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An Exploratory Investigation on Foreign Language Anxiety among English for Islamic Education Learners in Brunei Darussalam

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Abstract

Amidst the global demand for learning English, a proliferation of scholarship continues to highlight learner difficulties and anxiety to master English as a second/foreign language, particularly in classroom settings. This study is significant as it is the first empirical study on foreign language anxiety (FLA) in a Malay-Islamic higher education teacher training setting that is concerned with formal Islamic edification in Brunei Darussalam. By utilising the FLA theoretical framework by Horwitz et al. (1986) and Foreign Language Classroom Anxiety Scale (FLCAS), this study found that the general observation on FLCAS among Islamic trainee teachers attending English for Islamic Education as part of English for Specific Purposes module does not show a clear indication of FLA. However, further analysis shows that Test Anxiety and General Anxiety in classrooms have contributed to high levels of FLA among these learners. Our study also proposes some pedagogical and research implications that can be applied in other contexts sharing similar tradition and cultural settings in language education, and as part of comparative and transnational studies across the globe.

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1 Introduction

The rapid globalization of English has raised the demand for learning the language. Today, English has become an essential tool for communication, and plays a crucial role in every level of society (British Council, 2013). In 2022, the British Council – one of the largest providers of global English language instruction – claimed there are over 2 billion English-language learners globally and the number is expected to grow due to the demand for English as an operating language in various fields (Prior, 2023). The increasing number of English learners in higher education has gradually shifted the pattern of global education (Bergey et al., 2018; Galloway et al., 2020) as growing literature has highlighted that language learners often face difficulties, apprehension, and anxiety in attempts to

master English as a second or foreign language, particularly in classroom settings (Aida, 1994; Djafri & Wimbarti, 2018; Hashemi, 2011; Oteir & Al-Otaibi, 2019; Rassaei, 2023; Toyoma & Yamazaki, 2021).

In Brunei Darussalam (hereafter referred to as Brunei), English is known for its global currency and is a conduit of progression and globalization to achieve the national aspiration of Brunei Vision 2035. Moreover, good proficiency in English is seen as a gateway to better prospects for academic and work purposes (McLellan et al., 2016; Noorashid & McLellan, 2021). Although Brunei is praised for its success in implementing its national bilingual Malay-English language and education policies (Gardiner et al., 2018; Jones, 2015; Kirkpatrick, 2010), there are still reports on the unsatisfactory level of English proficiency among learners (Jones, 2003; Noorashid, 2020a). While factors such as lack of home input in learning, learner attitudes and passivity, and concerns towards the bilingual policy have disrupted language learning in English classrooms (Barry, 2011; Goode, 2020), there is no prior investigation discussing the potential of language anxiety as a barrier to teaching and learning (T&L) of English in the context of Brunei.

The significance of this study is threefold: (1) its investigation incorporates an empirical study on foreign language anxiety (FLA), albeit English being largely accepted by the Bruneians (McLellan & Noor Azam, 2000; McLellan et al., 2016; Noor Azam, 2007, 2016); (2) it is the first to report on FLA in the context of ESP in higher education in Brunei amid claims on the country's success in implementing bilingual education (Jones, 2015; Kirkpatrick, 2010; Noorashid, 2020a) and the flexible language policies at its higher education have boosted confidence among bilingual users (Ishamina & Deterding, 2017; Noorashid, 2020b; Noor Azam & McLellan, 2018); (3) it incorporates a study on the dynamic relationship between English learning and Islamic progression in a Muslim-dominant country amid growing claims in the literature that emphasise clash of values and civilisations in the Islamic-Malay World (Asraf, 2005; Derichs, 2001; McLellan, 1997). This study also fills in a research gap on the scarcity of investigation on FLA in English classrooms in Brunei although a proliferation of similar studies has been undertaken in international contexts.

By utilising Horwitz et al.'s (1986) framework to explore FLA in English learning, while focusing on Islamic trainee teachers (TTs) in Seri Begawan Religious Teachers University College (hereafter referred to as KUPU-SB), this study attempts to answer three research questions:

Q1. to what extent do the Islamic TTs experience FLA in an English classroom?
Q2. what are the general patterns of FLA among the TTs?
Q3. what are the perceived sources that may contribute to FLA among the TTs in an English classroom?

Quantitative in nature, this study utilises the Foreign Language Classroom Anxiety Scale (FLCAS), also developed by Horwitz et al. (1986), to explore the possibility and manifestation of FLA among the TTs.

2 Study background

Formally, the "edification of Islamic knowledge in Brunei is carried out through education and government efforts" (Noorashid et al., 2020, p. 67). Hence, Islamic education is promoted under schools and higher institutions affiliated with the Ministry of Religious Affairs (MORA) where traditional Islamic subjects in Brunei are taught formally in both Malay and Arabic.

KUPU-SB was established in 1975 as an Islamic Religious Teachers' Training College and became a university college in 2007. Under the jurisdiction of MORA, KUPU-SB offers all levels of higher education, from national diploma to doctoral studies, while focusing on teacher education and training. KUPU-SB offers traditional Islamic studies such as Qur'anic studies, studies on the Sunnah (Prophetic traditions), history, philosophy, Sufism (mysticism), and Islamic law following the Shafi'e school of jurisprudence. The institute comprises the Faculty of Education, Faculty of

Usuluddin, Faculty of *Shariah*, Centre for Core Knowledge, Language Centre and Centre for Postgraduate Studies and Research (KUPU-SB, 2021). KUPU-SB uses Arabic for Arabic language courses and Arabic Education, and Malay for general courses in education. Through national mandate, KUPU-SB is an acknowledged platform to disseminate knowledge and to empower the practice of Arabic and its maintenance in Brunei (Mahmud, 2020).

With Brunei's shift towards modernity, KUPU-SB is also affected by the necessity of being competent in English for educational purposes. Thus, the language centre introduced three language modules of English for Islamic Education (EIE), consisting of BI32201 (Elementary Level), BI32202 (Intermediate Level) and BI32203 (Advance Level), as compulsory modules for TTs at the national diploma to bachelor's degree levels.

Although it has never been stated in any scholarship or documentation, the three EIE modules adhere to English for Specific Purposes (ESP) principles where the curriculum planning, development and implementation follow the key features: (1) it uses English to teach and learn Islamic subjects and materials; (2) the TTs as the students have previous knowledge of English and are aware of their future profession as religious facilitators; (3) the modules' syllabus focus on enhancing operational and communicative competence in English; and (4) it is implemented as a learner-centred process at higher education (Belyaeva, 2015; Richards, 2001).

The introduction of these modules is aimed to encourage seeking broader knowledge and using more English and accommodate students who have a better grasp of English than Malay, and further support Islamic edification to younger generations at schools. Since 2011, the language centre also conducts the annual 'English Language Week' to improve English language learning and oral communication among the TTs (Mat Sani, 2015).

3 Literature review

3.1 Foreign language anxiety

FLA is "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process" (Horwitz et al., 1986, p. 128). It also refers to the negative feelings of apprehension, nervousness, tension and worry usually associated with second or foreign language contexts which can undermine language learning (Horwitz et al., 1991; Horwitz, 2010; MacIntyre, 2017; MacIntyre & Gardner, 1994). Most foreign learners of English suffer from language anxiety at different levels (Horwitz, 2001) which normally "shows up in testing [language learning] situations" (Horwitz et al., 1986, p. 126).

Causes of language anxiety include learners' extreme self-consciousness about language reproduction and performance, different attitudes, views, and beliefs towards the varying approaches of T&L English in the classroom (Brown et al., 2001; Horwitz & Young, 1990; Macintyre et al., 2003; Onwuegbuzie et al., 2000; Pappamihiel, 2002). Furthermore, FLA can be influenced by several factors, including culture, tradition, environment, and other learning agents (Al-Saraj, 2014; Ghorban-Dorninejad & Nasab, 2013; Hashemi, 2011; Kasbi & Elahi-Shirvan, 2017; Park, 2014; Yang, 2012). This has prompted researchers to raise theoretical frameworks and approaches to understanding FLA, and several instruments have been developed and utilised to study FLA (Al-Saraj, 2014; Horwitz & Young, 1990; Pérez-Paredes & Martínez-Sánchez, 2001; Tran, 2012). FLCAS (Horwitz et al., 1986) is one of the tools developed to assess FLA but it has been debated for its reliability and approaches (Rodriguez & Abreu, 2003; Sparks & Ganschow, 2007). Nevertheless, the instrument has been used and adapted in many reports on second and foreign language learning and is dubbed as having a 'very high reliability' particularly in studies exploring potential occurrences of FLA (Aida, 1994; Choi, 2016; GhorbanDorninejad & Nasab, 2013; Oteir & Al-Otaibi, 2019; Park, 2014).

While the notion of language anxiety is normally associated with 'foreign' language learning, other studies also claim that language anxiety can exist in second language learning (ESL) (Horwitz, 2001, 2010; Nazir et al., 2014; Pappamihiel, 2002; Rassaei, 2023). Regardless of differences in practising second and foreign language learning, many studies support the notion that FLA often

leads to the consequent deterrence on the efficacy of language learning, as it is also deemed as a pivotal factor in determining the success of language use and proficiency (e.g. Gkonou et al., 2017; He, 2018; Horwitz, 2010; Horwitz et al., 1986; MacIntyre & Gardner, 1994, Pan & Zhang, 2021). Over the years, the study on FLA has expanded to other subsets of English learning, including ESP (Aida, 1994; Amengual-Pizzaro, 2018).

To date, researching FLA in English learning in various demographics and environments has been a sought-after topic by language researchers (Badrasawi et al., 2020; Castillejo, 2019; Dewaele & Al-Saraj, 2015; He, 2017; Nazir et al., 2014; Zabihi & Javad Ahmadian, 2021; Yang, 2012). Over the years, studying FLA in language learning has become significant research globally, and its effects have prompted the need to avoid prolonged negative impacts of language learning (Jin et al., 2020; Toyoma & Yamazaki, 2021) and to refine and promote better policies and practices in foreign language education (Dewaele & Dewaele, 2020; MacIntyre, 2017; Powell, 1999; Tran & Moni, 2015).

While research on FLA in religious educational context has been conducted globally (Asif, 2017; Dewaele & Al-Saraj, 2015; Limeranto & Subekti, 2021), similar research has not been undertaken in Brunei. Most published studies related to Islamic education in the Sultanate tend to address philosophical issues and challenges amid modernity (Lubis et al., 2009; Yousif & Zainal, 2021), its pedagogical approaches, challenges and development (Ahad & Baihaqy, 2021; Haji Mail et al., 2019), its implementation as part of the lifelong learning process in strengthening faith and religion (Hj Abd Latif & Shamsu, 2021; Muhammad & Baihaqy, 2021), as well as its role in the maintenance of Malay-Islamic language and identity (Noor Azam, 2016; Noorashid, 2021) and its sociological impacts on learners (Ahmad Kumpoh, 2014).

However, there is a lack of research examining the dynamic relationship between the use of English in the Islamic curriculum in Brunei. The most comparable study in this regard is an empirical investigation into the current attitudes and motivations of learning English in Islamic higher education by Noorashid and Alkaff (forthcoming), where their studied population has shown a positive inclination towards the international language despite challenges in pedagogy and the learning environment. This contrasts with previous scholarship, such as Asraf (2005), Noorashid (2020a), and Ożóg (1990), which has discussed the general negative perception of English in Islamic-related affairs within the core districts of the Malay World (referring to Brunei, Malaysia, Indonesia and Singapore, which are either predominantly Muslim societies or have significant Muslim communities). This perception is perhaps rooted from the belief that learning English can lead to the cultural export of Western values and serve as a conduit to neo-imperialism (Philipson, 1992; Saxena, 2007).

Researching FLA involving English, which was only introduced in the 2000s at KUPU-SB and marked as "another milestone" (Muhammad & Baihaqy, 2021, p. 98) in the development of Islamic education after Brunei's independence – aimed at addressing "national needs and opening their doors to international students" (p. 98) – may reveal an interrelationship between language practice, pedagogy, and the beliefs of its users. These insights could contribute to the development of more effective policies and greater inclusivity, both nationally and potentially beyond. Thus, our investigation incorporating TTs in KUPU-SB aims to address this research gap and may prove valuable to language planners and educational stakeholders in Brunei and beyond.

3.2 English in Brunei

English in Brunei can be traced back to the historical link of the Sultanate with British Residency from 1906 to 1959. In comparison to the colonial and post-colonial experiences in Malaysia, Indonesia and Singapore, Brunei has had a harmonious relationship with the British, and has brought more acceptance of the use of the English language in the country. While Standard Malay has its official recognition in the Constitution of Brunei 1959 (Article 82. (1)), the use of other languages including English is accepted for official affairs if necessary (Article 82. (2)). Brunei Malay – a local variety of Malay language – also plays a major role as the Bruneian pride and as a common language and interethnic communications. In contrast to other Malay countries, English is not considered a

foreign language in Brunei, and in fact it is embraced and taught as a second language (McLellan et al., 2016).

While Standard Malay is upheld as the official working language and the national identity of the people, English still enjoys an unofficial privileged position. English is widely used in the national education as it shares a significant role as one of the two major mediums of instruction in the bilingual education policy. While English education was introduced in the national education before and alongside the *Dwibahasa* (bilingual) policy in 1984, the role and use of English as a medium were further strengthened with the implementation of the National Education System for the 21st Century (SPN21).

The implementation of SPN21 in all levels of school in 2012 was aimed to enhance English competence among the locals and as part of the ongoing efforts to achieve the national target of *Wawasan Brunei* 2035 or Brunei Vision 2035 (Sammons et al., 2014). The language policies in Brunei are deemed exemplary due to minimal political intervention (Noorashid, 2020a). Despite no restriction on language policies in higher education (HE), recent studies have confirmed that academic communities in local HE are comfortable being bilingual as they have gone through the bilingual system (Noorashid, 2020b; Noor Azam & McLellan, 2018).

The stable existence of English resulted in the majority of Bruneians to become bilingual. Considered an unplanned effect of the globalization of English, the international language is widely spoken among the Bruneians, where some studies have reported on the use of English as a first language by the younger generation (Salbrina & Hassan, 2021). Despite ongoing concerns on the diffusion of English importance in various levels, particularly on the claims of English replacing and deteriorating the Malay language and identity (Thien, 2016), recent literature suggests that Bruneians are comfortable using both English and Malay in their daily lives (Noorashid & McLellan, 2021). Nevertheless, the co-existence of English and Malay in Brunei has consistently produced a dichotomy of perceptions – either embraced or condemned (Noorashid, 2020a, 2021). Thus, issues pertaining to T&L of English in the Malay and Islamic dominance have become a major interest among local and international researchers (Noorashid & Alkaff, forthcoming; Salbrina, 2023).

While there is a growing interest in issues involving language teaching, learning and identity in Brunei, there is still a scarcity of research involving ESP. One of the earliest works on ESP in Brunei found that language commodification is highly strategised among Islamic TTs studying ESP modules in a HE, where the majority of participants show strong interest and positive attitudes to become proficient in English (Noorashid & Alkaff, forthcoming). While positive attitudes within EMI and ESL have been found in various academic contexts across Brunei (Ishamina & Deterding, 2017; Kirkpatrick, 2010; Noorashid, 2020a; Noor Azam & McLellan, 2018), several studies still highlight learner difficulties in mastering English (Barry, 2011; Goode, 2020). However, none have looked into language anxiety at any level of education in the country.

4 Theory

This study applies Horwitz et al.'s (1986) theoretical framework encompassing three main components to evaluate FLA in foreign/second language learning: (1) communication apprehension refers to the fear and feeling anxious when communicating with people and is normally manifested in oral communication within a group or in public or involving difficulty in listening to a spoken message; (2) Test Anxiety refers to performance anxiety due to fear of failure or making mistakes; and (3) fear of negative evaluation is self-apprehension towards other's evaluation and expectations, normally negative, and it could result to avoidance of evaluative situations. Following the application of the FLA model in many previous scholarships, the current study also emphasises other forms of anxiety in the classroom as the fourth component of General Anxiety in Classroom (see Figure 1). Due to its reliability, many researchers have utilised the FLA framework to investigate anxiety patterns among second and foreign language learners, and others have attempted similar studies to study FLA in ESP. Since its development, the framework has been modified to fit various research settings and purposes (Aida, 1994; MacIntyre, 2017; Oteir & Al-Otaibi, 2019; Tran, 2012).

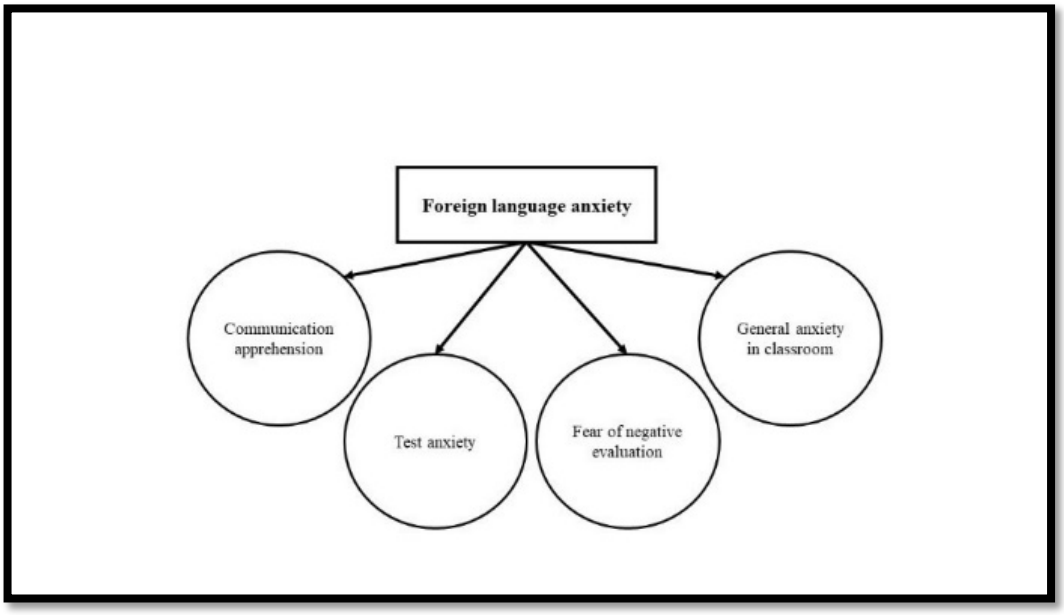

Fig. 1. FLA model adapted from Horwitz et al. (1986)

As FLA has not been formally investigated in any context in Brunei, the adoption of the original model by Horwitz et al. (1986) is significant to establish the potential existence, manifestation and pattern of FLA among Malay-Islamic TTs in our study. This is amid previous claims that FLA can be influenced by various factors including culture and tradition. The framework is used to fully ground the research design including the application of the research instrument, survey items and analysis.

5 Method

5.1 Participants

A total of 54 TTs who enrolled in the advanced module (BI32203) between January to April 2022 participated in this study. All participants claim Brunei Malay is their first language, and Standard Malay and English were acknowledged as the second language. This sample was chosen due to their maturity and familiarity with both Malay and English and the T&L of EIE modules at the university. Every participant should have gone through at least one EIE module before participating in this study (see Table 1 for details and average means of the participants' demographic background).

In terms of gender, there is a roughly even split between males (N=22; 41%) and females (N=32; 59%). The ages ranged from 19 to 27 with an average of 22.5. Other characteristics were not found to be widely variable. All participants in the study were in their third year at KUPU-SB at the time of sampling and held an HND as their highest level of education. Although many studied in the faculties of Education and Islamic Education, they all registered for Malay-mediated courses. While a majority had taken the GCSE English 'O' Level Examination before entering higher education, there was variation in their grades, with 54% achieving a grade C or higher.

Table 1. Demographic background of TTs

Characteristic	N = 54[1]
Gender	
Male	22 / 54 (41%)
Female	32 / 54 (59%)
Age	
Mean (SD)	22.50 (1.41)
Median (IQR)	22.00 (22.00, 23.00)
Range	19.00, 27.00
Faculty	
Pendidikan Islam	23 / 53 (43%)
Pendidikan	24 / 53 (45%)
Bahasa	2 / 53 (3.8%)
Syariah/Usuluddin	4 / 53 (7.5%)
(Missing)	1
English Course	
1	7 / 42 (17%)
2	35 / 42 (83%)
(Missing)	12
Highest Achievement in English	
GCSE & IGCSE	35 / 37 (95%)
A & AS Level	2 / 37 (5%)
(Missing)	17
Grade	
A	0 / 48 (0%)
B	5 / 48 (10%)
C	21 / 48 (44%)
D	16 / 48 (33%)
E	6 / 48 (12%)
(Missing)	6

[1]n / N (%)

5.2 Tools and procedure

This study utilised the FLCAS (Horwitz et al., 1986) a self-report questionnaire formulated based on their theoretical framework. Although FLCAS has been widely adapted to different contexts, we used the original version of the questionnaire to maintain neutrality and enhance reliability in addressing our research questions.

The FLCAS questionnaire was divided into two parts: (1) demographic background and language proficiency of the participants, and (2) 33 statements evaluating the participant's responses on factors of FLA. The questionnaire was administered in bilingual Standard Malay and English to maximise comprehension (Appendix A). In the FLCAS, eight items (1, 9, 14, 18, 24, 27, 29 and 32) represent Communication Apprehension (CA), nine items (3, 7, 13, 15, 20, 23, 25, 31 and 33) showcase Fear of Negative Evaluation (FNE), five items (2, 8, 10, 19 and 21) for Test Anxiety (TA), and the remaining items (4, 5, 6, 11, 12, 16, 17, 22, 26, 28 and 30) are used to measure the presence of General Anxiety in Classroom (GA). Each item on the scale was rated on a 5-point Likert scale: Strongly Agree (5 points), Agree (4 points), Undecided (3 points), Disagree (2 points) and Strongly Disagree (1 point). The questionnaires were administered both in Standard Malay and English to maximise the comprehension of the participants. There is no identification of participants to ensure anonymity (see Appendix A for the FLCAS questionnaire).

Based on the Cronbach's Alpha reliability test, we found that the domains of: Communication Apprehension (CA) scored 0.82 ([0.70, 0.87] 95% ci), Fear of Negative Evaluation (FNE) scored 0.83 ([0.72, 0.89] 95% ci), General Anxiety in Classroom (GA) scored 0.73 ([0.60, 0.81] 95% ci) and Test Anxiety (TA) scored 0.51 ([0.20, 0.67] 95% ci). We also found high reliability of FLCAS in our study.

The FLCAS questionnaires were distributed to all 54 TTs. The questionnaires were distributed only towards the end of their module to ensure that all the participants have gone through the process of T&L. The hard-copy questionnaires were left with the participants for a week, providing them comfort and convenience as well as sufficient time to complete the questionnaires. All 54 questionnaires were returned.

Ethical considerations were obtained, understood, and agreed upon between the researchers and the participants prior to the investigation. While the participants requested to remain anonymous in the study, the researchers also ensured that their participation was voluntary.

5.3 Analysis

The 33 test items (Y) in the questionnaire were measured on a 5-point Likert scale, with higher response values in the test items reflecting higher levels of anxiety. Some of the test items were worded antagonistically (positive versus negative connotation) (items 14, 18, 32, 8, 5, 11, 22, 28, 2). To ensure consistency in the measurement, the scales of these items were reversed during the analysis, i.e. scores of 1 and 2 were transformed to 5 and 4 respectively, while a score of 3 remained the same. We note that four respondents did not complete the questionnaire, and we only had partial responses for the test items in these four cases. These cases were removed, leaving a total of N=50 cases for the ensuing analysis. Of interest in the item analysis are the mean scores $\bar{Y}$ as well as the proportion of respondents whose item score is greater than three. In each of the test item spectrums, we pinpointed the item with the highest and lowest response levels.

The test item scores were also added up to produce a FLCAS score (X). We also utilised Krinis's (2007) categorisation due to its clarity and reliability. Following Krinis's classifications, the FLCAS scores can be divided into five levels of anxiety: very low anxiety (X = 33-82), moderately low anxiety (X = 83-89), moderate anxiety (X = 90-98), moderately high anxiety (X = 99-108) and high anxiety (X = 109-165). The quantitative data analysed were tabulated into percentages and graphs to showcase patterns and behaviours that represent language perception and anxiety among the participants.

6 Findings and discussion

6.1 General FLA in EIE classroom

To elicit the general FLA, the test item scores were summed to produce the FLCAS score X, with higher values indicating greater levels of anxiety. The theoretical value of X ranges between 33 (all test items answered 1) and 165 (all test items answered 5). In our sample, the range was [58, 138], while the mean response of X was found to be 91.2 with a standard deviation of 19.9. The histogram of X is plotted in Figure 2. Therein, we observe a slight positive skew in FLCAS scores (Median = 92.5, IQR = [75.2, 104.0]), with the mode of the data occurring at 'Moderately high' anxiety.

Our data show that only 36% of respondents reported either moderately high or high levels of anxiety, which suggests that the majority of these TTs do not experience extreme FLA when learning ESP through their EIE modules. The highest anxiety level was reported for Item 17, with 84% of TTs agreeing that they "often feel like not going to their English class" ($\bar{Y}$ =4.32; 84.0%). Conversely, the lowest score of FLCAS was associated with Item 23, as only three out of 50 TTs (6.0%) felt that "other students speak English better than they do".

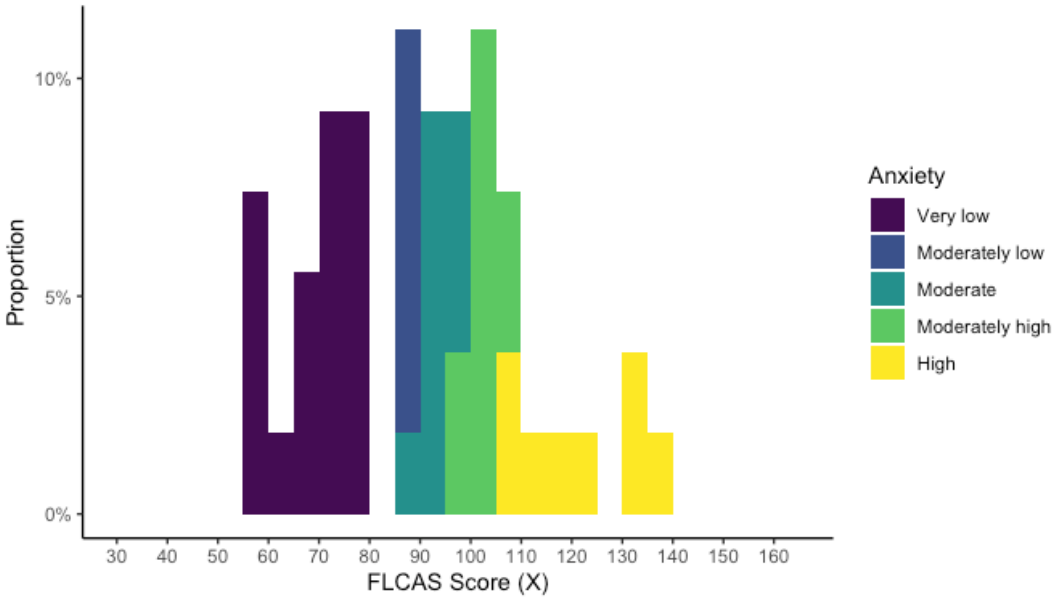

Fig. 2. Distribution of FLCAS score among TTs

While further investigation is needed to understand the definitive reason behind the TTs' strong responses towards Item 17, in line with the overall pattern in Figure 2, their FLA may not be related directly to self-efficacy in using English but due to other non-linguistic reasons. There is a possibility that the TTs' awareness of not requiring English in their future career may have contributed to their reluctance to attend the EIE classes and lowered their desire to learn English. Such reasoning can be implied as only a few TTs reported apprehension being compared to their peers (Item 23), implying that many TTs may perceive 'similarity' to each other in English proficiency. This may not be an overgeneralisation as all TTs are the product of SPN-21, and they were exposed to the bilingual education at an early age which may be why they do not have much anxiety about using English with each other. Thus, in general, FLA among these TTs is relatively low.

These findings may have reflected previous claims on the comfort of learning English in Brunei. Jones (2015) and Noorashid (2020a) claim that the less volatile and political intervention in its bilingual policy has benefitted the country to become a reliable setting in producing competent English

learners. Ishamina and Deterding (2017), Noor Azam and McLellan (2018) and Noorashid (2020b) also found that bilingual users in HE in Brunei tend to be very comfortable in using both Malay and English based on contexts and settings. Meanwhile, Salbrina and Hassan (2021) and Noorashid (2020a) also found that English assessments at various levels of education in the country have shown positive results over the years. Similar findings may have been reflected in our current analyses, where in general, the TTs may have not found major difficulties in learning English. This is possible as the TTs are equipped with basic knowledge and the use of English.

We are aware that our findings only represent a micro level of investigation involving TTs in a religious institution, and may not epitomise the general situation of learning English in Brunei. However, we cannot reject the possibility of the diffusion effect of meso-level planning and implementation of the bilingual education policy to complement the English learning in the country. While OECD claims that the effect of language policy on learner success is difficult to assess, the proper implementation focusing on the people's interest "can bring about an effective change to the education sector" (Viennet & Pont, 2017, p. 11). For instance, critical studies towards the neighbouring countries also suggest that the politicized and flip-flop English education policy in Malaysia has caused detrimental effects and anxiety in mastering English among Malaysians (Jones, 2000; Gill, 2005; Zuraidah, 2013), meanwhile, unequal access to education and attainment of English privilege have projected apprehension and jealousy among Indonesian learners (Margana, 2015).

Recent research by Noorashid and Alkaff (forthcoming) found that the majority of TTs in KUPU-SB consistently project positive attitudes towards English and English education in Brunei. Most of the TTs in their study see the prospect of a good career and opportunities from learning English, as the university also continues to support English learning and has held various initiatives to maximise English competence among the learners. Such institutional positive acceptance towards English is observed in our current findings where awareness of having good English proficiency and usage may have lowered many TT's anxieties in learning the language, and also considering positive attitudes towards a language may reduce negative conative behaviour towards language learning (Baker, 1992, 1996; Garrett, 2010).

6.2 Test Anxiety and General Anxiety contribute to high levels of FLA

Although the general analysis of responses shows less FLA among the TTs, our further analysis of each domain of FLCAS shows that there are still indications of FLA among the participants. We investigated further into the individual item responses. On the whole, we found that the spectrum with the highest level of anxiety was TA (prop = 42.4%) and this is followed by GA (prop = 41.5%), due to a high average proportion of TTs who agreed, suggesting these two components may have contributed to FLA to the majority of TTs. FNE came third (prop = 22.2%) followed by CA (prop = 19.8%) (see Table 2).

Horwitz et al. (1986) believe a high score in TA results from students feeling anxious and "afraid to make mistakes in the foreign language [and] feel constantly tested and to perceive every correction as a failure" (p. 130). In our analysis, more than half of the TTs agree to the same claim as the FLA scores the highest on the statement that they are afraid that their English language teacher is ready to correct their mistake (Item 19; $\bar{Y} = 1.16$; prop = 66.0%), while also disagreeing to the statement of not worrying about making mistakes in English class (Item 2; $\bar{Y} = 1.40$; prop = 42.0%). More than half of the TTs also agree that the more they study for an English test or exam, the more confused they get (Item 21; $\bar{Y} = 1.17$; prop = 60.0%), and this is reflected in their disagreement about being at ease when undertaking tests/examinations in English classes (Item 8; $\bar{Y} = 3.04$; prop = 36.0%).

Previous studies have also reported on TA as the cause of high FLA among English learners (Castillejo, 2019; Liu, 2006; Wine, 1971; Zeidner, 1998). Consistent with our findings, Horwitz et al.'s (1986)'s investigation involving 78 students in a Support Group for Language Learning at the University of Texas also demonstrated similar responses to Items 2 and 19 as TA had the highest score in these domains. The high level of TA usually emerges due to the feeling of being "constantly

tested and to perceive every correction is failure" (Horwitz et al.,1986, p. 130). A systematic study by Aydin (2009) also shows a common finding on high anxiety in a plethora of FLA studies where factors such as "perceptions of test validity" (p. 130) and "environmental and situational variables" (p. 130) contribute to greater TA among language learners. Other influential studies on foreign language T&L including Aida (1994) and Petridou and Williams (2007) have affirmed similar claims.

Table 2. FLCAS scores of FLA among TTs

Type	Question	Mean score (SD)	Score > 3 (prop)
Test Anxiety	Q10	1.70 (1.11)	4 / 50 (8.0%)
	Q8	3.04 (1.14)	18 / 50 (36.0%)
	Q2	2.90 (1.40)	21 / 50 (42.0%)
	Q21	3.78 (1.17)	30 / 50 (60.0%)
	Q19	3.74 (1.26)	33 / 50 (66.0%)
	Total	**3.03 (1.43)**	**106 / 250 (42.4%)**
General Anxiety	Q12	2.24 (1.13)	8 / 50 (16.0%)
	Q16	2.28 (1.14)	9 / 50 (18.0%)
	Q4	2.42 (1.26)	10 / 50 (20.0%)
	Q30	3.14 (1.16)	15 / 50 (30.0%)
	Q11	3.28 (1.11)	20 / 50 (40.0%)
	Q22	3.12 (1.06)	21 / 50 (42.0%)
	Q5	3.48 (1.01)	24 / 50 (48.0%)
	Q28	3.36 (1.05)	24 / 50 (48.0%)
	Q26	3.34 (1.47)	25 / 50 (50.0%)
	Q6	3.72 (1.14)	30 / 50 (60.0%)
	Q17	4.32 (1.06)	42 / 50 (84.0%)
	Total	**3.15 (1.29)**	**228 / 550 (41.5%)**
Fear of Negative Evaluation	Q23	1.86 (0.90)	3 / 50 (6.0%)
	Q7	1.94 (1.00)	5 / 50 (10.0%)
	Q33	2.00 (1.20)	7 / 50 (14.0%)
	Q20	2.26 (1.14)	8 / 50 (16.0%)
	Q15	2.30 (1.34)	10 / 50 (20.0%)
	Q3	2.50 (1.30)	14 / 50 (28.0%)
	Q13	2.94 (1.28)	17 / 50 (34.0%)
	Q25	2.96 (1.34)	17 / 50 (34.0%)
	Q31	2.88 (1.38)	19 / 50 (38.0%)
	Total	**2.40 (1.28)**	**100 / 450 (22.2%)**

Type	Question	Mean score (SD)	Score > 3 (prop)
Communication Apprehension	Q9	1.82 (1.08)	5 / 50 (10.0%)
	Q29	2.38 (1.16)	7 / 50 (14.0%)
	Q18	2.62 (0.97)	8 / 50 (16.0%)
	Q27	2.48 (1.20)	8 / 50 (16.0%)
	Q1	2.44 (1.05)	11 / 50 (22.0%)
	Q24	2.34 (1.33)	12 / 50 (24.0%)
	Q14	2.74 (1.19)	14 / 50 (28.0%)
	Q32	2.92 (1.16)	14 / 50 (28.0%)
	Total	**2.47 (1.18)**	**79 / 400 (19.8%)**

We believe that there are two plausible reasons why TA contribute to the highest level of FLA amongst the TTs. Firstly, due to the constant change of facilitators that influenced their English curriculum and study materials throughout the years. As the implementation of English education in KUPU-SB was relatively recent in comparison to other HEIs in Brunei, the university management was still developing its English curriculum. The development of the EIE curriculum and structure depended on the availability of the facilitators, hence causing changes in learning materials and syllabus periodically. The level of apprehension among TTs of being tested may have been further amplified as EIE modules are core subjects and it is compulsory to achieve at least a credit grade to complete their study, albeit English use is rather situational in their career.

Another possibility may have been due to methodological reasons as FLCAS is known as a situational-based survey influenced by environments and surrounding factors. We distributed the questionnaire during the TTs' revision week – a period between completing their modules and before sitting for their final exam. Completing FLCAS during this period may have contributed to the increase of anxiety amid anticipation and preparation for their final exam. This situation can be reflected in their responses on the top three highest FLA scores in items 2, 19 and 21.

GA is the source of the second highest FLA among the TTs. Growing literature deem environmental factors and variables can contribute to anxiety among learners in foreign language classrooms (Dewaele & Al-Saraj, 2015; Kasbi & Elahi-Shirvan, 2017; Onwuegbuzie et al., 2000; Tran, 2012), thus anxious language students tend to avoid attending these classes due to academic stress (Horwitz & Young, 1991; Horwitz et al., 1986; Lababidi, 2016). The Association for Child and Adolescent Mental Health recently reports that anxiety is the key risk factor that links poor mental health and absenteeism among children and adolescents globally (Finning, 2019).

A similar sentiment was found in our analysis when the majority of TTs agree that they often feel like they do not wish to go to their English class (Item 17; $\bar{Y} = 1.06$; prop = 84.0%). They may have felt imposed or forced into attending these compulsory classes and to score at least a credit grade in EIE modules to complete their degree. This is congruent with almost half of the TTs' disagreement with Item 15: "It wouldn't bother me at all to take more foreign language classes" ($\bar{Y} = 1.01$; prop = 48%) and Item 22: "I don't feel pressure to prepare very well for English class" ($\bar{Y} = 1.06$; prop = 42%).

While similar reasons affecting TA, such as the constant change of facilitators, and curriculum as well as study materials may have contributed to the TTs' apprehension to attend their weekly lectures and tutorials, other situational and environmental factors may have also caused the increase of GA. Based on our observation, the shift from the familiarity of participating in easy tasks such as quizzes and gap-filling exercises in previous years to writing high-critical pieces of research and presentation as part of coursework with a new facilitator (when this current study was undertaken)

can be a plausible reason for the increase of GA. Other external factors such as the facilitators' personalities and strictness as well as the availability of additional learning materials and internal factors including the belief, attitudes and readiness of the TTs and their personalities may have also influenced their perception and anxiety during language learning in the EIE module.

Past literature has demonstrated 10 major causes of FLA in English classrooms: (1) personal and interpersonal anxiety, (2) learner's belief about foreign language learning, (3) classroom management and activities, (4) classroom atmosphere, (5) teaching method, (6) teacher's belief about foreign language teaching, (7) language test and examination, (8) process of learning a foreign language, (9) cross-cultural differences in the target language and (10) learner's previous experience in learning a foreign language (Hashemi, 2011; MacIntyre & Gardner,1991; Pan & Zhang, 2021; Tran, 2012; Zabihi & Javad Ahmadian, 2021; Yang, 2012). While more research should be undertaken to support our beliefs, we suggest the unfamiliarity and changes in syllabus and learning materials as well as the mandatory enforcement of completing EIE may have contributed to FLA among learners. This is because altering situational variables in language learning and tests can result in higher or/and lower levels of anxiety among learners (Bushnell, 1978).

In comparison to TA and GA, the results for FNE (prop = 22.2%) and CA (prop = 19.8%) are almost half of the former two described. Some of the TTs agree that they are afraid that the other students will laugh at them when they speak English (Item 31; $\bar{Y}$ = 1.38; prop = 38.0%), thus it makes them feel reluctant to volunteer to answer questions in class (Item 13; $\bar{Y}$ = 1.34; prop = 34.0%), and this is probably due to their concern that they would get left behind because they feel the English class is moving quickly (Item 25; $\bar{Y}$ = 1.34; prop = 34.0%). These three items scored among the highest in FNE and are congruent with some of their responses towards items with top scores in CA. This can be observed from an equal portion of TTs who feel nervous when speaking English with English speakers (Item 14; $\bar{Y}$ = 1.19; prop = 28.0%), as well as feeling uncomfortable around native speakers of English (Item 32; $\bar{Y}$ = 1.19; prop = 28.0%). A quarter of the TTs also feel very self-conscious when speaking English in front of other students (Item 24; $\bar{Y}$ = 1.33; prop = 24.0%) as they feel unsure when they speak in an English class (Item 1; $\bar{Y}$ = 1.05; prop = 22.0%).

While FNE and CA do not contribute to the highest form of FLA among these TTs, their responses towards the items in these domains are consistent. In this case, we have observed that there are TTs who still experience anxiety when communicating in class due to their concern about being evaluated by their peers and the facilitator. learning a foreign language is a "profoundly unsettling psychological proposition" (Guiora, 1983, p. 8), and while FNE and CA are considered major anxiety-causing factors in many studies (Amengual-Pizzaro, 2018; Badrasawi et al., 2020; He, 2017), the TTs in our study show contradiction as these two domains are relatively low in comparison to TA and GA.

A plausible reason for lower FLA in FNE and CA may be attributed to their early exposure to English education in the bilingual education. Consequently, a majority of them may have held the belief that they had comparable levels of proficiency in English. Furthermore, as EIE is considered part of ESP tradition and the TTs are aware that they would not have to use English predominantly on campus or when they teach professionally in the future, these may have contributed to the ease of FNE and CA in this situation. This is reflected in earlier investigation on attitudes and prospects towards English education by Noorashid and Alkaff (forthcoming). The TTs in their study also embrace the global currency of English but do not necessarily use English as part of daily communication and identity projection. Nevertheless, the TTs are still required to pass all the modules in order to complete their degree, and thus, in our study, the anxiety lies mostly when they are in the classroom (GA) and preparing or sitting for their summative examination (TA).

7 Implications on pedagogy and research

This novel investigation of FLA in the ESP context in Brunei has resulted in some pedagogical and methodological implications, along with potential future research trajectories. While our study focuses on FLA as a case study among Malay-Islamic TTs in a predominantly Malay-language

higher education setting, some of these implications may have broader relevance. They can inform language education policies and practices in other countries with similar traditions and cultural settings, as well as serve as a foundation for comparative and transnational studies across the region. Despite the growing global interest in FLA research, strategic approaches and efforts to managing and mitigating FLA remain understudied (He, 2018).

In terms of pedagogy, our current findings suggest the necessity to review policies for language education and teaching at the higher education level in the country. This includes teaching methods and approaches, as well as syllabus designing. Ishamina and Deterding (2017) claim that there is no fixed language policy enforced at higher education in Brunei, but it is conditionally known that Standard Malay and English are the main modes of communication. Other studies including (Noor Azam & McLellan, 2018; Noorashid, 2020b; Salbrina & Hassan, 2021) agreed with the aforementioned statement and further reasoned that early exposure to bilingual education may contribute to fewer conflicts in Malay-English contact. Nonetheless, it is possible that these findings are specific to the context of Universiti Brunei Darussalam, where most studies on bilingualism are undertaken and EMI is predominantly implemented. On the other hand, our findings have exhibited that the English teaching and learning practices in the context of ESP tradition may yield distinct outcomes. FLA has been found to exist and is in crucial need of further investigation to avoid the detrimental effects of learning and mastering foreign languages. Note that KUPU-SB implements both English and Arabic as essential language modules and all TTs are required to pass these modules to fulfill graduation requirements. Thus, there is a need to revise the language education policy in the institution, as there are no reports on this in any previous accounts or academic studies. A revised language policy can be further utilised by the instructors in creating a safer environment and suitable activities as well as teaching methods for English teaching and learning that can reduce anxiety among learners while maximising learning success in return.

The differences in situation and research findings regarding English education between KUPU-SB and other national universities may also raise potential discussion on the variance of theories, approaches and methods in researching EMI and ESP at various levels of education in the country. The different approaches to investigating issues of teaching and learning in English may have projected different levels of language anxiety among learners, as ESL is embraced at large in Brunei while EIE modules are geared towards ESP. This can also become a future research trajectory in comparing FLA between different approaches to learning English, as ESP is understudied in Brunei (Noorashid & Alkaff, forthcoming).

As there are very few studies on bilingualism in the predominant Malay-Islamic context in Brunei, and many previous studies have only looked at Malay-English bilingualism milieus, our current study signifies the importance of studying English competence and acceptance among learners in KUPU-SB as part of the core higher education and significant teacher training institution to support Islamic edification through formal education in Brunei. Thus, the current endeavour to investigate English learning may be able to assist in understanding the process of deliverance and edification of Islamic knowledge and values to future generations by using English, particularly when the TTs are expected to use English as part of the pedagogical instrument, as the Sultanate has been conventionally and methodically using Malay and Arabic as the ultimate codes. Thus, following a few recent studies that attempt to explore the interrelationship between Malay, English and Islamic sentiments in Brunei (Noorashid, 2020a; Noor Azam, 2016; Salbrina, 2023), our study also suggests more similar investigations should be undertaken not only in Brunei but also in the contexts of the Malay World, in line with the proliferation of literature discussing on the negotiation of local identity with English or mainstream culture occurring today (Dornyei & Ushioda, 2019; Rahimian, 2015).

While much research on the effects of bi-/multilingualism in Brunei have maintained the success of the national education policy and English learning, our study has exposed anxiety and apprehension of learning the language on the micro level of a community of learners. This finding challenges the assumption that bilingualism in Brunei is entirely stable and seamless. Although the occurrence of English learning apprehension was observed and briefly mentioned by previous studies (Barry, 2011; Goode, 2020; Sammons et al., 2014), a more systematic approach towards studying language

anxiety is required to gain deeper insights into the learner experience and provide a comprehensive understanding of the English learning process. This is reflected in our analyses where a more in-depth analysis of FLCAS items has depicted a clearer picture of anxiety than the general observation towards the data. We acknowledge the small scope of study and that the participants from a specific college may not necessarily represent the idiosyncratic language preferences of the nation as a whole, and thus we recommend further investigations not only limited to the HE settings but also throughout levels of education studying Standard Malay and Arabic which are also significant and emblematic codes in Brunei.

Methodologically, we raised the possibility that the period of distributing the FLCAS may have been a variable affecting the FLA level of research participants. As FLCAS is a situational-based survey that can be influenced by environments, our study also prompts a methodological reflection that the period of time when FLCAS is undertaken can trigger one emotion more than the others, and in this case, the apprehension towards being tested in examinations. Our decision to distribute FLCAS during the revision week before the TTs sit for their final exam may have triggered the higher level of Test Anxiety over other domains. While we never concluded the best period for collecting FLCAS data, we believe that more research should be undertaken to determine such a resolution as this has never been discussed further in previous literature criticising the limitation of FLCAS for FLA research (Al-Saraj, 2014; Lee & Ye, 2023; Park, 2012; Rodríguez & Abreu; 2003; Sparks & Ganschow, 2007; Woodrow, 2006). This follows a recent discovery by Rassaei (2023), suggesting that time has an impact on FLA and performance among ESL learners. This emphasises the significance of reviewing time factor into account when conducting FLCAS.

We acknowledge the methodological issue pertaining to the reliability of our FLCAS test. As mentioned in the Methods section, while Cronbach's Alpha test shows reliable scores for FNE, CA and relatively consistent for GA, the TA only scored at 0.51 (with an upper bound of 0.67 in a 95% confidence interval) where its reliability in measuring TA as a domain – the highest score in our analysis – may be further debated. As our study is the first of its own drawing FLA using a quantitative approach through the application of FLCAS, we believe that the reliability issue may have derived from the relatively small sample size of our TTs or/and sample-specific in relation to cultural settings. As our current study still adheres to strong claims on the highly reliable FLCAS to exploring FLA among foreign language learners, we also believe that the methodological issue can become another research trajectory to incorporate a larger sample and by undertaking multi-faceted studies pertaining to FLA to further determine the reliability of FLCAS in the similar context of our study or in more complex and uncharted territories of FLA.

8 Conclusion

In summary, our current study has projected two levels of data analysis on FLA among 50 TTs in KUPU-SB. Responding to our research question, the TTs experience FLA when undertaking their EIE modules (RQ1). It appears that FLA among the TTs are low on the surface level, suggesting that many TTs feel comfortable in their EIE classroom. However, further in-depth analysis of the components of FLCAS shows that there are higher indications of FLA among the participants, particularly when responding to items in Test Anxiety and General Anxiety (RQ2), concluding that some of the potential sources of FLA among the TTs predominantly lie upon being evaluated and corrected in their English classroom setting (RQ3).

We acknowledge the scarcity of similar literature and research work on anxiety in language teaching and learning in Brunei. Thus, as an attempt to break the ground, our current study also discussed a few limitations that can become further research trajectories for other researchers. This should also include exploring other sociolinguistic variables and settings that may have influenced varying degrees of FLA among English learners with Islamic or other religious backgrounds. Further research in this regard will better inform education policy and curricula, fostering a more inclusive and relevant learning environment for foreign language learners. This is amid the relevance and

necessity of studying FLA using FLCAS as part of an effort to overcome issues pertaining to the teaching and learning of English in various settings and traditions.

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Appendix

English Language Learning and Classroom Assessment Form
Borang Penilaian Pembelajaran dan Persekitaran Kuliah Bahasa Inggeris

Respondent's Background/*Latar Belakang Responden*

Gender/*Jantina*	:	_____.
Age/*Umur*	:	_____.
Highest Education/*Pendidikan Tertinggi*	:	_____.
Academic Year/*Tahun Pengajian*	:	_____.
Faculty/*Fakulti*	:	_____.
Medium of Instruction/*Bahasa Pengantar*	:	_____.
English Course/*Kursus Teras Bahasa Inggeris*	:	_____.
Highest Achievement/Grade in English/ *Pencapaian Tertinggi/Gred Bahasa Inggeris*	:	_____ (e.g. GCE O Level, IELTS, TOEFL)

Instruction: Please circle your answer in the Likert Scale provided (for each question).
Arahan: Sila bulatkan jawapan anda dalam Skala Likert yang disediakan (bagi setiap soalan).

1. I never feel quite sure of myself when I am speaking in my English class.
Saya tidak pernah berasa yakin dengan diri saya apabila bercakap dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

2. I don't worry about making mistakes in English class.
Saya tidak bimbang untuk membuat kesilapan dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

3. I tremble when I know that I'm going to be called on in language class.
Saya gementar apabila saya mengetahui bahawa saya akan dipanggil (untuk bertutur atau menjawab soalan) dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

4. It frightens me when I don't understand what the teacher is saying in English.
Ia menakutkan apabila saya tidak memahami apa yang dikatakan oleh guru dalam bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

5. It wouldn't bother me at all to take more foreign language classes.
Ia tidak akan membimbangkan saya untuk mengambil lebih banyak kelas bahasa asing (termasuk bahasa Inggeris)
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

6. During English class, I find myself thinking about things that have nothing to do with the course.
Ketika kelas bahasa Inggeris, saya mendapati diri saya berfikir tentang perkara-perkara yang tidak berkaitan dengan kursus tersebut.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

7. I keep thinking that the other students are better at English than I am.
Saya sentiasa berfikir bahawa pelajar-pelajar lain boleh menggunakan bahasa Inggeris dengan lebih baik berbanding saya.

Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

8. I am usually at ease during tests in my English class.
Lazimnya, saya berasa selesa ketika menduduki ujian dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

9. I start to panic when I have to speak without preparation in English class.
Saya berasa cemas apabila saya perlu bertutur tanpa membuat persiapan dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

10. I worry about the consequences of failing my English class.
Saya bimbang menghadapi akibat kegagalan dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

11. I don't understand why some people get so easily upset over English class.
Saya tidak faham mengapa sesetengah orang mudah berasa kecewa dengan kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

12. In English class, I can get so nervous I forget things I know.
Dalam kelas bahasa Inggeris, saya boleh berasa gugup sehinggakan lupa perkara yang saya ketahui.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

13. It embarrasses me to volunteer answers in my English class.
Saya berasa malu untuk menjawab secara sukarela dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

14. I would not be nervous speaking in English with English native speakers.
Saya tidak berasa cemas ketika bertutur dalam bahasa Inggeris dengan penutur asli bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

15. I get upset when I don't understand what the teacher is correcting.
Saya berasa kecewa jika gagal memahami kesalahan bahasa yang dibetulkan oleh guru.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

16. Even if I am well prepared for English class, I feel anxious about it.
Walaupun saya bersedia untuk kelas bahasa Inggeris, saya masih berasa cemas.

Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

17. I often feel like not going to my English class.
Seringkali saya berasa tidak ingin menghadiri kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

18. I feel confident when I speak in English class.
Saya berasa yakin apabila bertutur dalam kelas bahasa Inggeris.

Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

19. I am afraid that my English language teacher is ready to correct every mistake I make.
Saya berasa takut jika guru bahasa Inggeris saya bersedia untuk memperbetulkan setiap kesalahan bahasa.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

20. I can feel my heart pounding when I'm going to be called on in English class.
Saya berdebar-debar apabila saya dipanggil (untuk bertutur atau menjawab soalan) dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

21. The more I study for an English language test/exam, the more confused I get.
Semakin banyak saya belajar untuk persiapan ujian/peperiksaan bahasa Inggeris, saya semakin keliru.

Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

22. I don't feel pressure to prepare very well for English class.
Saya tidak berasa tertekan untuk mempersiapkan diri bagi kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

23. I always feel that the other students speak English better than I do.
Saya selalu berasa bahawa pelajar-pelajar lain boleh bertutur dalam bahasa Inggeris dengan lebih baik berbanding saya.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

24. I feel very self-conscious about speaking English in front of other students.
Saya berasa kurang yakin ketika bertutur dalam bahasa Inggeris di hadapan pelajar-pelajar lain.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

25. English class moves so quickly I worry about getting left behind.
Pembelajaran kelas bahasa Inggeris terlalu cepat sehinggakan saya bimbang tidak dapat mengikuti pelajaran sebaiknya.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

26. I feel more tense and nervous in my English class than in other classes.
Saya berasa tegang dan gugup dalam kelas bahasa Inggeris berbanding kelas-kelas lain.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

27. I get nervous and confused when I am speaking in my English class.
Saya berasa gementar dan keliru apabila saya bertutur dalam kelas bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

28. When I'm on my way to my English class, I feel very sure and relaxed.
Ketika sedang dalam perjalanan menghadiri kelas bahasa Inggeris, saya berasa sangat yakin dan santai.

Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

29. I get nervous when I don't understand every word the English language teacher says.
Saya berasa gementar apabila saya tidak memahami setiap yang dikatakan oleh guru bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

30. I feel overwhelmed by the number of rules you have to learn to speak English.
Saya berasa terbeban dengan bilangan peraturan yang perlu dipelajari untuk bercakap bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

31. I am afraid that the other students will laugh at me when I speak English.
Saya berasa takut jika pelajar-pelajar lain ketawa apabila saya bertutur dalam bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

32. I would probably feel comfortable around native speakers of English.
Saya mungkin berasa selesa jika berada dalam kalangan penutur asli bahasa Inggeris.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.
Saya berasa gementar apabila guru bahasa bertanya soalan ketika saya belum membuat persediaan.
Strongly Agree/Sangat Setuju Agree/Setuju Not Sure/Tidak Pasti
Somewhat Disagree/Kurang Setuju Disagree/Tidak Setuju

Thank You For Your Cooperation/*Terima Kasih Atas Kerjasama Anda*