

# 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 Learner 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 Carter (1986) ECAS.
  - Johan et al. (2016) and Zhou (2018)

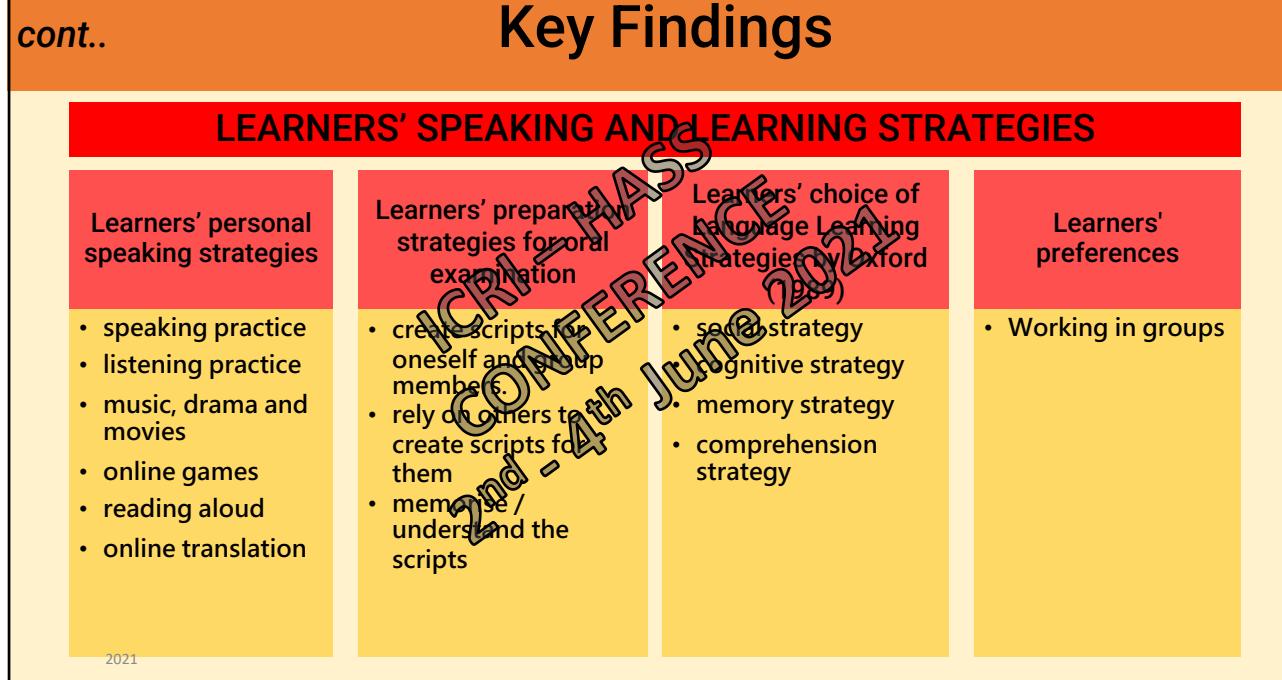
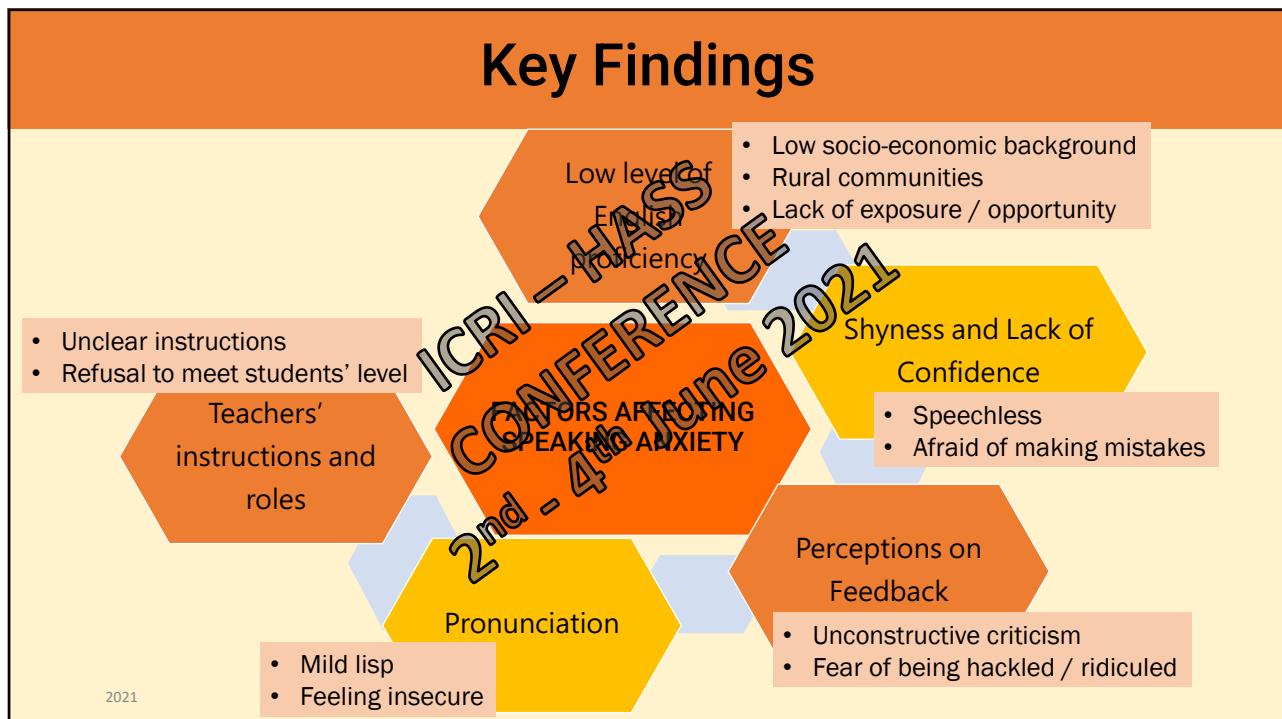
### Interview Session

- 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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## 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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