

Affective Factors and Oral Language Communication Performance in English of Grade 10 Junior High School Students

Ralph Recto H. Burton, Maricel A. Dichoso

Sorsogon State University, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803371S>

Received: 14 October 2024; Accepted: 20 October 2024; Published: 21 November 2024

ABSTRACT

Language teaching and learning are influenced by both classical and contemporary language theories that guide teachers' strategies and practices in the classroom. Various factors affecting learning are encapsulated in these theories, including motivation, cognition, attitude, social ability, aptitude, environment, and barriers. This study examined the affective factors and oral communication skills of Grade 10 students at Biton High School in Magallanes, Sorsogon, during the school year 2019-2020. It employed descriptive-quantitative research methods, with 67 Grade 10 Junior High School students participating as respondents.

Data collection utilized the adapted Attitude/Motivation Test Battery (AMTB), the English Language Anxiety Scale (ELAS), and teacher-made rubrics for assessing oral language performance. The statistical analyses included frequency counts, percentages, weighted means, and Pearson Product Moment Correlation Coefficient (r) along with the Coefficient of Determination (r^2). The findings indicated that Grade 10 students exhibited a low level of oral language performance. Their affective factors in learning English as a second language, encompassing aspects such as motivation (interest in learning, parental encouragement, motivational intensity, and desire to learn English) and attitude (toward learning English, integrative orientation, and instrumental orientation), were also low.

Significant relationships were identified between fluency and pronunciation, as well as between motivation (interest in language learning, motivational intensity, and desire to learn English) and oral performance. Additionally, a significant relationship was found between pronunciation and vocabulary, along with attitudes toward learning English. To improve the oral language performance of Grade 11 students, teachers can employ various engaging strategies and tools. It is essential for educators to assess students individually to understand the underlying factors of their motivation, attitude, and anxiety, allowing for targeted interventions that can enhance their affective engagement in learning English. This approach will help identify effective strategies and tools for successful language teaching and learning.

Keywords: Affective Factors; Oral Language Communication Performance; Second Language Teaching and Learning

INTRODUCTION

Language teaching and learning have always been awash with classical and contemporary language theories that aim to direct teacher's strategies and practices in their classroom. Many linguists have come up with different language theories thereby proposed various research-based methods and strategies that teachers can apply in the aim for successful language acquisition and learning. Accordingly, these language theories are sine qua non to successful language teaching and learning, and its mastery is a prerequisite so that expected outcomes will be achieved [1]. The factors that affect learning are all contained in the premises claimed by different language theories such as motivation, cognition, attitude, social ability, aptitude, environment,

barriers, and the like. Therefore, researches have been conducted and are further being conducted to ascertain the roles and influences of these theories to language learning.

However, there are still gray areas in the second language acquisition and controversies up to this present time. For instance, first language acquisition is still 'the most enigmatic and enchanting issue' in the empirical endeavor of linguists, especially in finding an explanation that will clarify the phenomenon between a child learning a language in a native-like degree and adults having difficulties learning their second language [2].

In the area of second language acquisition, Krashen's Theory of Second Language Acquisition (SLA) is the most recognized and frequently applied. It stands out as a significant theory that aims to thoroughly explain how second languages are acquired. The theory proposes five distinct hypotheses: the Acquisition Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. These theories have brought many disputes in the educational arena basically because Krashen did not present intricate details on its many variations and functions, that it left confusion when tested for classroom practice [4]. It is emphasized that there is a need for further research on these theories to test their credibility and timelessness, and doing so may lead to changes and modification of the postulations as practically applied in the classroom.

Research has shown that the primary factors impacting students' oral proficiency include motivation, vocabulary, pronunciation, and grammar [5]. Teaching strategies and curriculum are crucial in this context. Data analysis indicates that these contributing factors influence the performance of both teachers and students in a sequential manner. Additionally, motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are recognized as significant factors that greatly affect an individual's second language acquisition process [6].

However, no significant relationship was found between language learning anxiety and oral performance [7]. Additionally, there was no notable difference in language anxiety among five age groups or between participants from public and private high schools [8]. In contrast, a significant difference in language anxiety was observed between male and female participants, with females displaying higher levels of anxiety. Other factors contributing to students' anxiety include difficult tests and lessons, mental health challenges, feelings of inadequacy, low self-efficacy, and expectations and pressure from their families.

In general, learner's affective domain can be a component for learners in second language learning. The low performance of Grade 10 students in their English class in speaking and in writing modes might have something to do with their low perception about their own ability to learn the language. This low perception could lead to be hesitant in speaking because of the height of language prestige of English in the country and even in their very community. They thought that English can only be spoken by the rich, the intelligent and the famous. This perception is one factor that learners should overcome to lead them to succeed. This is a classroom phenomenon that needs attention of the language teachers.

This study determined the affective factors and oral communication of Grade 10 students. The researcher considered these factors based on the observed low oral language performance of the students in English. They have been studying English as a second language for ten years. However, with this length of time, proficiency as aimed by the existing language curriculum seems to be under achieved. This is obvious from their performances in writing and speaking.

Based from the observation and initial interview conducted by the researcher with the Grade 10 students, they revealed that oftentimes, they experience anxiety because they struggle to cope up with learning their second language. Their manifested behaviors are usually about their hesitation to participate during classroom discussion because they are afraid to commit mistakes when using the second language. With their committed error, they might be rejected by their teacher and bullied by their classmates. They also said to have low self-confidence which hindered them from using English in writing and in speaking. Eventually,

they lose track of their studies and their motivation towards learning a second language such as English. In worst cases, frustrations gained from high level of language anxiety may lead to dislike learning not only in language but in other areas of their education.

Magallanes is a rural place and more or less 50 kms. away from Sorsogon City. It is a third class municipality with very little access to malls and high-end edifices such that exposure to English language may be maximized. The residents are more devoted to agricultural and aquatic activities such as farming and fishing. Nevertheless, residents are also keeping abreast with the global village through the internet but it cannot offer authentic contexts for students to explore and develop their English language proficiency aside from the contexts given by teacher in the realm of their own classrooms. This could be one attributes why some have shared their negative perceptions towards learning English.

Statement of the Problem

This study investigated the affective factors influencing oral communication among Grade 10 students at Biton High School in Magallanes, Sorsogon, during the school year 2019-2020. Specifically, it determined the level of student performance in oral communication, focusing on fluency, pronunciation, vocabulary, and grammar. The study also assessed the affective factors related to the students' learning of English as a second language, including motivation, attitude, and anxiety. The research explored whether there is a significant relationship between these affective factors and the oral language performance of the student respondents.

The researcher conducted this research to analyze the affective factors in learning English and be able to relate this with other factors such as English oral language performance. From this point onwards, teachers may identify workable strategies, methods and approaches necessary to consider affective variables in learning English as a second language and thereby contribute to the success of second language learning.

Therefore, this study determined the affective factors and oral communication of Grade 10 students in Biton High School of Magallanes, Sorsogon, SY 2019-2020.

Purpose of the Study

The primary purpose of this study is to investigate the affective factors that influence oral communication skills among Grade 10 students at Biton High School in Magallanes, Sorsogon, during the school year 2019-2020. Specifically, the study aims to:

1. Assess the level of student performance in oral communication by examining key areas such as fluency, pronunciation, vocabulary, and grammar.
2. Evaluate the affective factors impacting the students' learning of English as a second language, focusing on motivation, attitude, and anxiety.
3. Determine whether there is a significant relationship between these affective factors and the students' oral language performance.

Despite the recognized importance of oral communication skills in language learning, there is a limited understanding of how affective factors specifically impact these skills among students in this particular context. Previous studies have often focused on cognitive aspects of language acquisition, neglecting the emotional and psychological dimensions that can significantly influence learning outcomes. This study therefore provided valuable insights into how motivation, attitude, and anxiety affect students' performance in oral communication, thereby contributing to more effective teaching strategies and interventions tailored to enhance language learning in similar educational settings.

Research Questions

Specifically, it answered the following:

1. What is the level of performance of students in oral communication along:
 - a. Fluency
 - b. Pronunciation
 - c. Vocabulary and
 - d. Grammar?
2. What is the level of effect on the students in learning of English as a second language in the following factors:
 - a. Motivation
 - b. Attitude
 - c. Anxiety?
3. Is there a significant relationship between the affective factors of student-respondents and their oral language performance?

Hypothesis

This study hypothesizes that there is a significant relationship between the affective factors of student respondents—specifically motivation, attitude, and anxiety—and their oral language performance. The null hypothesis was tested at 0.05 level of significance.

MATERIALS AND METHOD

This study utilized a descriptive research design to investigate the affective factors influencing oral communication among Grade 10 students at Biton High School in Magallanes, Sorsogon, during the school year 2019-2020. The descriptive method was chosen for its ability to characterize and describe data related to students' oral language performance and their affective factors. The research employed a combination of quantitative techniques, including surveys and unstructured interviews, to gather data. Standardized instruments were used, specifically the Adapted Attitude/Motivation Test Battery (AMTB) and the English Language Anxiety Scale (ELAS), alongside teacher-made rubrics for assessing oral language performance.

Data collection commenced with obtaining approval from relevant DepEd officials, followed by the administration of questionnaires on January 20, 2020. The researcher guided students through the questionnaire to ensure clarity and accuracy in their responses. Unstructured interviews were also conducted with selected students to gain deeper insights into their experiences. Additionally, oral language activities were performed, and students' performances were graded using the established rubrics.

For data analysis, various statistical methods were employed. Descriptive statistics, including weighted means and means, were used to evaluate oral language performance and the affective factors, respectively, utilizing a four-point modified Likert scale. To determine the significant relationship between the affective factors and the students' oral language performance, the Pearson Product Moment Correlation Coefficient (r) and the Coefficient of Determination (r^2) were applied. This comprehensive approach to research design, technique, data collection, and analysis ensured a thorough investigation of the interplay between affective factors and oral communication skills among the respondents.

Participants

The respondents of this study were 67 Grade 10 students at Biton High School for the school year 2019-2020. Purposive sampling was employed, guided by the observation of low performance in oral language among these students. Although they performed well in other academic areas, they exhibited shyness and quietness when asked to speak in their English class. This behavior raised concerns for the teacher, as effective oral language performance is a key indicator of language learning. Consequently, this group of Grade 10 students was specifically chosen as the focus of the present study.

Instruments

There were three instruments used in this study, namely: The Adapted Attitude/Motivation Test Battery (AMTB), English Language Anxiety Scale (ELAS), and teacher-made rubrics for oral language performance. They were modified to suit the context of the respondents.

The Attitude Motivation Test Battery was initially created by R.C. Gardner in 2004. This 64-item test is intended to evaluate the non-linguistic objectives of a second language program, highlighting factors such as a greater understanding of other communities, a desire to continue studying the language, and an interest in learning additional languages. This contrasts with linguistic goals that concentrate on enhancing an individual's ability to read, write, speak, and comprehend the second language, which can be assessed through various tests designed for these skills. Gardner's 1985 version of the AMTB included Likert (1932) items of 16 subtests but for the purpose of this present study, the following eight subscales:

Motivation:

1. Interest in foreign languages
2. Parental Encouragement
3. Motivational intensity
4. Desire to learn English

Attitude:

5. Attitudes towards learning English
6. Attitudes toward English-speaking people
7. Integrative orientation
8. Instrumental orientation

Another adapted instrument was the English Language Anxiety Scale (ELAS), which comprises 33 Likert-type items assessing participants' levels of agreement or disagreement with various statements. Each statement aimed to evaluate the anxiety levels that students might experience in their English classes. The ELAS was modeled after a similar Likert-type anxiety assessment, the 33-item Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. in 1986. Given the context of the respondents learning English as a second language, the ELAS was deemed more suitable since the FLCAS was originally designed for a foreign language population—students learning a language from the perspective of their native tongue. The ELAS specifically focused on self-efficacy and situational appraisals, incorporating the three factors identified by Horwitz: fear of negative evaluation, test anxiety, and communication apprehension, along with an identity factor.

Finally, teacher-made rubrics were employed to evaluate students' command of oral language based on ongoing observations in various situations, including class discussions, interactions outside the classroom, and encounters between classes. The teacher assessed each student's language performance across four main categories: fluency, pronunciation, vocabulary, and grammar, providing specific descriptions for each category. Individual scores were then aggregated into a total score ranging from 5 to 25, with scores of approximately 19 or 20 considered proficient.

These instruments were rigorously evaluated for both validity and reliability. Content validity was ensured through expert reviews and adaptations relevant to the respondents' context, while construct validity was supported by established theories in language acquisition and feedback from pilot testing. Reliability was assessed using Cronbach's alpha, with coefficients meeting the acceptable threshold of 0.70 for both the AMTB and ELAS, indicating strong internal consistency. Additionally, inter-rater reliability for the teacher-made rubrics was established through consistent scoring among multiple educators evaluating the same

performances. Collectively, these assessments confirm that the instruments are effective and reliable for measuring the intended constructs in this study.

Pilot testing of the modified version of the instruments were also conducted. It was done with ten Grade 9 students of the same school on January 10, 2020. Significant input on the improvement of the questionnaire was solicited from them. Panel members were also asked of their suggestions to improve these instruments.

Different statistical tools were used to analyze the information gathered for better understanding and for more effective results to the problems being presented.

To determine the oral language performance of the respondents, weighted mean used and utilized the following four-point modified Likert Scale:

Range	Description
20.01-25.00	Advanced
15.01-20.00	Proficient
10.01-15.00	Approaching Proficiency
5.01-10.00	Developing
1.00-5.00	Beginning

To determine the affective factors such as motivation, attitude and anxiety, mean was use and utilized the following four-point modified Likert Scale:

Range	Description
3.26-4.00	Strongly Agree
2.51-3.25	Moderately Agree
1.76-2.50	Moderately Disagree
1.00-1.75	Strongly disagree

To determine the significant relationship between the affective factors of the student-respondents and their oral language performance, Pearson Product Moment Correlation Coefficient (r) and Coefficient of determination (r^2) were used.

RESULTS AND DISCUSSION

Level of performance in terms of Fluency, Pronunciation, Vocabulary and Grammar

Basically, this research identified that level of oral language performance of the Grade 10 students into four indicator of oral language performance such as fluency, pronunciation, vocabulary and grammar. Pertaining to this present study, fluency is the speaking ability of the student manifested by his/her smooth and fluid speech. Pronunciation is the production of English sounds observing proper accent. Vocabulary is oral language ability of the students manifested by the excellent control of language features and wide-range of well-chosen words. Finally, grammar is the accuracy and variety of grammatical features in the oral language communication skills of the students.

Table 1 shows the level of performance of Grade 10 students in Biton High School of Magallanes, Sorsogon. The table illustrates that students achieved the average rubric score of 2.95, 2.94, 2.92 and 2.88 along fluency, pronunciation, vocabulary and grammar respectively, all interpreted as beginning.

Table 1. Level of Performance

Indicators	Rubric Score	Level of Performance
Fluency	2.95	Beginning
Pronunciation	2.94	Beginning
Vocabulary	2.92	Beginning
Grammar	2.88	Beginning

With this performance, it can be implied that Grade 10 students were not confident about their English speaking ability. As observed, almost all of the students in the class during discussion cannot speak English to participate in the discussion. They have less courage to engage in the discussion and have little interest to be attentive to the teacher. From this perspective, teachers can be certain that this level of performance of the students may be affected primarily of the language that is used for instruction, and it is English in this case.

Likewise, it can be noted from the results that students have the lowest speaking performance along grammar component. Many of the students are hesitant to speak the language because they might commit grammatical errors along the way and may cause embarrassment to them. Most of the time, they commit errors with subject-verb agreement, preposition, proper word form and pronouns. One student shared that he prefers to keep quiet than to be laughed at by his classmates. Knowledge in grammar is very important because this is one basis for a student to make him/her spontaneous in speaking. Grammar is one significant language component that teachers may give focus and attention to when helping students achieve their right speaking ability proficiency.

To address this revealed students' speaking performance in this present research, the researcher thought of the idea that feedback given by teacher in speaking activities can ease the struggles of learners in speaking when their affective components are concerned. It is expected in a classroom discussion that once students perform, teachers have to give necessary feedback according to their performance for guidance and avenue for their improvement.

Grammatical competence is essential because can help speakers apply and perceive the structure of English language correctly that leads to their fluency. Students' difficulties centered on the academic speaking such as grammar, fluency and pronunciation, and the academic writing like style, grammar, and cohesion [10].

Level of Affect of the Students in Learning English as a Second Language in terms of Motivation, Attitude and Anxiety

The succeeding discussion is on the level of affect of the students in learning English as a second language in terms of motivation, attitude and anxiety. Motivation is the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experience in such activity. Attitude pertains to an affective factor such as students' disposition that may influence their class participation and oral use of language. And, anxiety the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient that may be of three types: comprehension apprehension, test anxiety and fear of negative evaluation. Discussions are presented according to affective components included in this study.

Motivation – Interest to Learn. Table 2A.1 portrays the level of affect of the students in learning English as a second language in terms of interest to learn as one component of motivation. It can be gleaned on the table that the overall weighted mean is 3.18, interpreted as moderately agree.

Out of the ten indicators, the one with the highest weighted mean was recorded with the indicator 'I would really like to learn many foreign languages' with 3.40. This followed by 'It is important for us to learn

foreign languages’ which gained a weighted mean of 3.37 and ‘If I planned to stay in another country, I would try to learn their language” with a weighted mean of 3.34.

Table 2A.1. Level of Affect of the Students in Learning English as a Second Language in terms of Motivation (Interest to Learn)

Indicators	WM	Description
1. If I planned to stay in another country, I would try to learn their language.	3.34	Moderately agree
2. I would really like to learn many foreign languages.	3.40	Moderately agree
3. I wish I could speak many foreign languages perfectly.	3.26	Moderately agree
4. It is important for us to learn foreign languages.	3.37	Moderately agree
5. I enjoy meeting people who speak foreign languages.	3.08	Moderately agree
6. I have so much interest in foreign languages.	3.15	Moderately agree
7. Studying foreign language is really enjoyable.	3.18	Moderately agree
8. I wish I could read newspapers and magazines in many foreign languages.	2.95	Moderately agree
9. I would rather see a TV program dubbed into our language than in its own language with subtitles.	3.22	Moderately agree
10. Most foreign languages sound good and refined.	2.86	Moderately agree
Overall Weighted Mean	3.18	Moderately agree

These weighted mean were described as moderately agree. Further, indicators with the least weighted mean of 2.86 was gained by the indicator ‘Most foreign languages sound good and refined’ at 2.86, followed by ‘I wish I could read newspapers and magazines in many foreign languages’ with 2.95, and ‘I enjoy meeting people who speak foreign languages’ with 3.08. All described as moderately agree.

Most of the reasons why students would like to learn English are for practical uses; basically for their future plans of going to another country to work or work with foreign people inside and outside the country. Another reason is their motivation (interest to learn) is based on the fact that learning as many languages as possible can be an advantage to personal and professional reasons.

However, their level of affect for this matter is low, that is, below the normal range, statistically speaking and revealed by the respondents as ‘moderately agree’. Students have low motivation along ‘interest to learn’. Generally, students have low motivation in learning English when speaking about their interest to learn this language. This can be affected by the fact that these students are not exposed to English speaking community. They live with simple families and they belong to culture and families that of Filipinos. They speak native languages that they have grown with from their native places.

There were also some instances when students are intimidated to speak the language because they feel the social and personal impact of the language. English is considered as a second language in the Philippines, its official language and the primary language of instruction. It is regarded with high language prestige in the country. Even the country’s lingua franca and dominant language, the Filipino has taken over by English

language in terms of language prestige [11]. It is perceived that whoever can speak fluently is considered intelligent and rich, or that only the intelligent and the rich can speak the language. This notion intimidated the students especially those who do not belong to upper class of the society and those who perceived themselves to be below average according to intelligence.

Motivation – Parental Encouragement. Table 2A.2 displays the level of affect of the students in learning English as a second language in terms of parental encouragement as one component of motivation. The lowest of the seven indicators was indicated by ‘My parents are very interested in everything I do in my English class’ with weighted mean of 2.38, followed by ‘My parents think I should devote more time to studying English’ with 2.52 and ‘My parents encourage me to practice my English I see and hear’ with 2.80, all described as moderately agree.

It can be said therefore that students have low motivation that emanates from their parents. Parents are the best source of inspiration of their children in whatever endeavor they will take in life. They are the immediate persons that students can call on whenever they need help in their learning of English. Parents’ support has significant role to play so that their children can have good learning perspectives not only in language but in almost all of the content subjects.

Table 2A.2. Level of Affect of the Students in Learning English as a Second Language in terms of Motivation (Parental Encouragement)

Indicators	WM	Description
1. My parents try to help me to learn English.	2.97	Moderately agree
2. My parents feel that I should continue studying English all through my life.	2.88	Moderately agree
3. My parents have stressed the importance English will help me when I graduate from college.	3.08	Moderately agree
4. My parents urge me to seek help from my teacher if I am having problems with my English.	2.92	Moderately agree
5. My parents encourage me to practice my English I see and hear.	2.80	Moderately agree
6. My parents are very interested in everything I do in my English class.	2.38	Moderately disagree
7. My parents think I should devote more time to studying English.	2.52	Moderately agree
Overall Weighted Mean	2.79	Moderately agree

However, in this result, it can be noted that parents have less motivating efforts over their children learning English. Teachers’ support and motivation in school cannot suffice students’ need for motivation that will come from their parents. This phenomenon may be brought by the fact that parents of these students may not acquire the adequate proficiency in English, too. As revealed in the profile of these students, most of their parents did not finish college level of education and most of them work as fisher folks, housemaids, construction workers, vendors and plain housewives. This phenomenon may contribute to low perception and confidence of the students towards learning specifically learning a new language and in speaking that language.

Parental encouragement of language attitudes can be categorized based on two roles: active and passive [12]. A supportive parental attitude towards a second language can foster a child's integrative orientation in language learning, whereas a negative attitude can hinder it. Gardner emphasizes the significance of the passive role of parents; even if they are generally supportive of their child's efforts, underlying negative attitudes toward language can diminish the positive impact of their encouragement.

Motivation – Motivational Intensity. Table 2A.3 displays the level of affect of the students in learning English as a second language in terms of motivational intensity as one component of motivation. Overall,

this category attained a weighted mean of 2.97, interpreted as moderately agree. Further, the indicator with the lowest weighted mean of 2.63 was achieved by ‘I keep up to date with English be working on it almost every day’. This followed by ‘Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends’ with 2.66, and ‘I do my English homework as much as possible’ with 2.80. These are all interpreted as moderately agree. The motivational intensity manifested by the respondents on this category is low.

Table 2A.3. Level of Affect of the Students in Learning English as a Second Language in terms of Motivation (Motivational Intensity)

Indicators	WM	Description
1. I always check my seatwork when I get them back from my English teacher.	3.05	Moderately agree
2. I do my English homework as much as possible.	2.80	Moderately agree
3. I don't give up and I pay attention when I don't understand my English teacher's explanation of something.	2.91	Moderately agree
4. When I have a problem understanding something in my English class, I always have my teacher for help.	3.12	Moderately agree
5. I really work hard to learn English.	3.09	Moderately agree
6. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.	2.66	Moderately agree
7. I wish I were fluent in English.	3.15	Moderately agree
8. I pay much attention to the feedback I receive in my English class.	3.11	Moderately agree
9. I try to understand the more complex aspects of English.	3.15	Moderately agree
10. I keep up to date with English be working on it almost every day.	2.63	Moderately agree
Overall Weighted Mean	2.97	Moderately agree

Only few students have the ability and disposition to help themselves achieve proficiency in English. It was shown that they wanted to be proficient but they are doing fewer activities to achieve what they desire. They do not speak English to practice and enhance their speaking ability. This happens even during English classes. They would want to speak in Filipino more than English. The implementation of MTB-MLE may also influence in this situation especially that students thought that only because MTB-MLE was implemented might give them more freedom to speak in their native language more than speaking in English in their English class. Students usually ask permission from the teacher that they be allowed to speak Filipino whenever they want to recite in their English class. This minimized their chances of speaking and practicing English for speaking.

Also, it is revealed in the data that students could not keep abreast with their activities in English in almost every day because they have very limited access to different avenues that can effectively influence them in learning. This can be in the form of English movies, reality shows, online videos, reading materials and the like. Accessing the internet where these materials can be readily accessed is very difficult for them technically in financially. This difficulty is one phenomenon that demotivates students to learn English.

The relationship between motivational intensity and language learning provides insight into the challenges of English learning in China. They concluded that second language learners are unlikely to succeed without motivation and a strong level of motivational intensity. They emphasized that persistence and determination are crucial traits for achieving success in language acquisition.

Motivation – Desire to Learn English. Table 2A.4 displays the level of affect of the students in learning English as a second language in terms of desire to learn English as one component of motivation. In general, there was a computed 3.12 weighted mean, interpreted as moderately agree. Specifically, of the ten

indicators, the topmost three were ‘I like to learn more English subjects in my college’, ‘I would like to learn as much English as possible’, and ‘I want to learn English so well that it will become natural to me’ with a weighted mean of 3.35, 3.32 and 3.28 respectively, all interpreted as moderately agree. However, three indicators with the least weighted mean were ‘Knowing English isn’t really an important goal in my life’, ‘If it were up to me, I would spend all of my time learning English’ and ‘I’m so motivated to know English’, gained a weighted mean of 2.82, 2.89 and 3.00 respectively, all interpreted as moderately agree. It can be said therefore that along motivation on desire to learn English, students displayed low perception over it.

Table 2A.4. Level of Affect of the Students in Learning English as a Second Language in terms of Motivation (Desire to Learn English)

Indicators	WM	Description
1. I have a strong desire to know all aspects of English.	3.11	Moderately agree
2. If it were up to me, I would spend all of my time learning English.	2.89	Moderately agree
3. Knowing English isn’t really an important goal in my life.	2.82	Moderately agree
4. I haven’t any great wish to learn more than the basics of English.	3.05	Moderately agree
5. To be honest, I really have so much desire to learn English.	3.12	Moderately agree
6. I’m so motivated to know English.	3.00	Moderately agree
7. I like to learn more English subjects in my college.	3.35	Moderately agree
8. I would like to learn as much English as possible.	3.32	Moderately agree
9. I want to learn English so well that it will become natural to me.	3.28	Moderately agree
10. I wish I were fluent in English.	3.23	Moderately agree
Overall Weighted Mean	3.12	Moderately agree

Desire to learn is an intrinsic motivation. It gives the students the power, the enthusiasm and the energy to proceed with their learning. These positive qualities will help them proceed with attaining their language proficiency. However, many factors surrounding students would lead to low desire to learn such as context of their homes and school. When English learning is not reinforced, students will begin to deteriorate their own desire to learn. People involved in the growth and learning of the students may consider enhancing and inspiring students to learn and be proficient in English especially in speaking. Their low desire could be influenced by the people around them especially when they observed that they, too are not of great desire to learn the language.

A highly motivated individual will find joy in learning a language, possess a strong desire to master it, and actively strive to achieve proficiency [14]. It is essential for teachers to understand where students derive their motivation to learn English as a second language so that they know where and how they address their difficulties. Going back to the researcher’s initial observation on the low performance of the students in in terms of speaking might have been affected by these findings on their level of affect along motivation. All components of motivation were found low and this might have been one factor why these students have low and poor speaking performances in English.

Attitude – Toward Learning English. Table 2B.1 discloses the level of affect of the students in learning English as a second language along attitude toward learning English. The table indicates that the computed overall weighted mean was found at 3.06, interpreted as moderately agree.

Table 2B.1. Level of Affect of the Students in Learning English as a Second Language in terms of Attitude (Toward Learning English)

Indicators	WM	Description
1. Learning English is very useful.	3.42	Moderately agree
2. I love English.	3.02	Moderately agree

3. The development of our country is possible mainly by educated people who know English well.	2.88	Moderately agree
4. When I hear someone speaks English, I wish I could speak like him.	3.20	Moderately agree
5. English should really be a compulsory subject in secondary schools in the Philippines.	3.28	Moderately agree
6. I am interested when our subjects are taught in English.	2.89	Moderately agree
7. The teaching of English in the Philippines should start from kindergarten.	3.14	Moderately agree
8. English should really be the medium of instruction in the secondary schools in the Philippines.	2.55	Moderately agree
9. English is a very important part of the school program.	3.18	Moderately agree
10. I really enjoy learning English.	3.09	Moderately agree
Overall Weighted Mean	3.06	Moderately agree

Specifically, the indicator with the highest weighted mean belonged to 'Learning English is very useful', followed by 'When I hear someone speaks English, I wish I could speak like him' and 'English is a very important part of the school program' with computed weighted mean of 3.42, 3.22 and 3.18, all interpreted as moderately agree.

On the contrary, it can be gleaned on the table that the lowest indicators were 'English should really be the medium of instruction in the secondary schools in the Philippines', I am interested when our subjects are taught in English' and 'I love English' with weighted mean of 2.55, 2.89 and 3.02 respectively, all interpreted as moderately agree. These data implied that students were found to have low attitude towards learning English.

The students have low attitude level on using English as medium of instruction in the secondary schools in the Philippines. During class discussion, students preferred to speak their ideas in Filipino than in English even if their subject is taught in English, or even during English class. Classroom can be a good avenue to practice to speak English. When teachers allowed them to speak in Filipino, they will be neglected of the opportunity to practice speaking English. Mother-tongue based instructions are allowed with elementary grade levels, however, when students are in the secondary level, their medium of instruction transcended gradually from mother-tongue to English language. Thus, teachers may consider enhancing the skills on how to encourage students to speak English other than Filipino and speak English during English class and during discussion.

The data therefore implies that while students recognize the importance of English in their academics and work life, they are hesitant when they know they have to abide the rules of using it more that its usefulness and relevance to their actual lives. This phenomenon is stressful and imperative among students because they thought that speaking English did not come out of natural desire but because it is what is being required. This manner has become more of compliance than learning and acquiring the language in a very natural way.

Respondents have very high attitude toward learning English [15]. They further found that attitude toward learning English is correlated with parental engagement. With this, parents' influence on their children's language learning is a significant factor. Teachers and parents need to check on their collaboration in terms of school-home partnership. Keeping track of their performance by teacher and parents alike would make a greater impact on the language proficiency of these learners.

Attitude – Toward English-Speaking People. Table 2B.2 discloses the level of affect of the students in learning English as a second language along attitude toward English-speaking people. The table indicates an overall weighted mean of 2.77 or moderately agree. Specifically, the highest obtaining indicator was noted with 'I would like to know more native English speakers', followed by 'Native English speakers have much to be proud about because they have given the world much of value', and 'If Philippines had no contact with English-speaking countries, it would be a great loss' and 'Native English speakers are very sociable and kind', gaining weighted mean of 3.05, 2.88 and 2.78 respectively, all interpreted as moderately agree.

Contrary to this, the lowest gaining weighted mean among the indicators were ‘Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends’, ‘You can always trust native English speaker’ and ‘The more I get to know native English speakers, the more I like them’, with 2.51, 2.69 and 2.71 respectively, all interpreted as moderately agree. It can be inferred from these data that level of affect along attitude toward English speaking people of the respondents in low.

Table 2B.2. Level of Affect of the Students in Learning English as a Second Language in terms of Attitude (Toward English-Speaking People)

Indicators	WM	Description
1. I would like to know more native English speakers.	3.05	Moderately agree
2. If Philippines had no contact with English-speaking countries, it would be a great loss.	2.78	Moderately agree
3. The more I get to know native English speakers, the more I like them.	2.71	Moderately agree
4. You can always trust native English speaker.	2.69	Moderately agree
5. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.	2.51	Moderately agree
6. I wish I could have many native English speaking friends.	2.74	Moderately agree
7. Native English speakers are very sociable and kind.	2.78	Moderately agree
8. Native English speakers have much to be proud about because they have given the world much of value.	2.88	Moderately agree
Overall Weighted Mean	2.77	Moderately agree

Brown uses the term ‘attitudes’ to refer to the set of beliefs that the learner holds towards members of the target language group and also towards his own culture [16]. Language attitude is an important concept because it plays a key role in language learning and teaching. The low attitude of the respondents towards English speaking people may have inhibited their attainment of right language proficiency specially in speaking. Respondents should open their perspective and gain wider horizon as to culture and people of English speaking groups such as Americans and Canadians so that they can initially level up their capacity to learn the language.

Attitude – Integrative Orientation. Table 2B.3 discloses the level of affect of the students in learning English as a second language along attitude on integrative orientation. Overall, it gained a weighted mean of 3.24, interpreted as moderately agree. Among its indicator, ‘Studying English is important because it will allow me to meet and converse with more and varied people’ got highest weighted mean of 3.29 while the lowest was achieved by ‘If Philippines had no contact with English-speaking countries, it would be a great loss’ with a weighted mean of 2.86, interpreted as moderately agree. On this factor, students were found to have low attitude toward integrative orientation.

The respondents of this present study have low disposition on involving themselves to the culture of English speaking people. Like what was earlier mentioned, these students were found to have lack of exposure to the culture and living of foreign people. They have poor ideas about their culture.

Table 2B.3. Level of Affect of the Students in Learning English as a Second Language in terms of Attitude (Integrative Orientation)

Indicators	WM	Description
1. If Philippines had no contact with English-speaking countries, it would be a great loss.	2.86	Moderately agree
2. Studying English is important because it will allow me to be more at ease with people who speak English.	3.29	Moderately agree

3. Studying English is important because it will allow me to meet and converse with more and varied people.	3.49	Moderately agree
4. Studying English is important because I will be able to interact more easily with speakers of English.	3.32	Moderately agree
Overall Weighted Mean	3.24	Moderately agree

Research indicates that certain attitudes are linked to success in second language acquisition. Goktepe studied 90 first-year business students at a Turkish university, focusing on their attitudes and motivation toward learning English as a foreign language [17]. The findings revealed that these learners primarily pursued English for instrumental reasons, although integrative motivation also played a significant role. Higher scores on proficiency tests were associated with integrative motivation, suggesting that it is a crucial factor for successful language learning.

Attitude – Instrumental Orientation. Table 2B.4 discloses the level of affect of the students in learning English as a second language along attitude on instrumental orientation. Overall, it gained a weighted mean of 3.35, interpreted as moderately agree.

Table 2B.4. Level of Affect of the Students in Learning English as a Second Language in terms of Attitude (Instrumental Orientation)

Indicators	WM	Description
1. Because it will enable me to get a job easily.	3.40	Moderately agree
2. Because it will enable me to carry my tasks more efficiently.	3.42	Moderately agree
3. Because English is a requirement in school.	3.22	Moderately agree
4. Because I hope to further my education.	3.35	Moderately agree
Overall Weighted Mean	3.35	Moderately agree

The indicator with the highest weighted mean of 3.42 was gained by ‘Because it will enable me to carry my tasks more efficiently’ and interpreted as moderately agree while the lowest weighted mean of 3.22 was gained by ‘Because English is a requirement in school’, and interpreted as moderately agree.

Instrumental motivation pertains to learning a language as a means to achieve practical goals, such as advancing a career, reading technical materials, or translation. In the context of English as a Foreign Language (EFL) learning, instrumental motivation tends to be more significant than integrative motivation. Conversely, the study indicated that integrative motivation is more relevant to English as a Second Language (ESL) learning [18]. Motivation and attitudes toward language learning have been extensively researched in various contexts. A student's motivation and attitude toward language education significantly influence learning outcomes, making it essential to foster positive motivation among students to enhance language education.

Anxiety. Table 2C indicates the level of affect of the students in learning English as a second language in terms of Anxiety. Overall, students revealed that their level of anxiety obtained a weighted mean of 2.89, interpreted as moderately agree. The table further elaborates that the indicator with the highest gained weighted mean of 3.20 was ‘I get nervous when the English teacher asks questions which I haven’t prepared in advance’, interpreted as moderately agree. This is followed by ‘I feel my heart pounding when I am going to be asked to speak in English class’ with weighted mean of 3.17, interpreted as moderately agree. Then, ‘I worry about the consequences of failing my English class’ got a weighted mean of 3.12 and described as moderately agree.

Table 2C. Level of Affect of the Students in Learning English as a Second Language in terms of Anxiety

Indicators	WM	Description
1. I never feel quite sure of myself when I am speaking in my English class.	2.83	Moderately agree
2. I don't worry about making mistakes in English class	2.69	Moderately agree
3. I tremble when I know that I'm going to be asked to speak in English class.	2.86	Moderately agree
4. I am afraid when I don't understand what the teacher is saying in the English class	2.82	Moderately agree
5. It wouldn't bother me at all to take more English classes.	2.77	Moderately agree
6. In English classes, I think of things that are unrelated to the lesson.	2.68	Moderately agree
7. I think that my classmates' English is better than mine.	2.69	Moderately agree
8. I am usually at ease during tests in my class.	2.77	Moderately agree
9. I start to panic when I have to speak without preparation in English class.	2.89	Moderately agree
10. I worry about the consequences of failing my English class.	3.12	Moderately agree
11. I don't understand why some people get so upset over English class.	3.00	Moderately agree
12. In English class, I am so nervous that I forget what I know.	2.98	Moderately agree
13. It embarrasses me to volunteer answers in my English class.	3.11	Moderately agree
14. I will not be nervous when speaking with native English speakers.	2.46	Moderately disagree
15. I get depressed when I don't understand what the teacher is correcting.	3.05	Moderately agree
16. Even if I am well prepared for English class, I feel anxious about it.	3.03	Moderately agree
17. I often feel like not going to my English class.	2.69	Moderately agree
18. I feel confident when I speak in English class.	2.48	Moderately agree
19. I am afraid that my English teacher will correct every mistake I make.	3.06	Moderately agree
20. I feel my heart pounding when I am going to be asked to speak in English class.	3.17	Moderately agree
21. The more I prepare for an English test, the more confused I get.	2.85	Moderately agree
22. I don't feel pressure to prepare very well for English class.	2.58	Moderately agree
23. I always feel that my classmates speak better English than I.	2.83	Moderately agree
24. I feel shy when speaking English in front of other students.	3.15	Moderately agree
25. English class moves so quickly that I worry about getting left behind.	3.00	Moderately agree
26. I feel tense and have more pressure in English class than other classes.	2.85	Moderately agree
27. I get nervous when I speak in my English class.	3.03	Moderately agree
28. Before English class, I feel confident and relaxed.	2.95	Moderately agree
29. I get nervous when I speak in my English class.	3.03	Moderately agree
30. I feel overwhelmed by the number of rules I have to learn to speak English.	2.94	Moderately agree
31. I am afraid that my classmates will laugh at me when I speak English.	3.15	Moderately agree
32. I feel easy when native English speakers are with me.	2.78	Moderately agree
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.20	Moderately agree
Overall Weighted Mean	2.89	Moderately agree

On the contrary, the indicator with the least weighted mean of 2.46 was 'I will not be nervous when speaking with native English speakers', followed by 'I feel confident when I speak in English class' with 2.48 weighted mean and 'I don't feel pressure to prepare very well for English class' with weighted mean of 2.58. These are all interpreted as moderately agree. The perception of student along anxiety is low. Students have low anxiety in learning English as a second language.

This noted low level of anxiety is advantage for these students. This means that the respondents were less anxious towards learning English and may become successful in learning it. But from what was revealed by the students, most of them were scared with using the language through speaking especially when teachers asked the students outright without any preparation for the students. They are also nervous and almost forgot what to say due to fear to talk. Others experience mental block, cold hands and forgot what is about to say due to their anxious and fear to speak in English. Many students tease their classmate whenever they speak in English saying they were nose bleeding (struggling to understand) from what he/she has said.

During recitation, students prefer to answer in chorus or give answers in a very limited manner like simply saying 'yes', 'no', 'maybe' or 'sometimes' without expanding further their ideas. They are afraid to commit mistakes when speaking English especially in their pronunciation. Many also can write in English but too anxious when required to speak the language. They really have poor practice speaking the language, less exposure to English speaking community and have low support from parents and teachers. However, this result yielded advantage for learners since they have low anxiety would mean they can learn English a little easier given the right support, activities and motivation from the teachers and parents as well.

Anxiety is a common issue in language acquisition and learning that can impede students' proficiency in the language [19]. Given its potential to obstruct the primary goals of language learning, researchers have conducted numerous studies to identify the various causes of anxiety and address its impact effectively. Berowa sought to explore the relationship between anxiety and variables such as gender and year level, which may influence success or failure in learning English. Her findings indicated a neutral level of language anxiety among the respondents across all areas, with no significant relationship found between English language anxiety and either gender or year level [20].

Overall, it was observed in that data that most of the indicators showed consistent result of 'moderately agree' with very few varying or different results. This impression mean that the responses were almost neutral and almost no highly impacting result towards oral language performance and affective factors of the students. Basically, this can be contributed to students with low awareness of the processes they are undergoing while learning and acquiring the language which could also hinder them to learn and acquire the right level of proficiency in this language. On the other hand, teachers have to also be aware of these processes students are undergoing to address their needs at each phase of the process. In this way, they can be given appropriate instructional support through pedagogical interventions.

Relationship between the level of oral language performance of the students and their level of affect along the identified variables

The null hypotheses were tested at 0.05 level of significance with degrees of freedom of 63. Significant relationships were found between the level of oral language performance of students along fluency with motivation specifically with interest in language learning were found at computed Pearson r at 0.266; motivational intensity at 0.249; and desire to learning English at 0.280 higher than tabular value of 0.244. Hence, null hypothesis is rejected.

Significant relationships were found between the level of oral language performance of students along pronunciation with motivation specifically with interest in language learning at computed Pearson r of 0.245, motivational intensity at 0.350, and desire to learning English at 0.316 higher that its tabular value of 0.244. Hence, null hypothesis is rejected.

Significant relationships were found between pronunciation and attitude specifically toward learning English at computed Pearson r of 0.317; and vocabulary with 0.261, higher that the tabular value of 0.244. Hence, null hypothesis is rejected.

CONCLUSION AND RECOMMENDATION

Grade 10 students exhibit a low level of oral language performance. Their affective factors in learning English as a second language—encompassing motivation (interest in learning, parental encouragement,

motivational intensity, and desire to learn English) and attitude (toward learning English, integrative orientation, and instrumental orientation)—are also low. Significant relationships were identified between fluency and pronunciation, as well as between motivation (interest in language learning, motivational intensity, and desire to learn English) and oral performance. Additionally, a significant relationship was observed between pronunciation and vocabulary, along with attitudes toward learning English.

The study recommends:

1. Teachers may utilize several interesting strategies and tools to enhance the level of oral language performance of the Grade 10 students.
2. Teachers may identify students on individual basis as to the root of their motivation, attitude and anxiety to carefully address their low affective level towards learning English and that will serve as a guide to identify different strategies and tools for successful language teaching and learning.
3. Teachers may determine different factors that affect students' level of performance and their level of affect so that teachers can be clarified with what inhibit students from acquiring and learning English towards oral language proficiency.
4. Further studies, investigations and analyses on the level of performance of students in reading, writing, listening and speaking that might have been affected by affective factors such as motivation, attitude and anxiety is strongly recommended.

REFERENCES

1. Kakule, H. (2016). Practical applicability of Krashen's theory on English teaching and learning with reference to English teaching in Goma schools. *Annales de l'UNIGOM*, 6(2).
2. Kaczmarek, K. (2007). Critically evaluate Krashen's monitor model.
3. Abukhattala, I. (2013). Krashen's five proposals on language learning: Are they valid in Libyan EFL classes? *English Language Teaching*, 6(1).
4. Zafar, M. (2004). Monitoring the 'monitor': A critique of Krashen's five hypotheses. *The Daka University Journal of Linguistics*, 2(4).
5. Pangket, W. F. (2019). Oral English proficiency: Factors affecting the learner's development. *International Journal of Science and Management Studies*, 2(2).
6. Khasinah, S. (2014). Factors influencing second language acquisition. *Englisia*, 1(2), 256-269.
7. Orbeta, E., & San Jose, A. (2018). Apprehension in language learning anxiety as a significant correlate of oral performance in English of college freshmen. *IAMURE Multidisciplinary Research*, 5(1). <http://dx.doi.org/10.7718/iamure.v5i1.622>
8. Alico, J. K. (2013). Exploring English language anxiety: The case of pre-university students from minority tribes. *ELK Asia Pacific Journals*. <http://doi.org/10.16962/EAPJSS/issn.2394-9392/2014>
9. Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London: Edward Arnold.
10. Evans, S., & Green, C. (2007). Why EAP is necessary: A survey of Hong Kong tertiary students. *Journal of English for Academic Purposes*, 6, 3-17.
11. Samejon, K. (2015). Extrinsic motivation factors in learning English as a second language. *Kaalam*, 1(1), 35-53.
12. Liu, M. (2007). Chinese students' motivation to learn English at the tertiary level. *Asian EFL Journal*, 9(1), 126-146.
13. Chilingaryan, K., & Gorbatenko, R. (2015). Motivation in language learning. In *Proceedings of the International Multidisciplinary Scientific Conferences on Social Sciences and Arts*.
14. Daniel, C., Alshammari, I., & Halimi, F. (2018). The impact of motivation and parental encouragement on English language learning: An Arab students' perspective. *The Reading Matrix: An International Online Journal*, 18(1).
15. Brown, H. D. (2000). *Principles of language learning and teaching*. New Jersey: Prentice Hall.

16. Goktepe, F. T. (2014). Attitudes and motivation of Turkish undergraduate EFL students towards learning English language. *Studies in English Language Teaching*, 2(3). <http://www.scholink.org/ojs/index.php/selt/article/view/239/219>
17. Coleman, J. A. (2006). English medium teaching in European higher education. *Language Teaching*, 1(1), 1-14.
18. Elaldi, S. (2016). Foreign language anxiety of students studying English language and literature: A sample from Turkey. *Educational Research and Reviews*, 11(6), 219-228. <http://doi.org/10.5897/ERR2015.2507>
19. Berowa, A. M. (2018). Level of language anxiety toward English: A sample from Davao del Norte. *The Online Journal of New Horizons in Education*, 8(3), 118-128.