



SECOND LANGUAGE ANXIETY

Feedback from Learners in the TVET Context

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TVET institutions

- Technical and Vocational Education and Training (TVET)
- Offered by 7 Ministries and Private Institutions
 - Polytechnics
 - Community Colleges
 - Vocational Training Colleges
 - GIATMARA
 - IKBN
- Training youth for industrial and work setting

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Research Motivation

Nature of
Assessment in
TVET institutions

- Oral Assessment
- Low Proficiency
- Low requirements to enrol into TVET
- Johan et.al (2016)
- Rashidah & Mohamad Amin (2018)

Findings by other
TVET researchers

Discouraging
reports on TVET
Learners' Soft Skills

- MEF (2016) TVET graduates are jobless
- Lack of social & communication skills
- Anxious, stress and nervous when speaking

Own learners'
experience

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Research Questions

What are the factors that affect students' speaking anxiety?

What are the strategies employed by the students to overcome their speaking anxiety?

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Methodology

Qualitative

- Semi-structured questions:
 - Horwitz, Horwitz, and Cope (1986) FLCAS.
 - Johan et al. (2016) and Ghrou (2016)

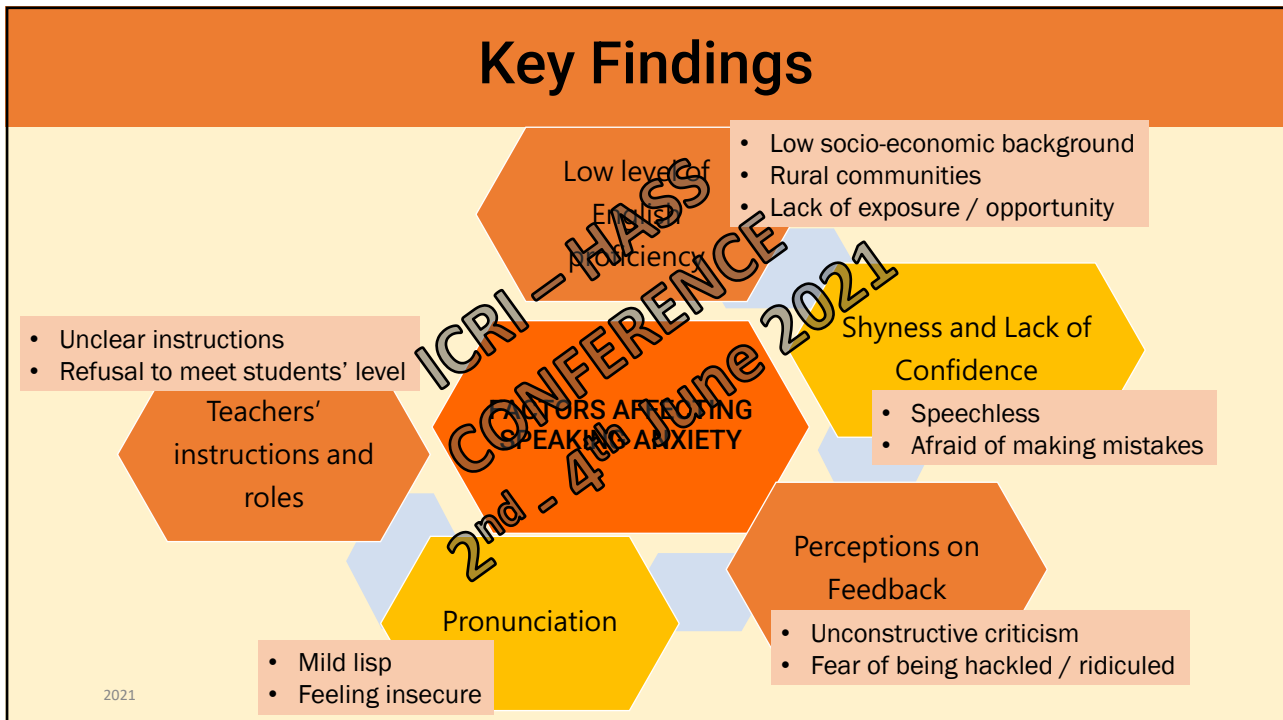
Interview Session

- Consent collected from Campus Directors of respective TVET institution and participants
- Approx. 20 minutes per session
- Recorded and transcribed

Samples

- TVET institutions: Polytechnic Pasir Gudang, Community College Tanjung Piai and GIATMARA Mersing
- Two (2) participants from each institutions
- Purposive sampling

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cont.. Key Findings

LEARNERS' SPEAKING AND LEARNING STRATEGIES			
Learners' personal speaking strategies <ul style="list-style-type: none"> • speaking practice • listening practice • music, drama and movies • online games • reading aloud • online translation 	Learners' preparation strategies for oral examination <ul style="list-style-type: none"> • create scripts for oneself and group members • rely on others to create scripts for them • memorise / understand the scripts 	Learners' choice of language Learning strategies (Oxford 1999) <ul style="list-style-type: none"> • social strategy • cognitive strategy • memory strategy • comprehension strategy 	Learners' preferences <ul style="list-style-type: none"> • Working in groups

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Contributions

Language Teachers

- Identify learners with language anxiety
- Create a warmer environment
- Develop modules to support their learners

Language Learners

- Learning strategies to cope with their anxiety
- Prepare well for their oral assessments
- They are not alone

Language Researchers

- Stepping stone for other researchers to commence further research
 - Innovation for speaking anxiety
 - Testing suitable types of environment
 - Testing new modules

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Thank You

Grateful for this opportunity

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