



# **LANGUAGE ANXIETY AND ENGLISH SPEAKING PROFICIENCY OF BACHELOR OF SECONDARY EDUCATION ENGLISH MAJOR STUDENTS**

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Language Educational Research

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### **APPROVAL SHEET**

This research entitled “**LANGUAGE ANXIETY AND ENGLISH SPEAKING PROFICIENCY AMONG ENGLISH MAJOR STUDENTS**”, in partial fulfillment of the requirements for the Language Educational Research has been examined and is, hereby, recommended for the corresponding oral examination, approved and acceptance.

  
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## **Abstract**

This study was conducted to determine the significant relationship between Language Anxiety and English Speaking Proficiency among English Major Students. A quantitative, descriptive-correlational research method was used to obtain the level of Language Anxiety, English Speaking Proficiency and the significant relationship of Language Anxiety and English Speaking Proficiency among English Major Students. 60 respondents were surveyed and answered the questionnaire on Language Anxiety, which consists of fifty questions with five indicators. And 60 respondents also answered the questionnaire on English Speaking Proficiency which consisted of one question with three indicators. Discussion of the study showed that the level of language anxiety is high which means it oftentimes manifested while the level of English speaking proficiency is very high which means it is excellent. Finally, the result shows that there is no significant relationship between Language anxiety and English speaking proficiency among English Major Students.

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## **CHAPTER 1**

### **INTRODUCTION**

English has long since emerged as the most widely spoken, recognized, and most important established language globally. It has a significant impact on individuals' academic and professional lives and serves as the lingua franca of international business sectors that drive economic growth and international development, affecting operations and transactions both directly and indirectly. Hence, the English language has an effect on both the economy and educational system of a country. English is considered a second language in the majority of countries, with the goal of increasing the proficiency of learners worldwide. English language instruction is a major element of any school system. Its widespread use has pervaded almost every aspect of communication. Indeed, one of the country's identified strengths, which has fueled its economy and elevated it to the top spot for voice outsourcing, is its English proficiency.

Complex and diverse studies have been conducted to assess the factors affecting English proficiency, particularly nonnative English users' language learning. Language anxiety has been shown to be a strong predictor of success in language learning and to have incapacitating effects on the language learner. While fostering anxiety benefits students' performance, excessive anxiety can result in poor performance (Jugo, 2020). To support this, Sadiq (2017) found out in his study that a high level of language anxiety is associated with poor language learning performance whereas language anxiety manifests itself differently in each learner. Similarly, language anxiety has been widely

acknowledged as a barrier to second language acquisition. It also provides a negative emotional state; consequently, it can have a detrimental effect on how the target language is acquired. It has been identified as a significant factor in the affective component of foreign language learning (Gardner & MacIntyre, 1992).

Horwitz and Cope (1986) defined language anxiety as a situation-specific type of anxiety that is largely independent of other types of anxiety and is characterized by heightened feelings of self-consciousness and fear of making mistakes, as well as a desire to be perfect when speaking. On the other hand, Gardner and MacIntyre (1993) identified it as the fear experienced by language students when they begin learning a second language. There are several factors that contribute to learners' language anxiety, including participation in speaking activities, inability to comprehend lessons, and evaluation, while inhibiting factors include peer affiliation or a sense of communal connectedness, classroom setup, and the teacher's role. Language anxiety can manifest itself at various stages of language learning, including the input, processing, and output stages, and understanding how anxiety is related to these three stages can help explain why second language and foreign-language learners experience linguistic difficulties and errors.

On the global sphere, Held, McGrew, Goldblatt, and Perraton (2002) state that English is the worldwide linguistic system. It has established itself as the lingua franca and is strengthening its supremacy. It has become the dominating language of transnational advertising and popular culture. Nonetheless, Sawir's (2005) research shows that many Asian international students studying in Australia struggle with language and lack confidence in speaking up in class. According to evidence acquired from

interviews with students from five Asian nations, these learning issues stem from earlier learning experiences that emphasized grammar and reading skills rather than conversational skills, and from school-instilled assumptions about language learning. Synchronously, Sadiq (2017) examined in his research the relationship between language anxiety and writing, reading, and speaking.

On a national level, while the Philippines remains a popular destination for foreign English learners due to the affordability and quality of its English as a Second Language programs, there is a concerning trend toward decreased English proficiency among teachers and students. The Filipino workforce's English proficiency has lowered, which could be attributed to Filipino graduates possessing only simple and basic working proficiency in the language. Jugo (2020) explains the findings, which confirm that speaking, error correction, communicating with English speakers, writing, negative self-perception, and non-comprehension are all sources of high anxiety for Filipino learners. All sources of anxiety were found to be significantly strong determinants of second language anxiety, and simple regression analysis revealed that foreign language anxiety is a significant predictor of English proficiency. If Filipino indigenous students continue to struggle with English, it may lead to further educational issues in math, science, and technology (Leaño, Rabi & Piragasam, 2019).

In the local scenario, language anxiety is evident which plays a role either in success or failure of learning. Language educators have long studied language anxiety, believing it to be a hindrance to learning (Elaldi, 2016). As claimed by Horwitz (2001), a large proportion of foreign language learners are anxious. This may imply that even Davaoeños ESL students experience anxiety. Moreover, many factors influence the

process of learning a second language, including attitude, self-confidence, motivation, length of exposure to the language, classroom conditions, environment, family background, and the availability of qualified teachers (Verghese, 2009).

Successful second language acquisition appears to be contingent on learners' perceptions of the language learning environment, the learning situation, and their perceptions of the target language and its speakers (Narayanan, 2008). Understanding language anxiety threshold can help students and teachers avoid negative anxiety experiences and implement interventions (e.g., coping methods, personalized programs) whenever appropriate to maximize learning. However, it is acknowledged that the maximum limit of linguistic anxiety threshold differs between cultures, individuals, and even circumstances showing its importance to comprehend or estimate an individual's linguistic anxiety threshold. Language anxiety can be influenced by past language learning experiences, other emotional development, and social constraints.

Thus, this thesis reports the findings on the impact of language anxiety on the English proficiency among English major students. Emphasis is placed on the establishment of the School of Teacher Education, sharing the difficulties of language acquisition in terms of grammar, specifically in conversational and academic English. In addition, the center of the study is the exploration of insights and perceptions from English major students' experiences with language anxiety of second language acquisition. Also, the paper introduces various audiences based on its goals, such as individuals conducting research, gathering information, and criticizing the study. Lastly, the society will benefit from this study by gathering relevant information for building up possible solutions to the cited problems.

### ***Rationale of the Study***

English proficiency is a necessary component of modern society's success. English is the world's third most extensively spoken and taught language. English is a "global language," the "lingua franca of the modern era," spoken by over 300 million people in over 100 countries as a first language and over 600 million as a second language. English skills are required for any country to fully benefit from global commerce, access the latest science, technology, and innovation, and exert influence in the world (Runde, 2017).

The researcher sees the need to conduct the research in order to overcome the obstacles of Language Anxiety and how English Speaking Proficiency evolved in order to cope with the difficulties faced by English major students. It is important to know the causes of difficulties in language anxiety of students and those who struggle with improving their proficiency, as well as the research on the methods and strategies that teachers can use to help these students learn. The goal of this study is to see how English major students deal with problems in language anxiety. It's also a good thing that we looked at the whole language learning process in relation to a number of other factors to show how complicated it is. This could be useful for the following reasons:

**School Administrators.** where this knowledge on boosting language acquisition in learning the English language practices of instructors may provide an opportunity for more technical help, which is beneficial to school officials. Teachers should be helped by school administrators by giving them enough and relevant learning tools to help them improve their language skills, which will lead to better learning results.

**Teachers.** This study could be used as a learning resource since the techniques for recognizing challenges in acquiring English proficiency are applicable to their type of learners; incorporating contextualized resources in the school community for easier understanding among diverse learners.

**Students.** The students will benefit from this research since it will help them with their language difficulties and improve their language acquisition in studying English

**Future Researchers.** This study serves as a reference/guide for future researchers on their research. This research could be one of the foundations for a new learning theory as they acquire learning the English language.

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

This research entitled “**Language Anxiety and English Speaking Proficiency of Bachelor in Secondary Education English Major Students**” aims to determine the difficulties faced by English Major students learning English as a second language in achieving proficiency, as well as how language anxiety affects their English Speaking proficiency and acquisition. Specifically, the study seeks to address the following issues.

1. What is the level of Language Anxiety among English major students in terms of;
  - 1.1 Motivation
  - 1.2 Self-Confidence
  - 1.3 Classroom Conditions



1.4 Fear of Negative Evaluation

1.5 Length of exposure to the language

2. What is the Level of English Speaking Proficiency among English major students in terms of;

2.1 Content Organization

2.2 Delivery (Grammar & Diction)

2.3 Mechanics

3. Is there a significant relationship between Language Anxiety and English Speaking Proficiency?

### ***Null Hypothesis***

The null hypothesis was tested at 0.05 level of significance.

Ho. There is no significant relationship between the level of Language Anxiety and English Speaking Proficiency.

### ***Review of Related Literature***

The review of related literature presents the ideas, finished thesis, related literature, and studies after the thorough and in-depth search done by the researchers. The researcher has gone through intensive reading of materials, both printed and downloaded through the internet. Also, this section will present discussions related to the independent variables and dependent variables. The Language Anxiety has the following indicators: Classroom conditions, Self-confidence, Motivation, Fear of Negative Evaluation, Length of exposure to the language. English Proficiency has the following indicators: Content Organization, Delivery (Grammar and Diction), Mechanics.

### ***Language Anxiety***

Anxiety, according to MacIntyre and Gardner (1991), is one of the best predictors of second-language performance. Many researchers have looked at the relationship between language anxiety and second language proficiency, because language anxiety is one of the internal obstacles that second language learners face that might stymie their progress. Several research (Gardner, 1985) discovered a strong link between anxiety and proficiency. That is, learners who have a low level of language anxiety will succeed in learning a second language. Learners with a high level of anxiety, on the other hand, will not be able to do so. Depending on the situation, their relationship and relative importance can change. Understanding the effects of language anxiety on teachers can help them better understand their pupils and enhance their teaching. Furthermore, "research into minimizing the influence of anxiety" is required if language anxiety is not a stable element

(MacIntyre and Gardner, 1991). It is vital to look into the characteristics of language anxiety in second language learning in order to accomplish so.

As characterized by MacIntyre and Gardner (1989) Language anxiety is "the worry and negative emotional reaction stimulated when seizing to master or applying the second language". Language anxiety can stem from learners' own sense of "self," self-related cognition, language acquisition challenges, disparities in learners' and target language cultures, discrepancies in speakers' and interlocutors' social standing, and the fear of losing one's self-identity in accordance with the study of Hashemi, 2011. Anxiety and self-confidence can influence how well you speak a foreign language. In foreign language classes, individuals with a high level of anxiety, concern, fear, and low self-confidence may have difficulty developing their speaking abilities (Tridinanti, 2018). It was said that those students who are anxious in class will be apprehensive and fearful to collaborate with the teachers, and as a result, they will be unable to concentrate on the learning points, wasting their energy, or just wanting to escape the learning process (Hui Ni, 2012). Aina and Wijayati (2019) also came to an agreement that language anxiety is a component of academic stress. It is plausible that this allows learners to be concerned while learning the target language, or their learning attainment as a final undertaking.

As stated by Kayaolu and Salamel in 2013 that language anxiety has been discovered for various reasons. There are four (4) reasons: (1) linguistic difficulty in the target language due to lack of vocabulary, grammatical complexity, and incorrect pronunciation; (2) cognitive problems throughout the form of worry of failing is a type of fear that is difficult to convey, the anxiety of failing assessment/test, dread of creating errors, the humiliation of faltering in front of others, low self-esteem; (3) the insufficiency

of comprehension to the original language; (4) an instructor's role and competitiveness. The findings revealed that respondents' fear of speaking was high. More owing to language difficulties, particularly a lack of vocabulary, deficiency of grammar understanding, and poor pronunciation.

### ***Motivation***

It is common to hear that a language learner's motivation determines whether or not they master a second language (L2). Commitment, excitement, and persistence to achieve goals are often associated with motivation. Gardner (1985) stated that motivation, together with linguistic ability, is a key factor in determining the effectiveness of learning a second language in a classroom context. It is critical for learners to have a positive and strong learning motivation in order to learn a language. Various learner variables, such as attitudes (Petrides, 2006), anxiety, and motivation (Khodadady and Khajavy, 2013), foreign language enjoyment (FLE; Jin and Zhang, 2018), and ideal L2 self (Dörnyei, 2010), are thought to play a significant role in foreign language (FL) achievement in associated with factors influencing learning.

The findings, which show a link between language anxiety and motivation, back up prior research (Huang, 2005; Hsu, 2004; Liu, 2012), which found that students who are less motivated to learn English are more likely to suffer anxiety during the learning process. Participants with lower levels of language learning anxiety were shown to be more motivated to learn English, whereas those with greater levels of language learning anxiety were found to be less motivated (Tahernezhad et al. 2014) .

Motivation has been recognized to be one of the most crucial components of succeeding second and foreign language acquisition (Dörnyei, 1994 et. al.). Students who do not have sufficient motivation may not be able to continue in reaching their goals during the long and usually challenging language learning process. Although the term “motivation” is typically interpreted as the driving energy that keeps individuals moving to do something, definitions of motivation are broad and varied, and there is great disagreement over the precise nature of motivation (Pintrich & Schunk, 1996). Over the previous four decades, substantial study has been interested in providing further insights into the nature of motivation and its role in classroom learning and performance.

An early pioneer in motivation theory, Gardner (1985), described it as 'effort plus desire to attain the objective of learning language and good views toward learner's attitude'. Using a socio-educational approach, he and his colleagues did extensive study on the motivation for language learning (Gardner, 1959 et.al). Integrative and instrumental motivation for language learning are the two most common motivations in this approach. It's possible to identify with individuals of a target language group if you have a positive attitude about them. Graduate school admissions or a promotion at work are examples of realistic goals that are the focus of an instrumental perspective. A lot of study has been done on the desire to learn a new language based on the integrative/instrumental distinction. However, by the 1990s, a number of objections had begun to emerge (Au, 1988 et.al). One of the reasons for the disparagement was that there were conflicting results about the relationship between integrative motivation and linguistic competency. Some researchers have also found that the approaches to

language acquisition in the setting of learning a second language differ from those in learning a foreign language (Dörnyei, 1990)

### ***Self-Confidence Anxiety***

The concept of self-confidence describes the phenomenon by asserting that it is challenging to comprehend semantically or that it is interpreted in various ways. According to Rubio, self-confidence has either psychological or social dimensions. Along with several other themes, low self-confidence may have a detrimental impact on foreign language learning. According to Rubio (2007), low self-confidence can result in psychological issues like insecurity, fear, anxiety, and antisocial conduct. It could also be true when studying a foreign language. Low self-confidence will prevent the student from making a solid start in foreign language study, as low self-confidence impairs students' motivation to learn (Bong, 2008; Pajares and Miller, 1994).

Similarly, Sener (2015) asserts that a high level of anxiety is a common problem among Turkish English language learners who are unable to speak in front of others despite having mastered English grammar due to a lack of motivation, self-confidence, and practice speaking in English. Additionally, some additional factors such as a lack of effort, a lack of motivation, poor language learning habits, and a lack of language ability appear to contribute to anxiety and failure.

In second language acquisition (SLA) , self-confidence or self-esteem refers to the driving power that distinguishes students from others by allowing them to quickly attain

L2 (Islam, 2017). If people receive knowledge and feedback from their task. They sense effective in accomplishing the thing after adopting it, and this competence boosts their self-confidence (Park et al., 2007; Kung, 2019). Learners who lack or have poor self-confidence, on the other hand, are perceived as uncomfortable, embarrassed, hesitant, and introverts who are unable to effectively convey their sentiments, emotions, wishes, likes, dislikes, and what is happening on in their thoughts in the target language English (Wang & Wu, 2020).

### ***Foreign Language Classroom Anxiety***

According to Horwitz et al. in 1986, Foreign Language Classroom Anxiety (FLCA) is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" as cited from the study of Trang (2011). Instructors, peers, and classroom practices are all linked to classroom anxiety. They "set their standards as high as native speakers'," which produces anxiety due to the possibility of not meeting the high requirements (Zhang & Zhong, 2012).

This second language's level of proficiency may differ. The majority of people think about second language acquisition (SLA) as a combination of spoken and written anxiety. You can communicate with others using a second language. It can also be used to understand and write text. Anxiety symptoms might manifest as emotional, social, physiological, or cognitive manifestations. Fear, physiological arousal, and ideas of being

judged and assessed by others may all arise as a result of communicating in a second language (Yu & Shen, 2012).

### ***Fear of Negative Evaluation***

Previous research has also found a link between foreign language anxiety and the fear of being judged negatively, a topic that has received little attention in language acquisition research (Kitano, 2001). Fear of negative evaluation is produced by the teacher as a fluent speaker and the classmates, according to Horwitz et al. (1986). The fear of making a verbal error, according to Young (1991), is the reason why students do not participate in classroom activities. Price's study (1991) found that students are fearful of making mistakes in their pronunciation in the classroom. Finally, another source of anxiety in learning a foreign language is speaking in front of their peers (Koch and Terrell, 1991).

The fear of negative evaluation factors implies that learners in language class are frightened of accepting negative feedback from their classmates but also from their lecturers or instructors (Watson & Friends, 1969). This provokes them to be scared of failure and to attempt to maintain a neutral expression in front of their classmates and instructors. According to Price (1991), the possible explanation language learners experience difficulties performing in class is because of evaluation from others in class, particularly teachers and peers. According to Ohato in 2005, they become more uncertain and ineffective to participate in activities when they are conscious that they are being watched by others. Even in a minority group, learners may feel anxious about receiving



negative feedback from their peers, causing them to be quiet and reticent. Simultaneously, they are attempting to avoid risky situations in a language class because the fear of negative evaluation focuses primarily around error corrections (Von Worde, 2003).

### ***Length of Exposure to the Language***

Speaking anxiety and writing anxiety are specific to language skills and are distinct from general classroom anxiety. Filipino students appear to be more prone to speaking anxieties than they are to writing anxieties. The difference could be explained by the fact that speaking requires more exposure because it focuses on the improvement of communication. When Filipino students are asked to speak in front of the class, they feel more exposed, fearful that their foreign language weaknesses will be exposed to their teacher and classmates, resulting in a loss of self-esteem (Jugo, 2020).

Additionally, Safranjan (2018) investigates the relationship between language learning anxiety and the duration of language study. The variable of study duration is examined in three distinct ways, as stated in three distinct hypotheses. It reveals that students exposed to a language for a shorter period of time have higher levels of language anxiety than students exposed to a language for a longer period of time; students enrolled in advanced language courses have higher levels of language anxiety than students enrolled in intermediate language courses; and students who began learning English earlier have a lower level of language anxiety

## ***English Proficiency***

Language proficiency can be defined as *the ability to use language accurately and appropriately in its oral and written forms in a variety of settings* (Cloud, Genesee, & Hamayan, 2000). Kern (2000) developed a broad conceptual framework for understanding language proficiency that includes three dimensions of academic literacy: linguistic, cognitive, and sociocultural. To be proficient in a language requires knowledge and skills using the linguistic components. It also requires background knowledge, critical thinking and metacognitive skills, as well as understanding and applying cultural nuances, beliefs, and practices in context.

According to Shamim (2011), over 1 billion people learn English as a foreign language while over 750 million people learn English as a second language. Daller and Phelan (2013) posited that English language proficiency for nonnative speakers is a key factor in academic success. Determinants of student performance have been a focus of academic research for the last 20 years. Haydar and Uyar (2011) stated that of all the variables that affect student performance, language is the most essential. Another recent study reported results of a meta-analysis of 22 studies on the relationship between English language proficiency and academic achievement of international students in U.S. institutions of higher education (Wongtrirat, 2010). The studies reviewed were conducted between 1987 and 2009 using TOEFL score as a measure of English proficiency, and GPA and course completion as measures for academic performance. Based on the results of the meta-analysis, it was concluded that "TOEFL has a small predictive ability on academic achievement of international students whether measured by GPA or the course completion" (Wongtrirat, 2010, p. 45).

Overall, the review of existing literature in relation to international students' academic performance and English proficiency indicated that the majority of studies investigated the relationship between TOEFL or IELTS score and GPA. The findings were contradictory, implying that English proficiency measured solely by TOEFL or IELTS scores cannot be a reliable predictor of international

### ***Speaking Proficiency***

Speaking is an important skill in English because people can either deliver their opinions or give certain information to other people. It is supported by Richards and Renandya (2002:210) who state "speaking is one of the central elements of communication." According to Pollard in Mersi (2017:7), speaking is the way to deliver the ideas, what to say in a language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. From the definition above, the researcher concludes that speaking is a process of articulating words or producing utterances to communicate with other people.

Furthermore, speaking skill can be viewed as learners' proficiency to produce utterances in oral form in order to deliver opinions, ideas, thoughts, and feelings. This is supported by Diep (2017:140) who suggests that "speaking skill is a mental motor skill consisting of the coordination of sound, mechanism, which is produced by our muscles and mental aspect."

Here are the rating scales and criteria of each aspect in the speaking assessment based on Harris (1969:81)

## ***Content Organization***

Content organization refers to the degree to which the content of a spoken performance is relevant and well-elaborated on given topics and is an accurate reflection of source materials in integrated tasks (Hsieh and Wang, 2017).

Few empirical studies have examined the content of speech, despite the fact that research has repeatedly demonstrated that raters place a high premium on the content of examinee responses (Sato, 2011) and that rating scales invariably include content as a major rating criteria (Inoue, 2009). Brown, Iwashita, & McNamara (2005) examined the content quantity and quality (i.e., the schematic structure of the spoken discourse) of responses at various score levels, as well as Inoue (2009) reported a similar finding, stating that the quantity and quality of speech content in performances on the English Communication Skills Test increased in lockstep with proficiency.

Evaluating the content organization of performance in integrated speaking tasks that require the use of multiple language modalities (e.g., listening and speaking) has sparked recent research interest due to the difficulties associated with rating content appropriately and accurately. The dimensions of schematic structure (Inoue, 2009), content elaboration and development (Sato, 2011), key point coverage (Frost, Elder, & Wigglesworth, 2011), and reproduction of source materials have been used to approach content-related aspects of speech. Also, Frost et. al (2011) examined various aspects of spoken data elicited during an Oxford English language test listen/speak task and discovered that the number of key points covered and the schematic structure of test

takers' performances were related to their proficiency levels, and that the number of ideas accurately reproduced from the source text increased with proficiency.

### ***Grammar***

Grammar-related studies in language testing and second language acquisition (SLA) research broadly focus on two aspects: grammatical accuracy and grammatical complexity (Norris & Ortega, 2009; Skehan & Foster, 1999; Wigglesworth & Elder, 2010). Two levels of grammatical accuracy are examined: *global accuracy*, considering any and all types of grammatical errors in learner language (e.g., Djigunović, 2016; Foster & Skehan, 1996); and *specific types of error*, such as verb tense, subject–verb agreement, article use, and prepositions (e.g., Brown et al., 2005; Wolf et al., 2017). Grammatical complexity is conceptualized as the elaboration and variation of syntactic patterns that appear in learner language (e.g., Biber, Gray, & Staples, 2016; Iwashita, 2006; Iwashita, McNamara, & Elder, 2001). According to Pangket in 2019, the main factors affecting the learners development in oral proficiency are motivation, vocabulary, pronunciation, and that includes grammar. The English competency of 305 college students from various degree programs was determined, and the findings revealed that they had extremely excellent grammar, satisfactory spelling, but were not proficient in vocabulary (Magbanua, 2016).

Djigunović (2016) traced the development of global grammatical accuracy among a group of young EFL learners over a period of four years and found a non-linear pattern. The students' accuracy progressed as expected from grade 5 to grade 6, dipped in grade 7, and picked up again in grade 8 for the two speaking tasks that were

examined. Specific types of grammatical errors were examined in Wolf et al. (2017). The researchers compared the oral performances of English language learners (ELLs) and their native English speaker counterparts in grades K–2, using one picture-retelling and two picture description tasks. The most frequently observed grammatical error types were verb forms, tenses, subject–verb agreement, and the omissions of subjects, verbs, or objects. It is interesting, if not unsurprising, to note that these error types were present in the responses of both ELLs and non-ELLs, irrespective of grade level.

### ***Diction***

Diction is a choice of words. It means, we choose the right word and harmony to express ideas to obtain certain effects. Diction is very important. Both in the world of coral-fabrication and the world of speech in our life. There are many explanations about diction, as follows: White (1986;313) describes that diction is when a writer can express simple and complex ideas by choosing words that are both accurate and economical, and by choosing modes of expression and explanation that are appropriate to the target audience.

Keraf (2010;24) diction is as follows: first, the choice of words or diction includes the understanding of which words are used to convey an idea, how to form a grouping of the right words or use appropriate expressions, and which style is best used in a situation. Second, the choice of words or diction is the ability to distinguish precisely the nuances of meaning of the 11 ideas to be conveyed, and the ability to find forms that are

appropriate to the situation and sense of value possessed by the listener community group. Third, the choice of the right and appropriate words is only possible by mastering a large number of vocabulary or words of that language. The purpose of the vocabulary or of a language is the whole word owned by a language.

### ***Mechanics***

When it comes to speaking, the term "mechanics" refers to the fundamental sounds of letters and syllables, as well as the proper pronunciation of words, intonation, and stress (Scarcella, 2003). English foreign language learners must have a working knowledge of words and sentences in order to convey meaning; they must also understand how words are segmented into various sounds and how sentences are stressed in specific ways (Mufidah, 2017). The mechanics of vocabulary learning have not been understood fully so far; on the other hand, it is known that L2 vocabulary cannot be acquired instantaneously or simultaneously as mastering a word completely requires various component types of word knowledge and even learning of individual word knowledge is incremental in nature being a gradually developing continuum (Schmitt, 2000). Also, it enables speakers to accurately use and comprehend the English language structure, which contributes to their fluency.

In accordance, Che Musa et al. (2012) English is considered as a subject that concentrates on the mechanics of the language instead of making connections with it being utilized in real-life situations. Learning English is a mechanical process that is segregated from communication through 'fixed' ways of using the language.

## ***Theoretical Framework***

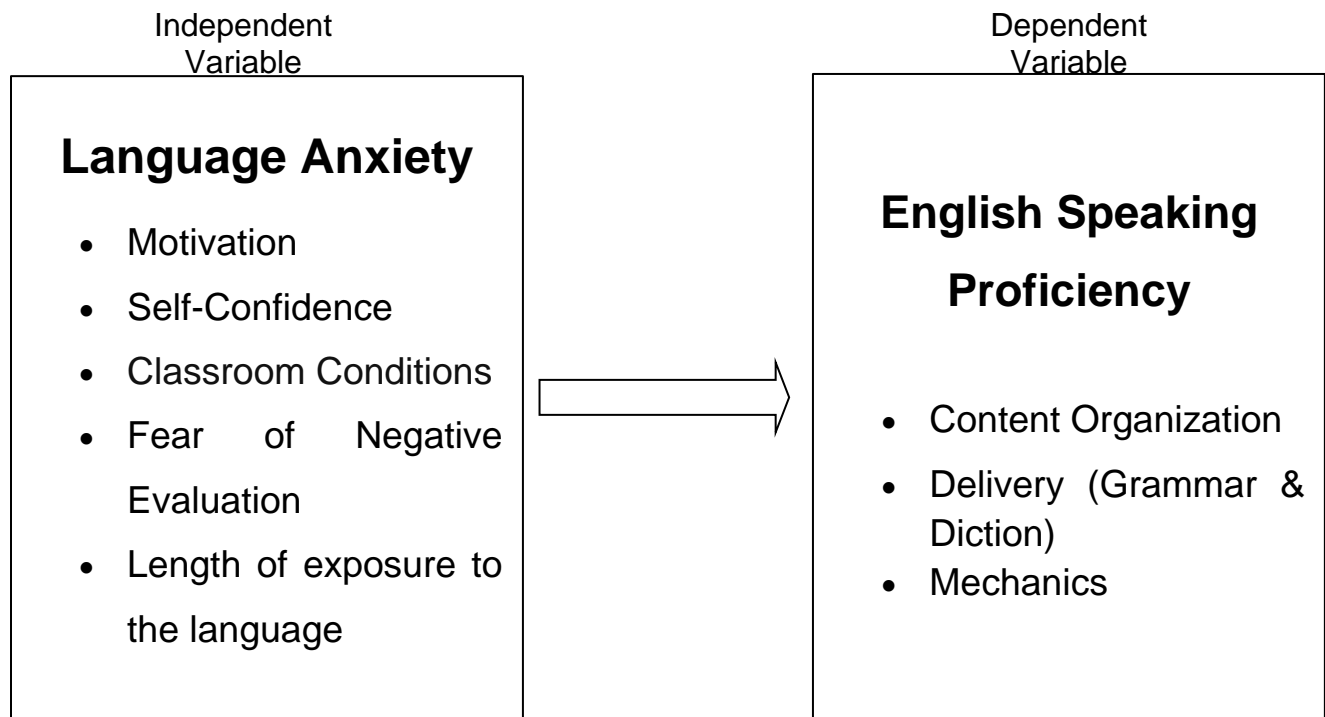
Baker (2006) claims that "BICS is said to transpire when contextual support and props for language delivery. For instance, nonverbal support guarantees understanding in face-to-face 'context embedded' [boldface in original] situations. Actions with eyes and hands, immediate feedback, cues, and clues support verbal language. The Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency are two major elements of language proficiency that second language learners must attain (Cummins, 2000). As referred from CLIL Media (2019), BCIS, known as "playground language" intends to level the language in accordance with daily conversational proficiency and is commonly used for informal communication. There are key elements for BCIS, which concern the following: context-embedded, less cognitively demanding, faster development that takes 2 to 5 years to achieve (as a second language), and employs speaking and listening skills. It is predominantly used to comprehend and evaluate the language level of the learners studying English as a second language.

Based on the study of Trang in 2012, it was cited there that one cannot be able to talk or discuss anxiety without implying a reason (Sparks & Ganschow, 1995). This means that when it comes to anxiety there would always be a discussion about its causes, which could possibly be where it focuses more. Sparks and Ganschow believed that anxiety is more likely to be a consequence rather than a cause of poor performance in foreign language learning, despite the fact that they agree that anxiety makes learning a Foreign Language difficult for students. Moreover, Horwitz, Horwitz and Cope's Theory of Foreign



Language Anxiety defined FLA as "a different complex construct emerging from the uniqueness of the language learning process of self-perceptions, beliefs, emotions, and behaviors associated with classroom language acquisition". Prior to the introduction of the hypothesis, it was widely accepted that anxiety studies had failed to show a clear link between Anxiety and foreign language success. As a result, a lack of anxiety measures specific to the study of a foreign language is one of the reasons for its failure.

## ***Conceptual Framework***



*Figure 1: Schematic Diagram of the Conceptual Framework*

## **CHAPTER 2**

### **METHODOLOGY**

This chapter describes the essential elements of the research process such as research design, respondents of the study, research locale, sampling design, research instruments, the data gathering procedure used, the analysis of the data, and the ethical considerations.

#### ***Research Design***

This study would use the Quantitative-Descriptive Correlation assessment of research to correlate two or more variables as well as to describe and explain some sort of hypothesis or objectives when it comes to a specific group of people, using mathematical analysis methods (Bhat, 2018). It centers on classifying the indicators of language anxiety on how it impacts obtaining English Speaking Proficiency and to identify the relationship of the variables. The Five-point Likert scale employs the survey questionnaire. According to Creswell (2002), it is research that collects, analyzes, interprets, and inscribes the study's outcome, known as quantitative research. Quantitative research concentrates on surveying and experimentation, which builds on existing theories (Leedy & Ormrod, 2001). Correlational research is a non-experimental studies technique wherein the researcher evaluates variables, comprehends and evaluates the statistical relationship (i.e., correlation) among them, with no influence or

significance from another variable (Price et al., 2017). Aggarwal (2008) represented that the descriptive research method concerns collecting information about the current conditions to be described and interpreted. It entails more than just gathering and tabulating data; it includes proper analyses, interpretation, evaluation, comparisons, trends, and relationship identification.

### ***Research Locale***

This research was conducted in the premises of one of the tertiary educational institutions in Davao City. School establishments are visible in this study area that have English major students. As shown in the figure 2 present the Map of the Philippines and Davao City where Barangay Sta. Ana is situated. This locale was chosen by the researchers because the researchers are currently studying in the said school. And the researchers have direct access to the respondents and that they are the most suitable locale for the conduct of the study. This locale was also chosen by the researchers because the researchers believe that they are the most suitable respondents that can give the information needed by the researchers in the pursuit of knowledge.

### ***Research Respondents***

The respondents of this study would be the selected third-year English major students who also studied in the mentioned school. To avoid bias, the researchers would do the universal sampling technique to select 60 students who took English majors as the

respondents in the study. Stratified random sampling is a population sampling method in which the population is divided into subgroups and units are selected at random from the subgroups. In survey sampling, stratification of target populations is extremely common. Members of a population are first separated into non overlapping divisions of units called strata to generate a stratified sample. The strata must be mutually exclusive and exhaustive, given the premise of strata homogeneity. Following stratification, a sample is drawn from each stratum, most commonly using simple random sampling (Frey, 2018).

A simple sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of the group (Kenton, 2018). The researchers decided to select them. They have all been given a chance to be part of this research, this is to ensure the right respondents of the study, to easily find out the problem and to avoid bias.

### ***Research Instrument***

In this study, the researchers prepared a survey questionnaire specifically the likert-type questionnaire that is intended to measure the level of language anxiety and our own devised questions for English Speaking Proficiency of the respondents. It is a questionnaire that is based on Clement, Gardner, and Smythe's work (1977). ***Foreign Language Classroom Anxiety Scale (FLCAS)*** from Horwitz et al. (1986) would also be employed in this study. This instrument was intended to measure the level of language anxiety of the learners in a classroom setting (Misieng & Pae, 2012). An English language Exposure survey questionnaire was constructed also from Magno et al.

in 2009. The Motivation survey questionnaire was also based on Kim et al in 2015. The questionnaire consists of two parts: First, a demographic profile of the respondents. Second, a 50-items Foreign Language Classroom Anxiety Scale (FLCAS) questions which includes 10-items per indicator. Then, followed by a 25-point oral presentation activity to test English Proficiency of the respondents that would be based on the revised rubric formulated from the original rubric provided and permitted by Ms. Daliah A. Reoma, College Faculty whom the owner of the said data source. This test is to measure both the level of language anxiety and English speaking proficiency among English Major students. Prior with the conduct of the survey test, questionnaires will be submitted for examination and validation. The questionnaire will be evaluated and approved by the validators after it is submitted.

## Interpretative Guidelines on Language Anxiety

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that the Language Anxiety among English major students is always manifested
3.40 - 4.19	High	This means that the Language Anxiety among English major students is often times manifested
2.60 - 3.39	Moderate	This means that the Language Anxiety among English major students is sometimes manifested
1.80 - 2.59	Low	This means that the Language Anxiety among English major students is rarely manifested
1.00 - 1.79	Very Low	This means that the Language Anxiety among English major students is never manifested

The scoring guide on the analysis of the response on the extent of language anxiety and English Speaking Proficiency are categorized into five levels. The lowest level ranges from 1.00-1.79, and the highest level ranges from 4.20-5.00. The likert-scale was used in interpreting data on the extent of Language Anxiety among English Major students. As a general guide, standard scores were interpreted using the guidelines provided.



## Interpretative Guidelines on English Speaking Proficiency

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that the English Speaking Proficiency among English major students is excellent.
3.40 - 4.19	High	This means that the English Speaking Proficiency among English major students is very good.
2.60 - 3.39	Moderate	This means that the English Speaking Proficiency among English major students is good.
1.80 - 2.59	Low	This means that the English Speaking Proficiency among English major students is fair.
1.00 - 1.79	Very Low	This means that the English Speaking Proficiency among English major students is poor.

The scoring guide on the analysis of the response on the extent of language anxiety and English Speaking Proficiency are categorized into five levels. The lowest level ranges from 1.00-1.79, and the highest level ranges from 4.20-5.00. The likert-scale was used in interpreting data on the extent of English Speaking Proficiency among English Major students. As a general guide, standard scores were interpreted using the guidelines provided.

### ***Data Gathering Procedure***

The following are the steps to be followed in the gathering data:

*Seeking permission to conduct the study.* The researchers will seek permission from the management and English majors students that will participate in the study.

*Administration and Distribution of the Questionnaire.* After the approval of the management the study will commence.

*Retrieval of the Questionnaire.* The data will be then retrieved, collected, tallied, tabulated, analyzed and interpreted confidentially and accordingly through the aid of the statistician.

*Recording and tallying the results.* All the collected data were recorded and tallied since they served as basis for the presentation of findings, analysis and interpretation.

*Analyzing and interpreting the findings.* Analysis and interpretation of the findings were completed with the assistance of a reliable statistician and adviser.

### ***Data Analysis***

The data collected in this chapter were evaluated to determine the relationship between language anxiety and English Speaking proficiency among English majors. The following are the statistical tools that the researchers need to use in order to analyze and determine the gathered data.

**Mean.** This will illustrate the central tendency of the data in questions. To calculate the average, researchers add all the points and divide by the total number of respondents. This tool will assist researchers in determining whether or not there is a relationship between language anxiety and English Speaking Proficiency of students.

**Pearson Product Moment Coefficient Correlation.** This measure was used to determine the level of significant relationship existing between Language Anxiety and English Speaking Proficiency in answer to sub-problem 3.

### ***Ethical Consideration***

Ethical consideration will be observed in the conduct of the study, especially during the survey and/or interview with respondents to make sure that due consideration will be given to the rights of the participants.

**Social Value.** Since the study is all about Language Anxiety and English Proficiency, it aims to determine the difficulties faced by English Major students learning English as a second language in achieving proficiency, as well as how language anxiety affects their English Speaking proficiency and acquisition. The study's findings may bridge the gap in literature and understanding of the topic. It may also be advantageous for students to be better at attaining their English Proficiency and cope with their Language Anxiety. The result of this study will benefit not only the institution but all its stakeholders which it is stipulated in the rationale of this study. This study will protect the interests of students, the academic institutions themselves, and potential employers, by ensuring that the educational programs offered have attained a level that meets or exceeds standards that were developed by experts in the field. It also intends to disseminate the result by presenting the paper at a research conference.

**Informed Consent.** The purpose of this study is to allow human respondents to participate in the collection of research data voluntarily and with complete knowledge of what participation entails. In addition, the respondents are free, not coerced, and able to withdraw from the study at any time and for any reason. Consent is typically sent to respondents through Google Form, at which point they have the option to either

participate or withdraw. If respondents decide to voluntarily partake in the research after reading the above information, they must tick the "I agree" box at the bottom of the form, and they will receive a copy of the form to keep. Respondents can then continue with the survey questionnaire.

**Risks, Benefits, and Safety.** The fulfillment of this requirement will assure risk reduction for respondents and that the risk should be minimal in relation to the benefits they will obtain. Researchers must carefully consider the risk/benefit ratio, as well as their safety, and continually monitor during the research process. In this research, the golden rule that refers to the minimum risk versus the greater benefit governs. Since data gathering is done online due to the pandemic, they can answer the survey questionnaire at the comfort of their home which ensures the respondents health and safety. In case risks arise while research is ongoing, researchers will take full responsibility for the issue and will handle/resolve it professionally. The respondents will know the benefits and risks which will be clearly stated in the document of informed consent. Furthermore, respondents will benefit from the study as they will know the reason and cause why language anxiety prevails, and their problems towards speaking proficiency, and how to cope up with the said challenges. They can learn how to overcome language anxiety and improve their English-speaking skills. However, rest assured that the researchers' top priority is their health and safety.

**Privacy and Confidentiality of Information.** No names of persons will be divulged or written in the manuscript. Instead, the researchers use a code in exchange for the respondents' real name during the research tally. The data will be handled only by the respondents and will be used by the researchers for research purposes only upon

acquiring information about respondents' language anxiety and English speaking proficiency. Researchers will safeguard information entrusted to them and not misuse or wrongfully disclose it. Also, the institution is required to support the researchers in maintaining promises of confidentiality. It is vital to respect the dignity of study respondents, consider their possible vulnerability, and maintain anonymity throughout the research process, including presentation at academic events and publication of results. During the course of the study, every effort will be made to ensure the privacy of research subjects and the confidentiality of their personal information, including storing required documents in a secure location so that only researchers have access to the data collected. In order to maintain confidentiality, data will be properly discarded or deleted by researchers upon completion of their research.

**Justice.** The researcher will make sure that the respondents will be chosen randomly to give everybody a chance to be included in the survey. It will be made sure that the respondents are identified based on the objectives of the study. The researchers will duly acknowledge the respondents for their participation in the completion of the study.

**Transparency.** The researchers will conduct an investigation into any possible conflicts of interest that may arise throughout the course of the study's execution and will guarantee that any potential bias is eliminated studies – including hypothesis-testing studies – we see full transparency as consisting of an easy-to-follow explanation of the way in which data are generated or collected and also of the procedures used to reach conclusions. The researcher will give full transparency through full disclosure of all data, clear access to the codes to run the analysis and a full explanation of the way how the data will be collected. Additionally, the researchers will give accurate data depending on

the study's results by providing a copy of the data gathered to the research community that enables future researchers to acquire information.

**Qualification of the Researchers.** The researchers are bona fide students at the Holy Cross of Davao College, Inc. and taking Bachelor of Secondary Education Major in English for the second semester of the school year 2021-2022, and as a result, their professor and advisor have provided them with a technical basis in conducting research. This qualifies them to do research as part of the topic requirement.

**Adequacy.** This enables an easy collection of data will be ensured. In conducting the study, the researcher will adhere to protocols. The researcher will have convenient services for all respondents. The questionnaire items will be encoded in Google forms and distributed digitally to responders. For respondents' convenience, a link to Google forms will be given to them and this can be accessed via mobile devices, personal computer or laptop. In preparing the activities with rubrics, proper care will be given to avoid biases against race, religion, and culture.

**Community Involvement.** The role of the researcher is to work in cooperation with community partners whose task is to raise the consciousness about the language anxiety in obtaining English speaking proficiency in which the researcher produces questions utilizing both in-depth interviews and queries. The respondents of the study are from the language students majoring in English taking their course at the Holy Cross of Davao College. The researcher guarantees that the provided questions manifest thoughtful, genteel content and that words are not pro-gender in any way. Also, refining the questions that centers on the purpose and focus of the study observed. The researcher managed

to evaluate the questionnaires before bringing out the principle to be relevant and pleasant which ensembles compassionate and disregard unnecessary queries to the respondents. The involvement of the community heightened the awareness and vital role in the accomplishment of this study. Accordingly, the citizens or the community take part in order to grasp the intention of the study.



## CHAPTER 3

### Result and Discussion

This chapter displays the study results and the researchers' analysis and interpretations of the data that they garnered. The process of conducting an investigation of the study on Language anxiety and English speaking proficiency for students taking the Bachelor of Secondary Education major in English. The discussions are arranged in a hierarchical order.

**Table 1. Summary of the Level of Language Anxiety among English major Students.**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Level</b>
Motivation	4.19	High
Self-Confidence	3.10	Moderate
Classroom Conditions	3.82	High
Fear of Negative Evaluation	3.84	High
Length of Exposure to the Language	3.79	High
<b><i>Overall</i></b>	<b>3.75</b>	<b><i>High</i></b>

Table 1 elaborates the mean of the indicators which are the motivation, self-confidence, classroom conditions, fear of negative evaluation, and length of exposure to the language provided with the individual means organized in hierarchical order.

The mean value of **4.19**, the motivation indicates the highest level of mean score out of the four (4) remaining indicators. According to the survey gathered, the motivation manifests a mean outcome of **4.19** described as high which means that the Language Anxiety among English major students is oftentimes manifested. In contrast, the mean value of self-confidence is **3.10** described as moderate which means that the Language Anxiety among English major students is sometimes manifested. For classroom conditions, it shows that the mean value of **3.82** described is also high which means that the Language Anxiety among English major students is oftentimes manifested. Next, the fear of negative evaluation states the mean value of **3.84** described as high which means that the Language Anxiety among English major students is oftentimes manifested. The length of exposure to the language appears to have a mean value of **3.79** is described as high which means that the Language Anxiety among English major students is oftentimes manifested. It satisfies the idea that through motivation a student can overcome language anxiety.

In accordance with this, Gardner (1985) remarked that in determining the success of learning another language in a classroom context, motivation is a key factor, along with language aptitude. For language learning to succeed, students must have a positive and strong learning motivation. If they lack motivation, they may have a small interval of interest in English, and their exam grades may deteriorate, resulting in dissatisfaction and setbacks when studying English. (Gardner and Lambert, 1972 cited in Xu, 2008),

motivation is a major factor in the successful study of language acquisition. It is considered goal-directed and is defined as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.

This study finally reveals that language anxiety, in terms of English, did not invert students' speaking proficiency. According to their scores in the second SOP, generally, students were able to overcome their fear of English learning because they mostly got high scores in speaking proficiency. Nevertheless, high anxiety was found among students, but it does not affect their performance in speaking. Moreover, with regards to the relationship between Language Anxiety and English Speaking Proficiency, the results and null hypothesis demonstrates that there is no significant relationship between the two. It can be asserted that high anxiety faced by all students, interestingly, raised students' ability to perform well in oral activities.

**Table 2. Summary of the Level of English Speaking Proficiency among English Major Students.**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Level</b>
Content Organization	4.50	Very High
Delivery (Grammar & Diction)	4.53	Very High
Mechanics	4.53	Very High
<b><i>Overall</i></b>	<b><i>4.52</i></b>	<b><i>Very High</i></b>

Table 2 elaborates the mean of the indicators which are the Content Organization, Delivery (grammar & diction) and Mechanics with the individual means organized respectively.

It clearly indicates that indicators Delivery (Grammar & Diction) and mechanics both have a mean value of **4.53** indicating the degree of English proficiency in Delivery (grammar & diction) and mechanics are at its highest point which means that the English Speaking Proficiency in terms of Delivery (Grammar and Diction) and mechanics among English major students is excellent. On the other hand, the indicator content organization has a mean of **4.50** which means that the English Speaking Proficiency in terms of

Content organization among English major students is excellent. This also indicates that the level of competence in English speaking of English major students is also at a high point. An overall mean score of all indicators is **4.52** in which it indicates that the English Speaking Proficiency in terms of Delivery (Grammar and Diction), mechanics and content organization among English major students is excellent.

According to Kianiparsa & Vali (2010), linguistic knowledge in English is defined as the ability to examine and understand structural elements and components of the language, such as grammar and diction. These skills deal with phonological, morphological, syntactic, and semantic concerns. Grammatical elements, which comprise a language's structure, are the building blocks of communication. Many aspects and components must be created in a person's head before they can begin to talk. Firstly, the sounds must be matched in order to form different words. Secondly, these words must be merged to create phrases, clauses, and, finally, sentences that express a certain meaning. Pronunciation, grammar, and vocabulary are all part of the mechanics of language in speaking skills (Testbook Edu Solutions, n.d.), which are linked to grammar and diction. It is significant because it allows the speaker to utilize the appropriate words in the correct order with proper pronunciation. In speaking, grammatical competence mentions the basic sounds of letters and syllables, word pronunciation, intonation, and stress (Kianiparsa & Vali, 2010).

This states that in order to become fluent, our learners must have a thorough understanding of English language structures. Swan (1998) aimed to comprehend how to construct and use specific structures that made it possible to effectively communicate basic sorts of meaning. As a result, mastery of grammar, diction, and mechanics is

commonly seen as the foundation of speaking proficiency around which the other domains orbit. Cook (1996) stated a key point while he admitted that "However significant the other components of language may be in themselves, they are connected to each other through each other,". Grammar is frequently referred to as "the computational system that connects sound and meaning, basic in nature but hard to function without." In this situation, grammar serves as a key coordinator of other language components.

**Table 3. Significance on the Relationship between Language Anxiety and English Speaking Proficiency among English Major Students.**

English Speaking Proficiency among English Major Students					
		r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Language among English Students	Anxiety Major	-0.175	0.181	Failed to Reject Ho	There is no significant negative very weak correlation

Reflected in Table 3 that there is no significant relationship between the Language Anxiety and English Speaking Proficiency among English Major Students and exhibited the non-existence of their relationship in the results. With an overall p-value of 0.181, the association is not significant at a 0.05 level of significance. Thus, failed in rejecting the

null hypothesis is the decision. It shows that there is no significant negative very weak correlation between the two variables.

The correlation coefficient of  $r = -0.175$  explains that for every 1 unit change in the language anxiety, there is an equivalent negatively or inversely very low change in the English Speaking Proficiency among English Major Students. Thus, the overall results have shown a negative very weak correlation as reflected in the value of  $r = -0.175$ . It explains further, that for every Language Anxiety among English Major Students, there is no significant effect on their English Speaking Proficiency.

The result presented argues or contradicts the concept of Gardner of 1985 that reveals several research discovered a strong link between anxiety and proficiency. That is, learners who have a low level of language anxiety will succeed in learning a second language. Learners with a high level of anxiety, on the other hand, will not be able to do so. Depending on the situation, their relationship and relative importance can change. As a consequence, the connection between Language Anxiety among English Major students does not affect their ability to obtain English Speaking Proficiency.



## **CHAPTER 4**

### **Conclusions and Recommendations**

Presented in this chapter are the discussions on the Level of Language Anxiety, Level of English Speaking Proficiency, conclusions, and recommendations on Language Anxiety and English Speaking Proficiency among English Major Students. It provides an analysis of the study conducted, as well as the findings of this investigation that were used to reach a conclusion regarding the study and give suggestions for future undertakings.

#### ***Findings***

The level of language anxiety is high. Motivation has the highest mean, followed by Fear of Negative Evaluations, Classroom Conditions, and Length of Exposure to the Language, while the lowest is posted to the Self-Confidence which still has a moderate level. This means that Language Anxiety is oftentimes manifested.

The level of English Speaking Proficiency is very high. Delivery (Grammar and Diction) and Mechanics has the highest mean, while the lowest is posted to the Content Organization which still has a very high level. This means that the English Speaking Proficiency among English major students is excellent.

The test of relationship between the two variables revealed that there is no significant relationship between Language Anxiety and English Speaking Proficiency among English Major Students which leads in accepting the null hypothesis of the study.

## ***Conclusions***

The results of the study that were given led the researchers to this conclusion, and it was based on those findings. The findings of the study show that the overall mean score of the level of language anxiety among the 3rd year English major students in terms of motivation, self-confidence, classroom conditions, fear of negative evaluation, and length of exposure to the languages were interpreted as high. The result shows that the language anxiety among English major students is clearly evident. This indicates that most students encounter language anxiety.

On the other hand, the overall score of the level of speaking proficiency among 3rd-year English major students in terms of content organization, delivery (grammar and diction), and mechanics are interpreted as very high. This means that the level of speaking proficiency among English major students is very evident. This presents that despite the fact that English majors have a high language anxiety, they also have a very high speaking proficiency. It does not affect the students' oral performance and they overcome their fear. In simple terms, language anxiety has no significant effect towards speaking proficiency among 3rd year English major students.

Moreover, with regards to the relationship between Language Anxiety and English Speaking Proficiency, the results and null hypothesis demonstrates that there is no significant relationship between the two. It can be asserted that high anxiety faced by all students, interestingly, raised students' ability to perform well in oral activities. This study finally reveals that language anxiety, in terms of English, did not invert students' speaking proficiency. According to their scores in the second SOP, generally, students were able

to overcome their fear of English learning because they mostly got high scores in speaking proficiency. Nevertheless, high anxiety was found among students, but it does not affect their performance in speaking.

### ***Recommendations***

This section of the paper's recommendation is based on the study's findings and conclusion.

School administrators. The findings of this study have a number of important implications, and we researchers believe that school administrators may encourage their faculty teachers to create a non-threatening, relaxed learning environment in which students can take risks and make mistakes without fear of embarrassment or negative repercussions. School administrators may review instructors' class plans to minimize stressful activities like surprise tests, overly competitive activities and placing students in front of their peers without prior notice or preparedness. Teachers may organize accessible instructional resources in the learning context for learners to use in order to encourage learners' engagement and involvement.

English Teachers. We researchers believed that one of the contributors to the success of the Learning experience of an English Learner is the teacher. Since language teachers are the one that can do both facilitation and monitored assessment to the learners. Teachers are competent and productive “more knowledgeable other” (MKO) enough, so they could be able to produce learners that are capable of being confident,

competently using the language and other skills, and to be a knowledgeable other to anyone. As part of that, teachers may attend seminars or webinars (learning action Cell (LAC) sessions or etc.) conducting about reinforcing classroom management and teaching approaches or strategies, and training. This could help them not just to master their own subject matter but also their capabilities to influence and create a productive 21st-century learning-teaching experience.

English Language Learners. The result of the study enables the English language learners to be knowledgeable about the course they partake in. English as a Secondary language comprises overwhelming and noteworthy rules to acquire proficiency. Obtaining speaking proficiency, there are means of hindrance more likely language anxiety. The learners may have a vigorous spirit and will on learning and comprehending the English language. This study implies that in every language a person acquires there will always be a hint of anxiety and it is the coping mechanism wherein every individual differs. This study widens the scope of learners, specifically, English language learners, to acknowledge and understand what factors acquiring it affects.

Future Researchers. The study can be utilized as a guide and reference in future research which enables researchers to compare and contrast findings within the study. The study provides knowledge for improvement on factors that must be developed and considering the indicators that determine the impact of language anxiety as well as discovering strategies to be proficient in speaking the English language. As time ages with new advancements, this study will be a viewpoint for researchers to acknowledge the effect of English language learning.

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## APPENDIX A



*Map of the Philippines and Davao City*



## APPENDIX B

### Letters to Validators



#### **HOLY CROSS OF DAVAO COLLEGE**

Tel. No. (082) 221 – 9071 loc. 150

Email: [hcdc\\_graduateschool@hcdc.edu.ph](mailto:hcdc_graduateschool@hcdc.edu.ph)

Sta. Ana Avenue corner C. De Guzman Street, Barangay 14-B, Davao City,  
Philippines Other Campuses: Camudmud (IGaCOS) and Bajada (SOS Drive)

April 5, 2022

  
**ENG. LOLITO G. ESTRERA, PhD**  
Program Chair, STE  
Holy Cross of Davao College

Sir:

Greetings of Peace and Joy!

We are currently working on our Language Educational Research entitled "**Language Anxiety and English Speaking Proficiency of Bachelor of Secondary Education English Major Students**" A survey questionnaire will be used as a research instrument for this study. Knowing your expertise in the field of research and education, we would like to humbly request you to be one of the validators of the said instrument to ensure that it meets validity criterion before administering it to the respondents of the study.

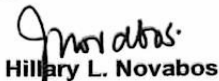
The undersigned have attached here with the statement of the problem, research instrument and validation sheet. I will be glad to hear your suggestions and comments for the improvement of the said instrument.

Your positive response is highly appreciated.

Thank you and God bless.

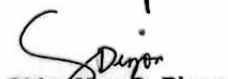
Respectfully yours,

  
Hannah J. Doblaz

  
Hillary L. Novabos

  
Lulu Lyn L. Fernandez

  
Mariane Ella P. Obinque

  
Shira Mae D. Dizon  
Researchers



## **HOLY CROSS OF DAVAO COLLEGE**

Tel. No. (082) 221 – 9071 loc. 150

Email: [hcdc\\_graduateschool@hcdc.edu.ph](mailto:hcdc_graduateschool@hcdc.edu.ph)

Sta. Ana Avenue corner C. De Guzman Street, Barangay 14-B, Davao City,  
Philippines Other Campuses: Camudmud (IGaCOS) and Bajada (SOS Drive)

April 19, 2022

**EDROSLYN J. FERNANDEZ**

Dean, Graduate School  
Holy Cross of Davao College

Ma'am:

Greetings of Peace and Joy!

We are currently working on our Language Educational Research entitled "**Language Anxiety and English Speaking Proficiency of Bachelor of Secondary Education English Major Students**" A survey questionnaire will be used as a research instrument for this study. Knowing your expertise in the field of research and education, we would like to humbly request you to be one of the validators of the said instrument to ensure that it meets validity criterion before administering it to the respondents of the study.

I have attached here with the statement of the problem, research instrument and validation sheet. I will be glad to hear your suggestions and comments for the improvement of the said instrument.

Your positive response is highly appreciated.

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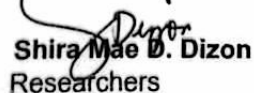
Respectfully yours,

  
Hannah J. Doblas

  
Hillary L. Novabos

  
Lulu Lyn L. Fernandez

  
Mariane Ella P. Obinque

  
Shira Mae D. Dizon  
Researchers

## APPENDIX C

### RESEARCH INSTRUMENT

#### Survey Questionnaires: Language Anxiety Scale

**Instructions:** Complete the attached form by rating your level of agreement with each statement that best describes your performance on each item as you observe it. Use the following scale:

**5=** Strongly Agree

**4=** Agree

**3=** Neutral

**2=** Disagree

**1=** Strongly Disagree

Item	Questions	5	4	3	2	1
<b>Motivation</b>						
<b>1</b>	If I improve my English, it will have a positive impact on my future.					
<b>2</b>	I can imagine a day when I use English effectively to communicate with people from all around the world.					
<b>3</b>	I need to learn English so that I can be confident in front of others.					
<b>4</b>	Learning English is important in order to get the job I want.					
<b>5</b>	Learning English is important because I can be socially successful with a high level of English					

	Proficiency.					
6	I feel inferior to my classmates as far as English is concerned.					
7	I have to study English, because, otherwise, I think my parents will be disappointed with me.					
8	FL gives me more opportunities after graduation.					
9	I study English because with English I can enjoy traveling abroad.					
10	Even if I failed in my English learning, I would still study English very hard.					
<b>Self-confidence</b>						
11	I feel quite sure of myself when I am speaking in English class					
12	I never feel worried when I have to speak without preparation in language class.					
13	I feel confident when speaking English with native speakers.					
14	I feel confident when I speak in English in the class.					
15	I never feel conscious about speaking English in front of other students.					
16	I feel confident speaking English when everyone is paying attention.					

17	I don't get nervous even if I don't understand every word my English teacher says.					
18	I would probably feel comfortable around native speakers of English.					
19	I don't mind sounding absurd when speaking with a foreigner.					
20	I am anxious that my English composition will turn out funny.					
<b>Classroom Conditions</b>						
21	It frightens me when I don't understand what the teacher is saying in English class.					
22	I feel more tense and nervous in my English class, because of the English Language Only Policy (ELOP) implemented.					
23	During English class, I find myself thinking about things that have nothing to do with the course.					
24	I feel comfortable every time the teacher gives different types of learning activities (such as listening to music, seeing pictures, watching video clips, etc.)					
25	In English class, I can get so nervous I forget things I know.					
26	Even if I am well prepared for my English class, I feel anxious about it.					
27	I liked to use a computer to learn English.					

<b>28</b>	I don't feel pressure to prepare very well for English class.					
<b>29</b>	I liked to use visual images to learn English.					
<b>30</b>	When activities are based on real-life English, I feel very sure and relaxed.					
<b>Fear of Negative Evaluation</b>						
<b>31</b>	I tremble when I know that I'm going to be called on in English class.					
<b>32</b>	I keep thinking that the other students are better in English than I am.					
<b>33</b>	It embarrasses me to volunteer answers in my English class.					
<b>34</b>	I get upset when I don't understand what the teacher is correcting.					
<b>35</b>	Scared others will find fault in me.					
<b>36</b>	I am afraid that others will not approve of me.					
<b>37</b>	English class moves so quickly I worry about getting left behind.					
<b>38</b>	I am afraid that the other students will laugh at me when I speak English.					
<b>39</b>	I get nervous when the language teacher asks questions which I haven't prepared in advance.					
<b>40</b>	I feel overwhelmed by the number of rules I have to					

	learn to speak English.					
<b>Length of Exposure to the Language</b>						
<b>41</b>	English is spoken at home.					
<b>42</b>	I talk with my friends in English.					
<b>43</b>	The medium of instruction used in the classroom is English.					
<b>44</b>	I browse web pages that are written in English.					
<b>45</b>	I watch movies in English.					
<b>46</b>	I read books written in English.					
<b>47</b>	My friends speak in English.					
<b>48</b>	My teachers speak in English.					
<b>49</b>	I attend social gatherings where English is spoken.					
<b>50</b>	I listen to songs in English.					

## Speaking English Proficiency Test

### Activity: *A minute speech*

The respondents are to create a 2-3 minute audio recording as the response to the following question.

1. What is your opinion of the current political situation in the Philippines?

Rubric:

	<b>Excellent-5</b>	<b>Very Good-4</b>	<b>Good-3</b>	<b>Fair-2</b>	<b>Poor-1</b>
<b>Content Organization</b>	<p>The respondent demonstrate full knowledge by answering all questions with explanations and elaboration</p> <p>Provides clear purpose and subject; pertinent examples, facts, and/or statistics: supports conclusion/ideas with evidence</p>	<p>The respondent is at ease with expected answers to all questions without elaboration.</p> <p>Has somewhat clear purpose and subject: some examples such as Facts and/or statistics: supports conclusion/ideas with some evidence that supports conclusions.</p>	<p>Uncomfortable with information and is able to answer only rudimentary questions.</p> <p>Attempts to define purpose and subject: provide weak examples, facts, and/or statistics which do not adequately support the subject: includes very thin data or</p>	<p>Does not have grasp information and cannot answer questions about the subject.</p> <p>Does not clearly define subject and purpose: provides weak or no support of evidence. Gives insufficient support for ideas or conclusions.</p>	<p>The respondents do not seem to understand the topic very well.</p> <p>Explanations of information are inaccurate or incomplete. Enough errors are made to distract a knowledgeable listener.</p>



			evidence.		
<b>Delivery</b> (Grammar and Diction)	The respondent speaks his/her thoughts with excellent and impressive fluctuation that draws attention and emphasis on the key points is evidently served. Accuracy & variety of grammatical structures. Also, the respondents display direct eye contact and confidence.	The respondent speaks his/her thoughts with which errors are not obvious and fluctuations are satisfying that draws attention and emphasis on the key points is evidently served. Some errors in grammatical structures possibly caused by attempts to include a variety. Also, the respondents show	The respondent speaks his/her thoughts with good fluctuation yet errors are apparent. Still, it draws attention, and emphasis on the key points is evidently served. Frequent grammatical errors that do not obscure meaning; little variety in structures	The respondent speaks his/her thoughts with uneven volume or no inflection. Frequent grammatical errors even in simple structures that at times obscure meaning.	The respondents speak his/her thoughts unevident and need improvement in presenting an oral speech. Frequent grammatical errors even in simple structures; meaning is obscured.

		consistent use of eye contact.			
<b>Mechanics</b>	The respondents reveal in-depth knowledge and concepts, as well as demonstrated connections between speech. He/she has mastered the speech and is self-assured enough to express his/her thoughts and ideas without doubt. Also, the speech was well-	The respondents demonstrate a broad range of knowledge and concept, referring to linkages between speech numerous times. He/she delivered his/her speech effectively and confidently. Also, the speech was brief due to time constraints, and the content was	The respondent s reveal basic knowledge and concepts, implying a connection between the speech. He/she hesitated for a moment before delivering his/her speech, but showcased confidence. Also, the pace of speech appeared hurried or too slow	The respondents' speech made only a few references to concepts within their area of concentration, citing one or more links but making no connection to the topic. He/she showcases shyness and mental block but still completes the speech. Also, 5+ minutes over/under the allotted time and speech flow was irrelevant to the question	The respondents have no reference to concepts in the area of concentration and no attachment to the topic. He/she stutters frequently throughout the speech and showcases mental blocks that render the speech incomplete. Also, the listener requested a wrap-up to conclude the

	<p>paced with the introduction, body, and final minute dedicated to closure, and the speech included new insights or examples that piqued the listener's interest.</p>	<p>focused on the question and succinctly, which compelled the listener to pay attention.</p>	<p>due to time constraints, and the speech was rather straightforward but rambling which compelled the listener to listen.</p>	<p>that lacked persuasion.</p>	<p>speech that caused the listener confusion.</p>
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**APPENDIX D**  
**VALIDATION SHEETS**

**HCDC-REC Form 4E**

**HOLY CROSS OF DAVAO COLLEGE**

**Office of the Research Ethics**

Tel. No. (082) 221-9071 to 79 Local 136

Email: [rec@hcdc.edu.ph](mailto:rec@hcdc.edu.ph)

**Assessment for Resubmission**

<b>Title of the Study:</b>  <b>LANGUAGE ANXIETY AND ENGLISH SPEAKING PROFICIENCY OF BACHELOR OF SECONDARY EDUCATION ENGLISH MAJOR STUDENTS</b>		<b>HCDC-REC Code:</b>	
<b>Proponent/s:</b> MARIANE ELLA P. OBINQUE			
<b>Number of Review:</b> <input type="checkbox"/> 2 <sup>nd</sup> <input checked="" type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup> <input type="checkbox"/> 5 <sup>th</sup> <input type="checkbox"/> 6 <sup>th</sup> <input type="checkbox"/> 7 <sup>th</sup> <input type="checkbox"/> 8 <sup>th</sup> <input type="checkbox"/> 9 <sup>th</sup> <input type="checkbox"/> Final			
<b>Date of Initial Review:</b> 2022-04-29		<b>Date of Last Review:</b>	
<b>Nature of Resubmission:</b>  <div style="display: flex; flex-wrap: wrap;"><div style="width: 50%;"><input type="checkbox"/> Initial Review Modifications</div><div style="width: 50%;"><input checked="" type="checkbox"/> Application for Continuing Review Modification</div><div style="width: 50%;"><input type="checkbox"/> Amendments and Deviations Report Modification</div><div style="width: 50%;"><input type="checkbox"/> SAE Modification</div><div style="width: 50%;"><input type="checkbox"/> Early Termination Report Modification</div><div style="width: 50%;"><input type="checkbox"/> Final Report Modification</div><div style="width: 50%;"><input type="checkbox"/> Request of Certificate of Completion for the Final Paper</div><div style="width: 50%;"><input type="checkbox"/> Others: _____</div></div>			

<b>Documents submitted for this review:</b>	
<input type="checkbox"/> Revised Protocol <input type="checkbox"/> Official Receipt of Payment (beginning with the 2 <sup>nd</sup> resubmission/3 <sup>rd</sup> submission)	
<input type="checkbox"/> Form 3A or Form 4E of the latest review	
<input type="checkbox"/> Informed Consent Form /Assent Form <input type="checkbox"/> Form 2G Timetable of Research Activities	
<input type="checkbox"/> Others: Specify <u>Research Locale and Ethical Consideration</u>	
<b>What were the recommendations from the last review?</b>	<b>Explain how you compiled the recommendations from the last review.</b>
<p>1. Submit your Ethical Considerations by embedding it in your protocol. Do not submit it separately.</p> <p>2. Place the subtitle as the first phrase followed by a period at the beginning of the paragraph like how you have written the Social Value.</p> <p>3. Informed Consent:</p> <p>a. Improve your presentation by starting your discussion with the purpose of the informed consent. Emphasize that this section ensures voluntary participation and withdrawal. The respondent is free, he is not coerced, he can withdraw any time for any reason.</p> <p>b. Describe how the respondent manifested his consent. Example, he will tick the appropriate box of his answer.</p> <p>4. Risks, Benefits and Safety</p>	<ul style="list-style-type: none"> <li>● <b>Informed consent</b>, Starts the statement by discussing the purpose of the informed consent towards the respondents emphasizing that "collection of research data is voluntarily and with complete knowledge of what participation entails. In addition, the respondents are free, not coerced, and able to withdraw from the study at any time and for any reason." Also, we explained how the informed consent is distributed and what should be done if they would agree or disagree in being part of the research process. The researchers ensure that the respondents involvement is voluntary and that they can withdraw at any time.</li> <li>● <b>Risks, Benefits, and Safety</b>. We remove the phrase "<del>For the rRisks and s, b</del>" and change it to "<b>Risks, Benefits, and Safety</b>". We added the sentence "Researchers must</li> </ul>

<p>a. Correct the title into Risks, Benefits and Safety</p> <p>b. Place the subtitle as the first phrase followed by a period at the beginning of the paragraph like how you have written the Social Value.</p> <p>c. Change the discussion by identifying the risks especially to health and safety that may be present in the context of the modality of your data gathering. How risks will be addressed.</p> <p>d. Describe how the study will benefit the respondents.</p> <p>e. Remove other discussions.</p> <p>5. Privacy and Confidentiality of Information</p> <p>a. Correct the subtitle into Privacy and Confidentiality of Information</p> <p>b. Place the subtitle as the first phrase followed by a period at the beginning of the paragraph like how you have written the Social Value.</p> <p>c. Describe how will you keep the data safely while the study is going on. Describe as well how will you dispose the data when the study is done.</p> <p>d. Remove this: (see attached Informed Consent Form).</p> <p>6. Transparency</p> <p>a. Correct the subtitle into Transparency.</p>	<p>carefully consider the risk/benefit ratio, as well as their safety, and continually monitor during the research process.” We also omitted the sentence “ <del>The researcher will apply the theoretical balance, one must control that the benefits are always greater and favors the largest possible number of people, and if there are risks, these should be minimal.</del> ”. We addressed the safety of the respondents and added the sentence “Since data gathering is done online due to the pandemic, they can answer the survey questionnaire at the comfort of their home which ensures the respondent’s health and safety. In case risks arise while research is ongoing, researchers will take full responsibility towards the issue and will handle/resolve it professionally.” We removed the part “ <del>In the case of conducting a survey, it ensures the safety of the respondents since it would be conducted online.</del> ” wherein we added the sentence that states the benefits of the respondents from the study “Furthermore, respondents will benefit from the study as they will know the reason and cause why language anxiety prevails, and their problems towards speaking proficiency, and how to cope up with the said challenges. They can gain information on how to overcome language anxiety and English speaking proficiency.</p>
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<p>b. Place the subtitle as the first word followed by a period at the beginning of the paragraph like how you have written the Social Value.</p> <p>c. You seemed to have copied from a finished document. Please conjugate the verbs in the future tense.</p> <p>d. What do you mean by this “such that all tables and figures in a published article can be reproduced”? You may rephrase it in the context of your study or perhaps delete it.</p> <p>e. How will you disseminate the result of the study to a wider audience? Example: present the study to a research congress organized by the school whenever possible; provide a copy of the study to the program head.</p> <p>7. Qualification of the Researchers</p> <p>a. Place the subtitle as the first word followed by a period at the beginning of the paragraph like how you have written the Social Value.</p> <p>b. Remove this: (See attached Curriculum Vitae).</p> <p>c. Enrich your qualification by stating the course code and course description of the subject you are</p>	<p>However, rest assured that their health and safety are the top priority of the researchers.”</p> <ul style="list-style-type: none"> <li> <b>Privacy and Confidentiality of Information.</b> We omit the phrase “<del>of data gathered will be upheld.</del>” and replaced with “<i>No names of persons will be divulged or written in the manuscript.</i>” We also deleted the sentences “<del>. and these will also be disposed or deleted of properly to keep confidentiality.</del> It is important to respect the dignity of the study respondents and it is essential to bear in mind the possible condition of vulnerability of some of them and to safeguard confidentiality during the whole research process including the research presentation in scientific events and publishing of the obtained results. This requirement of anonymity will also be considered when publishing research results and every precaution will be taken to protect the privacy of research subjects and the confidentiality of their personal information, including the storage of the research documents in a safe place (see attached Informed Consent Form).” and. We have included information to outline how we will keep the data safe while the study is ongoing and how we will dispose of the data once the study is over. The sentence is “Researchers will safeguard information entrusted to them </li> </ul>
--	--

<p>enrolled that require you this research undertaking.</p> <p>Emphasize that you are assisted by your teacher</p> <p>8. Adequacy</p> <p>a. Capitalize each word of the subtitle and place it as the first phrase followed by a period at the beginning of the paragraph like how you have written the Social Value.</p> <p>b. Identify the facilities and gadgets you shall need to conduct the study.</p> <p>9. Community Involvement</p> <p>a. Does your questionnaire reflect the respect for culture, gender and local traditions of the community of respondents?</p> <p>b. How will you consider the culture and local traditions of the community of respondents in your data gathering?</p> <p>c. Remove other discussions.</p>	<p>and not misuse or wrongfully disclose it.</p> <p>Also, the institution is required to support the researchers in maintaining promises of confidentiality. It is vital to respect the dignity of study respondents, consider their possible vulnerability, and maintain anonymity throughout the research process, including presentation at academic events and publication of results. During the course of the study, every effort will be made to ensure the privacy of research subjects and the confidentiality of their personal information, including storing required documents in a secure location so that only researchers have access to the data collected. In order to maintain confidentiality, data will be properly discarded or deleted by researchers upon completion of their research.”</p> <ul style="list-style-type: none"> <li>● <b>Justice.</b> We omit the paragraph “<del>As for justice, the researcher will make sure that the respondents will be chosen randomly to give everybody a chance to be included in the survey. It will be made sure that the respondents are identified based on the objectives of the study. The researchers will duly acknowledge the respondents for their participation in the completion of the study.</del>”. We replace the paragraph “The researcher will make sure that the respondents will be chosen randomly to give everybody a chance</li> </ul>
--	---




	<p>to be included in the survey. It will be made sure that the respondents are identified based on the objectives of the study. The researchers will duly acknowledge the respondents for their participation in the completion of the study.”</p> <ul style="list-style-type: none"> <li>● <b>Transparency.</b> We omit the phrase “<del>the data have been collected</del>” and We change the verbs into future tense. Such as, “as to how the data will be collected”. We also deleted this sentence stating, “<b>such that all tables and figures in a published article can be reproduced</b>”. Then, we add a statement that consists of how we will disseminate the result of the study in a wider audience. This sentence is, “<b>the researchers will give accurate data depending on the study's results by providing a copy of the data gathered to the research community that enables future researchers to acquire information.</b>”</li> <li>● <b>Qualification of the Researchers.</b> We add this as an element of Ethical Consideration stating, “<b>The researchers are bona fide students at the Holy Cross of Davao College, Inc. and taking Bachelor of Secondary Education Major in English for the second semester of the school year 2021-2022, and as a result, their professor and advisor have provided them with a</b></li> </ul>
--	--

	<p><b>technical basis in conducting research. This qualifies them to do research as part of the topic requirement.”</b></p> <ul style="list-style-type: none"> <li> <p>• <b>Adequacy.</b> We omitted and added some words and phrases such as, “<del>of facilities</del>. <del>to e</del> This <del>nable</del>enables <del>the an</del>. We also added additional information suggesting, “and this can be accessed via mobile devices, personal computer or laptop”.</p> </li> <li> <p>• <b>Community Involvement.</b> We omit the words <del>collaboration with</del> and replace cooperation with. We also inserted additional statements about the language anxiety in obtaining English speaking proficiency in which the researcher produces questions utilizing both in-depth interviews and queries. The respondents of the study are from the language students majoring in English taking their course at the Holy Cross of Davao College. The researcher guarantees that the provided questions manifest thoughtful, genteel content and that words are not pro-gender in any way. Also, refining the questions that centers on the purpose and focus of the study observed. The researcher managed to evaluate the questionnaires before bringing out the principle to be relevant and pleasant which ensembles compassionate and disregard unnecessary queries to the respondents. The</p> </li> </ul>
--	--

	<p>involvement of the community heightened the awareness and vital role in the accomplishment of this study. Accordingly, the citizens or the community take part in order to grasp the intention of the study".</p> <p>Then we omitted the <del>community about the possibility to take action to improve; to use the privileged position of academic to access human, material, and knowledge resources to support learning and development of all collaborators; and to be a partner in the process of knowledge production. The community in this study refers to the currently working school staff. As a consequence, the word "community" refers to school administrators, faculty, and non-teaching employees. All respondents will be thanked for their participation, and a copy of the results will be given by the researcher.</del></p>
--	--

Submitted by:



\_\_\_\_\_  
MARIANE ELLA P. OBINQUE

Signature over Printed Name of Lead Researcher

Date Submitted: June 1, 2022

**Section III. Evaluation of Resubmission (*This***

***section is for REC only.*)**

**ACTIONS ON Resubmission**

☒ **Granted**

1. Congratulations! You may proceed with your data gathering.

2. Please be reminded of the following:

2.1. Effectivity of the Certificate of Ethical Approval for Initial Review:

The certificate granting you the approval for initial review is effective only for one year. If the conduct of your study will exceed a year, you are required to inform the HCDC-REC so that it shall issue another certificate for the continuance of the study.

2.2. Amendments and/or Deviations Report:

You are obliged to submit a written report to the HCDC-REC about any amendments and/or deviations to the protocol (Example: the change of the modality of data gathering, change of respondents), serious adverse effect, or termination of the research before its anticipated completion date, and the reason for it.

2.3. Issuance of Certificate of Completion for the Final Paper (*A requirement for the Graduate School, optional for the Undergraduates*):

2.3.1. Prior to the compilation of your final paper, you shall submit to the HCDC-REC the following in soft copies for final evaluation:

2.3.1.1. Final copy of the manuscript;

2.3.1.2. Report on amendment, deviation, serious adverse effect (If there is any);

2.3.1.3. Editor Certification with fresh (not cropped) signature, in PDF;

2.3.1.4. Approval Sheet with fresh (not cropped) signatures of the adviser and panel of examiners, but **without and prior to** the signature of your Program Head (if the Undergraduate) or Dean (if the Graduate School), in PDF.

2.3.1.5. Copy of the Form 3A or Form 4E of the Initial Review with the Recommendation: Approved or Granted.

2.3.1.6. Copy of the Certificate of Approval for the Initial Review

2.3.1.7. New Form 4E (for the issuance of the certificate of completion for the Final Paper). Please copy the Actions on Resubmission from your Granted Form 3A or Form 4E to the new Form 4E in the Column: *What were the recommendations from the last review?*

2.3.2. The HCDC-REC shall inspect your manuscript to ensure that the recommendations concerning ethical considerations have been complied. Then, it shall issue a Certificate of Completion for the Final Paper (From 4F) which you shall attach to your final paper.

Note: The forms are available in the HCDC-REC Google Classroom, Code x4qevru

☐ **Accepted with minor revisions**

☐ **Denied**

**Panel of Reviewers:**



Chair: **Mr. Reynaldo P. Eliseo**

Members: **Sgd. Ms. Melissa E. Jose**

**Sgd. Ms. Chique M. Nacionales**

Date of Review: **June 10, 2022**

**ACKNOWLEDGMENT RECEIPT**

*(to be filled-out by the HCDC-REC Secretariat)*

<b>Received by:</b>	<b>Remarks</b>
<b>Date Received:</b>	<b>Remarks</b>
<b>Official Receipt No.</b>	<b>Date of Release:</b>



**HOLY CROSS OF DAVAO COLLEGE**  
**OFFICE OF THE GRADUATES SCHOOL**

Tel. No. (082) 221 – 9071 Local 150

Email: [hcdc\\_graduateschool@hcdc.edu.ph](mailto:hcdc_graduateschool@hcdc.edu.ph)

Sta. Ana Avenue corner C. De Guzman Street, Barangay 14-B, Davao City,  
Philippines Other Campuses: Camudmud (IGaCOS) and Bajada (SOS Drive)

**Validation Sheet for Quantitative Research Instrument**

Name of Evaluator: Lolito G. Estrera, PhD  
Degree: PhD  
Position: Program Chairperson, School of Teacher Education  
Institution: HCDC  
Name of the Researcher: **HANNAH J. DOBLAS**  
**HILLARY L. NOVABOS**  
**LULU LYN L. FERNANDEZ**  
**MARIANE ELLA P. OBINQUE**  
**SHIRA MAE D. DIZON**

Title of the Research: LANGUAGE ANXIETY AND ENGLISH  
SPEAKING PROFICIENCY OF BACHELOR OF  
SECONDARY EDUCATION ENGLISH MAJOR STUDENTS

To the Evaluator: Please check the appropriate box for  
your ratings. Points: 5-Excellent, 4-Very Good, 3-Good,  
2-Fair, 1-Poor

Criteria/ Indicators	5	4	3	2	1
<b>1. Clarity of directions and Items</b> <i>The vocabulary, language structure and concepts suit the level of the respondents and the items are written in clear and understandable manner.</i>		✓			
<b>2. Presentation and Organization of items</b> <i>The items are presented and organized in a logical manner.</i>		✓			
<b>3. Suitability of the items</b> <i>The items are appropriate and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions and/or the attitudes that are supposed to be measured.</i>		✓			
<b>4. Adequateness</b> <i>The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in the research.</i>		✓			
<b>5. Attainment of Purpose</b> <i>The research tool as a whole fulfills the objectives for which it is constructed.</i>		✓			
<b>6. Objectivity</b> <i>No aspect of the questionnaire suggests bias on the part of the researchers.</i>		✓			

Comments/Suggestions/Recommendations:

Administer the instrument after the REC approval.

Evaluator's Signature: [Signature]  
April 7, 2022



## HOLY CROSS OF DAVAO COLLEGE

Tel. No. (082) 221 – 9071 loc. 150  
Email: [hcdc\\_graduateschool@hcdc.edu.ph](mailto:hcdc_graduateschool@hcdc.edu.ph)  
Sta. Ana Avenue corner C. De Guzman Street, Barangay 14-B, Davao City,  
Philippines Other Campuses: Camudmud (IGACOS) and Bajada (SOS Drive)



### Validation Sheet for Quantitative Research Instrument

Name of Evaluator: Eduardo Fernandez  
Degree : PhD  
Position : Dean  
Institution : Hcdc

Name of the Researcher: **HANNAH J. DOBLAS**  
**HILLARY L. NOVABOS**  
**LULU LYN L. FERNANDEZ**  
**MARIANE ELLA P. OBINQUE**  
**SHIRA MAE D. DIZON**

Title of the Research: **LANGUAGE ANXIETY AND ENGLISH**  
**SPEAKING PROFICIENCY OF BACHELOR OF**  
**SECONDARY EDUCATION ENGLISH MAJOR STUDENTS**

To the Evaluator: Please check the appropriate box for your ratings. Points: 5-Excellent, 4-Very Good, 3-Good, 2-Fair, 1-Poor

Criteria/ Indicators	5	4	3	2	1
<b>1. Clarity of directions and Items</b> <i>The vocabulary, language structure and concepts suit the level of the respondents and the items are written in clear and understandable manner.</i>			✓		
<b>2. Presentation and Organization of items</b> <i>The items are presented and organized in a logical manner.</i>			✓		
<b>3. Suitability of the items</b> <i>The items are appropriate and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions and/or the attitudes that are supposed to be measured.</i>			✓		
<b>4. Adequateness</b> <i>The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in the research.</i>			✓		
<b>5. Attainment of Purpose</b> <i>The research tool as a whole fulfills the objectives for which it is constructed.</i>			✓		



**6. Objectivity**

No aspect of the questionnaire suggests bias on the part of the researchers.

--	--	--	--	--

Comments/Suggestions/Recommendations:

*Change your interview/prompt question to avoid bias. Refer to the suggested question.*

*VALIDATION for DUBLAS & groupmates*

Evaluator's Signature: \_\_\_\_\_

Date: 4-22-22

Tel. Nos.: (082) 221-9071 to 79 • Telefax: (082) 221-3008 • Website: <http://www.hcdc.edu.ph/>  
Accredited: PAASCU, PACUCOA • Member: APCAS, APSCUR, ATEIM, BEAM, CEAP, CHED,  
COCOPEA, COME, DACS, DACUN, DCCII, FAAP, PAASCU, PACSB, PACUCOA, PAFTE,  
PAMI, PERAA, UMAP

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## APPENDIX E

### RELIABILITY TEST RESULT

**Table 1. Summary of the Level of Language Anxiety among English major Students.**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Level</b>
Motivation	4.19	High
Self-Confidence	3.10	Moderate
Classroom Conditions	3.82	High
Fear of Negative Evaluation	3.84	High
Length of Exposure to the Language	3.79	High
<b><i>Overall</i></b>	<b><i>3.75</i></b>	<b><i>High</i></b>

**Table 2. Summary of the Level of English Speaking Proficiency among English Major Students.**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Level</b>
Content Organization	4.50	Very High
Delivery (Grammar & Diction)	4.53	Very High
Mechanics	4.53	Very High
<b><i>Overall</i></b>	<b><i>4.52</i></b>	<b><i>Very High</i></b>

**Table 3. Significance on the Relationship between Language Anxiety and English Speaking Proficiency among English Major Students.**

English Speaking Proficiency among English Major Students					
		<b>r</b>	<b>p-value</b>	<b>Decision on Ho @ 0.05 level of significance</b>	<b>Interpretation</b>
<b>Language among English Students</b>	<b>Anxiety Major</b>	<b>-0.175</b>	<b>0.181</b>	<b>Failed to Reject Ho</b>	<b>There is no significant negative very weak correlation</b>

## APPENDIX F

### CERTIFICATE OF APPROVAL



**HOLY CROSS OF DAVAO COLLEGE  
RESEARCH ETHICS COMMITTEE**

Tel. No. (082) 221 – 9071 to 79 loc. 136

Email: [rec@hcdc.edu.ph](mailto:rec@hcdc.edu.ph)

Main Campus: Sta. Ana Avenue corner C. De Guzman St. Brgy. 14-B, Davao City, Philippines  
Other Campuses: Camudmud (IGaCOS) and Bajada (SOS Drive)

Form 3B

June 14, 2022

**To: HANNAH J. DOBLAS  
HILLARY L. NOVABOS  
LULU LYN L. FERNANDEZ  
MARIANE ELLA P. OBINQUE  
SHIRA MAE D. DIZON**  
Researchers

Dear Researchers,

The Research Ethics Committee after having reviewed and evaluated your proposal with the title **“LANGUAGE ANXIETY AND ENGLISH SPEAKING PROFICIENCY OF BACHELOR OF SECONDARY EDUCATION ENGLISH MAJOR STUDENTS”** hereby grants this **Certificate of Approval for Initial Review**.

The Research Ethics Committee requests that you shall provide a report about any amendment or deviation, early termination, or serious adverse effect about the study.

This Certificate of Approval for Initial Review is valid until June 15, 2023.

You shall submit a copy for evaluation of the final report of the study for the granting of the Certificate of Completion for the Final Paper.

Yours truly,

  
**Reynaldo P. Eliseo, MAT**  
Chair

Tel. Nos.: (082) 221-9071 to 79 • Telefax: (082) 221-3008 • Website: <http://www.hcdc.edu.ph/> Accredited: PAASCU, PACUCOA • Certified: ISO 9001:2015 • Institutional Membership: APCAS, APSCUR, CEAP, COCOPEA, COMEPP, CREBA, DACS, DACUN, DCCCII, FAAP, PACSB, PAGE, PAFTE, PAMI, PERAA, PSIT

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## INFORMED CONSENT

Dear Valued Respondent;

Greetings of peace!

The undersigned is the lead student researcher from the Bachelor of Secondary Education Major in English of the Holy Cross of Davao College.

We are inviting you to participate in a survey as part of the research entitled **Language Anxiety and English Speaking Proficiency of Bachelor of Secondary Education English Major Students**. If you agree to participate, you will be asked to complete the survey form. Responses will be kept confidential and there are no foreseeable risks associated with the participation in the survey.

There are no direct benefits to you as a participant other than to further research on the topic or related topic. Your participation in the study will be voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled.

For any clarifications, you may call the undersigned at 09462968554 or email at [marianeella.obinque@hcdc.edu.ph](mailto:marianeella.obinque@hcdc.edu.ph)

Thank you.

Respectfully,



MARIANE ELLA P. OBINQUE

## APPENDIX G

### REQUEST LETTER TO STATISTICIAN



HOLY CROSS OF DAVAO COLLEGE

TEL. NO. (082) 221 – 9071 loc. 150

Email: [hcdc\\_graduateschool@hcdc.edu.ph](mailto:hcdc_graduateschool@hcdc.edu.ph)

Sta. Ana Avenue coner C. De Guzman Street, Barangay 14-B, Davao City,  
Philippines Other Campuses: Camudmud (IgaCOS) and Bajada (SOS  
Drive)

June 1, 2022

ENG. LOLITO ESTRERA, PhD  
Program Chair, STE  
Holy Cross of Davao College

Sir:

Greetings of Peace and Joy!

We are now doing language research on "LANGUAGE ANXIETY AND ENGLISH SPEAKING PROFICIENCY OF BACHELOR IN SECONDARY EDUCATION ENGLISH MAJOR STUDENTS" We are currently finished obtaining data for our study, and as instructed by our research teacher, we are tasked with requesting the assistance of a statistician to offer us further information on the results of the data we obtained. Knowing your competence in research and teaching, we respectfully request you to be our statistician for our study.

Your positive response is highly appreciated. Thank you and God Bless.

Respectfully yours,

  
Hannah J. Doblas

  
Hillary L. Novabos

  
Lulu Lyn L. Fernandez

  
Mariane Ella P. Obinque

  
Shira Mae D. Dizon

Language Researchers  
Bachelor of Secondary Education Major in English

Tel. Nos.: (082) 221-9071 to 79 • Telefax: (082) 221-3008 • Website: <http://www.hcdc.edu.ph/> Accredited: PAASCU, PACUCOA,  
• Member: APCAS, APSCUR, ATEIM, BEAM, CEAP, CHED, COCOPEA, COME, DACS, DACUN, DCCII, FAAP, PAASCU,  
PACSB, PACUCOA, PAFTE, PAMI, PERAA, UMAP

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## CURRICULUM VITAE

### Personal Information

**Hannah J. Doblas**

Purok 1 Mangganian, RJS Village

Tibungco, Davao City

09301900705

[doblas.hannah727@gmail.com](mailto:doblas.hannah727@gmail.com)



### Educational Background

Senior High School:

**University of Mindanao**

Bolton St., Poblacion District, Davao City

2017-2019

Junior High School:

**F. Bustamante National High School**

Tibungco, Davao City

2013-2017

Primary School:

**F. Bustamante Central Elementary School**

Tibungco, Davao City

2007-2013



## **Personal Information**

**Shira Mae D. Dizon**

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shiramaedizon@gmail.com



## **Educational Background**

Senior High School:

**Marilog National High School**

Marilog Proper, Marilog District Davao City

2017-2019

Junior High School:

**Marilog National High School**

Marilog Proper, Marilog District Davao City

2013-2017

Primary School:

**Kibalang Elementary School**

Upper Kibalang, Marilog District Davao City

2007-2013

## Personal Information

**Mariane Ella P. Obinque**

Brgy. 39-D Purok 11

Washington St., Quimpo Boulevard, Davao City

09462968554

[marianeobinque061700@gmail.com](mailto:marianeobinque061700@gmail.com)



## Educational Background

Senior High School:

**Philippine Women's College**

University Ave., Juna Subdivision, Matina Davao City

2017-2019

Junior High School:

**Daniel R. Aguinaldo National High School**

Matina, Davao City

2013-2017

Primary School:

**Magallanes, Elementary School**

A. Pichon St., Davao City

2007-2013

## **Personal Information**

**Lulu Lyn L. Fernandez**

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Range Rover St. Sarphil village. Bajada, Davao City

09502683309

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## **Educational Background**

Senior High School:

**Philippine Nikkei Jin Kai International School**

Angliongto Avenue, Buhangin, Davao City

2017-2019

Junior High School:

**Davao City National High School**

F. Torres St, Poblacion District, Davao City

2013-2017

Primary School:

**Don Julian Rodriguez Sr. Elementary School**

Barangay Duterte, NHA Agdao, Davao City

2007-2013

## Personal Information

### Hillary Novabos

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09555464816

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## Educational Background

Senior High School:

**Philippine Women's College of Davao**

University Ave., Juna Subdivision, Matina Davao City  
2017-2019

Junior High School:

**Talomo National High School**

Talomo Proper, Davao City  
2013-2017

Primary School:

**A. Bonifacio Elementary School**

Talomo Proper, Davao City  
2007-2013