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SECOND LANGUAGE LEARNING ANXIETY  
AMONG MALAY LEARNERS OF ENGLISH

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SECOND LANGUAGE LEARNING ANXIETY  
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## ABSTRACT

This is a study of second language speaking anxiety among Malay ESL learners at an institution of higher learning. The objectives of this study are to determine whether learners experience test anxiety during public speaking, to discover if there is a difference in the anxiety level of high and low proficiency learners, to ascertain whether there are any differences between the high and low anxiety learners in their speaking test assessment, and to identify the factors leading to speaking language anxiety. This study has taken both quantitative and qualitative approaches. The data is mainly obtained from questionnaires and interviews with selected participants, as well as the scores of the speaking assessment. The participants chosen for this study consist of 39 learners from low and high proficiency groups.

The theoretical framework rests on Phillips' (1992) notion that speaking does evoke anxiety among language learners, not only in language classes but more so in test situations. The three main variables being investigated in this study are second language learners, speaking skill and test anxiety.

The main findings suggest that both low and high proficiency learners experience anxiety during speaking tasks, specifically in test situations. Besides, as found in other studies by Kondo (2005) and Woodrow (2007), low anxiety learners also performed better than high anxiety learners in this study. However, the findings of this study also showed differences emerged between the high and low proficiency learners where the reasons for experiencing anxiety were concerned. Therefore, it is apparent that low and high proficiency learners experience anxiety, but the reasons for it differ from one group to another.

## ABSTRAK

Ini adalah satu kajian mengenai kebimbangan pertuturan berbahasa kedua di kalangan pelajar-pelajar Melayu di sebuah institusi pengajian tinggi yang bahasa kedua mereka adalah bahasa Inggeris. Objektif-objektif kajian ini ialah untuk menentukan sama ada pelajar-pelajar mengalami kebimbangan menduduki ujian semasa mereka berucap di khalayak ramai, untuk mengetahui sama ada terdapat perbezaan pada tahap kebimbangan pelajar-pelajar berpencapaian tinggi and rendah, untuk memastikan sama ada terdapat perbezaan di antara pelajar-pelajar yang mempunyai tahap kebimbangan yang tinggi dan rendah di dalam ujian penilaian lisan, dan untuk mengenalpasti faktor-faktor yang membawa kepada kebimbangan pertuturan bahasa. Kajian ini telah menggunakan kedua-dua pendekatan kuantitatif dan kualitatif. Data untuk kajian ini diperolehi dari borang soal selidik, temuduga dengan subjek-subjek terpilih, dan juga keputusan ujian lisan mereka. Peserta-peserta yang dipilih untuk kajian ini terdiri daripada 39 pelajar di kalangan kumpulan pencapaian tinggi dan rendah.

Rangka kerja kajian ini adalah berdasarkan kepada anggapan Phillips (1992) bahawa pertuturan boleh menyebabkan kebimbangan di kalangan pelajar-pelajar bahasa, bukan sahaja di dalam kelas-kelas bahasa tetapi terutamanya semasa mereka berada di dalam situasi ujian. Tiga pembolehubah utama yang dikaji adalah isu pelajar-pelajar bahasa kedua, kemahiran lisan dan kebimbangan menduduki ujian.

Hasil kajian utama menggambarkan yang kedua-dua kumpulan pelajar berpencapaian tinggi dan rendah mengalami kebimbangan semasa melakukan aktiviti-aktiviti lisan, terutamanya di dalam situasi-situasi ujian. Selain daripada itu, seperti yang ternyata dalam kajian-kajian lain oleh Kondo (2005) dan Woodrow (2007), kajian ini juga mendapati pelajar-pelajar yang mempunyai tahap kebimbangan rendah memperolehi pencapaian yang lebih baik dari pelajar-pelajar yang mempunyai tahap

kebimbangan yang tinggi. Walau bagaimanapun, hasil kajian ini juga menunjukkan timbulnya perbezaan di antara pelajar-pelajar berprestasi tinggi dan rendah terutamanya yang berhubung dengan sebab-sebab berlakunya kebimbangan mereka. Dengan yang demikian, ternyatalah bahawa pelajar-pelajar berprestasi tinggi dan rendah mengalami kebimbangan, tetapi sebab-sebab kebimbangan mereka berlainan di antara satu kumpulan dengan yang lain.

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Razlina Muhammad Sabri

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 INTRODUCTION**

In the past decade or so, the issue of unemployment among local graduates has become a nationwide issue in Malaysia. A number of factors have contributed to the rise in the number of unemployed graduates. One of them is the poor command of English which indirectly leads to weak communication ability in English (Zulkifli, 2008). The lack of this ability has led these graduates to ‘suffer’ in their quest for a good job. Why does this happen? Most of these graduates find it hard to communicate in English after graduating due to their ‘limited English skills’ (Phang, 2006). For some, according to Choy and Troudi (2006), there are many reasons for their inability to converse in English and one of them could be English language anxiety. This could be traced back to their language learning experiences when they were students which could have been anxiety-ridden. Eventually, the anxiety experienced by them seemed to be difficult to eliminate and may have caused them to lose confidence (Jones, 2004).

This study is about language anxiety, specifically the anxiety that is affecting the second language speaking ability among Malay speakers of English. One of the main aims of this study is to find out if having this particular anxiety could affect the speaking ability of these speakers, especially in a context where they are being assessed.

As has been mentioned earlier, many Malaysian graduates are unemployed, their lack of English communication skills being one of the reasons. This problem of lacking in English communication skills probably is not a new problem to them as it may have been with them since their school days. Shahrier and Anton (2010) report that in Malaysia “although English is being taught from standard one through form five, the level of proficiency in English is still very low” (13). Due to the lack of English

proficiency, it could cause problems especially when it involves oral communication. From the researcher's experience as an English teacher, she has seen that many Malay learners of English have a problem related to second language learning anxiety. When these learners are asked as to why they experience such anxiety in English classes, no definite answers are provided. However, some might say that their 'negative' English learning experience in school may have contributed to their anxiety and it has been carried on to higher levels of education. The 'negative' experience could be a situation where teachers might have been strict with them, or it could also be that teachers were always correcting their errors especially in speaking where it could lead to loss of confidence to speak. This might be true to a certain extent because the most common second language learning anxiety that is exhibited among Malay learners of English seems to be that related to the speaking skill. Generally, a lot of people have problems to speak especially when it comes to speaking in public. This anxiety could intensify when they are also put in a test situation whereby both factors (public speaking and test situation) could contribute to increasing their anxiety level. This study aims to explore to what extent such an assumption is valid and if it is indeed so, what factors contribute to speaking language anxiety. It also attempts to look into the effect of language proficiency on speaking language anxiety. However, before delving further into the study, it would be useful to get an overview of certain constructs.

According to Lazarus and Averill (1972), anxiety is defined as “an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements. These characteristics, broadly conceived, mean that anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world about him” (246-247). Anxiety can occur in different forms and it varies from one individual to another (this will be discussed further in Chapter 2). Two of the significant types of anxiety that occur in the field of applied linguistics are language anxiety and



test anxiety. In the language learning context, both types of anxiety can occur concurrently or on their own.

### **1.1.1 LANGUAGE ANXIETY**

Language anxiety, which has always been associated with second language learning (Young, 1999), is relevant to this study since the subjects are also second language learners. It is an issue that has been receiving wide recognition especially from researchers and language teachers of late. One of the main concerns in language anxiety is whether it inhibits or aids language learning. The reason why this comes into question is because “anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education” (Horwitz, 2001: 113). If it does interfere with other types of learning, it would not be surprising to find that it does affect language learning in certain ways.

What is language anxiety? Language anxiety can be defined as “the worry and negative emotional reaction aroused when learning or using a second language” (MacIntyre, 1999: 27). In this context, language anxiety is not the same as other general types of anxiety whereby this type of anxiety only appears when there is a need to use the second language. There are three types of anxiety which indirectly, can lead to language anxiety. They are trait anxiety, situation-specific anxiety and state anxiety. MacIntyre (1999) mentions that trait anxiety can be defined as a part of an individual’s characteristics. Generally, people with a high level of trait anxiety are nervous people who are lacking in emotional stability (Goldberg, 1993). In other words, people with trait anxiety have the possibility to become anxious in any situation.

The next level of anxiety is situation-specific anxiety whereby it happens during certain situations only. It is somewhat different from trait anxiety in the sense that it does not necessarily occur all the time. Some examples of situation-specific anxiety are

math anxiety, stage fright and language anxiety. These anxieties are known as specific-situation anxiety because they happen only in specific types of circumstances. A person who experiences situation-specific anxiety can be nervous in one situation and not the others (MacIntyre, 1999). This type of anxiety also happens when a person experiences anxiety in a particular situation with the presence of certain factors (Pappamihiel, 2002).

Another commonly known type of anxiety is state anxiety. MacIntyre defines state anxiety as “the moment-to-moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (1999: 28). This type of anxiety would normally affect emotions, cognition and actions. An advantage of understanding trait and situation-specific anxieties is that it is easier to find out who has the tendency to experience state anxiety, which then can lead to the prediction of the negative effects of anxiety stimulation. This is applicable to the second language learning context as it can be assumed that someone with a high level of language anxiety will go through state anxiety frequently and vice-versa.

Considering all the possible sources of language anxiety, MacIntyre (1999) believes that the most important one is the fear of speaking in front of people using a language that one is not so proficient in. Due to this reason, it does not only affect the language learning of the learner, but it also affects the emotional state and self-esteem of the language learner. Therefore, language anxiety, specifically English language anxiety in this context, can be ‘damaging’ as it creates potential problems for the learners (Von Worde, 2003). One of the problems that can occur is that when learners are required to use their second language, they tend to feel not confident of themselves because of their inadequacy in the second language. This is one of the common problems faced by learners especially when it comes to the speaking skill.

### **1.1.2 PUBLIC SPEAKING**

Other than experiencing language anxiety, students in the L2 classroom might also have another problem to deal with, which is public speaking, an added situation that can arouse the anxiety level. This is due to the fact that public speaking is generally believed to be a task which is very difficult for many people to carry out. One of the reasons is because public speaking usually requires an individual to speak in front of people who may be strangers. For some people, it can increase their anxiety level which can eventually result in certain unpleasant effects such as sweaty palms, heart palpitations or even word loss. This could also lead to embarrassment to the individual especially if he or she were to suddenly become speechless and were unable to continue with his or her speech. Phillips (1992) reports that many researchers have found that second language learners face considerable difficulties especially where oral skills are concerned.

From the researcher's experience as an ESL teacher, it has been found that her learners do not feel confident and comfortable when they have to use English in class. This situation can be seen happening every semester. For these learners, their public speaking anxiety starts at the beginning of the semester when they are told about their individual speaking assessment. The worried looks on their faces reflect their anxiety and when asked, many would say that they do not like public speaking. Public speaking makes them feel restless, anxious and uneasy whenever they are asked to speak in front of the class whether they are well-prepared or not. The situation is made worse during individual oral presentations whereby the learners have to talk about a certain topic and their performance is evaluated by their teacher. Some of them might even become speechless, tremble or lose concentration due to their high anxiety level. Also arising from this fear, learners would have the tendency to feel that they are also being evaluated by their peers, not just their teacher, which can further aggravate their

anxiety. This experience can be debilitating for the learners especially when it negatively affects their performance and is noticeable in oral evaluative situations. There are also some learners who take this anxiety as a positive experience whereby they use it as a ‘push’ factor for them to perform well. In this situation, it is known as facilitating anxiety (this will be discussed further in Chapter 2, Section 2.5.1). To these learners, they might feel that their worry is something good which can motivate them to strive for the best. If they do not experience anxiety, they might feel like they are not worried about anything and thus, may not have the drive to do well.

### **1.1.3 TEST ANXIETY**

An additional factor that seems to contribute to the high anxiety level of learners is a test situation. ESL learners not only have to deal with their language anxiety and fear of public speaking, but they are also being put in a test situation which may further increase their anxiety level. Test anxiety can occur to any learners in any type of test situation. It is natural for learners to experience anxiety arousal in a test environment. Hence, in this study, test anxiety is expected to occur together with speaking language anxiety when the learners have to speak in public and at the same time, they are being evaluated. In some cases, both types of anxiety could affect the learners’ performance. This is supported with the claim that “there is growing evidence that anxiety is a factor of considerable importance in influencing test performance” (Sinclair, 1971: 95). Thus, the influence of anxiety in test performance could either have positive or negative effects.

## **1.2 STATEMENT OF THE PROBLEM**

To the best of the researcher’s knowledge, there has been no research in this area focusing specifically on Malay second language learners of English. Thus, this

study will look into the factors that lead to speaking language anxiety among Malay second language learners. It also intends to compare the performance of low and high proficiency learners, to discover if there is a difference in the speaking anxiety level of these learners and also to find out if test anxiety can affect the performance of learners.

The subjects that have been chosen for this study are students of an institution of higher learning. They are Malay ESL learners and are learning English at the upper-intermediate level. Two groups have been selected with one group having a higher proficiency than the other. This was determined by the English Placement Test (EPT) that they have to sit upon entry into the institution. This is a test to place students in levels which reflect their English level proficiency with level one being the lowest and level six, highest. Although both groups are pursuing a course at an upper-intermediate level of English proficiency, their language abilities are not similar. This is because the low proficiency group started from level three which shows that their English proficiency is weaker than the high proficiency group which has been directly emplaced into level six upon admission.

39 subjects are involved in this study, with 19 from the low proficiency group and 20 from the high proficiency group. There are two reasons why these two groups are chosen. The first reason is because the researcher intends to compare the anxiety levels between low and high proficiency learners, and the second is to compare the differences or similarities in experiencing speaking language anxiety between low and high proficiency learners.

Since many people find it very difficult to speak in public, the same could also be said about the subjects of this study. Other than having to do public speaking, they are put under a lot of pressure as the public speaking that they have to do is in English. Therefore, the situation they are in can be considered as a 'double blow' to them because they need to first overcome their fear of speaking in public, and then they also

need to overcome their worry of speaking English in public. To make matters worse, whatever they say is being assessed. Being put in any test situation can stimulate anybody's anxiety level to increase. Hence, the test situation can actually be problematic to these subjects and boost their anxiety level. If it does increase the anxiety level, does it affect the performance of the subjects?

### **1.3 OBJECTIVES OF THE STUDY**

There are four objectives to this study. Firstly, the study is done to determine whether learners experience test anxiety when speaking in public. The second objective is to find out if there is a difference in the anxiety level of high and low proficiency learners. The third objective is to ascertain whether there are any differences between the high and low anxiety learners in their speaking test assessment. Finally, the fourth objective is to identify the factors that lead to speaking language anxiety, if any.

### **1.4 RESEARCH QUESTIONS**

The purpose of the study is presented in the form of research questions as stated below:

1. To what extent do second language learners experience test anxiety when they have to perform public speaking?
2. Is there any difference in the anxiety level of learners with high and low proficiency levels?
3. Do low anxiety learners perform better than high anxiety learners in a speaking test?
4. What are the factors that lead second language learners to experience speaking language anxiety?

In order to obtain answers for research questions 1 and 2, the researcher uses two kinds of instruments. The first one is the Foreign Language Classroom Anxiety Scale (FLCAS) that has been adapted which is designed to measure speaking language anxiety that is specifically related to the task at hand. The answers are measured according to the Likert scale measurement from 1 to 5 with 1 revealing the subject with low anxiety and 5 with high anxiety. The second instrument that is used for research questions 1 and 2 is interview. For research question 3, the results from the questionnaire and the results of the given task are used to attain the answer to the question. Finally, interview is again the instrument used in getting the answer to research question 4.

### **1.5 SIGNIFICANCE OF THE STUDY**

It is believed that this study would help teachers in becoming more aware of their students' 'inadequacies' in speaking, especially in evaluative situations. It is hoped that by knowing the causes of their speaking anxiety, teachers can help to reduce their students' anxiety level and eventually help them to succeed in learning their second language and overcome their fear of speaking before an audience.

### **1.6 LIMITATIONS OF THE STUDY**

There are some limitations to the study in that the sample size of the subjects is rather small and may not be representative of the whole Malay ESL learner population. It is also a study which only focuses on the speaking skill of learners. Therefore, the results cannot be generalised across all skills in English language learning such as listening, writing and reading. Another limitation is the unavailability of subjects to be interviewed. This is especially so for the low anxiety subjects as only one was interviewed. The reason for this is because other subjects had other commitments at the

time of the interview. Yet another limitation is the unwillingness of some subjects to be interviewed. This resulted in having only 15 interviewees from the total of 39 subjects.

## **1.7 DEFINITION OF TERMS**

Language anxiety	Refers to the feeling of tension and apprehension specifically related to second language contexts, including speaking, listening, and learning (MacIntyre and Gardner, 1994: 284).
Test anxiety	Refers to a type of performance anxiety stemming from a fear of failure (Horwitz, Horwitz and Cope, 1986: 127).
Trait anxiety	Refers to a feature of an individual's personality and therefore is both stable over time and applicable to a wide range of situations (MacIntyre, 1999: 28).
Situation-specific anxiety	Relates to trait anxiety, except that it is applied to a single context or situation only (MacIntyre, 1999: 28).
State anxiety	Refers to the moment-to-moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity (MacIntyre, 1999: 28).
Communication apprehension	Refers to a type of shyness characterised by fear of or anxiety about communicating with people (Horwitz, Horwitz and Cope, 1986: 127).



Fear of negative evaluation Refers to apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively (Horwitz, Horwitz and Cope, 1986: 128).

## **1.8 CONCLUSION**

Briefly, there are several factors leading to speaking language anxiety that can affect the oral performance of learners. These factors can produce several effects on the learners that could negatively influence their success in learning the second language. To further understand the issue of speaking language anxiety, a number of important issues need to be considered. They are language anxiety, public speaking, as well as test anxiety. As has been mentioned earlier, all these issues have been reported in other studies to induce anxiety in learners. Thus, the next chapter will discuss these issues to gain a more in-depth understanding of the issues.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter will discuss anxiety in general, and will move on to more specific issues such as language anxiety and test anxiety and how they can affect a person's oral performance. In the recent past, much research has been conducted into second or foreign language anxiety. However, the results have been fairly inconsistent (Scovel, 1978; Young, 1991). Furthermore, although a number of studies on language anxiety and second language learning have been carried out, they have not researched the anxiety level of Malay learners of English, specifically in the speaking skill. The present research intends to address this gap.

A lot of factors have been identified that contribute to the phenomenon of language anxiety. In a study conducted by Choy and Troudi (2006: 120), they discovered that "many Malaysian students enrolling in college for higher level courses...experience difficulties coping with English as a medium of instruction". The result of their study is not actually very surprising as most Malaysian students do actually have to struggle in their studies due to the shift in the medium of instruction from Malay to English especially at the tertiary level.

Other than having problems dealing with English, Choy and Troudi (2006) also found that more than half of the respondents in their study reported feeling afraid to speak English. The fear of speaking English arises due to their feeling very conscious of making mistakes while using the language. On top of that, the respondents feel very worried about being corrected when speaking English. The experience of the respondents in Choy and Troudi's study is in fact a very common scenario especially among Malay learners.

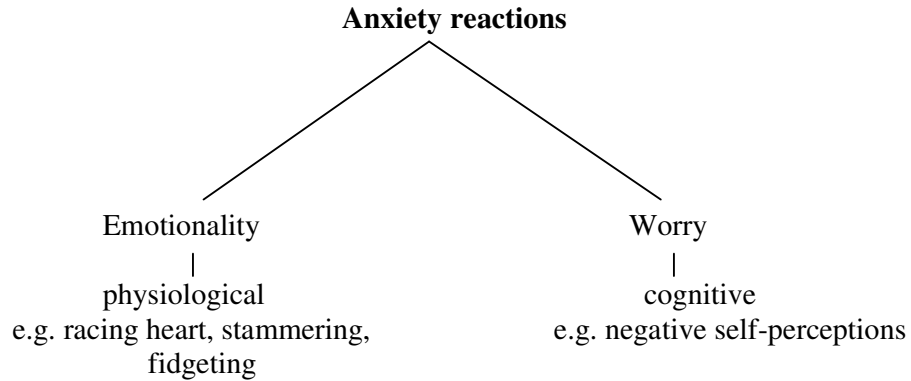
Hence, to further understand this issue, the meaning of anxiety would first be defined both in the psychological and general terms, then the types of anxiety would be narrowed down to the focus of this study which are language, test and speaking anxieties and how they can affect oral performance.

## **2.2 ANXIETY AS A PSYCHOLOGICAL FACTOR**

Anxiety is generally experienced by all human beings. It can transpire due to many reasons and different people will experience different kinds of anxiety. The feeling of anxiety can ensue at anytime and anywhere and thus, there may be times where it could be spotted by others especially if the anxiety reactions are physical. Gaudry and Spielberger (1971: 7) believe that “the presence of signs such as tremor in the limbs, sweating of the hands and forehead and flushing of the neck and face, is deemed to be an indication of anxiety”. The physical reactions mentioned by Gaudry and Spielberger (1971) are some of the common anxiety indicators, but there are many other obvious indicators such as fidgeting or stuttering that are exhibited by anxious people. Liebert and Morris (1967), cited in Woodrow (2006), have identified two types of anxiety reactions. This is simplified in Figure 2.1. The first type is emotionality which involves physiological reactions such as the racing heart and behavioural reactions which include stammering and fidgeting.

The second type of anxiety reaction is worry which signifies a cognitive reaction. An example of this is self-deprecating thoughts or task irrelevant thoughts. The feeling of worry in this context is normally related to what the anxious person thinks of him or herself. The thoughts that are playing in the mind of the anxious person could be negative ones which then result in the high level of anxiety.

**Figure 2.1: Anxiety as a psychological factor**



On the other hand, there are also occasions where anxiety may not be noticeable as the anxious person might have only physiological reactions which are only known by the person experiencing it. Some of the physiological reactions that could arise from anxious or stressful situations are increased heart rate and blood pressure. These physiological reactions could only be identified in more controlled laboratory situations (Gaudry & Spielberger, 1971).

### **2.3 ANXIETY AS A GENERAL BEHAVIOUR**

In relation to the above, anxiety is generally known as “an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements. These characteristics, broadly conceived, mean that anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world about him” (Lazarus & Averill, 1972: 246-247). When anxiety strikes, the anxious person might not be able to think properly or cannot make much sense of what he or she is doing or saying at that particular time, hence resulting in the person not behaving in the way he or she should behave. If this situation takes place, it could cause an embarrassment to the anxious person.

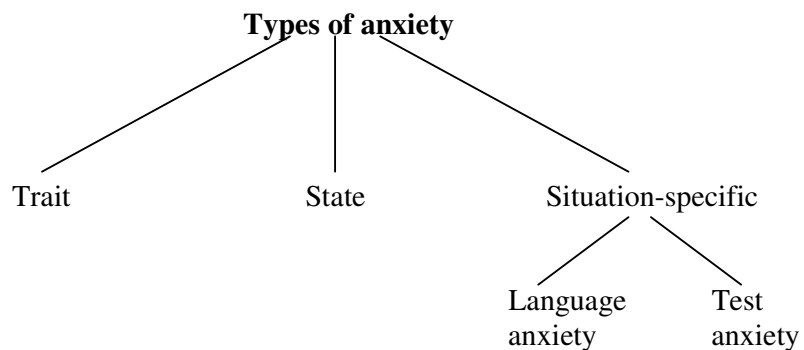
Anxiety generally could be identified through “such signs as pacing around the room, inability to sit in a chair for any length of time, chain smoking and inability to

relax...” (Gaudry & Spielberger, 1971: 7). When a person becomes nervous, the anxiety reactions could give good or bad effects to the anxious person. If the reactions are obvious, they can appear in the form of “restlessness, tenseness of posture, increased rate of speech and general distractibility” (Gaudry & Spielberger, 1971: 7). These reactions may not only occur during public speaking, but they could also happen in everyday conversations between people.

## 2.4 TYPES OF ANXIETY

According to Pappamihel (2002: 330), “anxiety is a complex concept, dependent upon not only one’s feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations”. People who experience anxiety often have low self-esteem and even low confidence level. Thus, several different types of anxiety have been categorised by psychologists (Cattell & Schier, 1963 in MacIntyre, 1999). They are “trait anxiety”, “state anxiety” and “situation-specific anxiety”. These anxieties are simplified in Figure 2.2.

**Figure 2.2**



Since the focus of this study is on language and test anxieties, trait and state anxieties will not be discussed further as these have been described in Chapter 1, Section 1.1.1. Only situation-specific anxiety will be explained further because both language and test anxieties come under this category of anxiety. If a person experiences

situation-specific anxiety, the individual may assess or judge certain events as anxiety-producing only with the presence of certain factors. Some examples of situation-specific anxiety are stage fright, test anxiety, delivering speech and also language anxiety. From the examples, it is clear that situation-specific anxiety occurs when a person feels nervous in a specific situation but not in the others (MacIntyre, 1999). In the context of language anxiety, many foreign or second language learners might have the tendency to experience it in their language learning, but they may not experience anxiety in learning other subjects. A similar situation might also happen when a person feels nervous to sit for a test. If foreign or second language learners are in the process of learning a foreign or second language, they might have to go through language anxiety, speaking anxiety and also test anxiety, all at the same time. Undergoing several types of anxieties can prove to be incapacitating to some learners, but it can also be facilitating for others. However, most researchers have found that in the language learning context, the anxiety faced by learners is most of the time debilitating to them (MacIntyre, 1999).

## **2.5 LANGUAGE ANXIETY**

As this has been mentioned briefly in Chapter 1, this section will discuss more on language anxiety and the research that has been done previously with regards to it. Horwitz (2001: 113) mentions that "...anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education". The research in this area started in the mid 1960s but the results have been fairly inconsistent (Horwitz, 2001). Young (1991) reports that past research in this area did not find any relationship between anxiety and language performance. Von Worde (2003) on the other hand states that previous research has consistently found that anxiety can impede foreign or second language production and achievement. In the face of these contradictory results, this study tries to find the answer

as to whether anxiety affects second language learning or not, in the area of speaking particularly.

“Language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning. In the past few years, research has shown that language anxiety is the specific type of anxiety most closely associated with second language performance” (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989, 1991(b): 284 in MacIntyre & Gardner, 1994). A lot of research has been done to investigate if anxiety really does interfere with second language learning and performance because the common assumption of teachers and researchers alike is that anxiety impairs second language learning and performance.

However measuring anxiety is not an easy thing to do as it is something which is very subjective and only the ‘sufferers’ would be able to recognize it. As Phillips (1992: 20) affirms, “...anxiety appears to be very complex and difficult to measure...Generally, the more specific the anxiety measure is to the performance measure, the more likelihood there is of a correlation”. Thus, a positive correlation would only be found if the anxiety measure is peculiar to the performance measure. Woodrow (2006: 321) strengthens this view by stating that “the negative correlation between oral performance and anxiety is not very strong. This is understandable because anxiety is just one of a number of variables influencing successful communication”.

Furthermore, language researchers have found that language anxiety does produce some adverse effects in second language learners in terms of academic, cognitive, social and personal effects that can jeopardise their success of learning the foreign or second language. Von Worde (2003: 1) mentions “if anxiety impairs cognitive function, students who are anxious may learn less and also may not be able to

demonstrate what they have learned. Therefore, they may experience even more failure, which in turn escalates their anxiety”. If the cognitive function of learners is affected, anxious learners would not be learning much and eventually they would not be able to produce the output of what they have studied. The impact will worsen if they are not successful in their language learning which ultimately heightens their level of anxiousness. In sum, the language learning process might be affected if anxiety gets in the way of it.

### **2.5.1 FACILITATING AND DEBILITATING ANXIETY**

In a second or foreign language classroom, it appears to be common knowledge that the learners would suffer from language anxiety. This anxiety can be viewed as having both positive and negative effects. When the effects are positive, it is referred to as facilitating anxiety. The reason it is called facilitating is due to the fact that the anxiety aids the learners in a certain way to actually perform well in the language. In addition, facilitating anxiety is also perceived as a motivating factor for the learners to succeed in the target language learning. According to MacIntyre and Gardner, “facilitating anxiety is considered to be an asset to performance and showed the predicted positive correlations...” (1989: 252).

Jones (2004) suggests that anxiety becomes facilitating when learners view language learning as a challenge to overcome hurdles. He perceives this type of anxiety as something that helps to overcome obstacles in order to get the job done. Thus, it also enables learners to push themselves further to get their homework or assignment done. The facilitating effects can also be motivating to the learners, depending on their attitudes and perceptions (Ohata, 2005a). Thus the advantage here is that the learners would feel the need to achieve their target in order to be successful second language learners.



Debilitating anxiety, on the other hand, being “the more common interpretation of anxiety, is considered to be detrimental to performance...” (MacIntyre & Gardner, 1989: 252). Hence, it can be deduced that language learners have a higher tendency to go through debilitating anxiety, instead of facilitating anxiety which can indirectly result in poor performance of their language learning. MacIntyre and Gardner (1991b) cited in Chan and Wu (2004: 295) concur with this viewpoint. They suggest “although anxiety could be facilitating or debilitating, it in most cases “negatively affects performance in the second language”. Jones (2004) seems to agree with MacIntyre and Gardner as he also mentions that debilitating anxiety is a more common anxiety experienced by language learners. This is because debilitating anxiety is seen as an impulse to avoid the source of anxiety by learners. When the anxiety experienced by learners is debilitating, they could also be experiencing low self-esteem as well as low self-confidence. This factor may not only affect the performance of learners in the target language, but it could also have an effect on the learners’ personalities. Furthermore, in order to be successful language learners, they need to have a positive attitude and personality to ensure their success. Thus, if in the process of learning the target language, they go through an unpleasant experience, it could have a permanent negative impact on their language learning.

## **2.6 SPEAKING ANXIETY**

Another type of anxiety that could arise from language anxiety is speaking anxiety. As is generally known, language learners would normally have to use all the four skills in language learning namely reading, writing, listening and speaking. Speaking anxiety is one of the issues that this study attempts to find out if it is one of the reasons that can affect performance. MacIntyre (1999) reports that Horwitz et.al (1986) are of the opinion that language anxiety originates from three primary sources

which are communication apprehension, fear of negative evaluation by others and test anxiety. All three sources can somehow be connected to speaking anxiety in particular. There has been some support on the first two sources whereby it is “clear that communication apprehension and fear of negative evaluation are related, the latter being a significant cause of the former: a fear of appearing awkward, foolish or incompetent in the eyes of learners’ peers or others can inhibit attempts to communicate confidently” (Jones, 2004: 31). In short, communication apprehension and fear of negative evaluation are interrelated. The two sources are significant as they could be the causes of speaking anxiety among the subjects of this study, assuming that they are indeed affected by speaking anxiety.

One of the sources of speaking anxiety is communication apprehension which has been found to be one of the biggest problems affecting learners. The reason why it is considered as one of the biggest problems is because a lot of other related problems would arise from it.

“Communication apprehension, which generally refers to a type of anxiety experienced in interpersonal communicative settings (McCroskey, 1987), is obviously quite relevant to second or foreign language learning contexts. Especially in the language classroom where the learners have little control of the communicative situation, and their performance is constantly monitored by both their teacher and peers (Horwitz et.al, 1986), communication apprehension seems to be augmented in relation to the learners’ negative self-perceptions caused by the inability to understand others and make themselves understood (MacIntyre & Gardner, 1989)”

(Ohata, 2005a: 137)

Young (1991: 427) seems to have the same opinion as Ohata (2005a) for she states “...students who start out with a self-perceived low ability level in a foreign or second language are the likeliest candidates for language anxiety, or any other type of anxiety for that matter”. Other than Young, Phillips (1992: 15) also reports that “Horwitz and Sadow indicated that high language anxiety is related to students’ “negative concepts of themselves as language learners, and negative expectations for language learning”.

Phillips (1999: 125) also adds, “based on consistent results showing that the speaking skill is the most frequently cited source of anxiety among language students, one might posit that today’s emphasis on the development of communicative competence will exacerbate students’ anxiety about speaking”. This view is true to a certain extent as in today’s language classes, the method of teaching has been transformed from teacher-centred to student-centred classes as in the case of this study. In student-centred classes, the focus is more on the learners rather than the teachers. The teachers are only in the classrooms to facilitate and guide them. Thus, learners are expected to do a lot of speaking in their learning process. This is in line with the view that practice makes perfect. So, for learners who are afraid to speak up in class, it could serve as an ordeal for them every time they go to their language class. Their attitude could culminate in their passive stance in the language classrooms. Nevertheless, those learners who are talkative would be enjoying the class since they do not have a speaking anxiety problem. In brief, what can be deduced is that the origin of speaking anxiety could come from the learners themselves. What they think of their ability in using the target language could have a detrimental effect on them as well as on their performance.

Being an English teacher herself, the researcher has found that most of her ESL students fear using English. Due to this fear or anxiety, some of them obtained rather unsatisfactory results in their assessments. Therefore, it is necessary for language learners to not let their apprehension of using the target language get in their way of becoming successful language learners.

## **2.7 PUBLIC SPEAKING**

Due to the fear of speaking the target language, another problem that might crop up is the fear of using the target language in front of an audience, i.e. public speaking. Over the years, several studies have been carried out to uncover the reasons why

students do not do well in their oral examinations and public speaking performances. Public speaking has commonly been perceived by many as a horrible experience especially for those who are introverts. Von Worde (2003: 5) reports that “the fear of communicating orally and public speaking anxiety have long been accepted as psychological phenomena”. Her view is supported by Woodrow (2006) based on her study which indicates the interference of anxiety in oral communication. Hence, it is not surprising that a lot of people if queried would normally say that they get butterflies in the stomach when they have to speak in public, be it a formal presentation or otherwise. Therefore, one of the aims of this study is to know if language anxiety can interfere with the performance of learners when they have to address an audience in public.

In a language learning classroom, learners are most of the time expected to be involved in various speaking activities. Some of the activities that these learners engage in may or may not be assessed. Even though some activities are not assessed, they could still create some tension or anxiety in learners. Young (1991: 433) makes it clear that the general assumption on public speaking is that “...speaking in front of the class has been repeatedly cited as evoking anxiety”. Von Worde (2003) has identified a number of problems that are generated by speaking activities. They are oral communication, public speaking, limited vocabulary and grammatical knowledge, and being called on in class. What Von Worde has listed down are also the common problems faced by language learners when it comes to speaking in public.

Woodrow (2006) has also discovered that one of the major stressors that learners experience in language learning is performing in front of the class. Many other researchers have also uncovered similar results in their language anxiety studies. Young (1991: 429) states that “Koch and Terrell (1991) find that more than one-half of their subjects reported oral presentations in front of the class and oral skits as the most anxiety-producing activities...”. Horwitz (2001: 116) finds that “specifically, students

were considerably less anxious in the reading class than in the conversation class. Thus, ...language classrooms which require oral communication are more anxiety-provoking than traditional classrooms”. It shows that in comparison to other skills such as reading or writing, speaking is the skill that is the least preferred by learners. Their incompetence in the target language is actually the common reason given by them especially when they have to deal with their anxiousness in speaking. This shows that research has proven that learners do in fact abhor speaking activities due to the nervousness that could arise from them. Hence, as past research shows, there is no wonder that language learners in many cases find it very hard to speak in public or in front of their classmates.

## **2.8 TEST ANXIETY**

In this study, the learners not only have to deal with their speaking anxiety in the target language as well as public speaking, but also with test anxiety. These learners are learning English as their second language and some of them are actually experiencing a difficult time in doing their task. This is especially so when they are in a test situation whereby on its own, it can already produce high anxiety. What is experienced by them is in fact called second language speaking anxiety and it can be devastating for some of them especially when they cannot achieve their expectations. Woodrow (2006: 308) echoes their experience when she says that “second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language”. In the present study, the learners are evaluated based on an individual presentation that is a part of their on-going assessment. Therefore, the on-going assessment is also considered to be a test to the learners as marks are given to them after their presentations.

According to Horwitz et.al (1986: 127), generally, test anxiety is “a type of performance anxiety stemming from a fear of failure”. So, when learners suffer from anxiety in doing any kind of test, it is due to their concern of failing the test.

For most people, a test situation will never fail to induce anxiety in them. This generally happens because people are normally concerned of the outcome of the test they take. It is also human nature to want to do well in any test they take and to have high expectations of the test results. This notion is supported by Gaudry and Spielberger (1971: 13) who say “most persons perceive the testing situation to have an evaluative or assessment purpose, and feel that it is important to do well...”.

From the feeling of wanting to do well, comes the feeling of anxiety in doing the test. When people have high expectations of themselves, indirectly they might have the tendency to experience anxiety because they put themselves under some kind of pressure in order to perform well in the test. Consequently, the presence of anxiety is very much felt in testing situations. According to Sinclair (1971: 95), “anxiety is conceived as a hypothetical construct mediating between certain situational stimuli and various specifiable responses. The stimulus situation which evokes the anxiety reaction is assumed to be such that the individual anticipates a strong threat to his self-esteem. In classroom test situations, the anticipated threat to self-esteem is, most often, failure of the test”. Sinclair (1971) goes on to say that more research has been done on anxiety and that it is an important element that influences test performance. Under normal circumstances, failing a test would result in low self-esteem of the test-taker or the low self-esteem of the test-taker could also mean failure of the test. It all depends on the attitude of the test-taker whether to make anxiety as an obstacle or a motivating factor to succeed. In other words, it is possible that learners in this study could generally become worried when they have to speak in public; they would worry about what to say and they feel distressed if they fail the test.

MacIntyre and Gardner (1991: 104) point out that “problems observed by Horwitz et.al (1986) include poor retrieval of items from memory under anxious conditions (such as exams)...”. Moreover, Horwitz et.al too mention that “oral tests have the potential of provoking both test and oral communication anxiety simultaneously in susceptible students” (1986: 128). It is quite common for people to actually forget what to say or what they have planned to say in anxious situations. In many cases, they might have memorised beforehand whatever they need to say but in an anxious situation like an exam, everything that has been memorised might just disappear once the anxiety creeps in. If this happens, then the possibility of performing badly in the exam can actually become a reality and eventually a ‘nightmare’ to learners.

Another researcher, Ohata (2005b: 11) in his study of language anxiety of Japanese students discovered that “most of the participants said that they feared taking tests, because test-taking situations would make them anxious about the negative consequences of getting a bad grade. This would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others”. In brief, taking a test especially in a language that one is not so proficient in, in this context, English, can prove to be anxiety-provoking to language learners. This view is shared by Chan and Wu (2004) because according to them the low proficiency in English is the actual cause of most test-anxious students being nervous when taking English oral tests. Other than worrying about not getting good grades, learners could also suffer from inferiority complex and low self-confidence which could leave a permanent ‘scar’ on learners’ personality.

Ohata (2005b) further adds that the participants in his study report of feeling more anxious when others monitor or evaluate their speaking ability. The feeling of anxiety reported by Ohata’s participants is actually very common because most people

in general, do not like the idea of being evaluated when they speak. For some, the experience could even be ‘traumatic’ to the extent of not wanting to speak in public and preferring to remain quiet.

Another related issue mentioned by Ohata (2005b) is that the feeling of apprehension that arises in the second or foreign language communicative contexts is normally followed by fear of negative evaluation from others. This type of fear has been found to be very much associated with communication apprehension and it could come from both teachers and peers (Chan & Wu, 2004). MacIntyre and Gardner (1991: 105) have a similar opinion in which they mention “fear of negative evaluation...in this case, refers to both the academic and personal evaluations made of students on the basis of their performance and competence in the target language. Teachers and peers alike listen to each utterance to “correct” mistakes”.

In Ohata’s (2005b) study, all his subjects are reported to have declared their grave worry about the different types of assessed situations. To them, they feel as though they are being judged by the surrounding people based on their knowledge and performance of English. To these learners, they probably feel very self-conscious during presentations as all eyes are on them. Sometimes, when this affects the learners too much, their personality could also be negatively affected. As a result, they could become individuals with low self-esteem and confidence level. If this continues to happen, there is a possibility that it could jeopardise their career in the future as well. Their career could be affected when they have to, for instance, deliver presentations in English.



## **2.9 CAUSES OF ANXIETY**

### **2.9.1 LEARNERS' SELF-PERCEPTIONS**

Language anxiety can be caused by several different reasons. One of them is that learners' self-perceptions of their own ability could more often than not create anxiety in them. MacIntyre (1999: 32) states that "language anxiety affects not only the way in which learners perform but also the way in which they perceive their performance, which can serve to maintain high levels of anxiety". He also continues with the statement "it appears likely that one of the reasons language anxiety persists is its negative effect on a student's self-perception of proficiency" (1999: 33). Many learners seem to be very concerned not only with their performance in the target language, but also how they view their performance. For learners with low levels of self-confidence, they might have the perception that they have done very badly in the performance due to their low proficiency in the target language. They might have thought negatively and that they did not do well and in turn, their anxiety level would not subside.

Ohata (2005b: 4-5) points out that "according to Price (1991) and Hembree (1988), learners who perceive their level of proficiency to be lower than that of others in class are more likely to feel language anxiety". Self-perception has a lot to do with self-confidence and self-esteem. Learners who feel that they are weak in the target language would in many cases compare themselves to their peers who they think are so much better than them since they are not confident of themselves. This does not happen only in language classes, but also in any type of class. Moreover, from this researcher's point of view, being an English teacher has made her notice that comparing oneself to others is as a matter of fact, what learners do unconsciously. Ohata (2005b: 4) quotes Bailey (1983) who claims that "competitive nature of L2 learning can lead to anxiety when learners compare themselves to others or to the idealized self-images". At certain times, it can be beneficial to the learners since it indirectly creates a healthy competition

among themselves. When there is a healthy competition, the learners would naturally want to improve themselves to be better than the others and obliquely they can develop into successful language learners. However, this kind of competition can also turn out to be distressing or detrimental to certain learners especially those with low proficiency level. Learners with low proficiency level are most of the time worried about their performance and also their peers belittling them. As a result, some of them would resort to keeping quiet and contributing less to the class in order to not appear foolish in front of others.

### **2.9.2 TEACHERS AS THE CAUSE OF ANXIETY**

Another issue that is closely connected to speaking language anxiety seems to be about teachers who actually ‘help’ in increasing their learners’ anxiety levels. In research on language anxiety, teachers have also been found to contribute to their learners’ high levels of anxiety. Ardi (2007) appears to support this view. According to him, teachers could also contribute to learners’ anxiety with their teaching methods and their refusal to develop friendly relationships with learners. Some teachers do not realise that they have actually aroused their learners’ anxiety level through their way of teaching.

Since the researcher is an English teacher too, she has made some observations on the activities that would make her learners nervous. In speaking classes, passive and quiet learners are found to be very uncomfortable when they are ‘forced’ to speak in class. If they are asked for their opinion on a certain topic, they would normally hesitate a great deal before they provide the answer. Conversely, the talkative ones do not seem to have this problem as they are more than willing to contribute their ideas to the class even when they are not asked to. The worst anxiety-producing activity for her learners would, most of the time, be individual presentations. Furthermore, learners might also

find their class very stressful if their teachers are unfriendly. Friendly in this context can be considered as being approachable, making small talk with learners by asking about their well-being to make them feel comfortable or even making jokes with them to lessen the tension.

## **2.10 MEASURES OF ANXIETY**

A number of studies in second language anxiety “have found negative correlation of second language anxiety with second language achievement and performance (e.g. Aida, 1994; Cheng, 1994; Cheng, Horwitz, & Schallert, 1999; Gardner et.al, 1987; Horwitz, 1986; Phillips, 1992; Truitt, 1994; Trylong, 1987; Wu, 1994; Ying, 1993; Young, 1986) (Cheng, 2001: 76). Woodrow (2006) also reports a similar result in which she mentions that significant negative relationship between second language speaking anxiety and oral performance has been reported by several researchers. Due to the extensive research in this field, several tools have been developed by researchers to measure the anxiety level of learners (Cheng, 2001). These tools have been widely used among second language anxiety researchers.

The most common tool used by researchers in measuring the anxiety level of learners is the Foreign Language Anxiety Scale (FLCAS). It was constructed by Horwitz et.al (1986) and “has been used in a large number of research projects (Horwitz, 2001)” (Woodrow, 2006: 310). One reason why it has been extensively used is because of the fact that the results obtained from the use of the FLCAS has been reliable and valid (Aida, 1994; Cheng, Horwitz & Schallert, 1999 in Woodrow, 2006).

The underlying principle of using the questionnaire is that the questionnaire “require the subject to give introspective reports about how he feels, or about his feelings with respect to a certain delineated class of events or situations, such as taking a test or giving a speech. The validity of these measures assumes, of course, that the

respondent is motivated to answer accurately and honestly and that he is capable of assessing his own reactions” (Gaudry & Spielberger, 1971: 8).

The FLCAS is developed specifically to measure the anxiety level of learners learning a foreign language. The questions in the FLCAS are divided according to three components of language anxiety which are communication apprehension, test anxiety and fear of negative evaluation (Woodrow, 2006). All the questions are intended to find out the feelings of learners in relation to their language learning and whether their anxiousness impairs their performance or not. A high score obtained on the FLCAS is interpreted to mean high anxiety and vice-versa. Consequently, researchers have adapted this measurement tool to suit their needs since it has been found to be highly reliable.

Accordingly, for the purpose of this study, changes were made to certain questions in order to suit the requirements of this study. The questions have been adapted to suit the specific setting in this study which is to focus more on the speaking assessment in order to get the results that would answer the research questions.

Other than using the FLCAS, another method of measurement that is commonly employed by researchers of language anxiety is the interview. The interview has also been found to be effective in studying this phenomenon which is why this study too has also used the interview as an additional tool to measure the learners’ anxiety level. This measurement tool is used to further explore the feelings of learners which cannot be discovered through the FLCAS. The interview questions focused on whether participants experienced second language speaking anxiety, in what situations they were anxious and how they felt (Woodrow, 2006).

According to Ohata (2005: 140), “the rationale behind the use of interviews as a data source is that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs (Denzin, 1989; Merriam, 1998)”. Ohata is

right because anxiety is not a feeling that can be seen at all times, but one that can only be felt by the anxious person. Hence, it means that only the anxious person would be able to relate whatever he or she is experiencing of language anxiety.

## **2.11 ACADEMIC EFFECT OF LANGUAGE ANXIETY**

One of the objectives of this study is to discover if language anxiety actually affects the results of the learners' performance. Thus, the main aim of this section is to discuss previous research that has been done in relation to this particular issue. "Language anxiety has consistently shown a negative correlation with second language achievement and with the perception of second language proficiency. The combination of high levels of anxiety and low self-rated proficiency creates students with low levels of linguistic self-confidence..." (MacIntyre, 1999: 41). The common assumption of researchers of language anxiety is that the higher the anxiety level, the lower the achievement or performance level. MacIntyre (1999: 34) also notes that "it seems clear that high levels of language anxiety are associated with low levels of academic achievement in second or foreign language courses". This view is supported by other researchers such as Aida, 1994; Chang, 1999; Gardner et.al, 1987; Horwitz, Horwitz & Cope, 1986; and Liao, 1999. These researchers are of the opinion that the learning achievement level of learners becomes lower if learners are highly anxious in their language learning (Chan & Wu, 2004).

To a certain extent, the statement could be true based on Phillips' (1999: 125) statement that, "research has consistently shown that anxious language students suffer significantly during oral activities and that anxiety has a negative impact on students' attitudes toward language study". Under normal circumstances, anxiety can indirectly influence language learners' attitudes in their language learning process. Being a language teacher herself, the researcher has found through her observations that

learners, who think negatively towards their language, do not in actuality do well in the subject. This negative attitude of theirs can sometimes affect their overall performance in their examinations. To further support this notion, MacIntyre and Gardner (1991: 99) add that “Trylong (1987) found...a negative relationship between anxiety and attitudes, such that anxious students tended to have less-positive attitudes...Trylong concluded that aptitude, attitudes, and anxiety provide a useful combination of effects for understanding the process of language learning”. In brief, the negative attitude of learners will not help them to be successful in their language learning.

Even though research has regularly found that highly anxious learners have low proficiency, there is also some research which indicates otherwise. This parallels what Mandler and Sarason (1952: 172) reported, “...Anxiety does not necessarily depress scores, but can serve to elicit improvement”. Sometimes, there are occasions whereby learners use anxiety as a tool for them to improve their learning performance. It acts as a motivating factor for them to perform well in the target language and thus, work hard to become successful language learners.

Besides that, Ardi (2007) discovered that both low and high level learners have their own worries in language learning. What differentiates them is the factor that causes their anxiety. Ardi (2007: 44) reports that “lower intermediate learners consider that lack of confidence contributed to their anxiety...Upper intermediate learners were more afraid of failing their class...”. Thus, it can be deduced that higher level learners are more concerned of their academic performance. They are probably not as worried as the low level learners because they might have high self-confidence level as their anxiety level could be lower.

## **2.12 CONCLUSION**

From the previous studies conducted by researchers in this area, there is still no conclusive result as to whether language anxiety does actually impair learners' performance. Most of these studies have focused more on other languages such as French and Spanish. There were some studies that did actually focus on English, but it was not as a second language but as a foreign language. The subjects of these studies were from different backgrounds. Hence, there is a need for this study to be carried out to see if the same findings would result even though the background of the subjects is different. The method used in the present study will be discussed further in Chapter 3. In brief, it is hoped the results of this study will be able to fill the gap that has not been filled by previous research.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter is about the procedure and methodology undertaken by the researcher in collecting data to address the objectives of this study. The aim of this research is to bring to light the anxiety or problems that high and low ability learners of a second language go through when taking a speaking test. Hence, to address the research questions, students from two classes of different levels of English proficiency were selected to respond to two questionnaires, the first before the test and the other after. Based on the results, some students were selected to be interviewed. The data gathered are both quantitative and qualitative in nature.

#### **3.2 METHODOLOGY UNDERTAKEN BY OTHER RESEARCHERS**

This research is based on a number of other studies, mainly that of Phillips (1992), Woodrow (2006) and Kondo (2007). Their research has been found to be significant to some extent to this particular study. For instance, Phillips (1992) has studied how language anxiety affects students' oral test performance. Although the present study is not exactly the same as the said research, it has provided a theoretical framework for the researcher in carrying out her research. Phillips (1992) found that although students are interested in using the target language, research shows that the anxiety they experience can negatively affect their performance. She further adds that "this apprehension will likely be intensified by the ever-growing use of communicative oral testing, for research also provides ample evidence that anxiety increases in evaluative situations" (Phillips, 1992: 14).



The purpose of her conducting this study (1992) was to find out the effect that anxiety has on the performance of students in an oral test of French. She used a quantitative approach, as well as a qualitative approach to obtain the results of her study. Likewise, the researcher has also used the same approaches as they have been proven to be relevant in her research. The subjects of Phillips' study are thirty-five female students and nine males enrolled in the two third-semester French classes at Southwestern, which is a private university. Their age range is from seventeen to twenty-one. The data were gathered based on the oral exam that the students had to take which contributed ten per cent to their course grade.

The most significant finding was that "language anxiety actually does affect performance, but, for various reasons, the strength of the relationship is not easily determined" (1992: 20). According to Phillips, anxiety is not something which is easy to measure. In her research, she had used the Foreign Language Classroom Anxiety Scale (FLCAS) to measure students' anxiety. However, the results were not very conclusive as the FLCAS does not exactly measure the students' anxiety in relation to the specific oral test. Thus, this is one reason why this researcher has decided to adapt the questions from the FLCAS to suit the needs of her subjects so that they would be answering the questions particularly related to their speaking presentation.

Another researcher who has researched in this area is Lindy Woodrow. In her study, 'Anxiety and Speaking English as a Second Language' (2006), she suggests that second language anxiety negatively affects the oral performance of speakers of English as a second language. This is also the view that is commonly shared by other researchers. Woodrow indicates in her research that the language learning process is debilitated by the presence of anxiety, thus making the assumption that language anxiety is debilitating.

Woodrow's subjects comprised mostly Asian students studying in Australia. These subjects were in the final months of studying English prior to entering Australian universities. The data obtained in this research come from three sources which are quantitative data from the Second Language Anxiety Speaking Scale, IELTS-type oral assessment and qualitative data from interviews. Woodrow found that anxiety does influence oral communication, and from the quantitative data, she found that her subjects do not like giving oral presentations at all. Similarly, results from her qualitative data indicate that giving oral presentations and performing in front of classmates as the most stressful situations for them.

Next, a relatively new researcher in this area, Yusuke Kondo has carried out several studies on language anxiety involving Japanese students. The study of particular relevance to the present study is one that investigates the relationship between language anxiety and proficiency in a speaking test conducted in 2007. Kondo uses sixty-four university students who are learning English in Japan as the subjects of this research. From the research, two types of data have been gathered. The first set of data is taken from questionnaires with regards to their language anxiety, while the second set is attained from a speaking test to ascertain the subjects' English proficiency.

Kondo (2007) reports that research which investigates the relationship between test anxiety and test performance have shown contradictory results. Some studies showed both positive and negative correlation between the two constructs while others indicated no correlation. Thus, the results of research in this area can still be considered inconclusive. Moreover, Kondo also found that language anxiety in a speaking test is not a good predictor of English proficiency. Due to this, this researcher aims to investigate whether Kondo's findings would parallel the results of her studies.

### **3.3 PARTICIPANTS' BACKGROUND**

The research subjects were Malay students of an institution of higher learning (the Centre for Foundation Studies of the International Islamic University Malaysia) where they were pursuing pre-degree programmes. To all of them, English is a second language. The participants composed of two groups of students who were pursuing the English language proficiency course at level 6. Level 6 is considered to be the upper-intermediate level as it is the highest level that students have to complete before they can gain entry into their respective faculties to pursue with their degree programmes. Even though these two groups of participants were from the same level, i.e. level 6, one group was considered to have higher ability in English because they were first year students who had been emplaced into the highest level according to the standard set by the EPT upon entry into the Centre (refer to Section 1.2 in Chapter 1). On the other hand, the other group was deemed to have lower ability because they were second year students who had started from level 3 and were now at level 6. The lower proficiency group took three semesters to get to the level they were in, which was level 6. Hence, despite both groups being emplaced at the highest level, these two groups were compared in this study because there was a noticeable difference in their proficiency. For the purpose of this study, the lower proficiency group would be referred to as the 'low' proficiency group while the other would be the 'high' proficiency group. All participants were between 18 to 19 years of age and they had been studying English for more than 10 years.

The number of participants involved in this study was 39; with 19 from the low proficiency group and 20 from the high proficiency group. The SPM English language grades of the low proficiency group were on an average, either B or C, whereas the high proficiency group scored A in the same exam. A profile of the sample's background obtained from their teachers showed that the high proficiency group came mainly from

urban areas such as Kuala Lumpur and Johor Bahru, while the lower proficiency group were not from urban areas.

The level 6 English course that they had to complete was one of the requirements that they had to fulfil in order to gain entry into their respective faculties. At this level, they were expected to have attained a reasonably high standard of English. Thus, there were assessments that they had to take which involved all the English skills. One of them was the individual presentation that was carried out to test their speaking skill.

### **3.4 RESEARCH INSTRUMENTS**

Three types of instruments were used in this study; a questionnaire, an interview and test results. The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS). Other than the questionnaire, the interview was also used as an instrument to gain more in-depth information of the anxiety level of certain participants. The test results were used to gain some insights on whether anxiety played a role in the subjects' performance.

#### **3.4.1 QUESTIONNAIRE**

The questionnaires given to the participants were adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) from Horwitz et.al (1986). Six questions were adapted from the FLCAS to suit the needs of this study (see Appendix A). An example of a statement taken from the FLCAS is "I don't worry about making mistakes in language class". This statement has been adapted to "I don't worry about making mistakes during the presentation". The reason why this statement has been changed from language class to the presentation was to suit the needs of the study. The adaptation was necessary because the FLCAS focuses more on foreign language

learning. However, the statements for the present study were more focused on the evaluative presentation that the participants had to do as part of their on-going assessment and covered the three components of language anxiety which are communication apprehension, test anxiety and fear of negative evaluation (Woodrow, 2006). The questionnaires, consisting of statements which the participants had to respond to, were administered before and after the presentation. The reason it was done in such a way was to find out if there was any difference in the anxiety levels of the subjects prior to and after the presentation. Examples of statements for the pre-presentation are “I don’t worry about making mistakes in the presentation”, “I don’t feel anxious about the presentation” and “It doesn’t embarrass me to speak in front of my peers or classmates”. These statements mainly dealt with their thoughts, feelings and apprehension. In the second questionnaire, statements such as “I am satisfied with my performance in the presentation”, “I am not worried about my grades” and “I did well in the presentation” were posed. The statements were more focused on participants’ confidence level after having made their presentation.

The scale that the researcher has employed in the questionnaires is the Likert scale with the range from one to five, with one (1) and two (2) representing those with low anxiety while four (4) and five (5) would be representing those with high anxiety. The statements were arranged in such a way in order to easily determine the high and low anxiety learners through their answers.

### **3.4.2 INTERVIEW**

Based on the data obtained from the questionnaires (refer to Tables 4.7 and 4.8 in Chapter 4, Section 4.3.3), 15 out of 39 participants with high and low anxiety levels were identified and selected for the interview. Not all participants were chosen because most of them were not willing to be interviewed, citing their being busy with classes

and assignments as the main reason. Nine participants from the low proficiency group were chosen for the interview, while six from the high proficiency group were selected. The difference in number between these two groups is because the participants from the low proficiency group were more cooperative as compared to those from the high proficiency group. Out of the six high proficiency learners, only one experienced very low anxiety. He was chosen to be interviewed because the researcher wanted to compare the differences in the anxiety levels of high and low anxiety learners. The reason why he was the only low anxiety learner chosen even though there were a few others in the high proficiency group, was because he was the only low anxiety learner who was available at the time of the interview.

The questions asked during the interview were the extension of the statements from the questionnaires which needed more probing in order to gauge the subjects' in-depth feelings about their test performance. This is in line with "the rationale behind the use of interviews as a data source is that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs" (Denzin, 1989; Merriam, 1998 in Ohata, 2005a). All the interview sessions were tape-recorded and transcribed for convenience of analysis.

The interview questions are:

1. Are you a person who gets nervous easily?
2. Do you feel nervous about speaking in public? Why / why not?
3. Does the presence of the examiner assessing your speaking presentation make you feel nervous / more nervous? Why / why not?
4. What are the problems you face when making a public presentation?
5. Does it help to reduce your anxiety knowing that the examiner is familiar to you? Why?

6. Does your anxiety level affect your presentation / performance? How?
7. What factors cause your anxiety level to increase?
8. What is / are your major concern(s) when your presentation is evaluated?
9. Which gives you more anxiety? Public speaking in general or assessed / evaluated presentation? Why?
10. Do you have any techniques to reduce your anxiety level? How?

### **3.4.3 INDIVIDUAL SPEAKING ASSESSMENT RESULTS**

Scores of the participants' speaking test assessment were also used to see if there was any relationship between their anxiety and test performance. A comparison was made between the results of the assessment and the results of the questionnaires and interviews to gauge whether there was consistency in their anxiety and performance levels.

### **3.5 PROCEDURE**

The data collection was carried out with the help of the Listening and Speaking teachers of the two groups chosen for administering the questionnaires. The teachers were asked to inform the participants of the purpose of the study. After the briefing, the pre-questionnaire was distributed before the students started with their individual presentation. Then, the second questionnaire which was the post-questionnaire was administered. Finally, a few days after their presentation, those who had been selected for the interview were informed by their teachers to attend the interview session with the researcher. Overall, each participant spent about fifteen to twenty minutes to answer all the interview questions and the process ran smoothly without any major problems. All the interview sessions were taped using a tape recorder and transcribed by the researcher for easy reference. The transcription took quite some time to be completed as

the researcher had to play the tape a few times in order for the researcher to transcribe every word used by the participants.

### **3.6 DATA ANALYSIS**

The results obtained from the questionnaires were categorised according to the scales from one (1) to five (5) so as to determine high and low anxiety learners. Those with high score were found to be experiencing high anxiety whereas those with low score were categorised as low anxiety learners. Out of these, 14 participants (depending on their availability) with high anxiety from both groups were chosen to be interviewed. Only one participant with low anxiety from the high proficiency group was chosen for the interview to compare the responses given with the high anxiety group.

In the questionnaires, a numbering system has been used whereby the scales stretching from “strongly agree” to “strongly disagree” have been converted and a value was given to each one. A five-point scale was used, with “strongly agree” given a value of one, while “strongly disagree” had a value of five. The reason why the conversion to value was done was to get an overview of those with high and low anxiety.

Then the data collected was analysed qualitatively by looking at the similarities and differences in language anxiety between the participants.

The scores obtained by the high and low anxiety students from the oral presentation were matched with their anxiety scores to see whether the low anxiety students performed better than the high anxiety students.



## **CHAPTER 4**

### **RESULTS AND FINDINGS**

#### **4.1 INTRODUCTION**

This chapter presents the results of the study. The data analysed were obtained through questionnaires, interviews as well as the scores of the oral presentation. The issues investigated were whether learners experience test anxiety when doing public speaking, whether there is a difference in the anxiety levels of high and low proficiency learners, whether low anxiety learners perform better than high anxiety learners in their speaking test assessment and finally the factors contributing to speaking anxiety.

#### **4.2 CLASSIFICATION OF DATA**

In the study, the researcher analysed the feelings of anxiety experienced by subjects when doing a speaking evaluated presentation via questionnaires. To further investigate the anxiety level of the subjects, they were interviewed with more in-depth questions than the questions given in the questionnaires. The results of the interviews are reported in this chapter, along with the results from the questionnaires. The results of their test scores were also examined to see if their anxiety had actually affected their performance in the presentation and if there was any correlation in the adapted FLCAS scores and their test scores.

The researcher first analysed the results obtained from both questionnaires (pre and post presentation questionnaires) based on the FLCAS which has been adapted to identify high anxiety subjects. The use of the FLCAS was found to have made it easier for the researcher to correlate the scores and the test scores of the subjects. Adaptation of the FLCAS was necessary as “the FLCAS did not measure students’ anxiety related to the specific oral exam” (Phillips, 1992: 20). Hence, the researcher had to make

several amendments to the FLCAS in order to suit the needs of this study. 14 high anxiety subjects were identified and one subject was identified to have very low anxiety. Out of the 14 high anxiety subjects, 9 were from the low proficiency group while 5 were from the high proficiency group. The only low anxiety subject that was interviewed came from the high proficiency group. The reason why he was chosen for the interview was to see if he had any anxiety at all during the presentation. After the identification process was completed, these subjects were interviewed.

### **4.3 FINDINGS AND DISCUSSION**

In this section, the results of the questionnaires, interviews and test scores would be discussed in detail. It first starts with discussion of the questionnaires, after which the selection of high and low anxiety learners will be explained before proceeding with the interview results. Finally, the results of the test scores will be discussed.

### 4.3.1 LOW PROFICIENCY SUBJECTS

#### Results of self-rating of English skills

**Table 4.1 Low proficiency subjects' self-rating of their English skills**

No	Item	Very Well %	Well %	Okay %	Not Well %	Badly %	Total Ss
1	How well do you speak English?	0%	5%	47%	47%	0%	19
2	How well do you read English?	0%	47%	37%	16%	0%	19
3	How well do you understand other people speaking English to you?	0%	37%	53%	11%	0%	19
4	How well do you write English?	0%	5%	63%	32%	0%	19

Table 4.1 shows how the low proficiency subjects have rated themselves based on the four English skills, i.e. speaking, reading, listening and writing. Among all the skills, they have rated themselves the lowest on speaking and writing with only 5% responding that they can speak and write well in English (questions 1 and 4). If the “Not well” and “Badly” categories are considered, it can be seen that the largest percentage is from speaking with 47% (question 1), meaning that it is one of their weakest skills. However, reading has got the highest percentage in the “Very well” and “Well” categories with 47% which means that reading is their strongest skill (question 2). This is followed by understanding of English when being spoken to as the second highest with 37%, which is related to the listening skill (question 3). Therefore, what can be deduced is that the low proficiency subjects have rated themselves higher on the receptive skills i.e. reading and listening, whereas for the productive skills i.e. speaking and writing, they have rated themselves lower.

## Results from the questionnaires

**Table 4.2 Low proficiency subjects' perception of anxiety level at the pre-presentation stage**

No	Item	Strongly Agree % (1)	Agree % (2)	Neutral % (3)	Disagree % (4)	Strongly Disagree % (5)	Total Ss
1	I am well-prepared for the presentation.	11%	58%	31%	0%	0%	19
2	I don't feel anxious about the presentation.	0%	11%	15%	63%	11%	19
3	I don't worry about making mistakes during the presentation.	0%	16%	21%	37%	26%	19
4	It doesn't embarrass me to speak in front of my peers or classmates.	5%	32%	47%	16%	0%	19
5	I don't feel very self-conscious about speaking English and being evaluated in front of other students.	0%	21%	47%	32%	0%	19
6	I'm not worried about my friends laughing at me when I make mistakes during the presentation.	0%	47%	21%	26%	5%	19
7	I'm not worried about the consequences of failing the presentation.	0%	5%	5%	68%	21%	19
8	I like to speak in front of an audience.	5%	5%	58%	32%	0%	19
9	I'm not worried about being speechless during the presentation.	0%	5%	11%	58%	26%	19
10	I'm confident that I will not tremble during the presentation.	5%	32%	26%	26%	11%	19
11	It doesn't worry me if the audience does not understand what I say.	0%	5%	16%	47%	32%	19
12	The presence of the evaluator / examiner will not make me feel nervous.	5%	26%	21%	42%	5%	19
13	I'm not worried when my presentation is evaluated.	0%	11%	37%	37%	16%	19

In order to determine the high anxiety subjects, the researcher has utilized the Likert scale ranging from one to five, with one (1) and two (2) representing those with low anxiety while four (4) and five (5) would be representing those with high anxiety. Table 4.2 shows the responses of the 19 low proficiency participants in answering the pre-presentation questionnaire. The statements were arranged in such a way in order to easily determine the high anxiety learners through their answers.

From Table 4.2, the identification of high anxiety learners was done based on the percentage obtained from the answers that fall between the ranges of four to five. This table shows that more than half of the low proficiency group are anxious about the presentation as indicated in the second statement. The factors that contribute the most to their high anxiety are fear of failing their presentation in statement 7 (scale 4 – 68%, scale 5 – 21%), worry of being speechless during the presentation in statement 9 (scale 4 – 58%, scale 5 – 26%), worry about audience not understanding their presentation in statement 11 (scale 4 – 47%, scale 5 – 32%) and worry about the presentation itself in statement 2 (scale 4 – 63%, scale 5 – 11%). All these responses are obtained from the subjects who have mostly responded with a four or five in the abovementioned statements, thus indicating their high level of anxiety.

**Table 4.3 Low proficiency subjects' perceptions of anxiety level at the post-presentation stage**

No	Item	Strongly Agree % (1)	Agree % (2)	Neutral % (3)	Disagree % (4)	Strongly Disagree % (5)	Total Ss
1	I am satisfied with my performance in the presentation.	5%	53%	21%	21%	0%	19
2	I didn't feel nervous throughout the presentation.	0%	26%	42%	21%	11%	19
3	I am not worried about my grades.	0%	0%	21%	53%	26%	19
4	I did well in the presentation.	16%	16%	53%	16%	0%	19
5	Even though I made mistakes, I didn't feel nervous during the presentation.	5%	32%	32%	26%	5%	19
6	The more I talked, the more confident I became.	16%	63%	21%	0%	0%	19
7	I maintained good eye contact with the audience.	11%	26%	37%	26%	0%	19
8	The response from the audience was encouraging.	16%	47%	32%	5%	0%	19

Table 4.3 illustrates the percentage of the anxiety level of the low proficiency participants after the presentation. What can be seen from the table is that their anxiety levels have gone down as compared to the pre-presentation stage because the percentage of those who responded in the range between scales four and five has dwindled. This drop in anxiety levels may be due to them feeling relieved as the worst was already over for them. However, there are a few factors that still contribute to their anxiety after the presentation. They were worried about their grades in statement 3 (scale 4 – 53%, scale 5 – 26%), felt nervous during the presentation in statement 2 (scale 4 – 21%, scale 5 – 11%) and felt nervous during the presentation because of mistakes made in statement 5 (scale 4 – 26%, scale 5 – 5%). One factor seems to be consistent with the factors given before the presentation, which is, the concern over failing the presentation and about the grades they will get. Briefly, the main contributor

to the anxiety level of the low proficiency participants regarding the presentation is the worry about failing the presentation, as that would affect their academic performance.

#### 4.3.2 HIGH PROFICIENCY SUBJECTS

##### Results of self-rating of English skills

**Table 4.4 High proficiency subjects' self-rating of their English skills**

No	Item	Very Well %	Well %	Okay %	Not Well %	Badly %	TOTAL Ss
1	How well do you speak English?	10%	10%	55%	25%	0%	20
2	How well do you read English?	10%	55%	35%	0%	0%	20
3	How well do you understand other people speaking English to you?	10%	40%	40%	10%	0%	20
4	How well do you write English?	5%	30%	60%	5%	0%	20

Table 4.4 shows the results of how the high proficiency participants have rated themselves with regards to the four English skills. Out of the four skills, they have rated themselves the lowest on the speaking skill with only a total of 20% rating themselves in the “Very well” and “Well” categories (question 1). This is similar to the low proficiency group even though the high proficiency group was expected to have rated themselves higher as their proficiency was better. Most of the subjects have rated themselves in the average (okay) category. As in the case of the low proficiency group, reading has also got the highest percentage of 10% and 55% in the “Very well” and “Well” categories respectively (question 2). This is followed by understanding of English when being spoken to with 10% and 40%, which is related to the listening skill (question 3). The writing skill has been ranked third out of the four skills with a total of 35% (question 4). Hence, it can be summed up that the high proficiency subjects have rated themselves higher on the receptive skills i.e. reading and listening, whereas for the productive skills i.e. speaking and writing, they have rated themselves lower. This

shows that the overall self-rating of the high proficiency group is parallel to that of the low proficiency group.

### Results from the questionnaires

**Table 4.5 High proficiency subjects' perception of anxiety level at the pre-presentation stage**

No	Item	Strongly Agree % (1)	Agree % (2)	Neutral % (3)	Disagree % (4)	Strongly Disagree % (5)	Total Ss
1	I am well-prepared for the presentation.	0%	25%	55%	15%	5%	20
2	I don't feel anxious about the presentation.	5%	40%	15%	25%	15%	20
3	I don't worry about making mistakes during the presentation.	0%	32%	20%	32%	16%	19
4	It doesn't embarrass me to speak in front of my peers or classmates.	15%	20%	15%	40%	10%	20
5	I don't feel very self-conscious about speaking English and being evaluated in front of other students.	15%	20%	25%	35%	5%	20
6	I'm not worried about my friends laughing at me when I make mistakes during the presentation.	15%	20%	15%	45%	5%	20
7	I'm not worried about the consequences of failing the presentation.	0%	0%	5%	63%	32%	19
8	I like to speak in front of an audience.	10%	5%	25%	40%	20%	20
9	I'm not worried about being speechless during the presentation.	5%	5%	20%	60%	10%	20
10	I'm confident that I will not tremble during the presentation.	0%	20%	15%	65%	0%	20
11	It doesn't worry me if the audience does not understand what I say.	0%	15%	25%	60%	0%	20
12	The presence of the evaluator / examiner will not make me feel nervous.	5%	45%	20%	30%	0%	20
13	I'm not worried when my presentation is evaluated.	10%	30%	25%	25%	10%	20

Table 4.5 shows that the main contributor of high anxiety to the high proficiency group is the failure of the presentation in statement 7 (scale 4 – 63%, scale 5 – 32%). This is followed by worry of being speechless during the presentation in statement 9



(scale 4 – 60%, scale 5 – 10%). The two main contributors of their anxiety are the same as those of the low proficiency participants. Another similarity in the contributing factor is worry about the audience not understanding their presentation in statement 11 (scale 4 - 60%, scale 5 – 0%). In brief, it can be deduced that high proficiency learners also experience speaking anxiety before they have to do a speaking presentation.

**Table 4.6 High proficiency subjects’ perceptions of anxiety level at the post-presentation stage**

No	Item	Strongly Agree % (1)	Agree % (2)	Neutral % (3)	Disagree % (4)	Strongly Disagree % (5)	Total Ss
1	I am satisfied with my performance in the presentation.	10%	15%	20%	40%	15%	20
2	I didn't feel nervous throughout the presentation.	10%	25%	15%	35%	15%	20
3	I am not worried about my grades.	5%	15%	0%	55%	25%	20
4	I did well in the presentation.	5%	15%	35%	35%	10%	20
5	Even though I made mistakes, I didn't feel nervous during the presentation.	5%	35%	10%	40%	10%	20
6	The more I talked, the more confident I became.	25%	40%	15%	20%	0%	20
7	I maintained good eye contact with the audience.	15%	30%	25%	25%	5%	20
8	The response from the audience was encouraging.	20%	40%	25%	10%	5%	20

The perceptions of the high proficiency participants regarding their anxiety after the presentation are featured in Table 4.6. After the presentation, the percentage of anxiety levels among the high proficiency participants has slightly decreased. The only factor which is still quite obviously high is the fact that they worry about their grades in statement 3 (scale 4 – 55%, scale 5 – 25%). Apparently, the high proficiency group was still worried about their presentation even though their ‘ordeal’ was over. The second

biggest worry is the feeling of dissatisfaction about their performance as shown in statement 1 which can probably be attributed to their perception that they could have done better in the presentation (scale 4 – 40%, scale 5 – 15%). This reason somehow is not one of the main causes of anxiety in the low proficiency group. The other two contributors to their anxiety are the feelings of nervousness during the presentation in statement 2 (scale 4 – 35%, scale 5 – 15%) and the mistakes made during the presentation in statement 5 (scale 4 – 40%, scale 5 – 10%). In sum, the levels of anxiety for the high proficiency participants have not changed much even after the presentation because their worry concerning their grades or failing the presentation is still considered to be high.

### 4.3.3 SELECTION OF HIGH ANXIETY INTERVIEWEES

**Table 4.7 Selection of high anxiety interviewees from the low proficiency group**

	<b>Strongly Agree % (1)</b>	<b>Agree % (2)</b>	<b>Neutral % (3)</b>	<b>Disagree % (4)</b>	<b>Strongly Disagree % (5)</b>	<b>High Anxiety (4 + 5)</b>
<b>Sub 1</b>	<b>0%</b>	<b>10%</b>	<b>43%</b>	<b>24%</b>	<b>24%</b>	<b>48%</b>
<b>Sub 2</b>	<b>10%</b>	<b>29%</b>	<b>14%</b>	<b>38%</b>	<b>10%</b>	<b>48%</b>
<b>Sub 3</b>	<b>5%</b>	<b>5%</b>	<b>38%</b>	<b>5%</b>	<b>48%</b>	<b>52%</b>
<b>Sub 4</b>	<b>0%</b>	<b>10%</b>	<b>43%</b>	<b>48%</b>	<b>0%</b>	<b>48%</b>
<b>Sub 5</b>	<b>5%</b>	<b>14%</b>	<b>14%</b>	<b>48%</b>	<b>19%</b>	<b>67%</b>
<b>Sub 6</b>	<b>5%</b>	<b>19%</b>	<b>14%</b>	<b>33%</b>	<b>29%</b>	<b>62%</b>
<b>Sub 7</b>	<b>0%</b>	<b>5%</b>	<b>24%</b>	<b>71%</b>	<b>0%</b>	<b>71%</b>
<b>Sub 8</b>	<b>5%</b>	<b>29%</b>	<b>19%</b>	<b>48%</b>	<b>0%</b>	<b>48%</b>
<b>Sub 9</b>	<b>0%</b>	<b>10%</b>	<b>24%</b>	<b>62%</b>	<b>5%</b>	<b>67%</b>
Sub 10	0%	67%	33%	0%	0%	0%
Sub 11	0%	33%	33%	24%	10%	33%
Sub 12	5%	43%	29%	24%	0%	24%
Sub 13	0%	38%	29%	33%	0%	33%
Sub 14	0%	57%	29%	5%	10%	14%
Sub 15	0%	33%	33%	33%	0%	33%
Sub 16	14%	24%	33%	24%	5%	29%
Sub 17	0%	14%	52%	33%	0%	33%
Sub 18	38%	29%	10%	10%	14%	24%
Sub 19	5%	19%	43%	29%	5%	33%

Table 4.7 indicates how the participants who experienced high anxiety from the low proficiency group were selected for the interview. The reason why the interview was conducted was to gain some insights from the participants as to why they experienced speaking language anxiety, the answers to which could not be found from the responses in the questionnaires. The derivation of the figures in Table 4.7 is explained here. Each statement was divided into 5 different scales (scale 1 to 5 as in the FLCAS, with the lowest scale representing low anxiety and the highest scale representing high anxiety). Each subject responded to 21 statements from the pre and post-presentation questionnaires. Table 4.7 shows the percentage of the 5 scales. It also indicates the interviewees with high anxiety levels from the higher scales of 4 and 5. The total from both scales 4 and 5 give the total anxiety levels of the subjects. For instance, Subject 1 did not respond to scale 1 at all, Scale (1) = 0% whereas the

percentage of his response was 10% for scale 2, Scale (2) = 10%. Meanwhile, Subject 1's response to Scale 4 = 24% and Scale 5 = 24%. Therefore, the percentage from scales 4 and 5 was added to give the figure of 48%. Based on this calculation, the researcher chose the subjects for the interview to understand further the causes of their anxiety. There were 9 subjects whose anxiety levels exceeded 48% as highlighted in Table 4.7. The researcher had initially decided to use 50% as the cut-off point in choosing the interviewees. However, 48% was chosen as the cut-off point in selecting the interviewees as it is the nearest value to 50%.

**Table 4.8 Selection of high and low anxiety interviewees from the high proficiency group**

	<b>Strongly Agree % (1)</b>	<b>Agree % (2)</b>	<b>Neutral % (3)</b>	<b>Disagree % (4)</b>	<b>Strongly Disagree % (5)</b>	<b>High Anxiety (4 + 5)</b>	<b>Low Anxiety (1 + 2)</b>
<b>Sub 1</b>	5%	0%	5%	67%	23%	90%	5%
<b>Sub 2</b>	5%	14%	33%	38%	10%	48%	19%
<b>Sub 3</b>	0%	19%	19%	48%	14%	62%	19%
<b>Sub 4</b>	52%	24%	10%	5%	10%	14%	76%
<b>Sub 5</b>	0%	10%	14%	71%	5%	76%	10%
<b>Sub 6</b>	0%	0%	19%	81%	0%	81%	0%
Sub 7	0%	33%	38%	29%	0%	29%	33%
Sub 8	0%	5%	19%	62%	14%	76%	5%
Sub 9	10%	43%	10%	14%	24%	38%	52%
Sub 10	0%	24%	0%	76%	0%	76%	24%
Sub 11	5%	5%	65%	15%	10%	25%	10%
Sub 12	5%	19%	0%	48%	29%	76%	24%
Sub 13	48%	29%	14%	5%	5%	10%	76%
Sub 14	5%	0%	48%	10%	38%	48%	5%
Sub 15	0%	33%	19%	48%	0%	48%	33%
Sub 16	0%	67%	0%	33%	0%	33%	67%
Sub 17	5%	67%	0%	29%	0%	29%	71%
Sub 18	5%	10%	70%	10%	5%	15%	15%
Sub 19	24%	24%	10%	29%	14%	43%	48%
Sub 20	0%	48%	24%	29%	0%	29%	48%

Table 4.8 shows the anxiety levels of the high proficiency participants. The same method was used in picking out the high anxiety participants. Those who were selected are highlighted in the table i.e. from Subject 1 to Subject 6. From this group, only five high anxiety learners were chosen, while one very low anxiety learner was

also selected for the interview. The reason why the low anxiety participant was chosen was because the researcher wanted to find out why his anxiety level was low as compared to other participants. Therefore, a total of 15 subjects were interviewed of whom 14 were high anxiety and one low anxiety. Of these, six were from the high proficiency group and nine from the low proficiency group.

#### **4.3.4 Results from the interview**

The results will be discussed according to the questions that were asked during the interview.

#### **Q1. Are you a person who gets nervous easily?**

**Table 4.9 Subjects' self assessment of nervousness**

<b>Getting nervous easily</b>	<b>Yes</b>	<b>No</b>
<b>No of subjects</b>	<b>13</b>	<b>2</b>

Most of the participants reported that generally they were people who got nervous easily. Only two participants, one who was the low anxiety participant from the high proficiency group and another participant from the low proficiency group reported that they did not get nervous easily. A common answer that was given without any hesitation when this question was posed to the interviewees was “Yes, very easy”. This can be seen in Table 4.9 where 13 out of 15 interviewees admitted getting nervous easily.

**Q2. Do you feel nervous about speaking in public? Why / why not?**

**Table 4.10 Subjects' self assessment of nervousness – public speaking**

<b>Public speaking</b>	<b>Yes</b>	<b>No</b>
<b>No of subjects</b>	<b>13</b>	<b>2</b>

In Table 4.10, one participant each from the low and high proficiency groups reported to not feel nervous speaking in public. The rest seemed to be nervous to speak in public due to several reasons. The most commonly mentioned reasons were grammar inaccuracy, unfamiliar audience and fear of making mistakes. Out of 15 interviewees, four mentioned that the nervousness was related to grammar inaccuracy, three said having an audience which was not familiar made them nervous, and one was worried about making mistakes. However, there was one participant from the low proficiency group who reported to feel nervous when speaking in public only when she had to use English, whereas when the public speaking was conducted in Malay, she did not feel nervous. She made the comment that “...actually erm if, if I speak in English, very nervous but in Malay, ok” (See Appendix B for the full transcriptions of the interviews with low proficiency subjects). Hence, various reasons about their nervousness were given by most of the interviewed participants when they had to speak in public.

**Q3. Does the presence of the examiner assessing your speaking presentation make you feel nervous / more nervous? Why / why not?**

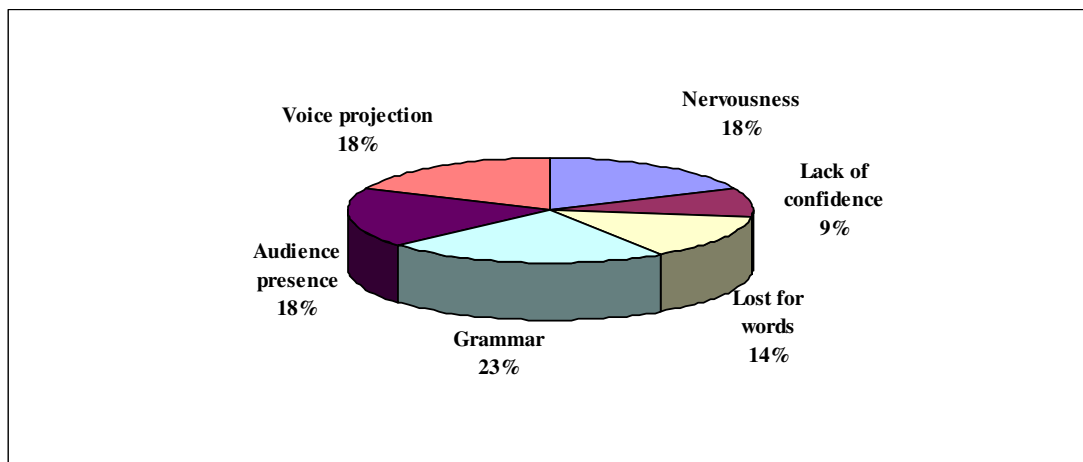
**Table 4.11 Subjects' self assessment of nervousness – examiner's presence**

<b>Nervous in the presence of examiner</b>	<b>Yes</b>	<b>No</b>
<b>No of subjects</b>	<b>10</b>	<b>5</b>

From Table 4.11, it can be seen that 10 interviewees stated that having the examiner to assess them did make them feel nervous because they felt very self-conscious especially regarding their pronunciation and grammar. Another factor that made them feel nervous was the examiner's perception of them. They appeared to be worried of what the examiner thought of them as they wanted to give a good impression of themselves to the examiner. For instance, one of them said "...because I don't think my English is perfect. I'm afraid that the examiner will think that I'm not good enough in English, so they will judge me in different way" (See Appendix C for the full transcriptions of the interviews with high proficiency subjects). Briefly, it can be deduced that having the examiner to evaluate their presentation exacerbated the nervousness of most of the interviewed participants.

#### Q4. What are the problems you face when making a public presentation?

Figure 4.1 Subjects' problems while presenting



The participants reported several problems that they faced while presenting. As seen in Figure 4.1, grammar was found to be the biggest problem (23%) for the interviewed participants. One of the comments given was "...sometimes I afraid if I using the wrong grammar, vocabulary", while another said "...my presentation have many grammatical error". The next biggest problems cited by 18% of the interviewees are voice projection, nervousness and the presence of an audience. For instance, one of the participants from the high proficiency group mentioned that the audience seemed to be her problem when presenting. She said, "...nervous...stage fright...erm, in front of all people" created some problems whenever she had to present. Another comment related to audience was "...it's hard for me to maintain eye contact...I normally look down, I don't look up at all". This probably shows that the audience made this particular participant nervous when presenting, particularly when she had to have eye contact with them. In addition to that, the subject's looking down was also probably an indicator that she was shy to present in public as people normally avoid eye contact in a public presentation when they are shy (will be discussed further in Chapter 5, Section 5.2). Being lost for words is the following problem experienced by the participants which contributes 14%. Finally, the least problem faced by the participants is lack of



confidence, mentioned by 9%. In sum, all the interviewed participants, whether they were from the high or low proficiency group, reported to encounter problems when presenting.

**Q5. Does it help to reduce your anxiety knowing that the examiner is familiar to you? Why?**

**Table 4.12 Subjects' familiarity with examiner and reduced anxiety**

Familiar examiner reduce anxiety	Yes	No
No of subjects	9	4

In Table 4.12, the majority of the participants i.e. nine participants from both groups reported feeling comfortable with a familiar examiner. This was because they thought that the examiner already had a pre-conceived notion about them. Hence, having a familiar examiner also meant having a familiar 'audience', a factor which aided them in reducing their anxiety level. In the words of one of the low proficiency participants "sebab kita dah rapat sikit kan, dah kenal dia. So tak risau sangat la". {because we are close, right, we know her. So I'm not that worried}. The participant felt that she had a close relationship with the examiner as she had already known her, thus she was not so worried about having the examiner. Thus, for some participants, having a familiar examiner had in fact aided them in lowering their anxiety levels when presenting and probably helped in boosting their confidence level.

**Q6. Does your anxiety level affect your presentation / performance? How?**

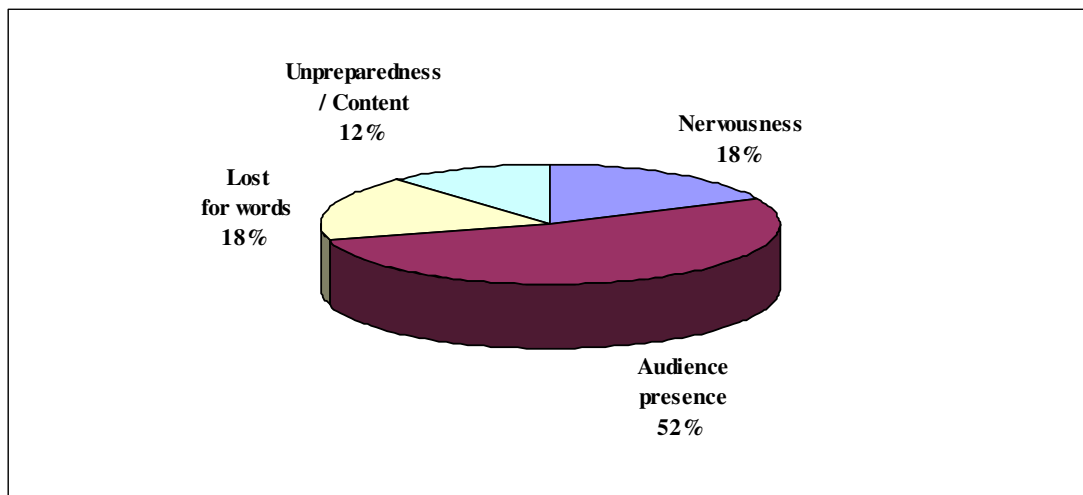
**Table 4.13 Subjects' anxiety level and impact on performance**

Presentation affected by anxiety level	Yes	No
No of subjects	13	1

13 out of the 15 participants thought that their anxiety affected their presentation based on their responses shown in Table 4.13. The low anxiety participant from the high proficiency group was the only one whose presentation was not affected and another participant from the low proficiency group did not provide an answer to this question. Basically, the majority of them felt that their anxiety influenced their performance. Both groups had similar reasons in explaining how their presentation was affected by their anxiety levels. The reasons given were that it could affect their fluency, voice stability and also the ideas that they had memorised. One participant said that her presentation was affected due to her increased anxiety level, "...when I, erm, when I speak, macam gagap...what I practise is not same as what I present" {when I speak, I stammer...}. In this particular participant's case, her high anxiety level affected her fluency in presenting as she probably did not have the problem when she practised her speech before the presentation. However, it was 'unfortunate' for her because the flow of the presentation did not turn out as what she had practised. Therefore, for these participants, being anxious actually hampers their presentation.

### Q7. What factors cause your anxiety level to increase?

Figure 4.2 Factors that increase anxiety level



Some factors that caused the participants' anxiety levels to increase were audience presence, nervousness, speechlessness, unpreparedness, lack of content and waiting time. As can be seen in Figure 4.2, the presence of audience or friends has been found to be the most intimidating factor for seven of the low proficiency participants and two of the high proficiency participants. This contributes 52% from the overall percentage of 100%, which means that more than half of the interviewed participants' anxiety levels increased due to the audience factor. They seemed to worry about what their friends or examiner would think of them particularly when they made mistakes during the presentation. A low proficiency subject stated, "...if audience look at me, and if examiner look like boring, then I think how I want to attract them, especially lecturer". This probably shows that most of the participants were very concerned about their audiences' perception of them.

**Q8. What is / are your major concern(s) when your presentation is evaluated?**

**Table 4.14 Subjects' concerns during evaluated presentations**

<b>Major concern(s) during evaluated presentations</b>	<b>High proficiency subjects (6)</b>	<b>Low proficiency subjects (9)</b>
<b>Presentation marks</b>	<b>3</b>	<b>4</b>
<b>Fluency/grammar/content</b>	<b>1</b>	<b>4</b>
<b>Message across</b>	<b>1</b>	<b>3</b>
<b>Presentation tools or aid</b>	<b>1</b>	<b>2</b>
<b>Fillers</b>	<b>-</b>	<b>1</b>
<b>Eye contact</b>	<b>-</b>	<b>1</b>

The high proficiency group as shown in Table 4.14 had fewer concerns regarding the evaluation of their presentations as compared to the low proficiency group. Three high proficiency subjects and four subjects from the low proficiency group asserted that the marks obtained in the presentation were their primary concern. This is consistent with the results obtained in the questionnaires as can be found in Section 4.3.1, Tables 4.2 and 4.3 and Section 4.3.2, Tables 4.5 and 4.6 respectively. In the words of one low proficiency subject regarding her worries when her presentation is evaluated "...grammar and then, marks". For her, these two factors seemed to be important as grammar was one of the things being evaluated in the presentation and when she felt that her grammar was not good enough, it could eventually bring down her grade. Other concerns that worried the low proficiency subjects were mainly their fluency, grammar and content. Four of them and one high proficiency subject felt that these three factors could be affecting the delivery of their presentations, which could be related to their following concern, that is, getting their message across. Three participants from the low proficiency group and one from the high proficiency group thought that their major concern was the audience could not understand the message that they were trying to deliver. This probably shows that they might be worried if their presentations were not understood, especially by the examiner as it could indirectly

affect their results or grades. The other concerns that the subjects had were about using tools or visual aids, having fillers and not being able to have eye contact. One of the high proficiency subjects stated that what worried him in an evaluated presentation was the use of his visual aid. He said "...normally for visual aid, I do kertas mahjong {'mahjong' paper}...maybe erm...saya tulis erm yang tak betul ke. Tu lah saya takut" {what I have written might not be correct. That's what I'm afraid of}. Therefore, the interviewees were found to have various concerns regarding their evaluated presentations, and based on this study, the low proficiency subjects were found to worry more than their high proficiency counterparts.

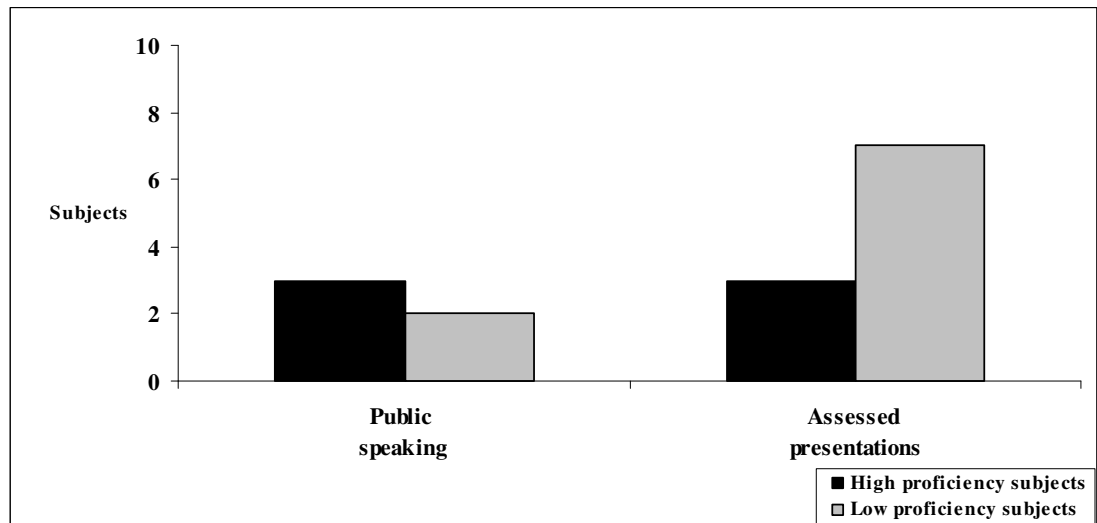
**Q9. Which gives you more anxiety? Public speaking in general or assessed presentations? Why?**

**Table 4.15 Subjects' anxiety in public speaking or assessed presentations**

Anxiety in public speaking or assessed presentations?	Public speaking	Assessed presentations
No of subjects	5	10

Responses from the interviewees show that 10 of them felt that the assessment aspect of public speaking caused them more anxiety (Table 4.15). This was mainly due to the fear of getting low scores. Among these 10, three were from the high proficiency and seven from the low proficiency groups as seen in Figure 4.3.

**Figure 4.3 The number of subjects experiencing anxiety in public speaking or assessed presentations**



Hence it can be concluded that the low proficiency subjects feared the evaluation more than the high proficiency ones. Where reasons were concerned, one participant stated that when he does assessed presentations, he was concerned about “...the marks that I will get...I have to make sure that I’m doing it correctly”. So that is the reason why he felt assessed presentations created more anxiety for him as he was apprehensive about the marks that he would get. As for one of the low proficiency participants, she mentioned that “...assessed presentation give more anxiety...when erm, have erm examiner, so it make me prepare...”. In brief, what can be deduced is that the low proficiency participant was worried of the examiner evaluating her presentation which meant that she had to be well-prepared for it. Another participant commented that assessed presentations worried her because “maybe erm the examiner, more he want, she want best from me. So he try to mark. So I’m nervous. My nervous maybe increase”. This participant seemed to think that she had to live up to the expectations of the examiner as she believed that the examiner was expecting the best from her. Overall, the participants had almost the same worry concerning assessed

presentations - they were worried about the expectations of the examiner, and consequently the grades from the examiner.

**Q10. Do you have any techniques to reduce your anxiety level? What are they?**

**Table 4.16 The number of subjects having techniques to reduce anxiety**

Techniques to reduce anxiety level	Yes	No
No of subjects	10	4

Table 4.16 shows the responses given by the participants on whether they had any techniques in reducing their anxiety level. 10 out of 15 participants responded that they had certain techniques while four said they did not have any and one did not provide an answer. A variety of techniques were used by these participants to lower their anxiety level when presenting which is shown in Table 4.17.

**Table 4.17 Subjects' techniques to reduce anxiety**

Techniques to reduce anxiety	High proficiency subjects	Low proficiency subjects
Taking deep breaths	-	1
Asking audience questions	-	1
Using stage space	1	-
Smiling at audience	-	1
Holding on to objects while presenting	-	3

As can be seen from Table 4.17, the majority of the participants appeared to have certain techniques to reduce their level of anxiety. Most of the participants in the low proficiency group had their own techniques with one mentioning that to reduce his anxiety level, he had to make sure that he was taking deep breaths before the presentation, another was asking the audience questions to capture their interest or smiling at them and one was holding on to objects (e.g. a pen or a pointer) to increase

the confidence level. The high proficiency subjects meanwhile did not have any specific way to reduce their anxiety. Only one mentioned that he moved around by using the stage space to calm himself down during the presentation. As for the low proficiency group, one participant said that one way for her to reduce her anxiety level was “to give question at the beginning”. Another stated “...I think when I try erm mungkin, saya senyum {maybe, I smile}. Senyum dengan tu saya boleh kurangkan nervous saya... {With smiling I can reduce my nervousness}. Thus, it can be seen that the participants’ various ways in bringing down their anxiety level could have helped to make them become less nervous in their presentations.

#### **4.3.5 Individual speaking assessment results**

This section will discuss the test scores obtained by the participants for their presentations to see if there is any correlation between their anxiety levels and their performance in the presentation.



## Discussion of test scores

**Table 4.18 Presentation marks of high proficiency subjects**

<u>High proficiency subjects</u>	Presentation marks (10%)
<b>Sub 1</b>	<b>8.17</b>
<b>Sub 2</b>	<b>8.17</b>
<b>Sub 3</b>	<b>7.17</b>
<b>Sub 4</b>	<b>9.17</b>
<b>Sub 5</b>	<b>7.17</b>
<b>Sub 6</b>	<b>7.17</b>
Sub 7	9.33
Sub 8	8.83
Sub 9	8.00
Sub 10	8.50
Sub 11	8.83
Sub 12	8.67
Sub 13	8.50
Sub 14	8.17
Sub 15	7.33
Sub 16	8.00
Sub 17	8.17
Sub 18	9.33
Sub 19	8.17
Sub 20	7.17
<b>Average:</b>	<b>8.20</b>

The presentation marks or the test scores of the high proficiency subjects are presented in Table 4.18. It can be seen from this table that generally the high proficiency subjects did very well in their presentations with the highest marks being 9.33 and the lowest 7.17 which averages to 8.20. Out of the six subjects who were selected to be interviewed (highlighted in the table), only Subject 4 had a very low level of anxiety. Even though he did not get the highest marks in the group, he managed to get 9.17 which was the highest marks among those who were interviewed. What is seen here is that his low level of anxiety was reflective of his test performance. Having a low anxiety level seems to be an advantage for Subject 4 as he did not worry when he had to do the presentation. As for the other five interviewed participants, it was found that their high anxiety level did not reflect negatively on their performance in the presentation. Even though they claimed to experience high anxiety throughout the process of the

presentation, they could still manage to achieve good grades, between the ranges of 7.17 to 8.17 which do not differ very much from the average marks. This probably shows that they might not have the confidence in their own ability although they were considered to be good learners. In sum, it can be said that the high proficiency subjects were not so much affected by their anxiety as reflected in their scores, although they claimed that it had. The extra edge that they had was the fact that they were more proficient in the language that probably helped them to perform well.

**Table 4.19 Presentation marks of low proficiency subjects**

<b><u>Low Proficiency Subjects</u></b>	<b>Presentation Marks (10%)</b>
<b>Sub 1</b>	<b>6.33</b>
<b>Sub 2</b>	<b>6.66</b>
<b>Sub 3</b>	<b>7.50</b>
<b>Sub 4</b>	<b>6.67</b>
<b>Sub 5</b>	<b>7.17</b>
<b>Sub 6</b>	<b>7.50</b>
<b>Sub 7</b>	<b>6.00</b>
<b>Sub 8</b>	<b>6.50</b>
<b>Sub 9</b>	<b>6.00</b>
Sub 10	7.67
Sub 11	7.50
Sub 12	6.00
Sub 13	7.50
Sub 14	6.33
Sub 15	7.67
Sub 16	6.33
Sub 17	6.33
Sub 18	6.83
Sub 19	6.83
<b>Average:</b>	<b>6.81</b>

Table 4.19 shows the results obtained by the low proficiency participants in the presentation. A considerable difference can be seen in the results of these participants and the high proficiency subjects. The highest marks obtained in this group is 7.67 and the lowest is 6, with the average marks of 6.81. As for the nine subjects highlighted in the table who were chosen for the interview, six of them obtained marks which were below the average marks. From these, it could be concluded that their high anxiety

affected their performance negatively. However, it must also be noted that these subjects are less proficient in the language. Thus, in this case, the high anxiety levels of these participants and their low proficiency could have contributed to their performance as they did not seem to have obtained comparable results to the high proficiency group. In brief, it can be deduced that having high anxiety levels did not have much effect on the performance of the high proficiency learners as reflected in their test scores because they were more proficient in the language. However, it was not the same for the low proficiency learners as the combination of high anxiety level and low proficiency level had negatively affected their performance and thus, their scores.

#### **4.4 DISCUSSION**

In this section, the results obtained in this study will be discussed in order to answer the research questions.

##### **The Research Questions**

##### **1. To what extent do second language learners experience test anxiety when they have to perform public speaking?**

Out of 39 participants from both high and low proficiency groups, 19 or about 49% of them experienced test anxiety when speaking in public. The two major factors that increase their anxiety levels were mostly related to communication apprehension and fear of negative evaluation from others. These factors were cited by both groups. They were also constantly worried about their grades which seem to have had a connection with test anxiety. Therefore, it can be generally assumed that almost half of these participants, whether they were from the high or low proficiency group, did experience test anxiety when they had to perform public speaking.

**2. Is there any difference in the anxiety level of learners with high and low proficiency levels?**

Many participants reported to be experiencing high anxiety in speaking, whether they were from the low or high proficiency group. The finding of this study suggests that speaking anxiety not only affects learners of lower proficiency levels, but also the high proficiency learners. The assumption would normally be that learners of lower proficiency levels have higher speaking anxiety because of their language incompetence. However, this study has shown that learners of higher proficiency levels do experience high speaking anxiety and that their anxiety levels have in fact exceeded the anxiety levels of those with lower levels of proficiency. This finding was made apparent during the process of selection for high and low anxiety learners (see Section 4.3.3, Tables 4.7 and 4.8).

**3. Do low anxiety learners perform better than high anxiety learners?**

**Table 4.20 Comparison of test results of low and high anxiety subjects**

<b>Item</b>	<b>Low anxiety subjects</b>	<b>High anxiety subjects</b>
<b>No of subjects</b>	<b>20</b>	<b>19</b>
Average presentation marks	7.68	7.35
Highest presentation marks	9.33	8.83
Lowest presentation marks	6.00	6.00

Table 4.20 shows the comparison of test results of the low and high anxiety subjects from both the high and low proficiency groups. Overall, the marks of the high anxiety learners are slightly lower than the low anxiety learners. This is seen in the average marks of both groups which are 7.68 for the low anxiety learners and 7.35 for the high anxiety learners. The difference in the average marks is only 0.33 which means that there is not much difference in their scores. Nonetheless, in order to answer this

research question, it can be said that even though some participants experienced high anxiety, their performance did not affect their results especially those in the high proficiency category. The results of this study have also shown that the high anxiety participants who belonged to the high proficiency category have actually performed well in their speaking assessment although their results were not as high as those with low anxiety. This was reflected in the marks they obtained for their assessment. Even though both groups might have high anxiety levels, learners that belonged to the high proficiency group have actually performed better in their speaking assessment than their low proficiency counterparts. This could be due to the advantage of them having a higher proficiency level. All in all, it can be concluded that learners who have high anxiety may not necessarily perform worse than learners with low anxiety, as has been suggested by Mandler and Sarason (1951). Overall, Table 4.20 has indicated that the low anxiety subjects have actually performed better as the highest mark of 9.33 was obtained by a low anxiety participant as compared to the highest mark of the high anxiety subject which is 8.33.

#### **4. What are the factors that lead second language learners to experience speaking language anxiety?**

From this study, a number of factors have been found to be leading to learners' speaking language anxiety. The first factor is the learners' self-perception of themselves. The participants in this study self-rated themselves based on the four English skills and the ones with high anxiety were actually the ones who had given themselves a low rating. This low self-confidence could hinder them from performing well in English as there might be other negative issues that could derive from it. When interviewed, some of the participants even mentioned that they thought they were not good enough to speak the language. To them, their fear of speaking was aggravated

when their friends laughed at them when they were speaking. This is in line with the notion that “the perceptions of individuals about language learning, their motives for learning the language, the feelings they have of themselves, and their attitudes may influence how well they will eventually learn the language” (Choy & Troudi, 2006: 120). What can be summarised here is that a number of issues concerning the language learners themselves are some of the key points in determining their success in language learning. So in order to overcome the fear of speaking in public, the learners themselves have to change their thinking.

Another factor that contributes to their speaking apprehension is the worry of failing the speaking test or assessment. In general, the common assumption is that the low proficiency participants would have more problems with this factor. In this study, this problem affected not only the high anxiety low proficiency participants, but also the high anxiety high proficiency participants. In fact, the high proficiency participants seemed to be more worried about the assessment even after the assessment had been carried out which is consistent with the findings of Ardi (2007).

Another issue that caused the participants’ anxiety levels to rise is the fear of being at a lost for words during assessment. Most of the participants stated that being in such a situation could actually increase their fear of speaking in public. Being unable to speak could cause an embarrassment to them especially if it happened in front of their teacher and peers. The participants mentioned that it would jeopardise their performance.

Having a shy personality also seems to have a negative impact on language learners. In this study, some participants reported that shyness was a hindrance to them when they were ‘forced’ to speak in public and especially in a test situation. Shy learners are most of the time experiencing difficulties to express themselves well. This finding confirms MacIntyre’s (1999: 33) comment that “it would appear that the

development of language anxiety is partly based in the personality of the individual student. Those who are shy appear to be more likely to develop language anxiety”. Shy and anxious language learners are therefore the ones who suffer the most when there are oral activities involved in their learning. In addition, this type of personality is more commonly found in Asian learners due to their cultural background, which has been discovered as one of the important causes of language anxiety in Asia (Jones, 2004).

Other contributing factors of speaking language anxiety evident in this study are speakers forgetting what has been memorised, being insufficiently prepared, not projecting their voices appropriately, not using the presentation aids ‘correctly’ as well as being faced by a large audience.

#### **4.5 CONCLUSION**

This study has found that to a certain extent, the subjects generally appear to experience test anxiety when speaking in public. This was aggravated by the fact that public speaking formed part of their assessment.

The adaptation of the FLCAS as one of the instruments in this study has displayed its strength. Since the questionnaires were adapted from the FLCAS to measure the subjects’ anxiety related to the specific speaking test, the process of selecting the subjects to be interviewed was much easier with the use of the Likert scale which is part of the FLCAS. The adapted FLCAS has provided a reliable result in distinguishing the high and low anxiety subjects. Phillips (1992: 20) also used the same instrument in her study. However, the FLCAS was not adapted according to the needs of her study. Thus, she said “...because the FLCAS did not measure students’ anxiety related to the specific oral exam, correlations may have been attenuated”. She further added that “...the more specific the anxiety measure is to the performance measure, the more likelihood there is of a correlation” (1992: 20). Therefore, it appears that the

researcher had made the correct decision in adapting the FLCAS in order to attain better and reliable results. The results obtained from the questionnaires were also consistent with the results from the interviews.

In this study too, the notion that only low anxiety learners can perform better than high anxiety learners in the language learning context has been found to be both true and not true. This is because the results obtained in this research show that not only did the low anxiety learners perform well in their speaking assessment, but some of the high anxiety subjects also did very well in their assessment, particularly those in the high proficiency category. Their high anxiety apparently did not negatively affect their performance and test results. The low proficiency subjects, on the other hand, were not as 'lucky' as their high proficiency counterparts as their high anxiety was mirrored in their performance and consequently, their test scores.

Learners of high and low proficiency levels in this study were also found to be experiencing almost similar levels of anxiety. In fact the findings show that some of the high proficiency subjects were experiencing even higher levels of anxiety as compared to the low proficiency subjects. Hence it was not just the low proficiency group who 'suffered' from speaking anxiety; the high proficiency group went through the same experience. Both high and low anxiety learners were found in both proficiency groups. In general, it can be said that there is not much difference in the level of anxiety experienced by both groups of learners.

Finally, several factors have been ascertained that contribute to learners' speaking language anxiety. Some of the factors are learners' outlook of themselves as language learners, worry of failing the assessment, worry of becoming speechless during the presentation, shyness as well as other public speaking-related problems. These factors affected the whole of the subject population and were not confined to only



a specific group. Both high and low proficiency groups seemed to be experiencing them.

In conclusion, speaking language anxiety does not occur only among low proficiency learners, but also happens to high proficiency learners. The findings of this study have suggested that speaking language anxiety is not a problem only to the low proficiency learners, but it can occur across all levels of proficiency. It can affect the performance or test scores of learners depending on the attitude of the learners towards the task given to them, and for some the levels of anxiety. Since public speaking is generally known to evoke anxiety which could worsen in test situations, the findings of this study have confirmed this notion.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1 INTRODUCTION**

The aim of this study is to provide a better understanding of the speaking language anxiety that is experienced by many Malay second language learners of English by providing answers to the research questions posed by the researcher in Chapter 1. This study was conducted to find out if anxiety does affect high and low proficiency learners, specifically in a speaking test. Other than that, the researcher also attempted to discern whether the anxiety experienced could affect their test results. For the purpose of this study, 39 participants of both high and low proficiency from an institution of higher learning were selected to respond to questionnaires and interviews. Their scores on a public presentation test were also taken into account. The nature of the data collected was both quantitative and qualitative.

#### **5.2 FINDINGS**

In sum, the participants in this study were mostly found to share a common trait which is high anxiety when it comes to speaking, especially in a test situation. This finding parallels Jones' (2004: 33) view that "...not every low-level learner is anxious and not every high-level learner is free of anxiety". In addition, the agony of the participants of this study was not only caused by public speaking, but also the test anxiety as their presentation was being evaluated. As a result, it was a double blow for the learners to be in such a situation where it could have affected the performance as well as the personality of some of the participants. This is supported by Chan and Wu (2004: 293) who stated that "an oral test is more complicated because it provokes both test anxiety and oral communication apprehension". In brief, the English language

anxiety experienced by learners especially in communication can be hampering and can affect their social lives and achievement of academic goals (Woodrow, 2006). In language learning, personality has been found to play a role in the learning process. If learners have an extrovert personality, the learning might be easier. This is especially true in oral or spoken activities. As is generally known, speaking in front of others can arouse the feeling of nervousness in people. Thus, it is not surprising to know that one of the sources of learners' language anxiety is anxious personality (Chan & Wu, 2004). Generally, people with this kind of personality have the tendency to be anxious in any situation.

The researcher's experience as an English teacher has afforded her the opportunity to observe that some of her students were actually good in other English language skills such as writing or reading. However, their overall grades tend to drop due to their not-so-impressive speaking results. Even worse, some learners do not even want to speak up in any of the English classes for fear of making mistakes and being laughed at by peers or friends. This scenario has been confirmed by the participants of this study. Making mistakes and being laughed at can actually bring down their self-esteem. These two factors have also been mentioned by some of the participants during the interview (Chapter 4, Section 4.3.4). Both factors fall under the category of communication apprehension mentioned by Ohata (2005b). This is known as debilitating anxiety.

Debilitating anxiety is not a pleasant experience for second language learners such as the participants of this study as it can contribute to the poor performance of the task at hand. The situation is worsened when the subjects are put in a test situation which naturally causes people to feel nervous, especially when the evaluation involves speaking. Similarly, the particular finding confirms Woodrow's (2006) claim (see Chapter 2, Section 2.8) that second language speakers of English have the tendency to

experience second language anxiety especially when it concerns their oral performance which in turn leads to the debilitating effect. Those who think they are not proficient in a certain language, in this context, English can actually feel very conscious when they have to use the language in public. It can be the cause of embarrassment to many people and those who have a shy personality are likely to be the ones most affected. The Malay participants of this study are also not exempt from this personality as quite a number of them were found to be very shy not just during their presentation, but also during the interview session with the researcher.

Since the general assumption being made by the general public is that high anxiety learners may not be as successful as low anxiety learners, this study may probably shed some light on this matter. The reason for this is because although some participants of this study had to go through a nerve-wrecking experience during the presentation, they managed to prove this general assumption wrong as their results were not reflective of the anxiety they had experienced. It cannot be denied that a test situation can in fact aggravate the anxiety that is already inherent in some people. However, this situation might be advantageous to those who know how to make the best of the situation as it can help them to produce the best in a particular test. In view of the fact that anxiety is something which cannot be avoided especially in a test, it could serve as a motivating factor to strive for better results. This factor was probably one of the reasons why many of the high anxiety participants of this study, specifically those in the high proficiency category achieved satisfactory or even good results in the assessment. In addition, this finding seems to parallel that of what MacIntyre and Gardner (1989) pointed out (see Chapter Two, Section 2.5.1) that the anxiety felt could serve as an asset in learners' performance and facilitate them in their presentation. Hence, high anxiety learners may not necessarily achieve lower grades than low anxiety learners in their speaking assessment as has been proven in this study.

On the other hand, the general belief that low anxiety learners would perform better than high anxiety learners has also been confirmed by this study. Even though the majority of the participants in this study were experiencing high anxiety throughout their speaking assessment, there were a few, from both high and low proficiency groups, who had very low anxiety. Hence, their low level of anxiousness has benefited them as their confidence level was not affected. Consequently, the speaking assessment was a breeze for these low anxiety learners.

One of the findings of this study is also that the levels of anxiety experienced by high and low proficiency learners was almost the same, and in some cases the high proficiency learners had a higher level of anxiety. However, the latter's anxiety did not seem to have affected their performance. The low proficiency group, on the other hand, were not as fortunate as their performance was affected as clearly evident in their test scores. This finding is in line with MacIntyre's (1999: 34) finding that "...high levels of language anxiety are associated with low levels of academic achievement in second or foreign language courses".

In conclusion, the findings of this study confirm Phillips' (1992) findings that speaking language anxiety can occur across all levels of learners, and that it is not only confined to low proficiency or high anxiety learners. The factors that contribute to speaking anxiety vary according to each individual. Therefore, speaking language anxiety can be said to be a common phenomenon happening among second language learners.

### **5.3 SUGGESTIONS AND RECOMMENDATIONS FOR LEARNERS AND TEACHERS**

Having a good and understanding teacher, the right attitude and the right mindset can contribute to a significant reduction of the anxiety level in learners particularly in the speaking context. To make the process of reducing the anxiety level successful, both teachers and learners have to play their roles effectively. This is to ensure that both parties can in fact achieve their targets correspondingly.

#### **5.3.1 LEARNERS' ROLE**

On the whole, the biggest responsibility lies on the shoulders of the learners as they are the ones who can determine whether they are going to be successful language learners or not. As speaking is a very important skill in any language learning context, it is of the utmost importance that learners have to learn to overcome their apprehension. Teachers are only there to help ease their 'burden' but most of the work should be done by learners themselves. One of the possible ways for learners to overcome their fear is through informing their teachers of their anxiety problem. This can be done through a personal consultation with the teacher. Letting the teacher know of the learners' problem does in fact help to reduce their 'burden' as the teacher might not have very high expectations of this particular type of learners. This method was used by one of the researcher's students who mentioned that talking to the researcher about her anxiety was actually the first step for her in overcoming her fear of speaking in public. The student also noted that her public speaking skill had actually improved after talking to the researcher.

In normal circumstances when language anxiety occurs, some learners might find ways to reduce or overcome their anxiousness. There are several different ways that have been found to help them with the problem. Woodrow (2006) has listed five

different techniques to overcome speaking language anxiety used by the respondents in her study which are:

1. “‘perseverance’ – not giving up when speaking
2. ‘improving language’ – preparing utterances and studying to improve speaking
3. ‘positive thinking – positive self-talk
4. ‘compensation strategies’ – smiling and volunteering comments
5. various relaxation techniques – deep breathing and conscious efforts to calm oneself”

(Woodrow, 2006: 320)

Some of the techniques listed by Woodrow have in fact been used by the participants of this study and some of them seemed to have worked out well for the participants in reducing their anxiety.

In many cases, perseverance is the strategy which has been generally used by learners to overcome their anxiety and it is also the case with Woodrow’s respondents. Likewise, the participants of this study also used perseverance to lower their level of anxiety. Therefore, perseverance is, as a matter of fact, very important for language learners to have due to the fact that it can help with their performance in the target language.

Other than that, applying certain relaxation techniques such as diverting their attention from a stressful attention to positive and pleasant cues can bring about relief to language learners especially in oral activities or exams (Ardi, 2007). Another method to relax is to breathe deeply before starting the exam or assessment. Taking a deep breath can help a person to feel more relaxed. This technique was actually applied by one of the interviewees to calm herself down before the presentation. Apart from deep breathing, learners can also talk to themselves to make themselves feel less stressful (Woodrow, 2006). Words such as ‘I am calm’ or ‘I am ready’ are some of the things that learners can say in order to reduce their anxiety level. Carrying out all these methods can facilitate learners to minimise the symptoms of anxiety (Ardi, 2007).

In addition, being well-prepared can be helpful for learners to lessen their feeling of anxiety. Both Ardi (2007) and Woodrow (2006) share the opinion that preparing and improving their learning strategies could be beneficial for learners as they are fully-prepared of the ‘obstacles’ they might face in their exam or assessment. Most of the interviewees also mentioned that being prepared for the presentation helped to eliminate their anxiety before the presentation. As a result, knowing what to expect or to do can be of so much assistance to learners to reduce their anxiety. Being well-prepared eased their tension as they knew what they were going to do during their presentation.

Another strategy frequently used by learners is positive thinking. Having a positive outlook on things has generally helped people in many ways. Thus, the field of language learning can also benefit from having positive thinking. In this context, learners could think positively that they would be able to perform a particular task well. Through this kind of thinking, learners would be able to look at their performance positively which will indirectly help to bring down their anxiety level. Being positive thinkers does not only reduce the learners’ anxiety level, but it could also enhance their performance. This is because when a person thinks positively, the level of self-confidence could also be higher. Many of those coping strategies mentioned by other researchers have actually been employed by the participants of this study. Some strategies mentioned to overcome their anxiety were looking for ‘comfort’ in the audience, deep breathing before the assessment and being well-prepared.

### **5.3.2 TEACHERS’ ROLE**

Other than the role of learners themselves, teachers can also do a lot to help their learners ease anxiety. Under normal circumstances, it is probably common to find that most of the learners in a language class would feel nervous in a speaking class. One method is to probably inform learners especially in the first class, that it is natural for



them to experience anxiety in a speaking class. Teachers can also let their learners know that making mistakes is part of the language learning process and that it is not wrong for them to make mistakes while learning. This method has also been suggested by Horwitz et.al (1986: 131) which is known as “acknowledging the existence of the anxiety”. This is essentially true as many language learners are afraid of making mistakes while speaking as they do not want to be laughed at by others. Learners need to know that they are not expected to be perfect in their language production, but the improvement should occur gradually.

Another way for teachers to reduce learners’ anxiety is to have a friendly learning atmosphere in the classroom. What is meant by friendly is that teachers can create a classroom where there are lots of opportunities for learners to interact with them without feeling afraid. In this study, several participants have actually reported that having a friendly teacher aided them during their presentation. By being friendly with them, the teacher had in actual fact made the participants feel comfortable as the person who was grading them was a familiar face to them. Even so, learners should be allowed to contribute ideas in their language classrooms as there should not be any gap or barrier to stop them from giving ideas or contributing to class discussions. Teachers should be encouraging them and not penalising them for any mistakes made. Nevertheless, teachers can correct the mistakes made by using a technique that might not cause any embarrassment to learners. For instance, if a learner pronounces a word wrongly, the teacher can correct the mistake by repeating the wrongly pronounced word in the correct pronunciation. In this way, the learner would indirectly realise that she or he has made a mistake and that it has been corrected. Furthermore, teachers should also allow for some light moments in class whereby they can occasionally joke around with their students to minimize the tension in class. It is hoped that the teachers’ friendliness would provide more comfort for learners to be in the classroom.

#### **5.4 IMPLICATIONS OF THE STUDY**

The findings of this study are indispensable as the phenomenon of speaking language anxiety appears to be prevalent among Malay second language learners of English. Therefore, a number of implications resulting from this study are listed below:

- 1) Similar studies as this should be conducted to see whether there is a connection between the Malay culture and English language anxiety. The issue of whether the Malay identity is a factor that contributes to Malay students' achievement or lack of it during presentations or public speaking should be researched further. Related studies could also be carried out with other ethnic groups in Malaysia such as the Chinese and Indian students to see if they have similar experiences in English language learning, particularly with regards to the speaking skill. Researchers could also carry out a more in-depth research on major ethnic groups in Malaysia so that comparisons can be made and the necessary measures taken to address the issue. This is important as many graduates these days do not seem to possess good communication abilities which have severely affected their chances of getting employed. Researchers should examine the 'root' of this problem as it can negatively affect learners throughout the language learning process.
- 2) The objective of such studies should not only be confined to the speaking skill, but also to the other productive skill, which is writing, especially under test situations, either during class assessments or examinations as test situations could also pose problems to second language learners as this study has shown.

#### **5.5 CONCLUSION**

This study has shown that anxiety does not afflict only low proficiency learners, but also high proficiency learners. However, this study cannot be regarded as

representing the whole Malay ESL learner population because the sample used is small. Nonetheless, the data gathered suggest that the anxiety faced by the participants of this study is similar to those found in other related studies by Phillips (1999), Chan and Wu (2004) and Ohata (2005a).

In conclusion, language anxiety is not always negative for it also produces facilitating effects on the learners. They should take advantage of the facilitating anxiety to help them become confident speakers of the target language. The low proficiency learners especially should not feel demotivated when they experience speaking anxiety as high proficiency learners are not spared of the experience. As the focus of this study is on the speaking anxiety of Malay ESL learners, this study would be useful in Malaysia as there has been no previous work that involved Malay ESL learners and their anxiety. Thus, it is hoped that this study could help teachers to understand their learners better and it could also help learners to know that being anxious in language learning is not actually 'wrong' and can eventually lead them to become successful language learners.

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### PRE-PRESENTATION QUESTIONNAIRE

The purpose of this questionnaire is to obtain data for my research. I would appreciate it very much if you could give an honest response. All the information obtained from this questionnaire will be **CONFIDENTIAL**. Thank you for your cooperation.

Name: \_\_\_\_\_ Sex: M/F  
Age: \_\_\_\_\_ Place of origin: \_\_\_\_\_

**Please circle the answer most relevant to you.**

#### I: Participants' self-rated English proficiency

1. How well do you speak English?  
Very well      Well      Okay      Not well      Badly
2. How well do you read English?  
Very well      Well      Okay      Not well      Badly
3. How well do you understand other people speaking English to you?  
Very well      Well      Okay      Not well      Badly
4. How well do you write English?  
Very well      Well      Okay      Not well      Badly

#### II: Participants' feelings before the speaking test (presentation)

5. I am well-prepared for the presentation.  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
6. I don't feel anxious about the presentation.  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
7. I don't worry about making mistakes during the presentation.  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
8. It doesn't embarrass me to speak in front of my peers or classmates.  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
9. I don't feel very self-conscious about speaking English and being evaluated in front of other students.  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
10. I'm not worried about my friends laughing at me when I make mistakes during the presentation.  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
11. I'm not worried about the consequences of failing the presentation.  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree

12. I like to speak in front of an audience.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
13. I'm not worried about being speechless during the presentation.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
14. I'm confident that I will not tremble during the presentation.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
15. It doesn't worry me if the audience does not understand what I say.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
16. The presence of the evaluator / examiner will not make me feel nervous.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
17. I'm not worried when my presentation is evaluated.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree

## POST-PRESENTATION QUESTIONNAIRE

The purpose of this questionnaire is to obtain data for my research. I would appreciate it very much if you could give an honest response. All the information obtained from this questionnaire will be **CONFIDENTIAL**. Thank you for your cooperation.

Name: \_\_\_\_\_ Sex: M/F  
Age: \_\_\_\_\_ Place of origin: \_\_\_\_\_

Please circle the answer most relevant to you.

### I: Participants' feelings after the speaking test (presentation)

#### Section A: Self-confidence

1. I am satisfied with my performance in the presentation.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
2. I didn't feel nervous throughout the presentation.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
3. I am not worried about my grades.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
4. I did well in the presentation.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
5. Even though I made mistakes, I didn't feel nervous during the presentation.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
6. The more I talked, the more confident I became.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
7. I maintained good eye contact with the audience.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree
8. The response from the audience was encouraging.  
Strongly agree    Agree    Neutral    Disagree    Strongly disagree

## LOW PROFICIENCY SUBJECTS

SUBJECT 1 (S1)

- S1: My name is S1.
- I: All right. My first question is, are you a person who gets nervous easily?
- S1: Yes, very easy.
- I: Why?
- S1: I'm afraid err when I need to talk to in front of others, like a presentations. It's hard for me to portray.
- I: Ok. So are you, are you nervous to speak in public?
- S1: Err, certain times lah.
- I: At certain times? Not all the time?
- S1: Aa, not all the time but err with just friends, in the rooms, it's ok for me. But certain, certain time aa when we need to present to others with Madam, students...
- I: But with friends, it's ok?
- S1: Yes.
- I: Why? Why do you feel nervous?
- S1: I don't know. Err macam sometimes I afraid if I using the wrong grammar, vocabulary (giggle).
- I: So you're worried about grammar?
- S1: Yup.
- I: That's why you're nervous?
- S1: Ya. I'm very worried about that.
- I: Ok. Does the presence of the examiner assessing your speaking presentation make you feel nervous? Like when you did your presentation the other day, there was an examiner assessing whatever that you have presented. So does the examiner, having the examiner in there make you feel nervous?
- S1: (Long pause). I'm not sure about that.
- I: Do you understand my question? Ok, bila ada err, like Madam Liza kan, dia yang was the one evaluating your presentation kan? Dia ada kat situ buat you rasa nervous tak?
- S1: Hmm, no.
- I: Tak? Tak langsung?
- S1: Not really arr, but emm, ok when I speak, and then he take my mark right? Then, sometime, I think I'm using the wrong, wrong grammar, so it makes me nervous.
- I: So you're constantly thinking about your grammar?
- S1: Ya.
- I: ...when you present something? So the examiner, you tak, tak kisah la? If she's there or not there, it doesn't really make any ...

S1: Ha, it's ok for me actually.

I: Ok. Right. Err, what are the problems you face other than grammar when you present?

S1: Emm, sometime emm (long pause) my method aa. Sometime if I, if I use like mahjong, I think it's not interesting, too interesting.

I: You mean your audio visual aids?

S1: Aa.

I: You think that's not interesting? Other than that?

S1: Emm...

I: You're not worried about your audience or anything like that?

S1: Audience...sometime, I don't care about them.

I: You don't care?

S1: I don't care about them sometime (giggle). What I want is to tell you, to tell them what I want to tell.

I: Ok, so does it help to reduce your anxiety knowing that the examiner is familiar to you?

S1: Err what?

I: Your anxiety level, turun tak bila you tau yang you kenal examiner tu sapa?

S1: Hmm, tak faham.

I: Macam Madam Liza kan, you tau dia kan, you kenal dia as your teacher. Does it help dengan dia ada kat situ, turunkan you punya nervous tu tak?

S1: Emm, maybe aaa.

I: Ya? Why?

S1: Entah, err, err cos err Madam, Madam Liza tu camne, is friendly kan. Can talk to anyone...ok aar.

I: So she makes you feel comfortable?

S1: Emm.

I: Ok. What is or what are your major concerns when your presentation is evaluated? Apa yang you risaukan bila you punya presentation tu, err diassess?

S1: My grammar.

I: Aha ok.

S1: And then, visual aid. Lepas tu...

I: What about your visual aid aa? You think that your visual aid is not attractive or something like that?

S1: Not, because that time kan I have a problem. When I come back from here, emm come back to my kampung, my cousin was passed away. I didn't have enough time to prepare.

I: Oo, ok.

S1: So it effect, effect my presentation.

I: So, other than grammar and visual aid?

- S1: Emm (long pause). My speaking so bad, I feel not erm, I'm not prepare, prepare tu. I'm not prepare for my presentation. So what I want to talk with other, err I not prepare anything.
- I: Ok. Err, which gives you more anxiety? Between public speaking in general, public speaking without being evaluated and assessed or evaluated presentation? Which gives you more anxiety?
- S1: Hmm, without...
- I: Ha? No assessment? That gives you more anxiety? You lagi nervous bila takde orang assess you ke?
- S1: Like emm...(long pause)
- I: Mana? Err, ok. I cakap Melayu ya. Mana yang buat you rasa lebih nervous bila you buat public speaking as in like presentation yang biasa yang takde teachers give you marks or presentation yang ada teachers bagi marks? Mana yang lagi nervous?
- S1: Bagi marks.
- I: Bagi marks? Marks more nervous? Why?
- S1: Because err...(giggle). Emm, macam effect for my, for my marks for English.
- I: You're worried about your grades lah?
- S1: Aa ya.
- I: Ok. Right, do you have any techniques to reduce your anxiety level?
- S1: I don't know. Maybe emm, one thing maybe because I'm not prepare carefully kot for my presentation. And then, if I prepare carefully, I think I can reduce my nervous lah.
- I: So basically the technique is to be prepared for your presentation?
- S1: Emm.

SUBJECT 2 (S2)

- S2: My name is S2.
- I: You are doing what course eh?
- S2: Physical Science.
- I: Ok, my first question. Are you a person who gets nervous easily?
- S2: Emm, I think...
- I: Sometimes? In what situations do you get nervous?
- S2: Erm...presentations, (long pause). Presentation.
- I: Only presentations. So are you nervous to speak in public?
- S2: Yes.
- I: Very?
- S2: Yes.
- I: Why?
- S2: Emm, I don't know. But sometimes arr, I think I prepare well, but when I come in front, what I remember, I forgot what I remember.
- I: So you are like lost for words when you're in front or when you have to speak in public?
- S2: Before that I very confident...
- I: Erm, but once you stand in front of everyone, you tend to like lose everything.
- S2: Aa.
- I: All right. Does the presence of the examiner, does the presence of the examiner assessing your speaking presentation make you feel nervous?
- S2: I think no.
- I: No? So you don't mind having an examiner evaluating your performance?
- S2: No.
- I: Why not eh? Why, why don't you feel nervous?
- S2: Emm, I think examiner is like...err because of when erm the practice presentation also I feel nervous.
- I: So it doesn't make any difference lah? Having the examiner or not? What are the problems you face when you're doing a presentation?
- S2: (Long pause)...
- I: What makes you feel nervous when you present something? Because just now, like your friend, one of the reasons, one of the problems is grammar problem.
- S2: Ya, grammar problem and maybe err...(long pause) when I'm err stand in front, then I erm, my friend, all my friend look at me. So...
- I: You feel very conscious?
- S2: Aa.
- I: Rasa macam semua orang tengok kat you and tak tengok tempat lain.

S2: Ya.

I: Ok. Emm, does it help to reduce your anxiety knowing that the examiner is familiar to you?

S2: Emm...

I: Turun tak you punya anxiety level bila you kenal sapa dia punya examiner?

S2: Erm, yes.

I: It helps?

S2: Yes.

I: Why does it help?

S2: Emm, last, err last sem. aa, we all...Madam err last sem. err, I...when practise, practise speaking erm, she teach me how to eye contact. And then, when the, the the test, I feel confident. I don't know.

I: Hmm.

S2: Err, maybe err depend when lecturer sporting, I err, like err friendly. So I can control my nervous.

I: Ok. Does your anxiety level affect your presentation?

S2: Yes.

I: It does? What happens? How does it affect your performance?

S2: Err...my nervous?

I: Aah.

S2: Hmm, my, when I, err, when I speak, macam gagap.

I: Kiranya tak fluent lah?

S2: Aa. What I practise is not same as what I ...

I: Hmm. Ok. So what you have planned, it doesn't go as what you have planned? Ok. What factors cause your anxiety level to increase? Apa yang menaikkan you punya nervous tu?

S2: Hmm, maybe friend.

I: Friends? Why friends?

S2: Maybe erm when...I erm a shy person, so I think all friends are...sometimes I feel when I talk err my...I think my pronounce or my grammar is err incorrect. So...

I: Your friends will laugh?

S2: Emm...

I: So you're worried about your friends laughing? Ok. What is or what are your major concerns when your speaking presentation is evaluated? Apa yang you risaukan bila you punya presentation is being assessed?

S2: Err, my intonasi...

I: Intonation?

S2: And then err eyes contact. And then, err sometimes err when I speak err, err, aa itu.



- I: Oo, ok. Fillers. Ok. Which gives you more anxiety, public speaking in general, meaning not evaluated, the normal public speaking that you have to do in class or assessed or evaluated presentation? Mana lagi give more anxiety?
- S2: Err, assessed la.
- I: Assessed? Why?
- S2: Because arr, for practice in class, maybe it more relax. So I just not prepare well. So when err have err examiner, madam, so it make me prepare.
- I: Are you worried about your grades?
- S2: Yes.
- I: ...if you're stuck or something like that? Do you have any techniques to reduce your anxiety level?
- S2: No.
- I: No? Nothing? So nervous tu macam tu je la? It doesn't go away?
- S2: Emm, when my turn to speaking, I just stand and then erm take err one minute and then I see all my friend. And then I start my speaking.
- I: So it helps to reduce your anxiety?
- S2: Hmm, sikit.
- I: Sikit je la? Ok. About the questionnaire. Why is there inconsistent result? This one high anxiety and this one low. Why is that? Before, it shows that you have high anxiety. You're very worried.
- S2: Maybe excited kot.
- I: Excited ke? Is it?
- S2: Before, before I'm confident I can do the presentation but when the err I do, then the speaking I, is not what I...
- I: What you have expected? Tapi yang ini nampak yang sebelum it shows that you nervous, sangat nervous. After, tak. It's the opposite. How is that? Is it because after you're done with the presentation, you feel very relieved? Dah lega dah. That's why your anxiety level goes down.
- S2: Yes.

SUBJECT 3 (S3)

- S3: My name is S3.
- I: Are you a person who gets nervous easily?
- S3: Yes.
- I: Ok. So are you nervous to speak in public then?
- S3: Emm, in public sometimes lah.
- I: Why? Why sometimes?
- S3: Because err if I familiar with them, err, it's err ok ah. But if I not familiar, erm so nervous.
- I: Ok. So having familiar audience, ok? If not familiar, not ok?
- S3: Ya.
- I: Right. Err, why, why is it like that?
- S3: Because erm, if I familiar with them, I can err do it, err do mistake and they can consider as what I say kan. But if err I not familiar with them, maybe they erm, emm, emm can err kutuk I (giggle). And then, and then, they, they, they do not err how I, sejauh mana I punya BI kan? So err, I lebih consider pada yang familiar lah.
- I: Emm. Ok. Does the presence of the examiner assessing your presentation make you feel nervous?
- S3: Yup.
- I: It makes you feel nervous? Why?
- S3: Emm...because err examiner give all, give I mark right? So, err all the mark depends on examiner. If examiner not comfortable with me, err, it can give err bad impact. And then, err so first step I must attract erm examiner.
- I: Then, the rest of the audience?
- S3: Aa, the rest of the audience.
- I: Ok. What are the problems you face when you present?
- S3: My face err look nervous and when I'm talking if mistake, err err audience can detect easily. Err so if I lie, err lie also, they can see I lie (giggle).
- I: So you're not a good liar? Ok. And does it help to reduce your anxiety knowing that the examiner is familiar to you?
- S3: Emm, ya.
- I: It helps? Ok. Does your anxiety level affect your presentation?
- S3: Emm, maybe.
- I: How?
- S3: How? Err (giggle). Err, can you repeat?
- I: Err you punya nervous tu, dia mengganggu tak you punya presentation?
- S3: Err of course because if I nervous, I can speak err faster.
- I: Ya?
- S3: And then aa, and then err audience can ha? Ha? So like macam err...

I: Why, why do you speak faster when you're nervous?

S3: Because err what I think err it can my, my blood can, can hard. And then I can faster.

I: Ok. It comes out without stopping or whatever?

S3: Aah.

I: All right. So what factors cause your anxiety level to increase?

S3: Emm, what cause?

I: What factors, the factors that cause your anxiety level to increase? Apa yang menyebabkan you punya nervous tu makin naik?

S3: Aa, first err if audience err, err look at me, look at me aha. And then if I err examiner like look like boring, then it can aah what and how? So it can, how, how I want attract lecturer, I think. Then, err sometimes I'm lost my point.

I: Emm.

S3: Aa, it can nervous.

I: So that can cause your anxiety level to increase. So what is or what are your major concerns when your presentation is evaluated?

S3: Is evaluated? Emm...

I: Tak paham?

S3: Tak.

I: Ok. Kalau, apa, apa yang merisaukan you bila you punya presentation tu is being assessed by, by someone?

S3: Apa yang merisaukan kalau tu?

I: Yang assessed punya lah. Kalau tak assessed, takde lah.

S3: Oo, kalau err if erm I mean presentation, we use Powerpoint right? So if Powerpoint err, err not connect with I say, I can aah, err so nervous, and then erm terus jump to another point when I, I lost my point. Like that ah.

I: So that means when it's evaluated, you have Powerpoint presentation?

S3: Ya.

I: Ok. Which gives you more anxiety, public speaking in general, no evaluation or evaluated presentation?

S3: Emm, public.

I: Why?

S3: Don't know.

I: If it's evaluated, you're not nervous?

S3: Ya.

I: Yeah? If teachers give you marks, you don't feel more nervous?

S3: If teacher?

I: ...give you marks, you don't feel more nervous?

S3: Emm, no.

I: So general public speaking is more nervous for you?

S3: Ya.

I: Why is that?

S3: Because err public do not aah me. Err saya lebih utamakan pandangan orang ramai.

I: Then the examiner?

S3: Ya. So for public, I can pengaruh err examiner.

I: Right.

S3: Sebab err my Madam say if public not interested what you do, err so it can effect your mark with lecturer. So err, sebab kita talking right, presentation. So kita nak attract, sampaikan sesuatu pada orang ramai. Sebab yang penting orang ramai tu faham apa yang kita cakap, then err know what I'm talking about.

I: Ok. Do you have any techniques to reduce your anxiety level?

S3: Aiya. (Giggle). First, err attract student, err, err public. Then, erm, erm...

I: How do you attract?

S3: To first err give question, give question for...

I: At the beginning?

S3: Aa ya. At the beginning err, err...and then erm try making a erm presentation like Powerpoint, err the interesting err picture, video and then attract emm lecturer, attract lecturer like err to err (giggle) try to err see err her eyes and give err give voice, err out voice and then erm, erm...That's all.

I: That's all you do? Ok. My last question is why is it that there is an inconsistency between pre and post answers? Here, high anxiety, here, not so high, moderate.

S3: Entah.

I: Why is one high and the other is not?

S3: Erm, because before I present, err, I, I have so many err presentation another class and so, so many assignment. And then I'm so stressed err but Madam err, Madam tu pun, Madam Liza also know I'm so stressed, I cry with her (giggle). And then after presentation, then Madam err Liza send sms to motivate myself, then I can do err she said I can do it. So err I try to do it and err, err understand what I'm doing, what I want say. And then after presentation, I do better and Madam Liza also say I do better, very hard. So err I tawakkal and I try the best.

I: So this is like before, your confidence level tu was quite low la? After the presentation, confidence level naik?

S3: Ya.

SUBJECT 4 (S4)

- S4: My name is S4.
- I: Are you a person who gets nervous easily?
- S4: Aa, yes.
- I: Why?
- S4: I don't know. Aa, sometimes maybe I want to be someone...erm look at me because I'm, I'm so nervous when, when people look at me.
- I: Ok. All right, are you nervous to speak in public?
- S4: Speak in public? Of course.
- I: Why?
- S4: Because...
- I: Ok, just now you said because people look at you. Do you have any other reasons?
- S4: Mm, maybe arr I make some mistakes when I speak. So err I err afraid when people laugh at me.
- I: You worry about that also?
- S4: Yes.
- I: Does the presence of the examiner, having the examiner assessing your presentation make you feel nervous?
- S4: Emm...
- I: Do you understand my question?
- S4: No. Can you repeat?
- I: Ok. I can translate for you. Kalau ada err examiner evaluating your presentation, you rasa nervous tak?
- S4: Yes.
- I: Why?
- S4: Because emm macam tak err afraid la yang keadaan macam tu kan, tak biasa kan macam tu...
- I: Tak biasa dengan ada examiner macam the presentation that you did last week?
- S4: Aa...I must, macam I must err do err more better than err the others...saya macam terasa macam tertekan nak buat yang lebih baik la.
- I: Ok. You wanna do your best?
- S4: Yes.
- I: What are the problems you face when you have to speak in public?
- S4: I think emm when I talk because err I'm...when I'm nervous, when I speak, I think err my voice also eerr (shaky) aah...
- I: Shaky ya? Shaky voice? Ok. So? That's the only problem?
- S4: Aa...
- I: Does it help to reduce your anxiety...

S4: Anxiety?

I: You punya nervous tu lah...knowing that the examiner is familiar to you?

S4: Err...macam...

I: You understand or not?

S4: Aa...

I: Turun tak you punya nervous kalau err bila examiner tu you kenal or you are familiar with?

S4: Aa yes.

I: Yes? Why?

S4: Because err macam biasa dia...because aa maybe she or he know about me. So err ada macam saya tak perlu terlalu risau sebab dia sudah tau, dah tau apa yang saya mampu buat.

I: Ok, I get what you mean. All right, does your anxiety level affect your presentation?

S4: Yes I think. Because when I err nervous, like what you say shaky voice, so maybe the, the, apa err orang yang tengok tu mungkin tak paham, don't understand what I want, what I want to talk, what I want to talk. So...

I: Ok. Right, what factors cause your anxiety level to increase?

S4: Emm...

I: Apa yang buat you punya err nervous tu, rasa nervous tu makin naik?

S4: Emm...when err when waiting for giliran tu...

I: Waiting for your turn?

S4: Aa yes. So makin dekat lagi la tu, lagi nervous.

I: But, let's say you don't know when your turn is?

S4: Aa itu lagi la more nervous.

I: That is more nerve-wrecking? Ok, any other causes? Any other factors?

S4: Mm, no. Mungkin err sebab kalau kurang persediaan, aa mungkin nervous la.

I: During the presentation itself?

S4: During the presentation, I think my presentation, saya macam nervous tu, saya macam tak tau jugak macam mana tahap nervous tu. Tapi yang saya tau nak cakap je, nak cakap je. Tapi mungkin semasa sebelum, sebelum presentation, maybe err nervous tu tinggi aa berbanding dengan semasa presentation.

I: Oo ok, it's before ya?

S4: Ya.

I: During, not so bad?

S4: Aah.

I: Ok. What is or what are your major concerns when your presentation is evaluated? Apa yang you risau bila you punya presentation tu, you get marks for your presentation?

S4: Risau macam mana? Tonton?

- I: Err, it could be anything. Sebab there would be a difference ya between when your presentation is evaluated and not evaluated kan? So for this one, it's evaluated. What do you worry about? Do you worry about the grades that you will get? Do you worry about whether your message...
- S4: Oo, I'm worry about my message la. Message err like...if people don't understand what I'm talking about, what I want to talk. So, erm beside that I'm worry about err about err people who to look at me, err they laugh at me, so I'm very nervous when they do like that.
- I: Hmm, so you're not worried so much about your grades?
- S4: Err, I think I don't know because I'm try my best when presentation...
- I: Ok. Which gives you more anxiety, public speaking in general, meaning that it's not evaluated, or evaluated presentation?
- S4: Emm, public speaking in general because not worry about the grade, about the...
- I: That gives you more anxiety?
- S4: Anxiety?
- I: Aa, lagi, lagi you get more nervous?
- S4: Oo, I think lagi satu.
- I: Aa, evaluated presentation. Why?
- S4: Because grade.
- I: Grade ke?
- S4: Aah and maybe err the examiner (giggle), more he want, she want best from me. So he try to mark. So I'm nervous. My nervous maybe increase.
- I: Ok. Do you have any techniques to reduce your anxiety?
- S4: Emm, err I think when I try erm mungkin, saya senyum aa. Senyum dengan tu saya boleh kurangkan nervous saya, nervous tu.
- I: How does it help ya? It gives you more confidence, is it?
- S4: Aa it's like macam penonton fikir macam saya boleh buat kan? So kalau saya senyum, rasa lebih confident la.
- I: Ok. About your questionnaire result. Why is it that for pre questions, your anxiety is high and for post, it's low? Why is that?
- S4: Aa, sebab semasa, masa ni kan, tu macam aa sebelum presentation ni, benda yang kita nak sampaikan tu belum, belum lagi buat kan? Lepas tu, Madam yang nak gred kita pun nak tengok kita pun belum lagi, nak tunggu giliran lagi.
- I: So you have like all sorts of things in your mind lah at that time? Err, after?
- S4: Err, after tu apa benda yang kita nak cakap tu, semua all of thing what I want to talk tu dah lepas semua. Err, saya rasa macam apa yang tak puas hati tu pun, tak dapat nak...kira macam tak dapat lah. Jadi semua yang selepas presentation ni, semua habis semua. Dalam kepala pun takde fikir apa benda pun.
- I: So it's a relief lah. Lega dah habis. Ok.

SUBJECT 5 (S5)

- S5: My name is S5.
- I: Ok my first question is are you a person who gets nervous easily?
- S5: Emm...(mumble), yes.
- I: Are you nervous now?
- S5: Yes.
- I: So are you nervous to speak in public?
- S5: Yes of course since err since I in primary school. I err apa encourage to speak in err in front of people, I mean audience.
- I: But, still nervous?
- S5: Hmm.
- I: Since primary school you've been doing it until today, nervous is still the same?
- S5: Err, when I come here err, it's, it's less, like more, more confidence.
- I: Because you're used to it?
- S5: Emm.
- I: Ok. Does the presence of the examiner, ok having the examiner assessing your presentation make you feel nervous? Can you understand my question? Bila ada examiner, assessing whatever that you're presenting, make you feel nervous?
- S5: Mm, yes.
- I: Why?
- S5: Err because I always worry about marks I get...
- I: So you're worried about the marks?
- S5: Emm.
- I: Ok. What are the problems you face when you're doing your presentation?
- S5: Emm, unconfident.
- I: Not confident?
- S5: Not confident.
- I: That's the problem?
- S5: Yes.
- I: Do you have any other problems?
- S5: Emm, nervous.
- I: Nervous tu lah. What makes you feel nervous tu?
- S5: Hmm...not enough aa prepare, preparations.
- I: Ok. All right, does it help to reduce your anxiety knowing that the examiner is familiar to you? Do you understand?
- S5: Not really.



I: When the examiner is familiar, familiar to you, does it help to turunkan you punya nervous tu bila you kenal you punya examiner?

S5: Emm, yes, yes.

I: Why?

S5: Because I know err what she already want from me.

I: So you, you can do la?

S5: Aa, I can do.

I: Emm, ok. Does your anxiety level, your nervous tu, does it affect your presentation or your performance?

S5: Emm, yes.

I: How?

S5: Because aa, aa nervous...

I: Macam mana dia affect? You tak boleh nak bercakap ke?

S5: Aa ya, cannot speak and my voice not very err become low.

I: Aa, you mean like now?

S5: Aha, like now. Err then, I always worry about the audience, the perceptions, their perceptions.

I: So the audience also plays a role. Ok. What factors cause your anxiety level to increase? What makes your, the feeling of nervousness go up?

S5: Emm (long pause)...

I: Ok. Just now you've mentioned your audience can increase your anxiety right? Any other causes or other factors?

S5: Emm...

I: Only audience?

S5: Audience.

I: Right. What is or are your major concerns when your presentation is evaluated? What do you worry about when your presentation, you get marks for your presentation? What do you worry about?

S5: Worry about my grammar, about...I don't know. I don't know what to say.

I: Do you understand my question or not?

S5: I understand.

I: So you only worry about your grammar...?

S5: Hmm.

I: ...when it's evaluated?

S5: Haa. Grammar and then, marks.

I: The two important things are your marks and your grammar? That's all?

S5: Hmm.

I: Ok. Right, which gives you more anxiety, mana yang you lagi rasa nervous, public speaking in general, meaning that it's not evaluated or evaluated presentation?

S5: Emm, evaluated presentation.

I: Because of?

S5: Marks.

I: Marks again? Basically you're concerned about the marks?

S5: Yes.

I: Do you have any techniques to reduce your anxiety level?

S5: Hmm, first I do emm take something else err to put in my hand like pen (giggle).

I: Oh, you have to hold something?

S5: Aa, hold something.

I: So that can help to reduce...?

S5: Aah.

I: Any other things that you do other than holding something?

S5: No.

I: That's the only technique you can think of? All right, my last question is the result that I got from your questionnaire shows inconsistency between pre and post questions. For pre, your anxiety is high, but for post, the result is the opposite. Why is that?

S5: Because, after, of course less, already done...

I: So you don't think about it anymore?

S5: But I think about, about my marks la.

I: You think about your marks but the anxiety has gone down so much lah?

S5: Emm...

I: Dah lega la basically? Is it?

S5: Ya.

SUBJECT 6 (S6)

- S6: My name is S6.
- I: First question. Are you a person who gets nervous easily?
- S6: Ya.
- I: Ok. So are you nervous to speak in public?
- S6: Emm, actually aa if, if I speak in English, very nervous but in Malay, ok.
- I: Even though it's in public? So if you speak in Malay, in front of an audience, you're not nervous?
- S6: Not nervous. Aa (long pause). Sometimes nervous.
- I: But not as nervous as when you have to speak in English?
- S6: No.
- I: Speaking English makes you nervous? Ok. Does the presence of the examiner assessing your speaking presentation make you feel nervous?
- S6: Can you repeat?
- I: Ok. Having the examiner, in the room or in the classroom assessing or evaluating your presentation make you feel nervous or not?
- S6: Err, (long pause). Actually err during the presentation, err examiner evaluate my presentation, very nervous. Aa very nervous.
- I: So having the examiner makes you nervous lah?
- S6: Ehm.
- I: Ok. Why is that?
- S6: Why? Hmm, err presentation make me nervous.
- I: Any presentation?
- S6: Yup.
- I: Whether it's evaluated or not evaluated?
- S6: Mm.
- I: Ok. What other problems do you face in the presentation?
- S6: Err. Problem? Err, that err I can't speak English very well. So that's a big problem.
- I: Any other problems, other than that?
- S6: Emm (long pause). I think that's all.
- I: That's the main one? The big problem. Ok. Does it help to reduce your anxiety knowing that the examiner is familiar to you? If you're familiar with your examiner, for example you had Madam Liza right when you presented, does it help to reduce you punya nervous tu? Or is it still the same?
- S6: Emm (long pause). I think no.
- I: Same?
- S6: Same, just aa actually aa, whether the audience or examiner, I, I need to present err my presentation. Then...

I: Whenever you have to present, you're nervous? Doesn't matter who your audience is. Ok then. Does your anxiety level affect your presentation or your performance?

S6: Of course effect.

I: How does it affect?

S6: Mm (long pause). Err I can't, maybe err speak very well. Err not fluent and err like that la.

I: You cannot speak very well? Ok. What factors cause your anxiety level to increase?

S6: Preparation. Emm...

I: Your, your preparation?

S6: No. Aa ya preparation.

I: Ok. What makes your anxiety level increase, go up? You punya nervous tu, apa yang menyebabkan dia naik?

S6: Hmm (long pause). Audience, maybe aa the, the audience. Err, err and then, if I do not have enough preparation.

I: Hmm. So that can cause your anxiety level to increase? Ok. All right, what is or what are your major concerns when your presentation is evaluated? What do you worry about when your presentation is evaluated?

S6: Err, worried err when I speak, err I just err, the audience understand what I have said or not. Err, it's err important for me.

I: What about your marks? Do you worry about it? Because this is evaluated...

S6: Ya.

I: Worry?

S6: Worry.

I: But more important is your audience?

S6: Cos erm, when we just talk and said about something, and then err, the other one, err the important is erm, reaction, erm, erm from audience. Then when I give question or ask question, then not have any err reaction, then I, think they are not understand what I said.

I: Hmm, ok.

S6: Err maybe err examiner also not understand what I have said.

I: Ha if your audience does not understand, there's a possibility that your examiner doesn't understand. Ok. Which gives you more anxiety, public speaking in general, without evaluation, or evaluated presentation?

S6: Of course evaluated.

I: Why?

S6: Why? Emm (long pause). Because emm my presentation evaluated (giggle).

I: So you're more worried about that because you said just now any type of presentation makes you feel nervous right?

S6: Emm.

I: So this is between the normal presentation and evaluated. Higher anxiety?

S6: Err evaluated presentation.

I: Reason?

S6: Because aa mark, the mark. Emm, err...because the mark aa.

I: Hmm. You're afraid that it would affect your grades?

S6: Hmm, hmm.

I: Ok. Do you have any techniques to reduce your anxiety level?

S6: Ok arr for me, when I have, I should to speak in front audience, I need to hold marker pen.

I: Oh? Marker? Or anything?

S6: Err, actually anything tapi I, I prefer to marker because big and...

I: You feel more confident when you have that?

S6: Mm.

I: Interesting. Ok, last question. I just wanna find out from you, before the presentation, what I have gathered is that your anxiety level is high. And after that, not so high la. Quite moderate already. Why is that?

S6: Err, why my nervous level decrease after the presentation? Mm, because I have finish my task maybe. Err kalau err for speaking test, err I have err finish my speaking test individual.

I: Do you feel not worried about your marks or anything after your presentation? You feel like "Ok, I'm done with it. I don't wanna think about it anymore".

S6: Sometime worried, but it's err just happened. So just leave it.

I: So you leave it to God now? So you've done your part.

S6: Aa.

SUBJECT 7 (S7)

- S7: My name is S7.
- I: First question. Are you a person who gets nervous easily?
- S7: Yes.
- I: Are you nervous to speak in public?
- S7: Hmm.
- I: Why?
- S7: Err, err because when I speak in public, I lose my word.
- I: Lose your words? You don't know what to say?
- S7: Aa ya.
- I: Ok. Does having the examiner assessing your presentation make you feel nervous? If there is an examiner, assessing whatever that you're presenting, make you feel nervous?
- S7: Mm yeah.
- I: Why?
- S7: Err, err because I err I err (giggle), takut dapat markah rendah ke. Takut macam err macam tak puas hati apa yang saya cakap.
- I: So you risau lah orang yang bagi marks tu? Ok. What are the problems you face when you do a presentation? Any problems?
- S7: Err, err eye contact.
- I: You cannot maintain your eye contact, is it? What, where do you look?
- S7: Aa Madam.
- I: You only look at the examiner?
- S7: Yes. Lepas tu voice.
- I: Why? What's wrong with your voice?
- S7: It's slow.
- I: Not loud enough?
- S7: Ya.
- I: Anymore?
- S7: No.
- I: Ok. Does it help to reduce your anxiety, turun tak you punya rasa nervous tu bila you rasa you punya examiner tu familiar? You kenal your examiner.
- S7: No.
- I: Doesn't? Not at all?
- S7: No.
- I: Sama je?
- S7: Sama.

I: Ok. Does your anxiety level affect your presentation?

S7: Yes.

I: How?

S7: Err cos when I nervous, I don't know what to speak. Err, lepas tu (long pause)...

I: You selalu problem susah nak bercakap?

S7: Aa.

I: What factors cause your anxiety level to increase? Apa yang menyebabkan you punya rasa nervous tu makin naik?

S7: (Long pause). Emm, my...maybe, maybe examiner, err comment about...dia cakap, grammar, macam silap ke, lagi nervous.

I: So the comments given by the examiner lah make you feel nervous. Ok. What is or what are your major concerns when your presentation is evaluated? What makes you worry when your presentation is evaluated?

S7: Err pronunciation, grammar and my content.

I: Content? In your presentation what you would say? That makes you worry. Ok. Which gives you more anxiety, public speaking in general, meaning there's no evaluation or evaluated presentation?

S7: Err evaluated.

I: Evaluated meaning you get marks for it. Mana lagi nervous?

S7: Mm, evaluated.

I: Why?

S7: Because we have to...lebih bersedia, (long pause). Should prepare, prepare and have a good...or high mark.

I: Ok. Do you have any techniques to reduce your anxiety level?

S7: Mm (long pause). No.

I: No? no techniques at all? So you get nervous macam tu je lah? Nervous je? Tak tau macam mana nak calm yourself?

S7: Selalunya pegang something aa.

I: Pegang something? So you don't feel nervous? Something like what? Pen?

S7: Aa pen.

SUBJECT 8 (S8)

- S8: My name is S8.
- I: Ok. First question, are you a person who gets nervous easily?
- S8: Mm, not, not really. Err, it's depend on the situation.
- I: What kind of situation?
- S8: Err, like mm in, in for presentation, for English presentation. Emm, most of the, most of the audience is my classmate. So I will not feel so nervous, because I already know and recognize them.
- I: What kind of situation makes you nervous?
- S8: Emm, maybe for the err the audience that I didn't know or the audience is more older or more experience than me.
- I: So are you nervous to speak in public?
- S8: Mm, yes.
- I: So it doesn't matter who your audience is but you're still nervous?
- S8: A little bit.
- I: Ok. Why?
- S8: Why? Maybe I keep thinking of what people going to err, err going to evaluate err how I present, is it good or not aa.
- I: You think about what people say?
- S8: Yes (giggle).
- I: Ok. All right, does the presence of the examiner assessing your presentation make you feel nervous?
- S8: Yes, a little bit. Emm compare to, maybe for practice speaking test, emm I'm not feel nervous because it's err I think it's for practice. If err have examiner maybe, emm that I know, that I have to do the better, do the best. So maybe I have a little bit nervous.
- I: Ok. What are the problems you face when you have to do a presentation or public speaking?
- S8: Emm, maybe emm, if I, I erm have enough prepare, and I know what I'm going to say, I will not feel nervous for in that way. But if emm I'm, if erm I think that err is not, err the point is not good or not sure with the point, maybe emm it will affect, affected my presentation.
- I: That is the problem?
- S8: Yes.
- I: Does it help to reduce your anxiety knowing that the examiner is familiar to you?
- S8: Aa yeah.
- I: It will?
- S8: I know the examiner is my lecturer, maybe it's err, because I know what, what he err what he want the best, err what he want to, for me to achieve err good mark.
- I: You know your examiner's expectations basically?
- S8: Aa yes.



I: Does your anxiety level affect your presentation?

S8: Yeah.

I: How?

S8: Mm, if, if I feel anxiety, it's mean my presentation will not look confident. Err if I not err anxiety, it's mean I will more confident, it will look enthus, apa enthus?

I: Enthusiastic?

S8: Aa enthusiastic to give the presentation, and the example. It's mean I will be, the confident level is high la.

I: So if you have anxiety or if you're nervous, the confidence level becomes low? Ok. Right, what is or what are your major concerns when your presentation is evaluated?

S8: Emm, what, what do you mean?

I: What do you worry about when your presentation is evaluated?

S8: Oo, I worry about the content if, if is the content is right or not, or is it I, I, my presentation have many grammatical error.

I: Do you worry about your marks?

S8: Aa yes (giggle). So worry.

I: Ok. What factors cause your anxiety level to increase?

S8: Mm, just content only.

I: Your content?

S8: I think I answered wrongly. I think, I think maybe err (long pause), depend on what topic I get or if err macam, if the topic is like I, I didn't know how to err I didn't know where the topic, I didn't know err how, how the good example to present the topics. It's worried me, err more anxiety.

I: Ok, but if you have to present something, don't you think that you choose your own topic rather than your teacher gives you a topic?

S8: Emm my teacher err, give err a, some topic and we, we have to pick which one is we prefer for the presentation.

I: So you are still not confident of the content?

S8: Emm, for individual presentation, I confident with the content because I, I choose the topic. It's mean, err, I, I mean if the topic, the lecturer give the one topic.

I: Only one?

S8: Aa, give the one topic that, that no choices, that I worry.

I: Err any other factors that make your anxiety go up?

S8: If err have err many audience.

I: Aa, you don't like so many people looking at you? Ok, what's your limit for your audience?

S8: I'm not sure. Hmm...

I: You don't want like hundred people looking at you? Is that so?

S8: Yeah. I never talk to in front of too many people.

I: If it's a small, it's ok?

S8: Aa if a small group, it's ok. In the class, it's ok. But in the hall or...

I: Have you ever presented anything in the hall with so many people?

S8: Yes, aa in school I, I involved in public speaking.

I: Ok. So were you nervous then?

S8: Very nervous.

I: Ok. Which gives you more anxiety, public speaking in general or evaluated presentation?

S8: Hmm, public speaking in general.

I: Why? Not evaluated?

S8: If evaluated like err, like what we did in the level 6 and level 5, the audience in the classes, the audience that I recognise well. But in the public speaking in general, err the audience is err might be from emm many age, right?

I: You don't know them?

S8: Aa I don't know maybe they, they are erm from err professional people.

I: Ok. Do you have any techniques to reduce your anxiety level?

S8: Mm, no.

I: No? So that anxiety will always be there when you have to present or whatever?

S8: Err actually, I only think that what I say is right and I, the aware will reduce my anxiety.

I: So it's like you're increasing your self-confidence?

S8: Aa ya.

I: The last question is from the result here, before the presentation it shows that your anxiety level is high, you're nervous I think. But after you did the presentation, you have changed a bit, err not a bit actually. Quite obvious. You look more confident. Why is that?

S8: Mm because when err before we do, err before I do a presentation, it's mean like erm I didn't get the confident, the confident yet, how I'm going to do, how I'm going to talk. It's mean when aa after I did the presentation, mm that I know I can talk err, I can talk well, I can present the content, the topic err clearly. Err and as that, I already got the confident level.

I: After?

S8: Aa. Err, err not after, also during, during the presentation. It's mean at the beginning it's not, and after maybe err at the middle of the presentation. At the middle of the presentation I get the confident well. It's mean err, it's, it's like err I get a warm-up lah.

I: So after, that's why you have lower anxiety level la.

S8: Err, when in the middle of the presentation, I will feel err when I talk, I talk more, err more time, err I feel more confident to, to stay, to be stay in front of the people erm comparison to before.

SUBJECT 9 (S9)

- S9: My name is S9.
- I: Are you a person who gets nervous easily?
- S9: Emm, yes. I think yes.
- I: What kind of situations make you feel nervous?
- S9: Mm, when I have to talk in front of a lot of people and err person that I have never seen...
- I: Makes you feel nervous? All right, are you nervous to speak in public?
- S9: Mm yes.
- I: Why?
- S9: I don't know. Maybe because err I'm a person which is not err like to talk very much kan. Quiet and shy.
- I: Ok. Does the presence of the examiner assessing your presentation make you feel nervous? Having the examiner, evaluating your presentation make you feel nervous or not?
- S9: Yes.
- I: Yes? Why?
- S9: I think (giggle). I don't know.
- I: You can answer in Malay if you cannot think of the words.
- S9: Emm, sebab saya tak tau apa yang examiner fikir kan? Macam, takut la, takut dia bagi markah rendah.
- I: You want to impress the examiner?
- S9: Hmm.
- I: Ok. What are the problems you face when you have to do public speaking or presentation?
- S9: What?
- I: The problems.
- S9: Emm (pause). Eye contact.
- I: Meaning that you don't know how to maintain your eye contact or you don't have eye contact with your audience at all?
- S9: Err not maintain la.
- I: You don't maintain? Who do you normally look at?
- S9: Hmm?
- I: Who normally, who do you look at?
- S9: Err (giggle) at down.
- I: Oo ok. You don't look up at all?
- S9: No (giggle).
- I: All right, other than eye contact?
- S9: Mm, (pause), voice projection. Sometimes it's low. When I'm nervous, aa...

I: When you're nervous, your voice goes down, lower?

S9: Aah.

I: Ok. What else? Anymore?

S9: Mm, the flow of speaking.

I: So is it like it becomes slower or faster?

S9: Mm (pause), slower. When I stuck, err banyak tersangkut aa.

I: You mean like you are lost for words? You don't know what to say.

S9: Aha.

I: Does it help to reduce your anxiety when the examiner is familiar to you?

S9: Mm (long pause). Sikit la.

I: Ya? Why?

S9: Mm. Sebab kita dah rapat sikit kan, aa dah kenal err dia punya tu. So, tak risau sangat la kot.

I: Ok. Does your anxiety level affect your presentation?

S9: Yes.

I: How?

S9: It can err rasa nervous tu macam err benda-benda yang saya ingat, dah hafal kan, tiba-tiba macam lupa, hilang. Lepas tu, mm buat macam suara saya macam emm bergetar kot (giggle).

I: What factors cause your anxiety level to increase?

S9: Emm, when I have to talk with only to one person.

I: When you have to talk to only one person?

S9: Mm...I and the examiner.

I: But when you have a presentation like that you have your audience with you, right?

S9: Yup.

I: So that does not make you feel nervous?

S9: Err, that's because erm people kan known to me...

I: So you're not nervous?

S9: Nervous? Err, I mean like I and only the examiner. Ha that...

I: Ok. If, if the presentation like the one you did before, emm what made you nervous? The audience? Did they make you nervous?

S9: (Long pause). Aa yeah.

I: In what way did they make you nervous?

S9: I don't know.

I: Was it their response ke? Were they very attentive? Or were they asking a lot of questions? Or were they bored with your presentation? What, what did you see?

- S9: Mm (long pause)...mm, macam saya tak boleh cakap depan diorang. Saya rasa akan fikir pasal apa yang orang ingat kita. Fikir yang buruk-buruk pasal kita aa.
- I: What people think?
- S9: Aa.
- I: Ok. What is or what are your major concerns when your presentation is evaluated? What do you worry about when you know you'll be getting marks for your presentation?
- S9: Mm, risau (pause) takut tak dapat perform dengan baik lah. (Pause) tak dapat nak impress kan orang yang dengar tu, the examiner tu. Ha.
- I: Ok. Which gives you more anxiety, public speaking in general, meaning that no assessment, or evaluated presentation, you'll get marks. Between getting marks and not getting marks, which one gives you more anxiety?
- S9: (Long pause). Err when evaluated speaking la.
- I: Mm why?
- S9: Because mm (long pause), when, kalau macam biasa kan, macam biasa tu, kita cakap je macam tak payah kira point dia kan? Macam bagi je la apa yang kita fikir waktu tu. Tapi kalau macam evaluated ni kan macam ada tajuk dia kan, err kita tak tau macam kena tak dengan tajuk ke point tu.
- I: So you worry about the content of your presentation. Any other things?
- S9: Mm expression. Facial expression macam err selalunya macam kalau kita (pause) nak present tu, kena macam muka kita takut la kan. Susah nak kawal muka.
- I: Do you have any techniques to reduce your anxiety level?
- S9: (Giggle). Don't know.
- I: So when you're nervous, nervous lah throughout tu? Maksudnya takde la you buat apa-apa to reduce you punya...
- S9: Tarik nafas dalam-dalam dulu aa.
- I: Take a deep breath. And then?
- S9: Pastu...
- I: Just go on?
- S9: Aah.

## HIGH PROFICIENCY SUBJECTS

SUBJECT 1 (S1)

- S1: My name is S1.
- I: All right, first question. Are you a person who gets nervous easily?
- S1: A bit ah.
- I: A bit?
- S1: Ya.
- I: When normally do you get nervous?
- S1: Presentation, talking in front of class...usually.
- I: Are you nervous to speak in public?
- S1: Ya.
- I: Why?
- S1: Err, cos I'm not a very good speaker. Ok, but not that good la.
- I: You're not confident?
- S1: Ya.
- I: Err, does the presence of the examiner assessing your presentation make you nervous?
- S1: Not really lah. Usually my colleagues or my friends around me...
- I: ...make you more nervous?...rather than the examiner?
- S1: Ya.
- I: Ok. Err, what are the problems you face when you do err public speaking or a presentation?
- S1: Err, nervous. Err, stage fright...err, in front of all people, right?
- I: Emm, that's all?
- S1: Ya.
- I: Does it help to reduce your anxiety knowing that the examiner is familiar to you?
- S1: Not really ah...because, mostly because other people are looking at me. I don't really care about the...
- I: ...examiner?
- S1: Ya, the examiner.
- I: ...even though when the examiner is giving you marks?
- S1: Ya.
- I: Ok. All right, does your anxiety level affect your presentation or your performance?
- S1: I think so lah because...

I: How? How does it affect?

S1: ...because err...when I become afraid or nervous, I can't really speak...err, loudly or clearly.

I: Your voice becomes like softer?

S1: Ya. So I can't...err I can't really tell what I'm talking about right?

I: Ok. Err...what factors cause your anxiety level to increase?

S1: Mostly nervous lah...nervous.

I: What makes you nervous? What are the things that make you feel nervous?...other than err having your friends in front of you? Any other things...that you worry about?

S1: Emm, nothing la...

I: No?

S1: Ya, mostly emm...

I: Your friends?

S1: Ya.

I: Ok, what is or what are your major concerns when your presentation is evaluated?

S1: What are?

I: ...your major concerns? What worries you when your presentation is evaluated?

S1: Emm...marks la.

I: Marks?

S1: Ya.

I: Only marks?

S1: Marks...emm, how my speech reflects on me, how the teacher thinks of me, whether she wants to put me back in the same, in the same level next, next sem. Am I right?

I: Oooh, you mean...it means that you worry if you have to repeat?

S1: Aa, ya.

I: Ok, which gives you more anxiety, public speaking in general or assessed or evaluated presentation?

S1: Public speaking.

I: Why?

S1: Because when you're evaluated, it shows how good am, am I. But at public, people hear if I'm wrong, they'll laugh or something like that.

I: So, for evaluated, it either shows you whether how good you are, how bad you are?

S1: Ya...with the teacher...arr, I'm not so worried ah...not so embarrassed about anything right? Cos it's just between the two of us. Nobody else know but public speaking...everybody can hear what I say, you know?

I: That is more worrying?

S1: Ya.

I: Ok. Right, do you have any techniques to reduce your anxiety level?

S1: Err, I think no ah...I don't know

I: No?

S1: Emm.



SUBJECT 2 (S2)

- S2: My name is S2.
- I: Are you a person who gets nervous easily?
- S2: Ya, kind of.
- I: Why?
- S2: Cos emm, I don't think my English is kinda perfect. So, I err...apa ni, emm afraid that other, other people think that I'm not good enough in English. So they will judge me in different way, right?
- I: Ok. So are you nervous to speak in public?
- S2: Public? Of course (laugh).
- I: Why? For the same reason?
- S2: Ya, the same reason.
- I: All right. Does the presence of the examiner assessing your speaking presentation make you feel nervous?
- S2: Erm...ya.
- I: Why?
- S2: The same, the same reason ah.
- I: Because people judging you?
- S2: Ya.
- I: So you are basically afraid of...
- S2: People...judging.
- I: People judging you? All right, what are the problems you face when you speak in public?
- S2: Sorry?
- I: What are the problems you face when you have to speak in public?
- S2: Err, I kind of lack of confidence...so, that's one of the factor why I'm anxious when...emm, I'm around public.
- I: Ok. Does it help to reduce your anxiety knowing that the examiner is familiar to you?
- S2: Ya.
- I: It helps?
- S2: Ya.
- I: Why?
- S2: Because...we already know how...err, the examiner's attitude or whatsoever. So...emm it's ok la.
- I: So, that is if you know the examiner right?
- S2: Ya.
- I: Ok. Does your anxiety level affect your presentation or performance?

S2: Yes.

I: How?

S2: Emm, when we feel anxious, all that, the things that we already err...we already remember...err, will just fade away.

I: You forget everything?

S2: Ya. Macam blur and blank.

I: Right. What factors cause your anxiety level to increase?

S2: Emm...I don't know (small laughter). Maybe I forgot certain words from what I've already remember. Then...all got stuck.

I: So, it becomes haywire from then on?

S2: Ya.

I: Ok. What is or what are your major concerns when your presentation is evaluated?

S2: Emm...my fluency kot.

I: ...in English? Influence you?

S2: ...emm, then my, apa ni, point...emm, what I'm trying to convey, I err...

I: ...your content?

S2: Ya, I want them to understand, but if they don't understand, that get me anxious ah...

I: Which gives you more anxiety? Public speaking in general or assessed presentation?

S2: Public speaking kot.

I: Why?

S2: Because all err...person who...considered as public are going to judge me right? So, same la all person judge...same.

I: But assessed it is...you get marks.

S2: Ya.

I: Public speaking you don't get marks.

S2: But all eyes on me. So...

I: It doesn't really have any difference?

S2: No.

I: Ok, so do you have any techniques to reduce your anxiety level?

S2: I, err, I, erm...I often move my hand...move my hand.

I: Your hand gestures?

S2: Err, ya.

I: You move a lot?

S2: Ya.

I: Without realising it or...?

S2: Aa, without realising it.

I: Ok. How do you reduce your anxiety level?

S2: Reduce? Aa, tu ah.

I: By moving your hands?

S2: By gestures...not, not only hands...maybe I just walk.

I: Walk?

S2: Aa, ya. Err, in front of...apa...stage performance kan is considered as...kan...so, move ah.

I: You move around the stage?

S2: Ya.

I: Ok. Just one last question. Before the test, or before the presentation, your anxiety level is quite high. However, err...it has become low in the post-presentation. Why is that?

S2: Because, I think I'm not good enough but after the presentation, all my friends said well done and well-said. So my anxious kind of reduce gradually.

I: So, you feel more confident?

S2: Aa, ya.

I: You don't worry about your marks?

S2: Aa, I don't worry about my marks after the presentation. But before the presentation, really high.

I: So, what is done is done, basically?

S2: Aa.

SUBJECT 3 (S3)

- S3: My name is S3.
- I: Are you a person who gets nervous easily?
- S3: Ya.
- I: Why?
- S3: Err, I don't know.
- I: What makes you nervous?
- S3: Err, I'm not sure.
- I: But, it comes naturally?
- S3: Ya, sometimes.
- I: So, are you nervous to speak in public?
- S3: Yes, sort of.
- I: Why? This is in public ya. Why?
- S3: Emm, aah. I...I can't explain.
- I: Emm...ok...it's just, it's in you?
- S3: Ya.
- I: All right, ok. Does the presence of the examiner assessing your presentation make you feel nervous?
- S3: You will...feel the same. I mean...it won't effect me, but I will still get nervous a bit.
- I: ...whether there is an examiner or not?
- S3: Ya.
- I: Ok. What are the problems you face when you have to speak in public?
- S3: Emm, my...
- I: Are you lost for words?
- S3: ...my peers.
- I: ...or something like that?
- S3: Ya, maybe I can't get focus enough.
- I: Your peers, you were saying?
- S3: Emm, ya.
- I: That gives you problem also?
- S3: Ya, sometimes.
- I: You mean you're worried about what they think or what?
- S3: Err, if I...present in front of the class...I get nervous easily.
- I: Ok. Does it help to reduce your anxiety knowing that the examiner is familiar to you?

S3: Emm, I think...yes.

I: It reduces your anxiety?

S3: Yup.

I: Why?

S3: Because it's...(long pause).

I: Because I'm just wondering, just now you said that it didn't have any difference?

S3: Hmm...

I: ...whether there is any examiner or not? But, now...you say that it helps to reduce your anxiety if your examiner is familiar to you?

S3: Ya...when let's say I present and then...I know the teacher...so, I feel more comfortable...the same teacher, than a new teacher.

I: Emm...than somebody that you don't know?

S3: Ya.

I: Ok. Does your anxiety level affect your presentation?

S3: (Long pause) Emm...

I: Does it have any effect on your presentation?

S3: ...Emm, I think just small effects la...

I: Like what?

S3: Like...how I give my speech...

I: ...you mean it's not smooth? Err...negative or positive effects?

S3: Negative.

I: Like what?

S3: It's more about no body language, no movements.

I: You mean, you're very stiff? You become stiff? Stand straight?

S3: ...think so.

I: ...you don't move at all?

S3: ...move a bit but, without...without the body language.

I: Ehm, hand gestures and all that?

S3: Ya.

I: Ok. What factors cause your anxiety level to increase?

S3: (Long pause). Emm...(long pause). I'm not sure. Emm...

I: Anything that can cause your anxiety level to increase?...maybe your friends?

S3: Emm...

I: Your teacher? Or whoever?

S3: (Long pause). The crowd...thinks...

I: The audience?

S3: Ya...the audience.

I: Can cause your anxiety level to increase?...In what way can they increase your anxiety level?

S3: (Long pause). Because I'm presenting something or giving speech...so...it effects...

I: Ok. What is or what are your major concerns when your presentation is evaluated?

S3: ...Hmm...

I: What do you worry about when your presentation is evaluated?

S3: The marks that I will get.

I: Only the marks?

S3: Err...(long pause)...Ya, I have to make sure that I'm doing it correctly.

I: Ok, next question. Which gives you more anxiety, public speaking in general or assessed presentation?

S3: (Long pause).

I: Public speaking in general means that you do public speaking without any evaluation and the other one is evaluated, you get marks for it. Which one creates more anxiety?

S3: (Long pause). I think it's the one evaluates me because...I must, I must be more serious.

I: Because of the marks also?

S3: Ya.

I: Do you have any techniques to reduce your anxiety level?

S3: Err...not really.

I: You don't?

S3: No.

I: How do you reduce your anxiety?...You don't do anything about it?

S3: No, I just do my best la.

I: Don't think about your...nervousness that much?

S3: No.

I: Are you nervous now?

S3: A bit.

SUBJECT 4 (S4) (Low anxiety)

- S4: I'm S4.
- I: Right. The first question...are you a person who gets nervous easily?
- S4: No.
- I: No? What makes you nervous normally?
- S4: Err...actually...err, it's how you look at it. It's how you look at what nervous is. Like for me, if I'm well-prepared to do that certain stuff, I won't be nervous. It would be excitement. So, that's how, that's how you look at it because...the adrenalin rush, the heart beating, it's all the same...whether it's all nervousness or excitement. So, it's just how you look at it and how you prepare for it. So, once you're prepared for it, it won't be nervous but it would be excitement.
- I: Let's say you have to do err, public speaking spontaneously without any preparation, would you be nervous?
- S4: Err, it would...depends on the topic. Usually, I wouldn't get nervous because the topic is...is something that I know.
- I: If you were given a topic that you're not so familiar with?
- S4: Then, it would be a little problem, a little nervous, but then err...I think...I have enough knowledge to master through it...I think I can handle it.
- I: What happens if you get nervous?
- S4: What happens? Ok...the common thing err...is my finger gets cold, so, gets shaky and then...
- I: Do your palms sweat?
- S4: Err, no. My palms don't sweat. So...and then my legs tends to shake...my knees...
- I: Really?
- S4: Ya. So...during school times, when I have to give a speech, it's always like that. So, it used to be a problem, but not anymore.
- I: Ok. Now you have overcome the problem?
- S4: Ya.
- I: So, you don't get as nervous as before?
- S4: Ya.
- I: So for, emm...for the assessments that you have done for Listening and Speaking, have you felt any nervousness at all?
- S4: No.
- I: Today also you're not nervous?
- S4: No.
- I: Ok. Very good ya! So, that means public speaking and...between public speaking and evaluated presentation, both don't give you any anxiety?
- S4: No.
- I: ...provided that you're prepared?
- S4: Yes.

I: If not...

S4: If not, then...

I: Ok, emm...do you have any concerns when your presentation is evaluated?

S4: Err...ya. I do get concerned like about it...err, I convey the message right, the listener receive my message and how will they respond to my message. How do I tap into their interest and...how do I get their attention...usually speakers they speak to themselves, so that's why the audience...

I: ...don't listen?

S4: ...ya don't listen and didn't pay attention. So, there's a communication breakdown and so the message didn't get across.

I: But that is for the audience. What about the examiner?

S4: The examiner it's...it's about the same thing except that...err, they, they do listen even though we...our communication is very bad. They do listen because they're trying to get the points from us. So...err, it'll be easier for the examiner.

I: Right. Err, does...the examiner does not worry you at all?

S4: Err...

I: ...when you present something?

S4: No.



SUBJECT 5 (S5)

- S5: I'm S5.
- I: All right, the first question. Are you a person who gets nervous easily?
- S5: Yes.
- I: Why?
- S5: Erm...because, I don't know why but in front of many people I...
- I: Is it only in front of many people that you feel nervous or in certain situations?
- S5: Err, in certain situations and certain people.
- I: Ok. So are you nervous to speak in public?
- S5: Yes.
- I: Why?
- S5: Erm, because everyone is looking at me and...err, I just don't know what I'm saying at that time.
- I: Ok. Does the presence of the examiner assessing your presentation make you feel nervous?
- S5: Hmm, not really.
- I: Why not?
- S5: Because...he or she will make me feel less nervous...if I, I look through their eyes.
- I: So, to avoid other people, you just look at the examiner?
- S5: No, I mean macam...if I look at their eyes, I feel less nervous...
- I: ...the examiner? Or the audience?
- S5: The examiner.
- I: Oh? Really?
- S5: Yes.
- I: What are the problems you face when you have to speak in public or do an evaluated presentation?
- S5: Erm, I feel really nervous.
- I: How? I mean what...what creates the nervousness in you when you have to speak in public?
- S5: I don't know. I just feel nervous.
- I: So, it comes naturally?
- S5: Ya.
- I: You can't explain ya?
- S5: Yes.
- I: All right, does your anxiety level affect your presentation?
- S5: Erm, some sort of yes.

I: How does it affect?...In what way, I mean...does it make it, make your presentation become worse or you are lost for words or something like that?

S5: Quite lost for words.

I: Anything else?

S5: No.

I: Ok. What factors cause your anxiety level to increase?

S5: Don't know, emm...

I: Like, for example, you say that you are lost for words, does it make your anxiety level go up, go up more than before?

S5: I think so.

I: What do you do normally when you are stuck, for example?

S5: I will try to look for a new idea.

I: A new idea?

S5: I mean macam...

I: Are you nervous now?

S5: No.

I: Are you sure? You will look for a new idea?

S5: Yes, some sort of...lack of ideas. So I just got through my words, I mean, at that time without any, any preparation.

I: Ok. What are your major concerns when your presentation is evaluated?

S5: Emm, about my points and how I present the presentation.

I: Emm...the marks?

S5: Ha? Aa I do concern about the marks.

I: You do concern about that. Ok. Which gives you more anxiety, public speaking in general or assessed presentation?

S5: Hmm, both (giggle).

I: Both?

S5: Yes.

I: Same. Same level?

S5: Ya.

I: Why?

S5: (Giggle). I don't know.

I: Basically because you're a nervous person, so you get nervous all the time when you have something to do, something like this?

S5: Yes.

I: Ok. Do you have any techniques to reduce your anxiety level? You don't have any?

S5: Yes.

I: So it's just there all the time?

S5: Yes.

I: Ok. All right.

SUBJECT 6 (S6)

- S6: My name is S6.
- I: Err, first question. Are you a person who gets nervous easily?
- S6: Of course.
- I: You are?
- S6: Yes, especially when, when I do, do the presentation. I get really nervous.
- I: I think you need to speak louder.
- S6: Speak louder?
- I: Aa. If not, I can't hear your voice later. All right, are you nervous to speak in public?
- S6: Err, yes.
- I: Why?
- S6: I, I think...I really err...distract me if other people opinion about me.
- I: You're worried about what people think?
- S6: Emm.
- I: So that's why you're nervous? Right, does the presence of the examiner assessing your presentation make you feel nervous?
- S6: What?
- I: Is having the examiner assessing your presentation make you feel nervous?
- S6: Oo, yes.
- I: Yes? Why?
- S6: Oo, because err...If our, apa, examiner err...apa, puas hati?
- I: Satisfied?
- S6: Aa satisfied with our presentation, of course we not apa, err...not, not really wanted to err, err what people say...takut Madam marah kot.
- I: Emm, ok. Err, what are the problems you face when you speak in public or when you do an evaluated presentation? What are the problems you face?
- S6: I think I, I always blur when, when I want to speak in public. Always blur.
- I: You mean you go blank?
- S6: Aa blank.
- I: Hmm.
- S6: That's why. I always not confident with my points, not confident with my ability.
- I: Ok. Does it help to reduce your anxiety knowing that the examiner is familiar to you?
- S6: No.
- I: Doesn't? Doesn't make any difference at all? Same whether the examiner is there or not there?
- S6: Yup.

I: Ok. Does your anxiety level affect your presentation or your performance?

S6: Of course.

I: How does it affect?

S6: When, when I get more points...err when I have more points to present to public, I always nervous, get nervous to...I don't know what to do with my points.

I: I don't really get it. If you say you get more points?

S6: Err...say err I get one title. And then I, I evaluate...I elaborate the title to many points. Then I, I tend to say it...to present it in public. Then I don't know what to do with my points when I present...

I: When you have too many points you mean?

S6: No.

I: Do you get nervous when you have too many points?

S6: No.

I: You don't know how to elaborate, is it? I don't...

S6: No, no. Err...

I: Ha? You can speak in Malay if it's difficult.

S6: Oo ok. Macam tu la. Bila, bila saya dapat banyak, banyak point kan untuk sesuatu tajuk tu, walaupun saya err ada banyak point tu, saya nak cakap kat depan public tu, saya macam blur jugak.

I: Emm even though you have so many points to say. Ok now I understand. All right. Erm what factors cause your anxiety level to increase?

S6: What?

I: What factors cause your anxiety level to increase?

S6: I don't know...Maybe...emm...I don't know.

I: Is it maybe your audience ke?

S6: Ya maybe the audience.

I: Your teacher or your examiner?

S6: I think the audience.

I: The audience? Why? What's wrong with your audience, normally?

S6: They always say, say that err I was err, very pendiam. Then saya pun ya la, takut la nak keluar cakap-cakap, macam terus tak keluar suara...

I: So, so that can increase your anxiety level?

S6: I think so.

I: What are your major concerns when your presentation is evaluated?

S6: Takde visual aid.

I: Visual aid? What's wrong with visual aid? Normally what do you do for your visual aid?

S6: Normally I do 'kertas mahjong'...

I: Hmm...so what makes you worried about that?

S6: I don't know. Maybe err...saya tulis err yang tak betul ke. Tu ah saya takut.

I: Emm, ok. Which gives you more anxiety, public speaking in general or assessed presentation?

S6: Repeat.

I: Which gives you more anxiety...

S6: Oo, give more anxiety?

I: Aa, public speaking in general, the one which is not assessed, or assessed presentation?

S6: I think the assessed presentation.

I: Why?

S6: Why? If I, I speak in public, I get more nervous sebab it has more audience la.

I: But evaluated? Just now you said assessed presentation gives you more anxiety, isn't it?

S6: More, more than the general...

I: Aa. Which one higher anxiety? Assessed or public speaking?

S6: Assessed.

I: Assessed? Because?

S6: Because I don't know. When, when we get the erm...we get the, the apa title from the examiner right? Then we write, I can get the apa, examiner give,, give me more time so...to elaborate the title. Then that gives me more anxiety.

I: Really?

S6: Yes.

I: Ok. Do you have any techniques to reduce your anxiety level?

S6: I don't know. Tak.

I: No? So you don't know how to reduce your anxiety la basically. It's just there and then it goes away on its own? Ya?

S6: Ya.

I: Ok.