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# English in Action: A Proposed Instructional Kit Reducing English Language Anxiety among Grade 9 Student of Polytechnic University of the Philippines Laboratory High School

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## Chapter 1: THE PROBLEM AND ITS SETTING

### Introduction

Any language learned later in earliest childhood is considered as a Second Language. It encompasses both languages of wider communication encountered within the local region or community.

English is the universal language or *lingua franca* of the world. In the Philippines, English is included as a subject in the educational curriculum, made it the second language of the Philippines. Listening, speaking, reading and writing are the four basic skills that the learners have to be adequately exposed to in order to master the English language. Learners can promote critical thinking skills and interactive learning abilities if they can manage the learning of those four macro skills that will equip them in facing the challenges of the outside world (Pacific Policy Research Center, 2010).

Everyone feels a little nervous and worried especially in times where it threatened them but experiencing it often and excessively is an exception and may hinder a person's capability of learning, specifically on language. According to Gustafson (2015), the avoidant behavior of a student such as sleeping during lessons, sitting in the back of the room, or skipping class, feelings of stress, fear, self-consciousness and panic about language class, as well as avoidance of social interactions and communicative activities, difficulty

concentrating and remembering information are the result of a complex psychological phenomenon called Language Anxiety and is influenced by many different variables. The concept of anxiety is itself multi-faceted, and psychologists have differentiated a number of types of anxiety including trait anxiety, state anxiety, achievement anxiety, and facilitative-debilitative anxiety. With such a wide variety of anxiety-types, it is not surprising that early studies on the relationship between 'anxiety' and achievement provided mixed and confusing results, and Scovel (1978 - this timeline) rightly noted that anxiety is 'not a simple, unitary construct that can be comfortably quantified into 'high' or 'low' amounts' (p. 137).

According to Liebert and Morris's (1967) two-component conceptualization of test anxiety (i.e., anxiety related to test taking), the experience of anxiety is separable into at least two major components: a cognitive component (i.e., worry) and an emotional component (Le., emotionality).

There are three components of Language Anxiety according to Horwitz et al (1986), Communication apprehension, test anxiety and fear of negative evaluation. These three may be considered as the reason to why students have language anxiety. Communication apprehension is a type of tension or fear of communicating in a second language classroom. Test anxiety refers to a type of performance anxiety stemming from fear of failure (Gordon & Sarason 1955, Sarason 1980). Fear of negative evaluation is defined as the apprehension about other's evaluation, avoidance of evaluative situation, and the expectation that others would evaluate one negatively (Wastson & Friend, 1969). Individual differences in attributional styles have also been integrated into explanations of anxiety. According to Weiner (1986), fear should arise given failure and an attribution to a stable cause. The important association between one's attributional styles and anxiety has been documented in the test anxiety literature (e.g., Goldberg, 1983; Sarason & Sarason, 1990; Turk & Sarason, 1983). Sarason and Sarason (1990) argued that test anxiety is not a net result of a history of failure experiences.

In terms of language learning and language teaching, language anxiety may block the information or becomes a hindrance on learning the language and may cause problems to both students

and teachers. As regards to the learner-external factors, there is a growing recognition that perhaps the most crucial among them is the teacher. It seems quite clear that what teachers do in the classroom and even more so how they do it can powerfully influence all aspects of the learning process. Students learn in different ways, recognizing and using this information helps teachers to be effective and better in facilitating student learning.

The learning community is consisting of both students and teachers, students benefit from effective teaching and learning strategies inside and outside the classroom. With a classroom full of diverse learners there are no doubts that each student in the classroom absorbs information in different ways. Having established the sources for the learners English language anxiety, there are classroom interventions that can be implemented, to help them overcome it.

As time passes by, many teaching strategies and activities have been developed to help learners attain the four macro skills, but teaching strategies would not be possible without the instructional materials. At the beginning of this century, instructional materials might only be named as textbooks and workbooks. Today, however, the range has broadened considerably, including paperback novels, magazines, computer software, videotapes, and much more.

The study will focus on creating a handbook made of strategies and activities reducing English Language Anxiety. The creation of a handbook was chosen to provide second language teachers with guidelines and strategies for creating a low-anxiety classroom atmosphere where students are comfortable engaging in an English classroom and can help improve their learning proficiency.

### **Theoretical Framework**

To understand more of this study entitled “ENGLISH IN ACTION: A PROPOSED INSTRUCTIONAL KIT REDUCING ENGLISH LANGUAGE ANXIETY AMONG GRADE 9 STUDENT OF POLYTECHNIC UNIVERSITY OF THE PHILIPPINES LABORATORY HIGH SCHOOL” the researcher was guided by the theory of Stephen Krashen which is the theory of Second Language Acquisition.

Krashen's widely known and well accepted theory of second language acquisition has had a large impact in all areas of second language research and teaching since the 1980's. Krashen's theory of Second Language Acquisition consists of five main hypotheses, the first and the fifth hypotheses which are the Acquisition-Learning hypothesis and Affective Filter hypothesis will be used.

In Krashen's theory, Acquisition Learning is said to be the most fundamental of all the hypotheses because there are two independent systems of second language performance which are – 1) the acquired system, and 2) the learned system. In “acquired system”, it is all called as “acquisition”. It is the product of a subconscious process that is very similar to the process children when they acquire their first language. In “learned system”, it is also called as “learning”. It is the product of formal instruction that comprise a conscious process which results in conscious knowledge about the language.

The Affective Filter hypothesis embodies Krashen's view that a number of affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

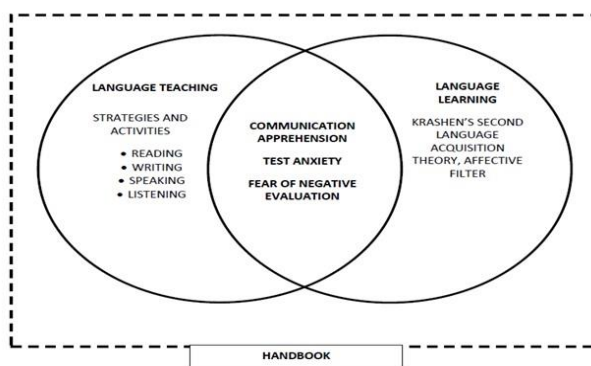
Among situation-specific anxieties, Foreign Language Classroom Anxiety has been extensively researched since Horwitz et al. advanced a theory of foreign language classroom. According to Horwitz et al. foreign language anxiety is responsible for student's negative emotional reactions to language learning since they had to deal with a totally foreign language and culture. They identified three components of Foreign Language Classroom Anxiety: communication apprehension, fear of negative evaluation, and test anxiety. To measure the anxiety, they designed the 33-item Foreign Language Classroom Anxiety Scale (FLCAS). Gardner had also acknowledged that second/foreign language (SL/FL) anxiety was situation-specific

and claimed that individual differences in anxiety contributed to differences in achievement. The French Use Anxiety Scale and French Class Anxiety Scale were proposed to measure this anxiety. This shows that whenever an individual is studying another language it may be English or not, it is inevitable for him to experience language anxiety. This theory supports the study by measuring the level of English Language Anxiety of the students.

Emotional awareness requires a deeper understanding of the subconscious dimensions of emotional organization and the flow that keeps emotions become dynamic. Identifying, analyzing, and managing emotion takes more than emotional intelligence. Emotions like anxiety or fear could have positive effects, while other emotions, like anger or arrogance, could have negative effects. Some emotions have a positive effect on learning, and others block the learning process. Learning, as an adaptive filter, is powerful and sensitive. (Gabriel & Griffiths, 2002). Since these theories emphasize the affective domain in learning a language, this become the foundation of the study. This will help the researcher to gather strategies and activities that consider the interests and emotional aspect of the students, aiming to prevent stress, anxiety and other pressure on the process of language learning.

## Conceptual Framework

Figure 1. Framework of the development of the Handbook



The figure 1 shows a Venn diagram of language learning and language teaching. On the left side is the language teaching which

has the strategies and activities which are the four macro skills namely: reading, writing, speaking and listening.

Since learning and teaching is a complex act it is not something that can be reduced to just few methods and prescriptions. The role of teachers come to the act of teaching and learning, designing their own dynamic framework of knowledge and mastering it while putting the student's personal, social, cultural and linguistic make up.

While on the right side is the language learning, the researchers look through Stephen Krashen's Second Language Acquisition Theory, as a foundation for language learning focusing on the affective filter hypothesis, explain the role of affective factors in the process of Language Acquisition. Teachers will answer a interview questionnaire, it is divided into different learning competencies particularly the speaking, reading, writing, and listening which will give the researcher the information about the progress of the Grade 9 students of Polytechnic University of the Philippines Laboratory High School on their English subject. To study the level of the Language Anxiety of the students, the researcher contextualized the Foreign Language Classroom Anxiety Scale (FLCAS) to English Language Classroom Anxiety Scale (ELCAS) which the data will serve as a basis in making the handbook.

The common ground of language teaching and language learning is that during the language learning process, anxiety occurs. Krashen stated that an affective filter is existent that can add or diminish the intake of the comprehensible input. He found out that a high level of stress and anxiety creates a filter that impedes learning, blocks the intake and reduces second language acquisition. There are different causes of language anxiety which known to be Comprehension Apprehension, Test Anxiety and Fear of Negative Evaluation. If these causes of anxiety are not prevented or lessen, it may hinder the learning competencies of the learners specifically, reading, writing, speaking, and listening. From language teaching there are different activities and strategies that may reduce the causes of anxiety.

The broken line symbolizes that the handbook will be composed of the activities and strategies. The creation of a handbook was chosen to provide second language teachers with guidelines and

strategies for creating a low-anxiety classroom atmosphere where students are comfortable engaging in an English classroom and can help improve their learning proficiency. The English teacher will assess the responsiveness of the handbook.

### **Statement of the Problem**

This study aims to determine strategies and activities reducing English language anxiety of Grade 9 students of Polytechnic University of the Philippines Laboratory High School. Specifically, it sought answers to the following questions:

1. Which is the respondents' highest level of Language Anxiety in terms of the following variables:
  - 1.1 communication apprehension
  - 1.2 test anxiety; or
  - 1.3 fear of negative evaluation
2. What is the weakest learning competency in the curriculum needs attention and expected to acquire and possess by the group of respondents?
3. Based on the highest level of Language Anxiety occurred and the weakest learning perceived competency, what strategies and activities may be used to reduce language anxiety?
4. How responsive is the handbook as assessed by the English teachers in terms of:
  - 4.1 purpose
  - 4.2 objectives
  - 4.3 front end analysis
  - 4.4 content
  - 4.5 audience
  - 4.6 strategies and materials
  - 4.7 evaluation
  - 4.8 overall design

### **Scope and Limitations of the Study**

This study focused on determining the strategies and activities reducing English language anxiety that will be conducted to Grade 9 students enrolled in English 9 (Afro-Asian Literature) of Polytechnic University of the Philippines Laboratory High School. Other foreign

researchers like MacIntyre et. al. (2002) examined the effects of age on language anxiety among students from Grade 7 to 9 and proved that there is an existing language anxiety among Adolescents. Based on the teachers and other faculty members is that Grade 9 level is more prone to language anxiety. The data was gathered using the English Language Classroom Anxiety Scale (ELCAS) focusing on the anxiety level of the students and an interview questionnaire for English teachers.

The study produced an output, which is a handbook that serves as a guide for teachers, and how they can help in reducing language anxiety and be a way for them to be aware of this existing phenomenon. It is not expected that teachers use every strategy described in the handbook but that they will apply the techniques they deem most appropriate and useful for their students.

### **Significance of the Study**

This study aims to help the following beneficiaries, whom are the students, parents, teachers, school administrators and expectantly for the future researches. The students are the primary receivers of this study. They could have a wide understanding, better comprehension of the necessary skills in English language and may enable them to express themselves confidently, consequential to the enhancement of their skills.

The result of this study can also help the parents to gain a better understanding and insight into their focal role in the education of their children and help in cultivating student's English proficiency. They may also stimulate and support their children to be more prolific in learning English language.

The mindfulness of the teachers to these following anxieties may direct them to put some action to some ways and advance their lesson planning. It could help the teachers to plan and implement the best activities and methods for the improvement of learning and the study will provide them a handbook for them to have an effective knowledge of English motivational teaching principles, strategies and activities.

Furthermore, this study will also help the school administrators to guide the students in the academic development. They could find this study beneficial as a foundation in planning and



implementing curricular and co-curricular activities and strategies in school.

It will also support the future researchers as their guide to conduct further researches or studies on the affective dispositions of students in learning the English language. In some way, it could also give them an idea to the better conception and awareness of the anxiety among English language learners.

## **Chapter 2: REVIEW OF LITERATURE AND STUDIES**

This chapter discusses the related literature and studies of foreign and local setting which are pertinent to the study. The review covered various papers which are similar and aligned to the investigation.

### **Language Anxiety**

Anxiety can have a very harmful impact on learners' motivation and on their classroom performance more generally. As regards the learner-external factors, there is a growing recognition that perhaps the most crucial among them is the teacher. It seems quite clear that what teachers do in the classroom and-even more so- how they do, it can powerfully influence all aspects of the learning process. Teachers can definitely play a very constructive role in relation to reducing their learners' anxiety and enhancing their motivation Reducing Language Anxiety & Promoting Learner Motivation: (A Practical Guide for Teachers of English as a Foreign Language, 2014)

"Anxiety is a state of uneasiness and apprehension or fear caused by the anticipation of something threatening that it interferes with an individual's daily functioning, including work, school, social activities and relationships." (Medline Health, 2007) As part of an experience of a person, anxiety also affect a person's capability of learning specifically on language. In addition, Scovel (1991) said that Language anxiety influence language learning and that Anxiety produces positive effects on learners' performance.

For Brown (1994), the emotional side of human behavior of the "affective domain" involves a variety of personality factors, including feelings both about oneself and about others with whom s/he comes into contact. Research on the relationship between foreign language learning and affective variables generally focus on a number

of personality factors: self-esteem, inhibition, risk-taking, empathy, extroversion, motivation and anxiety. (p. 134). Anxiety interferes with the learning processes because anxious persons tend to focus on “self-directed, derogatory cognition rather than focusing on the task itself” (MacIntyre & Gardner, 1989, p. 255). The task-irrelevant thoughts compete with task-relevant ones for limited cognitive resources. Tobias (1986) described how anxiety might interfere with different stages of learning: input, processing and output. At the input stage, anxiety may cause attention deficits and the learner might not be able to get enough information for the following processing stage. At the processing stage, if the task is relatively simple, anxiety may have little effect on processing. Anxiety and reinforcement do not have effect on performance when the individual has adequate capacity to perform the task (Spielberger, 1966). As the task becomes more difficult, compared to the learner’s ability, anxiety will have a greater influence on processing. At the output stage, anxiety may interfere with the retrieval of previously learned information and thus influences production.

MacIntyre and Gardner (1991a) also described in details how foreign language anxiety came into being based on the study done by the same authors in 1989. They described the following: At the earliest stages of language learning, motivation and language aptitude are the dominant factors in determining success. During the first few experiences in the foreign language, anxiety plays a negligible role in proficiency because even if anxiety is present, it is not the foreign language anxiety that has been discussed to this. Anxiety aroused in this context, as a result of early language experience, would best be called state anxiety. After several experiences with the second language context, the student forms attitudes that are specific to the situation, that is, emotions and attitudes about learning a new language. If these experiences are negative, foreign language anxiety may begin to develop. As negative experiences persist, foreign language anxiety may become a regular occurrence and the student begins to expect to be nervous and to perform poorly. (p. 110). MacIntyre and Gardner (1994b) again claimed that foreign language anxiety occurred at three stages of the second language acquisition process: input, processing and output and constructed three stage-specific anxiety scales to measure anxiety at

the input, processing and output stages. At the input stage, learner first experienced with a given stimulus. Anxious students may ask for sentences to be repeated more often or may have to reread text several times to compensate for missing input. The processing stage involved the cognitive operations performed on the subject matter: organization, storage and assimilation of the material. The time taken to understand a message or learn new vocabulary items would indicate activity at this stage. Output involved the production of previously learned materials. Ninety-seven students enrolled in first-year French-as-a-second-language class at a large university took part in this study.

Bailey's (1983) early diary study of 11 language learners was probably the first to explore language anxiety from the learner's perspective. The study found that students' negative self-comparisons with others were an important source of anxiety and that anxiety decreased as the learners perceived themselves as becoming more proficient and better able to 'compete' with their peers. Anxiety was also associated with tests, learners' perceptions of their relationships with their teachers, and their need for their teacher's approval.

Likewise, Spielberg (1983) defined anxiety as the "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of autonomic nervous system" (p. 15). May (1997) added, "It has also been called as an emotional response to a threat to some value that the individual holds essential to his existence as a personality" (p.205). The anxiety experienced is not specific to foreign language learning. It might also happen in a speech class or in a math class. However, after several negative experiences with foreign language learning, learners begin to associate this anxious feeling with foreign language learning. Anxiety at this point can be treated as foreign language anxiety since it is specific to foreign language learning.

Language Anxiety is divided into categories and the commonly known are State, Trait and Situation-specific anxiety. An individual experiences State Anxiety at a particular moment as a reaction to a definite situation. This anxiety "varies in intensity and duration and fluctuates over time as a function of the amount of stress that impinges upon an individual and that individual's interpretation of the stressful situation as personally dangerous or threatening"

(Spielberger, 1976; p. 5). Moreover, Trait Anxiety is define as the individual's likelihood of becoming anxious in any situation (Spielberger, 1983). Trait anxiety refers to a relatively stable emotional state that an individual experience more frequently or more intensely than most people on the average refer and is part of the individual's personality. An individual with a high level of trait anxiety shows tendencies to become apprehensive across a number of different situations because of generally regarding these situations as more threatening than they actually are (Spielberg, 1983).

Situation-Specific Anxiety refers to anxiety experienced in a well-defined situation. Situation specific studies can offer more to the understanding of anxiety because various aspects of the situation can be query. A key difference is that subjects are test for their anxieties in limited circumstances such as taking a test, speaking in public, writing examinations, performing math or participating in a language class. Situation specific constructs be seen as trait anxiety measures limited to a given context (MacIntyre & Gardner, 1991)

Brown (2000) stated, "In order to master the English language, learners have to be adequately exposed to all the four basic skills, namely listening, speaking, reading and writing. If the students can manage the learning of those four macro skills, they can promote critical thinking skills and interactive learning abilities to equip them to face challenges of the outside world." Horwitz et al. (1986) also proposed that foreign language anxiety be seen as a separate and distinct process particular to second language acquisition. The initial anxiety experience in language classrooms leads to poor performance and the performance in turn reinforces this anxiety, which is later developed to foreign language anxiety. Therefore, there is a cyclical relationship between foreign language anxiety and foreign language performance.

Additionally, in the study titled English Language Anxiety Among Korean Students in the University of Cordilleras (Kyong, 2008), among the four learning areas, listening is the number one factor that contributes to the anxiety level of the students in learning English. It is followed by writing, speaking and reading respectively. Under listening, the factors which cause high anxiety: are understanding questions that are asked orally, Understanding the teacher's vocabulary, listening and answering questions orally,

relating topics to one's personal experience. For speaking, the following areas cause high anxiety: discussing unfamiliar topics, choosing and using the right words to express ideas. Reading cursive writing causes high anxiety. For writing, unfamiliarity with some topics, writing a composition, writing grammatically correct answers causes high anxiety. To sum up, foreign language anxiety has an effect on all three stages of learning, i.e. input, processing and output. Although most of the previous studies have focused on the output stage as measured by test scores and course grades, studies have also demonstrated that anxiety also interferes with the input and processing stage.

Anxiety affects people universally, no matter what age, gender or race since it is an unpleasant emotional state of condition it can have negative effects on all students. According to Dobson (2012), "students with anxiety problems tend to show lower levels of academic achievement, self-efficacy, and self-concept because of the lack of concentration which results in poor performance. Students experiencing anxiety become highly anxious in different situations such as public speaking and before taking an exam. As stated by Dobson, he also added that "anxiety reduction requires the work of students, teachers, and parent", because it requires interaction upon process and it will not work without a parents-teachers guide onto the students.

MacIntyre and Gardner (1994) stated that Foreign Language Anxiety is "the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language". Students who have doubts about their ability to learn a foreign language have already experienced anxiety at the beginning level. Their anxiety level increases when they believe that the subject was complex and difficult to master.

As mentioned by Horwitz, et al. (1986), "Communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people. Difficulties in speaking in groups or in public or in listening to or learning a spoken message are representative of communication apprehension". Let say for example in a situation wherein the student is using one's own mother tongue

or their first language, students who are usually talkative and relaxed in their first language may feel embarrassed or even silent when communicating in foreign language because their anxiety and reluctance in communicating with other people or expressing themselves in a foreign language doesn't have full competence. Horwitz also added that difficulties in speaking in groups or in pairs, in or out of the classroom are all manifestations of communication apprehension.

Another type of anxiety called Test anxiety, performance anxiety stemming from a fear of failure. Students experiencing test anxiety have difficulties in learning and retrieving the material during tests that can lead also to poor performance in tests. According to Horwitz, et al. (1986) "students often put unrealistic demands on themselves and consider everything but a perfect test score as a failure", because test anxiety correlates negatively with grades which cause the students self-confidence, proficiency in language and test performance become unsuccessful.

In Fear of negative evaluation, Watson and Friend (1969) first defined it as "apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively (p.449)." It differs from test anxiety because the tension is not limited to testing situation such as job interview, public speaking, giving voluntary answers or talking about personal opinions because students may reduce participation in those activities, which force them to be more expose to other judgments.

Even for English as Secondary Language (ESL) learners are experiencing Language Anxiety. In line with this, researchers of different institutions are doing intensive studies on this subject. Del Villar states that "oral communication anxiety is one of the most studied phenomena among Western communication researchers" (p. 159). Yet, despite its being extensively study, the case is quite different in the Philippine setting. She observes that there is still "a dearth of research data on Filipinos considering oral communication anxiety's overwhelming impact on speakers"

In an article "How to Handle Test Anxiety", Guanko writes that a little anxiety is good, because it means people care about the results of the exam. If they care, it means they will work hard to get good results. Too much anxiety, however, will cripple them mentally

by making them unable to concentrate, have mental blocks, and maybe even chicken out of the exam.

They have to be conscious of their anxiety level, how it is affecting them, and what steps they can take to manage it. She adds that one of the biggest causes of anxiety is being unprepared for the exam. Another cause of anxiety is the feeling that they are alone in this endeavor and they have no one to go for advice or help in studying.

In a study of Lucas, Go and Miraflores titled English Language Learning Anxiety among Foreign Language Learners in the Philippines, the researchers suggest that language teachers must design lessons and prepare activities that can be effectively utilized by these type of learners to cope with their respective language anxieties. The distinctness of students really is a significant aspect when it comes to learning, and because of this the language anxieties of the learners also varies when it comes to type and level.

The findings reveal that the foreign students who participated in this study are experiencing “language anxiety in learning English in the country.” These learners experience Test Anxiety and Fear of Negative Evaluation. The results from the data also reveal that the participants experience anxiety because of Fear of Negative Evaluation from their teachers and their peers, as well (108-109). Moreover, Lucas, Miraflores, and Go also find out that: “Test Anxiety and Fear of Negative Evaluation constitute type of learning anxieties these students were experiencing. It can be gleaned from the results that foreign learners experience anxiety if they are being evaluated by both their peers and their teachers as to their performance in using the target language. This is rooted perhaps because of the negative affective experience when they were learning the language and also, they would like to avoid “losing face” in their English language class (p. 109).

### **Language Learning**

Second languages are any languages learned later than in earliest childhood. They may indeed be the second language the learner is working with. In a literal sense, or they may be his/her third, fourth, fifth language. They encompass both languages of wider communication encountered within the local region or community for

example, in educational institutions, at the work place, or in the media (Second Language Learning Theories, 2013).

Language acquisition and learning is an active process that begins at birth and continues throughout life. It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication (spiral progression). They reflect on and use prior knowledge to extend and enhance their language and understanding.

Cornett (1983) elucidated, "The language learning styles are the overall patterns that give general direction to learning behavior." Language learning styles is about an individual's preferred way of processing, that is, of perceiving, conceptualizing, organizing, and recalling information related to language learning.

According to the K to 12 Basic Education Curriculum, the Philosophy and Rationale of Language is the basis of all communication and the primary instrument of thought. Thinking, learning, and language are interrelated. Language is the foundation of all human relationships. All human relationships are established on the ability of people to communicate effectively with each other. Our thoughts, values and understandings are developed and expressed through language. Moreover, the Guiding Principles of the K-12 Language Arts and Multi literacies Curriculum is anchored on the following language acquisition, learning, teaching and assessing principles. All languages are interrelated and interdependent.

Language learning defines learners about language and how to use it effectively through their engagement with and study of texts. The texts through which students learn about language are wide-ranging and varied from brief conversations to lengthy and complex forms of writing. The study of specific texts is the means by which learners achieve the desired outcomes of language, rather than an end in itself. This study intends to investigate the overall situation of second language learning anxiety and metacognitive strategies employed by university students to explore the relationship between them so as to guide our second language teachers to concern themselves with students' anxiety and enforce metacognitive strategy training to reduce their second language learning anxiety.



Students learn to create texts of their own and to engage with texts produced by other people. Successful language learning involves listening, speaking, reading and writing activities. Language learning should include a method of strategies and activities that help students meaning and accuracy. Tyler emphasized that, "Learning is inferred from a change in behavior. If a child does not know or cannot see the similarities or differences of things, it is taught to discover the characteristics of things."

"Thinking, valuing, and the acquisition of knowledge are used to develop skills that are underdeveloped limit to students' knowledge, thinking and attitudinal development effective thinking depends on the richness of content processes used, and the initial assistance provided in the development of such processes." (Guillano, 1994) Supporting this, "Skill are developmental that are learned through a gradual growth process over a period of years." (Jarolimek, 1987)

Language acquisition and learning is an active process that begins at birth and continues throughout life. It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication (spiral progression). They reflect on and use prior knowledge to extend and enhance their language and understanding.

### **Language Teaching**

As time passes by, many teaching strategies and activities have become outdated as new strategies and activities arise.

In the book titled *English: Strategies for Teaching Limited English Proficient (LEP) Students* (2006), they use manipulative as a reading and writing strategy to scaffold instruction. Manipulative can be Cuisenaire rods, pipe cleaners, beans, markers, or any tangible item that can be used to represent ideas. Have students work in small groups to represent the main ideas of a reading, a section of a chapter in a science textbook, for example, or an important historical document, by using manipulative. In doing so, students will have to use oral language to negotiate meaning and to agree on ways to represent meaning.

New vocabulary will be used naturally throughout the process. Misconceptions may be clarified as well. Students will have to use critical thinking skills to analyze and then build a representation of their understanding of the reading. When groups are finished, have each group verbalize their final representations. As each group discusses their product, LEP students will have read, listened, analyzed, discussed, and thought about each main idea while recycling related concepts and vocabulary. Also, one of the approaches to language teaching that researchers and teachers have their eyes on is the language experience approach to reading, it is based on the idea that speech can be written down and can be read again later. Familiar experiences are translated into oral expression, then recorded and read. After an experience the teacher discusses the activity with the group and then together the teacher writes down the students' words and ideas on a large chart or on their individual papers which the child illustrates. Then the teacher and the students read the stories together.

Roach Van Allen pioneered the work with the language experience approach. This approach is used successfully with both first and second language learners. With second language learners a firm direction from the teacher is needed to keep the language activity in the target language.

In an article, "What if They Don't Speak English?" (McKeithen, n.d.) story mapping or story structure was expounded. It is said to be a strategy to identify and visually organize the central structure and main components of simple stories. The story map may be used before the story to access prior knowledge about the topic of the story. It can be used during the story to keep track of details as the students read or after the story to recall the important facts. The story map graphically organizes the story so limited English proficient students are better able to sort out the important information. More of the approaches and strategies are: Teacher Repetition – In an activity requiring the whole class to respond the student should not repeat a response with the students. This is the time to listen to hear the responses.

Communicative Language Teaching was also a topic to be consider when it comes to language teaching. According to Lee & Van Patten (2003), "Communicative Language Teaching is a language

teaching that has communication as its goal. It cannot be equated with first learning some vocabulary, then learning some grammar, and the finding something to talk about to use some grammar and vocabulary.” According to Lucas (1984), Skill Building in the form of patterns, dialogues and gambits to help students structure and maintain communicative interactions. Students can be given valuable skill practice by being exposed to numerous ways of using language such as that role-playing, cooperative story-telling, problem-solving and assignments.

Based on the article Speaking Games for Language Learners by Edutopia (2015) there are different speaking activities that may help reduce learners’ anxiety like following directions, it is an interesting game that offers a change from classroom routine. In this game, each student in the pair draws a picture, keeping their paper shielded from the eyes of their partner. Ideally, pictures should be fairly geometric. Once the picture is complete, they explain to their partner, using words only, how to replicate the image. For example, if a student has drawn the stereotypical square house with a triangle roof, he might say: “Draw a square in the middle of the paper that’s about a third of the size of the paper. Draw an equilateral triangle on top of the square, using the top side of the square as the bottom side of the triangle.” The goal of this game is for each partner to replicate the other’s drawing going by these spoken directions.

Likewise, the game “I have never....” can be used as well wherein all students in the class should start holding five fingers in the air (this number can be adjusted depending on how many students are in the class). The student who begins the activity will tell the class one thing that he/she has NEVER done. The students who have done that activity should put a finger down, and tell the class a story about this activity.

According to Janelle Cox (2015), “Writing is an essential tool for learning, and when students realize that writing is simply another way of communicating through a pencil versus your lips, it will make that much more of sense to them.” There are few teaching strategies to help those struggling students and get them writing. From photographs to graphic organizers, there are teaching strategies to make writing fun for everyone. Photographs can be used as teaching strategies, challenge students to search their family photos, and look

through magazines, books, newspapers, or even the Sunday funnies to find a little writing inspiration. Have them cut out all of the pictures that inspire them, and glue those pictures to their writing journal. When it's time to write, all students have to do is look at one of their pictures for a little inspiration.

The ultimate goal is to have students use their cognitive thinking skills to communicate their ideas. Whether it's on paper or through their lips, the whole point is to get your students to express their thoughts without hesitation. Once students truly understand that writing is just another way of communicating, the walls will come down, and they will be able to pick up a pencil and convey their thoughts freely. Another one is Incorporating technology, many teachers can confidently say that they have not come across a student that didn't like to use technology. Technology has become such an integral part of all of our lives, that it would seem like a disadvantage not to use it as a reading strategy in the classroom. The inherent understanding that our students have for technology, and the way that they all excel so quickly about all things technology, makes integrating it as a reading strategy extremely engaging.

As well as Activating Prior Knowledge as you know, when you get your students to connect what they are learning to something that they already know, there is a better chance that they will understand it better, and remember it longer. Another is using a Word Wall, it is much more than just a classroom display, it's an effective strategy that can help promote literacy for primary learners. Teachers not only use them to help enhance the classroom curriculum, but to provide students with reference and support, to teach essential language skills, and to help students learn site words and patterns. Additionally, student choice is one of the best reading strategies that you can choose for your students is the ability for students to have a choice in what they read. This is the most effective strategy to get your students to *want* to read. When you give students a voice and a choice, then they will choose something that is of interest to them.

As stated by Colorado, C.,( n.d), Partner Reading is a cooperative learning strategy in which two students work together to read an assigned text. This strategy is often used as part of the Peer-Assisted Learning Strategies (PALS).

PALS is a class wide peer tutoring program in which teachers carefully partner a student with a classmate. The Partner Reading strategy allows students to take turns reading and provide each other with feedback as a way to monitor comprehension. Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation.

Echo reading is a rereading strategy designed to help students develop expressive, fluent reading as well as used for print knowledge. In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the student echo it back.

Timed repeated readings are an instructional practice for monitoring students' fluency development. Repeated readings, under timed conditions, of familiar instructional level text can increase students' reading speed which can improve comprehension.

Lastly, the listen-read-discuss strategy helps students comprehend text. Before reading, students listen to a short lecture delivered by the teacher. The students then read a text selection about the topic. After reading, there is a large group discussion or students engage in small group discussions about the topic. During the discussion, students compare and contrast the information from the lecture with the information they read.

It is important, that the instructor begins exploring instructional strategies that may overcome the student's feeling of inadequacy, confusion, and failure. High levels of anxiety may compromise negatively the forthcoming attitude toward the foreign language studied. Teachers should strengthen students' self-esteem in their L2 ability via reassurance, empathy and even by encouraging realistic expectations regarding the time during which fluency in the target language may be acquired. (Occhipinti, 2009)

Having established the sources for their English language speaking anxiety, the following classroom interventions can be implemented, to help them overcome it like Project work , Short term projects were used due to the following benefits of project work in foreign language settings cited in the literature: a) students are more personally involved, so they usually have increased motivation (Lee, 2002), b) they do not feel that they are constantly assessed, and c) it is easier for them to focus on communication, rather than on accuracy,

and are less concerned with language errors and the consequences of “imagined failure” (MacIntyre, Noels, and Clement, 1997: 269).

An additional advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language. Moreover, accepting the need for self-worth protection, behavior that could be consider a threat to these students’ social image and a potential source of anxiety is avoid. For example, information about students’ test scores is keep private and is not announce to the whole classroom, while portfolios is used to evaluate their progress. These measures aimed at reducing preoccupation with fear of negative evaluation, which can lead to withdrawal from activities that “could increase their language skills” (Gregersen and Horwitz, 2002: 563).

Additionally, teacher immediacy, both verbal (use of humor, use of students’ first names) and nonverbal (eye contact, positive gestures) types of immediacy behavior were employed, since they can reduce anxiety and impact positively on motivation to learn (Christophel, 1990; Frymier, 1993).

Lastly, Provision of praise, we soon realized that praising these students in front of their classmates for a minor accomplishment had a negative effect, since they considered it as an indication that the teacher had little confidence in their abilities (Thompson, 1997). As a result, non-verbal praise (e.g. a positive head movement) is most often use, instead of direct verbal praise.

As well as, daily skill practice, a one way to see a marked improvement in your students’ listening skills is to give them short, daily skills practice. Any daily practice should be fun, and practical. In this case, the skills should include encouraging kids to focus on oral instructions, visualizing the tasks given, and completing them accurately. He storytelling game in this game, you start a story with a beginning phrase, and then each child in the classroom adds one word to the story in turn. Students must be active participants and follow the story closely so that when their time comes to add a word, the story will make sense.

“Teaching-learning process is the heart of education,” according to the study, Learning Styles and Test Anxiety levels of Selected Sophomore College Students at the Universidad de Manila

(Amato, 2012). The researcher further explained that in order to achieve the goals set in the teaching-learning process, the teacher, the students, the curriculum and the other aspects should be systematized and must be prioritized. The researcher mentioned Prashnig's argument that in education, they tend not to notice the learner therefore the answer to know the challenges of educational outcome is that change the perspective at learning.

Due to these rationales, the researcher considered that the preferred learning students have a relationship to their test anxiety. The researcher pointed out that if conflict between the students' learning and the teachers' teaching style arise chances are students will become bored, inactive, unmotivated to study and lastly do poorly on exams. Focusing on the test anxiety, learners experience anxiety because of the possibility of getting a flank score which makes them feel incompetent.

According to Boiser (2000), effective teaching is doing appropriate things for the individual in a particular group and to make them get along toward specified goals. It is also the ability to bring about specific instructional objectives or desired learning objectives or desired learning outcomes. In short, the criterion of effective is in terms of result. Cruz and Garcia, March 2016, *The Preferred Teaching Strategies in English as Perceived by the Grade 10 Students of the Polytechnic University of the Philippines*.

In the teaching language, it is not the benefit the teacher may get out of it, but how he acquires the knowledge, master the skills and apply what he has gained. However, the competency of the teachers and the effectiveness of the strategy will not do much if the students themselves will not cooperate. Teaching strategies would not be possible without the Instructional Materials. At the beginning of this century, instructional materials might only be named as textbook and workbooks. Today, however, the range has broadened considerably, including paperback novels, magazines, computer software, videotapes, and much more.

At the present time, Cooperative Learning Approach receives lots of attention in the field of Education locally and internationally. Researchers observe that to attain effective teaching and for the students to enjoy studying, teaching-learning process must be interactive.

In a study entitled *Strategies in Cooperative Learning Approach in Developing English Language Skills* (Jardelaza, 2008), the researcher used quasi-experimental method to study the effectiveness of various Cooperative Learning Approach, these are; Student Team Achievement Division (STAD), Jigsaw, and Thing-Pair-Share (TPS) on the English Language Learning of the students. The researcher did a pre-test and post-test that served as the evaluation.

It was explained that Cooperative Learning Approach is productive, "... (Cooperative Learning Approach) maximizes the students learning while giving them opportunity to learn to work together," (Jardelaza, 2008)

As stated in the study titled "The Preferred Teaching Strategies in English as Perceived by the Grade 10 students of Polytechnic University of the Philippines" (Cruz & Garcia, 2016), Cooperative Learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on high performance team.

## **Handbook**

A handbook is a ready reference that is capable of being conveniently carried. According to Antony (2012), *The Oxford Handbook of Anxiety and related disorders* reviews current research and clinical developments it is stated that Anxiety disorders are among the most prevalent of psychological disorders.

Based on the *Handbook on fear and anxiety* by Blanchard (2008), Fear and anxiety are analyzed as patterns that have evolved on the basis of their adaptive functioning in response to threat. These patterns are described, with attention to both adaptive and maladaptive components, and related to new understanding of neuroanatomic. A handbook will provide guidelines and strategies for creating a low-anxiety classroom atmosphere where students are comfortable engaging in an English classroom and can help improve their learning proficiency.

According to Phyllis (2011), Instructional materials possess some inherent advantages that makes them unique in teaching. That, they provide teachers with compelling platforms for transferring information since they motivate learners the wan to learn more and



more. For Kibe (2011), that instructional materials are essential components of teaching-learning situations; it is not just to supplement learning but to complement learning process. It then shows that, if there must be an effective teaching learning activity, utilization of instructional materials will be necessary.

### **Synthesis of the Reviewed Literature and Studies**

This part of the study presents the summary of discussion of the topics in the Review of the Related Literature and Studies.

“Anxiety can have negative effects on all students. Students with anxiety problems tend to show lower levels of academic achievement, self-efficacy, and self-concept. Anxiety reduction requires the work of students, teachers, and parents.” (Dobson, 2012)

“Anxiety is a state of uneasiness and apprehension or fear caused by the anticipation of something threatening that it interferes with an individual’s daily functioning, including work, school, social activities and relationships.” (Medline Health, 2007) As part of experiences of a person, anxiety also affects a person’s capability of learning specifically on language. Scovel (1991) said that Language anxiety influence language learning and that Anxiety produces positive effects on learners’ performance. Anxiety can have a very harmful impact on learners’ motivation and on their classroom performance more generally. As regards the learner-external factors, there is a growing recognition that perhaps the most crucial among them is the teacher. It seems quite clear that what teachers do in the classroom and-even more so- how they do it can powerfully influence all aspects of the learning process. Teachers can definitely play a very constructive role in relation to reducing their learners’ anxiety and enhancing their motivation Reducing Language Anxiety & Promoting Learner Motivation: (A Practical Guide for Teachers of English as a Foreign Language, 2014) Language anxiety is divided into categories and the commonly known are State, Trait and Situation-specific anxiety.

State Anxiety is experienced by an individual at a particular moment as a reaction to a definite situation. This anxiety “varies in intensity and duration and fluctuates over time as a function of the amount of stress that impinges upon an individual and that individual’s interpretation of the stressful situation as personally

dangerous or threatening” (Spielberger, 1976; p. 5). Trait Anxiety is defined as the individual’s likelihood of becoming anxious in any situation (Spielberger, 1983). Trait anxiety refers to a relatively stable emotional state that an individual experience more frequently or more intensely than most people on the average and is part of the individual’s personality.

An individual with a high level of trait anxiety shows tendencies to become apprehensive across a number of different situations as a result of generally regarding these situations as more threatening than they actually are (Spielberg, 1983).

While, the Situation-specific anxiety refers to anxiety experienced in a well-defined situation. Situation specific studies can offer more to the understanding of anxiety because various aspects of the situation can be queried. A key difference is that subjects are tested for their anxieties in limited circumstances such as taking a test, speaking in public, writing examinations, performing math or participating in a language class. Situation specific constructs can be seen as trait anxiety measures limited to a given context (MacIntyre & Gardner, 1991)

There are different levels of Language anxiety such as Communication Apprehension, Test Anxiety and Fear of Negative Evaluation. According to Horwitz, et al. (1986), “Communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people. Difficulties in speaking in groups or in public or in listening to or learning a spoken message are representative of communication apprehension”.

A type of performance anxiety stemming from a fear of failure is called Test anxiety. Fear of negative evaluation as Watson and Friend (1969) first defined it as “apprehension about others’ evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively (p.449).”

Additionally, in the study titled English Language Anxiety Among Korean Students in the University of Cordilleras (Kyong, 2008), among the four learning areas, listening is the number one factor that contributes to the anxiety level of the students in learning English. It is followed by writing, speaking and reading respectively. Under listening, the factors which cause high anxiety: are understanding questions that are asked orally.

Understanding the teacher's vocabulary, listening and answering questions orally, relating topics to one's personal experience. For speaking, the following areas cause high anxiety: discussing unfamiliar topics, choosing and using the right words to express ideas. Reading cursive writing causes high anxiety. For writing, unfamiliarity with some topics, writing a composition, writing grammatically correct answers causes high anxiety.

Cornett (1983) elucidated that "the language learning styles are the overall patterns that give general direction to learning behavior." Language learning styles is about an individual's preferred way of processing, that is, of perceiving, conceptualizing, organizing, and recalling information related to language learning.

According to the K to 12 Basic Education Curriculum, the Philosophy and Rationale of Language is the basis of all communication and the primary instrument of thought. Thinking, learning, and language are interrelated. Language is the foundation of all human relationships. All human relationships are established on the ability of people to communicate effectively with each other. Our thoughts, values and understandings are developed and expressed through language.

Students learn to create texts of their own and to engage with texts produced by other people. Successful language learning involves listening, speaking, reading and writing activities. Language learning should include a method of strategies and activities that help students meaning and accuracy.

Also, one of the approaches to language teaching that researches and teachers have their eyes on is the language experience approach to reading, it is based on the idea that speech can be written down and can be read again later. In an article, *What if They Don't Speak English?* (McKeithen, nd.) Story mapping or story structure was expounded. It is said to be a strategy to identify and visually organize the central structure and main components of simple stories. According to Cox (2015), writing is an essential tool for learning. It is simply another way of communicating using your pen rather than your lips. There are several teaching activities and strategies that may get struggling students into writing like photographs, graphic organizers etc. The ultimate goal is to have students use their cognitive thinking skills to communicate their ideas. To express their

thoughts without hesitation by using any means of communication. Once students truly understand that writing is just another way of communicating, the walls will come down, and they will be able to pick up a pencil and convey their thoughts freely.

Another one is Incorporating Technology. Since educators are now teaching the millennial age and technology has been such an integral part of our lives, technology would be a great advantage as a reading strategy in a classroom. The inherent understanding that our students have for technology, and the way that they all excel so quickly about all things technology, makes integrating it as a reading strategy extremely engaging.

There are also strategies like Activating Prior Knowledge, incorporating your students' prior knowledge or something they already know and the current lesson will make it easier for them to understand and remember it longer. Students' choice, where you will have your students pick what they want to read or what piqued their interest. Aside from strategies, there are also interesting activities that may be used for teaching reading. Partner reading is where two students work together to read an assigned text. It will allow the students to take turns reading and share their thoughts and feedback as a way to monitor comprehension. Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation as they won't feel the pressure of reading alone in front of the class. Echo reading, where the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the student echo it back.

Based on the article of Abepiusc (2015) there are different activities and strategies to improve listening skills. Model good listening strategies, play Simon says in front of the class with one student volunteering to be "Simon" and you are the game player. Model good listening strategies like looking the speaker in the eye, repeating the directions to yourself (aloud so they can hear you), not starting until you've heard all the instructions (say aloud, "Ok, he's finished giving me the instructions so now I may begin"), and speak aloud what you're going to do as if you were picturing it in your mind before doing it.

Another is partner conversation, where you will pair students and have them take turns on being the speaker and listener. When

the speaker is done speaking, the listener will have to repeat what the speakers have said. Having “Think, Pair, Shares” during lessons and discussions is a great way to practice receiving and sharing what is heard. Next is whole body listening, a student practices keeping particular key parts of their body focused on the speaker. Their eyes are watching, ears are listening, brain is focused on the speaker’s information, mouth is closed, shoulders are squared toward the speaker, heart is caring about the message, hands are folded or in lap, feet are still on the floor.

Also a one way to see a marked improvement in your students’ listening skills is to give them short, daily skills practice. The story telling game, where you start a story with a beginning phrase, and then each child in the classroom adds one word to the story in turn; and Storytelling pods where you will sort children into groups of three. In these “pods,” they are to play the storytelling game, only in successive story events rather than one-word. Another fun activity is Describe the.., where students will work in pairs and have to sit back to back. One student will have a picture and describe it to his/her pair, while the other student will have to listen and draw the picture being described in a blank sheet of paper.

"Teaching-learning process is the heart of education" (Amato, 2012). The researcher further explained that in order to achieve the goals set in teaching-learning process, the teacher, the students, the curriculum and other aspects should be systematized and must be prioritized. The researcher also mentioned Prashnig's argument that in education, they tend not to notice the learner therefore the answer to know the challenges of educational outcome is that change the perspective of learning.

A handbook provides guidelines and strategies for creating a low-anxiety classroom atmosphere where students are comfortable engaging in an English classroom and can help improve their learning proficiency. It serves as a guide for teachers and may be a way for them to be aware of this existing phenomenon.

### **Chapter 3: METHODOLOGY**

This chapter primarily describes the research method, population, sampling and description of respondents, sources of data collection, research instruments and statistical tools to be used. These are needed to present the findings, drawing of conclusions and recommendations for this study.

#### **Method of Research**

The study utilized the descriptive method of research to describe systematically a situation or area of interest factually and accurately. The researcher used this method to determine the present facts or current condition concerning the nature of a group of persons, a number of subjects or a class of events. This method helped the researcher to identify the levels of anxiety of the students. It was able to obtain facts regarding the respondents, and gathered data that concerned the problems of the student's English language anxiety. According to Estolas (1995), descriptive method deals with verbal information, which consist of gathered data, or information that are analyze, summarize and interpret along certain line of thought for the specific purpose of the study.

This study focused to the Grade 9 students of Polytechnic University of the Philippines Laboratory High School acquiring 100 respondents and one (1) Grade 9 English teacher. The instruments that were used in the study are the English Language Classroom Anxiety Scale (ELCAS) which has been used by other researches to know the level of anxiety of the Grade 9 skills in the curriculum that needs attention and expected to acquire and possess by the Grade 9 students.

#### **Population, Sample Size, and Sampling Technique**

The population of the study includes the Grade 9 students and English Teachers of Polytechnic University of the Philippines Laboratory High School. Simple Random Sampling will be used to gather data necessary for the study. It is the basic sampling technique where we select a group of subjects for study from a larger group. Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample.

One hundred (100) Grade 9 students and One (1) Grade 9 English teacher of Polytechnic University of the Philippines Laboratory High School will be given questionnaires. The researcher chose to have the seventy five percent (75%) population of Grade 9 students and a hundred percent (100%) population of the English teacher. This sample population can be used to make inference about a population or to make generalization in relation to the existing theory.

### **Description of Respondents**

Grade 9 students and English teachers of Polytechnic University of the Philippines Laboratory High School will be the respondents of the study. The students will be describe based on their anxiety level using the English Language Classroom Anxiety Scale (ELCAS) and the perceived learning proficiency.

The researcher chose Grade 9 students of Polytechnic University of the Philippines Laboratory High School being the higher-level learners to be the participants of the study. The researcher needed the assistance of the Grade 9 English teacher to gather data such as learning proficiency of the students. Also, the responsiveness of the handbook.

### **Research Instrument**

The researcher employed two survey questionnaires and an interview questionnaire to gather information needed for this study. The first survey questionnaire was the English Language Classroom Anxiety Scale (ELCAS), the researcher used Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al., (1986). It was contextualized by replacing the words “foreign language” to “English language”. The background information includes students’ name, age and grade level.

The ELCAS contains thirty-three (33) items categorized by the causes of English Language Anxiety namely, Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. These are further classify in the following questionnaire items:

**Table 1. Classification of the Questionnaire Items to Causes of English Language Anxiety**

<b>Causes of Language Anxiety</b>	<b>Questionnaire Number</b>
Communication Apprehension (e.g I feel quite sure of myself when I am speaking in my English language class.)	1,4,9,14,15,18,24,27,29,30,32
Test Anxiety (e.g. I worry about the consequences of failing my English language class.)	3,5,6,8,10,12,16,17,20,21,22,25,26,28
Fear Of Negative Evaluation (e.g. I don't worry about making mistakes in English language class.)	2,7,13,19,23,31,33

This instrument was answered by the Grade 9 students on the five-point Likert scale, range from strongly disagree to strongly-agree with values 1–5 assigned to them respectively. The higher the score, the more anxiety the students have. Since the item 2, 5, 8,11,14,18,22,28,32 are negative the score it will be reversely compute.

The second was an interview questionnaire that was answered by the Grade 9 teacher, its main purpose is to know the weakest learning competency in the curriculum and skills that need attention and expected to acquire and possess by the Grade 9 students. The third, is another survey questionnaire, also answered by the teachers, and titled Criteria for Evaluating Instructional Products made by Moseley (1987). This aims to measure the responsiveness of the handbook. The researcher did some minor revisions to satisfy the needs of the study. Purpose, Objectives, Front End Analysis, Content, Audience, Strategies and Materials, Evaluation, Overall Design categorize this questionnaire. The handbook is to be assessed by the teacher through the 5-point interval, 5 refers to Very Responsive, 4 as Often Responsive, 3 as Moderately Responsive, 2 as Seldom Responsive, and 1 as Not Responsive. For purpose of clarity and statistical computation, a Five-Likert Scale Method will be use.

### **Data-Gathering Procedure**

The researcher of this study followed systematic procedures in order to achieve the objectives of this work.



The researcher prepared a letter to get the total population of the Grade 9 students and English teachers of Polytechnic University of the Philippines Laboratory High School. Then, the researcher went to Polytechnic University of the Philippines Laboratory High School and presented the approved letter to the Principal of the school to seek permission and cooperation to have the total population of the English teachers and students of the Grade 9 level in accordance to comply with one of the requirements needed in the study.

After modifying the ELCAS and the Criteria for Evaluating Instructional products, the researcher proceeded with the following:

- a. Administration of ELCAS to the sample population (100 Grade 9 students)
- b. Interview English teacher of Grade 9
- c. Administration of the Handbook together with the instrument to evaluate the responsiveness.
- d. Computation of the gathered data using the SPSS software
- e. Interpretation and analysis of data; and
- f. Strengthening the results using the reviewed literature and studies

### **Statistical Treatment of Data**

Descriptive statistical analysis was used in analyzing the data from the questionnaires. These data will be encoded for statistical analysis to answer the research questions using the Likert scale. Aside from this, the statistical treatment to be used is:

#### **Mean**

The mean is an important measure because it incorporates the score from every subject in the research study. This measures the central tendency of the data, the average result. It is often given the symbol  $\bar{x}$  and will be used to determine the respondent's level of language anxiety in terms of communication apprehension, test anxiety and fear of negative evaluation.

Where  $\Sigma$  is short for summation that signifies that each value taken in turn and the  $n$  is the no. of observation. To calculate the mean, add all the data values, and divide the sum by their number.

## **SPSS**

It is a widely used program for statistical analysis in social science

## **Standard Deviation**

It is referred to as a statistical measure to know the spread of the data about the mean value. It is useful in comparing sets of data which may have the mean scores but different ranges. It is considered the most important measure of variability or the extent to which the scores tend to scatter above or below the average of the scores.

## **Chapter 4: RESULTS AND DISCUSSION**

This chapter presents the findings obtained from the instruments used in conducting the study, as well as the analysis of the collected data. Furthermore, the study explored the level of language anxiety and the weakest competency among Grade 9 students that would support the activities and strategies needed to reduce language anxiety.

### **Level of Language Anxiety in terms of the following variables**

**Table 2. Level of Language Anxiety of Grade 9 students**

<b>Language Anxiety</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1.1.Communication Apprehension	3.12	Neither Agree nor Disagree
1.2.Test Anxiety	2.99	Neither Agree nor Disagree
1.3.Fear of Negative Evaluation	3.27	Neither Agree nor Disagree

As it was mentioned in Chapter 1, the purpose of this study were to identify which among the given variables of language anxiety occurs the most in the second language class, what specific competency in the curriculum performed the weakest, what strategies and activities may be used to reduce the language anxiety and strengthen the weakest competency, and if the handbook is responsive enough to reduce language anxiety.

Based on the result, the collected data are subjects to descriptive analysis including the mean, which are computed to identify which variables got the highest level of language anxiety.

Table 1 shows the mean of the following variables of language anxiety which are communication apprehension (3.12), Test anxiety (2.99), and Fear of negative evaluation (3.27). Moreover, among the three variables, Fear of negative evaluation got the highest level of language anxiety with the mean value of 3.27. Grade 9 students referred fear of negative evaluation as the language anxiety which is dominantly experienced by them during a second language class. Language anxiety manifests in many different ways depending on the language experience, background, school circumstances and learner personality.

### **Respondents' Weakest Competency in the Curriculum**

In line with this, an interview was conducted to the English teacher of Grade 9. The interview stresses the weakest learning competency that most learners failed to do well than the other competencies because of language anxiety occurring during the learning process. The result is not surprising considering the inadequate English writing competence of teachers in high schools and the magnitude of the challenge a high school English teacher usually faces in an English class.

#### **Sample survey questions:**

Which skill among reading, writing, speaking and listening has the weakest learning competency?

According to the English teacher, writing is the weakest competency which usually do not passed by the learners and less practiced by the teachers inside the classroom. It is important to explain that the teaching of writing is not paid much attention in classroom context compared to the teaching of other competencies such as reading, speaking and listening.

What are the evidences that the learners are weak or got the low results with this competency?

Low performance on the tests, repetitive grammatical error, refused to share their work, less practiced by the students and the teachers, good at speaking but tend to have a low score in writing activities.

What do you think are the cause of having a weak competency?

Not all strategies and activities will be performed in a one hour class enhancing also the four macro skill will make it

more difficult to balance. As a teacher, it is hard to teach a lesson at the same time checking their apprehension per se. As you can see we have more than ten students in a class make it more difficult to deal with. To sum up, the causes are large amount of students, small amount of time to teach the lesson, and lastly, too much information are not useful and tend to be forgotten in no time.

Writing, whether in a first or second language, can be a particularly anxiety-producing task for students (Cheng et al, 1999; Truscott, 1995). Students in a secondary level are expected to produce language and writing appropriate for that context, and this is an unavoidable and reasonable task. However, for students learning a second or foreign language in secondary level, this writing-related anxiety may be compounded by other factors. Writing anxiety may include trait anxiety (IE someone who is predictably anxious over a wide number of situations) and state anxiety (IE unpredictable and changing anxiety) (Horwitz et al., 2010; Woodrow, 2011). Neither of these types of anxiety are exclusive to foreign language learning or to writing but may manifest themselves in multiple contexts, of which those are two possibilities. Research has shown that students with high levels of writing apprehension tend to produce writing that is less profound, has lower clarity, and lower quality (Onwuegbuzie, Bailey, & Daley, 2000), and they tend to be out-performed by their low apprehension counterparts (Sanders-Reio et al, 2014). Students with high writing apprehension also “compose fewer drafts, plan fewer ideas and spend less time composing non- or low- apprehensive ones” (Abdel Latif, 2015), all which are now considered imperative to the writing process. Based on the study of Aljamhour (1996), teaching English writing in schools is based on the belief that the learners who learn more vocabulary will be good writers. Therefore, learners memorize a bunch of vocabulary words to speak, read, listen and write in English, but little emphasis is placed on other important writing techniques, such as planning and organization (p.16). Some study said that writing anxiety refers to the anxiety associated with writing situations, such as the tendency to avoid writing, the fear of the writing to be read and evaluated by others, etc (Daly & Miller, 1975a). It may distract learners' attention to influence the quality of the completion of a

writing task. Most research results show that writing anxiety has negative effect on students' behaviors, writing process and writing proficiency (Dickson, 1978; Fleming, 1985; Wu Fang, 2006 etc). However, past researches have paid little attention to the effect of metacognition on writing anxiety.

Bialystok and Bryan (1985) argued that there are more reasons for writing to be the least practiced skills of learning English, one being more detailed and analyzed knowledge of a language to write it than to understand. Moreover, learners do not come to school with the same prior knowledge as native English speakers; therefore, it is more difficult for them to write with meaning. In line with this, because writing seems to be difficult for language learners to do it better as well as their native English speaking peers, teacher's responses tend to be negative which can result in them being too familiar with the expectation to fail as stated by Kasper and Potrello (1998). In the study made by Choi, language learners with high language anxiety seemed to have relatively high levels of writing anxiety and vice versa. Also, English writing anxiety and English writing performance do not have a significant correlation, however, there is a tendency of high anxiety to mean poor performance. Foreign language writing apprehension was found to negatively influence writing performance. Lee and Krashen (2002) investigated the predictors of writing English as a foreign language in Taiwan among advanced intermediate level college students. They found that three predictors: reading in English on a regular basis (positive), writing apprehension (negative) and a focus on organization during revision (positive) explained 44% of the variety in the writing performance. Second language writing apprehension was the strongest predictor of writing grades/performance. The greater the apprehension was, the lower the writing grades were. Since the 1970s, research on the relationship between writing apprehension and personality characteristics has provided validation for regarding writing apprehension as a distinct form of anxiety, unique to written communication (Burgoon & Hale, 1983a, 1983b; Daly & Wilson, 1983; Stafford & Daly, 1984). Rose (1984) defined "writer's block" as "an inability to begin or continue writing for reasons other than a lack of skill or commitment."

Lee and Krashen commented that “perhaps the relationship between apprehension and grades is stronger in a second language” (p. 539). Students who focused more on organization and meaning had lower writing apprehension and those who focused more on grammar and word choice had higher writing apprehension. In their study, the amount of reading and aspects of the composing process were related to writing apprehension but the correlation was low.

### **Activities and Strategies to used based on the results**

Based on the highest level of language anxiety which is the Fear of negative evaluation and the weakest learning competency that is writing, the researcher come up with the list of suggested strategies and activities that are also included in the handbook.

Here is the list of suggested activities:

- My turn
- Jazz sing with me
- Speak a poem
- Double alphabet
- Write to right
- Return me to the past
- How do we rewrite the story
- Draw me, paragraph

Here is the list of suggested strategies:

- Repetition
- Key word
- Elaboration
- Self-reinforcement
- Question for clarification

These strategies have been proposed by the researcher since the following strategies are very effective as perceived by the respondents. Various instructional activities and strategies give students an opportunity to work in a way that is most comfortable for them. Also, designing activities and strategies that encourage participation from all students gives an opportunity for the learners to practice and rehearse in the smaller setting. However, prior to presenting and examining LLs definitions it is essential to define the term “strategy”.

The term strategy stems from the Greek “strategia”. According to the Living Webster Encyclopedic Dictionary of the English Language (1972:967) the term strategy is defined as “the use of artifice or finesse in carrying out any project; a method, plan, or stratagem to achieve some goal”. Thus, a “method” or a “plan” is an indispensable factor in terms of carrying out a strategy. On the other hand, Oxford (1990:8) provides one of the clearest understandings of LLs, providing the following definition: “Language learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information; specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Furthermore, as previously stressed, learning styles and learning strategies can either work jointly or clash with an instructional methodology. In the first case scenario, when students’ learning style and strategy choice work in tandem with the instructional methodology and materials, the language learner could achieve greater performance, feel more confident, and experience low anxiety (Oxford, 2003).

O’Malley and Chamot (1990:52) have stated that learning strategies are “complex procedures that individuals apply to tasks; consequently, they may be represented as procedural knowledge, which may be acquired through cognitive, associative and autonomous stages of learning”. As Skehan (1989) noted, unsuccessful learners might be lacking the verbal expression skills that are needed to perform as well as successful learners in a testing situation. According to Cohen (1998), language learning strategies include “those processes which are consciously selected by learners and which may result in action taken to enhance the learning, acquisition, or use of a second language, through the storage, retention, recall, and application of information about that language” (p. 4).

As applied to the teaching strategies, Dale (1969) elaborates that students should not be acquainted with a single strategy or activity for these are so too much to be implemented inside the classroom as presented on the Cone of Experience. The variation according to how it is desired as long as it is varied and relevant. Brown (2002) elucidates that the choice of learning strategies is strongly influenced by the nature of their motivation cognitive style,

and personality as well as by specific contexts of use and opportunities for learning.

Rubin (1975) Stern (1975) and Naiman, et. al., (1976) were the first to note that good language learners seemed to be using a larger number and variety of language strategies than “poor” language learners. O’Malley and Chamot (1995:2) then came to argue that cognitive psychologists had predicted this early work positing that proficient learners are efficient because they are able to process information in special ways which could be learned by others. In any case, research on language learning strategies began to take a revolutionary course. Studies have also determined that the use of appropriate language learning strategies often results in enhanced language proficiency and general achievement, or improvement in specific skill areas (Oxford et al., 1993; Thompson and Rubin, 1993). O’Malley and Chamot (1990) have stressed that strategies are essential tools so as to develop active and self-directed communication ability. In essence, learner strategy research argues that good language learners have the ability to make inferences, use deduction or seek clarification all of which greatly assist language learning (O’Malley and Chamot, 1990; Oxford, 1990; Weinstein et al., 1988; Wenden and Rubin, 1987).

Additionally, Kohonen et.al. (1989) gives emphasis to Collaborative learning which contributes to the essential concept of education. It is also a well-known and widespread activity in most English as a foreign language and English as a second language writing classes. Collaborative learning refers to “ a small group of learners working together as a team to solve problems, complete a task, or accomplish a common goal” (Graham, 2005,p.11). Language learners are conscious of the strategies they utilize and the reasons they use them, which is determined by think aloud studies (O’Malley and Chamot, 1990). Proficient language learners have the ability to adapt their strategies according to the task at hand, as well as to their needs (Green and Oxford, 1995). These learners also tend to choose strategies that work in a highly orchestrated way (Chamot and Kupper, 1989). Differences in the environment in which a learner belongs to, can play an essential role in regards to strategy use. Rossi-Le (1989) posits that second language learning strategies are more common in a second language setting than in a foreign language



setting. This is explained by the fact that in a second language setting the learners are in an environment, which contains characteristics of the target language. In a similar manner, language learning strategies are meant to assist language learners accomplish a goal, while guiding them through the process and leading them to self-regulation and learner autonomy through which they will be able to more “strategically” explore their language journey over the years.

### **Responsiveness of the Handbook as assessed by the teachers**

**Table 3. Responsiveness of the Handbook**

<b>Items</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Purpose	5.00	Very Responsive
Objectives	5.00	Very Responsive
Front End Analysis	4.45	Very Responsive
Content	4.56	Very Responsive
Audience	4.90	Very Responsive
Strategies and Materials	4.61	Very Responsive
Evaluation	3.70	Often Responsive
Overall Design	4.63	Very Responsive
<b>Overall mean</b>	<b>4.61</b>	<b>Very Responsive</b>

Table 2 revealed the responsiveness of the handbook as assessed by the language teachers and experts with the overall mean value of 4.61. Majority of the respondents rated the handbook as “very responsive” which depicts that the handbook include strategies, activities and guidelines which somehow can reduce the language anxiety of the learners and the knowledge to better understand this phenomenon. The findings obtained in this research agreed with Cornett (1983) who elucidated that language learning styles are the overall patterns that give general direction to learning behavior. Teaching the content is simply not enough to learn effectively and responsively. As stated by Hackathorn et al., (2011), each strategy offers different benefits to the instructor and students; each strategy was expected to aid in a different depth of learning. Vygotsky’s zone of proximal development in essence, states that the educator’s role is that of a facilitator or guide. More specifically, the educator provides assistance and guidance as well as “scaffolding to ensure that the learner’s constructs will continue to grow stronger and more complex” (Oxford, 1997:43).

The current results indicated that each teaching activities and strategies has its own unique benefits and is effective for various level of learning and for different individuals. In other words, a teacher should be able to maximize his efficiency through the application of an appropriate method of teaching. According to Angelo and Cross (1993) that the data obtain from the classroom assessment activities can be immensely useful for improving teaching and learning in a variety of ways. For example, such activities can help students learn to study willingly and enjoyably, encourage teachers to analyze objectively on what transpires in the classroom, and guide learners in the learning process. There are important cognitive activities and interpersonal dynamics that only occur when students promote each other's learning. This activity includes orally explaining how to solve problems, teaching one's knowledge to classmates, checking for understanding, discussing with each other the nature of the concepts and strategies being learned, and connecting between present and past learning. Each of these activities can be structured into group task directions and procedures. Positive interdependence creates the conditions for students to work together to promote learning interest and assist and encourage each other. Second language learners must also be given the time and procedures for analyzing how learning groups are functioning and the extent to which language learners are employing social skills to help all group members. The more opportunities students have to listen, talk, practice or experience, the better the retention of new information and ideas in the ESL classroom (Johnson & Johnson, 1990).

Nunan (1992) added that instructional materials should not only encourage the students to help one another but also to increase motivation to learn; the instructional materials should provide students with efficient learning strategies and activities and; the instructional materials should encourage to apply their developing language skills to the real world, a world beyond the boards of the teachers and the classroom. Bloom (1976) believed that in the designing and construction of materials, one should not lose sight of the fact that there are faster and slower learner instead of thinking that learners are good and poor. Research proves that instructional materials highly facilitate learning and greatly draw learner's attention to the target language (Littlejohn et.al, 2012). In addition,

Richards (2001) asserts that instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom. Authentic materials in second language class is undeniably positive in utilizing language teaching. Thus, it would be possible for learners to acquire the target language meaningfully responsively, rather than mechanical and rote learning. The frequency and variety of strategy use is what distinguishes efficient from less efficient learners as stressed in the overview section (Chamot, Barnhardt, El-Dinary and Rubbins, 1999). More successful language learners make greater use of strategies (Green and Oxford, 1995), while the kind of strategies used between more proficient and less proficient language learners varies (O'Malley, Chamot, Stewner-Manzanares, Russo and Kupper, 1985b). According to Brown (1985) metacognitive strategies involve a series of processes that are used to control cognitive activities and to ensure that a cognitive goal has been reached. Metacognitive strategies include: planning, checking, monitoring, testing, revising and evaluation, and basically, assist learners to regulate and manage their own learning.

Wales (1998) stated that the use of instructional materials would make discovered facts flue firmly in the memory of learners. Instructional material make the learners enjoy participating in the lessons and even repeating the activity during free time and by this the ideas stays longer in the memory and can be easily remembered.

## **Chapter 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter contains the summary, conclusions and recommendations made based on the analysis and interpretation of the data gathered.

### **Summary of Findings**

The research study aimed to determine strategies and activities in reducing English language anxiety of Grade 9 students of Polytechnic University of the Philippines Laboratory High School. Specifically, it sought to answers the following: (1) the respondents' highest level of language anxiety in terms of the given variables --- communication apprehension, test anxiety and fear of negative evaluation, (2) the

weakest learning competency in the curriculum that needs and attention and expected to acquire and possess by the learners, (3) the strategies and activities that might be used based on the highest level of language anxiety and the weakest learning competency, and (4) the responsiveness of the handbook as assessed by the language teachers and experts.

The study utilized descriptive statistical method of research and practiced simple random sampling technique in collecting the data. The total respondents of the research are one hundred (100) Grade 9 students from Polytechnic University of the Philippines Laboratory High School, a Grade 9 English teacher, and the three (3) language teachers and experts. The findings revealed that fear of negative evaluation, among the three variables of language anxiety got the highest level of language anxiety with the mean value of 3.27 which will be categorized as the most experienced language anxiety inside a second language class.

In line with this, the interview conducted with the Grade 9 English teacher results on the weakest learning competency which the learners do not usually passed which most of them failed to do well and less practiced by the teachers is the writing competency of all the four macro skills. On what strategies and activities may be used based on the result of the highest level of language anxiety and the weakest learning competency, the researcher suggested the following: My Turn, Jazz Sing With Me, Speak a poem, Double Alphabet, Write to Right, Return me to the past, How do we rewrite the story, Draw me paragraph, Repetition, Key word, Elaboration, Self-reinforcement, and Question for clarification. On the responsiveness of the handbook as assessed by the language teachers and experts, most of the respondents rated the handbook as “very responsive” with the overall mean value of 4.61. It depicts that the handbook contains strategies and activities that can help to reduce the language anxiety of the second language learners and can be a guide for teachers and implementers to better understand this existing phenomenon.

## **Conclusions**

Based on the collected data that has been analyzed and interpreted, the following conclusions were drawn:

The researcher found out that fear of negative evaluation as one of the language anxiety constitute to the learning process of learners of second language class.

The researcher gleaned that second language learner experienced anxiety if they are being evaluated by both their peers and their teachers as to their performances in using the target language.

Despite writing might seem a lot easier to practice, it is actually more demanding than speaking competency. Writing and written communication in general has many specific demands and mastering that takes a lot of time and practice. Writing as a weakest competency in the curriculum as assessed by the English teacher may be caused by unnecessary focus on errors in spelling and grammar, instead of the content.

The research clearly showed that second language learners would equip themselves with learning strategies and activities that would help them not only to learn the target language but also to cope up with their language learning anxieties. Various activities and strategies help the learners in engaging more to the lesson. A teacher must know how to actively involve the students to the learning process.

### **Recommendations**

Based on the findings and conclusions derived from the study, the following recommendations were given:

The researcher recommends the teachers most especially in English and language experts to consider these language anxieties occurring in the learning process. Students should actively participate inside the class regardless of the evaluation given by both their peers and teachers and be honest enough to what they really need to express completely their ideas.

School administration should conduct workshops or formations for the goal of guiding the students in the academic and personal development. Implement curricular and co-curricular activities in school. Gaining an understanding of how L2 writers consider their writing identities can help get an understanding, including how they may or may not experience writing apprehension. Writing itself is an important task that students will continue to

encounter as they move forward in their academic careers, and so helping them complete this task to the best of their ability can influence not only their writing achievement, but their language learning achievement.

The researcher advised the teachers of English to use the handbook in utilizing various learning strategies and activities which can greatly help to achieve the low-anxiety classroom atmosphere since the results revealed that the handbook is “very responsive” and stimulate desired learning competencies.

Teachers should design and create tasks that considers students’ proficiency levels in English as well as their experience with the target language, and teaching common expressions and giving supportive feedbacks, students’ themselves might see learning the second language as a less stressful and instead as a more enjoyable and challenging experience in the classroom.

To the future researchers, use this guide to conduct further researches or studies on the affective dispositions of students in learning the English language. In some way, it could also give ideas to the better conception and awareness of the anxiety among English language learners and second language learners.

**APPENDICES**

**APPENDIX 1**

NAME:

GRADE/ SECTION:

AGE:

INSTRUCTIONS: Answer the following questions. Kindly put a check (/) on the column box that best corresponds your answer.

**ENGLISH LANGUAGE CLASSROOM ANXIETY SCALE**

Items	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I feel quite sure of myself when I am speaking in my English language class.					
2. I don't worry about making mistakes in English language class.					
3. I don't tremble when I know that I'm going to be called on in English language class.					
4. It frightens me when I don't understand what the teacher is saying in the English language.					
5. It wouldn't bother me at all to take more English language classes.					
6. During English language class, I don't find myself thinking about things that have nothing to do with the course.					
7. I don't keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my English language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my English language class.					
11. I don't understand why some people get so upset over English language class.					
12. In English language class, I don't get so nervous that I forget things I know.					
13. It does not embarrass me to volunteer answers in my English language class.					
14. I would not be nervous speaking the English language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. If I am well prepared for English language class, I don't feel anxious about it.					
17. I don't feel like not going to my English language class.					
18. I feel confident when I speak in English language class.					
19. I am not afraid that my language					

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teacher is ready to correct every mistake I make.					
20. I can't feel my heart pounding when I'm going to be called on in English language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for English language class.					
23. I always feel that the other students speak the English language better than I do.					
24. I don't feel very self-conscious about speaking the English language in front of other students.					
25. English language class moves so quickly I don't worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I don't get nervous and confused when I am speaking in my English language class.					
28. When I'm on my way to English language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says					
30. I feel overwhelmed by the number of rules you have to learn to speak English language.					
31. I am not afraid that the other students will laugh at me when I speak English language.					
32. I would probably feel comfortable around native speakers of the English language.					
33. I don't get nervous when the language teacher asks questions which I haven't prepared in advance.					



**APPENDIX II**

Name:

**CRITERIA FOR EVALUATING INSTRUCTIONAL PRODUCTS**

Direction: A list presents a rating scale approach to evaluating instructional products. Please indicate the degree of responsiveness by putting a checkmark (✓) to the appropriate number opposite each item to suggest the level.

For purpose of clarity and statistical computation, a Five-Likert Scale Method is used to set the concept of the choice made to its corresponding descriptive value and equivalent point, to wit:

<b>Descriptive Value</b>	<b>Equivalent Points</b>
Very Responsive (VR)	5.00 – 4.01
Often Responsive (OR)	4.00 – 3.01
Moderately Responsive (MR)	3.00 – 2.01
Seldom Responsive (SR)	2.00 – 1.01
Never Responsive (NR)	1.00 – 0

ITEMS	5 VR	4 OR	3 MR	2 SR	1 NR
<b>I. PURPOSE</b>					
1. The goal of the handbook is clearly stated.					
2. The handbook accomplished what was intended.					
<b>II. OBJECTIVES</b>					
1. The objectives are stated in performance terminology.					
2. The objectives are sequenced in proper order.					
3. The objectives covered all the aspects of the content.					
4. The objectives are attainable by the learner.					
<b>III. Front End Analysis</b>					
1. The handbook was based on needs assessment.					
2. There is an evidence of instructional analysis.					
<b>IV. Content</b>					
1. The content meet the stated goals and objectives.					
2. The content is valid.					
3. The subject matter content is appropriately sequenced.					
4. The content is appropriate for the intended audience.					
5. The content is sufficient in quality to cover stated objectives adequately.					
6. The content is factually correct.					
<b>V. Audience</b>					
1. The intended audience is specified.					
2. The vocabulary is appropriate.					
3. The reading level is appropriate.					
4. The content is easily readable.					
<b>VI. Strategies and Materials</b>					
1. The product allows for learner feedback,					

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	during presentation, covering the stated objectives.					
2.	The information is repeated.					
3.	Alternate methods of presentation and use of the handbook are suggested.					
4.	The content presentation can be group-based.					
5.	The content presentation can be self-paced.					
6.	The opportunities for further learning are suggested.					
7.	The content is length-appropriate.					
8.	The materials can be easily use by the teacher or the learner.					
9.	Instructions for using the product are clearly written and easy to follow.					
10.	The materials are expendable.					
11.	The materials are durable.					
12.	The instructor's manual is included in the manual.					
13.	The manual lists field data on the product's effectiveness as an instructional aid.					
14.	The manual suggests a typical setting or time frame for its use.					
15.	The manual type is large enough.					
16.	The manual is easy to follow.					
<b>VII. Evaluation</b>						
1.	A criterion-referenced test is included.					
2.	The product can be revised based on results of evaluation.					
3.	The product provides for a method of measuring learner behavior change.					
4.	Test items are correlated with stated objectives.					
5.	Evaluation results can be verified.					
<b>VIII. Overall design</b>						
1.	The product is systematic in its content presentation.					
2.	Product's length is appropriate.					
3.	The instructor's manual is all-inclusive.					
4.	There is a glossary.					
5.	There is a bibliography.					
6.	The product is free of bias.					

**Criteria for Evaluating Instructional Products**

Moseley, James L., Wayne State University School of Medicine, 1987

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