LANGUAGE ANXIETY AND ITS SOURCES IN A MULTILINGUAL ENVIRONMENT

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Abstract

This inquiry evaluated the language anxiety and its sources among the Grade 11 students in the island municipalities of the Philippines. A total of 236 selected Grade 11 students and 14 Grade 11 language teachers were subjected in this study. Results revealed that respondents' language performance is in the beginning and developing levels as regards their macro skills. They were highly motivated in integrative and much exposed to computer/internet, cellphone, and television. They were moderately anxious with the language and their source of language anxiety is learner-related. Correlation identified respondents' language performance as significant to reading anxiety. Besides, students' language motivation was also significant to reading and writing anxiety. Meanwhile, their exposure to media has an impact on writing anxiety. Thus, their language anxieties are significantly rooted on learner-related factors which correspond to their uneasiness towards the language. Such that, this investigation concludes with input for teaching and research that cite the complexity of anxiety for second language learners in English situated in a multilingual environment.

Keywords: language anxiety; sources of language anxiety; multilingualism; multilingual environment; students

1. Introduction

Educators and administrators mostly give emphasis on English proficiency; factors like anxiety are often oversee in relegating judgments and decisions. Parallel to this, the introduction of multilingual education adds up to the complexity of second language learning. Regardless how teacher explores different strategies and methods, learners manifest little to elicit interactions among peers especially when prompted by teachers to answer critical questions. Although some may do well in written tests, their oral language skill is limited to prepared reports and presentations.

Common observations on the status and causes of language anxiety of students suggest that timidness to participate stem mostly from fear to be teased, frightened to be corrected by the teacher, and lack of prerequisite skills to engage in oral interaction in English. Although

considerable researches explored the varied reasons of second language apprehension and their effects on language learners, still evidently, language anxiety significantly hinders successful second language (L2) learning.

Affective aspect has been one of the most explored facets in language learning by both teachers and researchers in language education. Notably, the concern on language anxiety in the classrooms has received increasing attention according to De Costa (2015). Consequently, Santos, Cenoz, and Gorter (2015) aver that anxiety is a complex phenomenon that is connected to a specific language learning setting. Second language study has also been delving into the realm of writing, reading, listening, and speaking acquisition. As noted, affective factors are seen to be influencing L2 learning and mediating students' language purposes and one of these is anxiety.

Brown maintains that Second Language Anxiety (SLA) impedes language learning as further stressed by Arnaiz and Guillén (2012) that SLA continued to remain in the classroom despite advances in methodology and teaching techniques due to its intricacies. In conformity with Kitano's (2001) proposition that the level of anxiety toward foreign language learning tend to increase as the students' progress to advanced level because they worry on the possibility of being negatively evaluated more firmly by their teachers and peers as compared to the those in the lower levels. On this note, Elaldi (2016) revealed that language anxiety of the students progressed since the introduction of the foreign language to higher grades.

Senior high school language teachers in the island municipalities in the Philippines become cautious of producing graduates who do not possess the basic communication competence required to earn gainful employment and are not ready to perform even work-related communication tasks. As a matter of plain fact, the researchers themselves observed the decreasing ability of the Grade 11 students in English during instruction phase where students could not interact in straight English. Surprisingly, their written outputs found to be erroneous in grammar. More so that students do not love to read even if given a reading assignment. When dictation is also given, the students could not get it at once instead there is a need for the teacher to repeat. Same thing happened during viewing activity that the students oftentimes requested to replay the video for them to understand. It is for this reason that the researchers conducted this study; to dwell on emotional variable as it affects the process of learning English as a second language among the selected Grade 11 students in the island municipalities in the Philippines-the Global South.

Consequently, this study identified the language anxiety and its sources among the selected Grade 11 students in the island municipalities in the Philippines. Specifically, it

determined the selected Grade 11 students' profile in terms of language performance (listening, speaking, reading, writing, and viewing), language motivation, and exposure to media (computer/internet, cellphone, and television). This further found the level of language anxiety of the respondents as assessed by their teachers and by themselves in terms of learner-related, external, and teacher-related; sources of language anxiety as assessed by their teachers in terms of learner-related, external and teacher-related; analyze the significant relationship between the respondents' profile and their level of language anxiety as assessed by themselves and their teachers; and finally ascertain the significant relationship between the respondents' sources of anxiety and their level of language anxiety as assessed by themselves and their teachers.

2. Theoretical Framework

This study is grounded on Pekrun's (1992) Expectancy-Value Theory of Anxiety (EVTA) and Bandura's (1995) Theory of Self-Efficacy. Each of these theories uses different types of assessments to explain and predict anxiety reactions in individuals. According to these theories, concepts of worry and distraction relate first to appraisals of situations as threatening or not and then to learners' determinations of their efficacy in dealing with these situations. Pekrun's EVTA model combines situation-outcome expectancies (appraisals of a situation as being threatening or not) with action-control expectancies (appraisals about one's ability to initiate and carry out an effective solution). Foreseeing negative, potentially disadvantageous events in which individuals cannot see themselves as effective mediators often produces anxiety.

Similar to Pekrun's proposition, this study is rooted on the threatening activities particularly, listening, speaking, reading, writing, and viewing situations of the selected grade 11 students while they proceed learning the second language. These specific situations appraised also the sources which possibly contributed to respondents' language anxieties.

On the other hand, Bandura's theory of self-efficacy suggests that when a situation is perceived as threatening, the resultant anxiety is dependent on an individual's perception of his/her ability to deal positively with that anxiousness. He additionally argues that self-esteem can act as a mitigating factor in anxiety-producing circumstances. When learners see situations as threatening, there can be an adverse effect on learning. Because highly anxious individuals are often in a state of divided attention, and their ability to concentrate and be successful at learning tasks is hampered. In other words, when students are constantly distracted with the threat in a learning situation, they cannot fully concentrate on the language task.

At the early stages of learning, students are using many attention resources to accomplish basic tasks that they have not yet learned how to complete automatically. Highly anxious students are not able to automatize actions as effectively since their attention resources are diverted through task impertinent processing brought about by high level anxiety. In addition to challenges with resource dispense, learners sometimes engage in self-deprecating and self-focused thoughts that interfere with feelings of self-efficacy. These negative thoughts adversely impact student's ability to take advantage on learning opportunities, affecting students' ability to see themselves as successful language learners.

Bandura's concept of anxiety is mirrored in this study which determines the feelings of discomfort of the respondents when dealing with language activities in English. Sources of anxiety are also considered as plausible and perceived threats inherent in certain language situations. These many appraisals coupled with the influence of respondents' language motivation can either negatively or positively affects their language performance and level of anxiety.

Horwitz, Horwitz, and Cope (1986) argue that people who feel competent in their native language can feel uncomfortable when asked to use their second language. Additionally, learners of a foreign language are often subjected to threats to their self-perception in the foreign language classroom setting. They conclude that foreign language anxiety can be associated with three factors: a fear of negative evaluation, test anxiety, and communication apprehension.

Some scholars further differentiate the concept of anxiety by distinguishing between cognitive (worry) and emotional (affective) components of anxiety. As postulated by Deffenbacher (1980), anxiety related to cognitive interference (e.g. learning challenges) is due to extreme instances of worry, not the arousal element of anxiety. Thus, the cognitive type of anxiety associated with classroom learning is rarely facilitative, most especially, if the learners are exposed to multilingual environment, where language exposures can add up to the complexity of learning the second language.

In the field of second language acquisition, MacIntyre and Gardner (1991) motivated by the work done by Spielberger in making an additional distinction between situation-specific anxiety. Individuals who suffer from situation-specific anxiety may assess certain events as anxiety-producing only when certain factors are present. Nonetheless, this statement simplifies the language anxiety of the students is dependent on the given language activities.

Moreover, language learning motivation and anxiety are considered crucial aspects in second language learning and in the field of second language acquisition (SLA).

They have also been referred to as two of the most distinguishing factors significantly affecting L2 learners' achievement and attainment as stressed by Lucas et al (2010). The existence, strength, and direction of the relationship between these two factors have been established with varying outcomes, depending largely on the learning context.

Indeed, a language learner may experience anxiety every time he/she speaks with fellow students, or when talking to teachers in the target language. It is also possible that students feel nervous during class recitations, reports, presentations or dialogues among others due to a weak language motivation and poor language exposure.

3. Method

3.1. Sample / Participants

This study was designed to explore the language anxiety and its sources among the Grade 11 students in the island municipalities in the Philippines. A total of 236 selected Grade 11 students and 14 Grade 11 language teachers were subjected in this study in public secondary schools of four (4) island municipalities, namely, Biri, Capul, San Antonio, and San Vicente in the Philippines. The province where the island municipalities are located is facing Pacific Ocean to the east and San Bernardino Strait to the west. It consists of several islands off the northern coast of Samar Island, the largest of which is Biri Island. For the purpose of this investigation, the island public secondary schools of the four (4) municipalities in the Philippines are selected as the site of interest due to its unique language background and geographical location that correspond to the subject being studied.

3.2. Instrument(s)

A questionnaire was the sole instrument used in the study which contained three parts: Part I was on students' profiling, Part II was on language anxiety, and Part III on sources of language anxiety. The three parts of the questionnaire were subjected to the students. Meanwhile, only Part II and Part III were subjected to the Grade 11 language teachers.

For the first part of students' profiling, first item of which was on students' language performance along the aspects of listening, speaking, writing, viewing, and reading skills. The listening test contained a passage titled —Dust and followed by an 8-item multiple-test. The selection and the set of questions were taken from the 2018 Phil-IRI Manual. The purpose of this test was to measure the ability of the selected Grade 11 students in listening what the teacher has read and students were expected to understand the idea or the message. Speaking

test was guided by a picture depicting harvesting period to enable students to compose descriptions. While, the purpose of which was to assess the capability of the respondents to express themselves orally in English based on the picture. Then, reading test was about the selection ―Pain followed by an 8-item multiple test. This test was given to measure how respondents decode and comprehend the selection. After the reading test was the writing assessment which was aided by a picture of three famous personalities which served as prompt in the development of the composition. This type of assessment measured the way students' use written words to express their ideas or opinions about set of pictures. While, viewing test was confined on the video clip about public speaking. This item was administered to assess understanding on the message of the viewed material.

Hence, listening, viewing, and reading assessments were patterned after a standardized test for Grade 11 which was administered by the researcher with the assistance of language teachers. While, speaking and writing assessments were taken from TOEIC. Another item in Part I was on language motivation, indicators were patterned after the study of Alico, titled, ―Writing Anxiety and Language Learning Motivation: Examining Causes, Indicators, and Relationship. The language motivation section contained four indicators for integrative and six statements for instrumental motivation. Each item was rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). This section served to identify the level of language motivation of the respondents.

Last part of profiling was on exposure to media, like computer/internet, cellphone, and television and the indicators of which were adopted from the study of Bareng, titled, ―Spelling Performance of Grade Six Pupils of San Miguel District, San Miguel, Bulacan. There were ten-item indicators for computer/internet, cellphone, and television respectively. This part addressed the extent of respondents' exposure to media.

Meanwhile, Part II of the questionnaire was on language anxiety, divided into five categories, listening, speaking, reading, writing, and viewing anxieties. In the listening and reading anxieties, there were six (6) and 21 indicators respectively adopted from the study of Guimba and Alico, titled, ―Reading Anxiety and Comprehension of Grade 8 Filipino Learners. Writing anxiety indicators were taken from the study of Alico and there were 14 indicators under it. Speaking anxiety with 18 statements and viewing with 10 statements were taken from the study of Waseem and Jibeen titled, ―Anxiety amongst Learners of English as a Second Language. Each of the indicators under language anxiety was rated using the five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). This portion of the questionnaire determined the level of students' anxiety along five macro-skills.

Part III of the questionnaire was on Sources of Anxiety, developed based on the findings of Trang et al. study, titled, ―Foreign Language Anxiety: Understanding Its Sources and Effects from Insiders Perspectives. This portion was subdivided into three with a total of 22 indicators. Each of the indicators under sources of language anxiety was rated using the five-point Likert scale ranging from 1 (never) to 5 (always). This section was intended to identify the main source of students' anxiety. All of above items were intended to yield data on the language anxiety of the respondents and its sources along their profiling.

3.3. Data collection procedures

Further, the study made use of descriptive-correlational-evaluative design with triangulation method which yielded an in-depth understanding about the phenomenon from the perspective of teachers and students so to figure out the sources of anxiety and language anxiety among the selected Grade 11 students. Respondents of the study were the randomly chosen Grade 11 students and totally enumerated language teachers in the secondary schools in the island municipalities of the Philippines. The researchers further used a questionnaire containing respondents' language performance, motivation, media exposure, language classroom anxiety, and sources of anxiety. Moreover, in the conduct of this research, a written permission was obtained from the office of the Schools Division Superintendents, School Heads, and Grade 11 teachers. The Grade 11 advisers provided the researchers with class Form 1 of all the Grade 11 students. Then, students who were randomly chosen reported to the testing area. Each group was given instruction concerning the importance of the undertaking and the need for each person to cooperate. The groups were informed that the responses were used not to grade or evaluate individuals. Each item in the students' survey was explained thoroughly for clarity purposes. In the same manner, that the researchers personally administered the conduct of the study to ensure the reliability of the administration of the instrument. All necessary ethical measures from the signed informed consents of the students, teachers, and guardians and the permissions from proper authorities were all secured. The informed consent form was adopted from Philippine Health Research Ethics Board (PHREB)- the country's national policy making body in health research ethics distribute to institutions which conducted trainings on Research Ethics where the corresponding author attended and approved by the Department of Education for dissemination.

3.4. Data analysis

Statistical tools used in the study determined the relevance of the data gathered. The researchers computed the frequency counts, percentage, and weighted means in order to measure the language performance, motivation, and media exposure of the Grade 11 students descriptively, weighted means for language classroom anxiety level of the respondents, and language anxiety sources. On the other hand, parametric tests used in the study computed the higher degree of critical judgment and advanced mathematical mode which helped the researchers to draw conclusion and generalization from an organized data. This also included the testing of the significant relationship between the dependent and the independent variables using Pearson r correlation analysis that tested the relationship between the respondents' profile in terms of language performance, motivation, media exposure and language anxiety; respondents' source of anxiety and their level of language anxiety. Statistical significance for all analyses is set at an alpha level.

4. Results and Discussion

Table 1.1
Respondents' language performance
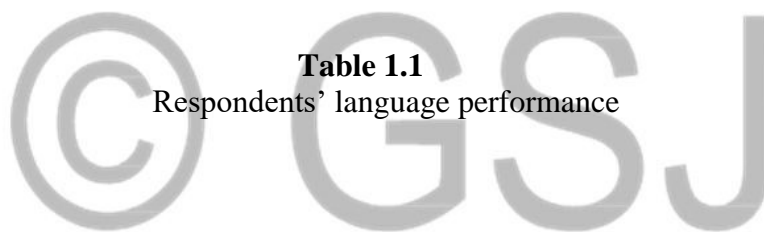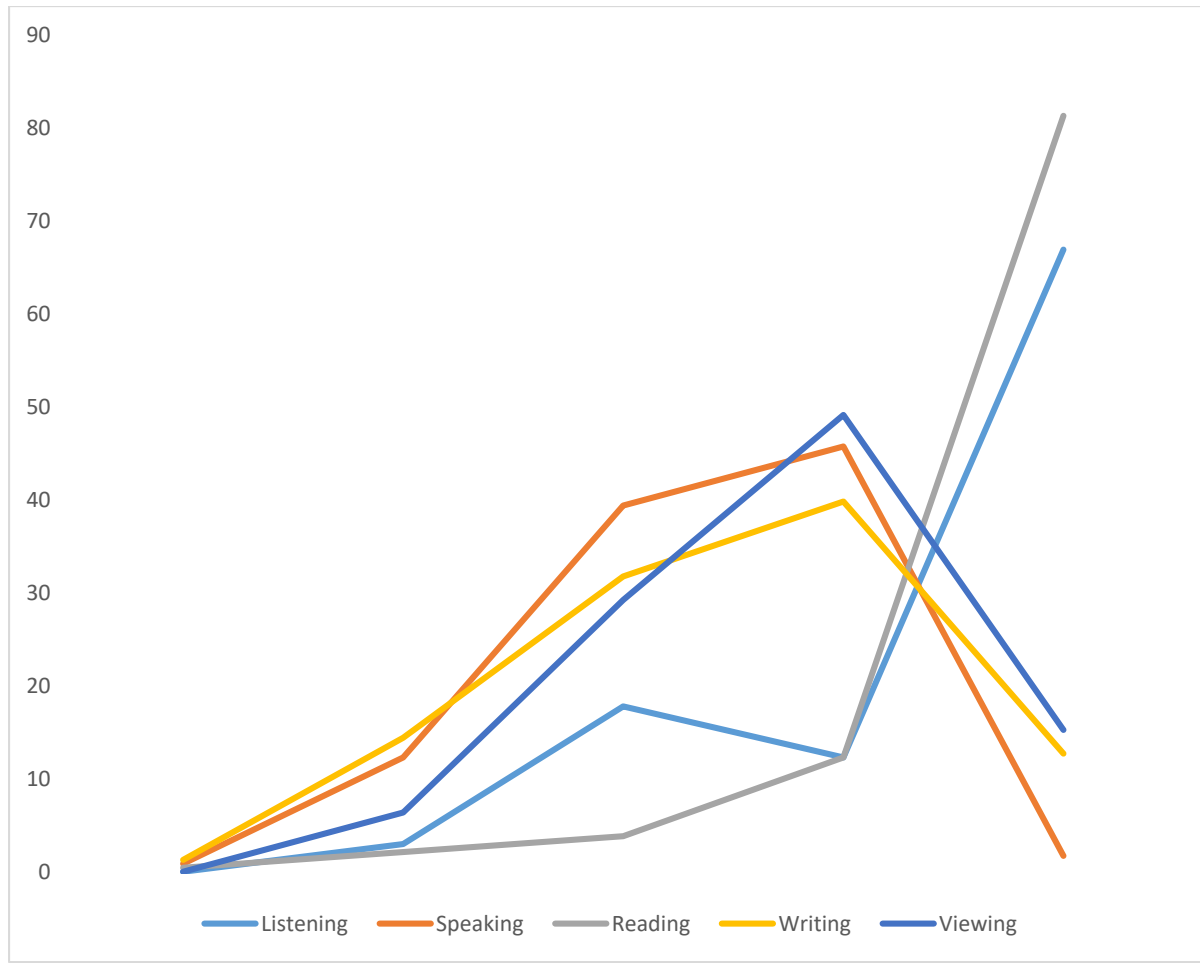
Listening

In terms of listening performance of the respondents, 158 or 66.95 percent were identified in the beginning level, 42 or 17.79 percent were approaching proficiency, 29 or 12.29 percent were in the developing stage, seven (7) or 2.97 percent are proficient. Results reveal that majority of the respondents were at the beginning level. This infers that they have poor listening ability.

Speaking

The data reveal that 108 or 45.76 percent belonged to developing level, 93 or 39.41 percent were approaching proficiency, 29 or 12.29 percent were proficient, four (4) or 1.69 percent were in the beginning category, two (2) or 0.85 percent were in the advanced level. This means that a majority of the respondents were in the developing phase in acquiring speaking ability in the language. It infers that the respondents had the potential to speak the language although they need more improvement to be able to reach the advanced level.

Reading

Of the 236 respondents, 192 or 81.36 percent were in the beginning level, 29 or 12.29 percent were developing, nine (9) or 3.81 percent were approaching proficiency, five (5) or 2.12 percent were proficient, and one (1) or .42 percent were advanced. The data further reveal that majority of the respondents were in the beginning level. This infers that they learn to read in English but still need to work on fluency and comprehension. This finding is in agreement with Guimba's and Alico's results that a great majority failed in the test.

Writing

The data show that 94 or 39.83 percent were in the developing level, 75 or 31.78 percent were approaching proficiency, 34 or 14.41 percent were proficient, 30 or 12.71 percent belonged to beginning level, and three (3) or 1.27 percent were advanced. This means that a majority of the respondents were in the developing level. It infers that in written form student have to work on the structure, ideas, organization, grammar, conventions, and vocabulary.

Viewing

The figure in the table shows that 116 or 49.15 percent were in the developing stage, 69 or 29.24 percent were approaching proficiency, 36 or 15.25 percent were beginning, and 15 or 6.36 percent are proficient. This means that a majority of the respondents belonged to developing level. Further, it infers that they still need to understand the accuracy of the message portrayed on the viewed materials.

Language Motivation

Table 1.2

Respondents' Language Motivation

Language Motivation	Weighted Mean	Interpretation
Integrative		
English will help me acquire new ideas and broaden my outlook.	4.20	Very High

I am interested in English.	4.12	High
I can learn more about the world through learning English.	4.01	High
English will enable me to better understand and appreciate English culture.	3.99	High
Average	**4.08**	**High**
Instrumental		
English will help me if I will travel abroad.	4.50	Very High
English will be helpful for my future career.	4.36	Very High
English is necessary to get a good job.	4.28	Very High
English will help me to pass my examinations and graduate from college.	4.24	Very High
English is essential for personal development.	4.12	High
English is essential to be active in society.	3.91	High
Average	**4.23**	**Very High**
Grand Mean	**4.16**	**Very High**

With regard to integrative motivation, the findings reveal ―high motivation with a mean of 4.08. However, this indicator has the highest rating interpreted as ―very high, ―English will help me acquire new ideas and broaden my outlook. While the indicators with lowest rating interpreted as ―high motivation are, ―I am interested in English; I can learn more about the world through learning English; and English will enable me to better understand and appreciate English culture.

The data zeroed in for highly motivated respondents in learning the language. It can also be inferred from the data that they innately feel the significance of learning the language.

On the instrumental motivation, the respondents rated themselves ―very high having a mean of 4.23. However, based on the weighted means, the three indicators with the highest ratings are, ―English will help me if I will travel abroad; English will be helpful for my future career; English is necessary to get a good job. While the indicators with the lowest ratings interpreted as ―high are, ―English is essential to be active in society; and English is essential for personal development. This means that a majority of the respondents

knew the language use, specifically, for their personal advancement. It infers that the respondents are instrumentally motivated.

In the overall assessment, the respondents have ―very high motivation in the language with a grand mean of 4.16. Based on these findings, it means that the respondents were well motivated in learning the English language whether integrative or instrumental. Furthermore, it infers that teachers need not further motivate the respondents due to the innate motivation that they have.

This finding reconciles with Alico's result that revealed high level of instrumental and integrative motivation among the 60 students in an English class in the Pre-University Center, Mindanao State University-Marawi, Philippines.

Exposure to Media

Computer/Internet

As shown by the indicators with the highest rating are, ―I can easily gather information on any topics that I desire to learn English; The computer/internet is one of the best substitutes for books in learning the language; and The computer or internet gives me a lot of fun providing games about the language.

Meanwhile, the indicators with the lowest mean are, ―I use computer or browse the internet; I use to read/listen/view correctly the items on the computer/internet; and The computer or internet improves my English language ability.

Considering the various factors affecting the exposure to computer/internet, the respondents rated their exposure as ―much exposed‖ with a mean of 3.53. It can be deduced from the data that the selected students were exposed to this kind of technology. This infers that their exposure to computer/internet is a tool to their language studies. Furthermore, technology like computer/internet is a tool that facilitates in learning the language.

Cellphone

Of the ten indicators under exposure to cellphone, respondents rated it as ―much exposed‖ with a mean of 3.60.

The following indicators have the highest rating, ―Cellphone is useful to students in learning the language; Cellphone helps me do better in English; cellphone helps me develop my English communication skills. The indicators found to have the lowest rating are, ―Cellphone makes me lazy and dull in English; Cellphone motivates me to finish my work as soon as possible so I can have time to text/call my loved ones; and cellphone is for emergency

cases only. This means that a majority of the respondents were well exposed to cellphone. It infers that the respondents have access to this technology. Further, students' exposure to cellphone is an instrument in learning the language.

Television

From the data on television exposure, students reveal ―much exposed‖ with a mean of 3.59. However, the indicators with highest rating are, ―Watching educational programs or shows make me a better student; I like watching television especially those with English subtitles; I feel satisfied when I learn new words from television. On the other hand, indicators with lowest rating are, ―I prefer to watch cartoons rather than watching other programs using English as the medium; Television makes learning English easy; Watching television shows improve my English.

It can be deduced from the result that a majority of the grade 11 students were fond of watching television. This infers that television is a facility available to majority of the respondents' homes. Furthermore, their exposure to television has significance to their language learning.

This finding is strengthened by Cepon's statement that video viewing induced lower levels of language classroom anxiety.

Respondents' Level of Anxiety

Data show the respondents' level of language anxiety according to their self-rating and their language teachers' rating. In terms of respondents' language anxiety in listening, the data reveal moderately anxious with a mean of 3.35. The highest three indicators are, ―The learner worries when he/she cannot understand minor ideas (details) listened to in English, ―The learner worries when the ideas expressed in the text listened to are culturally unclear, and ―The learner worries when he/she cannot the gist of the text listened to although no new vocabulary items or grammatical points exist in the text. While the lowest three indicators are, ―The learner does not feel at ease when the title of the text listened to is unfamiliar to him/her, ―He/she gets upset when he/she lacks the previous knowledge about the ideas expressed in the text listened to, and ―The learner is nervous when he/she cannot get the main idea of a certain paragraph listened to. The figure means that the respondents were at least anxious towards the language use especially in deciphering the message of the text listened to as highlighted in the highest three indicators. This infers that second language learners like the respondents admit

uneasiness towards English listening activities. This finding negates those of Al-Sawalha's finding which revealed that Jordanian EFL students experienced high level of listening anxiety which is inconsistent with the present result of investigation.

Respondents were moderately anxious when speaking in English as revealed in the mean of 3.05. The indicators with the highest rating are, ─the learner is at ease when speaking in his/her language class, ─the learner is nervous speaking in English language with native speakers, and ─feels confident when he/she speaks in English. On the other hand, the indicators with the lowest rating are, ─the learner trembles when he/she knows that he/she is going to be called on in English class, ─afraid that the other students will laugh at him/her when he/she speaks in English, and ─never feels quite sure of himself/herself when he/she is speaking in English. This means that the respondents were not comfortable speaking in English. It can be inferred from the data that the respondents get even more tense when talking to the native speakers of the language and in any other situations where speaking in the language is required. This result is in accord with those of Takkac's and Balemir's findings that the participants had a moderate level of language speaking anxiety.

The reading anxiety of the respondents was moderately anxious with a mean of 3.01. The following indicators were rated high by the respondents, ─The learner gets confused when the word that he/she knows has a different meaning in the sentence, it bothers himself/herself when he/she encounters a lot of words whose meanings are unclear, and ─gets upset when he/she cannot figure out the meaning of a word that he/she feels have seen before. On contrary, the indicators with the lowest rating are, ─it bothers him/her when the teacher calls on him/her to read out, ─when the teacher asks him/her reading comprehension questions is worrying him/her, and ─feels upset when the tense of a certain sentence is unclear to him/her. The data clearly suggest that the respondents found difficulty digesting the meaning of the English text. It can be inferred that respondents have poor reading comprehension. This finding affirms those of Guimba's and Alico's results that high level of reading anxiety exists among majority of their respondents.

According to the respondents and their language teachers, students were much anxious in writing with a mean of 3.70. This finding is supported by the highest three indicators, ─the learner writes in English and is a lot of fun, ─likes writing down he/she ideas in English, and─he/she looks forward to writing down his/her ideas in English. Moreover, the indicators with the lowest rating are, ─the learner does not seem to go blank when he/she starts to work in English composition, ─the learner is not afraid of writing English essays when he/she knows that it will be checked and evaluated, and ─seems to be able to write down his/her ideas clearly.

The data mean that writing anxiety was not so easy for the respondents because of their anxiousness when writing in English. Finally, respondents had hard time expressing their thoughts into written form. This infers that writing activity is difficult for the respondents. Furthermore, writing activity is not enjoyable for them. This finding is in accord with those of Alico's conclusion that students had low writing anxiety. It is presented in the table that the respondents were moderately anxious during English viewing activity. The highest three indicators are, ―The learner likes going to class when he/she knows that viewing tasks are going to be performed, ―enjoys language class when he/she knows that he/she is going to view materials in English, and ―does not feel tense in viewing activities if he/she gets more practice viewing in English. However, the three lowest indicators are, ―nervous that he/she trembles when he/she is going to attend the language viewing lesson, ―feels anxious about viewing activity in English, and ―even if he/she is well-prepared for the planned contents, he/she feels anxious about viewing activity in English. Based on the data, a majority of the respondents were moderately anxious when viewing materials in English. Further, the finding reveals nervousness if there is a viewing integration in the lesson. This infers that respondents feel tense during the viewing activity. On the overall respondents' level of language anxiety, findings reveal moderate anxiousness with a grand mean of 3.26. This means that the students were not comfortable in English language activities. It can be inferred from the data that in the identified language skills, respondents are not comfortable using English.

Sources of Language Anxiety

Finding presents the overall result of respondents' source of language anxiety as assessed by themselves and their language teachers. The data show that learner-related factors are much source of students' language anxiety with a grand mean of 3.42. Unanimously, they worried about low scores, self-shame due to failure, and fear of losing. However, they rated low the poor pronunciation, low self-confidence, and limited vocabulary. A majority of the respondents and teachers believed that learner-related factors had bearing on respondents' language anxiety. It can be inferred from this finding that respondents' personal matters are the basic source of their anxiety. Further, it was clearly rated by the respondents that academic pressures were the main source of their learner-related anxiety. This finding is in accord with those of Al-Shboul, Ahmad, Nordin, and Rahman findings that revealed personal factor was an aspect of language anxiety.

Meanwhile, Family expectations, limited facilities, and limited time allotted for English in schools were rated most by the students and teachers. While crowded class, lack of

opportunities to use English, and economic conditions were rated least by them. A majority of the students and teachers concurred that external factors were moderate source of students' language anxiety with a mean of 3.33. This means that these external factors can be counted on in tracing the source of anxiety. This infers that home and school situations are things that affect the language anxiety of the students. This result supports those of Tanveer's finding that extrinsic factors such as social and cultural environments could be the reasons for anxiety provoking situations.

Further, the data reveal that teacher-related factors were moderate source of students' language anxiety with a mean of 3.23. This is supported by indicators with the highest rating like, confusing pronunciation, calling on students one by one to ask questions, and high expectations. Nonetheless, indicators with the lowest rating are, force students to answer questions, interrupting students to correct mistakes, and exaggerate difficulty of English learning. This data show that teacher-related is a factor that contributed to the respondents' language anxiety. Additionally, it is perceived to be something that triggers the students' anxiety. It can be inferred that teachers play key role on students' language anxiety. This finding compliment that of Marcial's study which found pedagogical implications for learners help in reducing or managing anxiety in the language classroom.

Test of Relationship between the Respondents' Profile and their Level of Language Anxiety

To test the null hypothesis that there is no significant relationship between the profile in terms of language performance, language motivation, exposure to media and respondents' language anxiety along five macro-skills, namely, listening, speaking, reading, writing, and viewing.

Language Performance

With regard to respondents' language performance, the result shows that it is significant to reading anxiety. This means that students whose reading performance is good have less anxiety to the language. It further means that whenever the students do not read well in the language it can be attributed to their language anxiety.

This result discredits those of Guimba's and Alico's negative relationship between students' reading anxiety level and reading comprehension performance. Further, this finding runs counter with those of Tsa and Li that English reading proficiency was found negatively related to test anxiety and foreign language reading anxiety

On contrary, language performance was found not significant to language anxiety, specifically, listening, speaking, writing, and viewing. The data mean that students were not emotionally disturbed during the listening, speaking, writing, and viewing activities. Further, the respondents' showed calmness and confidence while performing the listening, speaking, writing, and viewing tasks.

This finding negates those of Chu's statement that the non-shy exhibited more willingness to communicate. Similarly, Bollinger's revealed significant differences in student achievement between students with different levels of foreign language anxiety.

On contrary, this result runs counter with those of Krashen's and Lee's statement that writing anxiety and actual EFL writing performance have a significant relationship. Parallel to this, Balemir's level of learners' language proficiency did not play an important role in their degree of foreign language speaking anxiety.

Language Motivation

Relative to respondents' language motivation, data reveal that motivation was significant to reading and writing anxiety. The data indicate that students who are integrative and instrumentally motivated are less anxious in reading and writing. It can be inferred that respondents whose motivation is weak are very anxious to reading and writing activities. Simply because these two language skills require patience and perseverance to be able to understand and compose meaning using the language, such that students who have high motivation can outperform others who are less motivated in the language.

As cited by the finding, it confirms those of Tengku's, Sepora's, and Sepideh's conclusion that the three main factors that influence language acquisition and learning are personality and motivation; and motivation is the most significant in SLA.

Additionally, this finding is in accord with those of Alico's statement that as language learning motivation increases, writing anxiety level decreases. It led to the conclusion that writing anxiety can be lessened through motivating students to learn English. Further, the present finding strengthens with those of Waseem's and Jibeen's result that instrumental motivation is a significant contributor towards second language anxiety.

Nevertheless, the recent finding negates those of Sioson's result that only the motivation subscale of beliefs about language learning was the significant predictor of speaking performance, but yielded a negative relationship with performance.

However, language motivation was found not significant to listening, speaking, and viewing anxieties. This means that students are still anxious despite of being motivated or

unmotivated towards the language. It likely displays that students are anxious when listening, speaking, and viewing the language which implicitly overpowers their language motivation.

Exposure to Media

On respondents' exposure to media, it was found significant to their writing anxiety. This suggests that if students are exposed to media it could lessen their writing anxiety. It means that their less exposure to media could strengthen the students writing anxiety. This means further that respondents' exposure to cellphone, computer, and television have relevance on the students' expression on the written form. The varied sources available in the internet are beneficial inputs for a good written output of the students. Students are asked in the school to express their thoughts in writing creatively and the media can be the primary initiator.

On the other hand, respondents' exposure to cellphone, computer, and television are not significant to their listening, speaking, reading, and viewing anxieties. This means that respondents could feel the discomfort towards the listening, speaking, reading and viewing activities despite their exposure to media. It can mean further that their exposure to media does not concern themselves on the listening, speaking, reading, and viewing activities of the students. Instead, their media exposure is merely for pleasure and enjoyment.

Relationship between the Respondents' Sources of Anxiety and their Level of Language Anxiety

Learner-Related

Learner-related was found significantly related to listening and speaking anxiety. Thus, the null hypothesis that no significant relationship existed between them was disconfirmed. This means that learner factors influenced the listening, and speaking anxieties of the students. This means that if respondents' personal considerations are managed it can lessen the anxiety of the students in listening and speaking. Respondents tend to be anxious during listening and speaking tasks because of things that concern them and that bother a lot. The tension heightens as it always reminds them of personal challenges that outsmart the student to listen and speak well. Learner-related was not found to have significant relationship with reading, writing, and viewing anxieties. Citing this finding, it means that respondents experienced reading, writing, and viewing anxiousness is rooted on their personal challenges. Furthermore, regardless of students' personal concerns still they cannot manage the anxieties in reading, writing, and viewing.

External-Related

On the external related factors, the computation reveal that no significant relationship existed between external factors and listening, speaking, writing, and viewing anxieties. This means that respondents' anxieties in listening, speaking, writing, and viewing were not affected by the external factors. This further means that whether the respondents are pressured or not by external factors still the students feel uncomfortable performing the listening, speaking, writing, and viewing activities. There is significant relationship between the external-related factors and reading anxiety as this is proven by the r-ratio of 0.401 which is greater than the significant r of 0.009. This means that favorable external factors can correspond to a positive reading anxiety. This means further, that a complementary relationship between the two variables exists. External factors are to be considered in students' language anxiety. In which, it further means that if the students are surrounded with people who model good reading habit, chances are they develop less reading anxiety. In worst case, if students are confined in an environment where people do not concern themselves with reading, students are more anxious towards reading activities.

Teacher-Related

The data show that there was no significant relationship between the teacher-related factors and respondents' reading, and writing anxieties. It means that students' anxieties in the mentioned language skills are not affected by their teachers. This further means that whether their teachers are good or not in teaching those skills, the students do not feel confident when reading and writing in English. As also shown in the table, teacher-related factors were found to be significantly related to listening, speaking, and viewing anxieties. Thus, the null hypothesis of no significant relationship existed between them was disconfirmed. It can be inferred that in the aspect of language anxiety, particularly in listening, speaking, and viewing, teachers' quality has an impact on the respondents' anxieties. This further infers that teacher-related factors are one of the factors of students listening, speaking, and viewing anxieties. Poor pronunciation or articulation of the teacher in the language can cause anxiety among students especially during the listening, speaking, and viewing activities. The right pedagogical choice of the teacher in teaching can let the students feel relaxed towards the listening, speaking, and viewing tasks. This finding affirms that of Alawi's result that even though the subject had the necessary aptitude to acquire and learn a second language, student was shy and lacked confidence in using English. He would be made to participate in the activities only when he

felt relaxed, when the teacher's voice was calm and friendly, and classmates' attention was not focused on him. In the same manner, this finding is similar to that of Young's statement that some behaviors that teachers embrace lead to language anxiety among students. This finding is also similar to those of Palacios' that compiled a list of teacher's characteristics that are associated with students' anxiety.

5. Conclusions

Majority of the respondents' language performance were in the beginning level in listening and reading, developing level in speaking, writing and viewing. With respect to their language motivation, majority of the students have very high language motivation. Inasmuch as majority of the respondents had much exposure to computer/internet, cellphone, and television. The majority of the students were moderately anxious with the language. On sources of respondents' language anxiety, a majority of the respondents conceded that learner-related factors are much source of their anxiety.

The test of relationship between the respondents' profile and their level of language anxiety determined that respondents' language performance was significant to reading anxiety. Hence, language motivation was found significant to reading and writing anxiety. Apparently, respondents' exposure to media was found significant to writing anxiety. Furthermore, the relationship between the respondents' sources of anxiety in terms of teacher-related, external, and teacher-related and their level of language anxiety along listening, speaking, reading, writing, and viewing, a majority of the respondents found learner-related as significant to listening and speaking anxiety. Nevertheless, external-related was found significant relationship to reading anxiety. Teacher-related factor were found significant to listening, speaking, and viewing anxieties.

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