELL and mainstream), and structure (discussion structure, pressure, and support)?
2. Are there relationships among language learners' level of anxiety, participation, classroom type, and structure?
3. Are different types of motivation related to different levels of anxiety and participation in ELL and mainstream classes?
4. Are level of anxiety, participation, motivation, and structure different in ELL and mainstream classrooms?
5. Are there gender differences in level of anxiety, participation, and motivation in the two types of classrooms?
6. Does certain type of language learners' motivation or class structure moderate the relationship between classroom type and their level of anxiety?

Seven hypotheses are made:

1) Overall, language learners were expected to be less anxious to speak up in ELL classrooms than in mainstream classrooms, 2) Language learners' level of verbal participation was expected to be higher in ELL classrooms than mainstream classrooms, 3) Girls were expected to be generally more anxious than boys to speak in English, 4) Language learners were expected to feel less anxious and participate more in classrooms where they received more support from their classmates and teachers, 5) Language learners were expected to be more task oriented in ELL classrooms than in mainstream classroom, 6) Language learners' level of ego orientation and work avoidance were expected to be higher in mainstream classrooms than in ELL classrooms, 7) Task oriented language learners were expected to be less anxious to speak up in English, and 8) Motivational orientation was expected to moderates the relationship between classroom type and anxiety, with task orientation relating to lower level of anxiety and ego orientation relating to heightened anxiety.

Method

Participants

132 ELL students from 3 different high schools in Washington State participated in this study. Each participant was enrolled in both ELL and mainstream classes. Among the 132 students, 62 were males, 64 were females, and 6 did not answer. Participants were ages between 14 and 20, with a mean age of 16.3. 38 students were freshmen, 47 were sophomores, 31 were juniors, and 12 were seniors, and 4 students did not answer. Asian students made up most of the population (59 students), followed by blacks (21), Hispanics (12), and white (7); 18 students checked "others". The participants came from culturally and linguistically diverse backgrounds (see tables 0.0 and 0.1 for detail). 29 students reported living in the United States for less than a

year, 46 students reported being in the country for 1-2 years; 25 students for 2-3 years, 18 students for 3-4 years, 2 students for 4-5 years, and 8 students for more than 5 years. There were 4 missing reports on lengths of residency in the US. Finally, 61 students reported taking mainstream classes for 1-2 semesters, 57 students for 3-5 semesters, 9 students for 6 semesters or more, and 5 students did not answer.

Table 0.0
Country of Origin

Country	Frequency
Afghanistan	2
Bangladesh	1
Cambodia	1
China	1
Congo	2
Cote d'Ivoire	1
El Salvador	2
Eritrea	1
Guatemala	1
Honduras	1
India	18
Iraq	11
Jordan	1
Kenya	5
Mexico	6
Myanmar	10
Nepal	10
Philippines	10
Senegal	1
Somalia	9
Thailand	3
Ukraine	2
Vietnam	6
Missing	27

Table 0.1
Native Language

Native Language	Frequency
Arabic	11
Bengali	1
Burmese	9
Cambodian	1
Chin	1
Chinese	1
Farsi	2
French	2
Hindi	3
Kapampangan	1
Karen	1
Lingala	1
Nepali	13
Punjabi	15
Siyin	1
Somali	12
Spanish	13
Swahili	3
Tagalog	8
Tamil	1
Thai	1
Tigrinya	1
Ukrainian	2
Vietnamese	6
Visayan	1
Missing	21

Procedures

Participants were asked to fill out four questionnaires, one regarding their motivational orientation for ELL and mainstream classrooms, second regarding their anxiety and participation for the two classrooms, third regarding class structure—discussion structures and frequency of them occurring and encouragement given by classmates and teachers—for the two classrooms, and last regarding participants demographic information. The researcher asked the participants to write down a specific ELL and mainstream classroom that they were in at the time of the

survey and think of those particular classrooms and answer the survey items. Most of the participants put down math (algebra, pre-calculus, geometry, etc.) or science classes while a few students wrote down US history or art. The researcher first introduced herself, distributed the survey packets, and explained about the study. Then the researcher went over the survey with the participants by reading out loud each survey item and answer questions or explain when participants did not understand meaning of any words or sentences. The participants' ELL classroom teachers were present when the survey was administered and helped answer the participants' questions at times. Half of the participants were given questionnaire packets that began with the surveys about their ELL classrooms first and their mainstream classes next, and the other half received packets with surveys about their mainstream classes first and their ELL classes next.

Motivational orientation. The motivational orientation questionnaire for language learners was adapted from the Motivational Orientation Scales (Nicholls, 1989). The questionnaire contained items that assessed language learners' level of task orientation, ego orientation, work avoidance, and ego avoidance in speaking English during classes. Ego orientation items were divided into two categories: 1) communication and language related ego and 2) content knowledge related ego. This distinction was necessary because showing others that they are able to speak English well is different from showing others that they understand the content of a class. Individual items contained in the questionnaire were rated by participants on 5-point scales (strongly agree-strongly disagree).

Language anxiety. The language anxiety questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986). Some of the original items focused on reasons for worry or anxiety in public speaking, and they overlapped

with ego avoidance orientation scale. These items were either dropped or modified, so that they only contained learners' level of anxiety and worry in speaking English out loud during class. In addition, I added 4 items to access students' level of verbal participation during class. Individual items contained in this questionnaire were also rated by participants on 5-point scales (strongly agree-strongly disagree).

Classroom structure. The classroom structure questionnaire asked students to report the frequency of pair, small group, and whole class discussion in one ESL class and one mainstream class that they were in, how much pressure they felt to speak in English, and how much encouragement they received from their classmates and teachers.

Demographic Survey. Demographic items included age, year in school, sex, race, native language, and length of residence in the United States.

Results

Factor Analyses of the Motivational Orientation Scale for Two Classrooms

A principal component factor analysis with promax rotation was performed on the 30 motivational orientation items for ELL classrooms. Out of the 30 items, 6 were dropped because their communality values were low (<.5). A reanalysis with the 24 items yielded 5 factors with eigen values of 1 and above, and the factor solution accounted for 70.5% of the total variance. Table 1 shows the primary factor loadings and secondary factor loadings that exceed .20 for each of the 5 factors. Factor 1 comprised 5 language related ego orientation (ego-language) items. The second factor consisted of 5 work avoidant orientation items. Factor 3 comprised 5 items related to learners' ego avoidant orientation. The fourth factor comprised 4 task orientation items. The final factor comprised 5 content knowledge related ego orientation (ego-content) items. There were some cases of cross-loadings, found especially, on all ego related items.

According to Costello and Osborne (2005), items that load at .32 or higher on two or more items are considered cross-loaded items, and items that load .5 or more are considered strong loadings, and they suggest that researchers need to decide whether to keep or drop items that show several loadings larger than .50. Matsunaga (2010) suggests that a gap of .2 between primary and secondary factors is recommended. All motivational orientation items for ELL classrooms loaded higher than .5 on their primary factor. In addition, all the items that loaded higher than .50 on their secondary factor loaded at least .2 higher on their primary factor. Therefore, Ego-Language, Work-Avoidance, Ego-Avoidance, Task, and Ego-Content measures were constructed by averaging the items on each factor. All factors had moderate to high level of reliability with Cronbach's α of .92, .88, .82, .78, and .85, respectively.

A principal component factor analysis with promax rotation was also performed on the 30 motivational orientation items for mainstream classrooms. Out of the 30 items, 6 were dropped due to their low communality values (<.5). A reanalysis with the 24 items yielded 6 factors with eigen values exceeding 1, and the factor solution accounted for 71.5% of the total variance. Table 2 displays the primary and secondary factor loadings (>.2) for the 6 factors. Factor 1 comprised 5 ego content items. Factor 2 is consisted of 5 work avoidant orientation items. Factor 3 comprised 5 task orientation items. The forth factor comprised 4 ego avoidant orientation items. Both factors 5 and 6 are related to language ego. Factor 5 comprised 3 language ego items, and factor 6 comprised 2 language ego items. The difference between factors 5 and 6 is that factor 5 focuses on language learners' motivation to prove their English language capability, and factor 6 focuses on learners' motivation to surpass others in English language ability. Therefore, I will refer to factor 5, ego language show-competence, and factor 6, ego language compare. Some items are cross-loading highly on other factors, and a few items

have secondary loadings of over .5 and with a gap of less than .2 between their primary and secondary items. However, all of the items were kept to show the difference in language learners' motivation in ELL and mainstream classrooms. Thus, 6 factors, Ego-Content, Work-Avoidance, Task, Ego-Avoidance, Ego-Language Show-competence, and Ego-Language Compare were created by averaging the items on each factor. All of the factors evidenced moderate to high level of internal consistency with Cronbach's α equal to .88, .90, .82, .77, .71, and .70, respectively.

Factor Analyses of the Foreign Language Classroom Anxiety Scale (FLCAS) for Two Classrooms

Another principal component factor analysis with promax rotation was performed on 15 FLCAS items for ELL classes. After the initial analyses, 5 items with low communality values (<.5) were dropped. Re-analyses with 10 items yielded 2 factors with eigen value exceeding 1, and the factor solutions accounted for 61.4% of the total variance. Table 3 displays the primary and secondary factor loadings (>.2) for the 2 factors. Factor 1 comprised 6 anxiety items, and factor 2 comprised 4 participation items. Anxiety and Participation measures were constructed by averaging the items on each factor. Internal consistencies for the two measures were moderately high with Cronbach's α of .84 and .84, respectively.

Next, a principal component factor analysis with promax rotation was conducted on 15 FLCAS items for mainstream classes. I dropped 5 items with low communality values (<.5) and reanalyzed with the remaining 10 items. The result yielded 2 factors with eigen value exceeding 1, and the factor solution accounted for 59.9% of the total variance. Table 4 summarizes the primary and secondary factor loadings (>.2) for the 2 factors. Factor 1 comprised 4 participation items, and factor 2 comprised 6 anxiety items. Most of the items cross-loaded on the other factor,

indicating that there is some relationship between the two factors. All items loaded higher than .5 on their primary factor, and none of the items loaded higher than .5 on their secondary factor; thus, 2 factors, Participation and Anxiety measures were created by averaging the items on each factor. Internal consistencies were moderately high with Cronbach's α of .88 and .79, respectively.

Descriptive Statistics and Correlations

Table 5 displays descriptive statistics, including, means, standard deviations, observed ranges, possible ranges, sample sizes, and reliabilities for all variables for ELL classes. Table 6 displays that for mainstream classes. In both ELL and mainstream classes, the average frequencies of pair and group works were rather low (rating in between 1-3 times a month to 1-3 times a semester). These classrooms may have been focused on lecture and individual works more.

To address a part of research question 1, Pearson Product-Moment correlations coefficients were computed between all pairs of motivational orientation subscales (see Table 7). In ELL classrooms, reported task orientation was correlated positively with all self-reported ego related orientation and negatively related to reported work-avoidance orientations. All reported ego related orientations were positively related to each other. None of the ego-related motivational orientations had associations with reported work-avoidance. Thus, self-reported task oriented students in ELL classrooms also tended to be ego oriented. However, level of task orientation alone related negatively with work-avoidance.

Slightly different relationships among motivational orientations were found in mainstream classrooms. Reported task orientation in mainstream classes was correlated positively with reported ego-language show-competence, ego-content, and ego-avoidance but was uncorrelated

with ego-language compare and work-avoidance. All reported ego-related orientations had positive correlations with each other, except for ego-language compare and ego-avoidance, which were unrelated. Self-reported work-avoidance in mainstream classrooms was correlated positively with ego-avoidance. In sum, similar to ELL classrooms, self-reported task oriented language learners in mainstream classrooms generally also tended to adapt ego orientation, but unlike in ELL classrooms, level of task orientation was not related to level of work-avoidance. Instead, ego-avoidance related positively with work-avoidance.

The results also revealed some interesting relationships among language learners' motivational orientations between ELL classrooms and mainstream classrooms. High levels of reported task orientation and all reported ego related orientations in ELL classrooms were generally positively associated with high levels of reported task orientation and all reported ego-related orientations in mainstream classrooms. Self-reported work avoidant students in ELL classrooms tended to be less task oriented and more work-avoidant in mainstream classroom. What was interesting was that reported work-avoidance in ELL classrooms was associated positively with ego-language compare; therefore, those who reported being work-avoidant in ELL classrooms tended to focus on being better, more fluent speakers than others in mainstream classrooms.

To address a part research question 2, Pearson Product-Moment correlations coefficients were computed among FLCAS subscales (see Table 8). The results revealed that there was no correlation between ELL students' level of anxiety and reported verbal participation in ELL classrooms. In addition, how anxious the learners were in ELL classrooms was unrelated to how anxious they were in mainstream classrooms, which suggests that classroom effects may play a larger role in anxiety than individual differences. The participants' self-reported level of

participation in ELL classrooms was also not correlated with the reported level of participation in mainstream classes. The reported level of anxiety in mainstream classes, however, had an inverse relationship with the reported level of participation in mainstream classrooms.

Next, to address research question 3, Pearson Product-Moment correlations coefficients were computed between motivational orientation and FLCAS subscales. Table 9 displays correlations between motivational orientation and FLCAS subscales in ELL classrooms. Self-reported anxiety in ELL classrooms was correlated positively only with reported work-avoidance. Counter to expectation, anxiety was not related to task or any of the ego related orientations. There were positive associations between reported task orientation and participation, however, and between reported ego-content orientation and participation.

Table 10 shows the results of Pearson Product-Moment Correlations between motivational orientation and FLCAS subscales in mainstream classes. The results revealed an interesting contrast between ELL and mainstream classrooms. As expected, all reported ego-related orientations, except for ego-language compare were positively correlated with reported anxiety in mainstream classrooms. However, contrary to expectation, reported task orientation was also positively associated with reported anxiety. In addition, reported participation in mainstream classes was negatively related to all motivational orientation subscales but ego-language compare, which was not related.

To address the rest of research questions 1 and 2, Pearson product-moment correlations among motivation, anxiety, participation, and class structures. Table 11 displays the correlations among these in ELL classrooms. All forms of discussion structures (small group, whole class, and pair-work) were negatively associated with reported participation, though they were not related to anxiety. Interestingly, self-reported pressure to speak in English was associated

positively with reported task orientation and participation and correlated negatively with reported work-avoidance and anxiety. Also, surprisingly, self-reported encouragement by teachers was negatively associated with reported task orientation and ego-avoidance and positively associated with reported work-avoidance. Neither peer encouragement nor teacher encouragement were related to anxiety or participation; thus, the predicted relationship between support and anxiety was not observed.

Table 12 summarizes the correlations among motivation, anxiety, participation, and classroom structure in mainstream classrooms. Interestingly, reported frequencies of small group and whole-class discussions were positively related to reported participation, and reported whole-class discussion was negatively related to reported anxiety. Similar to ELL classrooms, reported pressure to speak in English had negative correlations with reported task, ego-language show-competence, ego-content, and ego-avoidance. Reported pressure was not associated with reported ego-language compare and work-avoidance in mainstream classes. Pressure also correlated negatively with reported anxiety in mainstream classrooms but had no relationship with reported participation. How classroom support related to motivation, anxiety, and participation was very intriguing. Reported encouragement from classmates was negatively related to reported ego-language compare, and reported teacher support was found to have a positive correlation with reported ego-language show-competence. Counter to expectation, no relationship was found between reported encouragement and anxiety, and a negative relationship was observed between reported encouragement and participation.

Analyses of Variance Results

A series of split-plot ANOVA was performed to analyze the relationship between type of classrooms (ELL vs mainstream) and gender and various dependent variables (research questions

4 and 5). First, level of anxiety was analyzed with a split-plot ANOVA with gender as the between subject factor and type of class as the within factor. Table 13.0 displays the means and standard deviation for anxiety scores in ELL and mainstream classrooms for both boys and girl, Figure 1 illustrates the mean scores on scree plots, and Table 13.1 and Table 13.2 show the SPSS results of class effect, interaction effect, and gender effect on anxiety. The results revealed that there was a significant main effect of class ($F(1, 124) = 87.332$, $p < .001$, $\eta^2 = .413$). There was no significant gender effect ($F(1, 124) = .544$, $p = .453$, $\eta^2 = .005$). However, there was a significant interaction effect ($F(1, 124) = 6.041$, $p < .05$, $\eta^2 = .046$). Follow-up repeated measures ANOVA analyses revealed that there was a significant class effect on reported anxiety for both boys ($F(1, 61) = 27.669$, $p < .001$, $\eta^2 = .312$) and girls ($F(1, 63) = 61.480$, $p < .001$, $\eta^2 = .494$); the results are shown in Table 13.3. Although the level of reported anxiety was significantly higher in mainstream classrooms for both boys and girls, the change in class affected girls slightly more than boys. Moreover, the results of a univariate analysis of ANOVA suggest that in mainstream classrooms, girls reported being significantly more anxious than boys ($F(1, 124) = 6.235$, $p < .05$, $\eta^2 = .048$), but the difference was not significant in ELL classrooms ($F(1, 124) = .828$, $p = .365$, $\eta^2 = .007$); Table 13.4 summarizes these results.

Next, a slit-plot ANOVA was performed to analyze the level of participation with class as the within group factor and gender, between group factor. Table 14.0 displays the means and standard deviation for reported participation scores in ELL and mainstream classrooms for both boys and girl, and Figure 2 illustrates the mean scores on scree plots. Tables 14.1 and 14.2 show the SPSS results of class effect, interaction effect, and gender effect on participation. The results yielded a significant main effect of class ($F(1,123) = 401.686$, $p < .001$, $\eta^2 = .766$), suggesting that the language learners reported speaking up significantly more in ELL classes than in

mainstream classes, which confirms. Gender main effect was non-significant ($F(1, 123) = .010$, $p = .922$, $\eta^2 = .000$). There was a significant interaction, however ($F(1, 123) = 5.714$, $p < .05$, $\eta^2 = .044$). The follow-up repeated measures analyses of ANOVA results are shown in Table 14.3. The results produced significant class effects for both boys ($F(1, 60) = 125.214$, $p < .001$, $\eta^2 = .676$) and girls ($F(1, 63) = 324.191$, $p < .001$, $\eta^2 = .837$). Thus, both genders reported participating significantly less in mainstream classrooms than in ELL classrooms. However, similar to anxiety, girls were affected more than boys when they moved from an ELL to a mainstream classroom. No gender differences were found from the subsequent univariate analyses of ANOVA in the reported level of participation in either ELL classrooms ($F(1, 123) = 3.409$, $p = .067$, $\eta^2 = .027$) or mainstream classrooms ($F(1, 124) = 2.720$, $p = .102$, $\eta^2 = .021$) (see Table 14.4).

Next, differences in motivation were examined with split-plot ANOVA next with class type as the within factor and gender as the between factor. First, difference in task orientation was analyzed. Since individual items contained in task orientations in ELL and mainstream classrooms do not match, only the 3 common items were included in the analysis. The 3 items include: I feel most successful when I speak about an interesting topic, I feel most successful when I share my ideas with my classmates, and I feel most successful when I participate in class discussion. Cronbach's alpha values were .74 for task orientation in ELL classrooms and .79 for that in mainstream classrooms. Table 15.0 shows the mean scores of task orientation in ELL and mainstream classrooms and for boys and girls, and figure 3 shows this on scree plot. The results of the ANOVA yielded a significant class main effect ($F(1, 124) = 9.431$, $p < .005$, $\eta^2 = .071$). There were no gender ($F(1, 124) = .170$, $p = .681$, $\eta^2 = .001$) or interaction ($F(1, 124) = .011$, p

= .916, η^2 = .000) effects (see Tables 15.1 and 15.2). Therefore, overall, language learners' reported level of task orientation was lower in mainstream classrooms than in ELL classrooms.

Table 16.0 presents the mean scores of ego-content in two classrooms by gender, and figure 4 shows the number on scree plot. A split-plot ANOVA produced no significant class main effect ($F(1, 124) = .000$, $p = .997$, $\eta^2 = .000$), gender main effect ($F(1, 124) = 2.125$, $p = .146$, $\eta^2 = .017$), or interaction ($F(1, 124) = .348$, $p = .556$, $\eta^2 = .003$) on ego-content orientation (see Tables 16.1 and 16.2). Thus, language learners' reported levels of ego orientation did not differ between classes or genders.

Like task orientation, individual items contained in ego-avoidance orientations for ELL and mainstream classrooms were different, so only 4 items that were contained in both were used for the ANOVA analysis. This resulted in dropping an item from ego-avoidance for ELL classrooms. The 4 items include: I feel most successful if I don't say anything stupid in English, I feel most successful if I don't embarrass myself when I speak in class, I feel most successful if I don't give a wrong answer, and I feel most successful if I don't make any grammatical error when I speak. Cronbach's alpha for ego-avoidance in ELL was .77. Table 17.0 provides the mean scores of ego-avoidance in ELL and mainstream classes by gender, and figure 5 represents the mean scores on scree plot. The results of split-plot ANOVA are shown in Tables 17.1 and 17.2. There was a significant class main effect ($F(1, 124) = 17.238$, $p < .001$, $\eta^2 = .122$). Therefore, language learners reported having significantly higher level of ego-avoidance in mainstream classrooms than in ELL classrooms. There was no significant gender main effect ($F(1, 124) = 1.129$, $p = .290$, $\eta^2 = .009$) or interaction ($F(1, 124) = 1.220$, $p < .271$, $\eta^2 = .010$) on ego-avoidance.

Finally, difference in the level of work-avoidance was examined. Table 18.0 and Figure 6 represent the mean scores of work-avoidance in ELL and mainstream classes and by boys and girls. The results of split-plot ANOVA are presented in Tables 18.1 and 18.2. The results produced a significant main effect of class ($F(1, 124) = 125.701$, $p < .001$, $\eta^2 = .503$). Thus, language learners reported being significantly more work avoidant in mainstream classrooms than in ELL classrooms. Neither gender main effect or interaction effect were significant ($F(1, 124) = .003$, $p = .954$, $\eta^2 = .000$; $F(1, 124) = .697$, $p = .406$, $\eta^2 = .006$, respectively).

Repeated measures ANOVA and Split-plot ANOVA were also performed to find out whether there are any differences in class structures. First class differences in frequencies of group work formats were examined with repeated measures ANOVA. Table 19.0 summarizes the mean scores of frequencies of group discussions in ELL and mainstream classrooms, and the results of repeated measures ANOVA are shown in Table 19.1. The results revealed that there were no significant class effects for any discussion formats ($F(1, 120) = 1.55$, $p = .695$, $\eta^2 = .001$ for small group discussions; $F(1, 119) = 2.070$, $p = .153$, $\eta^2 = .017$ for whole class discussions; and $F(1, 118) = 1.372$, $p = .244$, $\eta^2 = .011$ for pair works). Thus, according to the participants, these two types of classrooms were not different in how frequently these different types of discussions were held.

Pressure to speak in English was then analyzed with split-plot ANOVA with class type as the within factor and gender as the between factor. The mean scores and standard deviation of pressure by boys and girls in two different classrooms are presented in Table 20.0, and Figure 7 shows the mean scores on scree plots. The results are shown in Tables 20.1 and 20.2. The results yielded a significant class main effect ($F(1, 121) = 10.558$, $p < .001$, $\eta^2 = .080$). Gender main effect and interaction were non-significant ($F(1, 121) = 3.171$, $p = .077$, $\eta^2 = .026$; $F(1,121)$

= 3.335, p = .070, η^2 = .027, respectively). Thus, language learners reported feeling significantly higher pressure in ELL classrooms than in mainstream classrooms.

Next, with split-plot ANOVA, I examined if there was a difference in perceived classroom support for both male and female students and from ELL classrooms to mainstream classrooms. Table 21.0 summarizes the mean scores of perceived peer support in both ELL and mainstream classrooms for both genders, and Figure 8 is a visual representation of this. Tables 21.1 and 21.2 show class and gender main effects and interaction. The analysis yielded a significant main effect of class ($F(1, 120) = 23.006$, $p < .001$, $\eta^2 = .161$), suggesting that the participants reported that they had more support from their classmates in mainstream classrooms than in ELL classrooms. Gender main effect was not significant ($F(1, 120) = 2.238$, $P = .137$, $\eta^2 = .018$). Interaction effect was significant ($F(1, 120) = 7.871$, $p < .01$, $\eta^2 = .062$). The subsequent repeated measures ANOVA (see Table 21.3) produced a significant class effect for girls ($F(1, 60) = 29.367$, $p < .001$, $\eta^2 = .329$) but not for boys ($F(1, 60) = 1.951$, $p = .168$, $\eta^2 = .031$). Thus, girls reported receiving more encouragement by classmates in mainstream classrooms than in ELL classrooms; however, boys reported receiving similar amounts of peer support in ELL and mainstream classes. Moreover, the results of univariate ANOVA revealed that girls reported receiving more peer support in mainstream classes than boys did ($F(1, 122) = 6.174$, $p < .05$, $\eta^2 = .048$), but there was no significant gender difference in reported peer support in ELL classrooms ($F(1, 122) = .016$, $p = .898$, $\eta^2 = .000$) (see Table 21.4).

Table 22.0 gives the mean scores of reported teacher support in both ELL and mainstream classrooms for both genders, and Figure 9 represents this visually. The summary of class and gender main effects and interaction are given in Tables 22.1 and 22.2. A split-plot ANOVA found a significant main effect of class ($F(1, 120) = 31.513$, $p < .001$, $\eta^2 = .161$). Gender main

effect was not present ($F(1, 120) = .059$, $P = .809$, $\eta^2 = .000$). There was a significant interaction effect of class and gender ($F(1, 129) = 11.197$, $p < .001$, $\eta^2 = .062$). Thus, follow up analyses were performed. The results of repeated measures ANOVA analyzing class effects by gender are provided in Table 22.3. The results indicated that there was a significant class effect for girls ($F(1, 61) = 40.537$, $p < .001$, $\eta^2 = .399$) but not for boys ($F(1, 59) = 2.547$, $p = .116$, $\eta^2 = .041$). Hence, girls reported that they received more teacher support in mainstream classes than in ELL classes, but reported teacher support for boys was not significantly different in ELL and mainstream classes. There was no gender difference in reported teacher support in either ELL ($F(1, 122) = 2.915$, $p = .090$, $\eta^2 = .023$) or mainstream classes ($F(1, 122) = 3.874$, $p = .051$, $\eta^2 = .031$), although difference was approaching significance in mainstream classrooms (see Table 22.4).

In sum, as hypothesized, the ELL students reported that they worried less and participated more in their ELL classrooms than in mainstream classrooms, and the differences were more pronounced in girls than boys. These students also reported being more task oriented in ELL classrooms than in mainstream classrooms, confirming the hypothesis. Although the difference in ego-language was not computed because of the emergence of the two separate factors in mainstream classrooms, reported level of ego-content did not differ in the two types of classrooms. However, as expected, the participants' reported avoidance orientations were found to be higher in mainstream classrooms than in ELL classrooms. The results of ANOVA also revealed that ELL and mainstream classrooms were similar in terms of frequencies of classroom discussions held. Moreover, the participants reported feeling more pressure to speak in English in ELL classrooms than in mainstream classrooms, and girls perceived receiving more encouragement from classmates and teachers in mainstream classrooms than in ELL classrooms.

Regression Analyses Results

A series of multiple regression analyses were employed to predict anxiety and participation in ELL and mainstream classrooms from motivational orientation subscales, pressure to talk, encouragement from classmates, and encouragement from teachers. These results are presented in Table 23. Results showed work-avoidance ($B = .334$, $t = 5.675$, $p < .001$), pressure to talk ($B = -.318$, $t = -4.620$, $p < .001$), and task orientation ($B = .288$, $t = 2.397$, $p < .05$) as significant unique predictors of anxiety in ELL classrooms. Of the three, work-avoidance was the largest significant contributor to the prediction of anxiety in ELL classrooms. Language learners who reported having high level of work-avoidance and task orientation, who reported feeling less pressure to speak had an increased level of anxiety. Altogether, 33.7% of variance in anxiety was explained by these three variables ($R^2 = .337$, $F(3, 125) = 21.159$, $P < .001$).

Participation in ELL classrooms could be predicted by two variables: task orientation ($B = .350$, $t = 2.985$, $p < .01$) and pressure to talk ($B = .137$, $t = 2.053$, $p < .05$). Thus, those who reported being highly task-oriented who reported feeling more pressure to talk reported that they spoke up more in ELL classrooms. Although this result was significant, the two variables together only explained 12% of variance in participation ($R^2 = .120$, $F(2, 125) = 8.551$, $p < .001$).

Next, multiple regression analyses were performed to find out which variables predict anxiety and participation in mainstream classrooms. Three variables were identified as significant unique contributors to predict anxiety in mainstream classrooms. These variables include: task-orientation ($B = .441$, $t = 5.068$, $p <.001$), work-avoidance ($B = .128$, $t = 2.150$, $p < .05$), and encouragement from classmates ($B = .101$, $t = 1.995$, $p < .05$). Task orientation made a largest contribution to the prediction of anxiety in mainstream classrooms. The results indicate that language learners who reported having high level of task orientation and work-avoidance,

who reported receiving more encouragement to speak up from their peers were more anxious in mainstream classrooms. 21.5% of the total variance in mainstream classroom anxiety was explained by task orientation, work-avoidance, and classmates' encouragement ($R^2 = .215$, $F(3,124) = 11.329$, $p < .001$).

Finally, participation in mainstream classrooms was predicted by three variables: Ego-avoidance ($B = -2.72$, $t = -2.731$, $p < .01$), work-avoidance ($B = -.216$, $t = -2.910$, $p < .01$), and encouragement from teachers ($B = -.201$, $t = -2.731$, $p < .01$). Those who reported being highly ego-avoidant and work-avoidant and who reported receiving more encouragement from their teachers reported participating less in mainstream classes. Altogether, these three variables explained 20.1% of the total variance in participation in mainstream classrooms ($R^2 = .201$, $F(3,124) = 10.374$, $p < .001$).

Discussion

This study highlights several important issues in English language learning in the context of US high schools. First, the results of factor analyses revealed that language learners' motivation differs in ELL and mainstream classrooms. Second, the results of analyses of variance showed that language learners' anxiety in speaking is higher and their verbal participation is lower in mainstream classrooms than in language classrooms. Moreover, the participants held lower task orientation while they had higher avoidance orientations in mainstream classroom than in ELL classrooms. This study also found that, contrary to the hypothesis, task orientation predicted higher anxiety, and perceived encouragement from peers and teachers predicted higher anxiety and low participation in mainstream classrooms. In this section, I will discuss each finding and possible explanation for it.

First, language learners' motivation in speaking English differs in language classrooms and mainstream classrooms. Table 24 shows the side-by-side comparison in motivation in the two types of classrooms. The differences are especially remarkable for task orientation and ego-language orientation. In ELL classrooms, something as simple as using newly learned words and expressions in speech could make English learners feel that they were making improvements. In comparison, in mainstream classrooms where native speakers of English are present, this may not be considered a notable progress. Instead, ELL students had to learn to say something *difficult* and something *correctly with help of their teachers and classmates* in order to feel successful.

In addition, in mainstream classrooms, the two ego-language items that contained direct evaluation of their own English against others loaded separately from the items that merely related to proving their language competence, while all of these items loaded as one factor in ELL classrooms. In other words, showing others that they are able speakers of English was different from proving that they are better speakers of English in mainstream classrooms; however, being a good speaker and a better speaker were both part of proving one's English speaking ability in ELL classrooms. This difference may have been due to the language learners' belief that, in mainstream classes, being a good speaker is an achievable goal while being better than their classmates is not. Another explanation may be that although being a "better" speaker is not an option for them, by being a "good" speaker, language learners may be able to gain access to participate in mainstream classrooms, and therefore, being able to speak well is valued more than being able to speak better.

The differences in motivation in the two different classroom environments may be pointing to language ideology and the power relationship between native and non-native speakers of

English. With respect to task orientation, in ELL classrooms, language learners were able to feel successful if they used new English words or expressions when they spoke. The students were not concerned about the difficulty or correctness of these words; what's important is that these words are new to them. In contrast, ELL students were concerned about language complexity and correctness in mainstream classrooms. Moreover, in mainstream classrooms, ELL students seem to have valued teachers' and classmates' help in order to achieve correctness. In addition, these language learners may have believed that it would be impossible or just not valuable to surpass their native speaking peers in speaking English. These differences may be revealing the language learners' belief that native English speakers speak "the right" English and are better speakers than non-native speakers like themselves. These language learners may have already been good speakers in reality; however, they may not see themselves being good enough because their reference is this idealized language that native speakers speak, illustrating their placement of native speakers above themselves in a hierarchical positioning.

This finding supports past research around language, identity, and power. Researchers in this field suggest that the recognition of difference between self and others triggers the activation of situation specific identities in people (Pierce, 1995; Blackledge & Pavlenko, 2001; Pavlenko & Blackledge, 2004; Bucholtz & Hall, 2004). The recognized self- and other-identities are, then, placed within a hierarchical relationship based on social power. Language often signals identities and group membership. A dominant language variety, such as standard English, is wrongfully given the status of the only correct variety of that language, and speakers of such a language variety hold power over speakers of that language with an "accent" (Bourdieu, 1991). Interactions between native speakers and non-native speakers can reproduce and reemphasize the

social orders that are present (Lave & Wenger, 1991) because communication not only conveys a message but also highlights the social positioning and power relationships between them.

Another interesting finding from the factor analysis is that motivation in mainstream classrooms looks more complex overall. In ELL classrooms, some cross-loadings were found, especially between ego-related factors, but all of the items clearly belong to their primary factors. In contrast, some high cross-loadings among factors were observed in mainstream classroom motivation. This complexity may have been due to the increased demand in learning that ELL students face; in ELL classrooms, language learners can focus on learning the language, whereas in mainstream classrooms, language learners have to learn the content in their second language, thus making the task more complex and challenging (Short & Fitzsimmons, 2007; Peercy, 2011). In addition, learning in mainstream classrooms is considerably more demanding than in ELL classrooms because 1) ELL students often lack the background knowledge that authors of textbooks assume readers would have, 2) ELL students often still lack grade-level appropriate vocabulary knowledge, and 3) ELL students often encounter difficulties with technical and domain-specific uses of language in content classrooms (Huang & Morgan, 2003; Brown, 2007). These challenges could easily overwhelm language learners, making it difficult to focus on what they want. Another explanation may be that in a classroom where language learners felt inferior to others, with respect to their English abilities, their motivation may have become more complicated. The power of standard English puts non-native speakers in a powerless, devalued position; consequently, language learners are considered imperfect, deficient speakers of English, rather than speakers of multiple languages, and are often treated unfairly (Bourdieu, 1991; Pierce, 1995; Blackledge & Pavlenko, 2001; Pavlenko & Blackledge, 2004; Bucholtz & Hall, 2004). For example, in her ethnographic study, Olsen (1997) found that students organized themselves

linguistically in an ethnically, culturally, and linguistically diverse high school in California. Although there were many opportunities for native speakers and non-native speakers to interact with each other, they stayed in separate groups and remained distant to each other. Non-native speakers often felt ignored or made fun of by native speakers, and left being silenced and voiceless at school. In these hostile environments, language learners' motivation to speak may shift, perhaps because speaking up links to these negative experiences or because they may have to prove more in situations where native speakers are present.

This study also found some notable differences in the participants' reported levels of anxiety, participation, and motivation between ELL classrooms and mainstream classrooms. As expected, language learners reported being more anxious to speak up in mainstream classrooms than in ELL classrooms, and their self-reported verbal participation was lower in mainstream classrooms. This finding is in line with previous research that shows language learners are more anxious to communicate around native speakers and avoid communication when native speakers are present (Blackledge & Pavlenko, 2002; Bourdieu, 1991; Miller, 2000; Miller, 2004; Morita, 2009; Pavlenko & Blackledge, 2004; Pierce, 1995; Tanaka, 2007; Vandrick, 2000, Xu, 2010). Moreover, the effects are more pronounced for girls than for boys, even though girls reported having more support from their classmates and teachers in mainstream classrooms than in ELL classrooms, and girls reported having more encouragement from classmates in mainstream classes than boys did. Perhaps because language highlights one's social identity more for girls than boys (Eckert, 1989), girls are more vulnerable in mainstream classrooms where speaking up links them to a subordinate position, even with support.

The current study also found that self-reported task orientation was lower while ego avoidance and work avoidance were higher in mainstream classes. Those who speak the so-

called “unaccented” form of English are socially, personally, and academically rewarded (Bourdieu, 1991; Miller, 2004). Those who speak another language or English with an “accent”, in contrast, are penalized in some form or another. For example, Miller (2000), in her study focusing on Asian language learners’ in an Australian high school context, found that native Australian students were rewarded for presenting the ideas that non-native speakers had originated. However when the non-native speakers spoke about these ideas themselves, the teacher was much more dismissive and gave them poorer scores. Thus communication in mainstream classrooms often leads to unfair, negative judgment and evaluation against non-native speakers of English, which in turn leads to stigmatization. As suggested by Nicholls (1989, 1990), these environments may have contributed to the lower level of task orientation and the higher level of avoidance motivation among language learners.

Interestingly, the self-reported pressure to speak in English was higher in ELL classrooms than in mainstream classrooms. Pressure is interpreted here as the language learners’ perception of expectations of others towards the participants to speak up in classrooms. The expectations may be something that these students perceived or could be actual opportunities to speak created by teachers and classmates (i.e. calling on the students). The word, pressure, suggests that it may be unwanted expectations from the language learners’ point of view. This study found that the amount of discussion students reported, whether in small groups, whole class, or dyads did not differ in ELL classrooms and in mainstream classrooms. Thus the participants’ opportunities to speak up did not differ in these classrooms. However, these students reported that they were expected to participate less in the conversations in mainstream classrooms. The expectations may be lower in mainstream classrooms because of the “kind gestures” (not calling on or inviting language learners to speak up) made by teachers and classmates who are assuming these

language learners will be embarrassed by their "inability" to speak "correctly". However, these "kind gestures" deny their access to participate in classroom activities.

The socio-cultural perspective on learning, proposed by Lave and Wenger (1991), assumes that understanding of individuals' learning involves the understanding of their identities, their participation in activities and their relationship to the world. Learners evaluate the meaning of particular activities based on what is socially and culturally important to them and their social communities as well as their own social position. They then negotiate their level of participation according to that evaluation. Learners' level of participation can also be determined by whether others (often those with more experience and expertise) in the community see the learners as legitimate participants of a given activity. These others then grant differential access to the community's resources, including opportunities to participate, depending on the learners' identities and expertise. This varying degree of engagement and participation in activities or learning is termed peripherality. Peripheral participation in activities then gives individuals new relationships to the activities and the world and gives a new meaning of who they are as learners; thus learning involves the construction of identity. In addition to peripheral participation, Wenger (1998) introduced the concept of nonparticipation and points out that learners' identities are also constructed through nonparticipation or disengagement.

Participation and support from community also foster one's motivation. Several studies in this field illustrate the dynamic relationship between learning, motivation, goals, and identity (Nolen, Ward, Horn, Childers, Campbell, & Mahna, 2009; Nasir & Hand, 2008; Martin, 2006), and many studies in the field of second language acquisition also support the dynamicity of language learning and motivation (Swain & Deters, 2007; Morita, 2004; Peirce, 1995; Morita, 2009).

In fact, this study has found that self-reported pressure (or expectation) to speak in English related positively to task orientation and negatively to work-avoidance in ELL classrooms. In mainstream classrooms, although reported pressure correlated negatively with task orientation, it also was inversely related to ego-language show-competence, ego-content, and ego avoidance. Thus, when there was more pressure, the participants were less likely to be ego-involved. Moreover, high pressure was associated with decreased anxiety and increased participation in ELL classrooms. High pressure also related to low anxiety in mainstream classrooms, although it did not relate to participation. Although the directionality of these relationships cannot be specified from this study, if participation and non-participation can shape one's identity, motivation, and future learning, expecting or pressuring language learners to speak up, though it may be perceived negatively by the language learners, could help language learners feel that they are, indeed, legitimate participants in mainstream classrooms because having instructors hold explicit expectation to participate may be the way to send a message to language learners that others believe in their communicative ability.

Perhaps, the most interesting and surprising finding of this study was the relationship between task orientation, encouragement from classmates and teachers, and anxiety and participation in mainstream classrooms. Specifically, high task orientation and increased encouragement from classmates, in addition to high work-avoidance predicted anxiety in mainstream classrooms, with task orientation being the largest contributor of the three. Also, more encouragement from teachers, along with high level of ego- and work-avoidance predicted participation in mainstream classrooms. It was hypothesized that task orientation would predict reduced anxiety because mistakes are opportunities for improvement for task oriented students (Nicholls, 1989; Nicholls, 1990), therefore, task oriented language learners were predicted to fear

"imperfections" and mistakes less. However, the study found the opposite results. One possible explanation may be that because task oriented students in mainstream classrooms were concerned about complexity and correctness, they became anxious to speak up in front of native speakers.

Another possible explanation is that encouragement coming from native speaking peers and teachers in mainstream classrooms may have worked like a reminder to these language learners of the native-non-native differentiation. This resembles how in stereotype threat studies, the subjects in an experimental condition were made aware of the negative stereotypes associated with the social group that they belong to (Steele, 1997; Steele & Aronson, 1995; Steele, Spencer, Aronson, 2002). Encouragement may have then elevated anxiety in students who most cared about improving, similar to how stereotype threat affected those who were domain identified. This finding is consistent with a recent study that reported that ethnic minority students, who suffer from negative academic stereotypes, had higher academic anxiety than their white counterparts, even though their intrinsic motivation was higher than that of their white peers (Gillen-O'Neel, Ruble, & Faligni, 2011).

It is also possible that these language learners were receiving encouragement *because* they seemed anxious and were not participating. Particularly, teachers may have felt the necessity of encouraging students who were not speaking up in class. The relationship between encouragement, anxiety and participation that the current study found is correlational, so the directionality cannot be clearly determined. An interesting result that may be worthwhile mentioning is that girls perceived encouragement from teachers more than boys did in mainstream classes, even though there was no gender difference in participation. Boys, on the other hand, felt more pressure than girls in mainstream classes. This may indicate that teachers

may be supporting boys and girls in different ways; teachers may, for example, be calling on boys more during class while they were giving girls more encouraging words.

Conclusion

For immigrant students, learning to understand and speak English is inevitable in order to survive in school and ultimately achieve success in this country. This process is not short and easy; on the contrary, many immigrant students struggle to achieve competency in English and keep up with their English-speaking peers. This struggle can be particularly difficult for immigrants who arrive during their adolescent years. According to McCafferty (2002), people's understanding about their social identity, that is, their sense of who they are in relation to others, starts developing as they enter their adolescent years, and language is one of the most important tools for these students to show their group membership. For example, adolescents use certain languages or accents to signal their group memberships and status. In schools, however, English continues to be the language of power, as we can observe from the English-only instruction policy and movement, and standard English, in particular, is the only appreciated variety by many educators (Wiley & Lukes, 1996). For this reason, McCafferty suggests, communication can be a tremendous challenge for immigrant adolescents who speak English as a second language and with foreign accents.

This study was consistent with the previous theories and studies that power dynamics and identity (i.e., native speaker vs. non-native speaker) influence language learners' experiences in school and suggests the situational nature of learning and motivation; High school language learners are generally more anxious to speak up and avoid participating in conversations and discussions in mainstream classrooms where native speakers are present. Moreover, as shown in the differences in task orientation in ELL and mainstream classrooms, language learners may

feel a need to attain native-speaker-like competency or fluency in mainstream classrooms in order to feel successful. People might think that the struggle that immigrant students face in the classroom is simply due to difficulties with language proficiency and believe that being immersed in a second language setting will help the immigrant students achieve proficiency. However, this study suggests that language learners may be more reluctant to participate in mainstream contexts due to challenges related to identity and the power dynamics that are present. This study is not advocating for the elimination of mainstreaming ELL students. Instead, classroom dynamics related to the power and privilege hierarchy between native and non-native speakers need to be addressed in order to help foster motivation and confidence in ELL students in high school contexts.

The power of standard English is a huge obstacle in overcoming fear and feeling comfortable and confident in themselves for language learners, and especially those who arrive in this country in their adolescent years. Identities are often connected directly to power and privilege—how resources are distributed and accessed by different populations (Norton, 1997). These powers and privileges, in turn, influence how people understand themselves and their relationship to the world. English language learners who speak with "accents" are often made to feel inferior to native speakers who speak "perfect" English. Also, native speakers may not be aware of their privileged position; and the effort of language learners to access the same level of power may not be recognized or appreciated (Bucholtz & Hall, 2004). This unequal distribution of resources often legitimately keeps unprivileged groups from legitimate participation in a given activity (Lave & Wenger, 1991). As the differences in the language learners' reported level of pressure in ELL and mainstream classrooms suggest, the teachers and classmates in mainstream classrooms may not have been giving the language learners enough opportunities to participate

in classroom conversations and discussions. Sympathizing with language learners for who they are not (i.e., native speakers) and what they can't do, and not giving them opportunities to speak, however, may only highlight the differences between native speakers and non-native speakers, which may in turn, continue to place these non-native speakers in a subordinate position. Instead, teachers and classmates in mainstream classrooms can help make language learners feel more comfortable by inviting them to take part in conversations.

Limitations and Future Direction

Although the study would help educators see the complexity of language learning, especially when communication is involved, this study has some limitations. First, this study looked at ELL students' motivational and affective experiences in two classroom settings: ELL classrooms and mainstream classrooms and argues that language hierarchy that exists between native and non-native speakers create different experiences for ELL student. However, these results may be interpreted cautiously; increased anxiety, decreased participation, and change in motivation may be connected not only to ELL students' linguistic ability and power relations with native speakers, but relate also to lack of their content area understanding in mainstream classrooms. As stated earlier, in mainstream classes, language is not the only hurdle that language learners have. Lack of background information and cultural reference make it harder for language learners to understand content of classes, and many of the participants might have been struggling to catch up with their native speaking peer in these classrooms, and this may create another layer of power dynamics between native speakers and non-native speakers as well as between high achieving students and low achieving students. Thus, future studies should explore how this type of dynamics influences language learners' anxiety in classrooms.

Second, the sample size of this study is relatively small. For example, in order to have an adequate sample for factor analysis, sample to item ratio of 20:1 is recommended (Costello & Osborne, 2005). Thus, larger studies should be conducted to test the generalizability of this study. Moreover, diversity in language learners should be considered. Language learners come from different backgrounds; therefore, language learners' race, country of origin and their culture, first language, English language competence, for example, should also be analyzed in the future studies.

Furthermore, some terms used in the questionnaire need to be specified in the future study. For example, different students may have interpreted the word pressure differently. For example, some may be pressured by teacher or classmates making an eye contact with them while others feel pressured when they are called on. Similarly, what type of encouragements is given to language learners should be looked at in the future. Qualitative data obtained from interviews and observation would perhaps help us understand the relationship between pressure, encouragement, anxiety, and participation among language learners.

Finally, although this study looked at the participants' perceived pressure and support in the two types of classrooms, it did not look at differences in any other social factors that could have a huge impact on language learners' level of anxiety, participation, and motivation. Dörnyei (1994) point out that understanding of L2 motivation requires examination of three distinct levels: language level, learner level, and learning situation level. The language level concerns personal and societal values and importance in the target language, the learner level involves individual characteristics that a particular learners brings in L2 learning, and the learning situation level is associated with situation-specific motives rooted in language learning within a classroom setting. These three levels influence individuals' L2 motivation independently from

each other (Dörnyei & Ushioda, 2013). This study has mainly focused on the learner level in two different classrooms: ELL and mainstream classrooms. Thus, examining, for instance, types of relationships that these participants had with their teachers or classmates, the students' interest in classes or tasks presented in them, perceived relevance of the courses, overall environment of classrooms (cooperativeness, competitiveness, etc.) would help us expand our understanding of language learners' motivation in anxiety in these classrooms. Such exploration would help teachers create more friendly, safe classroom environment for language learners to learn in.

Table 1
Motivational Orientation Items and Primary and Secondary Factor Loadings for ELL classes

Item	Factor				
I feel most successful...	1 Ego Language	2 Work Avoidant	3 Ego Avoidant	4 Task	5 Ego Content
if I show people I'm good at speaking English	.88		[.31]		[.42]
if I show others I can speak English without making any grammatical mistakes	.87		[.36]		[.38]
if I speak English more fluently than others	.85		[.31]		[.45]
if I show people I can speak English without an accent	.85		[.38]		[.41]
if I speak English better than other students	.78				[.41]
if I do almost no speaking and get away with it		.85			[.21]
if I don't have to speak in English with my classmates		.85			
if we don't do any activities where I have to speak in English to my classmates		.80			[.35]
if the teacher doesn't ask me any questions in class		.78			
if I don't have to speak English in front of the class	[-.22]	.77	[.39]		
if I don't say anything stupid in English	[.24]		.84	[.20]	
if I don't make any grammatical errors in English when I speak	[.43]		.82		[.35]
if I don't mispronounce words in English when I speak	[.43]		.77	[.21]	
if I don't give a wrong answer	[.32]		.74		[.36]
if I don't embarrass myself when I speak English in class	[-.22]		.57		[.39]
when I share my ideas with my classmates	[.20]			.84	[.22]
when I speak about an interesting topic				.84	[.24]
if I use new English words or expressions in my speech			[.28]	.80	
when I participate in class discussion	[.21]		[.25]	.74	
when I impress others with my answers/ideas	[.56]			[.27]	.82
if I show others I am smart	[.45]		[.38]		.78
if I am the only person who can answer the teacher's questions	[.51]		[.35]		.72
if I show people I understand the material by answering or explaining it	[.47]		[.20]		.64
if my answer/idea was better than others'	[.32]				.64

Dropped items: I feel most successful…

if I figured out something difficult to say in English by working hard
if I speak English even if I make mistakes
if I learn how to say things correctly in English with the teacher or classmates' help
if my teacher praised my pronunciation in front of class
if people don't laugh at me when I speak English
if I don't feel any pressure to talk

Table 2
Motivational Orientation Items and primary and secondary Factor Loadings for mainstream classes

Item	Factor					
I feel most successful...	1 Ego Content	2 Work Avoidant	3 Task	4 Ego Avoidant	5 Ego Language Self	6 Ego Language Compare
if I show others I am smart	.80		[.23]	[.41]	[.31]	
if I show people I understand the material by answering or explaining it	.80		[.48]	[.45]	[.29]	
if my answer/idea was better than others'	.79		[.53]	[.26]	[.32]	
when I impress others with my answers/ideas	.77		[.24]	[.25]	[.48]	
if I am the only person who can answer the teacher's questions	.76		[.25]	[.50]	[.23]	[.22]
if I do almost no speaking and get away with it		.87		[.23]		
if I don't have to speak English in front of the class		.86		[.41]		
if the teacher doesn't ask me any questions in class		.84		[.33]	[.28]	
if I don't have to speak in English with my classmates		.83		[.26]		
if we don't do any activities where I have to speak in English to my classmates		.82				
if I figure out something difficult to say in English by working hard	[.34]		.83	[.29]	[.21]	
if I figure out something difficult to say in English by working hard	[.33]		.82	[.31]	[.23]	
when I participate in class discussion	[.53]		.80		[.31]	
when I share my ideas with my classmates	[.52]		.78	[.20]	[.38]	
when I speak about an interesting topic	[.54]		.62		[.49]	
if I don't say anything stupid in English	[.39]	[.24]	[.40]	.82	[.33]	
if I don't make any	[.28]	[.22]		.71	[.54]	

grammatical errors in English when I speak						
if I don't embarrass myself when I speak English in class	[.50]	[.21]		.69	[.23]	
if I don't give a wrong answer	[.48]	[.22]		.67		
if I show others I can speak English without making any grammatical mistakes	[.41]		[.34]	[.38]	.76	
if I show people I'm good at speaking English	[.58]		[.37]	[.24]	.74	
if I show people I can speak English without an accent	[.56]		[.33]	[.24]	.71	
if I speak English better than other students	[.22]					.87
if I speak English more fluently than others					[.44]	.80

Dropped items: I feel most successful…

if I speak English even if I make mistakes
if I use new English words or expressions in my speech
if my teacher praised my pronunciation in front of class
if I don't mispronounce words in English when I speak
if people don't laugh at me when I speak English
if I don't feel any pressure to talk

Table 3
FLCAS Items and primary and secondary Factor Loadings for ELL classes

Item	Factor	
	1 Anxiety	2 Participation
When I speak, I can get so nervous I forget things I want to say	.82	
I tremble when I know that I'm going to be called on	.80	
I start to panic when I have to speak in English without preparation	.73	
I never feel quite sure when I am speaking English	.72	
I can feel my heart pounding when I am going to be called on	.71	
Even if I am well prepared for class, I feel anxious to speak in English	.69	
I often volunteer to answer/speak		.87
I often share my ideas/thoughts with others		.84
I am very quiet during class (reverse)		.79
I only answer/speak when teacher/classmates ask me to answer/speak (reverse)		.78

Dropped items:

I don't worry when I speak English (reverse)
It embarrasses me to volunteer answers
I would not be nervous speaking English with my classmates (reverse)
I feel confident speaking in English in front of my classmates (reverse)
I have no fears about speaking in English (reverse)

Table 4
FLCAS Items and primary and secondary Factor Loadings for mainstream classes

Item	Factor	
	1 Participation	2 Anxiety
I often volunteer to answer/speak	.86	[-.25]
I am very quiet during class (reverse)	.83	[-.35]
I often share my ideas/thoughts with others	.83	[-.21]
I only answer/speak when teacher/classmates ask me to answer/speak (reverse)	.82	[-.35]
I can feel my heart pounding when I am going to be called on	[-.35]	.79
I start to panic when I have to speak in English without preparation		.75
When I speak, I can get so nervous I forget things I want to say	[-.26]	.69
I tremble when I know that I'm going to be called on	[-.35]	.69
Even if I am well prepared for class, I feel anxious to speak in English	[-.23]	.63
I never feel quite sure when I am speaking English	[-.42]	.59

Dropped items:

I don't worry when I speak English (reverse)
It embarrasses me to volunteer answers
I would not be nervous speaking English with my classmates (reverse)
I feel confident speaking in English in front of my classmates (reverse)
I have no fears about speaking in English (reverse)

Table 5
Descriptive Statistics for All Variables for ELL classes

Variable	M	SD	Observed range	Possible range	Cronbach's alpha	N
Task	4.45	.56	3.00-5.00	1.00-5.00	.78	132
Ego-Language	4.11	.91	1.60-5.00	1.00-5.00	.93	132
Ego-Content	4.17	.78	1.75-5.00	1.00-5.00	.85	132
Ego-Avoidance	4.09	.84	1.60-5.00	1.00-5.00	.82	132
Work-Avoidance	2.57	1.10	1.00-5.00	1.00-5.00	.88	132
Anxiety	3.16	.86	1.00-5.00	1.00-5.00	.84	132
Participation	3.87	.77	1.25-5.00	1.00-5.00	.84	131
Frequency of Small Group Discussions	2.03	.98	1-5	1-5	--	129
Frequency of Whole Class Discussions	1.81	1.18	1-5	1-5	--	129
Frequency of Pair Work	2.12	1.17	1-5	1-5	--	130
Pressure to Speak in English	2.34	.958	1-4	1-4	--	131
Peer Support	2.11	.83	1-4	1-4	--	130
Teacher Support	1.58	.90	1-4	1-4	--	130

Table 6
Descriptive Statistics for All Variables for mainstream classes

Variable	M	SD	Observed range	Possible range	Cronbach's alpha	N
Task	4.35	.64	2.20-5.00	1.00-5.00	.82	132
Ego-Language Compare	3.67	.97	1.00-5.00	1.00-5.00	.70	132
Ego-Language Show-competence	4.12	.82	1.33-5.00	1.00-5.00	.70	132
Ego-Content	4.14	.84	1.80-5.00	1.00-5.00	.88	132
Ego-Avoidance	4.37	.68	2.25-5.00	1.00-5.00	.77	132
Work-Avoidance	3.84	.91	1.00-5.00	1.00-5.00	.90	132
Anxiety	3.97	.67	2.33-5.00	1.00-5.00	.79	132
Participation	1.81	.80	1.00-4.75	1.00-5.00	.88	132
Frequency of Small Group Discussions	2.12	1.07	1-5	1-5	--	129
Frequency of Whole Class Discussions	1.91	1.16	1-5	1-5	--	128
Frequency of Pair Work	2.32	1.18	1-5	1-5	--	127
Pressure to Speak in English	2.09	.879	1-4	1-4		129
Peer Support	2.50	1.08	1-4	1-4	--	129
Teacher Support	2.05	.90	1-4	1-4	--	129

Table 7

Pearson Product-Moment Correlations between Motivational Orientation Subscales

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Task ELL	1										
2. Ego Language ELL	.302**	1									
3. Ego Content ELL	.376**	.707**	1								
4. Ego Avoidance ELL	.336**	.487**	.488**	1							
5. Work Avoidance ELL	-.184*	-.016	.037	.078	1						
6. Task Mainstream	.545**	.234**	.323**	.258**	-.173*	1					
7. Ego Language Show-competence Mainstream	.067	.381**	.465**	.271**	.281**	.136	1				
8. Ego Language Compare Mainstream	.394**	.447**	.466**	.453**	-.118	.583**	.335**	1			
9. Ego Content Mainstream	.553**	.364**	.513**	.443**	-.107	.624**	.331**	.649**	1		
10. Ego Avoidance Mainstream	.482**	.351**	.381**	.554**	-.166	.415**	.166	.512**	.577**	1	
11. Work Avoidance Mainstream	-.063	.086	-.030	.133	.176*	.003	-.057	.109	.084	.253**	1

N = 132

**Significant at .01 (2 tailed)

* Significant at .05 (2 tailed)

Table 8
Pearson Product-Moment Correlations between FLCAS Subscales

Variable	1	2	3	4
1. Anxiety ELL	1			
2. Participation ELL	-.089	1		
3. Anxiety Mainstream	.156	.114	1	
4. Participation Mainstream	.111	-.074	-.387**	1

N = 132
**Significant at .01 (2 tailed)

Table 9
Pearson Product-Moment Correlations between Motivational Orientation and FLCAS Subscales in ELL Classrooms

Variable	Anxiety ELL	Participation ELL
Task ELL	.26	.292**
Ego-Language ELL	.95	.040
Ego-Content ELL	.162	.176*
Ego-Avoidance ELL	.003	.030
Work-Avoidance ELL	.458**	.005

N = 132
**Significant at .01 (2 tailed)
* Significant at .05 (2 tailed)

Table 10
Pearson Product-Moment Correlations between Motivational Orientation and FLCAS Subscales in Mainstream Classrooms

Variable	Anxiety Mainstream	Participation Mainstream
Task Mainstream	.358**	-.195*
Ego-Language Compare Mainstream	-.037	.027
Ego-Language Show-competence Mainstream	.360**	-.237**
Ego-Content Mainstream	.267**	-.179*
Ego-Avoidance Mainstream	.297**	-.314**
Work-Avoidance Mainstream	.217*	-.302**

N = 132
**Significant at .01 (2 tailed)
* Significant at .05 (2 tailed)

Table 11

Pearson Product-Moment Correlations between Class Structure, Motivational Orientation and FLCAS Subscales in ELL Classrooms

	Small Group Works ELL	Whole Class Discussions ELL	Pair Works ELL	Pressure to Speak ELL	Peer Support ELL	Teacher Support ELL
Task ELL	-.243**	-.339**	-.345**	.216*	-.113	-.192*
Ego-Language ELL	-.024	-.188*	-.022	-.021	-.008	-.096
Ego-Content ELL	-.091	-.116	-.077	-.125	-.054	-.115
Ego-Avoidance ELL	-.333**	-.322**	-.132	.057	.079	-.249**
Work-Avoidance ELL	.079	.191*	.115	-.192	.024	.191*
Anxiety ELL	.139	.121	.088	-.390**	-.104	.075
Participation ELL	-.280**	-.325**	-.284**	.234**	-.055	-.091

**Significant at .01 (2 tailed)

* Significant at .05 (2 tailed)

Table 12

Pearson Product-Moment Correlations between Class Structure, Motivational Orientation and FLCAS Subscales in Mainstream Classrooms

	Small Group Works Mainstream	Whole Class Discussions Mainstream	Pair Works Mainstream	Pressure to Speak Mainstream	Peer Support Mainstream	Teacher Support Mainstream
Task Mainstream	-.279**	-.164	-.030	-.339**	-.143	-.023
Ego-Language Compare Mainstream	.083	.153	-.177*	-.008	-.213*	-.111
Ego-Language Show-competence Mainstream	-.225*	-.228**	.007	-.331**	.063	.241**
Ego-Content Mainstream	-.257**	-.182*	-.081	-.347**	.078	.104
Ego-Avoidance Mainstream	-.255**	-.169	-.141	-.221*	.125	.118
Work-Avoidance Mainstream	-.223*	-.139	-.012	-.091	.108	.013
Anxiety Mainstream	-.120	-.205*	.014	-.268**	.118	.077
Participation Mainstream	.306**	.258**	.095	.049	-.260**	-.248**

**Significant at .01 (2 tailed)

* Significant at .05 (2 tailed)

Table 13: *Split-Plot ANOVA for Anxiety*

Table13.0
Mean and Standard Deviation of Anxiety Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	3.20	.77	62
	Female	3.06	.93	64
	Total	3.13	.85	126
Mainstream	Male	3.81	.69	62
	Female	4.11	.64	64
	Total	3.96	.68	126

Figure 1
Scree Plots: Class, Gender, and Class x Gender Effects on Anxiety

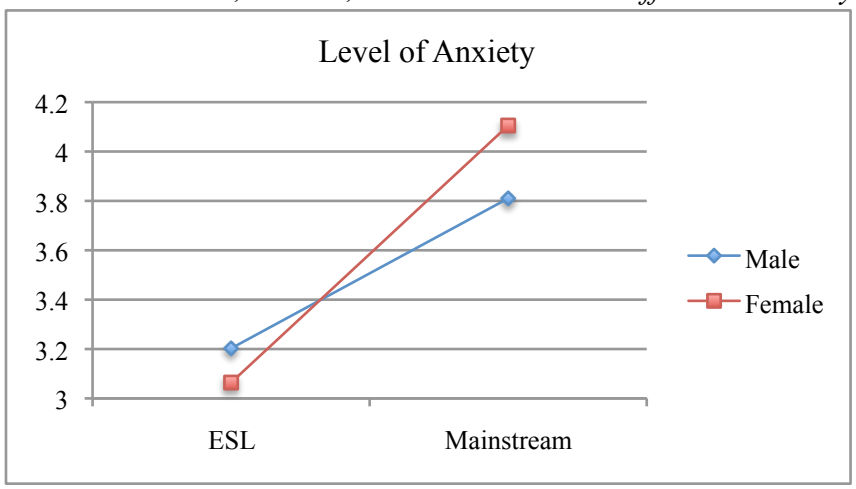

Table 13.1
SPSS Results: Class and Class x Gender Effects on Anxiety

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.587	87.332	1.000	124.000	.000	.413	87.332	1.000
Class x Gender Wilks'Lambda	.954	6.041	1.000	124.000	.015	.046	6.041	.684

Table 13.2
SPSS Results: Gender Effect on Anxiety

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	.385	1	.385	.566	.453	.005	.566	1.000
Error	84.389	124	.681					

Table 13.3
SPSS Results: Class Effects on Anxiety for Boys and Girls

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class for Boys Wilks'Lambda	.688	27.669	1.000	61.000	.000	.312	27.669	.999
Class for Girls Wilks'Lambda	.506	61.480	1.000	63.000	.000	.494	61.480	1.000

Table 13.4
SPSS Results: Gender Effect on Anxiety

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender ELL	.605	1	.605	.828	.365	.007	.828	.147
Error ELL	90.657	124	.731					
Gender Mainstream	2.740	1	2.740	6.235	.014	.048	6.235	.698
Error Mainstream	54.502	124	.440					

Table 14: *Split-Plot ANOVA for Participation*

Table 14.0
Mean and Standard Deviation of Particiaption Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	3.71	.82	61
	Female	3.97	.70	64
	Total	3.84	.77	125
Mainstream	Male	1.92	.79	61
	Female	1.69	.76	64
	Total	1.80	.78	125

Figure 2
Scree Plots: Class, Gender, and Class x Gender Effects on Participation

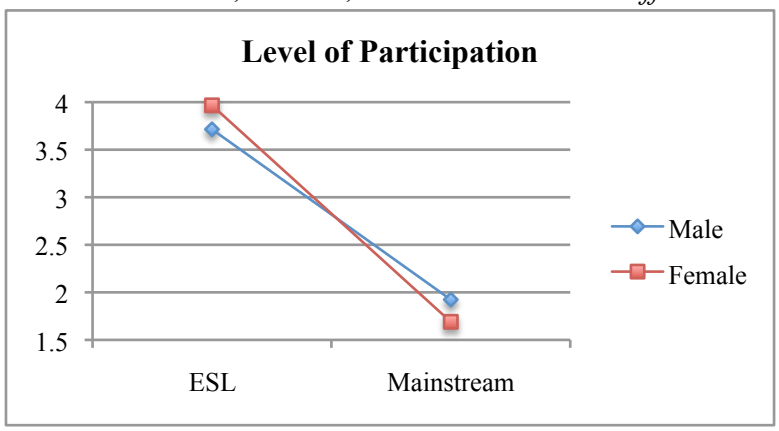

Table 14.1
SPSS Results: Class and Class x Gender Effects on Participation

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.234	401.686	1.000	123.000	.000	.766	401.686	1.000
Class x Gender Wilks'Lambda	.044	5.714	1.000	123.000	.018	.044	5.714	.660

Table 14.2
SPSS Results: Gender Effect on Participation

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	.005	1	.005	.010	.922	.000	.010	.051
Error	65.794	123	.535					

Table 14.3
SPSS Results: Class Effects on Participation for Boys and Girls

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class for Boys Wilks'Lambda	.324	125.214	1.000	60.000	.000	.676	125.214	1.000
Class for Girls Wilks'Lambda	.163	324.191	1.000	63.000	.000	.837	324.191	1.000

Table 14.4
SPSS Results: Gender Effect on Participation

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender ELL	1.978	1	1.978	3.409	.067	.027	3.409	.449
Error ELL	71.364	123	.580					
Gender Mainstream	1.617	1	1.617	2.720	.102	.021	2.720	.373
Error Mainstream	73.701	124	.594					

Table 15: *Split-Plot ANOVA for Task Orientation*

Table 15.0
Mean and Standard Deviation of Task Orientation Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	4.45	.64	62
	Female	4.41	.55	64
	Total	4.43	.59	126
Mainstream	Male	4.27	.69	62
	Female	4.22	.83	64
	Total	4.24	.76	126

Figure 3
Scree Plots: Class, Gender, and Class x Gender Effects on Task Orientation

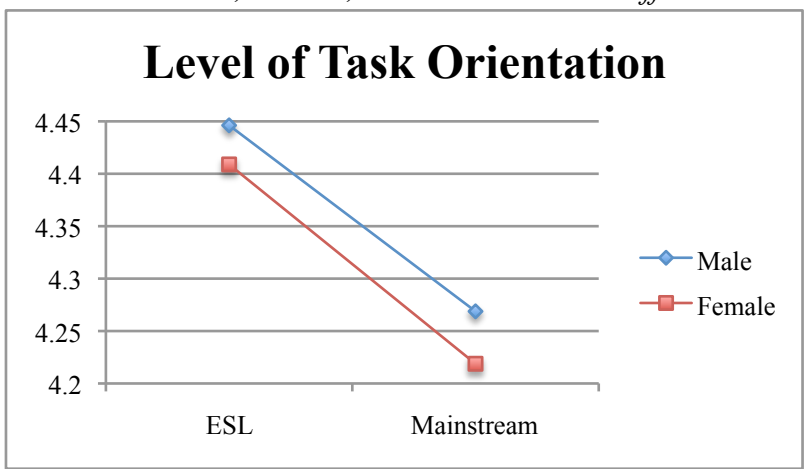

Table 15.1
SPSS Results: Class and Class x Gender Effects on Task Orientation

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.929	9.431	1.000	124.000	.003	.071	9.431	.862
Class x Gender Wilks'Lambda	1.000	.011	1.000	124.000	.916	.000	.011	.051

Table 15.2
SPSS Results: Gender Effect on Task Orientation

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	.120	1	.120	.170	.681	.001	.170	.069
Error	88.087	124	.710					

Table 16: *Split-Plot ANOVA for Ego-Content Orientation*

Table 16.0
Mean and Standard Deviation of Ego-Content Orientation Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	4.04	.75	62
	Female	4.27	.81	64
	Total	4.15	.78	126
Mainstream	Male	4.08	.86	62
	Female	4.22	.83	64
	Total	4.15	.84	126

Figure 4
Scree Plots: Class, Gender, and Class x Gender Effects on Ego-Content Orientation

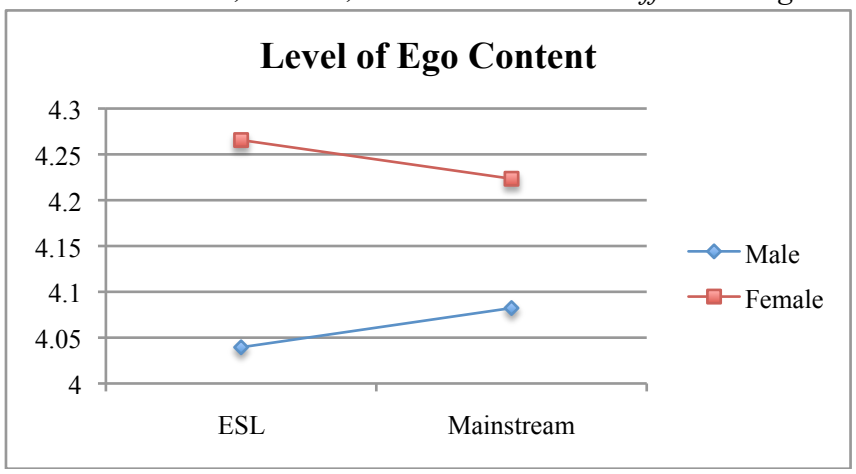

Table 16.1
SPSS Results: Class and Class x Gender Effects on Ego-Content Orientation

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	1.000	.000	1.000	124.000	.997	.000	.000	.050
Class x Gender Wilks'Lambda	.997	.348	1.000	124.000	.556	.003	.348	.090

Table 16.2
SPSS Results: Gender Effect on Ego-Content Orientation

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	2.124	1	2.124	2.145	.146	.017	2.125	.307
Error	122.778	124	.990					

Table 17: *Split-Plot ANOVA for Ego-Avoidance Orientation*

Table 17.0
Mean and Standard Deviation of Ego-Avoidance Orientation Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	3.99	.94	62
	Female	4.20	.76	64
	Total	4.10	.86	126
Mainstream	Male	4.34	.70	62
	Female	4.39	.69	64
	Total	4.37	.69	126

Figure 5
Scree Plots: Class, Gender, and Class x Gender Effects on Ego-Avoidance Orientation

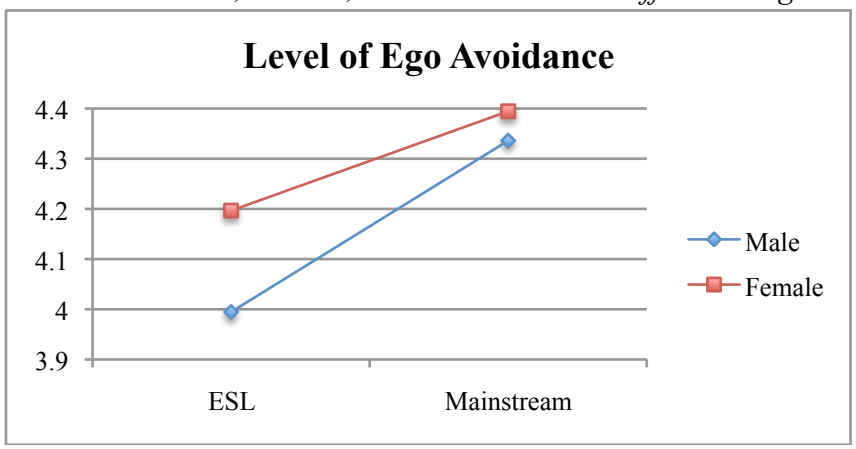

Table 17.1
SPSS Results: Class and Class x Gender Effects on Ego-Avoidance Orientation

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.878	17.238	1.000	124.000	.000	.122	17.238	.985
Class x Gender Wilks'Lambda	.990	1.220	1.000	124.000	.271	.010	1.220	.195

Table 17.2
SPSS Results: Gender Effect on Ego-Avoidance Orientation

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	1.069	1	1.069	1.129	.290	.009	1.129	.184
Error	117.352	124	.946					

Table 18: *Split-Plot ANOVA for Work-Avoidance Orientation*

Table 18.0
Mean and Standard Deviation of Work-Avoidance Orientation Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	2.57	1.02	62
	Female	2.48	1.12	64
	Total	2.53	1.07	126
Mainstream	Male	3.78	.86	62
	Female	3.88	.93	64
	Total	3.83	.89	126

Figure 6
Scree Plots: Class, Gender, and Class x Gender Effects on Work-Avoidance Orientation

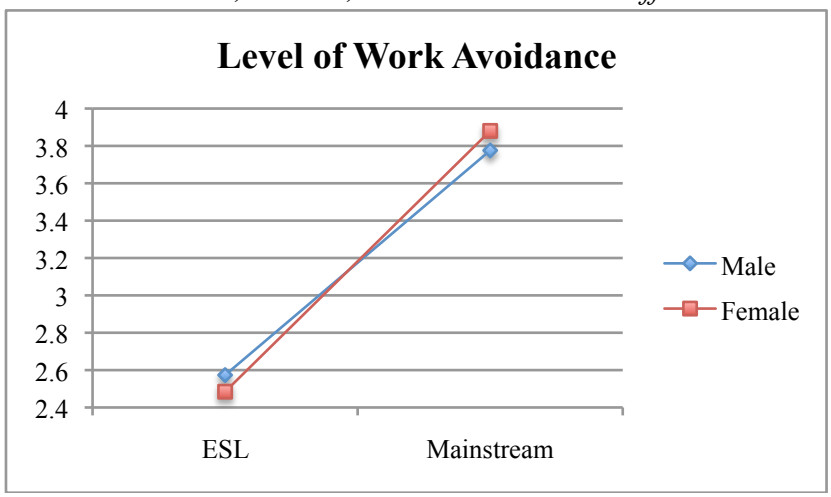

Table 18.1
SPSS Results: Class and Class x Gender Effects on Work-Avoidance Orientation

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.497	125.701	1.000	124.000	.000	.503	125.701	1.000
Class x Gender Wilks'Lambda	.994	.697	1.000	124.000	.406	.006	.697	.132

Table 18.2
SPSS Results: Gender Effect on Work-Avoidance Orientation

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	.004	1	.004	.003	.954	.000	.003	.050
Error	136.262	124	1.099					

Table 19: *ANOVA for Frequencies of Class Discussions*

Table 19.0
Mean and Standard Deviation of Small Class Discussion Frequency Scores in ELL and Mainstream Classrooms for Boys and Girls

	Class Type	Mean	Standard Deviation	N
Small Group	ELL	2.05	1.00	122
	Mainstream	2.09	1.07	122
Whole Group	ELL	1.75	1.15	121
	Mainstream	1.89	1.15	121
Pair Work	ELL	2.16	1.20	120
	Mainstream	2.30	1.18	120

Table 19.1
SPSS Results: Class Effects on Frequencies of Group Discussions

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Small Group Wilks'Lambda	.999	.155	1.000	120.000	.695	.001	.155	.068
Whole Class Wilks'Lambda	.983	2.070	1.000	119.000	.153	.017	2.070	.297
Pair Work Wilks'Lambda	.989	1.372	1.000	118.000	.244	.011	1.372	.213

Table 20: *Split-Plot ANOVA for Pressure to Speak in English*

Table 20.0
Mean and Standard Deviation of Pressure Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	2.43	1.01	61
	Female	2.35	.89	62
	Total	2.39	.95	123
Mainstream	Male	2.30	.94	61
	Female	1.89	.77	62
	Total	2.09	.88	123

Figure 7
Scree Plots: Class, Gender, and Class x Gender Effects on Pressure to Speak in English

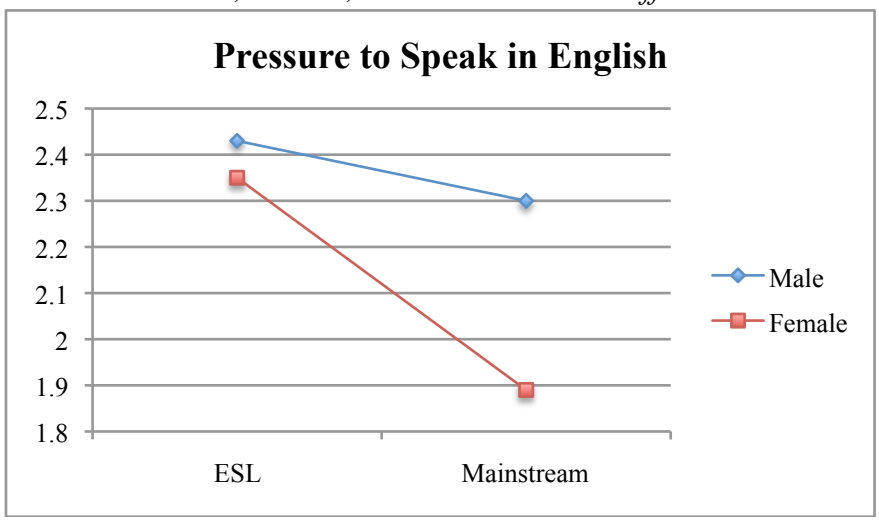

Table 20.1
SPSS Results: Class and Class x Gender Effects on Pressure

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.920	10.558	1.000	121.000	.001	.080	10.558	.897
Class x Gender Wilks'Lambda	.973	3.335	1.000	121.000	.070	.027	3.335	.441

Table 20.2
SPSS Results: Gender Effect on Pressure

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	3.533	1	3.533	3.171	.077	.026	3.171	.423
Error	134.817	121	1.114					

Table 20.3
SPSS Results: Gender Effect on Pressure

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender Mainstream	5.040	1	5.040	6.910	.010	.054	6.910	.742
Error Mainstream	88.984	122	.729					

Table 21: *Split-Plot ANOVA for Encouragement by Classmates*

Table 21.0
Mean and Standard Deviation of Reported Peer Encouragement Scores in ELL and Mainstream Classrooms for Boys and Girls

Gender		Mean	Standard Deviation	N
ELL	Male	2.11	.86	61
		2.08	.84	61
Female		2.10	.85	122
	Total			
Mainstream	Male	2.30	1.05	61
		2.77	1.05	61
Female		2.53	1.08	122
	Total			

Figure 8
Scree Plots: Class, Gender, and Class x Gender Effects on Encouragement by Classmate

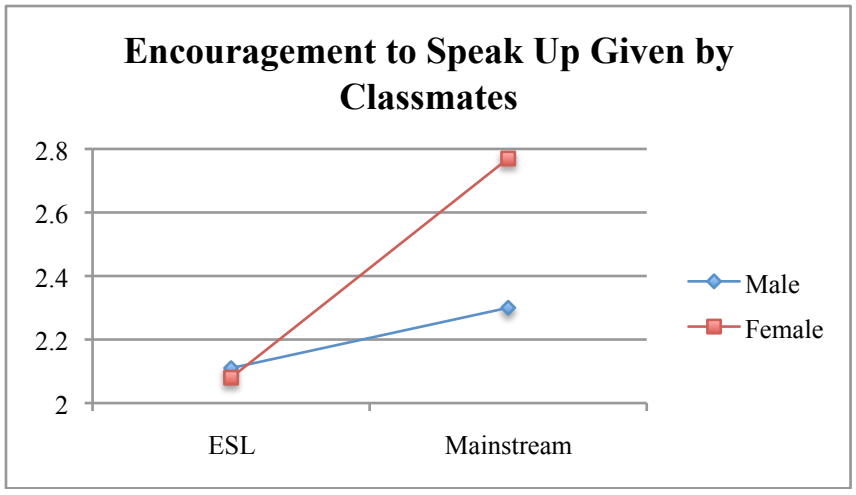

Table 21.1
SPSS Results: Class and Class x Gender Effects on Encouragement by Classmates

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.839	23.006	1.000	120.000	.000	.161	23.006	.997
Class x Gender Wilks'Lambda	.938	7.871	1.000	120.000	.006	.062	7.871	.795

Table 21.2
SPSS Results: Gender Effect on Encouragement by Classmates

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	2.988	1	2.988	2.238	.137	.018	2.238	.317
Error	160.213	120	1.335					

Table 21.3
SPSS Results: Class Effects on Encouragement by Classmates for Boys and Girls

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class for Boys Wilks'Lambda	.969	1.951	1.000	60.000	.168	.031	1.951	.279
Class for Girls Wilks'Lambda	.671	29.367	1.000	60.000	.000	.329	29.367	1.000

Table 21.4
SPSS Results: Gender Effect on Encouragement by Classmates

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender ELL	.012	1	.012	.016	.898	.000	.016	.052
Error ELL	87.625	122	.718					
Gender Mainstream	6.782	1	6.782	6.174	.014	.048	6.174	.693
Error Mainstream	134.016	122	1.098					

Table 22: *Split-Plot ANOVA for Encouragement by Teachers*

Table 22.0
Mean and Standard Deviation of Reported Teacher Encouragement Scores in ELL and Mainstream Classrooms for Boys and Girls

	Gender	Mean	Standard Deviation	N
ELL	Male	1.68	.930	60
	Female	1.42	.780	62
	Total	1.55	.863	122
Mainstream	Male	1.88	.885	60
	Female	2.21	.852	62
	Total	2.05	.880	122

Figure 9
Scree Plots: Class, Gender, and Class x Gender Effects on Encouragement by Teachers

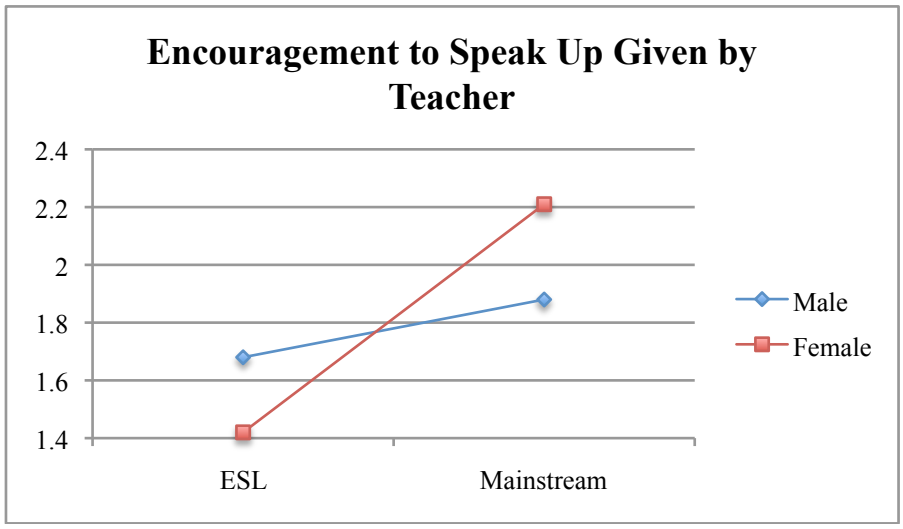

Table 22.1
SPSS Results: Class and Class x Gender Effects on Encouragement by Teachers

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class Wilks'Lambda	.792	31.513	1.000	120.000	.000	.161	31.513	1.000
Class x Gender Wilks'Lambda	.915	11.197	1.000	120.000	.001	.062	11.197	.913

Table 22.2
SPSS Results: Gender Effect on Encouragement by Teachers

	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender	.059	1	.059	.059	.809	.000	.059	.057
Error	121.601	120	1.013					

Table 22.3
SPSS Results: Class Effects on Encouragement by Teachers for Boys and Girls

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Class for Boys Wilks'Lambda	.959	2.547	1.000	59.000	.116	.041	2.547	.348
Class for Girls Wilks'Lambda	.601	40.537	1.000	61.000	.000	.399	40.537	1.000

Table 22.4
SPSS Results: Gender Effect on Encouragement by Teachers

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta squared	Noncent. Parameter	Observed power
Gender ELL	2.117	1	2.117	2.915	.090	.023	2.915	.395
Error ELL	88.593	122	.726					
Gender Mainstream	2.911	1	2.911	3.874	.051	.031	3.874	.497
Error Mainstream	91.694	122	.752					

Table 23

Multiple Regression Results: Significant Predictors of Anxiety and Participation in ELL and Mainstream Classrooms

Predicted Variable	Predictor Variable	R^2	Adj. R^2	F	Unstd.		Std.	t	Correlations			Collinearity Statistics	
					B	SE	β		Zero Order	Partial	Part	Tolerance	VIF
Anxiety ELL	Work-Avoidance	.212	.206	(3, 125) 21.159***	.334	.059	.426	5.675***	.461	.453	.413	9.43	1.060
	Pressure to Talk	.306	.295		-.318	.069	-.351	-4.620***	-.390	-.382	-.336	.920	1.086
	Task	.337	.321		.288	.120	.182	2.397*	.022	.210	.175	.925	1.081
Participation ELL	Task	.091	.083	(2, 125) 8.551***	.350	.117	.258	2.985**	.301	.258	.250	.941	1.062
	Pressure to Talk	.120	.106		.137	.067	.178	2.053*	.240	.181	.172	.941	1.062
Anxiety Mainstream	Task	.153	.147	(3, 124) 11.329***	.441	.087	.408	5.068***	.392	.414	.403	.977	1.023
	Work-Avoidance	.190	.177		.128	.059	.172	2.150*	.206	.190	.171	.985	1.016
	Classmates' Encouragement	.215	.196		.101	.050	.162	1.995*	.123	.176	.159	.966	1.035
Participation Mainstream	Ego-Avoidance	.099	.092	(3, 124) 10.374***	-.272	.100	-.228	-.2731**	-.314	-.238	-.219	.925	1.081
	Work-Avoidance	.153	.139		-.216	.074	-.241	-2.910**	-.303	-.253	-.234	.938	1.066
	Teacher's Encouragement	.201	.181		-.201	.074	-.221	-2.731**	-.238	-.238	-.219	.986	1.014

***p < .001, **p < .01, *p < .05

Table 24
Side by Side Comparison of Motivational Orientation Items for ELL and Mainstream Classrooms

	ELL	Mainstream
Task	• use new English words or expressions in my speech • speak about an interesting topic • share my ideas with my classmates • participate in class discussion	• figure out something difficult to say in English by working hard • learn how to say things correctly in English with help of the teacher/classmates • speak about an interesting topic • share my ideas with my classmates • participate in class discussion
Ego-Language	• speak English better than other students • show people I'm good at speaking English • show others I can speak English without making any grammatical errors • speak English more fluently than others • show people I can speak English without an accent	***Ego-Language Compare*** • speak English better than other students • speak English more fluently than others ***Ego-Language Show-competence*** • show people I'm good at speaking English • show others I can speak English without making any grammatical errors • show people I can speak English without an accent
Ego-Content	• show people I can understand the material by answering or explaining it • I am the only person to answer the teacher's question • show others I'm smart • impress others with my answer/idea • my answer/idea was better than others'	*Same items
Ego-Avoidant	• don't say anything stupid in English • don't embarrass myself when I speak in class • don't mispronounce words when I speak • don't give a wrong answer • don't make any grammatical error when I speak	• don't say anything stupid in English • don't embarrass myself when I speak in class • don't give a wrong answer • don't make any grammatical error when I speak
Work-Avoidant	• don't have to speak English with my classmates • do almost no speaking and get away	*Same items

	• don’t have to speak English in front of class • don’t do any activities where I have to speak in English to my classmates • the teacher doesn’t ask me any questions	

Differences are underlined

References

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. Modern Language Journal, 78, 155-168.

Ames, C. & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. Journal of Educational Psychology, 80(3), 260-267.

Blackledge, A., & Pavlenko, A. (2002). Introduction. Multilingua, 21, 121-140.

Bourdieu, P. (1991) Language and symbolic power. Cambridge, MA: Harvard University Press.

Brown, C.L. (2007). Strategies for making social studies texts more comprehensible for English-language learners. The Social Studies, 98(5), 185-188.

Cheng, Y., Horwitz, E.K., & Schallert, D.L. (1999). Language anxiety: Differentiating writing and speaking components. Language Learning, 49, 417-446.

Clifford, M.M. (1984). Thoughts on a theory of constructive failure. Journal of Educational Psychology, 19, 108-120.

Costello, A.B., & Osborne, J.W. (2005). Best practices in exploratory factor analysis: four recommendations for getting most from your analysis. Practical Assessment, Research & Evaluation, 10(7), 1-9.

Dörnyei, Z. (1994). Understanding L2 motivation: On with the challenge! Modern Language Journal, 78(4), 515-523.

Dörnyei, Z. & Ushioda, E. (2013). *Teaching and researching motivation.* New York, NY: Routledge.

Dweck, S.D. (1990). Self-theories and goals: motivation, personality, and development. In P.A. Dienstbier (Eds.), *Perspective on Motivation* (pp. 199-235). Lincoln, NE: University of Nebraska Press.

Eckert, P. (1989). Jocks and Burnouts: Social Identity in the High School. New York: Teachers College Press.

Elliott, A.J. (1999). Approach and avoidance motivation and achievement goals. Educational Psychologist, 34(3), 169-189.

Elliott, A.J., & Church, M.A. (1997). A hierarchical model of approach and avoidance achievement motivation. Journal of Personality and Social Psychology, 72(1), 218-232.

Elliot, E.S. & Dweck, C.S. (1988). Goals: An approach to motivation and achievement. Journal of Personality and Social Psychology, 54(1), 5-12.

Gillen-O'Neel, C., Ruble, D.N., Fuligni, A.J. (2011). Ethnic stigma, academic anxiety, and intrinsic motivation in middle childhood. Child Development, 82(5), 1470-1785.

Horwittz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70, 125-132.

Horwittz, M.B., Horwitz, E.K., & Cope, J. (1991). Foreign language classroom anxiety. In E.K. Horwitz & D.J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 27-39). Englewood Cliffs, NJ: Prentice Hall.

Huang, J. & Morgan, G. (2003). A functional approach to evaluating content knowledge and language development in ELL students' science classification texts. International Journal of Applied Linguistics, 13(2), 234-262.

Kitano, K. (2001). Anxiety in the college Japanese language classroom. Modern Language Journal, 85, 549-566.

Lave, J. & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Liu, M. & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate andforeign language anxiety. The Modern Language Journal, 92(1), 71-86.

MacIntyre, P.D. (1998). Language anxiety: A review of the research for language teachers. In D.J. Young (Eds.), *Affect in foreign language and second language learning* (pp. 24-45). Boston: McGraw-Hill.

MacIntyre, P.D., Dörnyei, Z., Clément, R., & Noels, K.A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. The Modern Language Journal, 82(4), 545-562.

Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ELL learners. System, 39, 202-214.

Mak, B.S., & White, C. (1997). Communication apprehension of Chinese ELL students. Hong Kong Journal of Applied Linguistics, 2(1), 81-96.

Martin, D. B. (2006). Mathematics learning and participation in African American context: The co-construction of identity in two intersecting realms of experience. In N. Nasir & P. Cobb (Eds.), *Diversity, equity, and access to mathematical ideas* (pp. 146–158). New York: Teachers College Press.

Matsunaga, M. (2010). How to factor-analyze your data right: do's, don'ts, and how-to's. International Journal of Psychological Research, 3(1), 97-110.

McCafferty, S.G. (2002). Adolescent second language literacy: Language culture, literature, and identity. Reading Research and Instruction, 41(3), 279-288.

Miller, J. (2004). Identity and language use: the politics of speaking ELL in schools. In Pavlenko, A. & Blackledge, A. (Eds.), *Negotiation of Identities in Multilingual Context* (pp. 290-315). Multilingual Matters Ltd.

Miller, J.M. (2000). Language use, identity, and social interaction: migrant students in Australia. Research on Language and Social Interaction, 33(1), 69-100.

Morita, N. (2009). Language, culture, gender, and academic socialization. Language and Education, 23(5), 443-460.

Nasir, N. & Hand, V. (2008). From the court to the classroom: Opportunities for engagement, learning, and identity in basketball and classroom mathematics. *Journal of the Learning Sciences, 17(2)*, 143-179.

Nicholls, J.G. (1989). *The competitive ethos and democratic education*. Cambridge, MA: Harvard University Press.

Nicholls, J.G., Cobb, P., Wood, T., Yackel, E., Patashnick, M. (1990). Assessing students' theories of success in mathematics: Individual and classroom differences. Journal for Research in Mathematics Education, 21, 109-122

Nicholls, J.G., Patashnick, M., & Nolen, S.B. (1985). Adolescents' theories of education. Journal of Educational Psychology, 77, 683-692.

Nolen, S. B., Ward, C. J., Horn, I. S., Childers, S., Campbell, S., & Mahna, K. (2009). Motivation in preservice teachers: The development of utility filters. In M. Wosnitza, S. A. Karabenick, A. Efklides & P. Nenniger (Eds.). *Contemporary Motivation Research: From Global to Local Perspectives.* Ashland, OH: Hogrefe & Huber.

Norton, B. (1997). Language, identity, and ownership of English. TESOL Quarterly, 31(3): 409-429.

Peirce, B.N. (1995). Social identity, investment, and language learning. TESOL Quarterly, 29(1): 9-31.

Olsen, L. (1997). *Made in America: immigrant students in our public schools.* New Press.

Pavlenko, A. & Blackledge, A. (2004). Introduction: new theoretical approaches to the study of negotiation of identities in multilingual contexts. In Pavlenko, A. & Blackledge, A. (Eds.), *Negotiation of Identities in Multilingual Context* (pp. 1-33). Multilingual Matters Ltd.

Peercy, M.M. (2011). Preparing English language learners for the mainstream: Academic language and literacy practices in two junior high school ELL classrooms. Reading & Writing Quarterly, 27(4), 324-362.

Peirce, B.N. (1995). Social identity, investment, and language learning. TESOL Quarterly, 29(1): 9-31.

Saito, Y., & Samimy, K.K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japan. Foreign Language Annuals, 29, 239-251.

Short, D. & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. *A report to the Carnegie Corporation of New York* . Washington , DC : Alliance for Excellent Education.

Steele, C. M. (1997). A threat in the air: How stereotypes shape the intellectual identities and performance. American Psychologist, 52(6), 613–629.

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. Journal of Personality and Social Psychology, 69(5), 797–811.

Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. In M. Zanna (Ed.), *Advances in experimental social psychology* (pp.379–440). New York: Academic Press.

Swain, M., & Deters, P. (2007). "New" Mainstream SLA Theory: Expanded and Enriched. Modern Language Journal, 91, 820-836.

Tanaka, K. (2007). Japanese students' contact with English outside the classroom during study abroad. New Zealand Studies in Applied Linguistics, 13(1), 36-54.

Turner, J.C., Thorpe, P.K., & Meyer, D.K. (1998). Reports of motivation and negative affect: Theoretical and empirical analysis. Journal of Educational Psychology, 90(4), 758-771.

Vandrick, S. (2000). *Language, culture, class, gender, and class participation*. Paper presented at TESOL Annual International Convention, Vancouver, Canada.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

Wiley, T.G., & Lukes, M. English-Only and standard English ideologies in the United States. TESOL Quarterly, 30(3), 511-535.

Woolard, K.A. 1997 "Language and Gender in Urban Catalonia." In Warner N. et al., eds., *Gender and Belief Systems* (pp. 767-773). Berkeley: University of California Berkeley Women and Language Group.

Xu, G. (2010). Understanding the role of interaction from linguistic, affective, and social perspectives. TELL Canada Journal, 27(2), 68-88.

Yan, X., & Wang, P. (2001). The impact of language anxiety on students' Mandarin learning in Hong Kong. Language Learning, 54, 119-152.

Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. Language Learning, 54(1), 119-152.

Motivational Orientation

When do you feel you have had a really successful day in ELL class?

When do you feel you have had a really successful day in _____ class? (fill in the blank by writing a mainstream class that you are taking)

Task
I feel most successful if I figure out how to say something difficult in English by working hard.
I feel most successful if I speak in English even if I make mistakes.
I feel most successful if I learn how to say things correctly in English with the teacher or classmates' help.
I feel most successful if I could use new English words or expressions in my speech.
I feel most successful when I can share my ideas with my classmates.
I feel most successful when I participate in class discussion.
I feel most successful when I speak about an interesting topic.

Ego (Communication/language related)
I feel most successful if I speak English better than other students.
I feel most successful if I show people I'm good at speaking English.
I feel most successful if I speak English more fluently than others.
I feel most successful if I show people I can speak English without an accent.
I feel most successful if I show others I can speak English without making any grammatical mistakes.
I feel most successful if my teacher praised my pronunciation in front of class.

Ego (Content related)
I feel most successful if I show people I understand the material by answering or explaining it.
I feel most successful if I am the only person who can answer the teacher's questions.
I feel most successful if my answer/idea was better than others'.
I feel most successful when I impress others with my answer/idea.
I feel most successful if I show others I am smart.

Work Avoidance (avoidance of speaking [Nicholls])
I feel most successful if I don't have to speak in English with my classmates.
I feel most successful if I do almost no speaking and get away with it.
I feel most successful if I don't have to speak English in front of the class.
I feel most successful if the teacher doesn't ask me questions in class.
I feel most successful if we don't do any activities where I have to speak in English to my classmates.
I feel most successful if I don't feel any pressure to talk.

Ego Avoidance (Avoidance of negative evaluation/judgment in speaking [Elliot et al])
I feel most successful if I don't say anything stupid in English.
I feel most successful if I don't embarrass myself when I speak English in class.
I feel most successful if I don't mispronounce words in English when I speak.
I feel most successful if I don't make any grammatical errors in English when I speak.

I feel most successful if people don't laugh at me when I speak English.
I feel most successful if I don't give a wrong answer.

Response scales: Strongly agree, Somewhat agree, Neutral, Somewhat disagree, Strongly disagree

Foreign Language Classroom Anxiety Scale

In my ELL class…

In my _____ class (write a mainstream class that you are taking)…

I never feel quite sure of myself when I am speaking English.
I don't worry when I speak English.
I tremble when I know that I'm going to be called on.
I start to panic when I have to speak in English without preparation.
When I speak, I can get so nervous I forget things I want to say.
It embarrasses me to volunteer answers.
I would not be nervous speaking English with my classmates.
I feel confident speaking in English in front of my classmates.
Even if I am well prepared for class, I feel anxious to speak in English.
I can feel my heart pounding when I am going to be called on.
I have no fears about speaking in English.
I often volunteer to answer/speak.
I often share my ideas/thoughts with others.
I only answer/speak when teacher/classmates ask me to answer/speak.
I am very quiet during class.

Response scales: Strongly agree, Somewhat agree, Neutral, Somewhat disagree, Strongly disagree

*Adapted from the original FLCAS (Horwitz, Horwitz, & Cope, 1986)

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.

21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Class Structure Questions

How often do you work in small groups?

i. Almost every day
ii. 1-3 times a week
iii. 1-3 times a month
iv. 1-3 times this year
v. Never

How often do you have discussions with the whole class?

i. Almost every day
ii. 1-3 times a week
iii. 1-3 times a month
iv. 1-3 times a semester
v. Never

How often do you work in pairs?

i. Almost every day
ii. 1-3 times a week
iii. 1-3 times a month
iv. 1-3 times a semester
v. Never

How much pressure do you feel to talk in English?

i. A lot
ii. Somewhat
iii. Not much
iv. Not al all

Do your classmates encourage you to speak up?

i. A lot
ii. Somewhat
iii. Not much
iv. Not al all

Do your teacher encourage you to speak up?

i. A lot
ii. Somewhat
iii. Not much
iv. Not al all

Demographic Information

1. Gender
   i. Male
   ii. Female
2. Age
   i. 14
   ii. 15
   iii. 16
   iv. 17
   v. 18
   vi. Other: Please specify: ( )
3. Year in School
   i. Freshman (9th grade)
   ii. Sophomore (10th grade)
   iii. Junior (11th grade)
   iv. Senior (12th grade)
4. Race
   i. Non-Hispanic White
   ii. Black
   iii. Asian/Pacific Islander
   iv. Hispanic
   v. Other: Please specify:_____
5. Country of Origin:_____
6. Native Language:_____
7. How long have you been living in the United States?
   i. Less than a year
   ii. 1~2 years
   iii. 2~3 years
   iv. 3~4 years
   v. 4~5 years
   vi. More than 5 years
8. How long have you been taking non-ELL classes?
   i. 1~2 semesters
   ii. 3~5 semesters
   iii. 6 semesters or more