

**UNIVERSITI TEKNOLOGI MARA**

**LANGUAGE ANXIETY IN ESP CLASSROOMS:  
A MALAYSIAN CONTEXT**

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Thesis submitted in partial fulfillment of the requirements  
for the degree of  
**Master of Education (TESL)**

**Faculty of Education**

**March 2008**

## CANDIDATE'S DECLARATION

I declare that the work in the thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

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## **ABSTRACT**

The aim of this study is to determine the difference in language anxiety level between certificate and diploma students in learning English at the tertiary level (polytechnics setting) and also to investigate the relationship between students' language anxiety and their language performance. Participants of the study included 134 second-semester-commercial students of Politeknik Kota Bharu in Kelantan who were learning English in ESP context. A revised version of standardized anxiety scale, namely Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986), and a set of A2004 standardized quiz were used to investigate the relationship between language anxiety and students' performance. Findings suggested that certificate students were found to have significantly higher anxiety level as compared to diploma students and language anxiety was negatively significantly correlated with the result of second standardized quiz. Based on these findings, some pedagogical implications for reducing students' language anxiety were proposed for teachers and some recommendations for future research were included.

## ACKNOWLEDGEMENTS

*In the name of Allah,  
The Most Gracious and The Most Merciful.*

First of all, I would like to express my sincere gratitude to my supervisor, Dr Faizah Mohamad, for her undivided attention and guidance throughout the process of completing this study. I feel very guilty for 'stealing' your precious time whenever you need it to work on something else but you end up willingly in spending it to assist and supervise me.

To my parents (Haji Abdullah Omar & Hajjah Latifah Muhamad), thank you for your support and love which are always be my constant source of strength within these years to keep me on moving. To my siblings, your encouragement and care have always become my precious treasure that strengthens my inner soul especially when I feel lonely and depressed. I am very lucky and grateful to be part of our family. Also, to my in-laws, nephews and nieces, I would never have a complete happy family without you all.

To my dearly classmates, without your friendship and understanding I would be nowhere by now. Thank you for being there for me especially when I lost my direction and almost gave up.

I also would like to extend my deep appreciation to all colleagues and students for the cooperation that I have gotten within these unforgettable and struggling years.

Lastly, thank you so much and may Allah always bless all of us.

Suhaily Binti Haji Abdullah  
Dungun  
2008

# CHAPTER I

## INTRODUCTION

### 1.0 Introduction to Research

Out of many languages, English language is considered as the most popular acquired language globally. The development in English language learning field has been through rapid changes in term of research and development due to the growing demand. The most influential factor that contributes to its growth is the social demands by people around the globe who use English in their daily conversation for different purposes and contexts. Therefore, the fact that English is considered as a second language (ESL) in some countries including Malaysia is not an unusual fact since it is crucial in various lines of work. Furthermore, the freedom from colonization has empowered our community to move forward in developing the country. Thus, learning and mastering English is the essential key to better understanding involving domestic and international affairs especially to acquire knowledge in related fields such as administration, business, medical and technology. However, learning a new, or most of the time, second language is not as easy as acquiring our mother tongue, there are many obstacles faced by the learners as they learn English.

### 1.1 Background to the Study

The scenario mentioned earlier can be regarded to our Malaysian society whereby as second language learners, they need to learn the English system language which is totally different from their mother tongue languages. Besides facing difficulties in understanding the semantic (*meaning*) features of the new language, the learners also need to obtain integrated basic skills such as listening, speaking, reading and writing in order to master the language. In addition, the differences of English language features from learners' mother tongue especially in