
Language Classroom Anxiety: College Students’ Perceptions, Experiences, and Manifestations in a University

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Abstract

The study assessed the factors that contributed to the language anxiety of college female students in the use of English as a second language; their perceptions, experiences, manifestations, and the extent to which the classroom environment contributes to the students’ anxiety in learning the target language. The mixed method was used in the study with quantitative and qualitative data analysis. The quantitative dealt with numeric data and analyses, while qualitative dealt with narrative data and analyses. The Foreign Language Classroom Anxiety Scale [1] was the main research tool used in gathering the data and the Focus Group Discussion (FGD) for an in-depth analysis of the students’ language anxiety. Considering the low-risk status of the study, the Research Ethics Committee approved the research protocol and informed consent in an expedited manner considering the respondents as a non-vulnerable group. In quantitative analysis, the findings revealed that the majority of the respondents agreed having perceived, experienced, and manifested their English language anxiety in the classroom as per composite mean of 3.52; 3.19; and 3.30 respectively. In qualitative analysis, the findings disclosed that three-fourths or a little less of the student respondents had anxiety in each of the ten themes: (1) students’ perceptions in English; (2) actual language anxiety experiences; (3) students’ academic outputs in English; (4) characteristics of English teachers; (5) teaching strategies employed; (6) attendance in English language class; (7) participation in dialogue/role play; (8) importance of English language; (9) fear of negative evaluation; and (10) test-taking.

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However, some of the anxieties were mitigated by using appropriate teaching strategies and the accommodating-positive attitudes of the English teachers in handling the English class. Hence, regardless of sex and race, the cited related literature and the present findings have revealed that learners of a second/foreign language had experienced anxiety in the classroom. Further studies may be explored to unravel new insights using the time-honored Anxiety Theory not just to test the theory but to build a new one if possible.

Keywords: Students' Language Anxiety; Perceptions; Experiences; Manifestations; Mixed Method.

1. Introduction

In the Philippines, English is an official language in government operations and schools as the medium of instruction. Its utility as the lingua franca of the world toward life's academic journey in higher education and the job market has been the call of time. Uphill challenges affront teachers and learners in the teaching and learning process of English. The acquisition of English as a second or foreign language in a holistic environment leads to success, but in a hostile environment leads to anxiety, the worst case is a failure. Anxiety is always associated with learning a second language or a foreign language (like English) depending on the geographical location of the learners. It is known as language anxiety (LA) in brevity. Anxiety refers to disorders such as panic disorder and obsessive compulsive disorder (OCD) that cause recurring intrusive thoughts or concerns and physical symptoms such as sweating, trembling, dizziness, and worrying associated with an arousal of the autonomic nervous system [2]. The authors [3] described language anxiety as a situation-specific anxiety construct, which is mostly independent of the other types of anxiety and is characterized as high feelings of self-consciousness and fear of making mistakes, and a desire to be perfect when speaking. They added, it is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. The authors [4] added by describing language anxiety as the apprehension that occurs when a language student learns a second or foreign language. There are contributing factors to language anxiety of learners, such as participating in speaking activities, inability to understand the lessons, and evaluation among others while inhibiting factors are peer affiliation or a feeling of communal connectedness, classroom set-up, and teacher's role [5]. Foreign language (FL) anxiety has taken a central position in studies of emotion in the field of a second language or FL teaching and learning. Empirical findings have shown that FL anxiety has the potential to disrupt behavior and interfere with interpersonal communication, cognition, and learning [6]. The adverse effects of anxiety can be damaging to a learner's progress, if not properly handled [7 & 8]. Language anxiety can be manifested in the different stages of language learning, the input, processing, and output stages, and describing how anxiety is related to these three stages can provide insights into why second language learners and foreign language learners suffer from linguistic difficulties and mistakes [9]. For educators, the challenges have been perceived, experienced, and manifested through their ability to promote a stress-free learning environment that engenders the learners' interest in learning a second language. From a theoretical point of view, this is not a simple task to embrace. Educators and students step into classrooms with loaded baggage of expectations, beliefs, and prospects about a particular teaching and learning environment. The interplay of these factors may foster a unique learning context that shapes the nature of the classroom environment. In instances, whereby, the climate in the classroom is rigid and judgmental in outlook, this presents a context that shakes and sometimes shatters the learner's self-concept.

They note, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic [10]. Against this background, the study explored and assessed the language anxiety in learning English in a university campus among female students. And from their responses, new perspectives have been drawn and new coping mechanisms could be identified to reduce language anxiety in school and promote interest and enthusiasm in English instruction.

2. Materials and Method

The mixed method represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon [11]. Moreover, mixed method research is a design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone [12]. The mixed method was used in the study. It has emerged in the social and behavioral sciences during the two decades, joining qualitative and quantitative methods of scholarly inquiry as to the third research community [13]. Quantitative researchers typically focus on the numeric data and analyses; qualitative researchers typically focus on narrative data and analyses, and mixed methods researchers focus on numeric and narrative data and analyses. The paradigm or world view that researchers work in is most often consistent with their beliefs about the nature of reality, their philosophical views, and the scientific or scholarly community they are part of. In other words, researchers tend to work from perspectives that allow them to explore and examine the problems and issues that are consistent with their own beliefs and views and that are most important to their scholarly community [14]. On this note, the study adopted the Foreign Language Classroom Anxiety Scale (FLCAS) of Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope. Before its dissemination and usage by other researchers and scholars in languages within and outside the USA territories, the scale was pilot tested. The scale has demonstrated internal reliability, achieving an alpha coefficient of .83 with all items producing significant corrected item-total scale correlations. Test-retest reliability over eight weeks yielded an $r = .83$ ($p < .001$). Hence, revalidation is not necessary at all. In a university setup, the FLCAS questionnaire (Phase 1) of the data gathering procedure was administered to the 74 BSBA female students in a purposive sampling method which is not intended to offer a representative sample but rather to hone in on particular phenomena and/or processes [15] at Negros Oriental State University, Bais City Campus who took the Purposive Communication subject regardless of the year level, in the Second Semester of School Year 2020-2021. The Phase II of the study utilized the focus group discussion (FGD) which is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population [16]. In the case of this study, it was conducted to gain and acquire an in-depth understanding of the language classroom anxiety in a university campus and to assess female students' perceptions, experiences, and manifestations that contributed to their anxiety and their suggestions in reducing if not at all eradicating it. The study is certified as low-risk involving human respondents. Hence, the Research Ethics Committee approved the research protocol in an expedited manner because the gathering of data using the FLCAS was done through e-mail and FGD through virtual application due to the pandemic condition.

However, the researchers believed that more data would have been gathered vital to enrich existing data if in-person discussion with the respondents as possible. An author [17] asserted that there are cultural variations through which FLA is experienced among learners and as such, generalizations from other studies should be carefully considered. Therefore, to fill this gap, this study aimed to explore and assess the language anxiety as exclusively experienced by the Filipino female students in contrast to a study conducted by an author [18] of which the respondents were Emirati male students. In addition, the findings and recommendations from this mixed method study may have contributed to the fund of knowledge and enrich the literature in an inclusive yet diverse culture. To derive the generalization from the findings was not possible at this time as it was not the goal of the researcher because of the limited number of respondents. However, the findings and conclusions may provide fresh insights relative to the problem investigated and set the research gap considering some prior studies have considered one sex sample group or mixed groups upon which to derive the findings and conclusions.

3. Results

Table 1: College Students' Perceptions toward FLA Classroom

Students' Perceptions	Weighted Mean	Verbal Description
1 - I never feel quite sure of myself when I am speaking in my foreign language class.	3.19	Agree
7 - I keep thinking that the other students are better at languages than I am	3.82	Agree
10 - I worry about the consequences of failing my foreign language class	3.70	Agree
11 - I don't understand why some people get so upset over foreign language class	3.47	Agree
16 - Even if I am well prepared for language class, I feel anxious about it	3.77	Agree
19 - I am afraid that my language teacher is ready to correct every mistake I make	3.14	Agree
20 - I can feel my heart pounding when I'm going to be called on in language class	3.74	Agree
23 - I always feel that the other students speak the foreign language better than I do	3.34	Agree
Composite Mean	3.52	Agree

Eight key findings reflect the dominants factors which have caused anxiety in the English classroom. The first is related to the students' uncertain attitude in speaking in a foreign class. Then followed by the feeling of insecurity of a considerable number of students that their classmates are better than them. The third finding shows the consequences of failing in the foreign language class. The rest indicate that the students are upset in a foreign language class; being anxious in the language class; afraid of being corrected by the teachers for their mistakes coupled with heart-pounding and feelings of comparison between and among students. The composite mean of 3.52 reflects that the student respondents' feelings of anxiety have been caused by various factors which have revealed their unpreparedness to learn and apply English in the classroom. Besides the existing scenario, the anxiety of the university students in the Philippines relate to the findings of a study by an author [19] in a Higher Education Institution in the United Arab Emirates of which he found that the student participants in this case study experienced moderate to high levels of anxiety in the second language classrooms. The findings from the FG indicate that foreign language anxiety could be attributed to several variables.

Table 2: College Students’ Experiences toward FLA Classroom

Weighted	Experiences	
	Verbal Mean	Description
5 – It wouldn’t bother me at all to take more foreign language classes	3.18	Agree
6 – During language class, I find myself thinking about things that have nothing to do with the course.	2.68	Neither Agree
8 – I am usually at ease during tests in my language Disagree class.	3.00	Neither Agree nor
13 – It embarrasses me to volunteer answers in my language class.	3.22	Agree
21 – The more I study for a language test, the more Disagree confused I get.	2.80	Neither Agree nor
22 – I don’t feel pressure to prepare very well for language class. nor Disagree	2.74	Neither Agree
25 – Language class moves so quickly I worry about getting left behind.	3.62	Agree
26 – I feel more tense and nervous in my language class than in my other classes.	3.51	Agree
28 – When I’m on my way to language class, I feel very Disagree sure and relaxed.	2.99	Neither Agree nor
31 – I am afraid that the other students will laugh at me when I speak the foreign language.	3.55	Agree
32 – I would probably feel comfortable around native speakers of the foreign language.	3.76	Agree
Composite Mean	3.19	Agree

Accessory key findings from the FLCAS illustrate the experiences of students in the English language classroom of which the students are not bothered at all to take more foreign language classes. However, they have felt an embarrassment to volunteer their answers during the class discussion at times when the class moves quickly. They have acknowledged that their anxiety is intense in the English classroom class than in other classes; they are afraid of being laughed at by their classmates, but despite their anxiety in the classroom which has been handled by non-native English speaking teachers, yet they have expressed being comfortable when a native speaker of the English language is around. Other major highlights in the FLCAS have illustrated that the respondents neither agree nor disagree to be thinking about things that have nothing to do with the course; being at ease during tests in my language class; studying in preparation of the language test; being pressure to prepare very well for a language class, and being sure and relaxed in the language class. The composite mean of 3.19 reveals that student respondents’ anxiety in the English language class is situation-specific perspective. The 11

major factors (among the 33 items FLCAS) have caused the situation. An author [20] stipulated that which occurs at a particular point of time as a result of a specific situation. The authors [21] added that situation-specific anxiety is a unique anxiety form that happens invariably over time within a given situation. It is closely related to specific situations in which one situation differs from another, but it is consistent over time.

Table 3: College Students’ Manifestations toward FLA Classroom

Manifestations	Weighted Mean	Verbal Description
2 – I don’t worry about making mistakes in language class.	3.00	Neither Agree nor Disagree
3 – I tremble when I know that I’m going to be called in language class.	3.41	Agree
4 – It frightens me when I don’t understand what the teacher is saying in the foreign language.	3.34	Agree
9 – I start to panic when I have to speak without preparation in language class.	3.76	Agree
12 – In language class, I can get so nervous I forgot things I know.	3.31	Agree
14 – I would not be nervous speaking the foreign language with native speakers.	3.14	Agree
15 – I get upset when I don’t understand what the teacher is correcting.	3.19	Agree
17 – I often feel like not going to my language class.	2.27	Neither Agree nor Disagree
18 – I feel confident when I speak in foreign language class.	2.72	Neither Agree nor Disagree
24 – I feel very self-conscious about speaking the foreign in front of other students.	3.82	Agree
27 – I get nervous and confused when I am speaking In my language class.	3.57	Agree
29 – I get nervous when I don’t understand every Word the language teacher says.	3.35	Agree
30 – I feel overwhelmed by the number of rules you Have to learn to speak a foreign language.	3.54	Agree
33 – I get nervous when the language teacher asks Questions which I haven’t prepared in advance.	3.84	Agree
Composite Mean	3.30	Agree

The students’ manifestations in the FLA classroom has shown that the majority of them trembled when they are called to recite in the class; they are frightened when they cannot understand what the teacher is saying in the class; start to panic when they have to speak without preparation in the language class, and they get so nervous

when they have forgotten the things they know. On a positive note, they have never been nervous when they get the chance to speak with a native speaker in English. On the other hand, they neither agree nor disagree relative to making mistakes in language class; in going to the class; and confidence in speaking English in the class. The composite mean of 3.30, or agree. In a nutshell, the students in a university have remained to express their ill feelings toward English. One of the reasons could be the utilization of the mother tongue as typically done at home and less utilization of English. Using the former at home and learning the latter in school reveals a conflict of interest between the two languages and home-school partnership in educating the students.

4. Sources of Language Anxiety in the Classroom

The source of language anxiety in the English classroom was derived from the focus group discussion to establish an in-depth analysis of students' anxiety in the classroom milieu with the following themes: (1) students' perceptions in English; (2) actual language anxiety experiences; (3) students' academic outputs in English; (4) characteristics of English teachers; (5) teaching strategies employed; (6) attendance in English language class; (7) participation in dialogue/role play; (8) importance of English language; (9) fear of negative evaluation; and (10) test-taking. The respondents were assigned codes reflective of their enrollment in English. The 74 female student-respondents were assigned the codes of BSBA-S1 to BSBA-S74 (students 1-74) respectively.

4.1 Students' perceptions in English

The findings of the focus group discussion from the students have revealed that studying English is a necessity to thrive, and not just to survive in a competitive world as it is an important requirement for travel within and outside the Philippines for personal, professional, and business engagement.

As one BSBA-S2 emphasized:

English did not present any significant meaning to me and I had not realized the importance and usefulness of learning another language yet. Learning English was just another mandatory field of study especially in the first few years of my own English learning experiences. It was mostly about learning vocabulary and their conjugation and applying grammar and tense rules properly. This attitude changed completely when I had the opportunity to study a year abroad at an American high school. I developed an interest and learned to love the language. There were various opportunities and advantages I encountered by learning and improving my English skills, such as being able to interact and talk to people from different countries, or simply being able to watch and understand movies in their original form. Although much to the desire of the students to engage in the cosmopolitan setting after they have learned English in the classroom, the majority of the respondents have attended their English class because they believed that it is not just for academic compliance to the course but for lifelong learning and application. Corollary to the claim of student respondents, it has been an accepted fact that one of the most rewarding aspects of the human experience is our ability to connect with others. Being able to communicate with someone in his or her language is an incredible gift. Bilinguals have the unique opportunity to communicate with a wider range of people in their personal and professional lives. Knowing the

language makes you a local no matter where you are, opening up your world literally and figuratively. You will be shaped by communities. You will be humbled by the kindness of strangers. You will build lifelong friendships. And for these reasons alone, you will see the reward of learning languages for many years to come [22].

4.2 Actual language anxiety experiences

In an English classroom, it is necessary to learn the fundamentals of listening, speaking, reading, and writings skills. Everyone goes through the process as every learner attends a language class either as a foreign or second language.

On this note, BSBA-S1 affirmed:

My actual experiences in the English language class require me to speak, listen, read and write in English as I wanted to have a good grade in English of course. Our instructors taught us very well, they have motivated us to learn about English. The four language skills make the core of a foreign language learning process. However, their effectiveness is conditioned by transferring passive knowledge into the functional active use of language. This would come as the result of sustained exposure to the language and practice on the part of the learner [23].

4.3 Students' academic outputs in English

To determine if the English class attended by the student-respondents has been purposeful and productive in approach, they have been asked of their academic outputs corresponding to the four skills in learning a language.

In Speaking Tasks, BSBA-S47 asserted:

The Speaking task is amazing. We learned how to deliver the message or our thoughts to our audience. As a speaker, we need to familiarize the words which we need to speak, we must be critical in thinking that listeners should not get bored. The majority of the respondents declared to have done these tasks: declamation, debate, storytelling, interview, reporting, class discussion, delivering a speech, explaining a poem, and interpreting a poem among others. The findings relate to the study of an author [24] explored through an analysis of the specific sources of anxiety using multiple regression analysis identified speaking activities anxiety as the only significant predictor of English proficiency. However, it could be the other way around as reported by the authors [25] who argued that the teachers need to be helped in terms of confronting the factors that cause them to be anxious about speaking in English. In terms of research, an in-depth qualitative study needs to be undertaken to further understand the nature of L2 speaking anxiety among school teachers, while quantitative studies with larger samples are recommended to uncover underlying factors of speaking anxiety.

In Listening Tasks, some respondents succinctly expressed:

BSBA-S16: Effective listening can help you become a better student. Second, effective listening can help you

become more effective in your interpersonal relationships. Third, effective listening can lead others to perceive you as more intelligent. Lastly, effective listening can help you become a stronger public speaker. Before a person learns how to speak using the target language (English), the person has to be a good listener first. It could be deduced from the data gathered that the respondents contended for having done as many academic outputs in the Listening Tasks: listening to music, spelling bee, video presentation (audio-video tasks), dictation quiz, listen to oral presentation, pronunciation lesson (vowel, consonant, and diphthong sounds), dictation exercises, spelling test, lecture, discussion, teacher-talk, and stage play.

In Reading Tasks, BSBA-S16 purported:

Academic reading often requires you to actively engage with, and critically think about the information you take in. Rather than passively read information, reading academic sources and information encourages you to ask questions about what you're reading, and invites you to draw connections to existing knowledge. It appears that reading task among the college students is a skill which they appreciated and practiced to achieve personal growth and academic success. The respondents have been engaged in reading poetry, books, modules, stories, speech in front of the class, paragraphs, newspaper advertisement, story, signage and explanation, article, directions, and written tests.

In Writing Tasks, BSBA-S16 confessed:

Academic writing allows an individual to think analytically. It involves collecting and analyzing information than communicating it in a manner that makes sense to the reader. The ability to analyze and report accurately is a skill which once learned, stays with you forever. In a nutshell, the student-respondents have been productive in their engagement with the writing tasks in essays, sayings or quotes, report preparation, projects, reaction paper, biography of friends, speeches, business/formal letter, poem, analysis of the story, summary writing, journal article, portfolio, logbook writing, poster making, explaining a scenario, expressing ideas in writing, diary, and application letter. In Writing Tasks, an author [26] postulated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

4.4 Characteristics of English teachers

Despite the advancement of technology in the Fourth Industrial Revolution Era, teachers have remained indispensable and irreplaceable in modern times because of their inherent qualities/characteristics that inspire students to feel comfortable and relax in the English classroom, thus, lessen the anxiety but not completely eradicate it. The student respondents have avouched that their English teachers in the state university campus have possessed patience, adaptability, openness, experience, knowledge, good speaking ability, accommodating, polite, fair, respectful, strict, highly motivated, calm, active listener, motherly, compassionate, and passionate in the teaching-learning processes among others.

BSBA-S7 divulged:

English language teachers should have socio-affective skills, pedagogical knowledge, subject matter knowledge, and personal qualities for better language teaching and learning. In addition, an effective English language teacher should have a balanced combination of these four main aspects.

BSBS-S12 explained:

One of the negative characteristics of one of my instructors is, I hate the most sometimes because I cannot understand well what she has taught, she would always read the topics and she will never give an example to us. But at the end of the day in school, every teacher deserves our respect and admiration for their selfless and exemplary services to our students. According to Dewey, teachers have a responsibility to structure educational environments in ways that promote educative learning experiences, those that change the learner in such a way as to promote continued learning and growth [27].

4.5 Teaching strategies employed

The student respondents have observed the various teachings strategies employed by their teachers in teaching English: brainstorming, cooperative learning, peer-response and editing, vocabulary building, visualization, injury-based instruction, differentiation, technology-based instruction, communicative language learning, task-based language learning, suggestopedia, total physical response, productive language, language assessment, conversational English, and experiential learning. The utilization of these strategies led to the development of language proficiency, inquiry-guided instruction, student-led instruction, performance task, and feedback tasks in nurturing an English-speaking milieu in school.

BSBA-S16 explained:

Teaching English is no easy feat. With a variety of different skill levels in every classroom, teachers must employ effective strategies that allow each student to learn the material. Whether the class focuses on literature, grammar, or language skills, these teaching strategies will come in handy for many English teachers. Effective strategies for English teachers are vocabulary building, writer's workshop, peer response and editing, cooperative learning, and student-chosen texts. English teachers should cultivate relationships and be culturally responsive by teaching language skills across the curriculum with an emphasis on productive language. It was also noted in the recitation of the class that speaking slow has increased the waiting time, differentiates and uses multiple modalities, incorporates students' native language, and not be afraid of technology. Authors [28] claimed that teachers' classroom management was positively correlated with language learners' learning strategies while it was negatively correlated with their anxiety. Hence, the major implication of this study is that EFL teachers can engage in employing more effective classroom management techniques to encourage EFL learners to use more strategies in the process of their learning and at the same time reduce their anxiety. Authors [29] added that one of the recent strategies developed has shown the possible effects of explicit affective strategy use instruction on the participants' oral language proficiency and their anxiety level. The results confirm the positive effects of affective strategy instruction on oral language proficiency. The findings of this study provide a greater understanding of affective strategy use among Iranian EFL learners.

4.6 Attendance in an English language class

A little more than three-fourth (58/74) of the total respondents have affirmed that they had language anxiety every time they attend their English class.

As one BSBS-S10 purported:

I sometimes feel pressured considering that we need to speak English all the time. As a student, there is this tension when it comes to oral recitation and when a teacher asks something you have never encountered with.

4.7 Participation in a dialogue/role play

A little over three-fourth (58/74) of the student respondents have revealed that they have language anxiety in their participation in dialogue/role play in a language class.

BSBA-S19 declared:

To be honest, I don't have enough confidence in my speaking ability. I felt so nervous whenever my teacher called me to speak in front of everybody. On the contrary, one-fourth of the respondents have been confident and excited in their participation in the English language classroom.

BSBA-S4 clarified:

Excited yet nervous. Because we are under pressure again but it's okay. Pressure is always essential to a student. I am confident to participate in a dialogue/role play especially if we are helping each other and maintaining our teamwork. As it is shown, there are two sides to an issue, both have complemented and supplemented each other. A disadvantaged may turn out advantage or strength after a hard and committed pursuit and interest. Although some elements of anxiety may stay for a while, however, as the class goes on, the students who have experienced anxiety levels may overcome it and acquire improvement in the use of the English language and its four skills.

4.8 Importance of the English language

All student respondents have recognized the social, economic, and political plutocracy and stature of English as the lingua franca of the world and the language of the world's superpowers in the like of the United State of America, the United Kingdom, Australia, Canada, among others. Looking at its international influence and application the respondents have these impressions:

BSBA-S15 said:

It is very crucial because nowadays people mostly used the English language. And aside from that to compete globally, you need to learn the English language because it is our international language. Different nationalities crossed paths and understood one another through the English language. The foregoing perceptions of students

on the importance of English relate with the findings of the authors [30] which revealed that enhanced communication skills in English can result in not only an improved social life but also better job opportunities in the future. From job interviews to the actual professional world, communication skills are very crucial, and being proficient in English means being able to communicate clearly and effectively. English is the most commonly used language in the business world. Most job interviews are done in English. Most business contracts are written in English. Handling international business deals require effective skills in English.

4.9 Fear of negative evaluation

Almost half of the student respondents (34/74) have expressed their fear of negative evaluation in their acquired competence in English after instruction has been done in the classroom: The highlights of which could be summarized:

I worry about what other people will think of me even when I know it doesn't make any difference. I felt very negative sometimes when being called by a teacher, afraid not because I have nothing to respond to but because for a reason that my fellow student might laugh at my face when my answer is wrong. But I'm overcoming this fear right now. The fear of evaluation in English as a second language is commonplace for students who are learning English either as a second or foreign language. As authors [31] disclosed the results of the two-factor analyses identified and confirmed two underlying components of the scale: (1) communication apprehension and (2) fear of failing. Authors [32] reinforced this citation that fear of making mistakes, fear of negative evaluation, and lack of vocabulary knowledge were the main factors that caused anxiety among students.

4.10 Test-taking

A little more than half of the student- respondents (39/74) of the total respondents claimed that they have the fear of taking the English examination. With no reservation, the student respondents shared their experiences on test-taking, viz:

I have because I am afraid to fail the examination;

It is natural for us to have anxiety in taking exams especially when the one we studied did not appear in the exam. Many people experience stress or anxiety before an exam. A little nervousness can help you perform your best. The findings are consistent with several studies of language anxiety (Samreen, S. and his colleagues 2020; Botes, E. 2020; Gawi, E. 2020; Yinxing, J., Zhang, L. J. 2020, & MacIntyre, P. D. 2020; Tuncel, F. and his colleagues 2019; Altunel, I. 2019; Ko-Yin, S. & Xiaoshi, L. 2019; Ying, Z & Liying, C. 2018; Al-Saraj, T. M. 2014; Awan, R. N.2010; Koch & Terrell, 1991; Young 1990, 1991, 1992; Price, 1988, 1991; Horwitz and his colleagues 1986 among others.

5. Conclusion

The perceptions, experiences, and manifestations of the English language anxiety of female college students at Negros Oriental State University, Bais City Campus have been the focus of scholarly discussion due to the

declining English proficiency among students in the Philippines today. The findings of the study may introduce new insights relative to anxiety in the English classroom which could be helpful to teachers and curriculum developers of the university. English is not that difficult to learn. It just needs good preparation, attention, and enthusiasm for both the teachers and students to collectively and holistically engage in the teaching-learning processes. Previous findings and the findings of this study have revealed that anyone who has studied a second or foreign language regardless of sex and race has experienced a certain level of anxiety and those who are about to study may experience the same. The use of the mixed method has delivered a new avenue of revisiting the anxiety theory in a richer and realistic spectrum of understanding which could not be sufficiently done by one method alone. Further studies are encouraged to explore the same study but may utilize other variables or factors, especially under the focus group discussion to unravel more issues concerning students' anxiety in studying and learning English which were not covered in the study.

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