**Examining the assumptions**

*Factor Analysis.* A total of 495 participants in this part of the study form an ideal sample size for running factor analysis considering the general guidelines stated in past research (see Field, 2013; Tabachnick & Fidell, 2012). The correlation matrix also revealed that all the variables were interrelated with some correlations exceeding .5. The Kaiser-Meyer-Olkin measure of sampling adequacy of .774 and the Bartlett’s test of sphericity measure *X*2 (36) = 918.19, *p* < .001 further lent support to the factorability of the 9 items.

*Multiple Regression Analyses.* According to Tabachnick and Fidell (2012), sample size, normality, linearity, homoscedasticity, and absence of outliers and multicollinearity as well as independence of observations are the main assumptions that should be met before running regression analysis. A frequently used rule-of- thumb for calculating sample size for regression analysis is *N* > 104 + m (where m is the number of IVs) (Tabachnick & Fidell, 2012). Khamis and Kepler (2010) has also suggested *N* > 20 +5m when the reliability of scales is controlled. Considering both rule of thumbs, a sample size of 475 is well beyond the recommended requirements for running multiple regression analyses (i.e., 104 + 4 = 108 or 20 + 20 = 40).

Not uncommon to past research on affect research in SLA, all the variables exhibited slight skewness but no kurtosis. Since the magnitude of skewness in each of the variables fell below 1 (Kendall and Stuart, 1958), such non-normality may not pose a serious threat to subsequent analyses. The data also revealed the existence of several univariate and multivariate outliers among some of the criterion and predictor measures. The same reanalysis (with and without outliers) was adopted to gauge the potential effects of the outliers. No statistically significant differences were witnessed. Considering the results related to the other assumptions, (1) all the independent variables showed linear relationships with dependent variables; (2) the absence of multicollinearity was confirmed with (a) no correlations above *r = .90,* (b) VIF values below 10, and, finally, (3) a Durbin-Watson values of 1.74, 1.74, 1.78, 1.84, 1.98, and 1.98 all indicated the independence of observations.

**References**

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**Scales used in Study 1 &2**

|  |
| --- |
| L2 Locomotion mode |
| * I often look for any chance to speak English in my class.
 |
| * I speak English a lot in my class.
 |
| * Whenever I have an idea in my English class, I express it immediately.
 |
| * I often actively and energetically participate in my English learning activities in my class.
 |
| * I’d like to speak in my English class rather than watch others speaking.
 |
| L2 Assessment mode |
| * I often analyze the structure of my sentences before speaking English.
 |
| * I often think about what I am going to say before I speak in English.
 |
| * When someone is speaking English, I often analyze the structures of their sentences.
 |
| * I often pay close attention to my choice of vocabulary and grammatical structures while I am speaking English.
 |
|  |
| Joy  |
| * Do you feel happy in the English class?
 |
| * Do you feel high learning English?
 |
| * Do you enjoy speaking English?
 |
| * Do you enjoy learning English?
 |
|  |
| Anxiety |
| * How nervous and confused do you get when you are speaking English in your class?
 |
| * How afraid are you of sounding stupid because of the mistakes you make speaking in your English class?
 |
| * How afraid are you that other students will laugh at you when you speak English.
 |
| * How nervous and confused do you get when you are speaking English in your class?
 |
|  |
| Intended effort |
| * I would like to spend lots of time studying English.
 |
| * I am prepared to expend a lot of effort in learning English.
 |
| * I would like to concentrate on studying English more than any other topic.
 |
|  |
| L2 WTC |
| * If you were free to choose, how much would you like to participate in a group discussion in your English class?
 |
| * If you were free to choose, how much would you like to talk in English in front of the class?
 |
| * If you were free to choose, how much would you like to ask or answer questions in English in the class?
 |
| * If you were free to choose, how much would you like to speak English in the class?
 |
|  |
| Attention  |
| * In class, overall, how much attention do you pay to your teacher when she is speaking in English?
 |
| * In class, how much attention do you pay to your classmates when they are speaking in English?\*
 |
| * How would you rate your overall mental attentiveness in your English class?
 |
| * How would you rate your mental attentiveness during English class activities?
 |