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

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 (2016)

Discouraging reports on TVET learners' Soft Skills
- MEF (2016) TVET graduates are jobless
- Lack of social & communication skills
- Anxious, stress and nervous when speaking

Findings by other TVET researchers

Own learners' experience
Research Questions

What are the factors that affect students’ speaking anxiety?

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

Methodology

Qualitative
- Semi-structured questions:
  - Horwitz, Horwitz, and Cope (1986) FLCAS.
  - Johan et al. (2016) and Chou (2018).

Interview Session
- Consent obtained 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
Key Findings

FACTORS AFFECTING SPEAKING ANXIETY

- Low level of English proficiency
- Shyness and Lack of Confidence
- Perceptions on Feedback
- Teachers’ instructions and roles
- Low socio-economic background
- Rural communities
- Lack of exposure / opportunity
- Unclear instructions
- Refusal to meet students’ level

Pronunciation
- Mild lisp
- Feeling insecure

Shyness and Lack of Confidence
- Speechless
- Afraid of making mistakes

Perceptions on Feedback
- Unconstructive criticism
- Fear of being hacked / ridiculed

LEARNERS’ SPEAKING AND LEARNING STRATEGIES

Learners’ personal speaking strategies
- speaking practice
- listening practice
- music, drama and movies
- online games
- reading aloud
- online translation

Learners’ preparation strategies for oral examination
- create scripts for oneself and group members
- create scripts for others
- rely on others to create scripts for them
- memorise / understand the scripts

Learners’ choice of language learning strategies
- sense strategy
- cognitive strategy
- memory strategy
- comprehension strategy

Learners’ preferences
- Working in groups

cont..
## Contributions

<table>
<thead>
<tr>
<th>Language Teachers</th>
<th>Language Learners</th>
<th>Language Researchers</th>
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</thead>
<tbody>
<tr>
<td>• Identify learners with language anxiety</td>
<td>• Learn strategies to cope with their anxiety</td>
<td>• Stepping stone for other researchers to commence further research</td>
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<tr>
<td>• Create a warmer environment</td>
<td>• Prepare well for their oral assessments</td>
<td>• Innovation for speaking anxiety</td>
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<td>• Develop modules to support their learners</td>
<td>• They are not alone</td>
<td>• Testing suitable types of environment</td>
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Thank You

Grateful for this opportunity