Filipino language anxiety among science high school students

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A B S T R A C T

This research centers on language anxiety, a persistent issue impeding students' ability to learn a new language. Language anxiety can cause students to feel inadequate in their language skills, experience self-doubt, and worry about what others think of them. This can negatively impact their performance and self-esteem. The goal of the study is to understand the perspectives of Grade 12 students at the Philippine Science High School-Ilocos Region Campus when it comes to their anxiety while using the Filipino language in their day-to-day activities. To achieve this, the researcher used a quantitative research approach, specifically focusing on Grade 12 students enrolled in the Specialization Years program. The researcher created a survey questionnaire adapted from Jugo (2020) to better suit the student respondents. The data analysis included descriptive statistics using a 5-point Likert Scale. The results showed that students experience varying anxiety levels when using different aspects of language, such as speaking ($\bar{x}$=3.19, moderate anxiety), writing ($\bar{x}$=3.41, moderate anxiety), receiving corrections ($\bar{x}$=3.28, moderate anxiety), self-perceptions ($\bar{x}$=3.45, moderate anxiety), and comprehension ($\bar{x}$=3.46, moderate anxiety). These findings emphasize the importance of recognizing and addressing language anxiety to create supportive learning environments. In conclusion, this research highlights the complex nature of Filipino language anxiety among Grade 12 students and stresses the need for customized interventions and support systems to enhance their language learning experience. The study provides valuable insights into the ongoing discourse on language anxiety and how it impacts language acquisition in educational settings.

INTRODUCTION

Language anxiety remains a persistent concern in the field of education, particularly for students engaged in language acquisition. This issue has undergone extensive scrutiny and is characterized by feelings of inadequacy in language skills, personal self-doubt, concerns about how others perceive them, and adverse effects on both performance and self-esteem (Giray et al., 2022). Sabbah (2018) suggests that students' openness to different subjects and a second language plays a pivotal role in impacting various factors, such as anxiety levels, classroom dynamics and procedures, cultural adjustment, attention span, and self-confidence. As per the American Psychological Association (APA), anxiety is characterized as an emotion characterized by elevated tension, worrisome thoughts, and physiological alterations such as heightened blood pressure (Felman, 2023). These emotions are commonly experienced by students, especially when they are subjected to questioning in class due to anxiety in the language. Horwitz et al. (1986) have classified language anxiety as a distinct form of anxiety, largely independent of other anxiety types. It is characterized by heightened self-consciousness, fear of making mistakes, and a strong desire for speech perfection, as Jugo emphasized in 2020.

Anxiety persists as a recurring phenomenon among language learners (Muntazer Hakim, 2019), prompting researchers worldwide to investigate the language anxieties encountered by students in language classrooms. Alamer and Almulhim's (2021) research revealed that a feeling of competence and connectedness exhibited a negative correlation with particular forms of anxiety, whereas controlled motivation showed a positive association with language anxiety overall. However, autonomy perception and autonomous motivation did not predict any subtypes of language anxiety. On the other hand, the sense of relatedness displayed a positive correlation with psychological anxiety. According to Hashemi (2011) and Kayaoglu and Saglamel (2013), language anxiety can originate from learners' self-perceptions, cognitive beliefs about themselves, challenges in language learning, differences between learners and the target language cultures (Toyama & Yamazaki, 2022), variations in the social status of speakers and interlocutors (Hassan Awang Boon et al., 2021). Additionally, there is a concern about the fear of losing their sense of self. Recognizing the crucial role of teachers in second or foreign language education, there is a growing need to investigate the beliefs and perceptions of language teachers regarding the teaching and learning of second or foreign languages.

In Kamaruddin and Abdullah's (2015) study, findings revealed that a significant proportion of university students reported a moderate level of self-perceived anxiety within an English language classroom. Notably, writing skills emerged as the most anxiety-inducing aspect (Rasool et al., 2023), with instructor-student interaction identified as the primary contributing factor. Highly anxious students adopted language learning strategies, relaxation techniques, and preparation as coping mechanisms. The study also put forth pedagogical recommendations for English language instructors to enhance their understanding and support of anxious students in alleviating anxiety in the English language classroom.

The majority of existing studies predominantly concentrate on language anxiety among students within the context of the English language, with limited exploration of language anxiety related to the Filipino language. Noteworthy observations were made among students at the Philippine Science High School-Ilocos Region Campus, who exhibited language anxiety, particularly when using the Filipino language, as English served as their primary language. Consequently, the researcher chose to investigate students' perspectives on their language anxiety when employing the Filipino language. Identifying the root cause of anxiety among students using the Filipino language is crucial for educators to address the unique needs of students, especially in the case of the Philippine Science High School-Ilocos Region Campus, where the primary medium of instruction for subjects is English. This study holds significant value in comprehending students' emotions and formulating appropriate interventions to address language anxiety. Additionally, the findings are essential for administrators in shaping pertinent policies to tackle this issue.

OBJECTIVES OF THE STUDY

The main goal of this study is to gather and comprehend the perspectives of students from the Philippine Science High School-Ilocos Region Campus regarding their anxiety when using Filipino in their daily activities as students. It also specifically addresses the following questions:

1. How do these students perceive anxiety when using the Filipino language, particularly in speaking, writing, correcting errors, negative self-perception, and comprehension?
2. What are the factors that cause language anxiety among the respondents?

MATERIALS AND METHODS

Research Design

I selected a quantitative research approach for my study, wherein I gathered and analyzed numerical data to characterize, predict, or control variables of interest. This research methodology is advantageous for examining causal relationships between variables, making predictions, and extrapolating results to broader populations, as emphasized by Sreekumar (2023). Additionally, I opted for a descriptive survey research design to scrutinize the collected data. Survey research enables the application of the scientific method by critically analyzing and reviewing source materials, interpreting data, and drawing generalizations and predictions, as highlighted by Salaria (2012). The survey method proves instrumental in comprehending the perspectives of numerous students regarding their language anxiety in Filipino, as it allows a broader range of respondents to participate in the study, offering a more substantial percentage of insights from students.

Population and Location

For my research, I narrowed my focus to 72 Grade 12 students who were taking part in the Specialization Years program at the Philippine Science High School-Ilocos Region Campus. I selected survey participants using McCombes's (2019) voluntary response sampling method. I utilized voluntary response sampling to address the ethical considerations of research, as my respondents were limited to a specific grade level—the Grade 12 students.

Instrumentation

In this research, I employed a survey questionnaire originally derived from Jugo (2020) to investigate language anxiety. I adapted the questionnaire to better suit the context of the student participants by modifying certain indicators. These adjustments were made by drawing insights from pertinent literature and studies related to the research subject. The survey consisted of 25 indicators and included an open-ended question where respondents could express their perspectives on their experience of anxiety related to the Filipino language. To facilitate easy response collection from the students, I utilized Google Forms to present the questionnaire items and instructions. Furthermore, I analyzed the gathered data using descriptive statistics, including mean, frequency, and percentage, in conjunction with a Likert scale.

Data Gathering Procedure, Analysis, and Ethical Considerations

In this study, I utilized a survey questionnaire originally derived from Jugo's work in 2020 to delve into the topic of language anxiety. I adapted the study because our research topics are similar; however, Jugo's study is focused on college students. Thus, I needed to modify and contextualize some indicators according to the needs of my high school students, as their conditions and curriculum are different. To align the questionnaire with the specific context of the student participants, I made necessary modifications to certain indicators. These adaptations were informed by insights drawn from relevant literature and research related to the subject matter. Subsequently, I sought validation of the questionnaire by engaging four language experts affiliated with the Philippine Science

High School-Ilocos Region Campus. Their evaluation yielded a high validity rating, ensuring the questionnaire's appropriateness for the study's objectives. For the reliability of the survey questionnaire, I had it answered by Grade 11 students who were not respondents in the study to determine the accuracy of the indicators and whether they were appropriate for their situation and experiences. The respondents in this study were selected from students enrolled in the Specialization Years Program, a group under my supervision as their teacher. The distribution of the survey was facilitated through Google Forms, accompanied by a clear explanation of the study's goals and purpose. For data analysis, I employed descriptive statistics, encompassing measures such as mean, frequency, and percentage. Additionally, I utilized a 5-point Likert Scale to gauge Language Anxiety, adapting it from Jugo's (2020) research. This Likert Scale enabled a descriptive interpretation of responses, categorizing them into levels of Very High Anxiety ($\bar{x}$= 4.31-5.00), High Anxiety ($\bar{x}$=3.51-4.30), Moderate Anxiety ($\bar{x}$=2.71-3.50), Low Anxiety ($\bar{x}$=1.81-2.70), and Very Low Anxiety ($\bar{x}$=below 1.80) to facilitate the assessment and interpretation of the collected data. In addition to quantitative tools, I also utilized open-ended questions to identify the feelings and experiences of the students, aiming to see the correlation of the data. All data collected were treated with utmost confidentiality and exclusively used for research purposes. Furthermore, I anticipated adhering to a data retention and destruction policy after the conclusion of the research project.

RESULTS AND DISCUSSION

This part provides an overview of the results from a survey administered at the Philippine Science High School-Ilocos Region Campus, encompassing a cohort of 72 Grade 12 participants.

Table 2. *Gender of Student-Respondents from Grade 12*

Gender	f	%
Male	32	44.44%
Female	37	51.39%
Prefer not to say	3	41.67%

According to the table data, out of the student respondents, 32 individuals (44.44%) identified as males, 37 individuals (51.39%) identified as females, and 3 individuals (41.67%) chose not to disclose their gender. In the investigation carried out by Piniel and Zolyomi (2022), notable differences were noted in the methodological and reporting approaches across various studies. Despite the results suggesting a trend towards females experiencing language anxiety, the disparities based on gender were not found to be statistically significant.

Student Perspectives on Anxiety When Speaking

In Chowdhury's (2014) study, it was found that all the factors mentioned in the questionnaire contributed to English-speaking anxiety among learners. This anxiety negatively affected their personal, social, and academic situations. Table 3 shows the students' opinions on their anxiety levels while speaking in Filipino.

Table 3. *Viewpoints of students regarding Anxiety in Speaking the Filipino Language*

Indicators	Mean	Interpretation
I experience anxiety when I need to speak in the Filipino language.	2.97	Moderate anxiety
I often find myself struggling to find the right words when conversing in Filipino.	3.62	High Anxiety
Speaking in Filipino makes me self-conscious.	2.98	Moderate anxiety
The idea of reciting in a Filipino language class makes me nervous.	3.17	Moderate anxiety
The thought of addressing the class in Filipino language makes me tremble.	2.90	Moderate anxiety
Grand Mean	3.19	Moderate anxiety

Firstly, the data reveals that, on average, students tend to experience a moderate level of anxiety (with a mean score of 2.97) when they are required to communicate in Filipino. This suggests that speaking in the Filipino language induces a certain degree of nervousness or discomfort among the students. Secondly, the study shows that a significant number of students (with a mean score of 3.62) often struggle to find the right words when engaged in conversations in Filipino. This high anxiety level indicates that students frequently grapple with language-related stress and discomfort, making it challenging for them to express themselves effectively. Furthermore, the data indicates that speaking in Filipino also triggers self-consciousness among students, with a moderate anxiety level (mean score of 2.98). This implies that students become acutely aware of their language skills and may harbor concerns about making errors when using the Filipino language. In classroom settings, the thought of reciting in Filipino language classes also contributes to students' anxiety (mean score of 3.17). This moderate anxiety level suggests that students often experience nervousness when they are mandatory to speak or recite in front of their classmates and instructors in the Filipino language. Lastly, the data highlights that thinking about addressing the class in Filipino causes trembling or physical signs of nervousness among students (mean score of 2.90). This indicates that the prospect of speaking in Filipino to a classroom audience induces a moderate level of anxiety. Overall, when considering the average mean score of 3.19 across these indicators, it becomes evident that, on average, students in the study experience a moderate anxiety level when they need to use the Filipino language for communication. It's crucial to recognize that individual experiences may vary, but these findings underscore the significance of anxiety as a notable factor for many students when using the Filipino language in various contexts.

Student Perspectives on Anxiety When Writing

In Table 4, we can see how Filipino students cope with anxiety when writing. The data indicates that students face a significant burden of anxiety, scoring an average of 3.70 when it comes to their written work in Filipino. Their main concern is the fear of their writing appearing unconventional or incorrect, which causes them a great deal of stress and unease. Additionally, when given tasks that require them to use the Filipino language, students exhibit a moderate anxiety level, with an mean score of 3.27. This shows that they experience a tangible sense of discomfort or apprehension when it comes to language-related activities.

When it comes to taking essay-based exams in Filipino, students tend to feel somewhat nervous, scoring an average of 3.33. This suggests that the idea of having to write in Filipino can be a bit anxiety-inducing. Similarly, when given assignments that require writing in Filipino, students report moderate anxiety, averaging 3.11. This indicates that such tasks can be a source of stress and discomfort. Lastly, students demonstrate a high level of anxiety, averaging 3.62, when it comes to their confidence in their Filipino writing skills. This highlights a noticeable lack of self-assurance in their ability to write effectively in Filipino. This corresponds with a research study undertaken by Rasool et al. (2023), revealing that the anxiety learners experience in writing is not linked to their gender. Multiple factors contribute to this anxiety, encompassing linguistic challenges, apprehension of negative feedback, diminished self-confidence, and unfavorable past experiences.

Table 4. *Viewpoints of students regarding Anxiety in Writing using the Filipino Language*

Indicators	Mean	Interpretation
I worry that my written work in Filipino might appear strange.	3.70	High Anxiety
I'm apprehensive about activities that require the use of the Filipino language	3.27	Moderate anxiety
I feel nervous when exams include essay writing in Filipino.	3.33	Moderate anxiety
I become upset when the class is tasked with writing compositions in Filipino.	3.11	Moderate anxiety
My confidence in my Filipino language writing skills is lacking.	3.62	High Anxiety
Grand Mean	3.41	Moderate anxiety

The overall average mean score of 3.41 across these indicators underscores that, on average, students in the study contend with a moderate to high level of anxiety when it comes to writing in the Filipino language. Although individual experiences may vary, these findings underscore the significance of anxiety as a common factor for many students when they engage in writing activities in Filipino, be it for assignments, exams, or other writing-related tasks.

Student Perspectives on Anxiety When They Are Being Corrected

Table 5 delves into the perspectives of students regarding the anxiety they encounter when receiving corrections or feedback within the context of using the Filipino language. Students, on average, reveal a moderate anxiety level (with a mean score of 3.02) when it comes to the fear of being corrected while speaking in Filipino. This indicates that they hold concerns about making errors and being corrected during conversations in the language, leading to a certain degree of nervousness. Likewise, when it comes to their Filipino language compositions, students report a moderate anxiety level (with an average score of 3.17) regarding the prospect of receiving criticism. This underscores their apprehension about the quality of their written work and the potential for critiques. One notable finding is the high level of anxiety (with a mean score of 3.62) students experience when they encounter red marks or corrections on their Filipino language compositions. This suggests a substantial emotional reaction to feedback and corrections, with a strong sense of embarrassment.

Table 5. *Viewpoints of students regarding Anxiety when they are being corrected*

Indicators	Mean	Interpretation
I fear being corrected while speaking in Filipino.	3.02	Moderate anxiety
I have concerns about receiving criticism for my Filipino language compositions.	3.17	Moderate anxiety
Seeing red marks on my Filipino language compositions embarrasses me	3.62	High Anxiety
I'm anxious that my classmates will scrutinize my written work in Filipino.	3.25	Moderate anxiety
I worry that my Filipino language compositions might end up sounding comical.	3.35	Moderate anxiety
Grand Mean	3.28	Moderate anxiety

Furthermore, it's a good idea to note that students express a moderate anxiety level, with an average score of 3.25, when it comes to their classmates scrutinizing their written work in Filipino. This suggests a genuine concern about how their peers might judge their language proficiency. Additionally, students demonstrate a moderate level of anxiety, with an average score of 3.35, regarding the possibility of their Filipino language compositions sounding humorous or unconventional. This reflects their apprehension about their writing style and language usage. When we consider the grand mean, calculated at 3.28, it becomes clear that, on average, students in the study experience a moderate level of anxiety across these indicators when they receive correction or feedback related to their use of the Filipino language. In summary, these findings emphasize that students typically encounter moderate anxiety when they face correction or feedback on their spoken and written use of the Filipino language. This anxiety may stem from concerns about making mistakes, receiving criticism, facing peer judgment, and experiencing the emotional impact of corrections on their written work. Therefore, it's a good idea to consider creating a supportive classroom environment, as demonstrated in the case study by Tsiplakides and Keramida (2009), where language mistakes are seen as a natural part of the language acquisition process and where overcorrection is avoided to help anxious students overcome their perceived lack of ability and fear of negative evaluation.

Student Perspectives on Anxiety about their negative self-perceptions

Table 6 provides insight into how students handle anxiety related to negative self-perceptions about their proficiency in Filipino. Data indicates that, on average, students express a moderate anxiety level, with an average score of 3.37, when it comes to feeling inferior to their classmates in terms of their proficiency in Filipino. This suggests that they frequently compare themselves to their peers and grapple with a certain degree of self-doubt in this context. This phenomenon aligns with the findings of Lababidi (2016), where it was observed that language anxiety behavior can have a detrimental impact on some students' self-esteem and may reinforce pre-existing beliefs of inadequacy. Similarly, students report moderate anxiety, with an average score of 3.41, concerning their confidence in their performance in Filipino language classes. This indicates that they find it challenging to feel self-assured about their abilities in these classes. Additionally, students exhibit moderate anxiety, with an average score of 3.35, regarding their doubts about their capacity to excel in Filipino language classes. This signifies a level of uncertainty about their academic performance in this subject.

Table 6. *Viewpoints of Students on Anxiety Regarding their Adverse self-perceptions*

Indicators	Mean	Interpretation
I feel inferior to my classmates in terms of proficiency in the Filipino language.	3.37	Moderate anxiety
I lack confidence in my performance in Filipino language classes.	3.41	Moderate anxiety
I have doubts about my ability to excel in Filipino language classes.	3.35	Moderate anxiety
My classmates outperform me in Filipino language.	3.43	Moderate anxiety
I'm afraid of failing in my Filipino language classes.	3.70	High Anxiety
Grand Mean	3.45	Moderate anxiety

Students, on average, also demonstrate moderate anxiety (with an average score of 3.43) regarding their classmates potentially outperforming them in the Filipino language. This points to concerns about falling behind academically compared to their peers. Lastly, a particularly noteworthy finding is that students express high anxiety (with an average score of 3.70) when it comes to the fear of failing in their Filipino language classes. This indicates a significant level of apprehension about their academic performance and the potential consequences of failure. The grand mean, calculated as 3.45, indicates a moderate level of anxiety across these indicators when students grapple with negative self-perceptions concerning their proficiency in the Filipino language. In summary, students in the study typically experience moderate to high levels of anxiety when they confront negative self-perceptions related to their performance and abilities in Filipino language classes. These anxieties may arise from comparisons with classmates, self-doubt, concerns about academic excellence, and the fear of failing, all contributing to their overall anxiety levels.

Student Perspectives on Anxiety about Their Comprehension

Table 7 offers an insight into how students perceive and cope with anxiety related to their understanding of the Filipino language. The data reveals that, on average, students hold a high level of anxiety (with an average score of 3.56) regarding their ability to fully comprehend Filipino language materials when reading them. This indicates a notable concern about their reading comprehension skills in Filipino, specifically their proficiency in comprehending written content. In a similar vein, students express a moderate level of anxiety (with an average score of 3.43) concerning their capacity to accurately grasp spoken Filipino language materials. This suggests a certain level of uneasiness regarding their listening comprehension skills, particularly in the context of spoken language materials.

Table 7. *Viewpoints of students on Anxiety Regarding their Comprehension*

Indicators	Mean	Interpretation
I'm concerned that I may not fully comprehend the Filipino language materials I read.	3.56	High Anxiety
I fear that I might not accurately understand spoken Filipino language materials	3.43	Moderate anxiety
I'm apprehensive about not comprehending written directions in Filipino.	3.44	Moderate anxiety
I worry about not understanding discussions conducted in Filipino.	3.21	Moderate anxiety
I doubt my ability to provide detailed information about Filipino language materials that I read.	3.67	Moderate anxiety
Grand Mean	3.46	Moderate anxiety

Furthermore, students demonstrate a moderate level of anxiety, with an average score of 3.44, regarding their competence in comprehending written instructions in Filipino. This highlights their unease about effectively interpreting and following written directives presented in the Filipino language. The research conducted by Wu (2011) also suggests a connection between Language Anxiety and Reading Anxiety, indicating that students who experience Language Anxiety are more likely to exhibit Reading Anxiety. To enhance students' reading comprehension abilities, it may be beneficial to reduce their anxiety levels and establish a low-stress classroom environment. However, it's important to note that Reading Anxiety appears to be a relatively enduring trait compared to Language Anxiety, so addressing Reading Anxiety might require a longer-term approach. Additionally, students express a moderate level of anxiety, with an average score of 3.21, regarding their ability to understand discussions conducted in Filipino. This indicates reservations about their capacity to actively engage in and grasp conversations in the language. Lastly, students, on average, exhibit a moderate level of anxiety, with an average score of 3.67, regarding their proficiency in providing detailed information about materials they have read in the Filipino language. This reflects a degree of self-doubt related to their reading comprehension and retention skills, particularly their ability to recall and articulate comprehensive details. With a grand mean of 3.46, it becomes evident that students in the study generally experience moderate levels of anxiety across these areas when grappling with concerns related to their comprehension of the Filipino language. In summary, the findings reveal that students in the study typically face varying levels of anxiety regarding their ability to comprehend both spoken and written materials in Filipino. These anxieties encompass reading comprehension, listening skills, understanding instructions, active participation in discussions, and the capacity to recall and articulate detailed information from the materials they read in Filipino.

Other Causes of Filipino Language Anxiety among Students

Table 8 presents various sources of Filipino Language Anxiety along with their corresponding frequencies and percentages. This information provides valuable insights into the influencing factors.

Table 8. *4L's of Filipino Language Anxiety among Student-Respondents*

Reasons	*f*	*%*
Low Scores in Filipino	9	19.57
Lack of Vocabulary in Filipino	12	26.09
Lack of Confidence in Public Speaking	14	30.43
Language Bullies	11	23.91

Low Scores in Filipino (*f: 9, %: 19.57%*): This suggests that students who struggle academically in Filipino classes are more likely to experience language anxiety. This finding implies that educators and institutions should provide additional support and resources to help students improve their Filipino language skills. Otherwise, these students may continue to struggle with anxiety, potentially affecting their overall academic performance.

Similar results were also found in Zhao et al.'s study (2013) among university students, where their language anxiety was observed to impact their academic achievements. Below are some of the answers from the student respondents:
"I am worried if I get low scores on the Filipino exam."
"I don't understand Filipino very well, so I get low scores."
"Low scores in Filipino because of difficult words."

Lack of Vocabulary in Filipino (*f: 12, %: 26.09%*): This highlights the significance of vocabulary acquisition in learning the language. In the study of Andini et al. (2022), they found that the lack of grammar is one aspect contributing to language anxiety among college students. Consequently, tension may increase because many college students prefer silence over expressing critiques, they are aware of. The implication here is that language educators should focus on enhancing students' vocabulary skills and provide opportunities for vocabulary expansion. A strong vocabulary foundation can boost confidence and reduce language anxiety. The following are responses provided by student participants:
"The Filipino words are too deep, and I don't know what they mean."
"When I need to translate words, I struggle."
"I only know a few Filipino words."

Lack of Confidence in Public Speaking (*f: 14, %: 30.43%*): This implies that there may be a need for programs or courses that specifically target public speaking skills in Filipino. Wong (2009) also found that students experienced anxiety and hesitation due to difficulties in speaking fluently, lack of language comprehension, ridicule from others, and fear of being asked questions by teachers. Additionally, it underscores the importance of creating a supportive and non-judgmental environment in educational settings to encourage students to overcome their fear of speaking in public. The following are responses provided by the students:
"I get nervous when my teacher calls me to answer using Filipino."
"Conversing in public using Filipino."
"Anxiety in public speaking using Filipino."
"Speech communication activities in Filipino."

Language Bullies (*f: 11, %: 23.91%*): The respondents reported encountering language bullies, which means they have been subjected to negative or hurtful comments related to their proficiency in Filipino. In the study conducted by Jones (2004), the main cause of language anxiety for the majority of learners was identified as the fear of making errors and the resulting discomfort in front of their classmates. This finding is concerning as it suggests that peer pressure and bullying can contribute significantly to language anxiety. The implication is that schools and institutions should implement anti-bullying measures and create a culture of respect and inclusion, especially in language-related contexts. Here are a few responses from the students:
"Bashers in social media if you have wrong grammar."
"People laugh when you misuse Filipino words."
"Grammar Nazis."
"People who feel perfect in grammar!"

Many factors contribute to Filipino language anxiety, including poor academic performance (Zhao et al., 2013; Wu, 2010;), insufficient vocabulary (Andini et al., 2022; Huang, 2014), public speaking confidence (Zheng & Cheng, 2018; Wong, 2009), and the negative influence of language intimidators (Jones, 2004). Understanding these causes of anxiety is the first phase in addressing and reducing language anxiety among learners. Educational institutions and teachers can use this knowledge to tailor their methods and provide better support to students, creating a more positive and confident language learning environment.

Implications
Learning a new language can be challenging for students, especially when it comes to Filipino. According to a recent study, students face different worries and struggles such as nervousness when speaking, worries about

writing, and difficulty understanding the language. To support these students, researchers suggest creating special ways to help them speak, write, fix mistakes, feel better about themselves, and understand better. Teachers play a crucial role in supporting students who experience anxiety when learning languages. They should receive training to identify when students are feeling nervous and to know what to do about it. This training should be part of their ongoing professional development to create welcoming and helpful classrooms for all students. The study also recommends changing the way Filipino is taught in schools. It suggests gradually introducing spoken and written Filipino in a way that matches each student's level of anxiety to create a more positive learning experience. Additionally, the study recognizes that language anxiety can affect a student's mental health, and recommends providing support beyond just language learning, including counseling services if necessary. To make language learning less lonely and more enjoyable, the study encourages students to work together and support each other in a friendly and collaborative environment. Parents can also be involved by attending conferences and workshops to learn how to help their children with language learning. Finally, policymakers are urged to prioritize mental health, well-being, and teacher training to effectively address language anxiety and improve language education for everyone. By following these recommendations, educators and policymakers can create schools where learning languages is easier and more enjoyable, helping students become better at the language and feel better about themselves.

CONCLUSION AND RECOMMENDATION

Grade 12 students face numerous difficulties when it comes to speaking, writing, and comprehending Filipino. Challenges such as difficulty in finding the right words and addressing the class in Filipino cause significant anxiety. Writing tasks in Filipino also trigger substantial anxiety, especially when students worry about making errors or writing unconventionally. Corrections or feedback in Filipino also causes moderate anxiety, as students fear criticism for their written compositions and corrections during spoken communication. Negative self-perceptions about their Filipino language proficiency also contribute to anxiety, leading to feelings of inferiority, low confidence, doubts about academic performance, and worries about classmates outperforming them. Additionally, students exhibit anxiety about their comprehension of written and spoken Filipino materials, including understanding instructions, participating in discussions, and providing comprehensive information based on their readings. This study highlights the multifaceted nature of Filipino language anxiety among Grade 12 students, emphasizing the importance of recognizing and addressing these anxieties to promote supportive environments and successful language learning.

As per the results of this study, there are a few specific suggestions for students, teachers, and administrators to reduce and alleviate anxiety related to the Filipino language at the Philippine Science High School-Ilocos Region Campus. Firstly, students must understand that feeling anxious about language is a common experience and it's alright to feel that way. The initial step towards managing anxiety is to acknowledge these feelings and identify effective study strategies for Filipino language subjects. This includes regular practice in speaking, reading, writing, and listening to improve competence and confidence. Creating peer support networks where students can discuss language-related issues, exchange tips, and help each other overcome anxiety can be highly beneficial. Utilizing academic support resources, such as tutoring or additional practice sessions, can help improve language competencies and lift confidence. For teachers, designing a classroom environment where students feel secure and encouraged to engage, make mistakes, and learn from them can reduce anxiety about being corrected or criticized. Clear and concise communication in Filipino language instruction is essential. Providing detailed instructions and explanations can minimize anxiety related to comprehension. Constructive feedback should be given in a supportive manner, focusing on improvement rather than errors, which can boost students' confidence. By implementing these recommendations, students and teachers can collaborate to create a more supportive and inclusive environment where Filipino language anxiety is acknowledged, addressed, and minimized, ultimately enhancing the language learning experience for all students.

LIMITATIONS OF THE STUDY

This study exclusively targets Grade 12 students from the Philippine Science High School-Ilocos Region Campus. It does not explore the broader concept of Filipino language anxiety among students across the Philippines in a general sense, and its results are primarily based on quantitative data.

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