

# The Causes of Fear of Foreign Language Learning & Ways to Increase Students' Motivation

- Experience, Association & collaboration help in continuous professional development

 Present by Heng Ee How  
Tunku Abdul Rahman University of  
Management and Technology



# Introduction

Majoring in English language and Japanese language, Heng taught at Universiti Utara Malaysia (UUM) from 2014 to 2017. Currently, she is a lecturer at Tunku Abdul Rahman University of Management and Technology (TAR UMT) and serves as the Head of the Centre of Agriculture and Entrepreneurship Research (from March 2024). Her dedication to student training has led to remarkable achievements, including a champion in the regional Japanese Language Speech Contest, 3rd prize in the inter-university Japanese Language Speech Contest, and a special jury prize in the Japanese Language Speech Contest. She was also appointed as the UUM course leader and received the Excellent Service Award (2016). At TAR UMT, she holds various positions in events, such as Co-chair of the Inaugural TAR UMT Research Symposium 2023 and Intercampus English Public Speaking Competition Judge. Additionally, she has served on numerous committees, etc., including the Scientific Committee Member of the International Küresan Multidisciplinary Studies Congress 2021, MELTA National Research Collaboration team (2022) member, Malaysian Applied Linguistics Association Asia Pacific Conference (MAAL APC) 2022 session chair and the editorial committee member of the Malaysian Applied Linguistics Association newsletter (2022-2024). Furthermore, she contributes to indexed journals and participates actively in national and international collaborations, reviewing some article and project.

## Research field

Languages & Linguistics  
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Teaching and Learning Strategies  
Educational Technology  
Educational Management

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**FIND-PATH as a Paradigmatic Problem for AI and Symbolic Computation**

**LIVE STREAMING**

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## INAUGURAL TAR UMT RESEARCH SYMPOSIUM 2023

Interdisciplinary Teaching and Learning: The New Normal examines the new normal that has emerged since COVID-19 outbreak. The symposium aims to explore how the new normal shifts the paradigm in the field of social science, sciences and the publishing industry. It extends the knowledge in learning innovative methods from around the globe to tackle the issues and be prepared for any future pandemics by unveiling the locale and experts' practices from different ASEAN regions pertaining to the evolution and policy recommendation of teaching and learning that can be greener, more flexible and sustainable in prepping for post-pandemic "next normal". About 250 people participated.

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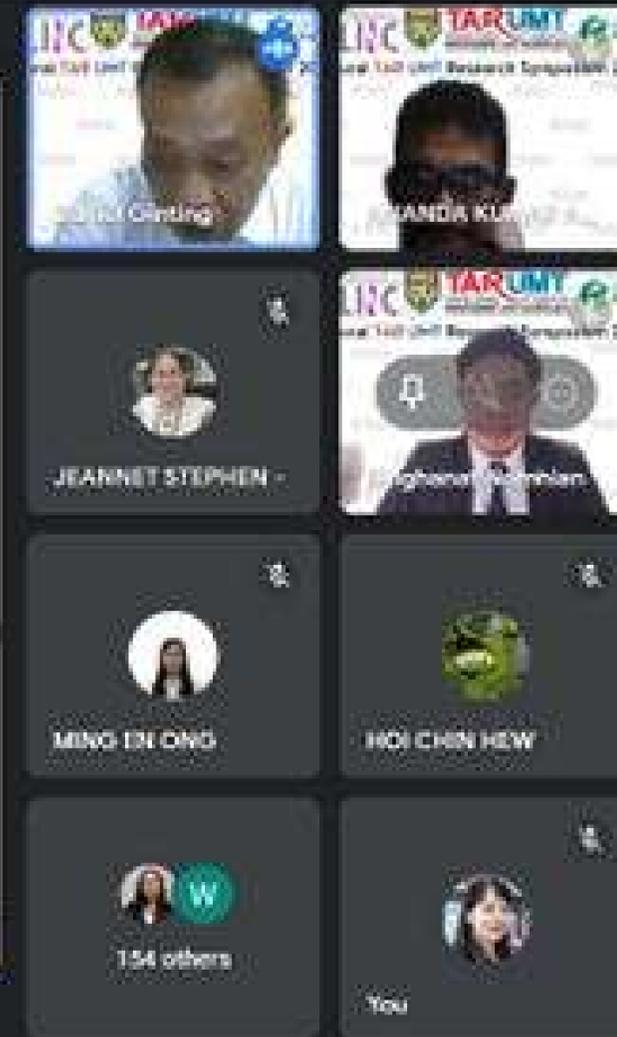
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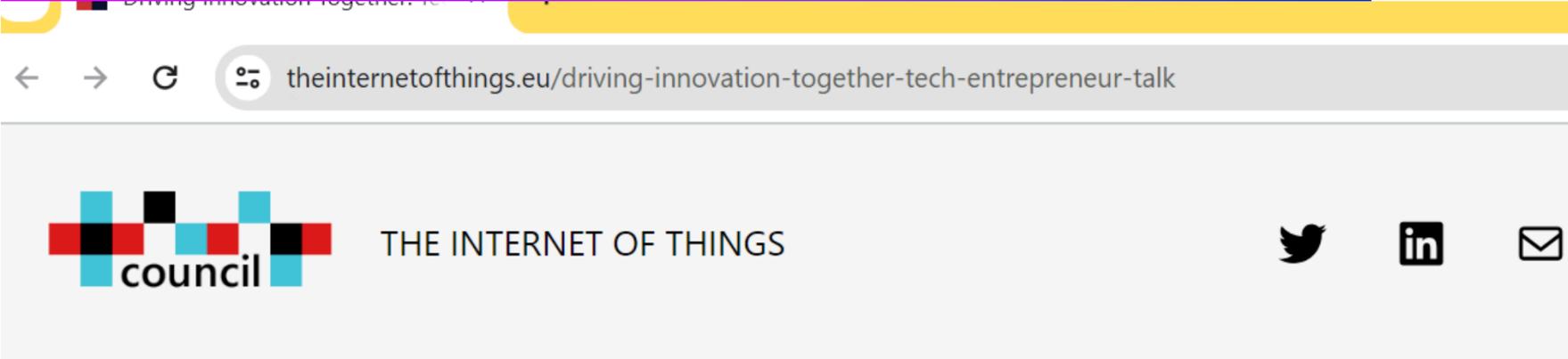
## Experiences during the Pandemic (Story 2)

Table 3. Challenges during online class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Internet connection	21	35.7	35.7	35.7
Talk overload	11	17.9	17.9	53.6
Electronic gadget	11	17.9	17.9	71.4
Electricity	9	14.3	14.3	85.7
Home environment	9	14.3	14.3	100.0
Total	60	100.0	100.0	

1. 90% of the 60 respondents chose fully online learning, with the remaining 10% opting for blended learning (Ginting et al., 2022).
2. Parents were central figures in making decisions: health as far more important than face-to-face classes.
3. They reaped the full benefits of online education, saving money on the dormitory rent, transportation, and living expenses for their children.





# Driving Innovation Together: Tech Entrepreneur Talk

Celebrating the 50th Anniversary of China-Malaysia Diplomatic Relations, TAR UMT Johor recently hosted an illuminating Tech Entrepreneur Talk on March 13th, 2024, in Segamat, Johor, Malaysia. This collaborative endeavor, orchestrated by ChangeMaker Malaysia and iMakerbase Shenzhen, provided a platform for over 1000 attendees to delve into the dynamics of tech entrepreneurship.



# Moderator

## Tech Entrepreneur Talk

About 1k participants in the talk - collaborated with a maker industry from China.  
<https://theinternetofthings.eu/driving-innovation-together-tech-entrepreneur-talk>.

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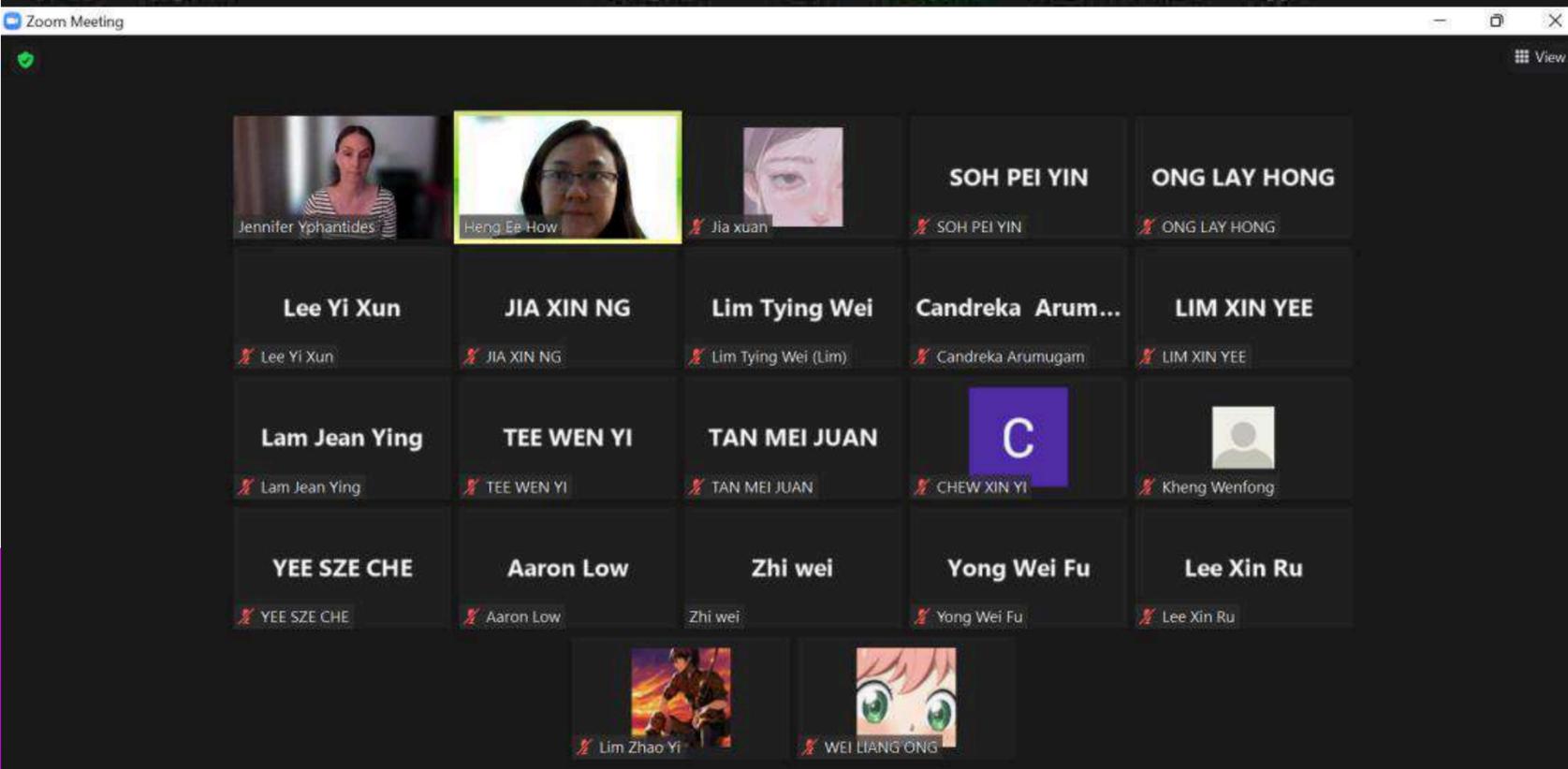
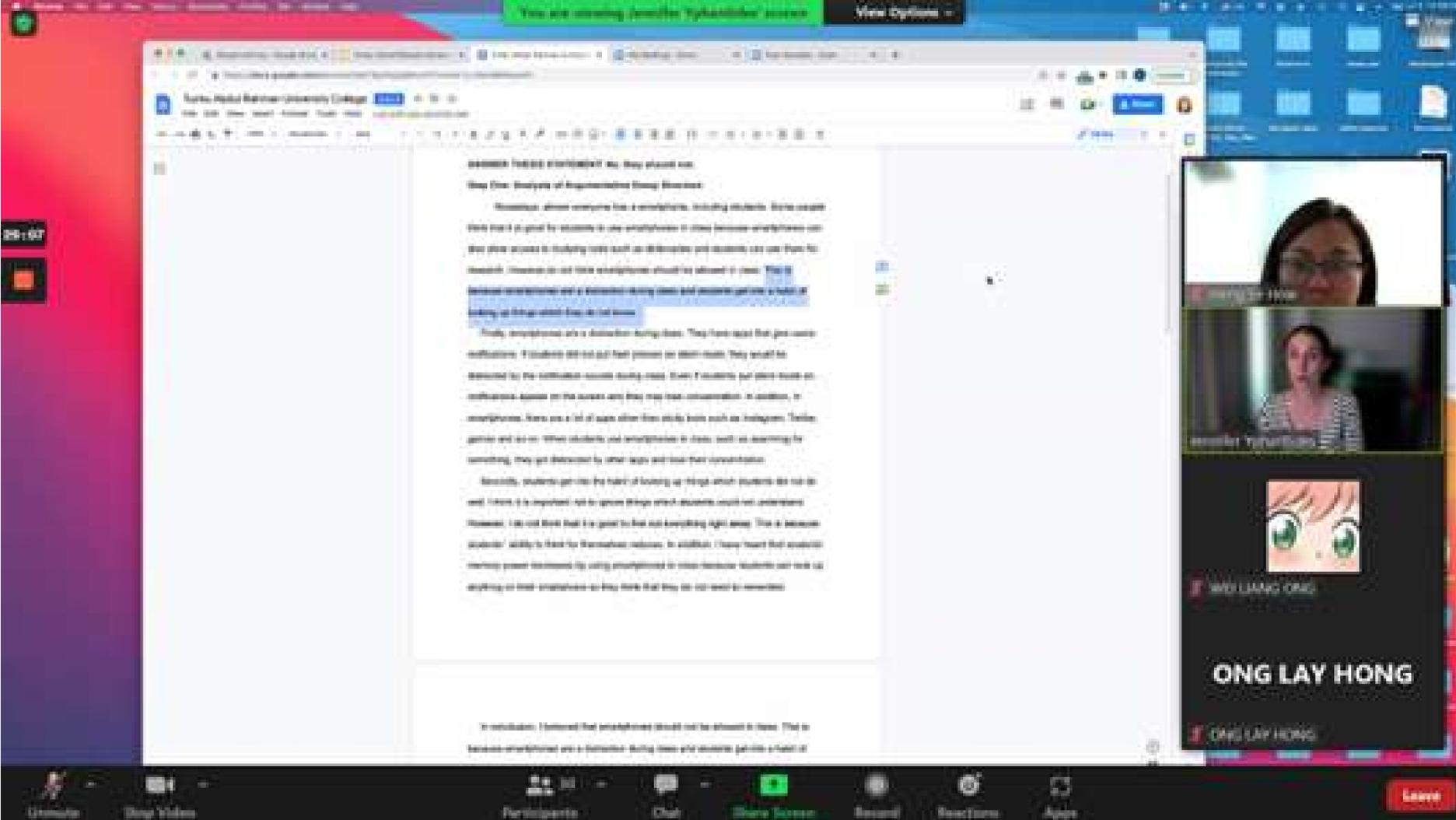
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# Organizer & Moderator

## Writing Argumentative Essay with Academic Word List Workshop

Associate Professor Dr. Jennifer Yphantides, a Canadian Associate Professor who currently resides in Japan and specialises in TESOL and Applied Linguistics,

Associate Professor Dr. Jennifer Yphantides explained some words by substituting alternate words for students to understand and relate better. Students were planning argumentative writing in step three, students brainstormed and worked collaboratively



Gazette December 2023 Issue

YEAR 2023 | ISSUE 2 | IN TOUCH IN TUNE | 2

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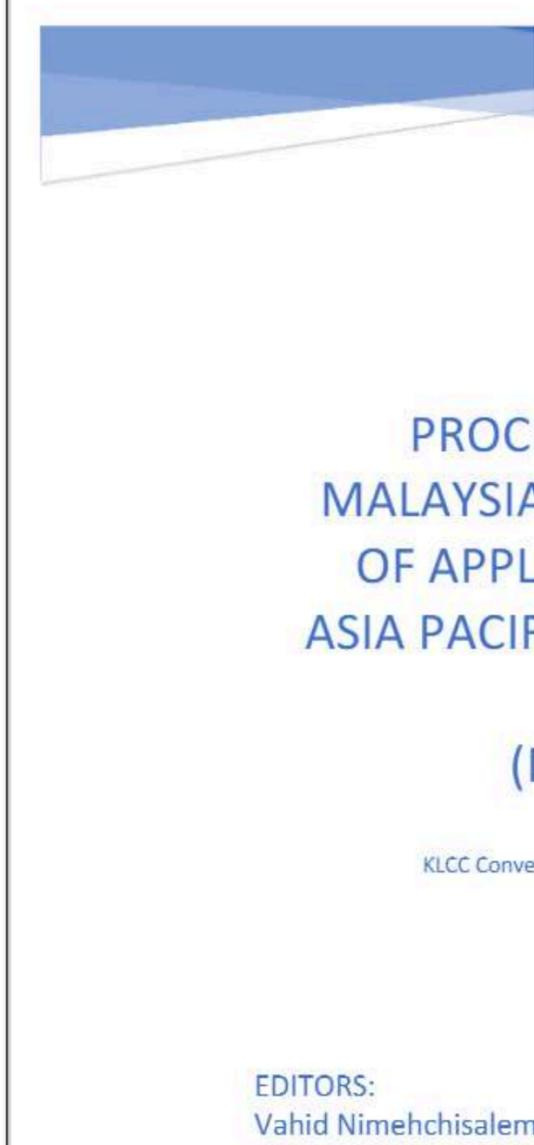
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- Prof. Dr. Daniel Ginting
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## Gain working experience with people from different background

- Associate Editor of MAAL newsletter
- Session co-chair of the conference

# Fear of Learning Foreign Languages

In English-speaking class.

- » Anxiety can affect learners in learning any foreign language; in particular speaking class. This is because speaking is one of the productive skills, as it involves the production of words and phrases in the targeted language.
- » To explore causes of fear in foreign languages, in relation to the English-speaking class, we conducted quantitative study focused on determining the existence of communicative apprehension and fear of negative evaluation among learners of foreign language in English-speaking class.
- » A total of 340 undergraduates; 277 from UiTM Segamat, Johor and 63 from Hunan University, China were employed as the respondents in which the FLACS survey adapted from Horwitz, Horwitz and Cope (1986) was utilised as the instrument to collect data.
- » The analysis suggests that learners are slightly influenced by the fear in English-speaking class which has led them not to perform well due to the fear of communication, concern over receiving unfavourable feedback and also fear of tests, with the mean ranges between 2.70 to 3.94.
- » Findings from this study would very much facilitate future researchers to discover more on the impacts of students' native languages on their performance in language classes, particularly in English-speaking classes.

## Conceptual Framework

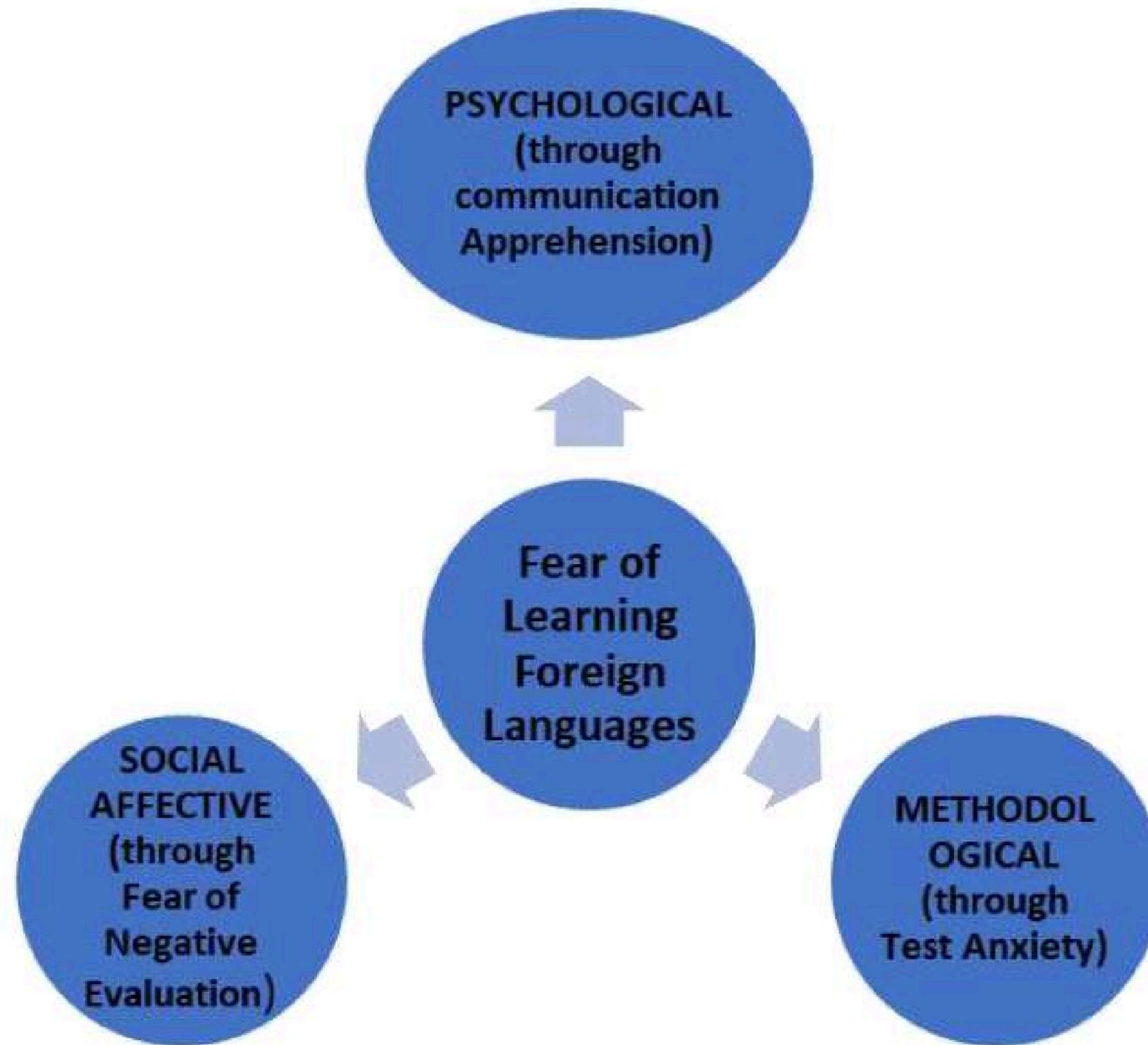


Figure 1- Conceptual Framework of the Study-Fear of Learning Foreign Languages

# Fear of Learning Foreign Languages

Negative emotions influence English language learning

- Reducing their chances to excel in foreign language learning.
- Apprehensive about communicating with native speakers or their peers in the target language.
- Self-conscious about their appearance in the foreign language learning class.
- Experienced anxiety when getting evaluations from peers and teachers. Experienced mild anxiety when receiving negative feedback and anxiety negatively impacting students' academic performance.
- Communication anxiety was associated with a fear of receiving a poor evaluation or being judged.
- Asian students tend to prioritize "face" and avoid circumstances that could jeopardize it, which is why Asian students are more passive in the teaching-learning process. Students thought they might "lose their face" as a result.

## Fear of Negative Evaluation

- Learners lack self-confidence in using a foreign language to communicate in English-speaking classes.
- Being corrected by class instructors could be one of the sources of anxiety as lecturers or instructors are seen as a knowledgeable person who possesses the right skills in the teaching of foreign languages.
- Low self-confidence has prompted learners to experience fear of negative evaluation as they believe that they will be judged by their performance in the language class.
- Learners experience fear prior to an English speaking test. Fear of making mistakes can eventually lead to fear of being laughed at. Instructors are advised not to automatically assuming that the poor performance of inattentive and uninterested learners is entirely attributable to their lack of motivation, aptitude, or skill.



## Test Anxiety & Communication Apprehension

- Test anxiety elements: worry and emotional.
- Worry involves internal feelings; negative internal talks and negative self evaluation. Emotional is associated with emotional facets which trigger an uncontrolled nervous system in producing physical reactions; nausea, sweaty palms.
- Students experience at least one of the uncontrolled physical reactions when they have to communicate in an English-speaking class. Majority of students often experienced a moderate level of Foreign Language Anxiety spurred on by communication apprehension and anxieties linked to unfavourable feedback and language examinations.

## Section B (Psychological Factors)

This section presents data on how psychological factors influence fear of foreign language learning in terms of communication apprehension.

STATEMENT/ QUESTION	Mean	SD
I never feel quite sure of myself when I am speaking in my English class.	3.1	0.88
It frightens me when I do not understand what the teacher is saying in English.	3.04	1.08
I feel confident when I speak English in my English class.	3.04	0.82
I would be nervous speaking in English with native speakers.	3.52	1.06
I get upset when I don't understand what the teacher is correcting.	2.73	1.09
I feel confident when I speak in the English class.	3.02	0.82
I feel very self-conscious about speaking English front of other students.	3.24	0.87
I get nervous and confused when I am speaking in my language class.	3.43	0.96
I get nervous when I don't understand every word the language teacher says.	3.10	0.98
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2.93	1.00
I would probably feel comfortable around native speakers of the foreign language.	3.16	0.80
OVERALL	3.11	0.97

Figure 3: Mean and standard deviation for Psychological factors

### Section C (social affective factors)

This section presents data on how social affective factors influence fear of foreign language learning in terms of fear of negative evaluation.

STATEMENT/ QUESTION	Mean	S.D.
I do not worry about making mistakes in language class.	3.12	1.00
I keep thinking that the other students are better at language than I am.	3.94	0.93
It embarrasses me to volunteer answers in my language class.	3.11	1.07
I am afraid that my language teacher is ready to correct every mistake I make.	2.70	1.05
I am afraid that the other students will laugh at me when I speak the foreign language.	3.38	1.16
I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.55	1.15
OVERALL	3.30	1.12

Figure 6- Mean for (Social) Affective Factors

### Section D (methodological factors)

This section provides data to address how methodological aspects of behavioural reaction affect fear of learning a foreign language.

STATEMENT/QUESTION	Mean	SD
1 I am frightened when I know that I'm going to be called on in language class.	3.42	1.06
I worry when I have to attend more English classes.	2.96	1.06
During English test, I find myself thinking about things that have nothing to do with the course.	2.72	1.00
I am comfortable during English speaking tests.	2.91	0.81
I worry about the consequences of failing my English class.	3.77	1.09
I don't understand why some people get so upset over English speaking class.	2.88	0.91
Even if I am prepared for English speaking test, I feel anxious about it.	3.87	0.91
I feel like not going to my English speaking test.	2.62	1.07
I can feel my heart pounding when I'm going to be called on during English speaking class	3.67	1.03
The more I study for an English speaking test, the more confused I get.	2.64	0.99
I don't feel pressured to prepare very well for English-speaking tests	2.99	0.87
English class moves so quickly that I worry about getting left behind.	2.95	0.94
I feel more tense and nervous in my English speaking class than in other classes.	2.98	1.07
When I'm on my way to language class, I feel very sure and relaxed.	3.17	0.81
OVERALL	3.11	1.05

Figure 7: Mean for Methodological Factors

# Factors that cause fear of foreign language learning in English-speaking classes.



## Psychological Factors

Students would get nervous speaking English with native speakers. Besides, they get nervous when he or she is speaking in the English class. They get upset when they do not understand what the teacher is correcting. It frightens them when they do not understand what the instructor is saying in English



## Social affective factors

Learners have moderate fear of foreign language learning in terms of fear of negative evaluation. In fact, learners' belief that other students are better than themselves at the language. However, the learners do not really mind being corrected by their language teacher.



## Methodological factors

The learners have moderate fear relating to test anxiety. Regardless of the level of preparation, learners experience fear prior to an English speaking test.



## Summary

Anxiety has been proven to be one of the contributing factors in learners' inability to excel in foreign language learning. As learners are not able to enjoy the learning process, it also has a big influence on their perception of learning itself. The learners' native language is believed to have an impact in the learning process.

## **Factors of Increasing Students' Motivation in Educational Settings: A Review**

Heng Ee How<sup>1</sup>, Chong Chew Lan<sup>2</sup>, Siti Noorahayusolah Binti  
Kosnandi<sup>3</sup>, Nur Syuhada Binti Zainal Abidin<sup>4</sup>

<sup>1</sup>Faculty of Social Science and Humanities, Tunku Abdul Rahman University of Management  
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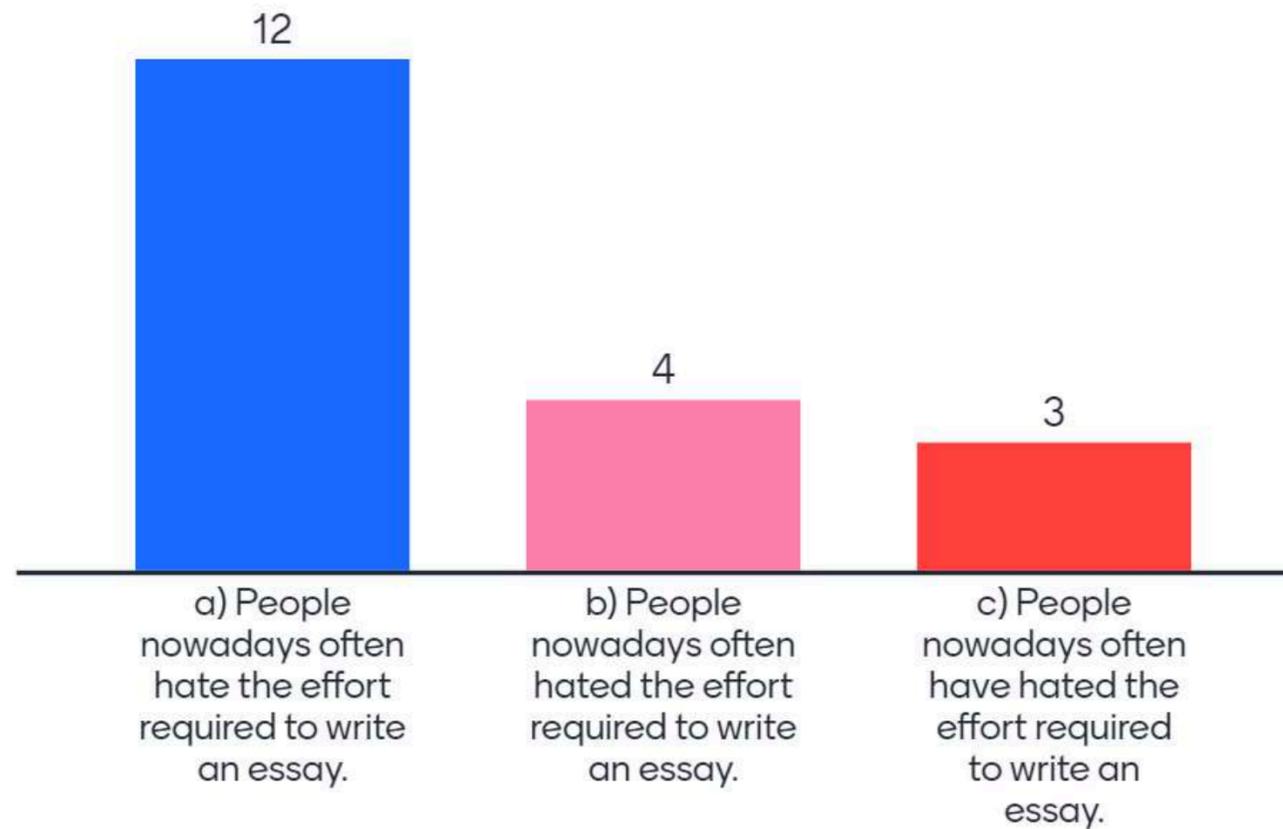
# Factors of Increasing Students' Motivation in Educational Settings

Student's academic success depends mainly on their academic achievement motivation. This study aims to review the factors that enhance the students' motivation. Four factors are discussed in this study, namely, theory and framework to enhance motivation, mode of learning, educational tools design, and educational psychology. The past literature studies revealed that researchers incorporated various theories and frameworks in their research to achieve certain goals. The mode of learning like collaboration activities via online and face-to-face classes affects the motivation in learning. The design of the educational tools is found to be effective in heightening the students' learning motivation, specifically, incorporating game elements in educational tools improves students' learning motivation. Studies conducted to increase motivation through educational psychology include increased learning willingness which lowers anxiety and leads to an increase in motivation to learn.

# **Incorporating Game Elements to increase motivation**

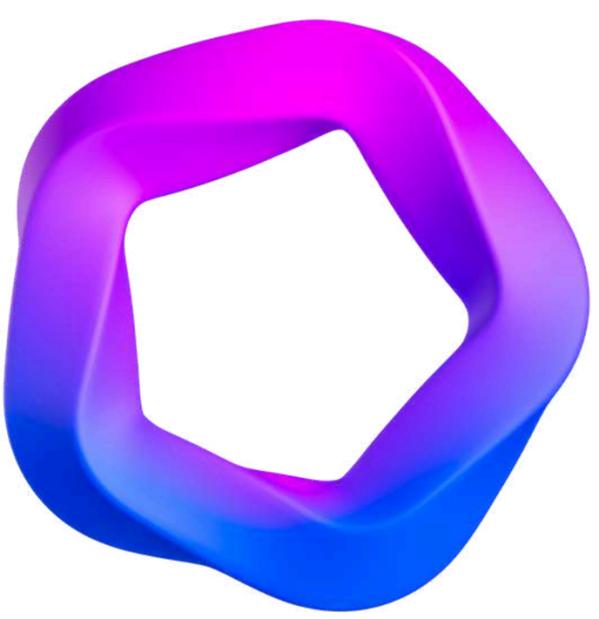
As Plass et al (2020), Wouters and van Oostendorp (2013) pointed out, the use of game elements as an educational tool has been defended for its potential to increase student (or user) engagement and motivation. Engagement can trigger interest and motivation (Axelson & Flick, 2010; Christenson et al., 2012). As described by Schwartz and Plass (2020), engagement is “the active and focused investment of effort in a game environment”. Huber et al. (2023) provided evidence for the positive impact of integrating game elements into online learning environments. Their findings indicate that such integration increases behavioral engagement among learners, resulting in a reduction in learner attrition. Moreover, learners with lower levels of self-efficacy are more likely to benefit significantly from such game element incorporation. While game elements may have negative effects on the cognitive learning outcomes of high-achieving people, for other individuals, any cognitive costs seem to be complemented by increased engagement, resulting in enhanced motivation and interest in the task that they are doing.

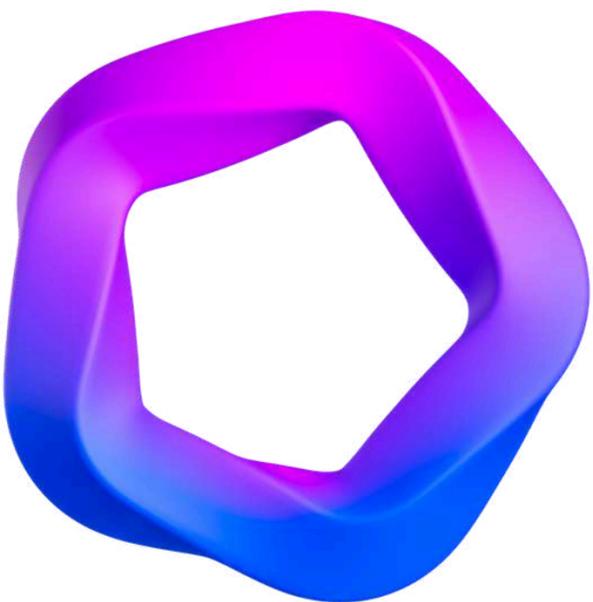
# Pick one correct answer



**People nowadays often hate the effort required to write an essay.**

**Answer: present simple - a fact in the present. The present is shown by the word 'nowadays'.**





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	<input checked="" type="checkbox"/> on	✓	12
	<input type="checkbox"/> between	✗	0
	<input type="checkbox"/> No answer	✗	3

20s time limit

Correct answers 60% Avg. answers time 10.51s Players answered 17 of 20

5 Pick the correct answer: \_\_\_ Christmas Quiz 15%

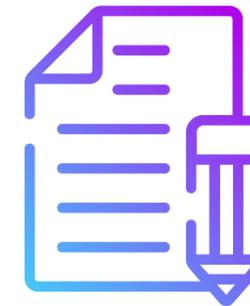
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# Thank you

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