

Investigating Foreign Language Learning Anxiety among Students Learning English in A Public Sector University, Pakistan

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ABSTRACT

The present study investigated foreign language anxiety among students of Lasbela University, Baluchistan, Pakistan. The study adopted the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986). The respondents were (N = 240) including 26 female and 214 male. The data was run through the Statistical Package for the Social Sciences (SPSS) to present descriptive statistics of the respondents. Furthermore, ANOVA test indicated that there was no significant difference in majoring and non-majoring students' level of anxiety, significantly, (F= value is equal to 3.348 and (P= value is equal to .011). Besides; no significant difference was also found in language anxiety between male and female respondents. Moreover, Pearson product-moment correlation showed a significant correlation among variables (CA=TA=FNE). The findings suggested that students of Lasbela University have fairly high anxiety in learning English

Keywords: *Foreign language anxiety, Pakistani L2 learners, pedagogical implications*

INTRODUCTION

Language anxiety has been investigated by researchers in different contexts in Pakistan. However, there has been a lack of a systematic study on the same issue. Therefore; we have designed this study to investigate and explore foreign language learning anxiety among Lasbela University students in a systematic way. As teacher researchers, we have observed language anxiety while teaching English in different disciplines such as Economics, Marine Sciences, English, Veterinary Sciences and Agriculture. During teaching English, we have observed and experienced that students avoid attending English class and feel nervous in speaking English. This observation during teaching has motivated us to address the language anxiety issue through research in order to create awareness among university students and teachers for learning and teaching improvements. In the context of Lasbela University, this study can be significant for further studies on L2 anxiety.

The following are the objectives of the study:

1. To investigate the level of foreign language anxiety among students at university level in Pakistan.
2. To explore different level of L2 anxiety between male and female students at university level.

Based on the research objectives, the study addresses the following research questions:

1. What is the level of foreign language anxiety among students at university level in Pakistan?
2. Does the level of anxiety vary between male and female university students?

Literature Review

Since the mid-1960s, language anxiety became a focus for research and its relation was reported with language learning. Later, some research studies indicated that people experienced language anxiety in

learning a foreign language and that type of anxiety is referred to as a 'situation specific anxiety' (Horwitz, 2010). Language anxiety interferes in learning and it also affects academic performance. This idea has been strengthened in the framework of L2 research. According to MacIntyre and Gardner (1994) "anxiety is the feeling of tension, apprehension related with second language learning" (p. 284). However, Scovel (1978) defines anxiety as a state of apprehension and a vague fear. Thus, Spieberger (1983) offers a widely cited definition that "anxiety is the subjective feeling of tension, apprehension, nervousness and worry" (p. 125). More importantly, Horwitz et al. (1986) describes L2 anxiety as a "distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Previous research by Scovel (1978) on L2 anxiety has produced ambiguous and confusing results because of investigation of general type of language anxiety. Additionally, Scovel (1978) suggested better solution to unpack the mystery. Thus, researchers have employed various models to measure types of anxiety, for example; test anxiety, facilitating and debilitating anxiety, and their studies have found different relationships between anxiety and language achievement. The solution is that researchers should be very specific and clarify which type of anxiety they are going to measure (Horwitz, 2001). It implies that research conducted on anxiety must be of specific type which indicates transparent results with no confusion or enigma. I agree to this idea that results of any research must be transparent and clear because readers can interpret and cite findings of research easily.

However, Horwitz, Horwitz, and Cope (1986) introduced the Foreign Language Classroom Anxiety Scale (FLCAS) to explore L2 anxiety as a specific of its type. They claimed that anxiety affected learners' learning in classroom. The findings of various studies using this instrument for research were consistent and unvarying showing negative relationship between anxiety and achievement (Horwitz, 2001). Significantly, there are three components of FLCAS; Communication apprehension (CA) Test anxiety (TA) and fear of negative evaluation (FNE). Research suggests that 30-40% of the people experience communication apprehension. According to Horwitz et al. (1986) "communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people" (p. 127). The individual with high communication apprehension fails in communicating well with others, whereas test anxiety refers to a type of performance anxiety emerging from a fear of failure (Gordon, 1955, cited in Horwitz, 1986). Last but not least, fear of negative evaluation is an apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively (Watson et al., 1969, cited in Horwitz et al., 1986).

The exciting body of knowledge on foreign or second language anxiety shows that learners at all levels experience high or low levels of anxiety in learning language. For example, Mak (2011) reports that learners feel language anxiety when they tend to speak in front of their fellows in the classroom. The study indicated five factors which arouse language anxiety. Speech anxiety and fear of negative evaluation are two of them. This idea is also replicated in Gkonou (2011) which shows that the English classroom is a source of speaking anxiety.

Wei (2013, 2014) continuously researched foreign language anxiety among Chinese students. He used the foreign language classroom anxiety scale to investigate anxiety level of Chinese Bouyei college English foreign language learners. His research indicated a medium level of anxiety. Learners equally experienced communication anxiety, fear of negative evaluation and test anxiety in the foreign language classroom.

Research on language anxiety in Pakistan has been revealing in different contexts. Some of the research studies by Pakistani researchers (Adeel, 2011; Awan et al., 2010; Mari et al., 2012) have contributed in the existing literature and have paved the way for new researchers to continue research on the same area of interest in different contexts. The present study indicates that students from underdeveloped areas feel moderately high level of anxiety. However, a limited literature addresses the issue systematically. This issue was also highlighted in the study of Zahid and Ghani (2014) that learners from underdeveloped areas experience anxiety in English. Recently, Gopang et al. (2015) have reported speaking anxiety as moderate among undergraduate students in Pakistan. His study reported nervousness of learners in speaking English in the classroom.

The present study is different from others because it is the only study conducted in the context of Lasbela University, Pakistan. Second, the study is the only one of its kind done on students from underprivileged areas of Baluchistan. However, it is still uncommon to research learners' issues in remote

areas of Pakistan. This effort can encourage further research and invite insight of researchers about foreign language anxiety of students at Baluchistan universities. This step to address students' phenomenon of anxiety at Lasbela University can hold its place in the literature available on foreign language anxiety.

METHODOLOGY

Foreign Language Classroom Anxiety Scale (FLCAS)

The present study employed the FLCAS questionnaire (Horwitz et al., 1986) as a research tool for collecting data. It is based on 33 statements; with a five-point Likert scale ranging from 'strongly agree 5) to strongly disagree 1). And the instrument has been proved valid and reliable with an alpha coefficient of .93, and an eight week test- retest coefficient of .83 (Horwitz, 1991; Horwitz et al, 1986). Interestingly enough, a Cronbach's alpha coefficient of .94 was also reported in the study of Aida (1994) who used sample of 96 students in the 2nd year of a Japanese course. This implies that the instrument is reliable and valid for further studies on the foreign language classroom anxiety (see for validity, Horwitz, 1991).

Participants

The study was conducted at Lasbela University, Baluchistan. The participants of the study were 240 students (female 26 & male 214) studying in English, Economics, Veterinary sciences, Agriculture and Marine Sciences disciplines. The study is not gender balanced. The reason to rationalize it is that the percentage of female students is very low at Lasbela University. The researchers included 26 females in order to have their level of FLA in the classroom. These locations seemed convenient for researchers to collect sampling from the selected population. The respondents willingly participated in the present study because their consent was taken verbally before we administered a questionnaire to them. All the participants were between 20 and 25 years old.

Departments/ Faculties	NO. Respondents
English	44
Economics	50
DVM	50
MS	50
Agriculture	46

Data collection

The data were collected in April 2014. The participants were instructed about the questionnaire adopted for data collection before we administered it to them. They were also ensured of confidentiality of their responses because the research tool FLCAS was self reporting about foreign language anxiety. However, some difficult words such as tremble, frighten, overwhelmed, used in the questionnaire were translated into Urdu because some students asked for their meanings. It was willingly done to get transparent and clear responses from participants.

Data analysis

The data were analyzed by using SPSS to understand general descriptive of the study. The objective of descriptive statistics is to show students responses in mean and standard deviation from which the results can be inferred and discussed in a systematic way. Second, ANOVA test was used to identify differences among groups. Likewise, the same test was also used to examine differences in level of L2 anxiety between male and female students. Thus, Pearson product-moment correlation test was run to find correlation among variables too.

RESULTS AND DATA ANALYSIS

Descriptive statistics were calculated to determine the level and extent students felt anxious in English. The mean, standard deviation showed some slight differences in the level of foreign language anxiety experienced by students in the classroom. The descriptive analysis of data is shown in the tables (see table

1). Moreover, this analysis indicates some high anxiety provoking items and some low anxiety ones. High anxiety items such as statement 16 ‘Even if I am well prepared for English class, I feel anxious about it’ with mean score 3.91. However item 33 ‘I get nervous when the English teacher asks questions which I haven't prepared in advance’ with mean score of 3.88. On the other hand, the low anxiety statements are ‘I feel more tense and nervous in my English class than in my other classes’ with mean score of 2.14, and ‘During English class, I find myself thinking about things that have nothing to do with the course’ with mean score 2.28. However, for clear understanding of researchers and scholars, we did not inter full statements in the data, however, anxiety model is composed of three types(communication apprehension, test anxiety, fear of negative evaluation), therefore, statements are referred as Communication Apprehension (CA), likewise, Test Anxiety (TA), and Fear of negative evaluation (FNE). A result of data analyses is presented to answer research questions.

Research question 01

This question investigated students’ level of anxiety. To answer first research question, ANOVAs results showed no significant difference among students learning English. More importantly, there exists a difference in Test anxiety among students from English and students from DVM (see tables 1 and 2). Significantly, (F= value is equal to 3.348 and (P= value is equal to .011). Post hoc multiple comparisons in ANOVAs was also run to determine differences in foreign language anxiety among the groups and the results show that there is no significant difference in all students from five different disciplines.

Table 1. Post hoc Multiple Comparisons

LSD							
Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
CA	English	Economics	-.13414	.08770	.127	-.3069	.0386
		DVM	-.01778	.08770	.840	-.1906	.1550
		MS	-.04869	.08770	.579	-.2215	.1241
		Agri	-.08410	.08949	.348	-.2604	.0922
TA	English	Economics	-.10400	.09305	.265	-.2873	.0793
		DVM	.20400*	.09305	.029	.0207	.3873
		MS	.05733	.09305	.538	-.1260	.2407
		Agri	-.04609	.09495	.628	-.2331	.1410
FN	English	Economics	-.16286	.11890	.172	-.3971	.0714
		DVM	.08857	.11890	.457	-.1457	.3228
		MS	-.02000	.11890	.867	-.2542	.2142
		Agri	.01491	.12132	.902	-.2241	.2539

Research question 02

To answer research question 2, ANOVA test was used in the study. And the findings indicate that male and female students’ anxiety level is the same in English. Moreover, results suggest that there is no significant difference in the level of anxiety between male and female students.

Table 3. ANOVA: Gender

		Sum of Squares	df	Mean Square	F	Sig.
CA	Between Groups	.187	2	.093	.512	.600
	Within Groups	43.363	238	.182		
	Total	43.550	240			
TA	Between Groups	.664	2	.332	1.566	.211
	Within Groups	50.482	238	.212		
	Total	51.147	240			
FN	Between Groups	.580	2	.290	.861	.424
	Within Groups	80.121	238	.337		
	Total	80.701	240			

Pearson product-moment correlation was used to show significance of variables among variables. The results of the test indicate that three components of foreign language anxiety are significant. Communication apprehension and test anxiety are highly significant, while Communication apprehension and fear of negative evaluation are strongly significant.

Table 4. Correlations

		CA	TA	FN
CA	Pearson Correlation	1	.544**	.400**
	Sig. (2-tailed)		.000	.000
	N	241	241	241
TA	Pearson Correlation	.544**	1	.408**
	Sig. (2-tailed)	.000		.000
	N	241	241	241
FN	Pearson Correlation	.400**	.408**	1
	Sig. (2-tailed)	.000	.000	
	N	241	241	241

** . Correlation is significant at the 0.01 level (2-tailed).

These various tests used in the study answer the research questions and confirm significant findings which indicate students' fairly high level of language anxiety with no significant difference among groups and male and female respondents.

FINDINGS AND DISCUSSION

The results indicate that students feel fairly high anxiety in learning English as a Foreign Language. The level of anxiety among all students from different disciplines is moderately high. Furthermore, the findings suggest that there is no significant difference in the level of anxiety among Lasbela university students. Some of the items are high anxiety provoking and some are low anxiety generating as discussed before. The study also shows that the majority of students' anxiety level is higher than 3.01 mean score which proves anxiety level more than moderate. The high anxiety provoking statement noticed in the study is that of test anxiety 'Even if I am well prepared for English class, I feel anxious about it' with mean sore = 3.91. (SD = 1.091). The second highest anxiety provoking statement is of fear of negative evaluation 'I get nervous when the English teacher asks questions which I haven't prepared in advance' with mean score of 3.88 (SD = 1.303). On other hand, low anxiety provoking statements are of test anxiety 'I feel more tense and nervous

in my English class than in my other classes' (mean = 2.14, SD = 1.277) and 'During English class, I find myself thinking about things that have nothing to do with the course' with (mean score= 2.28, SD = 1.246). It is confirmed that students are fairly high anxious in some statements and moderately relaxed in others. In this study, the highest mean score is reported in test anxiety followed by fear of negative evaluation, and last communication apprehension statement 'I get nervous when I don't understand every word the English teacher says' (mean= 3.72, SD = 1.262). Whereas Cheng's (2005) research study reported highest score of fear of negative feedback with mean score 3.16 followed by communication apprehension, 3.12 and test anxiety, 3.05. The overall mean score of the his research 84.11 ($s = 14.65$). The study reports students being moderately anxious 3.30 $s=10.33$ with moderately relaxed 1.57 $s=.618$. The findings of this study do corroborate the research findings of Mari et al. (2012) on students' anxiety in Pakistani context; whose results indicated the fair anxiety level in quantitative study. On the other hand, fairly high level of anxiety examined in this study and these results align with Wang (2005) whose findings reported fairly high anxiety among Chinese students with total mean score of 101 and standard deviation 12.62. However, the study proves Horwitz' statement of the level of anxiety is there if mean score is 3.01 or above.

Furthermore, the study has also examined the level of language anxiety among male and female students. The results are obvious that the difference in anxiety level on the basis of gender is not significant. Data analysis shows that both male and female have fairly high level of anxiety in English. The results of the study are consistent with the findings of research study conducted by Waseem and Jibeen (2013) showing no significant difference in level of language anxiety by gender (male and female) in the Pakistani context. Generally speaking, this non-significant difference of anxiety in gender is very important because it suggests that female students studying English in underprivileged areas of Baluchistan, Pakistan, are not more anxious compared to male students. The respondents significantly experienced language anxiety in communication apprehension, test anxiety and fear of negative evaluation.

Pearson product correlation was used to show significance of variables among variables. The findings are very significant because of significant relationship within variables. The FLCAS is composed of three components; communication apprehension, test anxiety and fear of negative evaluation. Importantly, CA and TA are reported strongly significant while CA and FNE are highly significant. The findings summed up that students of Lasbela University are fairly high anxious L2 learners.

Pedagogical implications

The study suggests some teaching implications for concerned teachers and respondents of the study. It creates awareness also for us as researchers and for concerned teachers. Additionally, the study is also meaningful for students who self reported their levels of anxiety. Through this analysis, students' language anxiety may be reduced by applying some strategies planned for inclusion in the next study on L2 anxiety. The study indicates fairly high level of language learning anxiety among respondents. With this, more teaching techniques must be developed to minimize language anxiety and maximize comfortable learning among students of Lasbela University, Baluchistan, Pakistan.

Keeping in mind the issue of foreign language anxiety among students, it can be of serious consideration for the teaching faculty of Lasbela University. Being a part of the same team, we suggest that a workshop be organized for teachers to inform them about their learners' anxiety issues in the classroom. Teachers need to focus on their learners properly and remove the traditional gap between teacher and learner which states teachers teach and students are taught like parrots. Thus, teachers should let learners feel as easy and comfortable while communicating and sharing their problems of learning L2.

Pedagogically speaking, teachers of Lasbela University should take interest in their learners' language learning and make the diary of their learning and teaching observations. Learning can be anxiety free when learners are able to decide freely what they learn and how that learning benefits them. Mistakes are part of language learning; teachers should assure learners that their mistakes are not negatively evaluated. Mak's (2009) study reported that when learners mistakes are corrected by teachers this proved to be anxiety provoking. I may agree to the study of Wei (2014) concerning pedagogical implications. He suggested that teachers can lessen the foreign language anxiety of their learners while creating relationship with them. Teachers should provide equal opportunities to learners and show more regard to them. However, it is assumed that teaching scenario varies and so do methods of teaching in the foreign language classroom.

Thus, language anxiety is a universal phenomenon existing in the context of learning a foreign or second language.

Limitations of the Study

The present study is limited in sample size (N = 240) taken from Lasbela University, one of the public sector universities in Pakistan. The findings of the study however may not be generalized to all population. Furthermore, the study is quantitative in nature. It would have been better if the qualitative aspect had been included; and this could not happen due to time constraints for researchers. In addition, longitudinal studies are also required on foreign language anxiety in Pakistan. However, there is also a need of systematic study on teachers' perspectives on language anxiety in Pakistan.

CONCLUSION

The study has significantly addressed the issue of language learning anxiety as one of the important affective factors in second language learning. The data analyses of results reveal that students of Lasbela University have fairly high level of communication apprehension, test anxiety and fear of negative evaluation. The study has determined students' level of language learning anxiety in the Pakistani context. Importantly, no significant difference in L2 anxiety among male and female students is found. However, the overall students perspective of language anxiety is quantified above average. It is concluded on the basis of findings that Lasbela University students experience high anxiety in learning and using English for academic and social purposes.

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Appendix**Dear Participants**

The questionnaire presented to you is purely intended for research purpose. All your honest responses would be respected and valued. Therefore; your cooperation and honest answers to the following questions are required. All information provided will be treated as confidential. Your participation is very important because it will support me to complete my research.

Foreign Language Classroom Anxiety Scale (FLCAS)

Instruction: Please circle the answer that best matches your feelings about each Statement:

5 = SA (strongly agree)

4 = A (agree)

3 = N (neither agree nor disagree)

2 =D (disagree)

1 = SD (strongly disagree).

-
1. I never feel quite sure of myself when I am speaking in my English class.
 2. I don't worry about making mistakes in English class.
 3. I tremble when I know that I'm going to be called in English class.
 4. It frightens me when I don't understand what the teacher is saying in English.
 5. It wouldn't bother me at all to take more English classes
 6. During English 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 English than me
 8. I am usually at ease during tests in my English class.
 9. I start to panic when I have to speak without preparation in English class.
 10. I worry about the consequences of failing my English class
 11. I don't understand why some people get so upset over English classes.
 12. In English class, I can get so nervous I forget things I know.
 13. It embarrasses me to volunteer answers in my English class.
 14. I would not be nervous speaking English 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 English class, I feel anxious about it.
 17. I often feel like not going to my English class.
 18. I feel confident when I speak in English class.
 19. I am afraid that my English 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 English class.
 21. The more I study for English test, the more confused I get.
 22. I don't feel pressure to prepare very well for English class.
 23. I always feel that the other students speak English better than I do.
 24. I feel very self-conscious about speaking English in front of other students.
 25. English class moves so quickly I worry about getting left behind.
 26. I feel more tense and nervous in my English class than in my other classes.
 27. I get nervous and confused when I am speaking in my English class.
 28. When I'm on my way to English class, I feel sure and relaxed.
 29. I get nervous when I don't understand every word the English teacher says
 30. I feel overwhelmed by the number of rules you have to learn to speak English.
 31. I am afraid that the other students will laugh at me when I speak English.
 32. I would probably feel comfortable around native speakers of English.
 33. I get nervous when the English teacher asks questions which I haven't prepared in advance.
- Thank you for participation and cooperation

Economics		DVM		MS		Agriculture		
Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1.14	3.50	1.40	2.84	1.50	3.46	1.29	3.26	1.18
1.29	3.32	1.18	2.80	1.41	2.76	1.23	2.50	1.34
1.30	3.12	1.25	2.86	1.24	3.08	1.39	3.56	1.42
1.21	3.36	1.30	3.44	1.29	3.22	1.43	3.02	1.32
1.29	3.02	1.51	2.70	1.38	3.30	1.41	3.54	1.34
1.20	3.16	1.21	2.28	1.24	2.86	1.37	3.08	1.33
1.28	3.14	1.30	2.98	1.23	3.42	1.31	3.28	1.36
.849	3.50	.994	3.54	1.26	3.64	1.13	3.26	1.18
1.34	3.80	1.17	3.08	1.30	3.46	1.32	3.76	1.19
1.38	3.60	1.21	3.58	1.24	3.46	1.21	3.28	1.10
1.32	3.52	1.16	3.18	1.24	3.50	1.05	3.32	1.09
1.31	3.44	1.41	3.14	1.56	3.34	1.43	3.26	1.34
1.17	3.40	1.19	2.84	1.31	3.14	1.21	3.41	.832
1.24	3.54	1.19	3.60	1.27	3.58	1.21	3.58	1.22
1.11	3.74	1.17	3.64	1.27	3.60	1.21	3.65	1.11
1.30	3.34	1.18	3.04	1.33	3.34	1.33	3.91	1.09
1.56	2.96	1.47	2.32	1.44	2.32	1.33	2.47	1.04
1.50	3.68	1.40	3.56	1.45	3.66	1.30	3.52	1.14
1.31	3.46	1.26	3.26	1.39	3.36	1.49	3.32	1.30
1.23	3.10	1.31	3.30	1.29	2.88	1.22	3.00	1.03
1.30	3.26	1.24	2.48	1.14	3.24	1.39	3.50	1.29
1.06	3.48	1.31	3.54	1.24	3.14	1.24	3.21	1.24
1.28	3.42	1.26	3.28	1.29	3.68	1.15	3.32	1.17
1.22	3.48	1.23	3.04	1.29	3.44	1.24	3.50	1.09

1.26	3.60	1.17	3.42	1.32	2.88	1.22	2.97	1.14
1.34	2.80	1.38	2.14	1.27	2.68	1.36	2.82	1.16
1.32	3.18	1.49	3.42	1.53	3.24	1.40	3.43	1.32
1.14	3.86	1.29	3.62	1.24	3.68	1.26	3.65	1.15
1.23	3.58	1.35	3.72	1.26	3.34	1.36	3.50	1.16
1.05	3.42	1.21	3.70	.952	3.36	1.10	3.63	.974
1.40	3.32	1.15	3.32	1.43	3.06	1.42	3.28	1.37
1.25	3.64	1.17	3.60	1.27	3.62	1.21	3.50	1.13
.998	3.88	1.30	3.70	1.12	3.52	1.46	3.56	1.34
