



LEARNER ANXIETY IN LEARNER DIARIES OF COLLEGE FRESHMAN STUDENTS IN KALINGA-APAYAO STATE COLLEGE (KASC)

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Abstract: *This study analyzed the learner anxiety found in language learner diaries of college freshman students of Kalinga-Apayao State College (KASC). It determined the level of anxiety of students in and outside the classroom as reflected in their diaries. This is a descriptive research consisted of 293 students in the five (5) institutes of Kalinga-Apayao State College (KASC), Tabuk City, Kalinga Province. The diary of each student was used to elicit the anxiety level of the learners using two factors: classroom related factors (cohort 1) and outside classroom related factors (cohort 2). The findings are: (a.) The effect of classroom related factors among students is highly facilitative; hence the level of anxiety is "very low". (b.) Statistically, the anxiety level of students differed significantly; hence the hypothesis that students differed in their anxiety level is accepted. (c.) On the other hand, the effect of outside factors on students is highly serious; thus the anxiety level of students was "high anxiety".*

Keywords: *learner anxiety, language learner diaries, cohort, facilitative, debilitating*

INTRODUCTION

English language learning is crucial in any educational system since learning a language, like learning any skill, is basically a personal achievement, an exploitation and exploration of the capacities of the mind to understand and function in one's environment (Malamah-Thomas, 1987).

Learning a first language is something every learner does successfully, in a matter of a few years and without the need for formal lessons. With language so close to the core of what it means to be human, it is not surprising that learners' acquisition of language has received so much attention. Anyone with strong views about the human mind would like to show that learners' first few steps are steps in the right direction.

In the classroom, anxiety can hinder learning and make learners reluctant to express themselves through the second language. In this kind of environment, teachers become overcritical with the learner's performance, instead of creating a space for each learner's individuality in order to express himself and work to produce a relaxed atmosphere and a



co-operative relationship. In most situations, learning can occur easily if learners have a positive attitude towards second language learning (Basbas, 2003). Hence, this study determined the learner anxiety in learner diaries of college freshmen in Kalinga-Apayao State College (KASC), Tabuk City, Kalinga, for the school year 2010-2011.

Anxiety and Language Learning

The construct of anxiety, as it has been studied in psychological domain, plays an important affective role in second language acquisition. In an environment where learners feel anxious or insecure, these are likely to be psychological barriers in communication.

In the late 80's, literature on Foreign/Second Language Anxiety began to cast convincing and conclusive results. Young (1991), stated that researches already had focused their attention on a wide variety of spectra, different anxiety constructs, heterogeneous research designs and research had made used of different and diverging language skills with which to evaluate and to establish correlations between foreign/second language anxiety and language performance.

Brown (1994) defines language anxiety as associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry. In this context, Horwitz, Horwitz, and Cope (1986) identified three components of foreign language anxiety which are communication apprehension, test anxiety, and fear of negative evaluation. Based on the specific nature of anxiety in language learning, they developed the FLCAS, the Foreign Language Classroom Anxiety Scale. The items on FLCAS are reflective of all three components of anxiety in the foreign language classroom.

Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in groups or in public or in listening to or learning a spoken message is all representative features of communication apprehension.

Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Fear of negative evaluation is defined as apprehension about other's evaluations, avoidance of evaluative situations, and the expectation that others would evaluate on self negatively.

Horwitz, Horwitz, and Cope (1991) suggest that although, similar to test anxiety, fear of negative evaluation is broader in scope because it is not limited to test-taking situations; rather, it may occur in any situation such as interviewing for a job or speaking in a foreign language class.



Gardner and Macintyre (1991) stated that although the FLCAS has been of value in differentiating state anxiety from trait anxiety, it has led to ambiguity and mixed results in past studies. There appears to be more specifically a need to distinguish between general trait of anxiety, applicable across a number of situations, and an anxiety specific to language-learning situations. Their research in 1989 on general anxiety and communication anxiety revealed that only the latter is related to both the acquisition and production of foreign language.

Horwitz, Horwitz, and Cope (1986) presented the two components, communicative apprehension and negative evaluation which bear a relationship to the communicative anxiety. However, the results did not support the test anxiety component because the test anxiety scale contributed to the general problem and not one that is specific to the language classroom. Moreover, test anxiety has been proven to affect language course grades both positively and negatively.

Horwitz, Horwitz and Cope (1986) found that anxiety influence language performance negatively in many studies. So they assumed that if the degree of anxiety is high, the language performance is impeded or restricted. They stressed that motivated learners are likely to experience less anxiety. Thus, anxiety is important determinant in explaining why not all motivational construct contribute to successful language learning.

Another important insight in understanding anxiety lies in the distinction between debilitating and facilitative anxiety. In debilitating anxiety, the language learner is hindered because the learner's anxiety gets in the way of the learning process. Facilitative anxiety, on the other hand, is a positive factor because at times the feeling of nervousness is a symptom of just enough tension to get the job done. Bailey (1983) said that facilitative anxiety is one of the keys to success, and closely related to competitiveness. She found that while competitiveness sometimes hindered a learner's progress for example, the pressure to outdo one's peers, at other times, motivates the learner to study hard as in the case of carrying out an intensive review of materials in order to feel more at ease in oral work in the classroom. Bailey explained the positive effects of competitiveness by means of the construct of facilitative anxiety. Brown (1987) noted that Roger's Humanistic theory of learning promotes low anxiety among learners and a non-defensive posture where learners do not feel they are in competition with one another.



Palasico's (2011) study showed that the anxiety level of students was "moderately anxious," however its effects on learning was debilitating. In this context, the teacher plays a significant role in creating a classroom climate that is positive, stimulating and non-threatening. Of utmost significance is establishing rapport, a relationship built on trust and respect which according to Brown (1994) be set up by showing interest in each student as a person, openly soliciting students' ideas and feelings, giving praise appropriately delivered, valuing and respecting what student think and say.

Learner Diaries and Language Learning

Viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text. Such an approach places value on the goal of writing as well as on the perceived reader audience. According to Olshtain (1989), the skill of writing enjoys special status – it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader/s.

A written data used as basis of language analysis is the learner diary. Learner diary is a first-person account of the language learning documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events. These are daily writings about experiences, memories, and events in the life of a person.

Learner diaries have been proposed as one way of systematizing self-assessment of students. Learners are encouraged to write about what they learned, their perceived level of mastery over the subject, and what they plan to do with their acquired skills.

A learner diary is where a language learner can write down his thoughts on what he has learned during a specific period. Its main aim is to help language learner reflect on the learning process and in particular on which strategies seem to work best for him. What he writes down is totally a question of personal choice depending on the questions asked by the teacher (Riley, 2005).

Learner diaries provide the teacher with invaluable insights into what the students think of the lessons, what they understood and what problems they are having. The fact that the teacher has a private and individual learning relationship with each student can have a very positive effect on student behavior and class control, as the teacher can have a discrete means of finding out about the problems and addressing the causes of behavioral problems.



Peachy (2006), claims that learner diaries at its best should be a private dialogue between a student and the teacher. It does not have to be about the learning process only, but can be about almost anything that the learner would like to know or discuss. The most important thing is that it is a real communication and that the teacher responds to the students in an authentic way within this dialogue. The teacher shares his genuine thoughts and opinions with the students rather than simply correcting their grammar and spelling.

In setting up a learner diary, Peachy further states that the teacher writes a few questions for the students to answer. The questions will be classroom related items and outside classroom related items. From the students' answers, the teacher will draw inferences as to the reasons of the perceptions of the students based on the questions asked.

Deen (1987) states that learner diaries play a role in defining a personal philosophy of teaching. The diaries allow teachers to examine language learning or teaching experiences and conduct a kind of self-assessment such as clarifying their thoughts and feelings about these experiences and their way of handling language learning related problems.

For students, a learner diary provides an opportunity for self-analysis since it gives them a chance to reflect on their difficulties and achievements. For the teacher, the chance to write comments in the diaries provides the opportunity to interact with students on an individual basis, which in turn appears to have a positive effect on their behavior and motivation. Students, accustomed previously only to learning situations in which they played a passive role, are slowly beginning to change their attitudes towards their own learning. The students' constructive criticism of lessons becomes a valuable source of feedback, which has had a great effect on the teacher's planning for the subsequent classes (Usuki, 1995).

One of the uses of learner diary studies is to clarify issues. These issues emerge when one looks at the data again and again – to see what is included, what is left out, what kind of language is used, what kind of perspective is taken, what kind of reactions are noted, what kind of tone is adopted, what kind of connectors are made, what the cumulative weights are, what the parts add up to, what projections can be posited, and what cycles can be revealed.

It is important, however, to note that a teacher will only get from the learner diaries what he prepared to put in. If the teacher writes openly and honestly to the students, generally the students will do the same. Likewise, if the teacher's responses are minimal and



superficial, the same will be the response of the students. Generally, learner diaries is beneficial both to the students and to the teacher, particularly with the latter because he can possibly elicit errors committed by the students on the particular subject. They are, however, very time consuming and they will not work for everybody all the time, so it is just as well to have them as an experiment and not to have too high expectations of what can be achieved the first few times (Peachy, 2006).

Learner diaries play a role in defining a personal philosophy of teaching. They allow teachers to examine language learning or teaching experiences and conduct a kind of self-assessment such as clarifying their thoughts and feelings about these experiences and their way of handling language learning related problems. Furthermore, learner diary studies in language research focus on the language learning experiences; teacher-student reaction to academic courses, and teaching experiences.

The focus on learner diaries has prompted the researcher to look into the learner's view of classroom processes and out-of-class learning conditions. Furthermore, the researcher intends to reflect and evaluate the learner's process of learning through the diaries, which she believes contribute to a growing self-awareness on her part as well as learning progress and self-evaluation on the part of the learner.

Moreover, learner diaries are an excellent tool or an elicitation technique for error analysis. This is useful in second language learning because it reveals to teachers, syllabus designers and textbook writers, the problem areas of students which could be the bases in designing remedial exercises or instructional materials.

From the above rationale, this research was conceptualized. The paradigm articulates how this research was conducted.

Figure 2 illustrates how the study was conducted. It consists of three parts. The first box in the paradigm is the input, which draws insights from language acquisition theories, contrastive analysis and learner diaries.

The second box contains the process, the analyses of the anxiety level of the students.

Drawn from the input of the research is the analyzed output on the anxiety level of students.

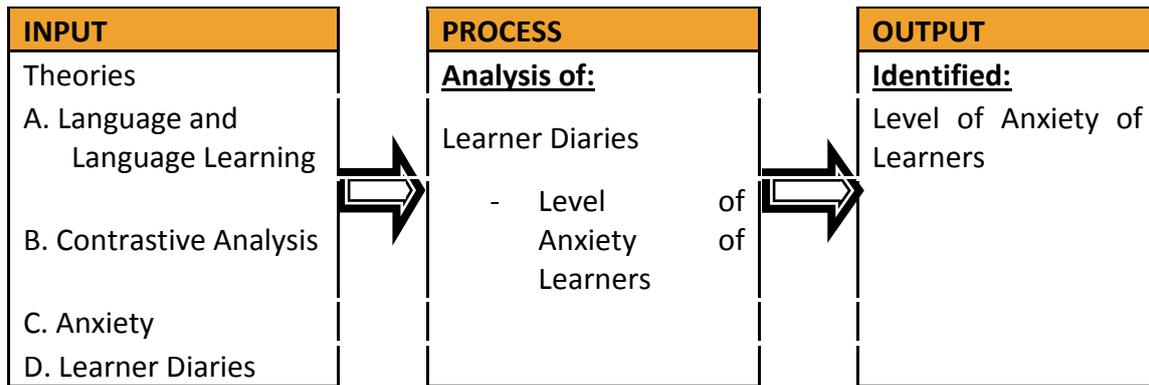


Figure 1. Paradigm of the study

OBJECTIVES

This research was conducted primarily to analyze the learner anxiety found in language learner diaries of college freshman students in Kalinga-Apayao State College (KASC) for the school year 2010-2011.

Specifically, it determined to find the level of anxiety of students in and outside the classroom as reflected in their diaries?

HYPOTHESIS

- The anxiety level of students in and outside the classroom is high.
- There is a significant difference in the anxiety level of students inside the classroom.

METHODOLOGY

Data Collection Instruments

The respondents answered a set of guide questions as a basis for writing their diaries regarding classroom related factors. From their written comments and reactions, the anxiety level of students was elicited from a set of questions regarding classroom related factors; then, level of anxiety was determined and analyzed. The questionnaires were administered twice a week in English 2 classes on Tuesdays and Thursdays at 1 ½ hours a day for three weeks to enable the students to write something in their diaries.

Data Collection Procedure

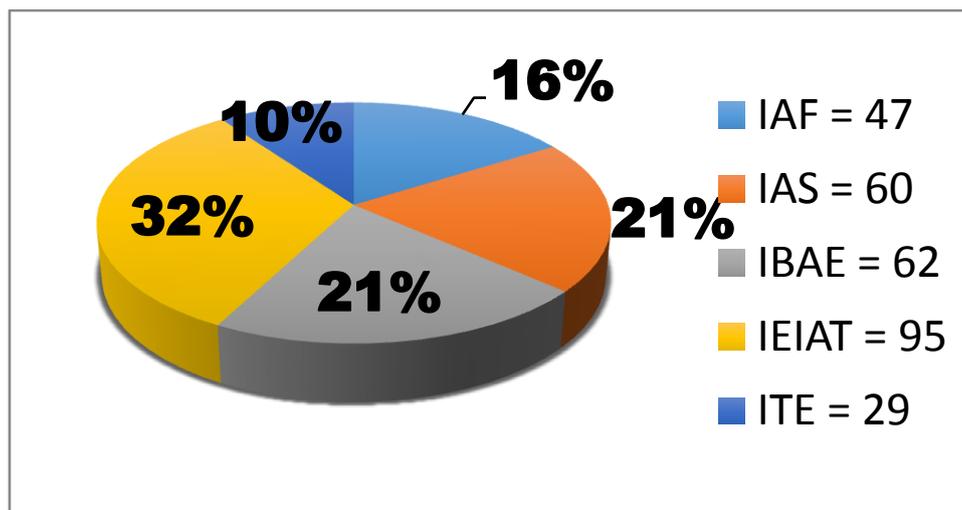
A letter to conduct the study was sought from the President of Kalinga – Apayao State College, and the different Institute Deans. When permission was duly granted, guide questions were given and explained to the student-respondents as regards the writing of their diaries, which was done per Institute in KASC. The researcher also conducted some interviews to the student-respondents regarding their comments and reactions on the



outside classroom related factors which could have affected their level of anxiety. Lastly, the researcher personally retrieved the questionnaires for analysis and interpretation of gathered data.

Population and Locale of the Study

This research paper was conducted in the five (5) institutes of Kalinga-Apayao State College (KASC), Tabuk City, Kalinga Province during the second semester, school year 2010-2011. These are the Institute of Arts and Sciences (IAS), Institute of Business Administration and Entrepreneurship (IBAE), Institute of Teacher Education (ITE), Institute of Agriculture and Forestry (IAF), and Institute of Engineering Information and Applied Technology (IEIAT).



The student-respondents of this study were 293 college freshman students from the five (5) institutes of KASC enrolled in English 2 (Writing in the Discipline).

The researcher applied the stratified sampling technique, where, the distribution of the 293 students in the 19 different major courses across five (5) Institutes, were identified as follows: Institute of Arts and Sciences (60), Institute of Business Administration and Entrepreneurship (62), Institute of Teacher Education (29), Institute of Agriculture and Forestry (47), and Institute of Engineering Information and Applied Technology (95).

Sample student population was chosen using the Sloven's Formula:

$$n = \frac{n}{1 + Ne^2}$$

Where:

- n = sampling population
- N = whole population
- e = standard error at .05 level



Friedman's test showed the following formula:

$$\chi^2 = \frac{12}{NK(K+1) \sum(R) - 3n(K+1)}$$

Statistical Analysis

The data gathered were identified, analyzed, and interpreted using descriptive and Statistical Package for Social Sciences (SPSS). Descriptive statistics used were: ranks, weighted means, and ANOVA. Inferential statistics was used for hypotheses testing.

The college freshman students wrote their diaries based on a set of questions asked.

Weighted mean was used to determine the anxiety level of students in the classroom as reflected in their diaries.

To determine the effect of classroom related factors to the level of anxiety of the learners a four- point Likert scale as follows was used:

Statistical Limit	Rate	Descriptive Equivalent	Symbol
3.26 - 4.00	4	Highly Facilitative	HF
2.51 - 3.25	3	Facilitative	F
1.76 - 2.50	2	Less Facilitative	LF
1.00 - 1.75	1	Debilitative	D

The overall anxiety level was determined by a four-point Likert scale:

Statistical Limit	Rate	Descriptive Equivalent	Symbol
3.26 - 4.00	4	High Anxiety	HA
2.51 - 3.25	3	Moderate Anxiety	MA
1.76 - 2.50	2	Low Anxiety	LA
1.00 - 1.75	1	Very Low Anxiety	VLA

Analysis of Variance (ANOVA) was used to treat if there is a significant difference in the anxiety level of students.

The significant level at 0.05 was set on the basis of rejecting or accepting the hypotheses of the study.

RESULTS AND DISCUSSION

Level of Anxiety of Students on Classroom Related and Outside Classroom Factors as Reflected in their Diaries

Anxiety can be experienced at various levels (MacIntyre & Gardner, 1991). This means that at the deepest or global level, trait anxiety is more permanent predisposition to be anxious compared to a more momentary or situational level, state anxiety. State anxiety is



experienced in relation to some particular event and situations and other factors in the classroom.

This section presents a discussion on the perceived anxiety level of KASC college freshman students as reflected in their diaries. Specifically, these are problems that learners encounter within the teaching- learning situations which can possibly affect their learning the target language.

To determine the level of anxiety of learners based on classroom related factors, the researcher requested the student-respondents to read and answer 8 classroom related item statements. The data were collated, and the weighted means were computed based on frequency count.

To determine the effect of classroom related items to the level of anxiety of students, the researcher used a four- point Likert scale as follows: 4 (highly facilitative), 3 (facilitative), 2 (less facilitative) and 1 (debilitative).

Highly Facilitative refers to the level of anxiety where much learning is enhanced by certain conditions or factors. Facilitative refers to the level of anxiety where enough learning is enhanced due to certain conditions or factors. Less facilitative refers to that level of anxiety where less learning is enhanced due to certain conditions or factors and debilitative refers to that level of anxiety where no learning is enhanced due to certain conditions or factors.

Effect of Classroom Related Factors on the Anxiety Level of Students

Table 1 presents the effect of the 8 classroom related item statements. These are: 1) preparation of the teacher in teaching his or her lesson, 2) topics discussed in class, 3) teacher's method of teaching, 4) class activities given in class, 5) teacher's manner of speaking, 6) teacher's mood in class, 7) students' participation in class and 8) importance and relevance of lessons discussed in class.

Among these item statements, 7 were identified as "highly facilitative" and 2 were identified as "facilitative". Items identified as "highly facilitative" are: preparation of the teacher in teaching his or her lesson (3.44), importance and relevance of lessons discussed in class (3.37), teacher's manner of speaking (3.36), students' participation in class (3.36), teacher's method of teaching (3.29), and teacher's mood in class (3.27). Items identified as "facilitative" are: topics discussed in class (3.15) and class activities given in class (3.14).



Preparation of the teacher in teaching his/her lesson. This item was ranked as the first highest among the eight (8) classroom related items with a weighted mean of 3.44 as “highly facilitative”. This means that the respondents considered the teacher’s preparation of the lesson as a very significant factor to enhance learning. That is, the teacher is well prepared and well equipped with knowledge that she is going to impart to the learners as the key factor in the learning process. The following sentences reflect this:

- S₁. The teacher is always prepare when she come to class with notes and reference material.
- S₂. She lecture well and always prepared upon entering the class.
- S₃. Our instructor organize then present subject matter clear and coherence.
- S₄. She is presents our lesson systematic and with her analyze.
- S₅. There is her use of language to express ideas in class discussion.

The sentences above reveal that the respondents preferred teachers who are well prepared, who are well equipped with knowledge, who possess professional traits such as skills in the preparation of the lessons and who have mastery in their own field and with a rigid preparation of the subject matter.

Table 1. Effect of classroom related factors on the level of anxiety among KASC students

ITEMS	IAS	R	IBAE	R	ITE	R	IAF	R	IEIAT	R	OWM	R	DE
1. Preparation of the teacher in teaching his or her lesson	3.57	1.5	3.25	3	3.36	1.5	3.31	1	3.69	1	3.44	1	HF
2. Topics discussed in class	3.39	5.5	2.98	7	3.26	5.5	3.07	7	3.05	8	3.15	7	F
3. Teacher's method of teaching	3.37	7	3.09	6	3.26	5.5	3.19	4	3.55	3	3.29	5	HF
4. Class activities given in class	3.24	8	2.92	8	3.05	8	3.13	6	3.37	7	3.14	8	F
5. Teacher's manner in speaking	3.47	4	3.21	5	3.30	4	3.24	3	3.57	2	3.36	3.5	HF
6. Teacher's mood in class	3.39	5.5	3.26	2	3.17	7	3.06	8	3.45	5	3.27	6	HF
7. Student's participation in class	3.48	3	3.22	4	3.34	3	3.26	2	3.51	4	3.36	3.5	HF
8. Importance and relevance of lesson discussed in class	3.57	1.5	3.28	1	3.36	1.5	3.18	5	3.44	6	3.37	2	HF
Overall Weighted Mean	3.44		3.15		3.26		3.18		3.45		3.30		HF
Rank	2		5		3		4		1				



Legend:

Statistical Limit	Rate	Descriptive Equivalent	Symbol	Meaning
3.26 - 4.00	4	Highly facilitative	HF	Much learning is enhanced by certain conditions or factors
2.51 - 3.25	3	Facilitative	F	Enough learning is enhanced due to certain conditions or factors
1.76 - 2.50	2	Less Facilitative	LF	Less learning is enhanced due to certain conditions
1.00 - 1.75	1	Debilitative	F	No learning is enhanced due to certain conditions or factor

Wallace (1991) states that part of teacher's professional education requires him to become acquainted with the vocabulary of the subject and the matching concepts, research findings, theories and skills which are widely accepted as being a part of the intellectual content of the teaching profession. Thus, a skilled language teacher can speak the target language to a degree of fluency, is familiar with grammatical concepts and can organize activities related to the subject matter.

David Cross (1991) stated in his proposed pre-service teacher program that one of the ideal teacher profiles is subject preparedness and competence which includes the level of English needed if the language is to be taught effectively.

Furthermore, in the model of Bartlett (1990) regarding reflective teaching, he stressed that the teacher should possess preparedness and competence in second language teaching which requires knowledge about language, language use, culture and their interrelationships and knowledge on how second language is learned and acquired. Finally, preparation of instruction comprised of gathering materials, lesson preparation, reviewing notes, and predicting possible students' responses. As Hufana (1996) noted, the teacher should learn how to utilize the course textbooks, develop supplementary materials, and plan learning activities and tasks which are in harmony with the program objectives, students' goals, needs and learning problems.

Importance and relevance of lessons discussed in class. This item was ranked as second highest with a weighted mean of 3.37 interpreted as "highly facilitative". This means that one very important factor that can motivate students to learn much is the teacher's emphasis on the importance and relevance of lessons discussed in class. This implies that the students prefer teachers who can show the relationship of the subject matter not only



to their respective courses but also discussions on contemporary issues and events related to existing conditions or real life situations. This is one way by which learning becomes more relevant to the students.

The following sentences lifted from the written diaries of college freshmen illustrate their comments on the importance and relevance of lessons discussed in class by the teacher:

S₆ The subject matter is integrates with relavant topics.

S₇ She enrich discussions with now issues and event.

S₈ The instructor supplement the lecture by examples that is base on real situation.

S₉ The teacher is related our lesson of real life and to the exist condition.

S₁₀ Yes, on certain times, our teacher relate the topic of our lesson to the real life situation.

Giving examples or exemplification is a method used to explain a concept or an idea. For second language learners, examples given in class make ideas more concrete, more relevant and meaningful only when they are based on real life situations and experiences.

In this context, learners expect their teachers to tailor their lessons to the needs of the learners and encourage them to talk with others and to negotiate meaning in a shared context. Nunan (1989) says that in designing activities and lessons, teachers may provide learners with extensive exposure to authentic language and with opportunities to use language through significant and meaningful situations which can exemplify real life experiences

Furthermore, the above examples show that learning is not confined to theoretical concepts presented in the classroom. The application of concepts becomes more significant to the learner in his chosen field of specialization or even in his everyday experiences.

Teacher's manner of speaking. The respondents gave this classroom related item as the third highest in rank with a weighted mean of 3.36 interpreted as "highly facilitative". This means that the students considered this item a very significant factor that can facilitate learning. This can be inferred from their responses as follows:

S₁₁. Our instructor speaks loud and clear with good manner and right conduct.

S₁₂. She discuss the lesson with a loud voice.

S₁₃. Very good, she talks clearly.

S₁₄. She has well-modulate manner when speak.



S₁₅. Our teacher in her lessons, she does speak with a voice that has fluency, slow but clear.

Despite the technological advancement and current trends in the educational system, the teacher's voice is likely to remain a major educational resource. According to Basbas (2003), it is necessary for teachers to speak loud or possess a modulated voice clear enough to be understood by a large number of students particularly in a noisy environment and in big classes. Indeed, the teacher's voice is one of the key factors to enhance learning in language classes.

One of the requirements of good teaching is good projection. A teacher has to be heard clearly by all the students in the room and to articulate clearly (Brown, 1994).

Lartec (2001) mentioned that there are three major aspects in a teacher's speech. First is the physiological aspect. For her to be understood, she needs to have a clear and loud voice and acquire different strategies of communication to be able to get the attention of each learner. Second, the interpersonal aspect where the teacher's command of the language can be applied particularly during class discussions and even in terms of managing classroom activities, his voice can motivate learning. Third is the pedagogical aspect where the teacher's intention in the use of the language can be reflected through information dissemination and through interaction.

Students participation in class. The respondents also gave this item third highest in rank with a weighted mean of 3.36 interpreted as "highly facilitative". This means that the respondents also considered their participation in class a key factor in facilitating language learning and is relevant in learning the target language. This implies the learners' determination to communicate and to negotiate meaning with their teacher and classmates.

The following examples exemplify the above item:

S_{.16}The instructor always make it to a point that everybody is participating in class by letting us to recite if she ask questions and if our answer is correct she praise us and I am motivated to participate in an actively manner.

S_{.17}She make sure that the activities she prepared is a class activity not only intended for the fast learners and I am motivated to joins.



S.₁₈ Our teacher encourage us to participate in class by giving plus points every time we stand to recite or go to the board to illustrate on a given question.

S.₁₉ I appreciate the activities prepared by our teacher because it give me a sense of achievement especially if I find it educational and meaningful.

S.₂₀ Our instructor encourage we her students to ask the questions and to express our point of view and the others.

The life of the class can be seen and felt through the participation of the students inside the classroom. The above responses reveal the strategies employed by the teacher in his teaching. One strategy the teacher employed to make her students participate in classroom activities is giving of plus points for every correct answer. The respondents agreed that this kind of strategy can be highly facilitative.

Students' participation in class as mentioned in the students' responses motivated them. Thus, motivation is a factor that has a strong influence on the degree of success in learning the target language. In this context, it focuses on the affective side of the learner.

It is also worthy to note that the teacher's eye contact can impel the students to listen attentively which shows that students' participation in class activities depends largely on the teacher.

Lee and Van Patten (1995) state that communication is not only limited to personal expression, interpretation, and negotiation of meaning in situations where there is an exchange of information, feelings and ideas through speech, gesture and writing. It also involves the enhancement of close relationships between and among individuals as each uses the language to create social bonds, show empathy or understanding and support each other.

Teacher's method of teaching. Respondents gave this classroom related item fifth highest in rank with a weighted mean of 3.29 interpreted as "highly facilitative". This means that they highly considered the teacher's method of teaching as a very significant factor in learning. Much weight or importance is given on how a teacher imparts the lesson to facilitate learning. As posited by Anthony (1963), methods refer to the procedural plans for presenting and teaching the subject matter, based on a particular approach adopted by the teacher.

The following sentences demonstrate why this item was rated highly facilitative:



- S₂₁.The teacher distributes handouts for a more clearer and effective discussion.
- S₂₂.If the need arose, our instructor use visual aid to illustrated and clarify the lesson.
- S₂₃.The teacher teached well by presenting the lesson with example and she try us to make our own.
- S₂₄.The teacher awaken and maintain students interest in the lesson because of enjoyed activities.
- S₂₅.She is use a varieties in technique, approaches, strategies to make a lesson interesting and meaning.

The study of Lacamento (1992) revealed that the methodology of the teacher is a very important element in maintaining class interest in order to motivate learners to voluntarily share their ideas during class discussions. Their participation largely depends on the teacher's variety of methods, techniques and strategies.

Nunan (1990) further supports this idea when he mentioned that the changing views on the nature of language and learning has resulted into changing pedagogical practices. He stated that traditional language education required learners to be taught about language and its rules; therefore, its focus was more on the learning facts of the language rather than how to use it communicatively while contemporary language education requires that content and methodology should match beyond the classroom so learners are motivated to be actively involved in the use of language.

As shown in the above statements, the students revealed that their teachers have acquired sensitivity about the needs of the learners.

This finding is supported by Rivers (1981) when she stated that with the many directions opened up by research in linguistics and psychology, teachers feel free to develop the method and style of teaching with which they themselves feel most comfortable with for it is the only way by which they can set their students at ease in potentially anxiety creating environment of the second language class. After all, it is only the language teacher who can finally decide the most appropriate approach to second language teaching.

Teacher's mood in class. The respondents evaluated this item as the sixth in rank with a weighted mean of 3.27, interpreted as "highly facilitative". This means that the learners considered this factor to be very significant in the enhancement of their learning. The following sentences illustrate this:



S₂₆.The instructor provide me a conducive atmosphere good for learning so I participate in class discussion and activity by being approachable and friendly.

S₂₇.Our instructor is in good mood and patience enough to teach us and consider us as her own children.

S₂₈.Well there is not a meeting that I doesn't enjoy my teacher's class because even if we don't attentive to her when she lecture, she is not easily angry, she only call our attention.

S₂₉.Our instructor see to it that class enjoy the physical appearance of our room so as to achieve conducive for learners and learning.

S₃₀.The instructor has emotional mature so she comes to class with jolly looks.

The above statements imply that students prefer to learn, if the teacher can control her emotions, has a harmonious relationship with the class, and behaves professionally. She is enthusiastic and enjoys her teaching and sees to it that the students are in a conducive atmosphere where learning can easily be facilitated. Such a condition, promotes learning.

Wang (2003) mentioned in her study that the existence of anxiety in English classrooms can also be ascribed to the teacher's mood in class. She further mentioned that in most Chinese EFL classrooms, teachers play the role of a controller or dominator. Students usually feel nervous or oppressed. Consequently, they lack a free, relaxed environment for English learning.

Alcantara (1985) stated that creating a healthy atmosphere in the classroom by the teacher results to a better learning outcome because the students can have more freedom in enhancing their creativity as individuals. This means that to give the learners opportunities for mental growth and development, the teacher should always be in a positive mood and a diligent manager of the physical environment as well as a tactful manager of individuals.

Physical surroundings greatly affect people's emotions. In a classroom, conducive surrounding, adequacy of light and proper ventilation can affect the learner's behavior. An atmosphere favorable to teaching emphasizes the positive, clear and challenging activities and the importance of lesson to them. All these are necessary for teachers to develop sensitivity to the anxieties, plans and hopes of the learners, and tact for every remark made or decision reinforced. To realize a positive effect on conducive classroom atmosphere is a



necessary factor in their classes. Students may feel confident and adequate because they can rub on their students a corresponding sense of security.

The teacher's mood pertains to how a teacher deals with the students on a personal and professional level. Students preferred teachers who have positive aura, who are friendly, approachable, helpful, and humane in their dealing with the students. All these teacher qualities can motivate them to learn.

This finding corroborates to some studies conducted regarding traits of a teacher. One trait is self-acceptance where the teacher is a figure who is at peace with himself, stable, dependable, and not erratic. Trowbridge (1990) indicated that teachers with positive self-concept generate a greater sense of self-worth in the students they teach. Furthermore, Hogar and Henley (1985) have validated experimentally that interpersonal communication is enhanced by mutual understanding. The teacher accepts, cares and trusts students.

Topics discussed in class. This item was ranked seventh highest with a weighted mean of 3.15 interpreted as "facilitative". This means that moderate learning transpired in this item thus, it becomes effective only if the discussion of the lesson by the teacher is clear and well organized. This implies that the students considered this factor relevant in learning the target language. This means that a very important factor that can motivate students to learn is the topics discussed in class. The following sentences illustrate this:

S₃₁. I'm so much contented and much satisfied about the topics as how they are so discussed.

S₃₂. Every discussion make are all enjoyed and all fine and it give a lot of insights and information that everybody want.

S₃₃. The topics discussed in class is very interesting and educational especially on research writing though hard but when the teacher explains it very well and discussed it, I was able to be experiencing the easy way.

S₃₄. The topics is challenging and with significant.

S₃₅. If the need arise, in the topic we learn, our instructor use visual aid to illustrated and classified the subject matter.

The sentences above show the manner by which topics are discussed in class, that is, effective, clear, and coherent. When the presentation of the lesson is well organized, well planned and well presented, learning becomes more significant and challenging.



According to Rogers (1967), genuineness of communication does not mean expressing both the negative as well as positive feelings of the teacher. This means that a teacher's expression of personal annoyance especially during discussions can be appropriately done without including destructive criticisms, and he should treat confrontation as an opportunity for the learners to function in actual social encounters.

According to Basbas (2003), language learning is more than the study of rules and paradigms. It should motivate learners toward real communication of ideas, emotions and aspirations. When a student feels that he can relax both physically and emotionally, he can afford to take chances with what he says with both content and linguistic correctness.

Class activities given in class. This item was rated the lowest in rank with a weighted mean of 3.14 interpreted as "facilitative". This means that the respondents were moderately enhanced by the activities given in class. They believed that tasks or activities are necessary to promote learning. The following sentences exemplify these:

S₃₆. The activities given by our teacher test our being resourceful and creative.

S₃₇. I enjoy varied classroom activities prepared by our teacher because it challenge a lot in my writing in the discipline lesson.

S₃₈. It really make us to do class activities, though our teacher is strict, it help me to be patient and appreciate different activities.

S₃₉. The activities which is gives by the teacher is ok since it makes us use the mind to do the activities.

S₄₀. Our instructor did things to make us her students pass and learn something by activities that we challenging to us everybody.

There are various types of communicative activities and exercises that can engage students to practice language structures and communication. Some researches show that students who perform communicative drills or activities tend to focus on the manipulation aspect of the activity and not communication itself (Brooks, 1990, Kinginger, 1990). Indeed, activities classified as communicative often consist of questions asked by the teacher and answers supplied by the students (Lee, 1995). A strategy for restructuring the traditional question-answer type of class discussion is tasked- based instruction, which enables the students to interact with others by using the target language as a means to an end. This is one way by



which language does not merely become the object of manipulation or drill (Lee et al., 1985).

Summary of Effect of Classroom Related Factors on Level of Anxiety

Table 2 presents a summary of the overall weighted mean by Institute of the effect of classroom related factors on the anxiety level of students.

To determine the level of anxiety of the respondents, a scale of four was used: 4 (High Anxiety), 3 (Moderate Anxiety), 2 (Low Anxiety), and 1 (Very Low Anxiety). This means that when the effect of the classroom related factors is highly facilitative, the anxiety level is “very low;” when the effect is facilitative, the anxiety level is “low;” on the other hand, if the effect is less facilitative, the anxiety level is moderate and if the effect is debilitating the anxiety level is high.

Table 2. Summary of the effect of classroom related factors on the level of anxiety among college freshman students by institute

INSTITUTE	OWM BY INSTITUTE	EFFECT OF FACTORS INSIDE THE CLASSROOM	LEVEL OF ANXIETY	RANK
IAS	3.44	Highly Facilitative	Very Low Anxiety	2
IBAE	3.15	Facilitative	Low Anxiety	5
ITE	3.26	Highly Facilitative	Very Low Anxiety	3
IAF	3.18	Facilitative	Low Anxiety	4
IEIAT	3.45	Highly Facilitative	Very Low Anxiety	1
Total	3.30	Highly Facilitative	Very Low Anxiety	
$F_{comp}=9.19$		$F_{crit}=2.64$ at $\alpha = .05$ *significant		

Legend

<u>Statistical Limit</u>	<u>Point Value</u>	<u>Descriptive Equivalent</u>	<u>Anxiety Level</u>
3.25-4.00	4	Highly Facilitative	Very Low Anxiety
2.50-3.24	3	Facilitative	Low Anxiety
1.75-2.49	2	Less Facilitative	Moderate Anxiety
1.00-1.74	1	Debilitative	High Anxiety

Among the five (5) institutes, IEIAT has the highest weighted mean of 3.45. This was followed by IAS, 3.44 and ITE, 3.26. The students under these Institutes considered the items as highly facilitative hence; their anxiety level is very low. This implies that the students in these Institutes possess an anxiety level which has a positive effect in learning a second language. Some kind of apprehension over a task to be accomplished is a positive



factor (Haber, 1960 as cited by Scovel, 1978). Learners belonging to this level of anxiety are those whose learning is easily facilitated because their state of apprehension is very low.

Table 8 also shows that the effect of the classroom related factors on the students of IAF and IBAE was facilitative with means of 3.18 and 3.15, respectively. This means that the state of apprehension of these learners is at a moderate level, which implies that this state of anxiety gave them more apprehension compared to those whose anxiety level is very low.

Statistically, the table reveals that the perceived level of anxiety of college freshman students in the five Institutes in their written diaries along classroom related factors differ significantly as indicated by the computed F-ratio of 9.19 which is much higher than the tabular F-value of 2.64 at .05 level of significance. Therefore, the hypothesis that there is a significant difference on the level of anxiety of college freshman students in their written diaries along classroom related factors is accepted. The result implies that students of the five Institutes do differ in their anxiety level as reflected in their diaries along classroom related factors.

This finding is related to the study of Shrable and Sassenrath (1970) which states that mild anxiety functions in a facilitative manner while severe or high anxiety seems to retard learning.

This is also in consonance with Mowrer (1960) who stated that mild anxiety facilitates learning while intense anxiety narrows the perceptual field and impairs constructive responses. Littlewood (1984) in like manner, emphasized that when anxiety rises to certain level, it becomes an obstacle to the learning process.

In the study of Tang (2005), it was indicated that high school students indeed had the feeling of anxiety in their English classrooms and they experienced more fear of negative evaluation. Tang added that the students' anxiety was attributed to classroom related factors.

Relative to this, Horwitz, Horwitz and Cope (1991) believe that the level of anxiety is associated to three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation. They further emphasized that students with high level of anxiety typically have problems with listening and speaking activities, with sound and grammar discrimination and remembering vocabulary. In the same way, they are willing



to talk if they are being evaluated by others. Since this activity takes place inside the classroom, it is then related to classroom factors. Scarcella and Oxford (1992) stated that studies in personality and/or cognitive styles also affect language learning. These factors include: willingness to take risks, openness to social interactions, and right attitude toward the target language and target language users (Wong-Fillmore, 1985; Young, 1990).

Motivation and attitudes are often related to anxiety or apprehensions or fear about language learning experience. Anxiety often stems from traditional social structure of the classroom where the powerful teacher-centered atmosphere can inhibit interaction, or where learners feel that learning experience is irrelevant or a waste of time.

Moreover, different studies have documented that language anxiety is one of the primary predictors of second language acquisition (Horwitz and Cope, 1986; MacIntyre and Gardner, 1989, 1991 a, 1991 b). Specifically, a moderate negative relationship between language anxiety and various measures of foreign language achievement consistently has been found (Gardner, et al., 1987).

However, it is interesting to note regarding the contention of Horwitz et al. (1986) that perhaps no other field of study poses as much of a threat to students' self-concept as does language study. Perceived self-worth is necessary as one of the predictors of second language achievement.

In the classroom where second language learning takes place, most often can easily generate situations where learners feel over anxious. For instance, learners are often asked to perform in a state of ignorance and dependence resulting to their engendered feelings of helplessness. When learners do not perform adequately whether in speech or writing, they may be subjected to comment and correction, sometimes for reasons that are not clear to them especially when most of them do not possess the linguistic tool to express their own individuality, and when the interaction is dominated by the teacher.

SUMMARY

The salient findings of the study are as follows:

- (a) The effect of classroom related factors among students had an overall mean of 3.30 (highly facilitative); hence the level of anxiety is "very low".
- (b) Statistically, the anxiety level of students differed significantly; hence the hypothesis that students differed in the anxiety level is accepted in classroom related factors.



- (c) On the other hand, the effect of outside factors on students showed a mean of 3.30 (highly serious); thus the anxiety level of students was “high anxiety”.

CONCLUSION

Based on the findings of the study, the conclusion is that the state of anxiety inside the classroom can be facilitative or debilitating in the process of learning a second language.

RECOMMENDATIONS

Anxiety is a natural phenomenon among students because they meet problems inside and outside the classroom. These are all related to the learning process which can be facilitative or deliberative. It is in his context, that teachers create an environment conducive to learning. This can be done by friendly attitude of teachers towards students, teachers’ manner of correcting errors, teachers’ modulated voice and manner of speaking, teachers’ manner of presentation, discussion of lessons, class activities should be interesting and interactive class activities.

Moreover, besides anxiety, other personality factors be taken into consideration like motivation, self-esteem, empathy with regard to their effect in learning a second language.

It is further recommended that this study on the level of comprehensibility of deviant sentences among college freshman students be replicated in other state colleges in the Cordillera. On the other hand, it is suggested that private schools may undertake research on the level of comprehensibility of deviant sentences among their students as basis in comparing public and private schools’ performance of freshman students.

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