

COMPLETION REPORT

Universiti Tunku Abdul Rahman (UTAR)

Joanna Tjin Ai Tan

【Subject of Research Project】

Education and Language Learning

Completion of Report

Phase 1 was conducted in the Malaysian setting with the participation of 207 undergraduates in Malaysian universities. The main objective was to explore the relationship between emotions (EMO), experiences (EXP), beliefs (BELIEF), and multilingual identity (MI). Data was collected using an online questionnaire. The data was analyzed using Forbes et.al (2021) model as a reference. Preliminary findings from Exploratory Factor Analysis (EFA) suggested a model in which emotions and experiences contributed to the formation of beliefs, which eventually had an influence on their formation of a multilingual identity. Results also highlighted beliefs as the most significant predictor of multilingual identity, compared to emotions and experiences. However, in this phase of the research, it could also be inferred that beliefs alone may not entirely be accountable for all observed impacts on multilingual identity.

Preparations for Phase 2 began with the drafting of questions for the online questionnaire and translation into Japanese for data collection from the Japanese students. Interview questions were also drafted from the subset of the questionnaire respondents. To compare the Malaysian model with the Japanese model and Fisher et al.'s (2022) model This study included 331 participants from Malaysia and Japan. The instrument was developed to assess four key constructs (experiences, evaluation, emotions) and their relation to multilingual identity (MI) as well as language learning. Both Malaysian and Japanese models showed good fit indices, indicating a well-fit. This is indicative that students who encounter good, positive experience during language learning are likely to have a higher multilingual identity. It is suggested that Forbes et.al (2021) framework is adapted to local contexts in the process of material development.

Phase 3 involved interviews with the Malaysian undergraduate students on their experience pertaining to language learning and multilingual identity. Questions were asked on the factors that encouraged learning languages, the usefulness of learning languages, challenges that were faced, perception of themselves as multilinguals. At present, the factors that encouraged language learning included language teachers, classroom environment, and interest. The individuals perceived themselves as multilinguals due to the exposure to different cultures and languages. The data analysis for this part is still ongoing as linkages among the interview responses for the part on usefulness and challenges are in the midst of being analysed. Simultaneously, the manuscript pertaining to results obtained from Phase 2 is ongoing for the inclusion of updated information in the literature review section. In addition to the literature review, other areas such as the implications and recommendations for future research were also updated.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.) Date: 2 – 4 September 2025 Venue: Jissen Women's University, 1-1-49, Higashi, Shibuya-ku, Tokyo, Japan, 150-8538 Name of Conference: The 19th National Conference of the Japan Society for Remedial Education Title of Presentation: Unraveling Multilingual Identity in Malaysia: An In-depth Examination of Fisher's 3Es Model Presenters: TAN Joanna Tjin Ai, LEE Ai-Suan, NAKAYAMA Tomokazu Award: Excellence Award for Presentation
Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.) Publication is still in progress as there are some changes made in the manuscript.
Book (Publisher and Date of the Book, Title and Author of the Book, etc.) None.