

**LANGUAGE LEARNING CLASSROOM ANXIETY AMONG  
MULTILINGUAL MALAYSIAN UNDERGRADUATES**

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**FACULTY OF LANGUAGES AND LINGUISTICS**

**UNIVERSITY OF MALAYA**

**KUALA LUMPUR**

**2016**

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AMONG MULTILINGUAL MALAYSIAN  
UNDERGRADUATES**

**YANG YANYAN**

**DISSERTATION SUBMITTED IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTERS OF ENGLISH AS A SECOND  
LANGUAGE**

**FACULTY OF LANGUAGES AND LINGUISTICS**

**UNIVERSITY OF MALAYA**

**KUALA LUMPUR**

**2016**

UNIVERSITY MALAYA

**ORIGINAL LITERARY WORK**

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**Language Learning Classroom Anxiety Among Multilingual Malaysian Undergraduates**

Field of Study: Second Language Acquisition

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## **ABSTRACT**

It has been argued that language learning classroom anxiety (LLCA) is a good predictor of language learning (MacIntyre and Gardner, 1991). There are many factors that can affect language learners' LLCA such as learners' gender (Park & French, 2013), past learning experience (Matsuda & Gobel, 2004), personalities (Dewaele, 2013), course activities, and teachers' academic support (Huang, Eslami, & Hu, 2010). More recently, it has been shown that the knowledge of several languages can affect multilinguals' LLCA. As suggested by Thompson & Lee (2013), multilinguals might gain heightened metalinguistic awareness and this helps them reduce their anxiety level. Given the lack of studies in this area, this study attempts to address this gap by investigating the underlying factors of LLCA and the relationship between LLCA, proficiency, and multilingualism among multilingual undergraduate students in a Malaysian public university.

The study uses Horwitz, Horwitz, and Cope's (1986) model of LLCA and employs the mixed methods sequential explanatory design. For the quantitative phase of the study, a questionnaire was distributed to 307 undergraduates. The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale created by Horwitz (as cited in Horwitz et al., 1986) and background information questions developed by Thompson and Lee (2013). In the qualitative phase, all 307 participants answered the open-ended questions in the questionnaire and six students were interviewed. The qualitative data were collected for the purpose of explaining and expanding the quantitative findings.

Four factors of LLCA were identified from the questionnaire and interview session analysis. The four factors are: 1) low self-confidence in speaking English; 2) worry about failing English class; 3) lack of physiological symptoms and fear of negative evaluation, and; 4) fear of ambiguity in learning English. The four factors identified in this study are similar to the findings of previous studies (e.g., Thompson & Lee, 2013). However, the factor lack of physiological symptoms and fear of negative evaluation can be considered unique to the participants in this study.

The comparison of the LLCA profiles between the students of different proficiency levels of English and an additional second language shows that each level of multilingualism has a distinct LLCA profile. Factor such as low self-confidence in speaking English, predicts the membership of the groups most significantly. The findings show that there is a link between LLCA and multilingualism and higher proficiency levels of second languages reduce students' anxiety level in English classroom.

## ABSTRAK

Telah ditegaskan bahawa kebimbangan pembelajaran bahasa dalam bilik darjah adalah faktor peramal yang baik pembelajaran bahasa (MacIntyre dan Gardner, 1991). Terdapat banyak faktor yang boleh mempengaruhi kebimbangan tersebut seperti jantina pelajar (Park Perancis, 2013), pengalaman pembelajaran yang lepas (Matsuda Gobel, 2004), personaliti (Dewaele, 2013), aktiviti kursus, dan sokongan akademik guru (Huang, Eslami, Hu, 2010). Baru-baru ini, ia telah terbukti bahawa pengetahuan tentang beberapa bahasa boleh mempengaruhi kebimbangan pelajar berbilang bahasa. Sebagaimana yang disarankan oleh Thompson dan Lee (2013), pelajar berbilang bahasa mungkin mempunyai kesedaran metalinguistik yang tinggi dan ini membantu mereka mengurangkan tahap kebimbangan mereka. Memandangkan kurangnya kajian yang telah menerokai bidang ini, kajian ini cuba mengatasi jurang ini dengan menyiasat faktor-faktor kebimbangan dan hubungan antara kebimbangan pembelajaran bahasa dalam bilik darjah, kecekapan, dan multilingualisme di kalangan mahasiswa berbilang bahasa di universiti awam Malaysia.

Kajian ini menggunakan model Horwitz, Horwitz dan Cope's (1986) dan menggunakan rekabentuk kaedah campuran penjelasan turutan. Untuk fasa kuantitatif kajian, borang soal selidik telah diedarkan kepada 307 mahasiswa . Soal selidik telah diadaptasi dari Skala Kebimbangan Bahasa Asing dalam Kelas yang dicipta oleh Horwitz (seperti dipetik dalam Horwitz et al. 1986) dan maklumat latar belakang soalan yang dibangunkan oleh Thompson dan Lee (2013). Dalam fasa kualitatif, semua 307 peserta menjawab soalan-soalan terbuka dalam soal selidik ini dan enam pelajar telah

ditemuduga. Data kualitatif telah dikumpul untuk tujuan menjelaskan dan mengembangkan dapatan kajian kuantitatif.

Empat faktor kebimbangan pembelajaran bahasa dalam bilik darjah telah dikenalpasti dari analisis sesi soal selidik dan temu bual. Empat faktor tersebut adalah: 1) keyakinan diri yang rendah dalam terhadap pertuturan Bahasa Inggeris, 2) kebimbangan terhadap kegagalan dalam kelas Bahasa Inggeris, 3) kekurangan simptom fisiologi dan ketakutan ke atas penilaian negatif, dan 4) ketakutan keaburan dalam pembelajaran Bahasa Inggeris. Empat faktor yang dikenal pasti dalam kajian ini seiras dengan dapatan kajian terdahulu (cth., Thompson Lee, 2013). Walau bagaimanapun, kekurangan faktor simptom fisiologi dan ketakutan ke atas penilaian negatif boleh dianggap unik kepada peserta dalam kajian ini.

Perbandingan profil kebimbangan antara pelajar-pelajar yang mempunyai tahap kemampuan yang berbeza dalam Bahasa Melayu dan bahasa kedua tambahan menunjukkan bahawa setiap peringkat multilingualisme mempunyai profil kebimbangan yang berbeza. Faktor seperti keyakinan diri yang rendah dalam berbahasa Inggeris, meramalkan keahlian kumpulan yang paling ketara. Dapatan kajian menunjukkan bahawa terdapat kaitan di antara kebimbangan pembelajaran bahasa dalam bilik darjah dan multilingualisme dan tahap kecekapan yang bahasa-bahasa kedua tinggi mengurangkan tahap kebimbangan pelajar di dalam kelas Bahasa Inggeris.

## ACKNOWLEDGEMENTS

I would like to thank the following people who have supported me with my deepest gratitude. This dissertation could not have been completed with their great help.

First and foremost, I am grateful for my families' support. My dad was the first person who believed in me and approved of my plan to pursue a postgraduate study. My mom forgave me when I procrastinated on my dissertation continuously and encouraged me to complete it. My sister has shown me the ways to stay positive since I was young and took good care of our parents. My brother-in-law helped a lot with various things that I could not do in China. Additionally, the birth of my nephew brings so much joy and happiness to our family that I wanted to finish my work soon.

It would be difficult for me to complete my work without my supervisor and lecturers' help. My supervisor guided me to search for materials, conduct the study, check the written work, and improve it. Dr. Tam and Dr. David taught me from scratch how to do a research. Dr. Sheena and many English lecturers helped me with my data collection. Dr. Teoh was the person who always cares about my progress.

Thirdly, I would like to express my thanks to my dear friends: Luna, Mehrdad, Catherine, Yunjuan, Ying, Aditya, Isai, Lang, Ervinna, Hee, Kaizhu, Aziz, Xinxin, Tongxing, Anna, Ma Jingwei, and many others who have helped me in many ways or were involved or assisted me in my postgraduate study life.



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## LIST OF SYMBOLS AND ABBREVIATIONS

AE	Advanced English proficiency
AEP	Advanced English Proficiency
BM	Bahasa Malaysia
DFA	Discriminant Function Analysis
EFA	Exploratory Factor Analysis
FCAS	French Class Anxiety Scale
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
HLM	Higher-level Multilingualism
HS	Higher Second language proficiency
IE	Intermediate English proficiency
IEP	Intermediate English Proficiency
ISO	International Organisation of Standardisation
LLCA	Language Learning Classroom Anxiety
LLM	Lower-level Multilingualism
LS	Lower Second language proficiency
RMSEA	Root Mean Square Error of Approximation
SL	Second Language
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
TA	Tolerance of Ambiguity

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

Second Language Acquisition (SLA) researchers have been studying how learners learn a Second Language (SL) either within the classroom or outside of class for decades (Ellis, 1997). There are different variables affecting SL learning among which anxiety can negatively affect students' learning of SLs, especially in the classroom setting. Over the several past decades, the large amount of studies on the topics of SL learning anxiety has reflected the significant influence of anxiety is on SL learning. Few researchers have studied the underlying factors of language anxiety and the possible variables causing anxiety among students from different contexts. This study attempted to explore the underlying factors of multilingual Malaysian SL learners' language learning anxiety in class and to investigate whether multilingualism, a newly discovered variable of language anxiety could be linked to anxiety.

This chapter firstly briefs the background information on both language learning classroom anxiety (LLCA) and multilingualism. The following sections explain the rationale, the objectives, research questions, hypotheses and the significance of the study.

## 1.2 Background of the Study

In the SLA domain, anxiety has been identified as one of the major variables being used to explore students' achievement discrepancy. The language anxiety that occurred in the SL learning classroom settings has drawn the attention of researchers, and started to be explored, especially when Scovel (1978) claimed that how language anxiety and SL learning is linked was still unclear. LLCA refers to the kind of anxiety students face when they learn an SL in class.

Anxiety is a psychological construct. The contradictory psychological perspectives on anxiety have great influence on LLCA throughout the mid-1980s. There are three dominant perspectives to approach LLCA, namely, facilitating and debilitating, state and trait, and situation-specific perspectives. The widely used models, like Gardner's social-educational model, MacIntyre and Gardner's processing model, and Horwitz, Horwitz, and Cope's LLCA model, by researchers, are different from each other as well. A substantial body of research has been developed in the field of LLCA using different perspectives or models. On one hand, the studies employing situation-specific perspective and Horwitz et al.'s theoretical model compared with the ones employing the other approaches produced results that are more consistent. Whereas, on the other hand, most of the studies have shown that LLCA could detrimentally affect SL learners in their classes and is negatively related to SL learning in terms of the learners' feeling of using the target language (Liu, 2006), response to their language errors (Gregersen, 2003), language achievement (Aida, 1994), language proficiency (Thompson & Lee,

2013), etc. According to Onwuegbuzie, Bailey, and Daley (2000), LLCA is seen as a good predictor of language learning to predict students' language learning achievement.

Regarding the measurement of LLCA, the two popular instruments are French Class Anxiety Scale (FCAS) and Foreign Language Classroom Anxiety Scale (FLCAS). FCAS and FLCAS were developed from the situation-specific perspective and used to measure and identify LLCA in formal instructional settings. Compared with FCAS, FLCAS has a sufficient number of items and creates results that are more reliable.

LLCA have been found related to different variables, like classroom life (Huang, Eslami, & Hu, 2010) and past learning experience (Matsuda & Gobel, 2004). Multilingualism is a newly discovered variable of LLCA. Multilinguals are those who have known at least two languages. Multilinguals were found having a heightened metalinguistic awareness which could eventually help students with their anxiety levels (Thompson & Lee, 2013). Learning multiple languages could also help students with their grammatical learning strategies, grammatical awareness and proficiency which might influence their anxiety level too.

### **1.3 Statement of the Problem**

The underlying factors of LLCA are supposed to indicate the possible causes of anxiety. Although FLCAS was developed to identify and measure LLCA by Horwitz (1986), the structure of LLCA was not built upon the creation of FLCAS. Hence, some researchers

tried to explore the underlying factors of students' LLCA through a statistical technique: Exploratory Factor Analysis (EFA). Several studies that were conducted in different contexts investigated the underlying constructs and found that the factors varied in terms of the number of factors and what the factors were. For example, a few researchers found two factors of their students' LLCA (Cheng, Horwitz, & Schallert, 1999; Chiang, 2006; Matsuda & Gobel, 2004), while a few found three (Liu & Jackson, 2008), and some found four factors (Aida, 1994; Huang et al., 2010; Thompson & Lee, 2013). Most of the factors are related with LLCA and its interrelated anxieties ("communication apprehension", "fear of negative evaluation" and "test anxiety") as mentioned by Horwitz et al. (1986). Some of the factors were unique to the participants in the study. For example, Thompson and Lee (2013) found that the multilingual participants in their study were afraid of ambiguous things in the target SL in classes. According to Thompson and Lee, different cultural norms and expectations could contribute to LLCA too. Hence, cultural conventions could make the factor models distinct to the participants.

This study seeks to explore the underlying factors of multilingual Malaysian undergraduates' English LLCA. Malaysia is a multilingual and multinational country where English is a widely used international language. The English language course is compulsory during primary, secondary and even tertiary education. Sufficient control over English, for communicative purposes, is a necessity for Malaysian university graduates (Hashim & Isa, 2012). A review of the studies on LLCA done in the Malaysian context shows that some studies attempted to confirm the factors using

existing models (Darmi & Albion, 2012; Hizwari, Ahmad, Hifzurrahman, & Norhaizar, 2008; Pae & Misieng, 2012). Nevertheless, the results of these studies were not conceptually and/or statistically reliable. An EFA of the FLCAS has not been previously done among Malaysian SL learners. Given the lack of studies that have explored the underlying structure of LLCA, this study firstly attempted to fill the gap by investigating the underlying factors influencing multilingual Malaysian university students' LLCA through EFA.

Among great quantities of studies on LLCA, a small number concerns the relationship between LLCA and multilingualism (Thompson & Lee, 2013). In SLA field, the relationship between LLCA, proficiency and multilingualism is underemphasised (Thompson & Lee, 2013). No study has been done on the link between multilingual Malaysian undergraduates' LLCA and multilingualism, to the researcher's knowledge. Therefore, the present study also investigated the link between English LLCA and level of multilingualism in terms of the proficiency of two SLs among the tertiary level students in a public university. Proficiency was taken into consideration given that it not only tends to influence the anxiety level but may also provide the link between language anxiety and multilingualism. Currently, limited research probes the relationship between LLCA and multilingualism from the proficiency-perspective and the only study was conducted in Korean context (Thompson & Lee, 2013).

#### **1.4 Purpose of the Study**

The study aims to explore the underlying factors of English LLCA and investigate the link between English LLCA, multilingualism and proficiency in the Malaysian context. This study used a mix-method sequential explanatory research design. The LLCA underlying factors are the dependent variables. The level of multilingualism and the proficiency levels are the independent variables. The target population consisted of multilingual Malaysian undergraduates and the location of the study was a public university. This study is also designed to investigate how the level of multilingualism and proficiency levels can affect English LLCA. In line with the second aim, the students were categorised according to their self-rated English proficiency and the proficiency of an additional SL.

#### **1.5 Research Questions and Hypotheses**

The research questions in this study are:

1. What are the underlying factors of LLCA among the multilingual undergraduates in a Malaysian public university?
2. Does the level of multilingualism affect English LLCA? If so, how do the groups of different levels of multilingualism differ?
  - 2.1: Does the English language proficiency affect English LLCA?
  - 2.2: Does an additional SL proficiency affect English LLCA?

It is hypothesised that the level of multilingualism affects English LLCA. According to Thompson and Lee (2013), multilingualism within and of itself has an effect on the learning of any language. Therefore, the level of multilingualism was measured by the proficiency of both SLs and should affect the learning of either SL. It is also hypothesised that English language proficiency affects English LLCA and so does the proficiency of an additional SL.

### **1.6 Significance of the Study**

The knowledge of the underlying factors of multilingual Malaysian undergraduates' LLCA is useful as an understanding of the factors can help language practitioners develop appropriate language learning and teaching procedures that can address learners' anxiety in English language classes. This study provided pedagogical implications based on the findings which may guide students and teachers in dealing with LLCA.

Secondly, the investigation of the relationship between LLCA, multilingualism and proficiency adds literature in the relevant fields. Besides, it helps students with their learning if they are suggested and allowed to take the courses of SLs which are typologically close to one another.

### **1.7 Summary and Overview of the study**

This study attempts to explore the underlying factors of multilingual Malaysian undergraduates' English LLCA and investigates the relationship between English

LLCA, the level of multilingualism and the proficiency of two SLs (including English and an additional SL). This chapter contained an introduction of the background of LLCA in the SLA domain, the link between LLCA and multilingualism, a discussion of the two research gaps regarding the underlying factors of LLCA and the link in the Malaysian context. In line with the gaps, two research objectives and two research questions were described, followed by the significance of the study.

The study is organised as follows. Chapter 2 reviews the literature on LLCA, multilingualism and the Malaysian context. Chapter 3 describes the research design and relevant methodological details. Chapter 4 presents the results and discussion, followed by an assessment of the study's significance in Chapter 5.



## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

LLCA has been studied for many years since researchers found it detrimental to SL learners. Researchers have attempted to investigate this area by conceptualising LLCA, building models of language anxiety, developing instruments to identify and measure the anxiety, employing different analysis techniques to explore the underlying factors, and using various methods to examine the relevant variables of LLCA.

The review of literature is supposed to serve three main purposes. First, an assessment of the theoretical models of LLCA helps with the choice of the suitable model for this study. Second, a review of the previous studies on LLCA and multilingualism provides information on the requirements to collect data, and the techniques to collect and analyse data. Third, the review of the findings of previous studies on the underlying factors of LLCA and the relationship between LLCA and multilingualism in Malaysian and non-Malaysian contexts raises the opportunity for articulating a precise analysis of the data and critical discussion of the findings.

To achieve these purposes, this chapter discusses about LLCA, the models related to LLCA and previous studies of LLCA in Section 2.2. Following this, Section 2.3 reviews the newly discovered variable of LLCA and multilingualism, and also scrutinises the earlier studies on the link between LLCA, proficiency and multilingualism. The

Malaysian context and previous studies on LLCA among Malaysian participants are described in Section 2.4.

## **2.2 Language Learning Classroom Anxiety (LLCA)**

LLCA is an anxious state students are in when they learn an SL in classroom settings. Usually, a foreign language refers to the language learned and used in the classroom only or by learners themselves, and SL is the language learned later than the first language and used in daily life (Pavlenko, 2005). Given that LLCA applies to non-native languages that are learned in class and/or used in everyday life, the term SL in this study refers to “not only the language learned chronologically after the first, but any language learned later in life” (Pavlenko, 2005, p.7).

Previous researchers have used different terms to describe the anxious state in the SL learning classroom, like “Foreign Language Anxiety” (FLA) (Dewaele, 2007; Horwitz et al., 1986; Tran, Baldauf, & Moni, 2013a), “foreign language learning anxiety” (Andrade & Williams, 2009), “foreign language classroom anxiety” (Dewaele, 2013; Sparks & Ganschow, 2007), and “language learning anxiety” (Thompson & Lee, 2013). The term LLCA is used in this study to minimise the confusion brought by the terms FL and SL and clarify the classroom settings.

Anxiety has been considered as a psychological construct. Spielberger defined it as, “the subjective feeling of tension, apprehension, nervousness, and worry associated with

an arousal of the autonomic nervous system” (as cited in Horwitz et al., 1986, p. 125). LLCA is specific to the discipline of SLA being found among SL learners in class settings (Tran, Baldauf, & Moni, 2013b). Language researchers have approached LLCA according to different psychological perspectives, like facilitating, debilitating, state, trait and situation-specific anxiety.

Researchers have recommended situation-specific anxiety perspective (Chiang, 2006; Horwitz et al., 1986; Kim, 2002; MacIntyre & Gardner, 1991; Wilson, 2006) mainly for two reasons. First, LLCA particularly happens in the formal learning context (Wilson, 2006) and is applied in a particular situation and different in another circumstance (Kim, 2002). Second, the situation-specific approach is more suitable compared with other approaches. It has been argued that Alpert and Haber’s achievement anxiety approach (as cited in Scovel, 1978) treats anxiety as a single construct without considering the learner’s intrinsic and extrinsic variables. Trait-state anxiety approach, as Chiang (2006) and MacIntyre and Gardner (1991) claimed, fails to involve the specificity of a situation and learners’ personal factors that may play a role in language anxiety studies. The situation-specific approach describes the situation more clearly and offers more information to understand the anxiety as the language learners are inquired from different aspects of the situation (MacIntyre & Gardner, 1991), compared with the achievement anxiety and state-trait anxiety approaches. There are critics towards how the situation should be defined, either broadly or specifically (MacIntyre & Gardner, 1991). However, it is feasible to study the anxiety once the researcher defines the specific situation for his/her own aim. In this study, the situation is defined as the

English learning classroom settings of Malaysian undergraduates.

There are several models, which have been widely used to investigate LLCA and the effect of LLCA on language learning, like Gardner's, Clément's, MacIntyre and Gardner's, and Horwitz, Horwitz, and Cope's models. It has been discussed by MacIntyre and Gardner (1991) that Gardner's social-educational model offers an over-general view and no solid conceptualisation of language anxiety. Clément's self-confidence model indicates that self-confidence consists of both language anxiety and self-evaluation of SL competence in multicultural settings (Kim, 2002). The studies using the self-confidence model usually were conducted to examine how induced language anxiety affected language learning in a rather artificial context (Kim, 2002). MacIntyre and Gardner's processing model declares that LLCA occurs due to negative expectations of further performance deficits. As suggested by Kim (2002), this model is insensitive to environment and does not allow for the inclusion of any situational factors in cognitive processing.

This study employs Horwitz et al.'s theoretical model of LLCA. Although the above-mentioned models are not suitable for this study, they are conducive to Horwitz et al.'s (1986) clarification of LLCA (Kim, 2002). Additionally, the studies employing these models or/and methods contributed to the literature on LLCA. Specifically, the studies testing Gardner's social-educational model have shown importantly that LLCA is a good predictor of successful learning of SL (MacIntyre & Gardner, 1991). The studies applying Clément's model suggest that the more formal the learning situation seems to

be, the more anxiety-provoking the situation is. Therefore, SL learners tend to be more anxious in formal classroom settings than out-of-class situations.

There are certain methods to identify and measure LLCA. Several studies (Chastain, 1975; Kleinmann, 1977) have used Alpert and Haber's Achievement Anxiety Test and produced contradictory or confusing results about the effect of language anxiety on SL learning achievement (Horwitz, 2010). There are also studies employing Spielberger and Gorsuch's (as cited in Chiang, 2006) State-Trait Anxiety Inventory to identify anxieties. These studies attempted to investigate how language anxiety affected SL learning achievement and performance and their findings are inconsistent and confusing. For instance, Tucker, Hamayan, and Genesee's (1976) and Swain and Burnaby's (1976) studies showed that anxiety only correlated with one out of four measures of French proficiency. Compared with the above-mentioned studies employing the Achievement Anxiety Test or State-Trait Anxiety Inventory, the FCAS used in Gardner and Smythe's study (as cited in MacIntyre & Gardner, 1991) is specific to LLCA and provides more consistent results and information (MacIntyre & Gardner, 1991). However, there are only five items in the FCAS. According to Gardner (as cited in Kim, 2002), a test with few items tends to be internally inconsistent or unstable.

The FLCAS is another instrument specific to LLCA developed by Horwitz (1986). FLCAS is a 33-item anxiety scale being proven valid and reliable by Horwitz (1986). It has been adopted or adapted in many studies and produced consistent results of LLCA's effect on language learning (e.g, GhorbanDordinejad & Nasab, 2013; Kim, 2009; Park

& French, 2013). The following section introduces Horwitz et al.'s theoretical framework of LLCA and Horwitz's FLCAS.

### **2.2.1 Horwitz, Horwitz, and Cope's Model and the FLCAS**

Horwitz et al.'s (1986) model of LLCA is applied in this study, given that Horwitz et al. have provided a clear conceptualisation of LLCA construct, and the FLCAS measurement they used in their study can offer a clear relationship between LLCA and SL learning achievement (Chiang, 2006; Horwitz, 2001; MacIntyre & Gardner, 1991; Tran, 2012).

#### **2.2.1.1 Situation-specific Anxiety**

According to Horwitz et al. (1986), LLCA is situation-specific and occurs during the SL learning process in classroom settings. LLCA is not any type of anxiety happening in the classroom setting but unique to SL learning because it implicates learners' self-concept and self-expression in a non-native language (Horwitz et al., 1986). Hence, LLCA is distinct from other general anxieties.

On the other hand, there are some shared attributes of LLCA with the negative consequences of general anxiety (Horwitz et al., 1986). These attributes include students' feelings, physiological symptoms, psychological symptoms and behavioural responses of LLCA. For instance, Horwitz et al. observed some undergraduate learners of English and found that these SL learners experience worry, sweating, being apt to forget things

and skipping class. Horwitz et al. also found that students might easily feel anxious to speak with or listen to others when they had to use an SL in which they have limited proficiency. The students might also be uncomfortable staying in a group or standing in front of the class.

### **2.2.1.2 Conceptualisation of LLCA**

Based on the observations of and discussions with SL American university students who experienced anxiety, Horwitz et al. (1986) conceptualised LLCA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to the classroom language learning arising from the uniqueness of the language learning process” (p128).

As LLCA implies “performance evaluation” in the classroom settings (p.127), it is reasonable that Horwitz et al. (1986) claimed the existence of an interrelationship between LLCA and three performance anxieties (Wilson, 2006). The first performance anxiety is “communication apprehension” and Horwitz et al. (1986) referred it to the “shyness” (p.127) students experienced when they needed to communicate with others. “Communication apprehension” can happen when students are speaking in front or in public, or listening to others. Horwitz et al. (1986) stated that the second one, “test anxiety”, occurred as a result of “fear of failure” (p.127). The students who are test-anxious frequently and unrealistically require themselves to perform well and feel that they fail the tests if they do not perform perfectly (Horwitz et al., 1986). The third one, “fear of negative evaluation”, was defined by Horwitz et al. (1986) as,

“apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p.127). “Fear of negative evaluation” by lecturers and other students in SL may affect the learners negatively.

The above-mentioned three performance anxieties are interrelated with LLCA. LLCA can occur in terms of any of the performance anxieties at the same time or occur individually in the SL classroom. However, the performance anxieties are not the components of LLCA and LLCA is something more than the sum of the 3 anxieties (Chiang, 2006). LLCA is unique and distinct to the context in which SL learners need to consider about not only the use of the language, but also the variables relevant to the lecturer, other students, and the classroom environment (Wilson, 2006).

### **2.2.1.3 Measurement of LLCA**

Horwitz developed FLCAS (as cited in Horwitz et al., 1986) based on several sources. Firstly, Horwitz gained clinical experience during the process of teaching anxious students. Secondly, learners reported on the difficulties and concerns they have had in SL classes. Thirdly, Horwitz obtained some counselors’ experiences in the Learning Skills Center at University of Texas at Austin with anxious language learners. Fourthly, Horwitz reviewed the instruments for the three above-mentioned performance anxieties. Lastly, Horwitz adopted the five items from the FCAS. The development of FLCAS fills in the void of a validated measure of LLCA (Horwitz et al., 1986). FLCAS is a self-report with 33 items for identifying and measuring students’ LLCA. Some FLCAS



items are reflective of the three performance anxieties in SL classroom (Chiang, 2006). As Horwitz et al. (Horwitz et al., 1986) summarised, FLCAS assesses students' physiological and psychological symptoms, negative performance expectations, social comparisons and avoidance behaviours.

Horwitz et al. have proven that FLCAS is valid and reliable through tests of internal and test-retest reliability, and content validity. They found that FLCAS correlated with measures of state and trait anxiety, of "communication apprehension", of "fear of negative evaluation" and of "test anxiety". This finding indicates that LLCA can be discriminated from the related language anxiety constructs. 38% of the total participants' (75 university Spanish learners) agreement to the statement "I feel more intense and nervous in my language class than in my other classes" further supports the indication. Additionally, Horwitz et al. found the correlation between FLCAS scores and students' final grades of the target language. This finding indicates that FLCAS can be used to identify LLCA and test how LLCA and SL learning achievements are linked.

#### **2.2.1.4 Findings of Horwitz et al.'s Study**

Based on students' answers of the FLCAS items and the shared characteristics of the items, the first highly reported characteristic is speaking anxiety or "communication apprehension". The items sharing this characteristic are about speaking without preparation, getting nervous to speak in class, being aware of speaking, lacking self-confidence in speaking, fear of not understanding all language input, and the like.

Horwitz et al. (1986) claimed that these items were characterised by students' awareness of themselves speaking in the SL in the presence of other people.

There are items showing the characteristic of "fear of negative evaluation". These items are about worry of peers' unfavourable evaluation, volunteering answers in class and being left behind in class. The students who agreed with the statements of these items felt less competent than other students and/or feared that others might negatively evaluate them or their performance. Few items shared another characteristic, "test anxiety". The items reflecting this characteristic are mainly about students feeling constantly tested, being afraid to make mistakes and consider every correction as a failure. There are also other items addressing different anxiety-provoking situations, like feeling anxious in SL classes in general.

Horwitz et al.'s study showed that more than a third of participants agreed that they experienced LLCA in terms of at least some aspects of SL learning. SL learners felt that speaking was the most threatening and hence speaking in class was potentially anxiety-provoking. Horwitz et al.'s study also showed that LLCA did exist in SL classroom and LLCA might trigger a variety of negative outcomes, like not speaking in class. To deal with LLCA, Horwitz et al. suggested educators to acknowledge the existence of debilitating LLCA and help students cope with it.

### **2.2.1.5 Evaluation of Horwitz et al.'s Model**

Numerous researchers have employed Horwitz et al.'s (1986) theoretical framework of LLCA. These studies aimed to identify and measure LLCA levels (Horwitz, 2000; Sellers, 2000; Tallon, 2009), investigate the effects of LLCA on language learning (Elkhafaifi, 2005; Marcos-Llinás & Garau, 2009), test the stability of LLCA construct simultaneously in two SLs (Rodríguez & Abreu, 2003), explore the variables associated with LLCA (Onwuegbuzie et al., 2000) or others. The participants were from different contexts (Bialystok, 1991; Kim 2009; Liu & Jackson, 2008; Marcos-Llinás & Garau, 2009; Matsuda & Gobel, 2004; Tran et al., 2013b), of different levels of instructions (Abu-Rabia, 2004; GhorbanDordinejad & Nasab, 2013; Pappamihiel, 2002), and learning different SLs (Aida, 1994; Elkhafaifi, 2005; Marcos-Llinás & Garau, 2009; Rodríguez & Abreu, 2003). The original FLCAS was slightly modified (Aida, 1994; Onwuegbuzie et al., 2000), translated into the participants' first language (Cheng et al., 1999; Rodríguez & Abreu, 2003), or adapted (Pappamihiel, 2001) to cater for different needs. Regardless of the aims, the type of participants recruited, and the forms of FLCAS, these studies have proven that Horwitz et al.'s model is instrumental in the identification of LLCA and development of FLCAS.

Although Horwitz et al.'s model has been proven reliable in empirical studies, it has been challenged from three perspectives. Firstly, Horwitz et al. claimed that LLCA affected students' learning of a SL. However, some researchers like Sparks and Ganschow (1995) considered LLCA as a consequence but not the source of the

difficulties in SL learning. According to MacIntyre (1995), language anxiety can cause students to face SL learning difficulties. Horwitz (2000) supported MacIntyre's view. Horwitz further questioned the casual relationship between anxiety and SL learning difficulties which Sparks and Ganschow presented in their study failed to explain the anxiety of students who have achieved an advanced proficiency level of the SL. As Tran (2012) suggested, the two opinions are not against each other and language anxiety can be the cause and also the consequence of the difficulties students face when they learn a SL and eventually may affect their language achievement.

Secondly, the role LLCA played in the SL learning process has been questioned. As mentioned before, Horwitz et al. (1986) found LLCA among learners of English as a SL in America and confirmed the debilitating effect of LLCA on these learners' language learning. However, some researchers insisted that language anxiety did not affect SL learning much or anxiety was unrelated to language achievement (Sparks & Ganschow, 1991, 2007). Specifically, Spark and Ganschow argued that language anxiety might exist in SL learning, but it was not the main cause of students' poor learning outcome compared to first language learning deficits. Notwithstanding Spark and Ganschow's view, many studies on how LLCA affected SL learning have found the negative influence of LLCA on language learning. Besides, as Tran (2012) suggested, researchers in different fields of study may provide different interpretation of the SL learning difficulties. The existence of two different ways to rationalise the level of LLCA's importance in SL learning, hence does not indicate that one way has to be in disagreement with the other.

Thirdly, “test anxiety” was claimed by Horwitz et al.’s (1986) to be interrelated with LLCA. This point has been questioned in a few studies. MacIntyre and Gardner (1989) claimed that Horwitz et al. (1986) included “communication apprehension”, “fear of negative evaluation” and “test anxiety” as the components of LLCA, whilst they did not find the contribution of the scale for testing “test anxiety” to the Communicative Anxiety factor which was indicative of SL learning anxieties. Also, Aida’s (1994) study does not show the correlation between test anxiety and the other two performance anxieties. Hence, she suggested the deletion of the items addressing test anxiety. However, test anxiety has been found to be interrelated with LLCA in other studies (e.g., Liu & Jackson, 2008). Additionally, Horwitz (2010) has clarified clearly that LLCA is related to the three performance anxieties but not composed of them.

Although LLCA is important to SL learning, the causal relationship between LLCA and SL learning achievement, and the interrelation between LLCA and three performance anxieties have been challenged, Horwitz et al.’s theoretical model of LLCA has made the distinctive characteristics of LLCA clear. As Kim (2002) claimed, Horwitz et al.’s model lays a foundation upon which subsequent research has been formulated and has still been used till now (Wilson, 2006). In this study, Horwitz et al.’s model and Horwitz’s FLCAS instrument are employed in this study to identify Malaysian students’ LLCA as it fits the aim to investigate the language anxiety in classroom-specific situation.

### **2.2.2 Effects of LLCA on Language Learning**

LLCA has been consistently found to be detrimental to learners' SL learning proficiency (Abu-Rabia, 2004; GhorbanDordinejad & Nasab, 2013; Liu & Jackson, 2008). In this study, proficiency refers to "the overall level of achievement in a particular language and the level of achievement in discrete skills, such as speaking or writing, measured through standardised tests or self-assessment" (Pavlenko, 2005, p6). LLCA is usually measured by FLCAS, either in its original, translated, or adapted form. The methods to measure SL learning proficiency vary. Although there are many measures employed in previous studies, like a creative writing task and spelling tests (Abu-Rabia, 2004), there are basically two types: final tests and self-rated proficiency.

Horwitz (1986) used American university students' expected grades and final grades as measurement of SL learning proficiency. She found that LLCA was significantly correlated with both types of grades. Some other researchers also utilised final course grades and found similar correlation (Abu-Rabia, 2004; Aida, 1994; Cheng et al., 1999; Elkhafaifi, 2005; Park & French, 2013).

Some other studies used self-rated proficiency measures and found the negative effect of LLCA on language learning. MacIntyre, Noels, and Clément (1997) asked 37 Anglophones to assess their proficiency level of French as a SL on a 0-6 scale and do a series of L2 proficiency tests. They found the negative correlation between LLCA and both self-rated and actual proficiency. In Cheng, et al.'s (1999) study, 433 English

learners from Taiwan rated their proficiency level of both speaking and writing, and filled in FLCAS. These learners' final course grades were also collected. Cheng et al.'s (1999) obtained similar results as MacIntyre et al. (1997) did. Moreover, their findings showed that the correlation between LLCA and self-rated proficiency was higher than the one with actual proficiency. Regardless of the measures, the anxiety research has shown how LLCA is negatively related with SL proficiency. LLCA, also, has been seen as a good predictor of SL learning (Onwuegbuzie et al., 2000).

Apart from proficiency, LLCA affects SL learners in other ways. LLCA can affect SL learners physically, psychologically, and socially, according to Andrade and Williams's (2009) categorisation. These categories are similar to the physiological, psychological and behavioural responses that Horwitz et al. (1986) have mentioned in their study earlier. Andrade and Williams (2009) analysed the questionnaire responses of 243 university students in Japan and found that the most common physiological reactions to LLCA are faster-beating heart, burning cheeks, sweating, etc. The most common emotional reaction is the mind going blank. In terms of social effects, Gregersen and Horwitz (2002) interviewed eight university students in Chile and found that students with LLCA tended to procrastinate more, worrying more over the opinions of others. In 2006, Liu reported additional social effects of LLCA. Liu surveyed, observed, and interviewed 98 first-year university students and collected the students' reflection journals. The findings showed that the participants were experiencing fear of speaking, inability to talk on a topic or think clearly, decreased interest in English, increased anxiety, and so on. All these negative outcomes of LLCA may cause the anxious

students unpleasant and less-successful learning experience than other students (Andrade & Williams, 2009).

### **2.2.3 Underlying Factors of LLCA**

The literature reviewed has shown the importance and negative effects of LLCA in and on SL learning. Thus, it is essential to identify the underlying factors of LLCA (Huang et al., 2010). The underlying factors are supposed to indicate the possible causes of LLCA. However, upon the creation of FLCAS, the underlying factors are not built. As MacIntyre and Gardner (1991) have argued in their study, the exploration of the particular sources of LLCA can provide a better understanding of the process in which a certain situation generates language anxiety. To analyze the underlying factors of LLCA through FLCAS, several studies have employed different statistical methods. All the studies showed the high reliability of FLCAS measurement, but obtained different underlying factor models.

In Aida's (1994) study, 96 second-year university learners of Japanese language in US filled in the original FLCAS. These students spoke different mother tongues. Aida chose Principal Component Analysis (PCA) with varimax rotation given that this dimension reduction technique can be described easily. Aida's study proves that FLCAS is reliable when the target language is Japanese. In her study, six items without enough factor loading were discarded. The other 27 were loaded on four underlying factors. This four-factor model explained 54.5% of the total variance. Aida's first factor



is “speech anxiety and fear of negative evaluation”. This factor took 37.9% of the variance and 18 items loaded on this factor. According to Aida, this factor addresses both students’ anxiety during speaking time and fear to make embarrassing mistakes in front of the lecturer and other students in the SL (Japanese) class. The other factors are “fear of failing the class”, “comfortableness in speaking with Japanese people”, and “negative attitudes toward the Japanese class”. In Aida’s study, the FLCAS items indicating test anxiety did not load on any factor meaning that students rejected the items indicative of test anxiety.

Five years later, Cheng et al. (1999) used PCA (varimax rotation) to explore the underlying factors through a modified FLCAS among 423 Taiwanese EFL English major students. Two factors emerged in Cheng et al.’s study: “low self-confidence in speaking English”, and “general English classroom performance anxiety”. The 2-factor model accounted for 43.5% of the total variance. The low self-confidence factor was composed of 10 items indicative of students’ low confidence in their speaking especially. Another 10 items loaded on the general anxiety factor and address SL learners’ negative thinking and feelings during general performance in English classes.

Matsuda and Gobel (2004) and Chiang (2006) also employed PCA with varimax rotation. Matsuda and Gobel conducted their study among 252 Japanese EFL learners and found two similar factors as Cheng et al. (1999) did. The difference between the results from the two articles is that the factor, “low level of self-confidence in speaking English” explained 38.1% of variance in Cheng et al.’s study while the same factor

explained 6.1% in Matsuda and Gobel's study. Chiang (2006) studied 327 Taiwanese students and found two underlying factors of the students' LLCA. The first factor is "communication and negative evaluation anxiety" and the second "worry about failing class". Liu and Jackson (2008) studied 547 Chinese English learners' LLCA and obtained three factors named exactly as the three performance anxieties that Horwitz et al. (1986) proposed.

Compared with the above-mentioned studies, Huang et al. (2010) used a different statistical technique rather than PCA to explore the underlying factors of 158 Taiwanese SL learners. Huang et al. employed an EFA with promax rotation on the scores of the original FLCAS measurement. Huang et al. also investigated how the teacher's and other students' support affected one's English LLCA. In Huang et al.'s study, one item with not enough loading on any factor was removed. Four factors were extracted explaining 47.7% of the total variance and were labelled as "speech anxiety and fear of negative evaluation", "comfort with English learning", "fear of failing the class", and "negative attitude toward learning English", respectively. Support from peers and teachers are related with LLCA. Based on the results, Huang et al. suggested that teachers' academic support can significantly help students to have less fear of speaking in class, negative evaluation and failing classes and thus students can feel comfortable with their learning. Teachers' personal support can make students feel less fearful of failing class and be comfortable with the learning process. Peers' academic and personal support also positively affect students' attitude toward English learning.

Thompson and Lee (2013) also favoured EFA instead of PCA for answering their first research question of the underlying factors of the FLCAS. Thompson and Lee preferred the extract method, Maximum Likelihood, and the rotation method, oblique rotation. The EFA produced a 4-factor structure that accounted for 59.01% of total variability. The first factor, “English class performance anxiety”, explained 47.60% of variance and addresses students’ fear of using English in front of the class. The second factor, “lack of self-confidence in English” is regarding students’ negative thinking that others are better than them. The third factor, “confidence with native speakers of English” reflects students’ level of comfort with people who speak the target language as their first language. “Fear of ambiguity in English” is the fourth factor indicating students’ uneasiness when they do not understand everything in English or they get nervous about English and the English courses in general.

Tolerance of Ambiguity (TA), which represents the opposite meaning to fear of ambiguity, “refers to the way one perceives and processes information about ambiguous situations, when confronted by an array of unfamiliar, complex or incongruent cues... The person with low tolerance of ambiguity experiences stress ...” (Furnham & Ribchester, 1995, p. 179). In SLA research, it has been pointed out that ambiguity and uncertainty exist in any SL learning situation by Chapelle and Robert (as cited in Dewaele & Wei, 2013). Thompson and Lee’s (2013) finding of their last factor confirms the existence of students’ fear of ambiguity during the learning process which leads to their LLCA. According to Thompson and Lee’s study, SL learners fear the ambiguity in unfamiliar or uncertain knowledge, in terms of words and lecturer’s

speaking content and in the complex rules to use the SL.

It has been found that teacher's help with removing the ambiguity on the linguistic elements can help students with their fear of ambiguity by Chapelle and Robert (as cited in Dewaele & Wei, 2013). Dewaele and Wei (2013) found that students who know at least three languages have heightened level of TA than bilingual or monolingual students, and higher level of multilingualism has a positive effect on TA. Hence, Knowing more languages and having a better mastery of the languages can also help students to increase their TA. Besides, based on Sternberg's (2002) language-aptitude theory, Thompson and Lee have suggested that students' fear of uncertainty or novelty in learning a SL can be addressed if they are taught to increase their creative intelligence through learning creative-thinking skills.

The interpretation of each underlying factor in the above-mentioned studies to a certain degree supports Horwitz et al.'s (1986) statement that "communication apprehension", "fear of negative evaluation" and "test anxiety" are importantly related to LLCA. The previous studies also indicated the attribution of cultural conventions and expectations to LLCA (Thompson & Lee, 2013). Hence, it is not surprising to see that the underlying factors varied from context to context and even from participants to participants.

Two statistical analysis techniques are mentioned previously. Both PCA and EFA are common exploratory data reduction techniques (Meyers, Gamst, & Guarino, 2013). PCA uses the variable correlations to reduce the number of variables and transform the

data into a set of uncorrelated principal components. EFA is performed based on the percentage of variances one variable shares with the common factors in order to extract necessary number of latent factors to describe the correlations among the items (Reise, Waller, & Comrey, 2000). A component and a factor refers to a construct that is assumed to underlie a larger set of variables, while the factors are considered as hypothetical causes rather than effects of the item inter-correlations (Reise et al., 2000). PCA often produces similar results as EFA does. However, EFA procedures produces a more realistic model of correlations and is testable unlike PCA which is untestable (Fabrigar, Wegener, MacCallum, & Strahan, 1999). Besides, PCA only refers to a single procedure that usually involves orthogonal rotations (varimax, quartimax, and equamax). Orthogonal rotation is used for factors that are not correlated with one another and orthogonal rotation is considered not “logical for social science research” (Thompson & Lee, 2013, p. 737). Oblique rotations (direct oblimin and promax) assume that there may be some level of correlation among factors. The first aim of this study is to explore which underlying factors of LLCA among Malaysian multilingual undergraduates in a public university are affecting their English learning as a SL and to see whether fear of ambiguity and test anxiety play a role in these students’ LLCA. Therefore, EFA with oblique rotation is employed in this study to answer the first research question.

## **2.3 LLCA, Multilingualism, and Proficiency**

LLCA occurs in a setting that involves not only involving learners, but also teachers and classroom environment. Studies on anxiety inform us on many variables of LLCA. Variables associated with learners include learners' age, gender (Abu-Rabia, 2004; Park & French, 2013), beliefs, motivation (Kim, 2009; Liu & Huang, 2011), past learning experience (Matsuda & Gobel, 2004), learning difficulties (Chen & Chang, 2004), and personalities (Dewaele, 2013). Variables associated with situations include course level, course organization, and teachers' behaviour (Huang et al., 2010). More recently, multilingualism has drawn much attention in anxiety studies. The relationship between LLCA, proficiency, and multilingualism is newly discovered and few studies have been done on this topic (e.g., Thompson & Lee, 2013).

### **2.3.1 Defining multilingualism**

Multilingualism is a multifaceted construct and the discussion on it has just begun (Jessner, 2006). The focus of multilingualism research has been on people and communities that use more than one language (Aronin & Hufeisen, 2009). However, there are wide-ranging definitions of multilingualism. Because the nature of the participants' use of various languages is complex and the researchers' backgrounds and purposes are different (Kemp, 2009).

One important question has to be answered before multilingualism is defined is: what is a language? According to Bhatia and Ritchie (2013), there is not an agreement on what

a language is. Kemp (2009) stated that the criteria to define a language in ISO 639 (International Organisation of Standardisation) could help researchers for their specific purposes. ISO 639 is an inventory of identified languages in the world. Hence, the accessible “list of languages of the world with language code (ISO639)” is used to identify languages in this study. The basic criteria of ISO 639, as Kemp has summarised, defines monolingual as the individuals “who use one language and may be proficient at using a number of different varieties of the language together with different registers in the variety or varieties they know, and of switching between varieties and between registers in the appropriate context.” Hence, dialects or its varieties are considered as one language in this study.

Another issue has been argued about multilingualism is “the levels and breadth of proficiency” (Aronin & Hufeisen, 2009). Some researchers took a narrow stand on the discussion of multilinguals’ proficiency. For example, Bloomfield (as cited in Aronin & Singleton, 2012) claimed that bilinguals should be of “native-like control of two languages” (p.2). This definition excludes many people from being considered as a multilingual (Bhatia & Ritchie, 2013). Besides, it is hard to define native-like proficiency. Some researchers took a broader view. Hall (as cited in Aronin & Singleton, 2012) regarded bilinguals as who had “at least some knowledge and control of the grammatical structure of the second language” (p2). Haugen (as cited in Aronin & Singleton, 2009) defined bilinguals as the people who could express themselves articulately in one language and “produce complete meaningful utterances in the other language” (p.19). While Hall’s definition is theoretically helpful, it is not practical to

measure the “some knowledge and control”. Haugen’s definition ignores the fact that not everyone can be fluent in his/her first language. However, their definitions have challenged the traditional definition of multilingualism that only considers people who are proficient in all languages (Thompson & Lee, 2013).

Current perspectives on the proficiency of bilinguals/ multilinguals tend to be more flexible because language effect has been found even for low proficiency levels. Angelis (2005) did a study on the cross-linguistic influence between the prior exposure of languages and target language. He recruited 108 university learners of Italian. 58 students had English as their L1, and French or Spanish as their SLs. Another 58 students were Spanish L1 speakers and have learnt English and some French as their SLs in which none of the students have learnt French for more than 1.5 years (Angelis, 2007). The students had a 30-item translation task of basic vocabulary of Spanish and French. Angelis considered the students as of low proficiency when they correctly answered less than 10 questions in the task in either language. She measured students’ English proficiency level through the number of years in which they have been studying the language. The ones who reported a learning of English for 12 and above years were considered as of high proficiency level and who report 1-1.5 years as of low proficiency. Angelis also asked all students to read a written work and write a summary of the text in Italian which was one of the students’ SLs. The results in Angelis’s study showed that the learners’ choice of surface structure in Italian was affected significantly by their previous learning experience of another SL, even though the proficiency level of the SL was low, on the premise that the typological proximity between the two languages is



close. Angelis' study offers a clear example of the cross-linguistic influence of the SLs learners' knowledge of another SL (Angelis, 2007).

Jessner (as cited in Aronin & Singleton, 2012) also found that receptive and other limited kinds of knowledge of additional languages may enhance learners' metalinguistic awareness and have a significant preparatory value for further language acquisition. As Angelis (2007) suggested, the proficiency threshold levels of considering one person as a multilingual becomes relatively low, like one or two years' formal instruction is sufficient to affect target language production and development in some meaningful ways.

One more issue relevant to the conceptualisation of multilingualism is the relationship between bilingualism and multilingualism. Kemp (2009) stated that most researchers use "bilingual" to describe people who know two languages and "multilingual" to describe those who use three or more languages. Some researchers treated multilingualism as an extension of bilingualism. According to Weinreich (as cited in Aronin & Singleton, 2012), bilingualism refers to the "practice of alternatively using two languages" and "unless otherwise specified, all remarks about bilingualism apply as well to multilingualism, the practice of using alternatively three or more languages".

Correspondingly, Aronin and Singleton (2012) claimed that the study of multiple acquisition is often considered to fall within the domain of SLA. There are similarities between bilingualism and multilingualism at the psycholinguistic level and

sociolinguistic level. This type of perspective “effectively equates bilingualism and multilingualism” (Angelis, 2007, p. 8).

Recently, many studies have been carried out on the learning of multiple languages and the findings have shown a number of differences as well as similarities between people using two languages and people using three and above languages (Bhatia & Ritchie, 2013). For example, researchers found that users of three and above languages were more flexible cognitively, had better metalinguistic awareness (Jessner, 2008), possessed larger overall linguistic repertoires and had more extensive range of language situations to participate and make appropriate language choices (Aronin & Singleton, 2012) than people who know two languages. However, according to Bhatia and Ritchie (2013), it is still unknown how significant such differences can be because only limited studies have been done on multilingual language acquisition.

More recently, researchers tend to use the “multilingualism” “in a broad, inclusive sense, in such a way that they include the concepts of bilingualism and bilingual within their respective ambits” (Aronin & Singleton, 2012, p.6). In this study, the definition of multilingualism is based on this perspective and adopted from Franceschini (2009) who states that, “multilingualism is a product of the fundamental human ability to communicate in a number of languages” (p.33). According to Jessner (2008), this definition can be applied to any type of SL acquisition research, and allows the discussion of the differences in SL learning between multilingual learners knowing different number of languages. Multilinguals hence refer to people whose “daily-lived

reality necessitates the negotiation of two or more languages” (Mitchell, 2013, p. 340) and can be “with various degrees of proficiencies, in oral or written forms” (Bhatia & Ritchie, 2013, p. 112). The words monolingual, bilingual, trilingual etc. are used to distinguish the precise number of languages involved.

### **2.3.2 LLCA and Multilingualism**

Bialystok (1991) stated that multilinguals might gain a heightened awareness of the metalinguistic abilities. Metalinguistic awareness refers to “an awareness of the underlying linguistic nature of language use” (Malakoff and Hakuta, as cited in Bialystok, 1991, p.147). As Bialystok (1991) stated, metalinguistic awareness is not only about language learners’ consciousness of the language use, but also their ability to deal with certain problems in the use of a language. Bialystok (1986) found that children knowing two languages had better metalinguistic ability than children knowing only one language. In 1991, Bialystok claimed that children with better metalinguistic awareness tend to develop more language learning skills, especially for written-language skills. Additionally, Thompson and Lee (2013) claimed that people may also gain more explicit knowledge of linguistics systems when they learn additional languages. The demands to process several languages in their life may prompt the development of automatic processing and sharing of the explicit knowledge of several languages in their speaking (Kemp, 2007). People with more explicit knowledge tend to feel less anxious in SL classes (Thompson & Lee, 2013). Multilinguals are also found to be picking up the grammar of another language faster

(Kemp, 2001), acquiring more grammar learning strategies (Kemp 2007), and having better TA (Dewaele & Wei, 2013), which may consequently affect students' LLCA.

Several empirical studies have investigated multilingualism from different aspects and the results show that multilingualism can affect language anxiety positively, particularly the language anxiety that develops in classroom. Dewaele (2007) did a study on the relation between FLA and multilingualism in terms of the number of languages 106 multilingual students from University of London have known. The FLA refers to “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, as cited in Dewaele, 2007, p.391). Dewaele (2007) claimed that since FLA typically emerges in SL learning class, FLA hence is similar to LLCA. He found that higher number of language known helped students with their FLA talking to friends or strangers, while the effect did not exist anymore when one has known three or more languages. Dewaele suggested that when students gain knowledge of more languages, they become more self-confident, have greater self-perceived competence, and hence become better communicators, which eventually may help them to deal with their language anxiety.

Dewaele, Petrides, and Furnham (2008) studied on the effects of sociobiographical variables including the number of languages known and self-perceived proficiency on FLA in the SLs of 464 adult multilingual SL users across the world through web-based questionnaires. They found that higher number of languages known could decrease SL users' FLA in their third language and fourth language. Students who reported higher

self-perceived oral proficiency had lower level of FLA. Dewaele and his colleagues argued that knowing more languages can help students be a bit more confident in their SL ability and the users can avoid hidden linguistic obstacles better.

In 2013, Dewaele conducted another study on the link between the knowledge of languages and LLCA among 148 multilingual university students in UK and Spain. The results in this study demonstrate again the negative link between the number of languages known and LLCA to UK students. Dewaele (2013) argued that the effect on LLCA level is attributed to multilinguals' social and linguistic history.

### **2.3.2.1 Proficiency of Multilinguals**

In discussing language anxiety and multilingualism, it is necessary to consider multilinguals' relative proficiency levels. In Dewaele's (2010) study of 953 French users across the world, he tried to link three variables including multilingualism, affordance to communicative competence and FLA. Affordance refers to "the perceived opportunities for action provided for the observer by an environment" (Gibson, as cited in Dewaele, 2010, p.106). Dewaele's findings showed that higher number of languages known is linked to lower FLA. When the target language and source language are typologically similar, the learners can have lower FLA. Stronger affordances can bring lower FLA. Higher number of languages known can offer more self-perceived communicative competence. Students with stronger affordances tend to rate their communicative competence higher. However, if the self-perceived communicative

competence is too low or high, the effect of affordances and number of language known is not found on the FLA. Dewaele (2010) concluded that the knowledge of more languages can promote students' stronger affordances, followed by more self-perceived communicative competence, which eventually helps students with their FLA. However, Dewaele also clarified that when a person perceives his/her communicative competence as too low or very high, the effect of affordance or number of languages known on SL anxiety becomes little or disappears. In other words, the positive effect of number of languages on level of anxiety tends to happen among users who report medium to advanced levels of communicative competence. Nevertheless, despite the much attention of researchers on the link between SL anxiety and multilingualism, limited was given to proficiency level in studying the relationship between LLCA and multilingualism (Thompson & Lee, 2013).

Thompson and Lee (2013) investigated the effect of multilingualism and proficiency on English LLCA among 123 EFL multilingual university students in Korea. The participants firstly self-rated their proficiency levels of English and another additional SL in terms of different language skills through a 6-Likert scale. Secondly, the researchers categorised the students' overall ratings of their proficiency: low (0-2), intermediate (2.1-4) and advanced (4.1-5). For achieving the research purpose successfully, they only included students with at least an intermediate proficiency level of English and low proficiency level of an additional SL in their study. Thompson and Lee further justified that the tendency to define a multilingual becomes flexible and the language effects are already found for very low level of proficiency.

Based on the categorisation of students' self-rated proficiency levels, Thompson and Lee grouped the students into four. The four groups are: IEP LLMs ("students with intermediate proficiency level of English and lower proficiency level of multilingualism"), IEP HLMs ("students with intermediate proficiency level of English and higher proficiency level of multilingualism"), AEP LLMs ("students with advanced proficiency level of English and lower proficiency level of multilingualism"), and AEP HLMs ("students with advanced proficiency level of English and higher proficiency level of multilingualism"). The IEP HLMs were not considered in Thompson and Lee's study given that there were only five of them and small sample size may cause unreliable analysis results (Thompson & Lee, 2013). Thompson and Lee investigated the effect of level of multilingualism on English LLCA through comparing between the English LLCA profiles between the three groups. They found that the joint effect of English and another additional SL proficiency affected Korean students' English LLCA in terms of four factors: "English class performance anxiety" (factor 1), "lack of self-confidence in English" (factor 2), "confidence with native speakers of English" (factor 3), and "fear of ambiguity in English" (factor 4). Additionally, they found that English proficiency affected English LLCA across all four LLCA factors. An additional SL proficiency affected English LLCA in terms of factor 1 and 4, but not factor 2 or 3. Their results indicate that the level of multilingualism can in general affect students' LLCA, same as the proficiency of target language. On the other hand, higher proficiency of another SL and more language experiences can lessen students' fear of their performance in the SL learning class and ambiguity in the SL. Overall, as Thompson and Lee summarised, "multilingualism in and for itself could have an effect

on all language learning experiences” (2013, p. 746).

Dewaele and Wei’s (2013) study partially supports Thompson and Lee’s findings in terms of the connection between LLCA in terms of factor 4, a relatively newly discovered underlying factor of LLCA, multilingualism, and proficiency. Dewaele and Wei recruited 2158 people around the world to report their number of languages known, self-rate oral and written proficiency levels of various languages, and fill in the Tolerance for Ambiguity Scale. According to the participants’ reports, Dewaele and Wei found that the multilinguals with higher proficiency level had higher level of TA. The finding is in line with Thompson and Lee’s (2013) that the level of multilingualism is negatively linked to LLCA in terms of fear of ambiguity. Dewaele and Wei further argued that higher level of multilingualism helps multilinguals to increase their TA level and the level of TA can affect their proficiency level. Besides, Dewaele and Wei’s study has confirmed the positive effect of number of languages on people’s level of TA and found the disappearance of the effect once the number reaches three.

As Thompson and Lee (2013) mentioned in their study, the different cultural expectations can cause SL learners’ language anxiety in one context and make the anxiety distinct from the ones in other contexts. The contexts in which the link between LLCA, multilingualism, and proficiency has been researched are limited. To the researcher’s knowledge, only Thompson and Lee conducted a study on the link in a specific context, South Korea. The second objective of this study is to investigate the effect of multilingualism and proficiency on LLCA among the multilinguals in the



Malaysian context. According to Thompson and Lee, South Korea is not a multilingual nation and the English classes there tend to be lecture-based. Malaysia is a multilingual country in which students are required to take and pass English courses from primary to tertiary level education. Hence, it is interesting to discover whether the level of multilingualism, and the proficiency of English and an additional SL can affect Malaysian students' English LLCA as found in Thompson and Lee's study and how similar or different the relationships are in the Malaysian and Korean context. According to the results and discussions of previous studies, it can be hypothesised that students with different levels of multilingualism will have different LLCA profiles, English proficiency will affect English LLCA, and the proficiency of another SL will affect Multilingual Malaysian undergraduates' English LLCA. The following section details literature on the English LLCA and multilingualism in the Malaysian context.

#### **2.4 English LLCA and Multilingualism in Malaysia**

Malaysia is a multiracial, multicultural and multilingual country (Cheng, 2008). According to the statistics provided by Department of Statistics Malaysia, Malaysia is made up of three major ethnic races, Malays, Chinese and Indians. Bahasa Malaysia (BM) is the national language. The English language is the official and widely used SL. Mandarin, Tamil and several indigenous languages in East Malaysia are also used as Malaysians' first or third language and these languages can be used as mediums of teaching in national type schools (Darmi & Albion, 2013a). Hence, some people know two languages, and many know three, and a few use four and above languages in their

daily life in Malaysia (Darmi & Albion, 2013a).

#### **2.4.1 The Use of English in Malaysia**

The Malaysian government requires the ability to use the English language for people to be employed in Malaysia and so that they will remain competitive in the world (Darmi & Albion, 2013b). To achieve this goal, Malaysian citizens need to receive formal education to improve their English competence and equip themselves with the awareness of ambitiousness and ability to probe new knowledge either at home or abroad in English. According to Hashim and Isa (2012), Malaysians have recognised the importance of English language in a general sense and the necessity for students, especially for university graduates, to have sufficient control over English for communicative purposes and a better career.

Therefore, the Malaysian government has made English language a compulsory course for all primary, secondary and even tertiary level students (Darmi & Albion, 2013b). To fulfill the needs of competent English language users, the tertiary level education institutions need to train students with the necessary communication skills. According to Darmi and Albion (2013a), since the public universities included communication skills into the curriculum of undergraduate courses, the teaching approach became student-centred rather than teacher-centred. Teaching approaches, like “Communicative Language Teaching”, which promotes engagement in authentic and meaningful interaction (Darmi & Albion, 2013b) have been introduced to university curriculum.

However, the language learning teaching processes vary from class to class and university to university (Darmi & Albion, 2013b).

#### **2.4.2 Studies on English LLCA in the Malaysian Context**

It is a must for university students to master English to increase their chances to be hired by multinational companies (Hashim & Isa, 2012). Still, researchers (e.g., Heng & Tan, 2006; Ismail, 2011) have found that the lack of English language proficiency among Malaysian graduates influenced their chances to be employed. According to Carol, Khaun, and Singh (2011), Malaysian graduates face challenges in listening, speaking, reading and writing at the workplace.

Darmi and Albion (2013b) suggested that Malaysian students who have learned English for 11 years in the formal classroom settings could face language anxiety and the language anxiety could affect their learning consequently. Some anxiety studies have been conducted among Malaysian students and the studies showed that the students faced high to low levels of English LLCA in class (Abdullah & Rahman, 2010; Heng, Abdullah, & Yusof, 2012; Wong, 2009, 2012). Even for learners who have achieved good scores in their English test, they still felt anxious in English class (Noor, 2007).

English LLCA has been found to be debilitating in affecting the Malaysian university students' learning of the English language. Yanto, Vitasari, Herawan, and Deris's (2013) found English LLCA not only a cause of general study anxiety, but also negatively

affected English learning and the learning of other subjects. In Noor's (2007) study, some university students stated that they had problems speaking in English and became nervous and passive in the language class. They felt that other students were more competent than them. Darmi and Albion (2013b) discussed in their study that it seems to be difficult for anxious English learners to respond in their language classes because they think that they have to give correct responses and the situation can be worsened if the language courses are compulsory in university.

Darmi and Albion (2013a) have proposed two reasons that could make Malaysian English learners anxious in their English language classes. The first reason Darmi and Albion suggested is students' lack of awareness of the importance of the English language. They learn the language for passing the compulsory course to get their degree instead of enhancing their language competence for their future needs out of university. Secondly, they claimed that although Malaysian students receive above 10 years' education in the English language, they do not pay much attention to how proficient they become.

This study does not test the language anxiety levels but explore the underlying factors that cause the varied degrees of English LLCA among multilingual Malaysian undergraduates. Some previous studies have tried to confirm the LLCA underlying factors in the Malaysian context. Darmi and Albion (2012) misinterpreted "communication apprehension", "fear of negative evaluation", and "test anxiety" as the underlying constructs of LLCA. They classified and defined the FLCAS items

according to the three anxieties. Via the same analysis approach, Hizwari et al. (2008) obtained the same finding. However, as mentioned before, Horwitz (2010) has clarified that the three anxieties are not components of but interrelated with LLCA. In another study, Pae and Misieng (2012) employed confirmatory factor analysis to value the factor models generated from three previous studies (Aida, 1994; Horwitz et al., 1986; Zhao, 2007) in Malaysian context. The statistical findings of Pae and Misieng's study indicate that there is no model from the other contexts that could fit the Malaysian context. The current study attempts to explore the underlying factor structures unique to Malaysian undergraduates both quantitatively and qualitatively to provide more reliable and in-depth information on how Malaysian cultural norms affect the learners' English LLCA. Besides, this study also investigates Malaysian tertiary level students' LLCA from a new perspective, which is multilinguals' perspective, to see whether multilingualism can influence their LLCA, and if so, how they are related.

## **2.5 Summary**

This chapter has reviewed the various literature on language learning classroom anxiety. Based on the review of several models of language anxiety, the model of Horwitz et al.'s appears to provide a thorough conceptualisation of the language anxiety specific to classroom settings and the instrument they used to identify this anxiety has been proven reliable and valid. Hence, Horwitz et al.'s (1986) model of LLCA was chosen as a theoretical framework for the purposes of this study. The literature on the exploration of the underlying factors of LLCA in some studies has shown how different cultural

expectations affected the factors of LLCA among SL learners from different contexts. The review also highlights the need to investigate the link between LLCA and multilingualism as shown in the study by Thompson and Lee (2013) conducted in Korean context. Considering the important role English language plays in Malaysian tertiary level students' life and the large number of Malaysians who have known three and even more languages, this study aims to explore the underlying factors of multilingual Malaysian undergraduates' English LLCA, and investigate the link between the LLCA in terms of the factors and multilingualism in terms of proficiency levels. The following chapter describes the methods used to conduct this study.

## **CHAPTER 3: METHODOLOGY**

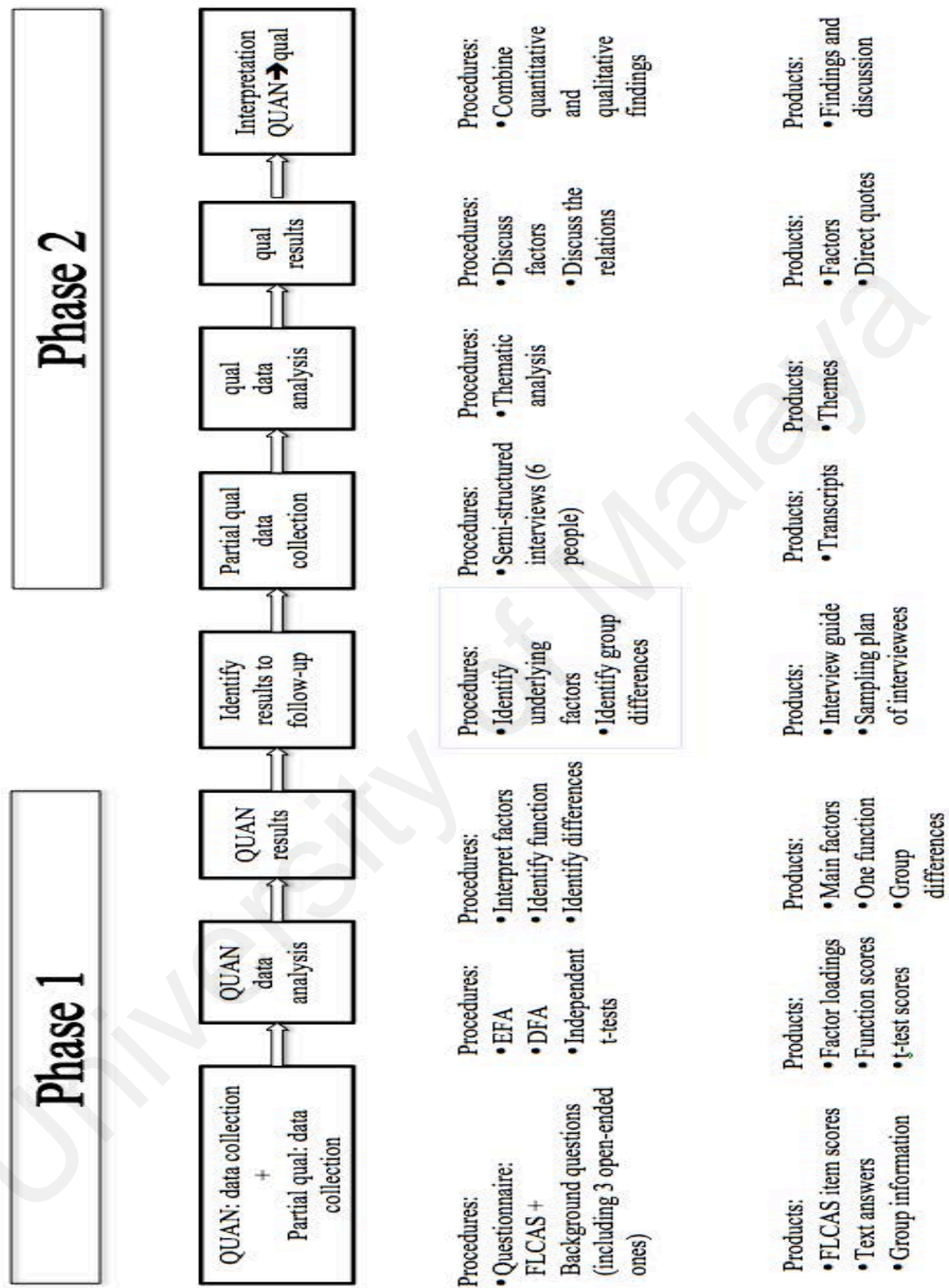
### **3.1 Introduction**

This study attempts to explore the underlying factors of LLCA and also to investigate the link between LLCA, multilingualism and proficiency. The traditional way to achieve the two objectives is to collect quantitative data through the FLCAS and background information questions, as Thompson and Lee (2013) did in their study. This study used the quantitative approaches and collected qualitative data utilising open-ended questions and interviews to explain and expand the quantitative findings. This chapter details the research design, instruments, participants, data collection and analysis procedures, and ethical considerations.

### **3.2 Research Design**

This study employed mixed methods approach. A mixed-method approach requires the implementation of both quantitative and qualitative methods to collect, analyse and mix the data (Creswell & Clark, 2007). As Creswell and Clark (2007) suggest, a mixed-method approach can offer a better understanding of the research questions. To be exact, this study employed the mixed methods' sequential explanatory design and was conducted according to the Follow-up Explanations Model, as shown in Figure 3.1. The model includes two phases: first quantitative and then qualitative, and is recommended by Creswell and Clark (2007) when the quantitative results need to be explained or/and expanded with qualitative data. The two phases are connected in the

middle stage.



**Figure 3.1:** A visual diagram of the procedures using the QUAN (qual) design



In Phase 1, quantitative data and one part of qualitative data were collected to answer Research Question One and Two. Specifically, the quantitative data collected through the FLCAS section were used to answer Research Question One, “What are the underlying factors of LLCA among the undergraduates in a Malaysian public university?” The self-rated proficiency scores collected through the background questions, together with the FLCAS scores were analysed to answer Research Question Two concerning the effect of the level of multilingualism, the English language proficiency, and the proficiency of an additional SL (Second Language) on English LLCA. The first part of the qualitative data was collected through open-ended Question 12 (Q12) in the questionnaire to answer both of the research questions. This part of data is about the students’ general perception of LLCA. The quantitative data were then analysed and interpreted.

In the intermediate stage, the quantitative results were used to guide the collection of the other part of the qualitative data. In the second phase, the other part of the qualitative data was collected through one-to-one interviews. All the qualitative data were then analysed to explain and expand the quantitative results. The triangulation of data collection and analysis techniques can expand our understanding of the underlying factors of students’ anxiety in their English classes, and how the learning of multiple languages affected their English anxiety, as well.

### **3.3 Research Instruments**

This study employed both questionnaire and interview methods to elicit students' self-report regarding LLCA, proficiency and multilingualism. The questionnaires were distributed first and the interviews were conducted afterwards.

#### **3.3.1 The Questionnaire for the Study**

A questionnaire was chosen as an instrument given that the questionnaire components were accessible and it was feasible and reliable to use questionnaire to collect data for the current study. The questionnaire is composed of two sections, an adaptation of Horwitz's (cited in Horwitz et al., 1986) FLCAS, and an adaptation of Thompson and Lee's (2013) background information questions (see Appendix A). The adapted FLCAS section was used to explore how students feel in/about their English classes. The adapted background information section was used for obtaining students' demographic information and information relevant to students' language learning experiences. Both quantitative and qualitative data were collected via the questionnaire to answer both of the research questions.

##### **3.3.1.1 Adapting the FLCAS and Background Information Questions**

There are 33 items in Horwitz's FLCAS and 21 background information questions in Thompson and Lee's (2013) study. Several parts of the FLCAS and the background information questions were modified to suit the Malaysian context in which BM is

treated as the national language and English the SL.

In the first draft of the questionnaire, all 33 original FLCAS items were used in the FLCAS section. The words “language” and “foreign language” were consistently replaced with “English” to make certain that the participants were clear about the specific language anxiety tested and to make sure the participants would report on English language rather than other SLs. For example, Horwitz’s FLCAS item, “I start to panic when I have to speak without preparation in language class,” was modified into “I start to panic when I have to speak without preparation in English class.”

Only 15 out of the total 21 questions were adapted in this study (see Appendix B for detailed explanation). Six questions were irrelevant and hence discarded. For instance, the question “if you are no longer a student, from which university did you graduate?” was not included in the questionnaire because all the participants were students. 10 questions were shortened while the original meanings were retained. For example, the original question, “What is your gender,” was shortened into “gender” as the participants would still understand the question. One question, “Please indicate the foreign languages that you have studied” with multiple language choices, was slightly modified for students themselves to write down the languages they learned, chronologically. Four questions were kept in the original form. One question enquiring which faculties these participants were from was also added. In total, there were 16 background information questions in the first draft.

In the questionnaire, the words “starting time” and “ending time” were included at the beginning and the end separately to estimate the general time that students needed to answer the questionnaire. A supplementary question, “Will you be willing to be interviewed? If yes, phone number. If no, thank you.” was attached after the question section for volunteering interviewees’ contact.

The original FLCAS items and questions were in English language. To ensure that Malaysian respondents understand the items, a Malaysian postgraduate majoring in English (Student A) translated the 1<sup>st</sup> draft into BM version. A Malay university lecturer (Lecturer A) translated the BM version back to an English version and checked the item compatibility between the two language versions. Finally, the BM version was edited and revised by another Malay university lecturer (Lecturer B) to make sure of the practical equivalence and accuracy of translation (Huang et al., 2010). The confirmed 1<sup>st</sup> draft of the questionnaire was in two languages, separately.

### **3.3.1.2 Validating the Questionnaire**

Two pilot studies, one consultation, and one survey were performed prior to the formal study to validate the adaptation and translation of the questionnaire. Changes were made corresponding to the results of the above procedures. 93 participants in total were involved in these procedures (see Appendix C for the participants’ details). All the data from the first and second piloting were analysed using the “Statistical Package for the Social Sciences” (SPSS), Version 21.

First, the first draft of the questionnaire was administered to 42 students in the first pilot study. The participants all met the inclusive criteria for this study (see Section 3.4 for the criteria) and were randomly selected in a Malaysian public university. The participants were from varied faculties and majoring differently.

12 sets out of 42 sets of questionnaire were found to contain missing values and hence were dropped. The statistical analysis for the reliability and validity was run based on the responses of 12 respondents of the English version questionnaire and 18 respondents of the BM version. The results showed that the two versions produced inconsistent results from one another. According to the thresholds of acceptable reliability and validity analysis as presented in Table 3.1, the English version was not internally consistent (Cronbach's alpha of 0.65), 2 items failed to correlate with other items, and 22 items did not correlate with the total scale. The BM version carried a good Cronbach's alpha value (alpha=0.89) while 11 items failed the item-total correlation test. In other words, these two current versions of questionnaire were neither internally consistent nor valid in terms of content.

**Table 3.1:** The thresholds for acceptance of reliability and validity analysis

<b>Reliability/ validity analyses</b>	<b>Thresholds</b>
Inter-item correlation	0.30-0.90
Item-total correlation (Auer et al., 2015)	$\geq 0.30$
Cronbach's alpha (Lance, Butts, & Michels, 2006)	$\geq 0.80$

Second, the researcher consulted a statistician, Karuthan Chinna, to examine the possible causes and solutions of the inconsistent results generated from the first pilot study. According to the researcher's report on the questionnaire, the piloting procedures, and the statistical results, Karuthan pointed out four possible reasons: 1) too many background questions; 2) lengthy FLCAS items; 3) the understandability level of the English language to Malaysian students, and; 4) the applicability of the items to Malaysian students. These potential problems might cause participants to become tired and bored and consequently gave unreliable responses. Correspondingly, Karuthan suggested the researcher to: 1) delete some questions; 2) shorten the items and make the questionnaire simple; 3) survey the understandability and applicability of the items among 20 students, and; 4) make changes in line with the survey results.

Third, a survey was conducted to gather students' comments on the understandability and applicability of the 33 FLCAS items. 20 undergraduate students from the same public university were recruited. They either had completed or were still taking English classes. These students were asked whether they could understand the FLCAS items, how to draft the item if it was not understandable, and whether the item was applicable to their English classes.

The survey results showed that thirteen out of twenty students (65%) did not support the applicability of two items regarding native speakers to their English classes because they claimed that there were no native speakers in their English classes. The two items are "I would probably feel comfortable around native speakers of English", and "I

would not be nervous speaking English with native speakers”. Two items related to the preparation for English classes were also chosen as irrelevant by 40% of the students. The students stated that they never prepared for English class, hence they could not report on items relevant to preparation for class. The two items are “I do not feel pressure to prepare very well for English class”, and “even if I am well prepared for English class, I feel anxious about it”.

35% and 70% of the participants commented that the words “self-conscious” and “overwhelmed” in two items could not be easily understood. The two items are “I feel very self-conscious about speaking English in front of other students”, and “I feel overwhelmed by the number of rules I have to learn to speak English”. Based on these students’ feedback, the two items were deleted.

Furthermore, the participants in the survey also reflected on the low level of understandability of certain words in another four items. In line with their feedback, these words were slightly changed from “quite” to “very”, “at ease” to “relaxed”, and “tense” to “pressure”. Five participants also pointed out that they did not know the word “tremble”. However, this word could not be replaced by other words given that the word “tremble” clearly expressed people’s physical reaction to the feeling of unease. Considering the researcher has always been on the site to conduct the whole study in person and could answer questions from the participants, the word “tremble” was not changed.

Fourth, the remaining 27 items were shortened by taking out the shared words among items, like “in my English class” and “about my English class”, to make the questionnaire simple and reader-friendly. Six questions were taken out considering they were not closely related with this study (see Appendix B for the changes and explanation). For example, the question “What university do you currently attend?” was excluded given that all the participants would be chosen from one university. In one question, the phrase “first language” is replaced by “mother tongue” as students claimed that they were more familiar with the words “mother tongue” rather than “first language”. In Malaysia, people regard English as a second language. Thus, the phrase “second language” was used instead of “foreign language” in the whole questionnaire to avoid confusing the Malaysian students.

Moreover, the words “starting time” and “ending time” were deleted after the researcher acknowledged the usual time students spent on the questionnaire. The English version of the edited items and questions was translated by another Malay postgraduate majoring in English (Student B). Lecturer B checked the accuracy of both the edited English and BM versions. The two language versions were combined into one questionnaire. The questionnaire was available in English and BM concurrently, to avoid the difficulty of data analysis and comparison, and this second draft made the questionnaire more understandable as the respondents could refer to both languages.

Fifth, the second pilot study was conducted among 31 randomly selected participants from the same university to test how reliable and valid the bilingual questionnaire was.



One set of questionnaire carried missing values and hence was discarded. The statistical analysis for the second pilot study revealed that 11 out of 27 items did not correlate well with the total scale, regardless of the good internal consistency ( $\alpha=0.83$ ) and item-item correlation. Two of the 11 items did not generate a correlation with the total scale either in the first piloting or second piloting (item “I do not worry about making mistakes” and “It would not bother me at all to take more courses”). Consequently, the two items were removed. The other nine items were worded in the way that they were proven correlating with the whole scale in either the first or second piloting.

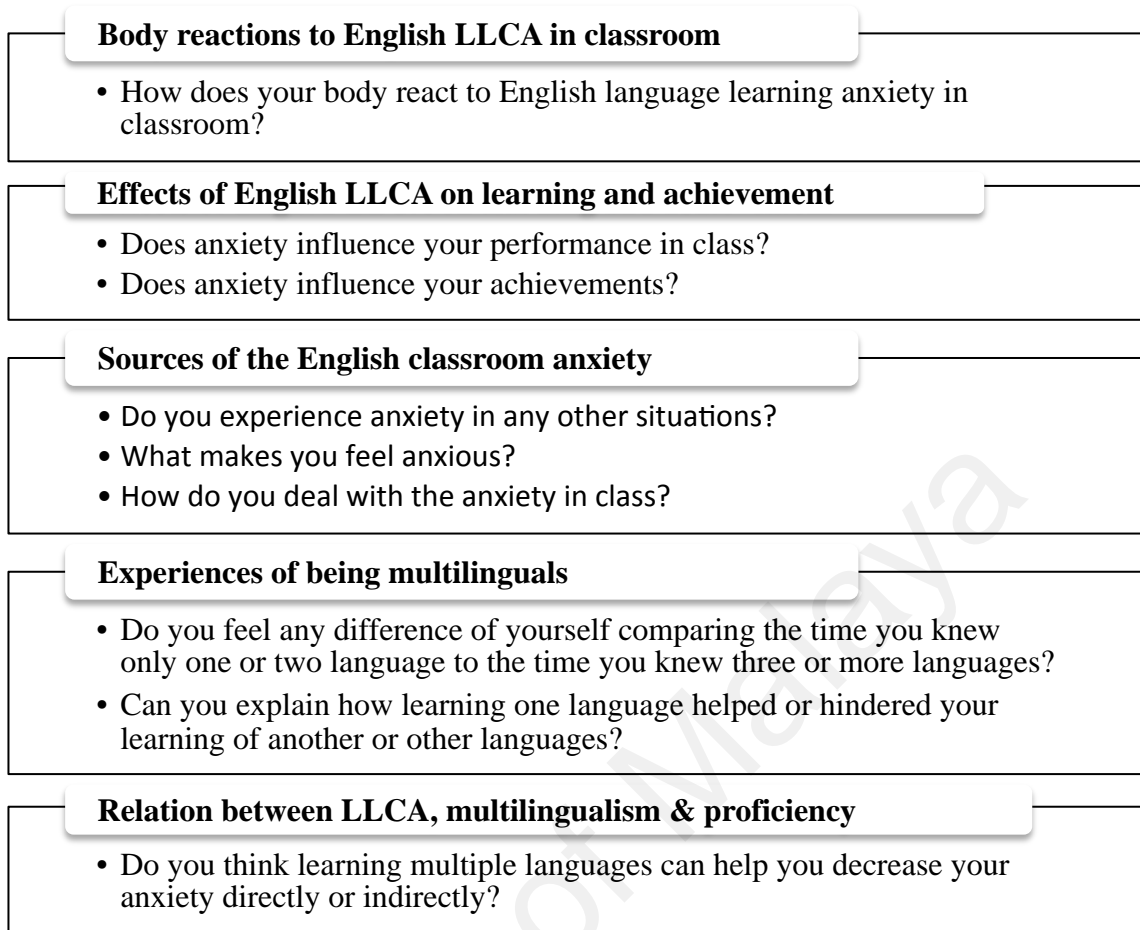
In line with results of first piloting, the consultation, the survey, editing, and the second piloting, the content of the questionnaire was finalised. In the questionnaire for the formal study, the first section consists of 25 FLCAS items. Item 4, Item 9, Item 21, and Item 25 are positively worded. The other 21 items are negatively worded. The 25-item FLCAS is a 5-point Likert self-report (“Strongly Agree” = 1, “Agree” = 2, “Neither Agree or Disagree” = 3, “Disagree” = 4, and “Strongly Disagree” = 5). Lower FLCAS scores indicate higher levels of English LLCA.

There are 12 background information questions in Section two. Questions 1 to 6 are for the respondents’ background information, such as gender, age, major, faculty, study year and mother tongue, respectively. Questions 7 to 12 are for the students’ past language learning experience. Question 7 and Question 9 ask about the second languages students have known and how long they have known each language, individually. Question 8 attempts to obtain the respondents’ self-rated proficiency level

through a 6-point Likert scale. Questionnaire-respondents needed to rate their abilities of reading, writing, listening, speaking, and grammar in their SLs. The remaining three questions are open-ended. Question 10 was adapted from the original ones designed by Thompson and Lee (2013) and asks about students' perception of the effect of learning one language on the learning of subsequent languages. The researcher drafted Question 11 and Question 12 to seek the respondents' opinion on the effect of multilingualism on their English language learning and students' perception of the situations in which they feel anxious in English language classes, respectively. The supplementary question, "Will you be willing to be interviewed?" for interview volunteers was attached at the end of the questionnaire. It took between seven to 15 minutes to fill in the questionnaire.

### **3.3.2 Interviews**

One-to-one interviews were also employed in this study to support the findings from quantitative analysis and to elicit more extensive information to answer the two research questions. An interview guide was drafted based on the answer of RQ1. Figure 3.2 shows the interview guide which includes five main aspects and the following interview questions.



**Figure 3.2:** The interview guide

### 3.4 Participants and Data Collection

This study includes two types of participants: the respondents of the questionnaire and the interviewees. The inclusive criteria for sampling are that all participants need to be:

1) Malaysian; 2) enrolled in English language courses, and; 3) using more than two languages in their daily life.

#### 3.4.1 Population

Only university undergraduate students were studied in this study given that the poor English proficiency and skills for communication of graduates affect their employment

opportunities (Darmi & Albion, 2012). The population that the researcher wanted to study includes all the Malaysian multilingual students of tertiary level who are taking English language classes. However, it is not possible to determine the total number of the population.

The target population for this study includes the Malaysian multilinguals who are involved in English courses under the Language Unit and of English majors in one public university. The Language Unit is a unit of language and communication that provides language-skills programs. There were 2460 Malaysian students taking English language courses under the Language Unit during the first semester of 2014/2015. The 2460 students were from different academies, faculties and centres<sup>1</sup>. According to the English Department Office, there were 32 English major students during the data collection procedure.

### **3.4.2 Sampling of Questionnaire Respondents**

Lecturers of English from the Language Unit were firstly approached before sampling. Out of 43 English Languages lecturers, the researcher emailed 19 people via their professional email addresses. 12 lecturers replied and met the researcher in person. In these meetings with the lecturers, the researcher informed each lecturer the aim, ethical concerns and sampling criteria of this study. All 12 lecturers permitted and agreed to let the researcher give out the questionnaire to the students before, during, or after their

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<sup>1</sup> Specifically, students were from 2 academies, 11 faculties, and 2 centres. The Secretary of the Head of Language Unit provided

classes. Each lecturer was in charge of four to seven classes. The researcher went to 29 classes of 11 lecturers following the tight class schedules. There were about 10 to 22 students in each class. However, not all students showed up when the researcher was conducting the study in the classes.

The students who met the inclusive requirements and were willing to participate were recruited to fill in the questionnaire. The respondents could use either English or BM in the questionnaire. After answering the questionnaire, each participant received a token of appreciation from the researcher. In total, 307 participants answered the questionnaire. 57 responses included missing data or indicated that the participants' first language was English and hence were discarded. The formal study included the responses from 250 participants.

There are 67 males and 183 females and the age range is 19-23 ( $M= 20.1$ ,  $SD= 0.94$ ). 245 students were taking compulsory English language courses (e.g. Communication in English, Speaking Skills in English, Writing Skills in English) at the Language Unit during the time they were surveyed and five English major students were from the Faculty of Languages and Linguistics. The participants were from 14 different faculties with 156 students majoring in humanities and 94 students in non-humanities. The participants were in different years of study: 180 students were in the first year, 46 students second year, 14 students third year, five students fourth year, and one student fifth year.

145 participants have Chinese<sup>2</sup> as their mother tongue, 92 BM, 12 Tamil, and one Hindi. 208 of them are trilinguals, 40 quadrilinguals, one quintilingual, and one sextilingual. Table 3.2 shows the SLs the participants knew. The total number of SLs exceeds the total number of students, as the participants know three or more languages.

**Table 3.2: SLs known other than English**

BM	Arabic	Japanese	Korean	Chinese	French	Thai	German	Others
N = 158	N = 68	N = 18	N = 18	N = 15	N = 6	N = 2	N = 2	N = 8

Note: "Others" refer to Telugu (N = 2), Hindi (N = 1), Indonesian (N = 1), Spanish (N = 1), Swedish (N = 1), Dayak (N = 1), and Javanese (N = 1).

#### 3.4.2.1 Self-rated Proficiency Levels of Questionnaire Respondents

Building on Thompson and Lee's (2013) study, this study uses self-rated proficiency levels. Firstly, self-rated data in this study is not treated as the actual proficiency level. According to Dewaele et al. (2008), since the participants have to rate their proficiency in varied skills in different languages, this rating could be seen as a rough indication of actual proficiency. Secondly, self-report is a measurable way to acknowledge all participants' proficiency owing to the fact that a large number of languages and participants were involved in this study. Thirdly, self-reported proficiency has been known to be inter-correlated with actual language proficiency regarding language anxiety (MacIntyre et al., 1997). Fourthly, in studies (e.g., Dewaele, 2010; Dewaele & Stavans, 2012; Dewaele & Wei, 2013; Thompson & Lee, 2013) involving multiple languages, researchers usually use self-rated proficiency rather than measure the

<sup>2</sup> According to the language standards ISO 639-2, Chinese is considered as one language which includes some regional spoken forms, e.g., Mandarin, Cantonese, Hokkein, and Hakka.

participants' proficiency level of each language.

Participants were grouped into different categories according to their self-rated proficiency scores. The participants with average scores ranging from 0 to 2 were grouped into Low level, 2.1 to 4 Intermediate, and 4.1 to 5 Advanced. The reason for the grouping is that the experiences of learning all languages are interrelated. Hence, LLCA of English, the main construct in this study, can be affected by the learning of all languages (Thompson & Lee, 2013). The categorizing is for answering the second research question. This study only included participants with at least intermediate level of English proficiency, and low and above proficiency levels of an additional SL. This is based on the rationale given by Dawaele (cited in Thompson & Lee, 2013) and Thompson and Lee (2013) in Section 2.3.2.1. The additional SL were identified based on Dr. Thompson's suggestion through personal communication that the language with the highest proficiency self-rating other than English can be chosen as the additional SL (see Appendix D).

Respondents with an intermediate level of English proficiency were named as Intermediate English (IE), and named similarly for the Advanced English (AE). Respondents with low level of another SL were named as Lower Second (LS), and at least intermediate level of another SL as Higher Second (HS). Furthermore, the respondents were divided into groups: Group 1 (IE + LS; N = 35); Group 2 (IE + HS; N = 192); Group 3 (AE + LS; N = 2); and Group 4 (AE + HS; N = 21). Group 3 with less than 20 members were removed to increase the reliability of the findings (Tabachnick &

Fidell, 2007), given that a small number of cases tend to cause low reliability in the results (Thompson & Lee, 2013). Table 3.3 shows the reasoning of the group categorisation.

**Table 3.3: Operationalisation of grouping**

	<b>Lower proficiency in an additional SL</b>	<b>Higher proficiency in an additional SL</b>
<b>Intermediate English</b>	Group 1 (N = 35)	Group 2 (N = 192)
<b>Advanced English</b>	Group 3 (N = 2)	Group 4 (N = 21)

### 3.4.3 Sampling of Interviewees

32 respondents showed their willingness to be interviewed (in the supplementary question in the questionnaire). They were contacted through SMS. Eight students replied and indicated their willingness to be interviewed. Six students from the eight were selected to gain cases with rich information.

Before the interviews, the researcher contacted the six volunteers via telephone and explained that the attendance at interviews was voluntary and they would be conducted in English. Each face-to-face interview was arranged according to the interviewees' schedules. The researcher interviewed the interviewees individually using the guide. The interviews took 10 to 18 minutes. The researcher recorded the interviews with the interviewees' permission. After the interview, each interviewee was rewarded with a token. Table 3.4 summarised the background information of the interviewees. Pseudonyms were used to protect the identities of the interviewees.



**Table 3.4:** Background information of the interviewees

<b>Student</b>	<b>Gender</b>	<b>Group</b>	<b>Ethnicity</b>	<b>Languages known</b>
R163	Male	1	Malay	BM, English, and German
R35	Female	2	Malay	BM, English, and Arabic
R38	Female	2	Chinese	Chinese, English, and BM
R90	Male	2	Chinese	Chinese, English, and BM
R99	Female	4	Indian	Tamil, English, and BM
R238	Male	4	Chinese	Chinese, English, and BM

### 3.5 Data Analysis

Quantitative data were collected through the FLCAS section of the questionnaire from 250 respondents and qualitative data through the open-ended questions in the questionnaire from 250 respondents and the 6 interviews. Prior to the analysis, Student B translated the data in BM into English. Another Malaysian postgraduate<sup>3</sup> (Student C) majoring in English checked the data in both English and BM. All the original BM data, translated English data, checked BM and English data were entered into a spreadsheet using Microsoft Excel.

#### 3.5.1 Quantitative Analysis

The quantitative data were analysed via the SPSS. The statistical methods employed were EFA, Discriminant Function Analysis (DFA) and independent sample t-tests. The items reflecting lack of anxiety were reversed into scoring.

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<sup>3</sup> Student C majored in English in UM and achieved the Diploma in translation from the Malaysian Translation Council Government (between English and BM).

### 3.5.1.1 The Underlying Factors of LLCA

RQ1, “What are the underlying factors of the LLCA among the multilingual undergraduates in a public university?” asks about the underlying factors of LLCA in the Malaysian context. The EFA was implemented in this study to arrive at a brief conceptual understanding of the LLCA by determining the number and nature of factors which according to Fabrigar et al. (1999), account for the underlying constructs of correlations among the anxiety items. For data involving humans, it is “illogical” to use tools restricting the correlation between factors (Thompson & Lee, 2013, p. 737). Therefore, this study uses Maximum Likelihood as extracting method that has a good formal statistical foundation (see explanation in Fabrigar et al., 1999) and oblique rotation (direct oblmin) as the rotation method. This is because these two tools allow the possibility of factors themselves to be correlated (Tabachnick & Fidell, 2007). The purpose of rotation is to statistically rotate the data of the FLCAS scale to make the factors more interpretable and to formulate a final decision about the factor model. The EFA was run on all FLCAS scores.

Prior to the implication of EFA, preliminary statistical analysis revealed high questionnaire validity and reliability in the formal study. The initial pool of 25 items was examined to review item redundancy and clarity. The examination result showed that four items needed to be deleted (see Table 3.5). Specifically, item-item correlation analysis results showed that Item 19 and Item 21 were not homogeneous. Item 4, Item 21, Item 19 and Item 22 failed to correlate with the total scale. Therefore, only 21 items were selected for subsequent EFA.

**Table 3.5:** The four deleted items

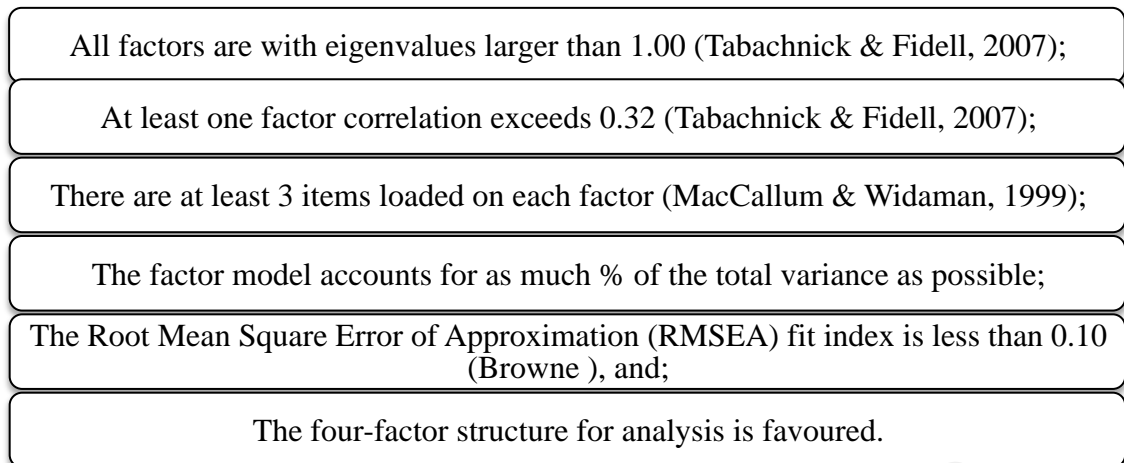
<b>Item content</b>	<b>Inter-item correlation</b>	<b>Item-total correlation</b>
Thresholds	0.30-0.90	$\geq 0.30$ (Auer et al., 2015)
4. I am usually relaxed during English tests.		.283
19. During English classes, I find myself thinking about things that have nothing to do with the course.	0.296	.118
21. I don't understand why some people get so upset over English classes.	0.210	.154
22. I often feel like not going to my English class.		.188

The standard deviation of the scores of each item was not close to zero, meaning that the FLCAS item scores were varied and not biased. The Cronbach's alpha achieved 0.904 from 0.891 after the deletion of the four items, meaning that the internal reliability of FLCAS was sufficient (Lance et al., 2006). The results suggest that the adapted 21-item scale is satisfactorily valid in terms of its content and reliable in terms of internal consistency. Comrey (1973) highlights that a sample of 200 participants meets the fair sampling size for the EFA. Hence, the sample size in this study is fair and the EFA could be performed afterwards.

The EFA is performed based on three steps. The first step of EFA is to test the data adequacy based on two principles. One principle is for sampling adequacy. According to Meyers et al. (2013), the index range of "Kaiser-Meyer-Olkin" (KMO) measure of sampling adequacy should be greater than .70. Kaiser (as cited in Hair, Anderson, Tatham, & Black, 1995, p. 374) characterises KMO chi-squares in and above .90 as

“marvellous”. The other principle is using the Bartlett’s test of sphericity to test whether the FLCAS items are correlated (Meyers et al., 2013). In other words, if the significance value is close to zero, the correlation matrix is appropriate for EFA.

The second step is to extract and rotate the factors. There are six principles utilized here to determine the factor model as shown in Figure 3.3. Principle Two is set to ensure that at least 10% overlaps in variance among factors (Tabachnick & Fidell, 2007) and hence to warrant the suitability of applying the oblique rotation in this study. Cheng et al. (1999) supports the third principle and points out that the selected factor model should retain a conceptually interpretable structure. In the social science domain, as Hair et al. (1995) declared, a solution accounting for less than 60% of the total variance is common in the social science domain. Fabrigar et al. (1999) recommend that Browne and Cudeck’s (1992) “Root Mean Square Error of Approximation” (RMSEA) fit index is promising and should be used to measure how fit the model is. Browne and Cudeck (1992) suggest that the RMSEA value ranging from 0.05 to 0.08 is acceptably fit. The sixth principle is set influenced by Aida (1994) who has done the first FA study of FLCAS and preferred four-factor model, and so have other researchers like Liu and Jackson (2008), Huang et al. (2010), and Thompson and Lee (2013).



**Figure 3.3:** The six principles for determining the factor model

The last step of EFA is to interpret and report the factor model. A factor loading of 0.30 is set as a cut-off for including the items to interpret a factor, as suggested by Hair et al. (1995) that factor loadings greater than 0.30 are considered acceptable. According to Comrey and Lee (cited in Tabachnick & Fidell, 2007), the factor loading of an item above 0.7 is considered as “excellent”, “0.63 very good”, “0.55 good”, “0.45 fair”, and “0.32 poor” (p.649). The items will be examined and compared with previous interpretation of factors in previous studies (Aida, 1994; Cheng et al., 1999; Huang et al., 2010; Liu & Jackson, 2008; Matsuda & Gobel, 2004; Thompson & Lee, 2013) to determine the names of the four factors. There are items positively worded, like item 9, “I feel confident when I speak in my English class”. Given that the scores are reversed already, these items will be constructed as implying negative meanings to indicate LLCA.

### **3.5.1.2 The Relationship between LLCA, Multilingualism and Proficiency**

The relationship between LLCA, multilingualism and proficiency is investigated through RQ2, “Does the level of multilingualism affect English LLCA? If so, how do the groups of different levels of multilingualism differ?” which attempts to investigate the link between LLCA and level of multilingualism in terms of the proficiency levels of two SLs at the same time between Group 1, 2 and 4. It is hypothesised that the three groups have different LLCA profiles. This study employs DFA to produce a general picture of the relationship. The underlying factor scores were set as independent variables, and the three groups as dependent variables. Through DFA, the Type I error rates is minimised by taking in all groups at one time. DFA shows whether and how factor scores can predict the difference between the groups through the structure matrix. Only the factors with correlations higher than 0.33 are considered eligible to be interpreted, as suggested by Tabachnick and Fidell (2007). If each group had a different LLCA profile in terms of the underlying factor scores, the null hypothesis would be rejected.

For RQ2.1, “Does English language proficiency affect English LLCA?” and RQ2.2, “Does an additional SL proficiency affect English LLCA?” independent sample t-tests were performed as a post-hoc measure to provide a refined view of the relationship between LLCA and the proficiency of each SL (English and an additional SL). The hypotheses for these two sub-questions are: English language proficiency and the proficiency level of an additional SL could affect English LLCA separately. In order to make sure that group 2 and 4 can be compared in terms of the English proficiency and

only, group 1 and 2 be compared in terms of the proficiency of an additional SL only, independent sample t-tests were run before the analysis of RQ2.1 and RQ2.2. Table 3.6 demonstrates the descriptive data of English and another additional SL proficiency ratings in each group.

**Table 3.6:** The proficiency ratings of English and another additional SL

	English proficiency				An additional SL proficiency			
	M	SD	Min	Max	M	SD	Min	Max
<b>Group 1</b>	3.15	0.49	2.2	4	1.47	0.48	0.4	2
<b>Group 2</b>	3.19	0.46	2.2	4	3.25	0.59	2.2	5
<b>Group 4</b>	4.58	0.36	4.2	5	3.28	0.69	2.2	4.4

RQ2.1 compares Group 2 (N = 192) and Group 4 (N = 21) in terms of English proficiency to remove the potentially mixed variable of the proficiency of an additional SL (Thompson & Lee, 2013). The independent t-test between the two groups was run. Setting the English proficiency scores as a dependent variable and the two groups as an independent variable resulted with:  $t(211) = -13.408, p = 0.000$ . Setting the proficiency of SL as the dependent variable derived the t-test result with:  $t(211) = -0.188, p = 0.851$ . Overall, the results showed that Group 2 and Group 4 differed significantly with regard to English proficiency level, while they did not vary significantly in terms of the proficiency level of the additional SL. In other words, the two groups could be compared to show the effect of English proficiency on FLCA.

RQ2.2 investigates the relationship between FLCA and multilingualism in terms of the proficiency of the additional SL. Hence the difference of the proficiency of the SL between Group 1 (N = 35) and Group 2 (N = 192) were checked from the aspects of the

proficiency of two languages. In the independent sample t-test which SL proficiency was set as dependent variable, the result showed that Group 1 significantly differed from Group 2:  $t(225) = 16.914, p = 0.000$ . When the English proficiency was set as dependent variable, the result showed that the two groups did not differ significantly from one another:  $t(225) = 0.414, p = 0.679$ . Accordingly, Group 1 and Group 2 were distinguished in terms of the proficiency of an additional SL, while being similar with regard to English proficiency.

### **3.5.2 Qualitative Analysis**

The qualitative analysis was conducted to provide a clear illustration of each underlying factor in the participants' own words and support the quantitative findings, providing examples, and exploring further information regarding LLCA and multilingualism to answer both research questions. To answer RQ1, the questionnaire respondents' reports on Q12 was analysed through Braun and Clarke's (2006) thematic analysis approach to identify and analyse the themes. The theme here refers to "something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set" (Braun & Clarke, 2006, p.10). The identified themes are called underlying factors instead of themes, as underlying factors were relevant to RQ1. In the analysis for the second research question, firstly, the extracts on the underlying factors from the groups were compared, and secondly the thematic analysis was employed on the interview reports relevant to the link between LLCA, multilingualism and proficiency.



As thematic analysis requires “at a minimum a rigorous and thorough transcript... retains the information you need from the verbal account” (Braun & Clarke, 2006, p. 18), only the verbal utterances in the interview data were transcribed. The thematic analysis was conducted based on six main steps. Firstly, the researcher went through the data to familiarise with them. Marks and notes related to the research questions were taken as the data were read. For example, R19 said in Q12, “When I have no confidence with what I’m going to present”. The words “confidence” and “what I’m going to present” were marked. The term “low confidence” was noted.

The second step involved the identification of the codes. Codes refer to feature of the data that could be relevant to this study and used to retrieve the meaning-themes (Braun & Clarke, 2006). The marked segments of the data were checked and coded. The data with the same or similar codes were taken in one data set. Figure 3.4 presents an example of the marking and coding of data.

Marking	Notes	Codes
When I have <b>no confidence</b> with <b>what I’m going to present.</b>	1. No confidence 2. Presenting	1. Low confidence 2. Speaking

**Figure 3.4:** Data extracts with marks, notes and codes applied

Third, the researcher searched for the themes according to the codes of the data set and categorised the themes into the candidate one and sub-ones. For instance, the data set of extracts related to low self-confidence was set as a candidate theme. The extracts linked to low self-confidence in students’ speaking content were set as a sub-theme under the theme of low self-confidence.

Fourth, the data was reread and refined for confirming and evaluating the themes. To be precise, the data extracts in a set were checked to see whether they contain the relevant features. The features of the data sets were compared to one another to see whether they differed. The data extracts that were irrelevant to the others were put in one separate set and reorganised. For example, R211's response of Q12, "when I cannot find some strong points to talk about", was first included in data set of self-confidence. During the review, the researcher moved this data extract out, given that this extract was more featured by the student's expectation to communicate ideally rather than self-confidence. Together with other data extracts addressing this factor of anxiety, the data extract of R211's was grouped into an individual set. After several revisions, four major themes emerged (see Section 4.2 for details).

Fifth, the themes were assigned labels based on the research questions, scope and content of each theme. Take the data set related to low self-confidence as an example. Majority of the data extracts were concerned about speaking English while one extract was about English competence in general. Considering the major features of the data set were self-confidence and speaking, the data set was labelled "low self-confidence in speaking English". As suggested by Toerien and Wilkinson (2004), the number of participants who reported on each theme was also counted to offer a sense of how much the themes were broadly shared. The last step is to produce the report which is presented in Chapter 4.

### **3.6 Ethical Considerations**

Before drafting the questionnaire, permission to use the FLCAS and background questions were obtained from the original authors. The researcher contacted Dr. Amy S. Thompson through her personal email. The researcher, in the email, requested for the original background information questions and Dr. Thompson's permission for the researcher to employ her and Dr. Lee's questions in this study. Dr. Thompson approved the researcher's request and sent their questions to the researcher in July 2014 (see Appendix E). Dr. Elaine K. Horwitz was also emailed for her approval to the researcher to adapt her FLCAS. In October 2014, Dr. Horwitz gave her authorization to the researcher (see Appendix F).

To collect data from the students, ethical clearance was firstly obtained from the Postgraduate Office in the Faculty of Languages and Linguistics of a public university (see Appendix G). The Language Unit is in charge of the compulsory English courses for undergraduates. Secondly, the researcher contacted the head of UM Language Unit and showed her the researcher's ethical clearance (see Appendix H), the ethical clearance from the postgraduate office, and a sample of the questionnaire. The head then gave the researcher the permission to conduct this research among UM undergraduates (see Appendix G). The English lecturers from the Language Unit granted their permission verbally to the researcher.

In the two pilot studies, one survey and the formal study, the participants were at the beginning, approached with a briefing of the nature of the study, the ethical concerns

and the inclusive criteria for this study by the researcher. The ethical concerns included: 1) the condition of anonymity for all participants; 2) the confidentiality of participants' information, and; 3) the freedom to discontinue at any point of the survey. Only willing students were recruited and asked to sign an informed consent declaration (see Appendix I). Only then did the students participate in the study.

### **3.7 Summary**

Chapter 3 has described and discussed the research design, instruments, participants, and data collection and analysis procedures which are suitable for achieving the research objectives in this study. The employment of the mix-method sequential explanatory design helped the researcher to plan the data collection and analysis procedures systematically. The data collection instruments included a questionnaire and interview. The questionnaire was adapted from the original authors with permission given and modified to meet the Malaysian participants' language needs and make the content relevant to their learning in the English classroom settings. In addition, the questionnaire was piloted, tested, and revised several times to ensure its validity, reliability, understandability and applicability to the participants. The interview was conducted according to an interview guide that was drafted based on the quantitative results. Through the questionnaire and interviews, data were collected from 250 participants who met the inclusive criteria for sampling. All data were analysed using a set of statistical and qualitative analysis techniques to provide rich and in-depth answers of the two research questions. The findings and discussion are provided in the following

chapter.

University of Malaya

## **CHAPTER 4: RESULTS AND DISCUSSION**

### **4.1 Introduction**

The study attempted to explore the underlying factors of English LLCA among Malaysian undergraduates which have not been systematically explored through EFA in previous studies in the Malaysian context. It was also hypothesised that multilinguals with higher level of multilingualism (overall proficiency level of two SLs) or higher proficiency level of each SL, including English, would experience less English language anxiety in the classroom settings. This chapter contains the presentation and discussion of the results of this study. Section 4.2 and 4.3 presents the findings based on the quantitative and qualitative data. This is followed by the discussion pertaining to each research question, respectively. Research Question One is addressed through EFA and thematic analysis, and Research Question Two through DFA and t-tests, comparison of students' reports and thematic analysis.

### **4.2 The Underlying Factors of LLCA**

This section answers the first research question: "What are the underlying factors of LLCA among the multilingual undergraduates in a Malaysian public university?" The quantitative data from 250 undergraduate respondents were used for subsequent EFA (Exploratory Factor Analysis) on an adapted 21-item FLCAS (Foreign Language Classroom Anxiety Scale). EFA was performed to detect the suitable factor model of the FLCAS items. The EFA performed in this study applies the Maximum Likelihood

and direct oblimin methods to extract and rotate the data to produce an interpretable factor model (Tabachnick & Fidell, 2007).

The qualitative data for the first research question were retrieved from the answers of Q12, “In what situations do you feel anxious in English classes, if you do? Explain,” in the questionnaire from 181 respondents and the interviews of six volunteers. Assumed names are used to protect the participants’ identities in this study. These names were suggested by the serial numbers of the responses, like Participant One was named as R1.

18 respondents did not comment on Q12. The statements of 15 respondents were unclear. For example, R242 only wrote “yes” and R74 “writing essay” without further explanation. It is uncertain that whether writing essay is anxiety provoking because of writing anxiety or the assessment of the essay. Seven respondents gave irrelevant examples of LLCA. For instance, R132’s answer, “when I am in an unhealthy condition,” does not indicate the anxiety caused by language learning. 32 respondents’ answers indicate that they felt comfortable and relaxed in English classrooms. Three out of the 72 pieces of answers contain relevant information to LLCA and hence were included in the analysis procedure together with other clearly stated and relevant answers (N = 178). The remaining 69 pieces of answers were excluded from this study although they are valuable data themselves. In total, there are 211 extracts obtained from the responses of 181 respondents on Q12 and six interviewees’ reports. The number of total extracts is bigger than the total number of respondents and interviewees

given that 26 participants provided more than one idea in their answers. All the extracts were analysed through thematic analysis.

#### 4.2.1 Quantitative Findings through EFA

The KMO (Kaiser-Meyer-Olkin) and Bartlett's tests through EFA are used to see whether the collected data is adequate for performing EFA in this study. As shown in Table 4.1, the index of KMO measure of sampling adequacy approaches .90 which means that the sampling is "marvellous" (Kaiser, as cited in Hair et al., 1995, p. 374). In the Bartlett's test of sphericity, the significance value is zero, hence the correlation matrix is appropriate for EFA. In other words, the data collected in this study are adequate for performing EFA.

**Table 4.1: KMO and Bartlett's test**

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.899
	Approx. Chi-Square	2121.549
<b>Bartlett's Test of Sphericity</b>	df	210
	Sig.	.000

EFA was run for five times to extract and rotate the factors. The first EFA that was run among 21 items produced four factors with eigenvalue greater than 1 and their correlation with other factors exceeds 0.32. This four-factor solution accounted for 46.10% of the total variance. One out of 21 items (Item 17) crossed-loaded on two factors. As suggested by Karuthan (personal communication, December 12, 2014), it may be difficult to interpret the item with cross-loadings. Therefore, a second trial was run. In the second EFA run, four factors were produced and the percentage of total



variance that this factor model explained dropped to 45.11%. Item 12 out of the remaining 20 items showed similar loadings on two factors. In the third EFA run among 19 items excluding Item 12, the results showed one more cross-loading item (Item16). The results of the third attempt presented 45.91% of variance. The fourth trial was run with only 18 items after Item 16 was deleted. The fourth run of EFA yielded no cross-loadings and explained 45.35% of total variance, while two items loaded on one of the factors. Up to the fourth attempt, every performance of EFA yielded a four-factor solution.

In the first attempt among 21 FLCAS items, the eigenvalues of the four underlying factors are 7.442, 1.798, 1.490 and 1.082, respectively. All eigenvalues are larger than 1.00. As shown in Table 4.2, each factor had at least one factor correlation exceeding 0.32, meaning that the correlation matrix of the data is suitable for employing EFA. There were at least three items loaded on each factor. The factor model accounted for the most percentage of the total variance among the five trials (46.10%). The RMSEA value of the factor model is around 0.062 which means that the model is acceptably fit. The first EFA generated a four-factor structure which have been favoured by previous studies (Huang et al., 2010; Liu & Jackson, 2008; Thompson & Lee, 2013). Based on the six principles to determine the factor model, the factor model that emerged in the first attempt is hence employed for further interpretation.

The 21 items all loaded on one or two factors with a loading of 0.35 and greater and hence were included for interpreting factors. Although in this factor model, Item 17

cross-loaded on both Factor 1 (F1) and Factor 3 (F3), the decreased percentage of the total variance shows that Item 17 is an important item and hence cannot be deleted, thus Item 17 was interpreted with caution.

**Table 4.2:** Factor correlation matrix

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	1.000	.373	-.535	.170
2	.373	1.000	-.333	.244
3	-.535	-.333	1.000	-.330
4	.170	.244	-.330	1.000

The four underlying factors of Malaysian undergraduates' English language classroom anxiety were labelled as: F1 – “low self-confidence in speaking English”, F2 – “worry about failing English class”, F3 – “lack of physiological symptoms and fear of negative evaluation”, and F4 – “fear of ambiguity in learning English”. Table 4.3, 4.4, 4.5 and 4.6 show the factor loadings and the communalities (the proportion of total variance) of each item loaded on F1, F2, F3, and F4, separately.

#### **4.2.1.1 F1: Low Self-confidence in Speaking English**

F1 accounted for 32.87% of the total variance. 11 FLCAS items were included in interpreting the F1. These items were loaded from excellently to poorly on F1 with coefficients ranging from 0.769 to 0.381. These items were all negatively worded, except Item 9. The direction of factor loadings in F1 positively supports the statements of the items concerning learners' LLCA. As shown in Table 4.3, most of the items included in F1 are about the participants' lack of confidence in their English in the

classroom, especially in terms of speaking.

**Table 4.3:** F1's loadings for LLCA

	Loading	$h^2$
<b>F1: low self-confidence in speaking English</b>		
3. I keep thinking that the other students are better at English than I am.	.77	.60
13. I always feel that the other students speak English better than I do.	.68	.47
6. I can get so nervous that I forget things I know.	.62	.43
5. I start to panic when I have to speak without preparation in English class.	.59	.41
1. I do not feel very sure of myself when I am speaking.	.47	.27
17. I get nervous when my teacher asks questions I haven't prepared in advance.	.46	.41
9. I feel confident when I speak in my English class.	.46	.32
20. I worry about the consequences of failing my English class.	.39	.20
7. It embarrasses me to volunteer answers in my English class.	.39	.23
2. I am frightened when I don't understand what the teacher is saying.	.39	.24
14. I get nervous and confused when I am speaking.	.38	.30

Item 3, "I keep thinking that the other students are better at English than I am," was excellently loaded on F1. Item 3 addresses students' low confidence in their English capability, and their low personal evaluation of their English competence compared to others. Similar to Item 3, Item 13 was nearly excellently loaded on F1. Item 13, "I always feel that the other students speak English better than I do," reflects students' feeling of being less competent particularly in speaking in English compared with other students in English class. Both of the items with the highest loadings are related to students' low self-confidence in their English competence in comparison with others, especially in terms of speaking English.

Item 6, "I can get so nervous that I forget things I know," almost very well loads on F1. Item 6 describes students' feeling of unease in speaking English in class and experiences of psychological symptoms, like forgetting knowledge that students may already have mastered before. The negative feeling and psychological symptoms caused by LLCA may disadvantageously affect students' learning of English in class.

Both Item 5 and 17 are relevant to students' fear of unprepared speaking. Item 5, "I start to panic when I have to speak without preparation in English class," was well loaded on F1. Item 5 agrees with the statement indicating students' fear of speaking when they are not prepared and these unprepared situations are anxiety provoking. Item 17, "I get nervous when my teacher asks questions I haven't prepared in advance," is similar to Item 5. Item 17 carried a fair factor loading of 0.46 on F1. Although Item 17 cross-loaded on both F1 and F3, it was included in F1 mainly for two reasons: 1) it loaded higher on F1 than F3 (factor loading = 0.42), and; 2) it not only agrees with the statement indicating speaking apprehension, it also suggests students' uncertainty of themselves to speak in front of others when they are not ready.

Item 1, "I do not feel very sure of myself when I am speaking," and Item 9, "I feel confident when I speak in my English class," were loaded on F1 fairly. These two items both directly address students' nervousness because of a lack of self-confidence in their speaking in a SL in the classroom setting.

The four remaining items were poorly loaded on F1. Item 20, “I worry about the consequences of failing my English class,” expresses a general nervousness about English and English courses. Item 7, “It embarrasses me to volunteer answers in my English class,” reflects students’ worry about speaking in front of others because they will feel embarrassed if they make a flawed performance or get negative feedback from either the lecturer or other students. Item 2, “I am frightened when I don’t understand what the teacher is saying,” delineates students’ apprehension when they could not understand the content of the lecturer’s speaking which may, as Cheng et al. (1999) suggested, make it difficult for students to perform or improve in English later on. Item 14, “I get nervous and confused when I am speaking,” is relevant to students who felt anxious to speak English because they might think that they are not able to speak well in class.

The majority of the items loaded on F1 depict students’ anxiety in their speaking that may especially be related to low self-confidence, as indicated by the significantly loaded items (Item 3, 13, 1 and 9). Considering the generic nature of situations referred to in the items, it seemed best to label F1 as “low self-confidence in speaking English”. F1 signifies that students’ self-confidence in speaking English in class is practically significant. The loadings of Item 6, 5 and 17 on F1 suggest that anxious students may experience psychological symptoms like being forgetful and speaking without preparation can make students less self-confident in speaking English language in classes.

#### 4.2.1.2 F2: Worry about Failing English Class

F2 includes four items and explains another 5.77% of the total variance (see Table 4.4).

The direction of the factor loadings on F2 is positive. The items loaded on F2 demonstrate the students' negative feeling of English class and worries about being left behind or concern of the English assessment. Thus, F2 was labelled as "worry about failing English class".

**Table 4.4:** F2's Loadings for LLCA

	Loading	$h^2$
<b>F2: Worry about failing English class</b>		
24. I feel more pressure and nervous in my English class than in my other classes.	.75	.56
23. English class moves so quickly that I feel worried about getting left behind.	.58	.39
25. When I'm on my way to English class, I feel very sure and relaxed.	.52	.33
12. The more I study for an English test, the more confused I get.	.35	.23

Item 24, "I feel more pressure and nervous in my English class than in my other classes," excellently loaded on F2. This item is related to students' negative thinking and emotional responses of formal English language class in general implying that students were worried about failing the English class. The analysis of Item 23 and 25 further supports the implication brought about by Item 24. Both Item 23 and 25 were fairly well loaded on F2. Item 23, "English class moves so quickly that I feel worried about getting left behind," expresses students' concern about being left behind, or potential academic failure, or failing the class or even all. The items reflecting lack of anxiety were reversed into scoring; hence, Item 25, "When I'm on my way to English class, I feel very sure and relaxed," reveals the students' uneasiness and worry toward English class

when they are still on the way to the class. Item 12, “The more I study for an English test, the more confused I get,” is the last item loaded on F2. It refers to students’ negative feelings about English tests that may also contribute to students’ worry of failing the class.

#### **4.2.1.3 F3: Lack of Physiological Symptoms and Fear of Negative Evaluation**

F3 explains 4.32% of the total variance and contains three items (see Table 4.5). The directions of all factor loadings on F3 are negative indicating that the factor should be interpreted according to the opposite meaning of the items. Item 18, “I tremble when I know that I’m going to be called on in English class,” and Item 11, “I can feel my heart pounding when I’m going to be called on,” were significantly loaded on F3. The negative loadings of the two items show that students disagreed with their experiencing physiological symptoms of language anxiety when they were called upon by the lecturer. Item 16, “I am afraid the other students will laugh at me,” almost fairly loaded on F3. The loading of Item 16 indicates students’ lack of fear of other students’ negative evaluation when they are performing in class. To reflect the issues related to the three items, F3 was labelled, “lack of physiological symptoms and fear of negative evaluation”.

**Table 4.5:** F3's Loadings for LLCA

	Loading	$h^2$
<b>F3: lack of physiological symptoms and fear of negative evaluation</b>		
18. I tremble when I know that I'm going to be called on in English class.	-.82	.70
11. I can feel my heart pounding when I'm going to be called on.	-.66	.45
16. I am afraid the other students will laugh at me when I speak.	-.44	.34

#### 4.2.1.4 F4: Fear of Ambiguity in Learning English

Three items under F4, accounted for 3.14% of the total variance (see Table 4.6). These three items, especially Item 8 and 15, depict students' fear of ambiguity when they are learning the target language. Item 8, "I get upset when I don't understand what the teacher is correcting," expresses students' anxiety when they did not understand everything in English language. Item 15, "I get nervous when I don't understand every word the teacher says," also describes students' anxious feeling when there is anything that their lecturer says is incomprehensible to them. Item 10, "I am afraid that my teacher is ready to correct every mistake I make", reflects students' negative feeling when they were called on to speak and get corrected in front of the class. In general, F4 reflects students' negative feeling toward things that are unclear to them in English classroom. F4, consequently, was termed as "fear of ambiguity in learning English".

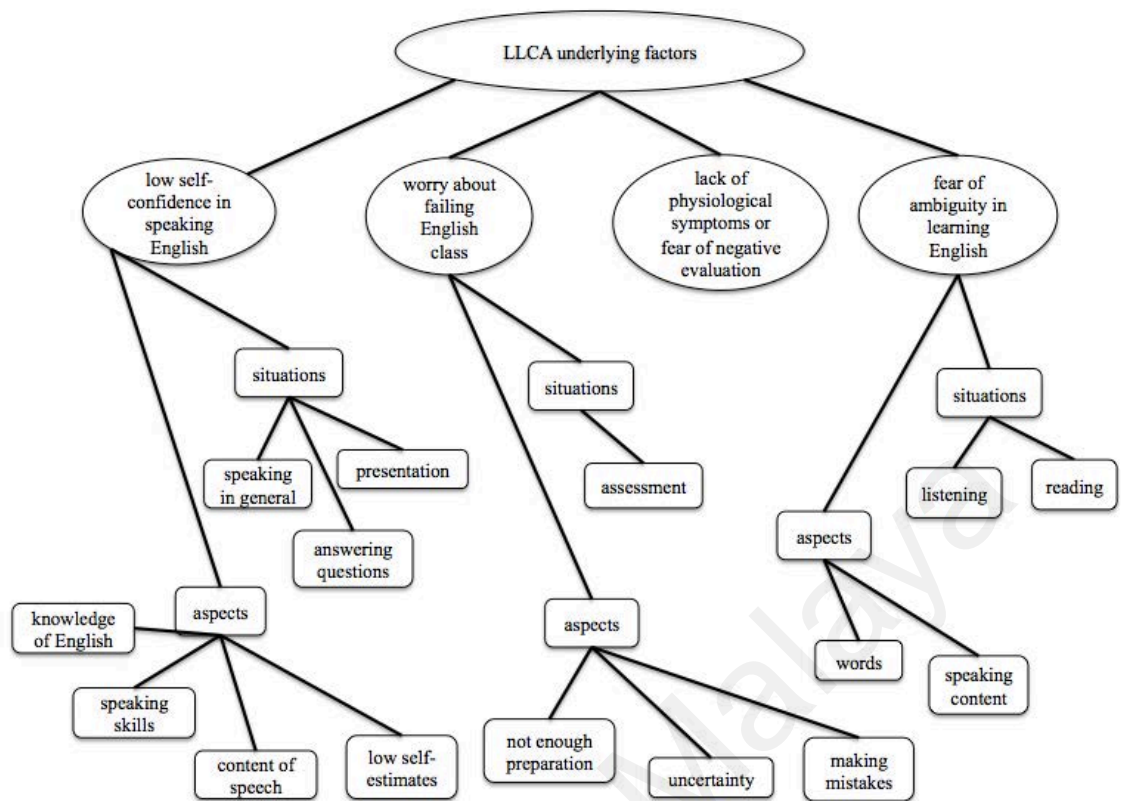


**Table 4.6:** F4's Loadings for LLCA

	Loading	$h^2$
<b>F4: Fear of ambiguity in learning English</b>		
8. I get upset when I don't understand what the teacher is correcting.	.53	.46
10. I am afraid that my teacher is ready to correct every mistake I make.	.49	.29
15. I get nervous when I don't understand every word the teacher says.	.39	.26

#### 4.2.2 Students' Perceptions of the Underlying Factors

To probe the participants' perceptions of the underlying factors of their English LLCA, the 211 extracts obtained from the responses of 181 participants were put in four data sets based on the content of the data. As the data sets share the features with the four underlying factors that emerged through EFA respectively, the four data sets were labelled themes based on the underlying factors. The four main themes arisen out of the thematic analysis together with the sub-themes showing multilingual Malaysian undergraduates' understanding of factors affecting their English LLCA are shown in Figure 4.1 and will be described in this section. Although the four main themes are categorised individually, they are, to some extent, related as some students reported one and above argument toward one anxiety-provoking situation.



**Figure 4.1:** A thematic map of students' perceptions of the LLCA underlying factors

#### 4.2.2.1 Low Self-confidence in Speaking English

153 questionnaire respondents and four interviewees provided 164 statements relevant to F1 (“low self-confidence in speaking English”). Students reported on not only the types of speaking which they feel “not confident enough” (R174) about, but also the reasons contributing to their low self-evaluation or self-estimates of their English language competence.

According to students' reports, F1 can happen in three situations. Some students feel “shy to give an opinion” (R178), to “talk in English language” (R51), or even “to listen”

(R234) to others in general. Some other students mentioned that they underwent a drop in self-confidence “during presentation” (R146) or when they were “the next group to present” (R18), especially if they had to present “alone” (R182), or had “limited” (R164) or “no time to prepare” (R166). Other students were anxious during “question and answer session” (R63) because they might be “called on to give answers” (R223).

Students also offered the details of what they were not confident in. The sub-themes of the reasons identified include knowledge of English, speaking skills, content of speech, and low self-estimates. As R11 said, “I feel not confident with English knowledge level”, some students were concerned about their knowledge of English in general. The awareness of the importance of English language could make these students “scared and nervous” (R11) when they needed to use the language in class. Some other students stated the aspect of English knowledge in detail, that they felt they had “lack of grammar” (R52) knowledge or “lack of vocabulary” (R181). Limited grammar or words could make students “stutter and speak in the worst English” (R158), “stuck and unable to express clearly” (R236), and eventually anxious when they spoke in English language, in class. The twin-effect of the lack of grammar and lack of vocabulary on a student may be a severe level of worry and anxiety, as suggested by R35’s statements in the interview:

*“Grammar, vocabulary. I am not very good at that. When I make performance in front of my friends and in front of my teacher. So it will make err difficult to me to make a performance. Because I’m not a good in speaking English. When I’m in front of many people. My confidence will drop. When I make performance in front of my friends and in front of my teacher. So it will make err difficult to me to make a performance.”*

The second aspect of speaking some students are “not so confident with” (R106) is their speaking skills. They felt that they could not “speak English fluently” (R120) or were “not that fluent when speaking in English” (R238). R238 further recalled his reaction to anxiety in that situation: “I cannot organise my words, how to put it in hmm my way”. These students were not sure about their speaking and hence might be anxious when they spoke in class.

Another reason that causes some students’ low self-confidence is the content of speech. R19’s answer is a good example. R182 described his worry about his speech content vividly: “I usually do not have my thoughts together, so my contents are usually everywhere. Thus, I got nervous”. Another good example is given by R38 during the interview. She said,

*“I think preparation is very important. If you not prepared, maybe you feel more anxious because you don’t know what to say... you don’t know what to say, err what is the point. You not familiar then you will feel very anxious. Because you think that what you are saying is not able to convince other, maybe totally not related to the topic you are saying, so this is the main thing will affect the performance.”*

Students’ comparison of themselves with other students can also reduce their confidence and make them nervous. Few students reported that they felt anxious “when all people speak English well” (R114) or “when everyone is ahead of” (R104) them. This unfavorable social comparison bother students, like R163 who said in the interview that, “I’m nervous is because I know everybody in UM is very best among the best in Malaysia, so that’s why first I’m nervous about. Because I’m I have... So that’s why I’m afraid it will disturb the speech and everything”.

#### 4.2.2.2 Worry about Failing English Class

22 statements from 19 questionnaire respondents and three interviewees support the finding of F2 (“worry about failing English class”). No students reported directly that they were worried that they might not pass the English class. However, as the statistical analysis suggests, test anxiety can lead students to this type of worry. A number of students reported their worries of test results or “lecturer’s assessment” (R99) that to some extent decide whether students pass or fail the English class. Lecturers’ assessment includes generally any situations when students are “going to be marked” (R21), like normal “exam” (R176), “test” (R244), “quiz” (R23), or specific to “speaking test” (R139), or “presentations that are graded” (R85).

What makes some students anxious of assessment is that they are afraid of being assessed, especially when they do not prepare or “prepare enough” (R85) for the assessment. Sometimes, students are not given time to prepare because “teacher announces directly about test or exam” (R99). R99 is a case in point. She got “scared” to do spontaneous presentation which counts marks. The subsequent information is retrieved from her interview:

*“Because I’m not prepared earlier. Because if the lecturer asks suddenly, so will get panic easily, so we must jot down points faster and tend to think faster, so If we are well prepared, we will not feel anxious like that. I am just scared of the lecturer’s assessment. I don’t know what she is going to give me so I tend to think, “Oh, my God! What she is going to give me? Hope I can do it well.” Because if I feel anxious, I tend to forget what I want to say. It definitely affects my marks of course.”*

Some students were worried about the uncertainty about what would happen in the assessment and expected their exam performance to be perfect. Some students were worried when they did not “know how to answer the questions” (R227) or got “confused of the answers” (R159) during the tests. Students who fall into this category may go through anxiety caused by uncertainty in few stages. R90 offered a typical example of how he underwent the worry before and in the assessment. As R90 said in the interview, he was firstly worried, as he was not sure what would happen in the presentation. During the presentation, he again was afraid but about his speech that might disappoint others:

*“The reason behind for me to feel anxious is because we haven’t even experienced it yet. Ya. Experience. The like... So I have to give a speech. I can rehearse it. I can prepare it, but I cannot do the same thing exactly. Like giving the same people, the same setting, the same assessment. Because we are anxious because we couldn’t do it for twice. Like... Even if you do it twice, it couldn’t be the same. So we are anxious of maybe disappointing others. Yeah, so we are anxious of maybe disappointing others. Yeah. Pretty much because hmm hmm because we believe we can do better. And we we know we couldn’t do it for twice. So. Yeah. Like just like only one goal.”*

The mistakes students make during the assessment can make them anxious, as well. The mistakes can be “wrong sentences or grammar” (R108) in the question and answer session, or “whatever mistakes” as R38 said in the interview. R38 attributed her anxiety to her worry about the influence of her mistakes on her marks:

*“Because teacher is the one who gives you marks, who evaluate. Maybe I think also maybe my mistakes, my classmate didn’t realise, but the teacher will know. Because they are they know more than you. They are professional in English. Because they are English teacher, so for us, who speak English, we like errr whatever our mistake, they teacher will know, so maybe our marks will be deduct from there when we are doing the mistake.”*

#### **4.2.2.3 Lack of Physiological Symptoms and Fear of Negative Evaluation**

One questionnaire respondent, together with six interviewees, commented on F3 (“lack of physiological symptoms and fear of negative evaluation”). The respondent and five interviewees mentioned that they experienced “shivers” (R210) or “sweaty palms” (R90, interview) and some other physiological symptoms of LLCA. Nevertheless, the majority of the participants seemed to agree that their bodies did not react much to anxiety or “overall, it is still okay” (R38, interview). R163’s report in the interview suggests that practice can help students with their body reactions. R163 said, “When I’m in high school, I have that like shaking or something like that when I’m speaking in front of all or doing presentation. But then when the time gradual, and I do a lot of practice and everything, it’s become less and less”. Thus, it is possible that the speaking practice that students have been doing since they are in primary school helps them to a certain degree so that they are not influenced much by their physiological reaction.

Although two interviewees expressed their fear of either lecturers’ feedback or “friends’ evaluation” (R35), it seems that most students were not bothered by others’ negative evaluation, as R163 commented in the interview that, “If you want to laugh or anything, it’s just okay”. These students’ reports have supported the statement of F3 that students do not have much either physiological symptoms of English language anxiety or fear of others’ negative evaluation in class.

#### **4.2.2.4 Fear of Ambiguity in Learning English**

14 reports from 13 questionnaire respondents and one interviewee support the statement of F4 (“fear of ambiguity learning English”). According to their reports, students usually had the fear of ambiguity when they were “listening or reading” (R65). Some students emphasised the person/people whose output was ambiguous to them. Many students experience anxiety when they could not comprehend “what the teacher was saying” (R54), or “the questions from the teacher” (R35, interview). Few students stated that they were bothered because of the ambiguity in not only the lecturers’ speech, but also other students’. Other students highlighted the importance of unclear vocabulary. They got anxious when they did not understand “a lot of deep vocabulary” (R202), “some words” (R199), “certain words” (R65), or even “the meaning of a word” (R100). Students with fear of ambiguity during their learning process might have the idea that every language input must be comprehended. Therefore, they felt uneasy when they faced the ambiguity in the classroom.

#### **4.2.3 Discussion of the Underlying Factors**

The EFA and thematic analysis of the data in this study have shown that there are four underlying factors of LLCA among the Malaysian undergraduates in a public university. Previous studies (Aida, 1994; Cheng et al., 1999; Chiang, 2006; Liu & Jackson, 2008; Matsuda & Gobel, 2004; Thompson & Lee, 2013) have also employed the factor analysis or similar statistical analysis techniques on the FLCAS. To probe the attribution of different cultural norms to LLCA, the underlying factors of Thompson



and Lee (2013), Chiang (2006), Cheng et al. (1999), and Aida (1994) are compared to those of the current study to assess the similarities and differences between the underlying factors of the LLCAs among students from different contexts.

Before the comparison, it must be noted that the present study recruited only undergraduate students from one prestigious public university in Malaysia. Thompson and Lee's (2013) 123 participants were from two different universities in Korea. Chiang (2006) recruited 433 Taiwanese EFL learners from nine universities (three each among the less prestigious, the middle-ranked, and the most prestigious). There were 327 Taiwanese EFL university learners from one middle-ranked and three other most prestigious universities in Cheng et al.'s (1999) study. 96 US learners of Japanese language from university of Texas participated in Aida's (1994) study.

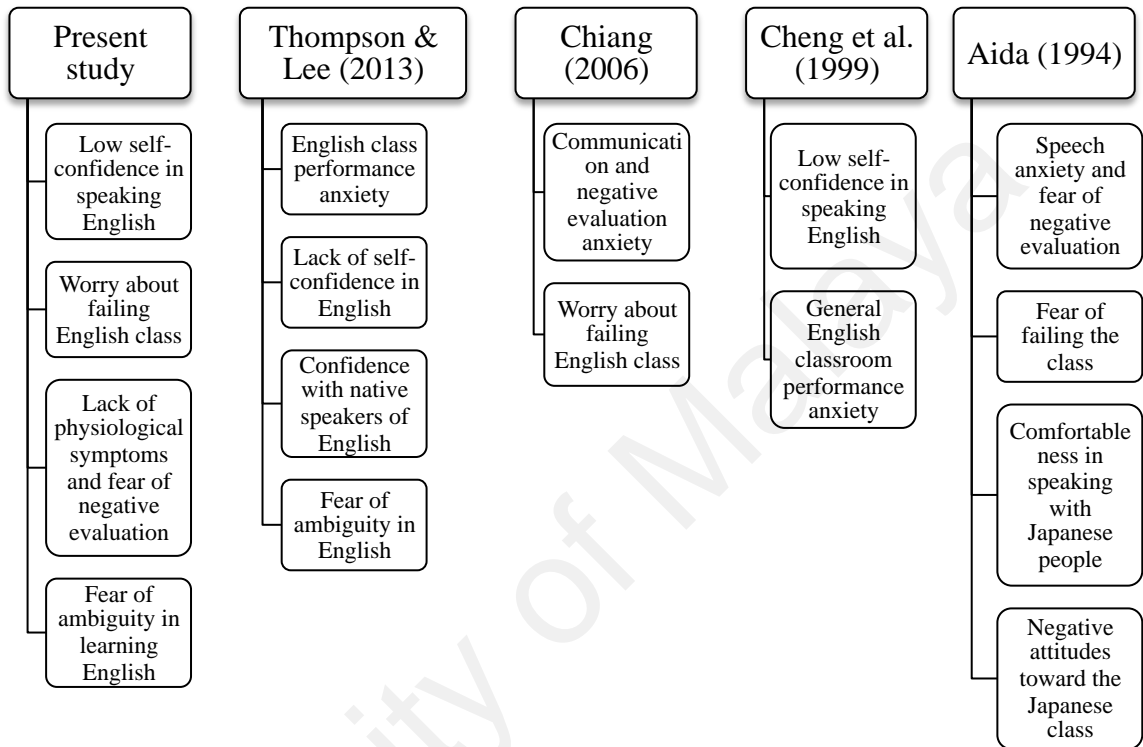
Whilst this study used a 21-item adapted FLCAS, with 12 items deleted, Thompson and Lee (2013) used the slightly modified 33-item FLCAS in which three items were deleted given that these items did not meet the criteria to carry a factor loading higher than the cutline value in their study. Chiang (2006) and Cheng et al. (1999) both used the modified 33-item FLCAS in Chinese version. In Cheng et al.'s (1999) analysis, however, only 20 with enough factor loadings were included. Aida (1994) used 33-item modified FLCAS with 6 items deleted because of the low factor loadings.

Similar to the present study, Thompson and Lee (2013) employed EFA with Maximum Likelihood and oblique methods to extract and rotate the data. Chiang (2006), Cheng et

al. (1999) and Aida (1994) used principle component analysis with varimax rotation.

The analyses in the present and other four studies resulted in different number of factors.

Figure 4.2 lists the underlying factors obtained in these five studies.



**Figure 4.2:** Dimensionality of English LLCA retained in seven studies

**F1 (“low self-confidence in speaking English”):** The finding of F1 offers endorsement to studies that have identified low self-confidence as an important underlying factor of LLCA across several studies regardless of the various nationalities of the ESL learners (Cheng et al., 1999; Thompson & Lee, 2013). In this study, low self-confidence refers to students’ low self-evaluation of their second language competence and low self-estimates compared with others that have an effect on students’ LLCA, especially in terms of speaking English.

There are 11 items loaded on the F1 in this study. They are Item 3, 13, 6, 5, 1, 17, 9, 20, 7, 2 and 14 in which the first two items are with the highest loadings on F1. Cheng et al.'s (1999) study also included one factor labelled as, "low self-confidence in speaking English". A within-factor item comparison between this study and Cheng et al.'s study shows that six items were well loaded on both factors. The other items were either grouped into "general English classroom performance anxiety" (Item 17, 20 and 2) or excluded in Cheng et al.'s study (Item 6 and 5).

In Thompson and Lee's (2013) study, factor "lack of self-confidence in English" was highly loaded by Item 3 and 13 as the two items do on F1. The two above-mentioned underlying factors both describe students' low confidence in their use of English language in the classroom, while F1 in this study emphasises the use of English in speaking. In both of Chiang's (2006) and Aida's (1994) studies, the majority of the 11 items on F1 were under the category involving speaking anxiety. A close examination of the items reveals that the F1 contains several items, e.g., Item 6, 5 and 17, which are indicative of speaking anxiety. The present study does not constitute a separate dimension of "communication anxiety". Instead, F1 addresses students' low self-confidence specific to speaking English.

The reports of the participants in this study on F1 also substantiate that F1 is a significant factor of their LLCA and their low self-confidence is specific to speaking. In this study, many of the participants were from the classes of Communication in English or Speaking Skills in English. They might have to speak frequently in the class. They

have offered details regarding what made them reduce their self-efficacy in speaking, like knowledge of English, speaking skills, content of speech, and low self-estimates. Students' low self-estimates of their language competence has also been found in Noor's (2007) study among students from another Malaysian public university. It is rational that students are not confident enough during speaking in an SL. As Thompson and Lee (2013) suggest, it is difficult for students to communicate in an SL and students feel less secured about expressing themselves logically in an SL compared to their first language. Besides, Learners of SL tend to compare their performance in SL with that in their first language (Dewaele, Petrides, & Furnham, 2008). Students who are anxious due to low self-confidence in their speaking may underestimate their language ability (MacIntyre et al., 1997), may have negative expectations for their performance (Cheng, et al., 1999). When the class tasks become anxiety producing, students are likely to cope with their anxiety less effectively (Cheng, et al., 1999). The anxiety hence can hinder students' language learning, make them think other students are more competent, and further undermine their self-confidence (Cheng, et al., 1999). It is possible that F1 and classroom processes are intimately linked, as students report much on presentation and question and answer sessions. These tasks require students to speak in front of the whole class which may be anxiety-provoking.

**F2 (“worry about failing English class”):** Four items (Item 24, 23, 25 and 12) loaded on F2 in this study, in which Item 24, 23 and 25 describe students' general worry of their language class, and Item 12 is indicative of test anxiety. Hence, F2 addresses both students' overall concern over failing English classes and detailed worries of SL tests in

the classroom settings. Students' reports support the occurrence of F2 via exemplifying the worrying occasions, like exams or graded presentation.

Not only have Malaysian undergraduates experienced F2, but the Taiwanese and Japanese tertiary level students were also found to worry about failing their English class by Chiang (2006) and Aida (1994). In Chiang's study, the four above-mentioned items were all loaded on one factor which was named the same as F2. Chiang claimed that Item 12 was one of the evidences of students' concern over failing their English class. Although Item 23 and 25 were highly loaded on her factor, "fear of failing the class", Aida (1994) discarded Item 24 and 12 as the two items did not carry enough factor loadings. Aida discusses in her study that test anxiety is not related to LLCA and the items reflective of test anxiety can be deleted. However, the item indicative of test anxiety was retained in this study. Besides, test anxiety contributed to students' fear of failing their English class which led to students' English language anxiety in this study. The four items are distributed across the factors retained in Thompson and Lee's (2013) and Cheng et al.'s (1999) studies. The comparison of the factor loadings of F2 indicates that students' worry about failing their target language class may happen to students no matter what target language it is (Japanese or English) or which context they are in (Korea, Japan or Taiwan). It can be postulated that F2 may be a universal phenomenon that bothers SL learners, and the anxious situation caused by F2 may be worse if the SL courses are compulsory to take as suggested by Darmi and Albion (2013b).

**F3 (“lack of physiological symptoms and fear of negative evaluation”):** F3 in this study included three items (Item 18, 11 and 16). Item 18 and 11 are characterised by students’ physiological symptoms and Item 16 describes fear of other students’ negative evaluation. F3 only appeared in this study and the items were dispersed on different factors in the other four studies. For example, they were loaded on Thompson and Lee’s (2013) factors, “English class performance anxiety” and “fear of ambiguity in English”, and Chiang’s (2006) factor, “communication and negative evaluation anxiety”. It is noteworthy that the factor loadings of the three items are negative in this study while positive in all of the above-mentioned studies. The loading direction suggests that the Malaysian undergraduates recruited in this study did not experience much physiological symptoms of LLCA or fear of negative evaluation, compared with students from the other contexts.

Students’ reports not only confirm the finding of F3 but also offer a better understanding of F3. Their reports firstly indicate that when participants have enough exposure to the target language and reach a certain proficiency level (intermediate level in this study), they do not face much physiological symptoms of language anxiety or fear of others students’ discouraging evaluation in English class. However, it is possible that few students with advanced proficiency of English still face slight physiological symptoms like sweating in certain situations like spontaneous speech. Secondly, based on student reports, it can be assumed that they are likely to face psychological symptoms more frequently, like “forget what to say” (R238), “mind goes blank” (R35), and “miss out something” (R38), instead of physiological symptoms.

**F4 (“fear of ambiguity in learning English”):** The factor analyses in both Thompson and Lee’s (2013) study and this one resulted in F4. All three items (Item 8, 10 and 15) included in F4 were well loaded on Thompson and Lee’s factor, “fear of ambiguity in English”, especially Item 8 and 15. According to the findings in the two studies, both of the factors address students’ fear of the ambiguity in unfamiliar words, uncertainty in lecturers’ speaking content, and F4 also addresses students’ fear of uncertainty about other students’ speaking content. F4 was labelled as, “fear of ambiguity in learning English” to emphasise the SL learning process in which students worry about the language they don’t understand, and they are afraid of the missing points they did not get in the class. Although Dewaele and Wei (2013) found that multilinguals knowing three or more languages had a good TA (tolerance of the ambiguity) in learning, it seems that multilinguals may still be bothered by ambiguity in SL learning processes in class. Thompson and Lee have discussed that classroom culture in which teaching is lecture based, student do not have enough time to practice the target language, or accuracy is much valued, may cause students to fear the ambiguous situations. It can be possible that the participants in this study are bothered by one or two of the tense classroom environments and get anxious.

On one hand, the underlying factors emerged in this study seem to share the dimensions of English classroom performance anxiety. As indicated by the above comparison, the underlying factors of Malaysian students’ language learning classroom anxiety appear to share much commonality with those factors of SL learners from other contexts. Specifically, all the studies obtain the same dimension of speech anxiety. Speech

anxiety is very common among students no matter what context they come from. As the present study shows, the participants perceived themselves as having low self-confidence in speaking. Regarding students' worry about failing English class, the studies of Aida (1994) and Chiang (2006) and the present study share this dimension. With regard to fear of ambiguity in learning English, this study supports Thompson and Lee's (2013) finding.

On the other hand, the contrast of the underlying factors indicates the unique complex of the four factors causing the Malaysian undergraduates' LLCA in their English classroom. There are also minor differences among the items and dimensions of factors retained in these studies. For example, F3, lack of physiological symptoms and fear of negative evaluation, is an underlying factor of LLCA unique to the participants in this study. The above-mentioned four underlying factors, as Aida (1994) suggests, may not be independent from one to another. Rather, the factors are probably different labels that described one phenomenon in a language-learning situation. Most often, the factors occur as a combination of several simultaneously and contribute to the students' English LLCA. As 27 students reported, they became anxious in several occasions and during each occasion, they could face several determinants of their anxiety in classroom. For example, R9 answered in the questionnaire that she felt anxious during both "impromptu speech and exams". During each occasion, they might face several determinants of their anxiety in classroom, like "speaking test" (R139) involving F1 and F2. For a given situation, students can experience different factors of LLCA simultaneously, and for one student, different factors may affect his/her LLCA.



### **4.3 The Relationship between LLCA, Multilingualism and Proficiency**

This section answers the second research question on the relationship between LLCA, multilingualism, and proficiency. The quantitative data were obtained from 248 questionnaire respondents and two respondents from Group 3 were excluded. A DFA was implemented to answer RQ2, four independent sample t-tests RQ 2.1, and another four t-tests RQ2.2.

The qualitative data for the second research question are composed of two parts. The first part consists of the same 210 extracts from the 180 respondents' answer and six interviewees' reports regarding the anxiety-provoking situations as used for answering research question one. The answer of R249 was excluded given that she was from Group 3. This part of data were categorised into three based on the group difference and compared. The second part consists of four extracts from four interviewees' reports regarding the relationship between LLCA, multilingualism and proficiency. The second part of data were analysed through thematic analysis.

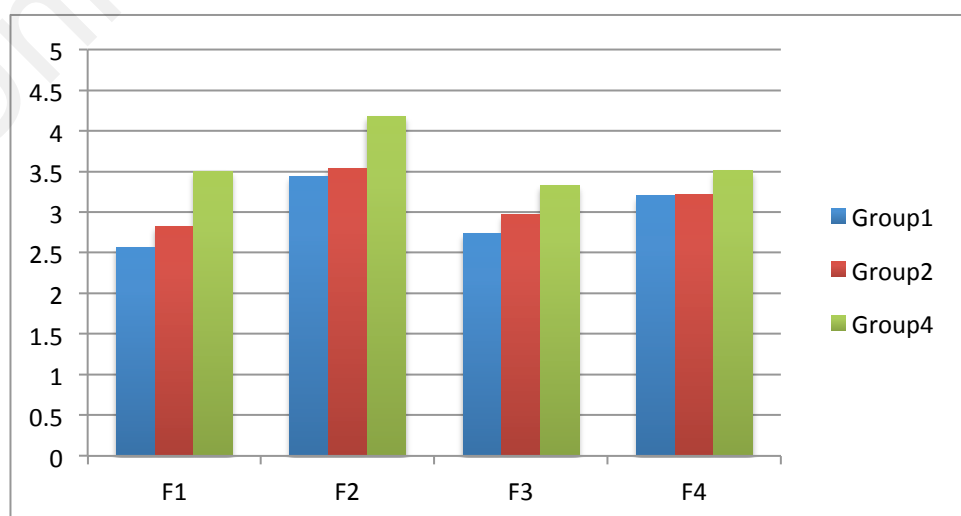
#### **4.3.1 The Effect of Level of Multilingualism on English LLCA**

RQ2 is "Does the level of multilingualism affect English LLCA? If so, how do the groups of different levels of multilingualism differ?" The students of different levels of multilingualism are from three groups: Group 1 (Intermediate English + Lower SL; N = 35), Group 2 (Intermediate English + Higher SL; N = 192), and Group 4 (Advanced English+ Higher SL; N = 21). It is hypothesised that the three groups have different

LLCA profiles. This question combines the English and another SL proficiency for an overview of the relationship between LLCA, multilingualism and proficiency. A three-group DFA is used to predict the group membership and to describe how the groups differ in terms of the LLCA underlying factors. Table 4.7 shows the mean and standard deviation of each factor score for each the group. The graphical representation of the scores is displayed in Figure 4.3. The figure shows that Group 1 has the lowest mean values and Group 4 has the highest mean values in terms of all factors. This implies that Group 1 has the highest level of English LLCA. The differences of the mean values between the three groups are bigger in terms of F1, F2 and F3, compared with F4.

**Table 4.7:** Descriptive statistics of the four-factor scores for the three groups

	Group 1 (n = 35)		Group 2 (n = 192)		Group 4 (n = 21)	
	M	SD	M	SD	M	SD
<b>F1</b>	2.569	0.749	2.828	0.625	3.498	0.889
<b>F2</b>	3.436	0.860	3.540	0.676	4.179	0.818
<b>F3</b>	2.733	1.059	2.967	0.797	3.333	1.125
<b>F4</b>	3.200	0.853	3.212	0.768	3.508	1.003

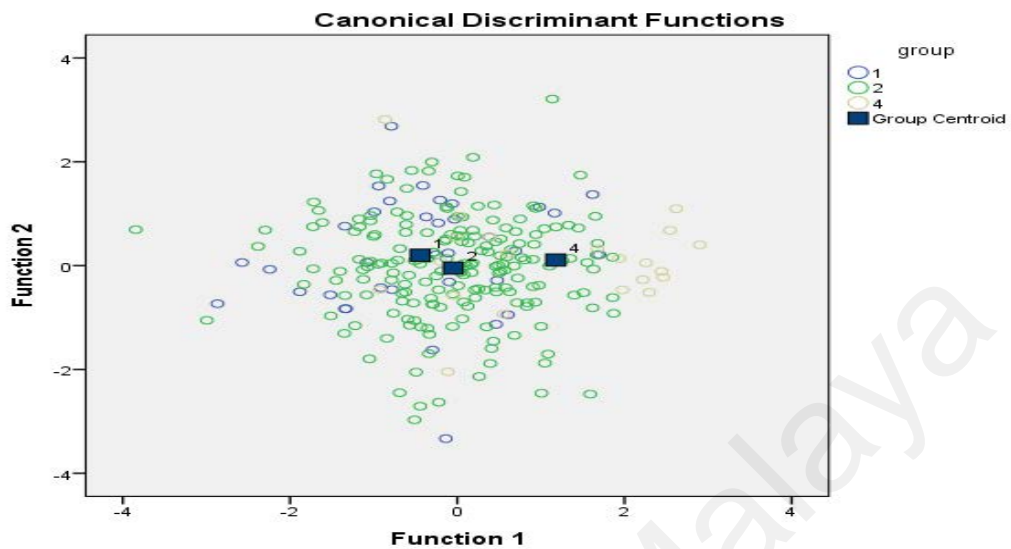


**Figure 4.3:** The pictorial representation of the anxiety factors among the three groups

In this study, the four underlying factors were combined into one function, as are in most cases in which the factors are reduced to only one function when a DFA is performed (Thompson & Lee, 2013). This function is identified as significant in predicting the group membership by the DFA and accounts for 94.6% of the total variance. The value of the Wilk's Lambda is 0.863 and the eigenvalue 0.149, meaning that the function can explain 13.7% of the variance. There is a reliable relationship between multilingual groups and LLCA factors as indicated by the  $\chi^2=35.86$  with 8 degree of freedom,  $p = 0.000$ . Hence, the results show that the function is significant in accuracy and strong to show the membership of the three groups.

Each of the three groups had a unique centroid (mean discriminant scores) on the identified function (Function 1) as shown in Figure 4.4. The centroids represent the locations of the three groups in the multidimensional space, where each group was located within the function. The centroid of Group 1 (IE + LS) is -0.444, Group 2 (IE + HS) is -0.048, and Group 4 (AE + HS) is 1.178. The differences in centroid values are relatively substantial along the function with all three groups differentiated from each other. As the distance between the centroids is shown, Group 2 is located relatively further to Group 4 than Group 1, illustrating the uniqueness of the students of intermediate level of English and students of advanced level of English. Figure 4.4 also shows the two HS groups' proximity. The distance implies that the proficiency of an additional SL appears to somewhat have an effect on LLCA. The results of the significant function to predict the group membership and the unique centroid of each group can lead to the conclusion that the level of multilingualism affects Malaysian

undergraduates' English LLCA. Hence, the null hypothesis is rejected.



**Figure 4.4:** Plot of the centroids of the three groups of participants

With regard to how the three groups with different levels of multilingualism differ, the structure matrix can show which factors contribute more to differentiate the three groups. The structure matrix indicates that F1 has the highest loading (0.844), followed by F2 (0.666), F3, (0.400), and F4 (0.257). According to the guidelines suggested by Tabachnick and Fidell (2007), F1 is the most significant variable in predicting the group membership. F2 and F3 are comparably fair to be an eligible variable to differentiate the groups and F4 fails to do so. Thus, the responses of the first three factors significantly differentiate the three groups.

#### 4.3.1.1 The Effect of English Proficiency on English LLCA

RQ2.1 investigates the effect of English language proficiency on the four above-mentioned English LLCA underlying factors: “Does the English language proficiency affect English LLCA?” To answer this question, Group 2 (IE + HS, n=192) and Group 4 (AE + HS, n=21) having different proficiency levels of English while same proficiency level of an additional SL are compared. Four independent sample t-tests were performed to examine whether there were differences of the four sets of underlying factor scores between the two groups. The factor scores were set as dependent variables and the group as an independent one. Table 4.8 shows the results of the four t-tests. According to the results, the anxiety level of Group 2 is significantly higher compared with the level of Group 4 across the first two factors. Group 2 and 4 differed significantly in terms of F3, as the  $p$  value (0.057) was close to 0.05. F4 did not make a significant difference between the two groups.

**Table 4.8:** Independent Sample T-tests between Group 2 and Group 4

	Mean differences (standard errors)	Independent t-tests	Cohen's d
<b>F1</b>	-0.67 (0.15)	$t(211) = -4.47, p = 0.000$	0.872
<b>F2</b>	-0.64 (0.16)	$t(211) = -4.02, p = 0.000$	0.852
<b>F3</b>	-0.37 (0.19)	$t(211) = -1.91, p = 0.057$	0.375
<b>F4</b>	-0.29 (0.18)	$t(211) = -1.62, p = 0.106$	0.331

#### 4.3.1.2 The Effect of an Additional SL proficiency on English LLCA

The second follow-up research question of RQ 2 (RQ2.2) “Does an additional SL proficiency affect English LLCA?” investigates the effect of the proficiency of an additional SL on the LLCA underlying factors. To answer RQ2.2, Group 1 (IE + LS,

n=35) and Group 2 (IE + HS, n=192) which are with different proficiency levels of an additional SL while same proficiency level of English are compared. Another four independent t-tests were performed as did to answer RQ2.1. The results indicate that the two groups differ significantly in F1, but did not differ in F2, F3, or F4. Table 4.9 shows the results for the comparison of the Group 1 and 2.

**Table 4.9:** Independent Sample T-tests between Group 1 and Group 2

<b>Group 1 vs 2</b>	<b>Mean differences (standard errors)</b>	<b>Independent t-tests</b>	<b>Cohen's d</b>
F1	-0.26 (0.12)	$t(225) = -2.19, p = 0.0300$	0.375
F2	-0.11 (0.13)	$t(225) = -0.81, p = 0.4220$	0.134
F3	-0.23 (0.16)	$t(225) = -1.51, p = 0.1330$	0.250
F4	-0.12 (0.14)	$t(225) = -0.08, p = 0.9350$	0.014

#### 4.3.2 Students' Perceptions of the Relationship

In terms of students' perception of the relationship between LLCA, multilingualism, and proficiency, their reports on the four underlying factors are compared in terms of the content. There are 164 extracts on F1. 39 extracts specified the aspects of speaking students were not self-confident (see Table 4.10) and 116 were without detailed statement. As shown in Table 4.10, the difference between the three groups is unclear. Students with higher level of an additional SL in Group 2 and 4 did not reach an agreement on their reports. Thus, the reports do not reflect how the proficiency of an additional SL affects English LLCA.

However, Group 1 and 2 have low self-confidence in all four aspects while Group 4 are not confident in two aspects only: speaking skills and content of speaking. It seems that

Group 1, 2 (students with intermediate level of English) and 4 (advanced level of English) differ. The comparison suggests that the higher the proficiency level of English the students reach, the more confident they may be in terms of their overall ability or their knowledge of English and evaluation of themselves compared with other students. On the other hand, students can still feel lack of confidence about presenting without preparation in class and hence face a certain degree of English LLCA when they already reach a high proficiency level of English.

**Table 4.10:** Reports on the aspects of F1 from different groups

Aspects	Group 1	Group 2	Group 4
Knowledge of English	2	7	0
Speaking skills	1	2	1
Content	1	15	2
Low self-estimates	1	2	0

There are 22 extracts on F2 and three comments supporting F3. As shown in Table 4.11, all groups reported on F2. Group 1 and 4 commented only on test and Group 2 on both tests and answering questions. Due to the large number of Group 2 members, it seems that the conclusion that the groups differ in terms of F2 cannot be made. Table 4.11 also shows that there are only three comments on F3. Hence, the reports on F2 and F3 cannot show the obvious difference between the three groups. However, it seems that all groups experienced the worry of academic evaluations which might cause them to lose marks and increase the possibility to fail the class, no matter how competent they are in

their SLs, while they were not much affected by their bodily reactions to anxiety or other students' negative evaluation.

**Table 4.11:** Reports on the aspects of F2 and F3 from different groups

Aspects	Group 1	Group 2	Group 4
Tests	1	17	2
Answering questions	0	2	0
Lack of physiological symptoms	1	1	0
Lack of fear of negative evaluation	1	0	0

16 extracts were relevant to F4. As shown in Table 4.12, Group 4 reported the least on F4 while students from both Group 1 and 2 reported on their fear of ambiguity either in words or content during their learning in the English classroom. It seems that when students achieve a certain high level of the target language they know, they tend to have little or no fear of unclear language input. Besides, if they are in an intermediate proficiency level especially in the target language, their learning anxiety in classroom of that language can make them feel fearful if not everything is comprehended.

**Table 4.12:** Reports on the aspects of F4 from different groups

Aspects	Group 1	Group 2	Group 4
Words	1	3	0
Content	0	12	0



Additionally, three interviewees (R90, R99 and R163) agreed that the experiences of being a multilingual helped them with their English anxiety level, being asked whether they thought that the learning of multiple languages could help them reduce their English LLCA level. One comment R90 gave is that they can build personal methods of learning languages and use the methods in learning similar languages. R163 listed two other reasons. One is that learning other languages rather than English through English can help with their English competence. The other is the cross-linguistic influence of German on his English which eventually affected his English LLCA. This statement can be seen in the excerpt below:

*“Because hmm for example, like I said, if you want to learn another language, like German, mostly you need to learn English. It’s like it’s not only help you to learn a new language, but also to strengthen your new vocabs your new word the err in English. And then, in for example, in German I find that err sometimes the structure in German have similarity in English, so it’s because in Malay and Western language the structure is different, so it’s help.”*

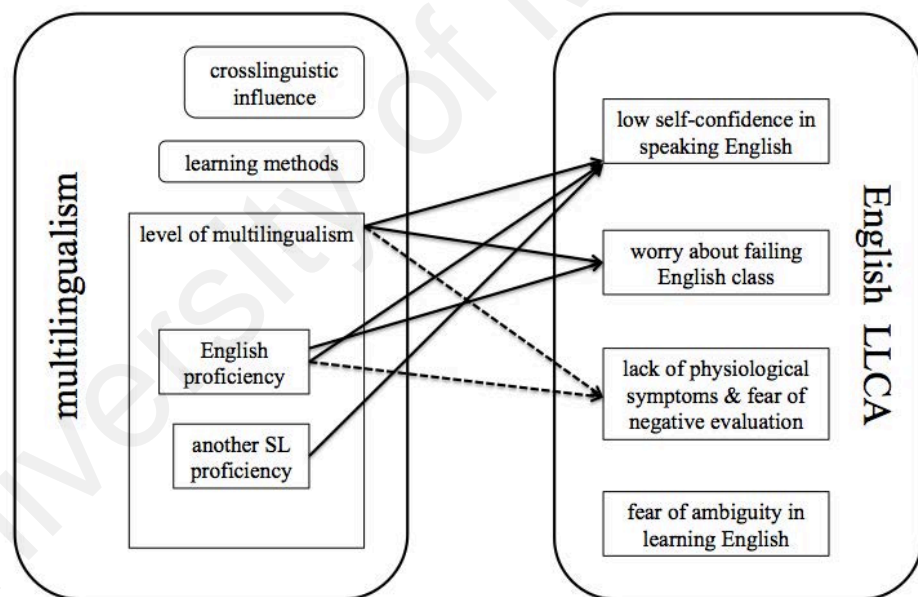
On the other hand, R238 stated in the interview, that the learning of multiple languages might “not really” help students’ anxiety “when speaking in English, especially when talk in front”. It was possible that certain type of language anxiety just naturally “sometimes... keep coming” (R99).

When four interviewees were asked from which aspect multilingualism affected their confidence in speaking their SLs, three interviewees (R35, R38 and R163) agreed that proficiency level of languages played a role in how confident students would be. A case in point was R38. R38 said, “I think when the person very... very very good at speaking in other languages, I think it makes the person confident...” However, R99 (Group4)

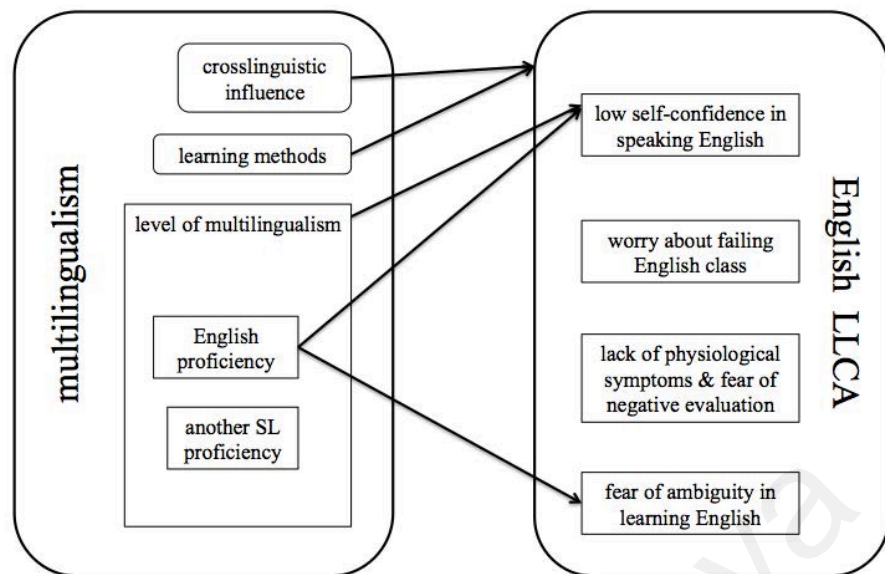
suggested that, “I think that can learn about proficiently later or one by one. The most (important) thing is they are confident to speak even if it is wrong.”

### 4.3.3 Discussion of the Relationship

This study employs DFA, independent sample t-tests, comparison of the reports on the anxiety-provoking situations of three groups and qualitative analysis of the interview reports relevant to the second research question. The statistical results and the student reports have shown the link between English LLCA, level of multilingualism and the proficiency of two SLs as shown in Figure 4.5 and 4.6, respectively.



**Figure 4.5:** The link between LLCA and multilingualism (statistical results)



**Figure 4.6:** The link between LLCA and multilingualism (student reports)

Thompson and Lee (2013) also employed DFA and t-tests to explore the relationship between the three variables through the same second research question. Hence, Thompson and Lee's study and this one are compared and contrasted to assess the similarities and differences between the relationships that are explored in different contexts.

Before making the comparison, it is necessary to note that the participants in this study are Malaysian undergraduate learners of English. Only the reports from Group 1 (IE + LS), Group 2 (IE + HS) and Group 4 (AE + HS) are considered in the second research question. The participants in Thompson and Lee's study are Korean university learners of English who are from three groups: IEP LLM (intermediate English proficiency & lower-level multilingualism), AEP LLM (advanced English proficiency & lower-level multilingualism), and AEP HLM (advanced English proficiency & higher-level multilingualism). LLM and HLM in Thompson and Lee's study correspond with LS and

HS in this study. Hence, the three groups in Thompson and Lee's study are the same with the Group 1, 3 and 4 in this study. The four underlying factors emerged in this study are: F1 ("low self-confidence in speaking English"), F2 ("worry about failing English class"), F3 ("lack of physiological symptoms and fear of negative evaluation"), and F4 ("fear of ambiguity in learning English"). Two of the four underlying factors emerged in Thompson and Lee's study are similar to F2 ("lack of self-confidence in English") and F4 ("fear of ambiguity in English"). The other two are different: one is F1 ("English class performance anxiety") and the other is F3 ("confidence with native speakers of English").

With regard to the effect of level of multilingualism on English LLCA (RQ2), the centroid numbers in this study have shown the joint effect of the proficiency of two SLs (level of multilingualism), and the individual effect of English and SL proficiency on English LLCA. This study replicates the findings of Thompson and Lee's study in terms of the existence of the joint and individual effects. As illustrated in Figure 4.2, it is clear that Group 1 had the highest level of English LLCA, followed by Group 2, and then Group 4 for all factors. In other words, Group 1 tend to be the least self-confident when they speak English in class, have the most worry about failing the class, be mostly possible to experience physiological symptoms, fear others' negative evaluation, and fear of ambiguous language input in class. Although the groups in Thompson and Lee's study are slightly different from this study's, both studies have proved that level of multilingualism positively affects English LLCA. In other words, students tend to have less SL anxiety when they reach higher proficiency levels of the SLs.

Regarding how the underlying factors differ between the groups, the three factors regarding self-confidence, worry of failing class, physiological symptoms and fear of negative evaluation played a significant role. F4, which addresses students' fear of ambiguity, failed to carry enough loading. In Thompson and Lee's study, all the factors including the ones concerning self-confidence and uncertainty in English managed to differ the groups significantly. Hence, this study on the one hand confirms the important effect of level of multilingualism on students' self-confidence in speaking English, on the other hand presents the newly-discovered effects on students' worry about failing class, bodily reactions of anxiety, and fear of others' negative evaluation.

The sub-questions RQ2.1 and RQ2.2 probe the link between English LLCA and proficiency of SLs more specifically. RQ2.1 investigates whether there is an effect of English proficiency on English LLCA. The quantitative analysis has shown that the two groups of different English proficiency levels had different LLCA profiles. Specifically, Group 2 and 4 differed in terms of F1, F2 and F3. The effect of English proficiency on self-confidence in speaking English is also found in Thompson and Lee's study. Besides, this study replicates the finding of Chiang (2006) in terms of the link between English proficiency and worry about failing English class.

Interestingly, three interviewees' reports expand our understanding on how multilingualism and English LLCA are linked. The three interviewees claimed that self-developed learning skills, more practice, and cross-linguistic influence could help them learn English, and hence lessen their English language anxiety in class. Although

R90 did not clarify which language learning skills being a multilingual helps him to develop, it can be relevant to grammar learning ones as Kemp (2007) found out or other learning skills. According to Bialystok (1991), the ability to develop students' own skills may be contributed to their heightened metalinguistic awareness. Hence, it is possible that the participants who develop their own skills to learn SLs have enhanced their metalinguistic awareness first. Another interviewee, R163 reported the importance of practice of the target language. Learning an SL through the target language can offer students the chances to practice and enhance their ability to use the target language, as well. As mentioned by R163, English and German shared some similar features and the similarities helped him to learn English. Hence, R163 perceived that English and German were distantly close. In fact, English and German both belong to the West Germanic group of the Indo-European language family, so they are closely related. According to Angelis (2007), the learning of the target language is cross-linguistically influenced by another language which is closely related to it. According to R163's report, it can be assumed that he experienced the transfer of lexis and syntax from German to English and this transfer positively influenced his learning of English.

RQ2.2 investigates whether the proficiency of an additional SL affects English LLCA. T-tests have identified the link between the SL proficiency with F1. This finding indicates that students' self-confidence in speaking the target language can be increased whichever SL they improve their proficiency level of. When the proficiency of both (all) SLs achieves a higher level, students are more confident, especially in terms of their knowledge of English and self-evaluation. However, as students' reports suggested,

certain speaking situations, like spontaneous speech, still make students anxious even when they perceive themselves as proficient in the SL. In Thompson and Lee's study, they found a link between the general performance anxiety in class rather than students' self-confidence and SL proficiency. No matter which factor is linked with students' SL proficiency, the results in this study confirm Thompson and Lee's argument that an at least intermediate proficiency level of a SL can affect the anxiety level of another SL in the classroom.

F2 and F3 have been found to be significantly affected by level of multilingualism through DFA and English proficiency through t-tests. However, the two factors failed to differ Group 1 and 2. The qualitative analysis could not reflect any of the effects due to the inconsistency and a limited number of the replies. The results seem to indicate that level of multilingualism has an effect on students' worry of the situations in which if they fail they may also fail the course, like tests. The effect also applies to F3. The results suggested that students' experience of physiological symptoms and fear of negative evaluation was lessened or disappeared when they improved their overall proficiency levels of multiple languages they knew or of the target language. However, it seems that the above-mentioned effects happen only when the students reach an advanced proficiency level of the target language.

DFA and t-tests showed that F4 did not significantly differ the three groups of different levels of multilingualism or the two groups with different target language proficiency. The three-group DFA failed to prove the effect of overall proficiency levels of multiple

languages known on language anxiety, as Thompson and Lee (2013) and Dewaele and Wei (2013) found in their studies. In Thompson and Lee's study, their factor regarding fear of ambiguity had an almost excellent loading meaning that the three groups differed significantly in terms of this factor. Dewaele and Wei (2013) also found a small but significant effect of multilinguals' overall self-rated proficiency on TA. In this study, the t-tests did not show the effect of another additional SL proficiency on English LLCA either; while the AE groups were almost significantly different in Thompson and Lee's F4.

Although the quantitative analysis did not show the significant role of F4, the comments on F4 of all participants have shown the slight difference between Group 1, 2 and 4. Compared with Group 1 and 2, Group 4 did not report their fear of ambiguity in any aspect. The comparison of the reports seems to suggest that higher proficiency level of English may slightly help students be more tolerant of ambiguity in learning English. Therefore, it is possible that the effect of English proficiency exist although it may not be statistically significant. Considering that both Group 2 and 4 are students with a higher proficiency level of another additional SL, the effect may not be significant because the overall proficiency is already high.

#### **4.4 Summary**

There are four underlying factors of English LLCA that emerged from the quantitative LLCA scores through EFA. The findings of F1 ("low self-confidence in speaking



English”), F2 (“worry about failing English class”), and F4 (“fear of ambiguity in learning English”) replicate previous studies (Aida, 1994; Cheng et al., 1999; Chiang, 2006; Thompson & Lee, 2013). F3 (“lack of physiological symptoms or fear of negative evaluation”) is unique to the participants in this study. The qualitative data further supplemented the quantitative findings with in-depth retrospection and detailed examples. More specifically, students reported four aspects of self-confidence that they lacked: knowledge of English, speaking skills, speaking content and self-estimates. Students worried of failing the class when they were being assessed in a test, marked presentation, or question and answer session, and unsure about what would happen in the assessment. According to their reports, students usually feared ambiguity in words or content when they were listening to the lecturer or reading. The four underlying factors might not be totally independent. Rather, as Aida (1994) suggested, the factors are probably different labels that describe one phenomenon in a language learning situation. Often, students experienced a combination of the underlying factors which contributed to the participants’ English language anxiety in their classroom learning process. Thus, it appears that Malaysian students’ English LLCA is a unique complex of the four underlying factors.

The null hypotheses regarding no relationship between LLCA, multilingualism and proficiency have been rejected. Level of multilingualism, the English proficiency and the proficiency of an additional SL were found linked to English LLCA through quantitative analysis. Specifically, an increase of the level of multilingualism or proficiency level of English helped students to increase their self-confidence in

speaking English, reduce their worry of the situations which can make them fail the language class, and almost significantly lessen their physiological symptoms of anxiety and fear of negative evaluation from lecturers or other students. The proficiency of one SL also helped students with their LLCA in another SL in terms of self-confidence. The qualitative data on the factors and the relationship not only support the findings produced by the qualitative analysis to some extent, but expand our understanding of the relationship in terms of cross-linguistic influence.

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## CHAPTER 5: CONCLUSION AND IMPLICATIONS

### 5.1 Introduction

This study was conducted to explore multilingual Malaysian undergraduates' English LLCA which has been found to negatively affect Malaysians learning English as their SL. This was established in previous studies such as Darmi and Albion (2013b); Noor (2007); Yanto, Virasari, Herawan and Deris (2013). The study has identified the main underlying factors causing students' anxiety in classroom settings and explored how the factors affect students' learning of the English language. The study has also investigated whether multilingualism: a newly discovered variable of LLCA among Korean students in Thompson and Lee's (2013) study, could have an effect on multilingual Malaysian students' English LLCA, particularly in terms of the underlying factors. The general literature on the underlying factors of LLCA and the relationship between LLCA and multilingualism specific to the Malaysian context is inconclusive. Hence, the study attempted to answer these two research questions:

1. What are the underlying factors of LLCA among the multilingual undergraduates in a Malaysian public university?
2. Does the level of multilingualism affect English LLCA? If so, how do the groups of different levels of multilingualism differ?
  - 2.1: Does the English language proficiency affect English LLCA?
  - 2.2: Does an additional SL proficiency affect English LLCA?

This chapter presents a summary of the methods used, the empirical results, and discussion with respect to the individual research questions in this study. Based on the findings, pedagogical implications are drawn. A discussion of the limitations as well as the recommendations for future research is also provided.

## **5.2 The Underlying Factors of LLCA**

This study explored the underlying factors of multilingual Malaysian undergraduates' English LLCA utilising a mixed-method of both quantitative and qualitative approaches. The existing studies (Darmi & Albion, 2012; Hizwari et al., 2008; Pae & Misieng, 2012) which had confirmed the underlying factors or factor models in the context of Malaysia were either conceptually or statistically unreliable. However, this study applied Horwitz, Horwitz and Cope's theoretical model of LLCA which not only clearly conceptualised LLCA but also clarified the interrelationship between LLCA and "communication comprehension", "test anxiety" and "fear of negative evaluation".

Regarding the mixed-method, two instruments: a questionnaire and an interview guide were developed. The questionnaire is composed of FLCAS and background information questions including open-ended ones that were adapted from the original authors (Horwitz, 1986; Thompson & Lee, 2013). The questionnaire was used to obtain students' biographical information, identify their English LLCA and collect their written reports on the anxiety-provoking situations. The interview guide which was drafted based on the results obtained from the factor analysis and interpretation of the underlying factors

was used to collect students' in-depth comments of these factors. In total, 250 undergraduates who were taking compulsory English language courses in a Malaysian public university completed the 21-itemed FLCAS and the background questions, and six students among the 250 questionnaire respondents were interviewed.

The EFA with Maximum Likelihood extraction method and oblique rotation method has been proven statistically reliable and suitable for social science research by Thompson and Lee (2013) and hence was used to analyse the FLCAS scores. The written answers and the interview comments relevant to the first research questions were thematically analysed to triangulate the statistical findings regarding which aspects of the factors and in what situations these factors triggered students' language anxiety in the SL classroom settings.

The underlying factor concerning self-confidence has already been found affecting Korean and Taiwanese tertiary level students (Cheng et al., 1999; Thompson & Lee, 2013). Malaysian undergraduates are of no exception. F1 was "low self-confidence in speaking English" and addresses students' low self-confidence in their command of English in comparison with fellow students, particularly in terms of speaking English. Questionnaire respondents' and interviewees' reports confirmed the existence and importance of F1 in causing language anxiety. The reports further illustrated the specific anxiety-provoking situations and the aspects of self-confidence which students lack. The results indicated that students could be anxious to speak English either in general or specific speaking situations, and the aspects of speaking which they were not confident

about mainly were relevant to their knowledge of the language itself, speaking skills, knowledge of the topic, and a low self-evaluation compared with others.

F2 (“worry about failing English class”) also occurred in Chiang’s (2006) and Aida’s (1994) studies among Taiwanese students learning English and American students learning Japanese. Similar to Chiang’s factor, F2 describes students’ negative feelings towards English classes: worry about being left behind and concern on the difficulty of English assessments which might jeopardise chances of passing the course. Students’ reports further explained why assessments were anxiety-provoking. Amongst the reasons were mainly because of lack of preparation, facing uncertainty or fear of making mistakes prior to or during the assessment.

F3 (“lack of physiological symptoms or fear of negative evaluation”) is unique to the participants in this study. In comparison with the factor loading of the items describing physiological symptoms of anxiety and fear of negative evaluation in other studies (Aida, 1994; Cheng et al., 1999; Chiang, 2006; Thompson & Lee, 2013), the loading direction is negative only in this study. The negative loading direction shows that Malaysian students disagree with statements that indicate physiological reactions toward anxiety such as trembling, or fear of peers’ negative evaluation of themselves. This finding is supported by students’ reports relevant to F3. Despite the fact that very few students mentioned facing the symptoms or having the fear of lecturer’s negative evaluation, according to some interviewees’ comments, the majority of participants were not bothered by symptoms or fear due to long exposure to the target language and

having mastered the language to a certain extent.

The finding of F4 (“fear of ambiguity in learning English”) substantiates the fact that multilingual SL learners could still become anxious when they face ambiguity in class, despite the advantage of having known three or more languages which could help them to be more tolerant of ambiguity compared to people who knew fewer languages (Dewaele & Wei, 2013). The Malaysian participants in this study were afraid of the unfamiliarity in words and what the teacher said, similar to the Korean students in Thompson and Lee’s (2013) study. They also felt anxious when they could not comprehend what other students were saying clearly or the ambiguity in reading or listening. It seems that the tense classroom environments could influence students’ TA in class.

### **5.3 LLCA, Multilingualism and Proficiency**

This study also used mixed methods to investigate the relationship between the LLCA, multilingualism and proficiency which has not been studied in the Malaysian context before. Students’ self-rated proficiency levels on English language and another additional SL were collected through the questionnaire. 248 students were grouped according to their reported proficiency levels of the two SLs. DFA and independent sample t-tests were performed on the four LLCA factor scores among three groups with different levels of multilingualism. The three groups are: Group 1 (intermediate English + lower SL), Group 2 (intermediate English + higher SL), and Group 4 (advanced

English + higher SL). The written answers of students from the different groups were compared and the relevant interview reports were analysed for in-depth information about the relationship.

The DFA on the factor scores among the three groups showed that the level of multilingualism positively affected Malaysian students' English LLCA, and F1, F2 and F3 significantly differentiated the three groups. In other words, students were more confident speaking in English, had less fear of failing the class, with little or no physiological symptoms or fear of others' negative evaluation when a higher level of multilingualism was achieved. Students contributed more information on the effect of the level of multilingualism on LLCA in the interviews. They claimed that learning multiple languages helped them in terms of their skills to learn languages, opportunities to practice languages and positive influence between languages which were typologically close to one another.

Regarding the effect of English language proficiency and the proficiency of an additional SL on Malaysian students' English LLCA, eight independent sample t-tests were performed between Group 2 and 4, as well as Group 1 and 2, respectively. The t-test results showed that English language proficiency significantly affected these students' LLCA in terms of their self-confidence and fear of failing the language class. The positive effect of the target language proficiency level on their self-confidence in speaking that language was widely agreed on by the students in their reports, as well. Students' physiological reactions to language anxiety and feelings about pessimistic



judgment were almost significantly affected by students' proficiency level of the target language. Students' level of self-confidence could increase significantly if they had a better master of an additional SL. The statistics did not show the link between F4 and students' English proficiency level. However, it is possible that students with a higher proficiency level of English language would have less fear of ambiguity. In other words, these students with an advanced level of English could be more tolerant of ambiguity in language learning than the ones with intermediate levels.

#### **5.4 Pedagogical Implications**

This study has identified English LLCA among multilingual Malaysian undergraduates and explored the challenges that these students were facing in their English language learning classes. Hence, there is a need to help learning and teaching practitioners deal with LLCA. To meet this need, firstly, both teachers and students should be aware of the existence of LLCA and learn to identify students who are experiencing LLCA. In the case of multilingual Malaysian undergraduates, English LLCA may be indicated by some physiological symptoms, like feeling nervous, or certain behaviours, like forgetting what to say. As suggested by Horwitz et al. (1986), students' poor performance in class cannot be blamed solely on their lack of ability: it might also be caused by their anxiety.

Secondly, teachers, as well as students, can try to identify the factors that cause students' language learning anxiety in class through students' written reflections, teachers'

examination of their instructional practices, or a communication platform as recommended by Chiang (2006). This study has identified four main underlying factors of Malaysian students' LLCA. Thus, teachers and students can pay attention to anxious students' performance in class and see whether either or some of the factors influences students.

Thirdly, it is necessary for teachers to minimise the debilitating effects of LLCA on students' language learning and for students to cope with unpreventable or avoidable language anxiety according to the factors identified for success and perseverance in SL learning (Andrade & Williams, 2009). Generally speaking, teachers should first train themselves to be relaxed in class as a teacher's psychological state and attitude may affect the class atmosphere (Abu-Rabia, 2004; Matsuda & Gobel, 2004). Language teachers can adjust their teaching according to the students' reflections via various appropriate and useful activities, build a friendly and supportive learning environment (Matsuda & Gobel, 2004), as well as help students acquire strategies to lessen their anxiety. As for language learners, they are encouraged to enhance their language competence and acquire suitable and effective language learning strategies. Specifically, students who lack self-confidence in speaking English should improve their knowledge of English, learn speaking skills and prepare the speaking content before a performance in class. Teachers should give students enough time to practice use less anxiety-provoking and more confidence-building activities to create chances for these students to experience success. As for students who fear failing the course, teachers can construct language tests based on students' proficiency levels whereas students can

learn to assess their performance in a positive way and accept the results. To help students tackle fear of ambiguity in class, teachers can help students improve their creative ability to increase their level of TA (Thompson & Lee, 2013).

According to the findings of the relationship between English LLCA, level of multilingualism and proficiency, learning multiple languages can make students less anxious in class. Hence, students are recommended to learn multiple languages, especially the languages which are typologically close to the languages they know. Most importantly, students should improve their proficiency of not only the target language but also other SLs, because the overall proficiency of SLs and the experience of learning multiple languages could positively affect their level of language anxiety.

### **5.5 Limitations and Recommendation**

This study was successful in producing partial support for the findings of previous studies (Aida, 1994; Cheng et al., 1999; Chiang, 2006; Matsuda & Gobel, 2004; Thompson & Lee, 2013). However, the participants of the study were limited to Malaysian undergraduates in one public university who have achieved at least an intermediate level of English proficiency. As a consequence of this sampling, the study encountered several limitations to be taken into consideration. First, the participants were solely the students in one “foremost and premier research university” (webpage<sup>4</sup>) in Malaysia who might have more chance to practice English language out of class than

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<sup>4</sup> Retrieved from the University of Malaya webpage: <http://www.um.edu.my/about-um/welcome-message>.

students from other universities. Second, the participants could not reflect the general population of multiple Malaysian undergraduates well because of the high proportion of Malaysian Chinese (145/250). However, it is noteworthy that the participants were with genuinely willing to complete the survey. Third, it was hard to compare the self-reports on LLCA factors of different groups. There were not enough students with a low level of another SL or a high level of English language. Fourth, the interview information was gathered from only six students. For future research, participants could be recruited from more universities (private or public), comprise of a sufficient number of students from different ethnics (more Malays and Indians in the Malaysian context), be of different proficiency levels of the target language as well as the additional SL, and interviews could be conducted among more students about their perception of the relationship between the three variables. Additionally, the generalizability of the findings in this study was limited to students with similar or same characteristics with the participants.

## **5.6 Conclusion**

Despite of what has been reported on the underlying factors of students' anxiety in SL classes among language learners from different contexts in previous studies, LLCA still was found existing and caused by a unique factor model among multilingual Malaysian undergraduates in this study. This study confirmed that SL learners from different contexts could be influenced by similar or same factors, like self-confidence in class performance, or fear of failing the class. Additionally, the study found the potential

effect of students' shared characteristics (being multilinguals and having a certain mastery of SLs) on their anxiety too. The exploration of multilingual Malaysians' English LLCA in terms of the underlying factors and the investigation of the relationship between English LLCA, the level of multilingualism and the proficiency of two SLs broadens the understanding of LLCA and helps learning and teaching practitioners to deal with SL learners' language anxiety in the classroom settings.

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## APPENDIX A

### The Confirmed Version of the Questionnaire in This Study

#### Section 1: Feeling scale / Bahagian 1: Skala perasaan

Please read each statement and then choose the number that indicates how you feel in or about your English language class and describes your present feelings best. / Sila baca setiap kenyataan dan kemudian pilih nombor yang menunjukkan perasaan anda dalam kelas Bahasa Inggeris anda. Terangkan tentang perasaan anda sebaiknya.

(Strongly agree=1, agree=2, neither agree nor disagree=3, disagree=4, strongly disagree=5)

Amat Setuju = 1, bersetuju = 2, bukan bersetuju atau tidak bersetuju = 3, tidak bersetuju = 4, sangat tidak setuju = 5

In my English class, / Dalam kelas Bahasa Inggeris saya,		Rating / Skala
1	I do not feel very sure of myself when I am speaking. Apabila bercakap, saya TIDAK pernah berasa yakin dengan diri saya sendiri.	1 2 3 4 5
2	I am frightened when I don't understand what the teacher is saying. Ia menakutkan saya apabila saya tidak faham apa yang guru katakan.	1 2 3 4 5
3	I keep thinking that the other students are better at English than I am. Saya sentiasa berfikir bahawa pelajar-pelajar lain lebih baik daripada saya.	1 2 3 4 5
4	I am usually relaxed during English tests. Kebiasaannya saya berasa selesa semasa menduduki ujian Bahasa Inggeris.	1 2 3 4 5
5	I start to panic when I have to speak without preparation in English class. Saya mula panik apabila saya perlu bercakap tanpa persediaan di kelas Bahasa Inggeris.	1 2 3 4 5
6	I can get so nervous that I forget things I know. Saya boleh menjadi begitu gementar sehingga saya terlupa perkara-perkara yang saya tahu.	1 2 3 4 5
7	It embarrasses me to volunteer answers in my English class. Ia memalukan saya untuk memberi jawapan secara sukarela dalam kelas Bahasa Inggeris.	1 2 3 4 5
8	I get upset when I don't understand what the teacher is correcting. Saya berasa sedih apabila saya tidak faham apa yang guru betulkan.	1 2 3 4 5
9	I feel confident when I speak in my English class. Saya berasa yakin apabila saya bercakap dalam kelas Bahasa Inggeris.	1 2 3 4 5
10	I am afraid that my teacher is ready to correct every mistake I make. Saya takut guru saya akan membetulkan setiap kesilapan yang saya buat.	1 2 3 4 5
11	I can feel my heart pounding when I'm going to be called on.	1 2 3 4

	Saya dapat merasakan hati saya berdebar-debar apabila saya akan dipanggil.	5
12	The more I study for an English test, the more confused I get. Lebih banyak saya belajar untuk ujian Bahasa Inggeris, lebih bingung saya rasa.	1 2 3 4 5
13	I always feel that the other students speak English better than I do. Saya selalu berasa bahawa pelajar-pelajar lain bercakap Bahasa Inggeris lebih baik daripada saya.	1 2 3 4 5
14	I get nervous and confused when I am speaking. Saya menjadi gementar dan keliru apabila saya sedang bercakap	1 2 3 4 5
15	I get nervous when I don't understand every word the teacher says. Saya berasa gementar apabila saya tidak faham setiap perkataan yang Guru Bahasa Inggeris sebutkan.	1 2 3 4 5
16	I am afraid the other students will laugh at me when I speak. Saya takut pelajar-pelajar lain akan ketawakan saya apabila saya bercakap Bahasa Inggeris.	1 2 3 4 5
17	I get nervous when my teacher asks questions I haven't prepared in advance. Saya berasa gementar apabila guru bertanya tentang soalan-soalan yang saya tidak membuat persediaan terlebih dahulu.	1 2 3 4 5

About my English class / Tentang kelas Bahasa Inggeris saya,		
18	I tremble when I know that I'm going to be called on in English class. Saya rasa menggeletar apabila saya tahu bahawa saya akan dipanggil di dalam kelas Bahasa Inggeris.	1 2 3 4 5
19	During English classes, I find myself thinking about things that have nothing to do with the course. Semasa kelas Bahasa Inggeris, saya mendapati diri saya berfikir tentang perkara-perkara yang tiada kaitan dengan kursus ini.	1 2 3 4 5
20	I worry about the consequences of failing my English class. Saya bimbang tentang akibat kegagalan pengajian saya dalam kelas Bahasa Inggeris.	1 2 3 4 5
21	I don't understand why some people get so upset over English classes. Saya tidak faham kenapa sesetengah orang menjadi begitu marah terhadap kelas Bahasa Inggeris.	1 2 3 4 5
22	I often feel like not going to my English class. Saya sering rasa seperti tidak ingin pergi ke kelas Bahasa Inggeris saya.	1 2 3 4 5
23	English class moves so quickly that I feel worried about getting left behind. Kelas Bahasa Inggeris bergerak begitu pantas sehingga saya merasa bimbang akan semakin ketinggalan.	1 2 3 4 5
24	I feel more pressure and nervous in my English class than in my other	1 2 3 4

	classes. Saya rasa lebih tertekan dan gementar dalam kelas Bahasa Inggeris berbanding dalam kelas saya yang lain.	5
25	When I'm on my way to English class, I feel very sure and relaxed. Apabila saya dalam perjalanan ke kelas Bahasa Inggeris, saya berasa sangat yakin dan tenang.	1 2 3 4 5

**Section 2: Background information / Bahagian 2: Maklumat latar belakang**

1. Gender / Jantina:	2. Age / Umur:																								
3. Major / Bidang utama:	4. Faculty/ Fakulti:																								
5. Which year are you in/ Tahun pengajian anda kini:	6. Mother tongue/ Bahasa ibunda:																								
<p><i>*For the next several questions, please keep your answers consistent for the additional languages. E.g. if you label English as your "L2" in the first question, then it will be "L2" for the rest of the questions./ Untuk soalan-soalan yang seterusnya, sila pastikan jawapan anda konsisten untuk bahasa tambahan. Sebagai contoh, jika anda label Bahasa Inggeris sebagai "L2" dalam soalan pertama, maka label "L2" ini tetap sama untuk semua soalan yang berikutnya.</i></p>																									
<p>7. Please indicate the languages that you have studied/ Sila nyatakan bahasa yang anda telah pelajari,</p> <p>The second language you learned / Bahasa kedua yang dipelajari (L2):  The third language you learnt / Bahasa ketiga yang dipelajari (L3):  The fourth language you learnt / Bahasa keempat yang dipelajari (L4):</p> <p>Others, please specify/ Lain-lain, sila nyatakan::</p>																									
<p>8. Please rate you abilities in each language/ Sila nilai anda kebolehan anda dalam setiap bahasa anda pelajari:</p> <p>0                      1                      2                      3                      4                      5  poor / tidak baik ←-----→ excellent / cemerlang</p> <table border="1"> <thead> <tr> <th></th> <th>Reading Pembacaan</th> <th>Writing Penulisan</th> <th>Listening Pendengaran</th> <th>Speaking Percakapan</th> <th>Grammar Tatabahasa</th> </tr> </thead> <tbody> <tr> <td>L2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Reading Pembacaan	Writing Penulisan	Listening Pendengaran	Speaking Percakapan	Grammar Tatabahasa	L2						L3						L4					
	Reading Pembacaan	Writing Penulisan	Listening Pendengaran	Speaking Percakapan	Grammar Tatabahasa																				
L2																									
L3																									
L4																									
<p>If you would like to add details, please do so below / Jika anda ingin menambah butiran kepada soalan ini, sila berbuat demikian di bawah:</p>																									

9. How long have you studied each language/ Berapa lama anda telah belajar setiap bahasa ini, Write additional comments if needed: Tulis komen tambahan jika perlu:

L2:

L3:

L4:

10. Do you think learning one language helped or hindered your ability to learn subsequent languages? Please provide specific examples. / Adakah anda fikir belajar satu bahasa akan membantu atau menghalang keupayaan anda untuk belajar bahasa berikutnya? Sila berikan contoh-contoh khusus

11. Do you think learning language(s) other than English have positively or negatively affected your learning of English? Please provide specific examples. / Pada pendapat anda, adakah pembelajaran bahasa lain selain darip Bahasa Inggeris memberi kesan negatif atau positif kepada pembelajaran bahasa Inggeris anda? Sila berikan contoh-contoh khusus.

12. In what situations do you feel anxious in English classes, if you do? Explain. /Dalam situasi bagaimanakah anda merasa kurang selesa ketika di dalam pembelajaran bahasa Inggeris di dalam kelas? Jika ada, sila nyatakan (Contoh: Ketika saya perlu bercakap bahasa Inggeris di dalam kelas).

Supplementary / Tambahan

Will you be willing to be interviewed / Adakah anda sanggup untuk ditemuduga?

Yes/ Ya \_\_\_\_\_

phone/ telefon: \_\_\_\_\_

No/ Tidak \_\_\_\_\_

## APPENDIX B

### The Adaption of the Background Information Questions

Original questions	Adapting	Reason
If you are no longer a student, from which university did you graduate?	Deleted	Irrelevant to participants in this study
If you are currently an English teacher or professor, where do you teach?	Deleted	Irrelevant to the participants in this study
What is your e-mail address?	Deleted	
Please indicate the languages other than English that you have studied. If...	Deleted	Overlap with the above question
Please list the order of the foreign languages that you have studied and at the age that you started.	Deleted	Phrased similarly with the question about the length of learning each language
Have you ever felt an obligation (from society, family, friends, etc.) NOT to study a specific language? ...	Deleted	Phrased similarly with the above question
What university do you currently attend?	Shortened - University	
What is your gender?	Shortened - Gender	Easier to read
How old are you?	Shortened - Age	Easier to read
What is your L1 (native language)?	Shortened - First language	Easier to read
What is/was your major?	Shortened - Major	Easier to read
Please choose the answer below indicating what year of school you are currently in now.	Shortened - Which year are you in	Easier to read
How long have you studied English and the other foreign languages that you have studied?	Shortened - How long have you studied each language?	Easier to read
Please rate your abilities in English and in any other foreign language you have studied.	Shortened - Please rate your ability in each language you have studied.	Easier to read
If you have studied other languages in the past, do you think that this has helped or hindered your ability to learn subsequent languages? In other words, do you see interactions (positive or negative) with the languages you have studied? Please provide examples.	Shortened – If you have studied other languages in the past, do you think that this has helped or hindered your ability to learn subsequent languages? Please provide examples.	Necessary in this study
How have you learned English and the other foreign languages you have studied?	Shortened - How have you studied each language?	Easier to read
Please indicate the foreign languages	Modified –	Necessary in this study

that you have studied: (Multiple choices)	Please indicate the foreign languages that you have studied: Foreign language 1: Foreign language 2: Foreign language 3:	
Do you currently, or have you ever, studied or worked in an English speaking country? If so, where?	Kept the original	
Have you traveled overseas to a place where English or any other foreign language you have taken is spoken? If so, please...	Kept the original question	Necessary in this study
Have you ever felt an obligation to study a specific language? ...	Kept the original	
Have the languages you have studied affected (positively or negatively) your first languages? ...	Kept the original question	
	Faculty (added question)	Necessary in this study

## APPENDIX C

### Information of the Participants in the Pilot Studies and Survey

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Questionnaire Respondents' Details in 1 <sup>st</sup> Pilot Study	
Total	30 (12 discarded)
Gender	Male (20), female (10)
Age	18-23 (mean = 20, SD = 1)
Major	non-humanities (22), humanities (7), unknown (1)
First language	Malay (15), Cantonese (1), Coastal Kadazan (1), Tamil (1), Chinese (12)
Second languages	English (30), Japanese (8), Malay (15), Mandarin (4), Arabic (9), Cantonese (2), Iban (1), Jawanese (1)
Groups	Group 1 (4), group 2 (22), group 3 (0), group 4 (4)

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Participants' Details in the Survey	
Total	20

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Questionnaire Respondents' Details in 2 <sup>nd</sup> Pilot Study	
Total	30 (1 discarded)
Gender	Male (8), female (22)
Age	18-23 (mean = 20, SD = 1.2)
Major	Geography (1), Southeast Asia Study (4), Statistics (1), Spanish Language (1), Linguistics English (1), Mathematics Science (2), Pharmacy (4), Economics (2), Sport Science (3), Biology (1), Tamil Language (1), Islamic Education (3), Physical Science (2), law (1), unknown (3)
First language	BM (18), Cantonese (1), Sabah language, Tamil (2), Mandarin (9)

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Second languages	English (30), BM (10), Japanese (7), mandarin (7), Arabic (6), Thai (1), Vietnamese (2), Spanish (1), Korean (1), Cantonese (1), Sarawak (1), Indonesian (1), Germany (1), and others (6)
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Groups	Group 1 (3), group 2 (22), group 3 (2), group 4 (3)
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University of Malaya



## APPENDIX D

### Dr. Thompson' Suggestion Through Personal Communication

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☆ Amy Thompson

6 October 2014 09:34

To: YANG YAN YAN <yangyanyan3344@gmail.com>

Re: several questions regarding the study Thomson & Lee 2013

2

Dear Yan,

I think that there are many ways to identify an additional FL - any are fine, as long as you operationalize this. Perhaps the most straightforward way, however, is to choose the 3rd FL in which they have the next highest proficiency after English (I'm assuming that all of your participants will have English as the FL of focus, based on our previous correspondence). However, don't forget to report on ALL FLs studied in some way or another.

I hope this helps,


Dr. Thompson

University of Malaya

## APPENDIX E

### Permission for Using the Background Information Questions

---

☆ **Thompson, Amy** <athompson@usf.edu>  4 July 2014 13:27  
To: YANG YAN YAN <yangyanyan3344@gmail.com>, junkyu@hufs.ac.kr [Hide Details](#)  
RE: Permission to adapt your questionnaire in my study 1

2 Attachments, 340 KB [Save](#) [Quick Look](#)

Dear Yang Yanyan,

Please excuse my late response to your previous e-mail. I have been away from the office.

Thank you for your compliments on our work. I think it is a great idea to replicate our study in the Malaysian context, and we are glad to share our background questionnaire. I have attached a PDF version of the one we use on SurveyMonkey. Unfortunately, this format does not allow you to see the response choices (when applicable), but we used a basic 6 pt Likert scale and the languages that make sense in the specific context. You will see the answers in Swedish and English (not Korean and English), but it is the same questionnaire; I use this one quite a lot in various contexts. Please let me know if you have questions or need clarification on how to craft the answer selections.

Please do cite our study, and also, please do share the results when you have them.

Sincerely,  
Dr. Thompson

## APPENDIX F

### Permission for Using the Foreign Language Classroom Anxiety Scale

**Elaine K Horwitz**

To: YANG YAN YAN <yangyanyan3344@gmail.com>

Re: Permission to adapt your FLCAS in my study

6 October 2014 22:03

1

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Thank you for your interest in my work.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, Pearson, 2013.

Best wishes,


Elaine Horwitz

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University of Manitoba

## APPENDIX G

Ethical Clearance Signed by the Head of English Department, FBL

 **UNIVERSITI  
MALAYA**

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UM.T/606/01  
14 July 2014

TO WHOM IT MAY CONCERN

Dear Sir/Madam


**RESEARCH FOR MASTER'S STUDENT**

This is to confirm that **Yang Yanyan, I/D No.G55819751 and Matric No. TGB120036** is a registered student for the programme of Master of English as a Second Language at the Faculty of Languages and Linguistics, University of Malaya. She has been registered since semester I academic session 2012/2013.

She is required to write a dissertation to fulfill the requirements of the degree. We would appreciate it very much if he is allowed to carry out a questionnaire survey, conduct interviews and collect data at your place as part of her research work.

We thank you for your cooperation.

Yours faithfully

  
**ASSOC PROF. DR. STEFANIE PILLAI**  
Acting Deputy Dean (Postgraduate Studies)  
Faculty of Languages and Linguistics

c.c Candidate's File

*Diselang penyediaan pelajar*  
*Mena*  
*21/11/2014.*  
*Dr. Sheena Kaur*

KETUA  
UNIT BAHASA  
FAKULTI BAHASA DAN LINGUISTIK  
UNIVERSITI MALAYA  
50603 KUALA LUMPUR

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**FAKULTI BAHASA DAN LINGUISTIK**  
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Unit Perpustakaan Multimedia: (603) 7967 3182 • E-mail: multimedia\_fbl@um.edu.my

## APPENDIX H

### Ethical Clearance from the Researcher

Dear Sir or Madam:

I am Yang ~~Yanyan~~, a Master in English as a Second Language student from the Faculty of Language and Linguistics in University of Malaya (UM). I am conducting a research aiming to investigate the relationship between English language classroom anxiety and multilingualism among Malaysian undergraduate students in UM.

To get information upon students' background and feelings towards English classes, I will ~~distribute~~ questionnaires to the UM foundation and degree students only during their spare time. The results of this study and the recommendations on how to decrease students' language anxiety level will be sent to each relevant office. Please be assured that all personal information from respondents and interviewees will be kept strictly confidential.

I am writing this letter for the ethical clearance from you to carry out the research. My topic focuses on the UM students at tertiary level, hence it is essential for me to be permitted by relevant offices for data collection. Attached to this letter are my research instrument and ethical clearance from my faculty. I would appreciate it a lot if an appointment could be arranged for me to obtain the permission from you! Thank you very much!

Yours faithfully,

Yang ~~Yanyan~~<sup>1</sup>

---

<sup>1</sup> Tel.: +60 173341402

Email address: yangyanyan3344@gmail.com

## APPENDIX I

### Informed Consent Declaration

#### Informed Consent Declaration / Bahagian 1: Maklumat Penyata Persetujuan

This study is for partial fulfillment of a Masters in English as a Second Language (MESL) program at the Languages and Linguistics Faculty, University Malaya. The purpose of this survey is to investigate the English language classroom anxiety levels among Malaysian multilingual learners. The information obtained from this survey is treated with confidentiality and respondents will remain anonymous. The participant may discontinue at any point of the survey.

Ini adalah kajian untuk memenuhi sebahagian daripada Masters dalam Bahasa Inggeris sebagai bahasa kedua (MESL) program bahasa dan Linguistik Fakulti, Universiti Malaya. Tujuan kajian soal selidik ini dijalankan adalah untuk menyiasat mengenai tahap kebimbangan pelajar-pelajar Malaysia yang menguasai pelbagai bahasa terhadap kelas Bahasa Inggeris. Kaji selidik ini adalah sulit dan identiti semua responden akan dirahsiakan. Nama samaran akan digunakan untuk laporan bertulis. Responden boleh berhenti menjawab soal-selidik ini pada bila-bila masa.

Contact me for any further inquiry or constructive feedback. / Hubungi saya untuk sebarang pertanyaan lanjut atau maklum balas yang membina.

Contact / Orang hubungan	Telephone/ Email / Telefon/ Emel
Yang Yanyan	+60173341402 <a href="mailto:yangyanvan3344@gmail.com">yangyanvan3344@gmail.com</a>

Below you can approve your participation. Thank you very much for your contribution and support! / Sila nyatakan persetujuan anda untuk mengambil bahagian dalam soal-selidik ini dengan memilih salah satu pernyataan di bawah. Terima kasih!

Sincerely, / Ikhlas,

Yang Yanyan

I have read above statement and am willing to participate / Saya telah membaca di atas kenyataan dan saya bersedia untuk bahagian

I am unwilling to participate / Saya tidak bersedia untuk mengambil bahagian

Signature: / Tandatangan:

## APPENDIX J

### Interview Transcription

R <sup>5</sup>	The first one is that in the questionnaire you said that... you can also look... that when you are called hmm called suddenly to do spontaneous speech and then you will feel anxious, and then when you feel anxious, and then how you're your body feel? I mean how does it react like you shave or?
R238	I feel I feel that my body it like... cold.
R	Cold.
R238	Yeah. Cold, and a bit shivering, And then my head, my neck start to like em shaking, and some sometimes I feel like my voice is also shaking (laughing). Yeah.
R	Can others tell that actually you are nervous?
R238	I don't know but I think they can. I think it's obvious.
R	But so when you are anxious, you also like you feel nervous and reacts differently, and then will that influence your performance?
R238	Yes.
R	It will influence. Negatively or positively?
R238	Negatively.
R	I see. Another one is so except this one when you are doing your spontaneous speech. Is there other situations that you feel anxious about, only in the English classes?
R238	You mean other instances?
R	Yeah. Other.
R238	Hmm... I think during even during err prepared presentation, I feel just a little anxious but not en not that anxious compared to spontaneous. Yeah.
R	So what are the sources? I mean what cause you to feel anxious or nervous.
R238	Yeah. Because I think when I start when I have spontaneous speech, I cannot organise my words. How to put it in hmm my way. I mean ... it's not as maybe I'm not that fluent when speaking in English. I mean as compared to Mandarin.
R	Oh. Okay. Your mother tongue. I see. So can I understand it as that so you are not that prepared well, and then you are not that confident about what say, or about your speaking of English?
R238	Again? Sorry?
R	I mean so because you mentioned like the sequence of the words or... so can I understand it as when you are not that prepared, and then so you are not that confident about your English? Or speaking English?
R238	Hmm...I think just speaking English. Because when I'm especially when I'm nervous, en all my thoughts are will go blank, and I will I will forget what I need to say about.
R	I see. Is it just the felling that when you stand there you feel nervous, or is because that you

<sup>5</sup> R: Researcher

	know you are not prepared, and then maybe your teacher wants to assess you, or others like the other students are all looking at you, and then if you don't perform well, and you know you are not prepared, and then they will give you like negative evaluation, like "ah! How come you are doing this in front of us"?
R238	Hmm. Well. I don't I don't really know. Maybe because I am afraid of crowd? Speaking in front of people, but I'm slowly getting used to it as I'm growing to the second year. Yeah. I think I feel better but I still have that feeling.
R	Still have the feeling? I see. You go to the stage and then you feel speech anxiety. I see. Okay. So did you feel this anxious before in your previous like you were in your high school and you also had your English classes? Did you also feel in the same way?
R238	Yeah. I felt the same way, en yeah especially same as I mean spontaneous speech as well. even prepared also I feel the same way.
R	Is there anyway you used once that you didn't feel that anxious? And how did you cope with the anxious feeling? Have you even yeah like you feel nervous in front, and then when you are going to give the speech, but you thought of a way that helped you with this feeling?
R238	Well. I I think I always hmm... what I do is always look at the back of the room, instead of looking at people. And then I when I'm nervous I tend to touch my neck. Here Yeah. And because I feel cold... I think because I feel cold so I grasp my neck.
R	Yeah. Keeps it warm. Okay. The second part, because in the questionnaire you said that you know Chinese, BM, English, and Japanese.
R238	Yeah. Just a little Japanese.
R	Yeah. So now, I'm considering you as a learner who knows about three four languages. Do you feel any difference before you this many languages rather than the time that only knew like one or two languages? Just... do you feel any difference?
R238	Yeah. I definitely feel it after I learn Japanese. Because hmm I think we Malaysians are sort of like must learn at least two languages for for for me. That time, I did feel any difference. But as I grow up and I I pick up Japanese languages, I think I learnt the similarity between Japanese and Mandarin, and then the as I go to this faculty the programme, I learn more about the structures. I learn more what different kinds of orders. Yeah. And such as er Japanese, they have many grammatical features that does not exist in other languages. Because Japanese have particles have umm as in the verb, they have conjugation, but and adjective also have conjugation. So it's I learn many new things.
R	It's great. After you know the first 3 languages, it helps you to be aware of like the sentence structure or the grammar?
R238	Hmm. Hmm. Yeah. I think I see grammar more broadly.
R	The other one is that because I'm doing on English language learning. So do you think that hmm your English learning is influenced either by the languages you learned before English or the language you learned after English?
R238	You mean to improve?
R	Yeah. To help you either like to help you learn your English better or just to hinder you to like...
R238	I think hmm that it helps and hinders as well for before, I mean the language before. As in it



	helps because er... Of course they are some similarities between English and er Mandarin as for the basic sentence structure, like Subject, verb and object, in that sense I think, but for hindering, hmm I think it must be the grammatical, the verb conjugation, the past tense which doesn't exist in Mandarin, I think that's the one must hindering. But for...hmm the languages I have learnt after English, I think mostly it helps. Because I learn more about the grammatical features of the... Let's say I learn Japanese then I can... as I said before I know more about I mean I see grammar more broadly so I can accept hmm accept the uniqueness of the languages. Like English, the uniqueness is maybe its past tense, or maybe some... it's hard to explain but you just have to learn it and sort of like memorise it.
R	Okay. The last one. The last one is that do you think that because you just said that so your learning of English is also helped by your learning of other languages either is the earlier ones or later ones, so do you think that these learning experiences of learning other languages can help you to lower your English anxiety when you are in the English classroom?
R238	You mean learning other languages can lower my English anxiety?
R	Yes. Like directly its like mm because hmm BM is similar, because the words are similar with English, and you learn them both, so your English proficiency is higher because you know two languages, you are self-confident, I mean you are more confident, and then you know the two languages, you improve them together. Your proficiency level is higher, and then it also cause you to I mean help you to raise level of self-confidence. So because you are confident, so when you are in the English class, and then you feel like because I'm confident, so I don't need to feel that anxious. Because you know, "I'm good".
R238	So can I rephrase it as because I know let's say BM, I'm confident with BM. Therefore, I'm confident with English?
R	If it is the case, or not really actually?
R238	Hmm... not really. Because even even though I am I am relatively good in BM but not necessary when speaking in English I think, especially when you talk in front.
R	By feeling I mean by learning many languages, do you think that it will help you to feel more confident, or it helps you to have like like you just said that now you tend to pick the grammar of each of the language. It helps you to grow like certain skills, which only fit for yourself. You have those skills and when you learn languages, it's easier for you?
R238	Yeah. I think learning a new language will become easier but in terms of speaking, because we don't have maybe we don't have the access, hmm like before I enter university, I have really few chances to speak English. So yeah, and even if I learn Japanese now. Err I don't think I have anyone to speak to (speaking). Because I only learnt Japanese myself during high school time. My interest caught me. I took the selective course last semester and I learned more, but we only practice in the class during the test but not now (laughing).
R	So you need more practice and then you will be better. Okay. Thank you very much!
R	First of all, thank you very much for coming. In the questionnaire the last question, you said that when you prepare for the speech and then you feel anxious in the questionnaire, so can I ask about some details about your feeling anxious in the English class?
R90	Yeah. Details like?
R	Like body reaction.

R90	Physically?
R	Yeah. Like trembling, or just go blank...
R90	Yeah. I hmm firstly my stomach will feel a little bit upset, most of the time. And well Sweaty palms. The most common one, sweaty palms. Yeah, and sometimes my mind goes blank. Yeah. Pretty much like this.
R	I see. Okay. Do you think that when you feel anxious then it will influence your performance?
R90	Absolutely.
R	So performance during the speech.
R90	Yeah.
R	Do you think it eventually will affect your learning as well? Like your learning of English, or just influence the speaking part.
R90	Hmm. My so during during speaking or giving a speech, and at that time I will feel anxious and I don't think at that moment I will learn anything that much. So even through every time every moment, we are learning something, but feeling anxious at that particular time doesn't mean I don't learn I cannot learn anything.
R	But it will influence?
R90	So... Yeah. Like this.
R	I see okay. So except that the time you were supposed to give a speech without any preparation, is there any other situations that you also feel anxious? For example you are discussing with your classmates as a group or like when the teacher asks you a question?
R90	So hmm... for me, I I think... well. Personally, I feel anxious when I have to talk in front of the people I don't know. Like between classmates, of course we will feel comfortable, but If you are familiar with your lecturer, your teacher. When he or she asks you something, then of course you will feel nothing except hmm maybe just another friend is asking you something. Like if a stranger is asking you, or the stranger is something, which has hmm maybe important to you, or very high rank. I don't know how to say it. Of course, you will feel a little bit anxious. Yeah.
R	So out of this, like for example, when you are afraid of speaking, like giving a speech. Is it because that when you are standing there, you are not confident because you haven't prepared well, or it's because that actually the lecturer is sitting there assessing you, like you give a you don't give a good speech, and then she will give you a low mark, or it's because that you don't prepare well, and then you stand there you feel anxious and you will make mistakes, and then the classmates will laugh at you or just give you negative feedback?
R90	So are you saying that my anxious is ...
R	The reason behind it.
R90	The reason behind my anxious because of these...
R	I don't know. I am just giving examples.
R90	I think well commonly, hmm we we dislike anxious right? We try not to feel anxious. And I believe since we human being dislike the feeling of being anxious, then of course we will try to avoid it by doing something such as preparing ahead, or or maybe like rehearse in our sub-conscious. Then yeah. But there are still something that we couldn't do. That is hmm the

	<p>exact feeling when we are giving speech so that anxious that feeling of anxious during that exact moment, we pretty much couldn't do anything about it, and we couldn't even make up a like a mock speech, giving speech. Yeah. Then so... the reason behind for me to feel anxious is because we haven't even experienced it yet. Yeah. Experience. The like... so I have to give a speech. I can rehearse it. I can prepare it, but I cannot do the same thing exactly. Like giving the same people, the same setting, the same assessment. Because we are anxious because we couldn't do it for twice. Like... Even if you do it twice, it couldn't be the same, so we are anxious of maybe disappointing others. Yeah.</p>
R	<p>So you are actually worried about the result? Can I understand it like that?</p>
R90	<p>Pretty much because hmm hmm because we believe we can do better. And we we know we couldn't do it for twice. So yeah. Like just like only one goal.</p>
R	<p>I see. Hmm. High expectation. Maybe. Okay. The second part, so in the questionnaire you said that you know Chinese, BM and English, so you are a trilingual user, so do you feel any difference for yourself that before you have learned 3 languages? Do you feel any difference between hmm being a trilingual and a bilingual or a monolingual?</p>
R90	<p>Hmm. Difference between me and the others?</p>
R	<p>Firstly yourself.</p>
R90	<p>Between. Oh. I think will be pretty much difference if I learn only one language between my the one language of me and the two languages of me. Like when I'm ... if... of course if I'm using learning one language, if I use only one language, of course I will ... maybe master a little bit further down of that particular language, so if I learn two or more languages, of course I will spend more time learning the other language, so eventually my the proficiency of that particular language will be decreased slightly. Performance is not bad as it should be.</p>
R	<p>I see. Okay. Does it mean that actually it negatively affect you? Because you say that firstly you have your first language, right? So if you only learn this language, and then it will bring you to a higher proficiency level, but after you learn the two. I mean the second one, because you don't have enough time for both of them so the second one is getting better but the first one is maybe being hindered.</p>
R90	<p>Yeah. Hmm. maybe this is just an excuse for myself. Or... Yeah. I... how to say? This is the bad part. Of course, there are good part. I can communicate well and use between languages cos umm giving speech or communicate is the using of language, so transforming information in between. So umm, if I master more and more languages, of course there my I believe communication will be achieve or we can approach the ideal communication level near... yeah.</p>
R	<p>Closer. I see. So, do you feel any difference, if you have any friend who can only use one language, or any other friends who can use two languages? Do you feel any difference between you and those type of friends?</p>
R90	<p>Hmm. Well. So far, I can think of is like if he or she knows one language, such as English, so of course he or she can still umm... What I'm gonna talk is like friendship wise, net between people networking. Yeah, so if he or she knows more languages, of course he can make friends with others... easier.</p>
R	<p>A good point. Okay. So this one. So do you think the learning for example, learning English</p>

	helps you with your learning of BM or your learning of BM in return influences your learning of English.
R90	You mean does it help me?
R	Does it help or does it hinder you?
R90	Hmm. I think more or less it helps. Hmm because yeah such as there are lot of vocabulary that derived of English. Yeah. So if I understand the particular word and sometimes sometimes between that particular between for BM and English they are the same so I can understand the other language the particular word.
R	So it helps to some extent.
R90	Yeah. To some extent.
R	Last one. So the last one is about, just now as you mentioned that so learning one language to some extent helps learning with other languages in terms of vocabulary. So, do you think that this kind of vocabulary similarity can help the person to um like to be more confident, can have more skills of learning, or just increase their vocabulary? Can help them to feel better when they are learning English in the class?
R90	Hmm. Do you mean that I understand the vocabulary of BM, and then in return I will performs better in the English.
R	Yeah. Indirectly or directly.
R90	Indirectly?
R	Indirectly means that for example that I know three languages, and then when I learn the fourth one, for example I learn German, and because I have learned all the three languages, so I know already three languages. So, I feel very confident because I already know three languages. When I know when I start to learn a new one, I don't feel anxious because I already know... and then I already feel confident about myself. Because I can do it. It's like this. Self-confidence, and there is another type of person is that when they are learning each language, and then when they learn each of the language, they pick up the skills. Like there are some similarities between languages, differences between languages, so when they approach the new language, and then they tend to be more observant than the other people who are like just monolingual or bilingual, so they have more skills of learning languages, so when they learn new one, it actually helps, so they don't feel that anxious. This is indirect, but there are also people think that there is no relation between the languages...
R90	So I think it should be indirect (affected). There must be there must be because when we learn language, we will we will try to approach their their method of learning that language, the method of your own way like knowing how to pronounce it how to remember it, yeah. How to make yourself, how to... how to how to remember it. I don't know how to... like between my dialect Hokkein and Japanese; there are lots of similarities between them. So if I sometimes I wonder that if I don't know about Hokkein, and it will be much difficult for me to learn Japanese. Yeah. I don't know Japanese much but I looked through their language book for maybe some times maybe several years ago. Just vocabulary and pronunciation.
R	First of all, thank you very much for participating in my interview. Otherwise, I couldn't progress you know as I am expected to do. So, the questionnaire you said that when you are doing your impromptu speech, and then you feel anxious. So, does your body react when you are anxious, like you are shivering or... any reactions like this?

R38	Not so much for body language. Not affected so much.
R	But how about the other reactions?
R38	Emm. Maybe my hand will shack, something like this. Um, but other than that, body language should be okay. Just when I speak maybe I will miss out uh something, important points, or miss out like conclusion, something like that, but overall, it's still okay.
R	Oh. That's great. Second is that: so when you are anxious, do you think that it will influence your performance?
R38	Sure. Sure.
R	Like in which ways? Except that you like miss some points.
R38	Yeah. Miss some points, and also maybe the the usage of the language, like the sentence, er maybe the grammar also, but just a little bit la. Um not so much.
R	So it doesn't influence your performance that much.
R38	Yeah. Yeah.
R	I see. May I know why you feel anxious when you are doing the speech?
R38	Because er for English, it's not the language that I use er daily like Chinese. Actually for Malay also I I will feel anxious when I use. For me, my English is better than my Malay, but of course when I use daily like Chinese there will be... I used to it. I will not fell anxious, but for English, er for now is okay than before. Before that, not really prepared for presentation, or speaking, I will feel more anxious, but now improved already. I think preparation is very important. If you prepare well, then your anxious will be um reduced. If you not prepared, maybe you feel more anxious because you don't know what to say.
R	Then if you don't know what to say, is it because that you don't know what you want to say, so you don't feel confident about yourself or is it because that there is a teacher assessing you or it is just...?
R38	Ya. I think teacher is also one of the point also to make me feel anxious. If when I speak, the teacher's like their face or their feedback is not that good. Then I will I might think that I'm wrong. Then I will feel more anxious. If the teacher like giving a good respond, like like that thing "hmm. The thing is good." That agree with your point, then I will feel like less anxious because I think that what I'm saying is ah can convince them, is correct at least. So maybe this will affect my my feeling when I speaking.
R	Before you are doing the speech, do you also um get worried of the your classmates' feedback? Like if you don't do well, and then they will say something negatively about your...?
R38	For this, not really. Not really worried about the respond of the classmate. But just the teacher. Ah yeah. Because teacher is the one who gives you marks, who evaluate. Maybe I think also maybe my mistake, my classmate didn't realize, but the teacher will know. Because they are they know more than you. They are professional in English. Because they are English teacher, so for us, who speak English we we like err whatever our mistake, the teacher will know. So maybe our marks will be deduct from there when we're doing the mistake. Yeah.
R	So that's the main point? I mean that's the main reason?
R38	Main reason to make me anxious you mean?
R	Yeah.

R38	I think this is not the main one but the major one.
R	So what do you think is the main one then?
R38	Umm maybe about the topic for speaking. Maybe you speak about that topic is not you are not familiar. So makes you anxious. You don't know what to say. Err what is the point. You not familiar then you will feel very anxious.
R	You're worried about your own performance?
R38	Yeah. Yeah. Because you think that what you are saying is not able to convince other, maybe totally related to the topic you are saying. So this is the main thing will affect the performance.
R	Can I understand it as like you have high self-expectation?
R38	You mean expectation?
R	Yeah.
R38	Yeah. Yeah. This also.
R	So the second part is about umm... in the questionnaire you also said that you now you can master 3 languages, Chinese, BM, and English, so do you feel any difference, firstly about yourself, so before you didn't learn like 3 languages, so first you learned Chinese, and then the other two, so do you feel any difference like you now you know 3 languages and the you that only knew one or two languages? Do you feel any difference of yourself?
R38	You mean if I only master two languages rather than three?
R	I mean before you only knew one or two but now you know three.
R38	I'm not sure what's the outcome. Because the first language I know is Chinese, only after that I studied Malay and English. So if the first language I study is English, will be totally different. I mean that if the first language I study is English, then I will feel anxious when I'm speaking Chinese. You know what I mean. But since the first language I studied is Chinese, so now when I feel anxious is of course when I speak other than Chinese, like English and Malay. But because in university, Malay not used so so frequent, informally use Malay. But for English, like we have English course and all of the presentations in English, so we have to use it very formal. We have to minimize our mistake when we use English. This is our problem. We try to minimize, but normally the problem will be maximize. Because we are feeling anxious and also our basic is not that good as Chinese. Chinese for me basic very good, no problem. Because we use it daily. And when I am in primary school, we use Chinese as our main language to study all the subject, except English and Malay, in math and science also in Chinese. But after that, move to secondary school, I studied in Malay school. Then Malay will improve a bit but English is still the same. But after go to university, and three new level, our English will improve, but Malay become weaker. Because Malay is not used, frequent. So quite weak in Malay also. But now I think my English is better than Malay. So depends, but for for the person who use 3 language, compared to other person, maybe they are their language master is just one language. For like other people, they only master they only know 2 language maybe they can performance better in both two language, but for us, er the the level will be like... how to say? Very strong in first language, but then the two other language intermediate. Not that strong. Need to improve.
R	I see. So need more practice.
R38	Yeah. Yeah. Maybe in our daily life, we need to speak more and not only speak Chinese,

	and try to speak more in English, but now also when we speak English, it's more on the spoken one with friends. Because it's informal then we will use all the you know the er the mixed one. Sometimes we use English also we mix with Malay mix with Chinese. This is Malaysian culture I think.
R	yeah. The multilingual nation.
R38	Yeah. Yeah.
R	Another question is about this: so it's about the learning of these three languages. Do you think that umm when you learn one language, for example when you learn English, this learning experience is influenced by other languages. Like when you learn English, this learning is influenced by your learning of Malay or Chinese.
R38	I think that it's different. Not influenced. Because English compared to Malay and Chinese is totally different in terms of grammar, pronunciation, and writing also different, so it's a different thing to learn English.
R	I see.
R38	For me, learning different language use different method I think.
R	Oh. You have your own different method.
R38	No la. Just umm normal only la. No to say method la, but is different culture.
R	So after you learned already three languages. Right? Do you think that learn a new language, which is new to you, do you think that... umm. This learning new language will be influenced by your experience which you have already got when you were learning the three languages?
R38	Maybe it's easier.
R	Why? Can you tell me why?
R38	Because like for that new language, for the pronunciation, we can link it with the others language. Like one of the terms we can link: oh, this is similar to the Chinese word or of what. Then this term is similar to the Malay's word of what. I mean the pronunciation. Because Malay you got so many words. Chinese also got so many words with different pronunciation. So when you go to the new new language, you may you may think that oh this is the new language similar to other language we may learn it before. So maybe this is the advantage when us learn new language. If, if you only learn English, when you learn others language, you can only link to English language, the pronunciation. But for for us like we know 3 language, and also the Chinese dialect, it's easier for us because we will think that oh I can remember the Chinese words for this term. Because there is similar pronunciation. I think this is one of the advantage for us to learn new language.
R	So it just influence. I mean the learning of third... the learning experiences you have already got influences the learning of a new language or maybe in return it influences your learning like your continuous learning of English? Do you think it's possible?
R38	You mean the the language I know?
R	Hmm. Like you already learned Chinese, you already know Chinese, BM, and English. Right? But now you are still learning English, right? So when you still learning English, and then maybe when you are learning of your English, you tend to use like the verb link between the languages, like BM, the verb which are...
R38	Maybe I just use the meaning. Um. Maybe I can remember the English words based on the meaning of Chinese. But not like, just I said pronunciation. Because Chinese and Malay, their pronunciation is different with English. So we just can understand English word in

	Chinese meaning. This is what we can link within all these languages.
R	I see. So by using the Chinese meaning, I mean the translation, you can memorise the English word.
R38	Hmm. Help to memorise. Help, but not really la, but help. At least better.
R	Do you think that if a person can speak three or even more languages, they are more confident, self-confident than the people who only know like one language or two languages like me?
R38	Not necessarily for me. Because even though you can use 8 languages, you are not master everything. You maybe you know French, you know Germany. but you just know the basic, or harshly, but maybe for others people, they only know two languages, but they are very master in the two languages. Then they will feel very confident when they speak that two languages of course two languages. But if like you know eight languages, but if you only can say like two to three terms about that language, I think that cannot help too much for your self-confidence. Maybe you travel to oversea. It might help, but not that much because you know only very little bit of the language. Unless, you master it everything. You can speak very fluent, and you can understand people say. Then it will be different case. Because eight languages is not not that easy for for us to master. Unless they study it they do it all like survey something like that la.
R	Okay. Last one. So that last one is about skills that people get. For example, a person only knows one language or two languages, but the other person knows three languages. Do you think that their learning skills, learning skills of languages when they learn languages, they tend to use some skills right? Methods of their own. Do you think that the people who can speak three languages have more skills of learning languages?
R38	I'm not sure. Depend their learning method. Maybe different people have different way of learning new language. For me, for me, I gave you the example that I use pronunciation to link with other languages. But some of the people they they are not using method like this, they are using other methods. So this will affect your method of learning new language.
R	That is all. Thank you very much!

R	Firstly, thank you very much for your participation in my survey. So in the questionnaire, you said that when you are doing the spontaneous speech, when you are not prepared so you will feel anxious. So may I know how does your body react, like hand shaking?
R99	Yeah. I can feel my heart beating very fast. It beats very fast and then I will sweat easily, especially in my hands.
R	Any other reaction linked to your performance?
R99	Yeah? Pardon?
R	Yeah. Any other reactions like when you feel anxious you tend to forget what you want to say?
R99	Oh. Yeah. That's most of the time. I do like that. I just pause half way. "Okay. Sorry!" and then I continue.
R	I see. Umm. Any other influences of your performance.
R99	No. I think that only. I pause in my halfway speech, and I'll continue.
R	I see. Good. So it doesn't influence you that much.
R99	Yeah.
R	Do you think that you feel anxious in English class will eventually influence your



	achievement in the English language?
R99	Yes. Because if I feel anxious I tend to forget what I want to say, it definitely affects my marks of course.
R	I see. In that way. When you felt anxious. After you did the speech, you went back to your seat. After that, will you still feel like influenced. Because you think “oh. I didn’t do well. I’m...”
R99	Yeah. I tend to feel like that, but just for a few minutes, and then I will got relaxed. Oh I finally finished already.
R	That’s good. What do you think that are the causes, what are the... I mean what are the reasons that you feel anxious.
R99	Reasons... because I’m not prepared earlier, because if the lecturer asks suddenly so will get panic easily, so we must jot down points faster and tend to think faster. So, if we are well prepared, we will not feel anxious like that.
R	So the topic the lecturer give sometimes were things you knew, sometime they were the things didn’t know before?
R99	No. Most probably, they give the well-known topic only umm based on what we learned. So I guess that won’t be a problem.
R	Do you feel anxious if you are not familiar with the topic?
R99	Yeah. Sure. How I’m going to do it? So...
R	So are you worried about the lecturer’s assessment or it is because there are many sitting in front of you so you feel...?
R99	No. No. No. I don’t get a stage afraid. I am just scared of the lecturer’s assessment. I don’t know what she is going to give me so I tend to think “oh, my god! What she is going to give me? Hope I can do it well.”
R	I see. Just the assessment. Okay. Next part. Next part is about your feeling about, firstly yourself, because in the questionnaire you said that you know three languages, so now you are multilingual. Do you feel any difference of yourself when now you know three languages, but before you only knew maybe only one or two languages? Do you feel any difference between the you now and the you before?
R99	Yeah. I feel very proud of me because some of them are not multi-languages, so I think especially my way, because we can communicate with other communities or all other friends. Hmmm so it help me a lot actually.
R	So it makes you feel confident.
R99	Yeah. Yeah.
R	Do you think you can also get skills because you already know three languages, so if when you learn another new language, do you think it’s easier for you, people who already know three than the people who maybe know only one or two languages? Do you think that’s possible?
R99	Yeah. It’s possible. Because I I plan to go to Chinese classes in holidays, got summer break right? So, I plan to go to Chinese classes. I want to learn Chinese, one more languages.
R	Oh. So what do you think are the benefits of you I mean...
R99	I think in job I can they can easily take me because I’m Multilanguage. So in socialize also I can communicate well I think with other race friends.
R	So do you think that these learning of three languages helps you to build umm like a certain

	method methods which suit you. And when you learn a new language, and it becomes easier because you tend to find like patterns or ways to learn...?
R99	Yeah. Yeah. Yeah. I benefit a lot. Because English, Malay and the grammar of both of the languages are quite the same. So it's very related and helped me a lot actually.
R	So if you learn a new one, it...
R99	Yeah. Surely, help me.
R	Like in terms of?
R99	I can jot down the meanings in other languages.
R	I see. How about the pronunciation? Will you also use the languages of others?
R99	Yeah. Yeah. My studies also. It helps me a lot.
R	Okay. Last but one is do you think your learning of English is influenced by your learning of the other languages?
R99	Pardon. I don't understand the question.
R	Like you learn English right, as your second language. and then you learn Malay, and then you learn Malay. There are similarities. In return, when you were learning English after you learned Malay, you find that you tend to link the two and it actually helps you with your learning of English like that.
R99	Yeah. Because if I don't know that words in English, then I can jot down the meanings in Malays, so it can help me to understand more. Yeah. The words more. The sentences are also like that. I tend to write Malay, the language I understand more.
R	Last one. Because as you said that you become confident after you know that yourself you know three languages, and then you are good at the languages. So do you think the self-confidence can help you to conquer I mean to help you with your anxious feeling in English class?
R99	Yeah. I think, but sometimes the feelings keep coming. It's nature, right?
R	Yeah. These are the things cannot be changed. Can I ask you one more question?
R99	Yeah. Yeah. Can sure.
R	Do you think that a person feels confident, on the condition that he or she can speak three or more languages but the proficiency level of these languages also matter or it doesn't?
R99	I think I think it doesn't matter. What we want them to do is to speak out confidently. So I think that can learn about proficiently later or one by one. The most thing is they are confident to speak even if it is wrong.
R	Thank you very much! Very positive attitude. Very good.

R	Firstly, thank you very much for participating my interview. So we will talk about the first part. In the questionnaire, you said that you will feel anxious if you are not ready but you have to go to do a presentation, or you have to speak in front of the class. So may I know how does your body react to this anxious feeling?
R35	Ah yeah My body... I tend to speak English in front of my friends and my body my body reactions always like hmmm I make a face. First my face will different. Okay, and about that, I will read... face nervous. My face is nervous.
R	Face nervous? It can tell...people can tell that you are nervous through your facial expression.
R35	Yes. But instead of that, I will try to hind it, hindng it when I'm nervous.

R	Does it... does this feeling anxious feeling also influence your performance?
R35	Yeah. It's a little bit make umm my expression. When when I make performance in front of my friends and in front of my teacher, so it will make err difficult to me to make a performance. Because I'm not a good in speaking English.
R	I see. If you feel anxious, do you make mistakes because you are anxious?
R35	Yeah. Everybody make a mistake. So include me, include me. hmm sometimes I will mistake because I'm not ready to speak in front of them.
R	I see. Imagine that you are just speaking to normal friends, so do you make the same mistakes, amount of mistakes, or when you feel anxious, you make more mistakes?
R35	Yes. Make more than friend. Not more... friends. I will speak just in basic basic language.
R	But in the presentation?
R35	Yes. I will make nervous. Because I have to make my friends to understand what I talk about in the presentation.
R	Do you...will you forget things when you get nervous?
R35	Yes. Many thing I will forget when I'm nervous. Okay. For example, when I'm speaking about a title, like "what's the meaning of <i>dava</i> ?" In Muslim, in Islam, we have to give "what's the meaning of <i>dava</i> " to other people. Also sometimes I will forget err basic yeah sometime does like forget... I will sometimes forget what I...
R	I see. So what do you think are the reasons that caused you to feel anxious?
R35	Reasons I get anxious because I'm not ready. I'm not ready to speaking. I don't have any exercise or just to speak.
R	Is it because you are not that confident when you stand there or about what you say?
R35	Confidence... hmmm when I'm in front of many people, my confidence will drop.
R	Or can it be that because the lecturer is assessing you, like giving a mark based on your performance, so it will also make you nervous?
R35	Uh. Yes. Sometimes.
R	Are you also worried about your classmates' feedback?
R35	Yes. I'm also worried about that. Because when a person speaking in front of their friends, many things come to my mind, so include my friends evaluation, friends' feedbacks from them. I'll so nervous. I will think about it.
R	I see. Okay. Next one, so in the questionnaire you also mentioned that you know 3 languages. Do you think that do you feel any difference of you now that you can speak three languages but before you could only speak one or two? Do you feel any difference of yourself?
R35	Yeah. Hmm. When I learned about three languages. I felt very different. Because one language I will just know about that language. But when I learn 3 language, I will also know how to speak English, how to speak Arabic. Sometimes, I also learn how to speak Chinese. Uh. Yes. Also learning Chinese.
R	Great, so it's positive feeling. What kind of positive feeling?
R35	Yes. The importance is when I'm with my family sometimes they will ask me about the Chinese language, Arabic language. English I think they are worried about that. Because my family umm influenced in English.
R	So when you talk about these languages you have learned, you feel good about yourself?
R35	Oh. Yes.

R	So you feel proud, kind of proud of yourself?
R35	Yeah. Because in this in this language, it will help me to understand what the other people talking. It's easy to me.
R	The next one is that: do you think your learning of one language can be influenced by your learning of another language?
R35	Um. Yes. I think. I think when I am studying in many language, I will know more than language. It's not just language, one language for me. One person has to at least two language, at least two or three language that they umm they have to learn, so they can make communication. The other language just now for ourselves but also it can help us to communicate good as others.
R	When you were learning English in the English class, do you think that sometimes you are you were learning English, you also thought about Malay or Arabic like the link between the languages, like English and...?
R35	In in English class, in front of the teacher, I will speak English, but behind my teacher I will speak Malay to my friends. But lower voice because I don't want my teacher know about that.
R	So if for example your teacher is teaching you like certain words, words like "students" for example, so when the teacher is teaching you this word in English, you thought about you thought about the Malay word "student" and you link them? Oh it's different. Oh it's similar. Do you have this kind of feeling?
R35	Uh. Yes. Sometimes in English, we have very kind what's mean... similar. Yes. In English class in English class, when teacher talk about something new, news that we don't hear before, so the teacher is also told us, so find the meaning in our language.
R	Good. So another one is about that: do you think if a person can speak three languages like you feel more confident than people who can only speak one or two languages like me?
R	No. Because people have their personality. But if I have three language, if I don't have confidence to speak. I will not feel good about that.
R35	Let's say that if your English is very good. Your Malay and Arabic are also very good. Will you feel confident?
R	Yes. I will feel confident to speak. In Arabic language.
R35	So so you mean that when a person are is good at the languages, and then they will be confident?
R	Uh. Yes.
R35	So that number of languages doesn't matter that much?
R	Yes. I think when the person very... very very good to speak in others language. I think it makes the people confident so in themself.
R35	Yeah. That's right. Okay. Last one, last one is about skills. Because for example, you have been learning the three languages, right? So you may know it or you may not know it, but you tend to have your own skills of learning the languages? Because like for example, you tend to find the similarities between the languages, you try to use one language to learn another one. So these are the skills of yourself. Your own skills. Your own methods. Ways to learn. Do you also have your own skills of learning?
R	Uh. Yes. I have my skills, but sometimes my skills always change. I don't know how to speak about my skills.
R35	It's okay. Do you think that if you can speak three languages, you have more skills than the

	people like me who only learned two languages?
R	I think yes. We have learned many languages, three languages like me learned. Many skills. Skills will show when in presentation.
R35	You mean the skills to learn or skills to use the language?
R	Make skills to use. How to read in front of teacher, in front of students. Although at the same time, I will nervous.
R35	So are you skills about grammar, vocabulary
R	Grammar, vocabulary. I am not very good at that. I try my best.
R35	Speaking, listening, reading, writing. Which one do you think you have more skills about?
R	I think it's...when my teacher ask me about the question, I will give the evaluation always hmm. I want to change that. Sometimes the questions from my teacher, I cannot understand that.
R35	If you cannot understand, will you feel nervous or anxious?
R	Uh. Yes. I feel nervous.
R35	Better ask him. Okay. That is all. Thank you very much!

R163	<p>My name is XXX. Okay. First, I will talk about body reaction. Okay. For the first, hmm like when I'm in high school, I have that like shaking or something like that when I'm speaking in front of all or doing presentation. But then when when the time gradual, and I do a lot of practice and everything. It's become less and less, because I'm used to crowd and I also because I participate in a lot of competition, and then it helps me a lot, especially in English because I also have to perform in English. I have to sing English song. So it it's help. Okay. And influence to performance, umm at first like... the first thing, I don't think much about my my English grammar, and or sentence or structure, anything. Because for me, my mother tongue is Malay, I am not really a pure English man, so even though even I'm a Malay, I don't use correct grammar for my language, so English is not my language, so I don't care about that grammar thing. Cos this makes me more confident. Cos I am not a English person, so I'm not a English man, so if I make mistake, it's okay. Yeah. It's natural. It's not it's my second language, and then influence to achievement. Right now, my achievement, for example, I'm very proud of myself because I got MUET band four. And then I got like people who... I'm from east coast, Terengganu. Okay. And then people say Terengganu people is quite not... very very bad in English and everything but but I prove it wrong. I prove it like people, the state, or your the ethnicity or anything doesn't influence you to be good or in English or in anything. It's depend on yourself, and for me, language is a thing that you have to practice. If for example, you don't talk English for the whole year, but suddenly on the test, you want to speak fluent. It's impossible because you don't practice, right? And then for the reason why I I'm try to have I have anxiety, first I feel because I'm scared...like I already prepared my points, I'm I'm I'm my like I'm scared because I I will forgot things I I want to talk about, or or I don't care about others' correction, but I I I don't trust myself. I don't trust my... Maybe I'm I'm I'm too nervous and then I will just blur talk nonsense. Yes. Things like that. Not about others' evaluation. Not like that not about others' evaluation. Because for me, hmm what I talk, what I do is myself. If you want to laugh or anything, it's just okay. Yes.</p>
R	Sorry. Sorry to interrupt. So when you stand there, is it because you have stage anxiety or no?

R163	At first, before this I have hmm crowd stage anxiety or afraid to be in front of crowd at first. Because I'm participating in dancing, in singing, so it's less by time. And now like if for now in the university stage, I'm nervous is because I know everybody in UM is very best among the best in Malaysia, so that's why first I'm nervous about. In front to speech also, because I'm I'm I'm I'm I have...urr like "hmmm" "ahh", so that's why I'm afraid it will disturb the speech and everything.
R	Are you worried of the lecturer's assessment?
R163	No. Not at all. I don't think about that. I just think about that in the presentation I do my best. When it's done. It's done. Like this. Okay.
R	So actually you were only worried about yourself, how you do in the presentation.
R163	Yes. Yes. Okay. And then three language...
R	Sorry. Do you feel any difference?
R163	At first no, but then when I know that actually learning German helps me in learning English. Because to to to learn German, you have to be you have to communicate in English, so it's help. And then a lot of words originating from German. Yes. In novels and everything nowadays there's a lot of German words in it. And then hmm do I feel difference? At first no. And then when I come here, then I can take an example, to students' major in German so I can talk with them. I can practice with them. People "wow!" like that, "you can speak German." Then yes. It's it's give me like impression to learn more, to deep my knowledge in German.
R	Is it because that now you know that you can speak three languages or is it because that you can speak these languages basically well, so you feel good? Is it because of the number of the languages you can speak or is it because of the proficiency level now you can...?
R163	Number. Number. Because now I'm good in German. Because I'm very poor. I just I just because I'm also proud because of the German pronunciation is very hard. And then I can pronounce it well. That's why. And I learned that German is one of the hardest languages in Europe. And then once you master German, you can easily master Dutch, and after that... because in the concept in German umm masculine feminine thing. So and then it will be easier for me to learn Italian, or err Spanish. Like because they have the same concept, masculine, feminine... yes. The gender.
R	Okay. Last one, as you said that your learning of English can also be influenced by your learning of German. So do you think that your learning of the three languages... because actually you are still improving your Malay. So do you think that this learning your learning of these three languages can help you to conquer or help you to decrease your English anxiety in the class?
R163	Yes. I think. Because hmm for for example like I said, if you want to learn another language, like German, mostly you need to learn English, it's like it's not only help you to learn a new language, but also to strengthen your new vocabs your new word. The err in English. And then, in for example, in German, I find that err sometimes the the structure in German have similarity in English, so it's because in Malay and western language, the structure is different. So so it's help. And I'm I'm I plan to err try to learn more language because uhh my major is IR, international relation. So that's why I want to know as much as language I know because ur for example my dream come... I want to work abroad, so if I know more language, so it will it helps you to communicate with others also. And it's also giving a living in this university UM, we have like many course selective. I like to take an German

	class.
R	Last one, do you think that people have already learned three languages have more learning skills than the people who only learn one or two languages, in your opinion?
R163	Yeah. Yes. Yes, I agree with that. Because when I in German Germany. My my housemother said to me actually a fact study in German, someone doesn't learn language correctly with a correct grammar from young. Because for example our language talking at home the formal one is different one. Right? For example, in German, they have Turkish. To some Turkish, they don't learn from a language, so it's difficult for them, they don't have this basic net of language to master any language. Because they don't born with the net the the grammar from young. So it's it's once you are born with you are learning a grammar from young. Actually, it helps you to learn any language. Because you have the structure in the study. Yeah. For example, if you don't talk correct language, you cannot talk any language. Yes.
R	Okay. Do you think that the amount of languages you learned can help you with the skills? Like because you know different languages, you tend to find the similarities or differences between the languages in terms of different things, so you tend to pick up more skills than the people who may only know one language?
R163	Yeah. Yeah. I agree. Actually, language is about confidence. It's about try and error. Just talk like that. So actually when you master one language, then you're confident with it then you cannot only improve your language but also improve yourself.
R	Okay. Thank you very much!