



## Exploring English Language Anxiety and Academic Performance in Technical-Vocational Tracks

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DOI: <https://doi.org/10.36892/ijlls.v8i6.2816>

**APA Citation:** Ngujo, A. D. (2026). Exploring English Language Anxiety and Academic Performance in Technical-Vocational Tracks. *International Journal of Language and Literary Studies*, 8(6).99-114. <https://doi.org/10.36892/ijlls.v8i6.2816>

### Received:

14/08/2026

### Accepted:

05/10/2026

### Keywords:

Academic Performance, Descriptive-Comparative-Correlational, Fear of Negative Evaluation, English Language Anxiety, TVL Track, Test Anxiety

### Abstract

This study aimed to determine the differences in English language anxiety levels among Technical-Vocational-Livelihood (TVL) students and examine the relationship between English language anxiety and academic performance in TVL subjects at Sta. Rosa National High School–Senior High School, Olango Island, Cebu. A descriptive, comparative, and correlational research design was employed among 112 Grade 12 students enrolled in Cookery, Dressmaking, and Shielded Metal Arc Welding (SMAW). Data were collected using an adapted Foreign Language Classroom Anxiety Scale and official grades in TVL subjects. Mean, standard deviation, one-way analysis of variance, and Pearson's correlation coefficient were used to analyze the data. Results showed that students experienced consistently low levels of English language anxiety across the measured dimensions, while their academic performance was generally very satisfactory. No significant difference in English language anxiety was found among the three TVL strands. However, a weak positive, statistically significant relationship was found between English language anxiety and academic performance. The findings suggest that although students generally experienced low anxiety, even minimal levels may be associated with academic outcomes.

## 1. Introduction

English language anxiety presents a significant barrier for Senior High School students in the Technical-Vocational-Livelihood (TVL) track, where psychological stress during English-mediated technical tasks directly undermines confidence and performance (Soriano & Velasco, 2022). Under the Department of Education's policy designating English as the medium of instruction for secondary vocational subjects, TVL learners face dual demands: mastering technical skills while navigating English-mediated documentation, oral demonstrations, and workplace simulations (Yoshida & Guzman, 2025).

The 2024 National Achievement Test (NAT) highlighted low proficiency levels in Language and Communication among Senior High School students, with TVL strands scoring significantly lower than academic tracks (Explained PH, 2024). Under the Department of Education's policy designating English as the medium of instruction for secondary vocational subjects (DepEd, 2019), TVL learners face dual demands: mastering technical skills while navigating English-mediated documentation, oral demonstrations, and workplace simulations (Yoshida, 2025). Consequently, students struggle with grammar, conceptualization, and meeting deadlines (Basaya & Bautista, 2024), with anxiety largely driven by fear of making mistakes, vocabulary deficits, and teacher-related pressure (Quinto & Macayan, 2019; Soriano & Co, 2022). Locally, lower self-esteem exacerbates public speaking anxiety, restricting participation (Cantal, 2022) and negatively impacting overall motivation (Putwain et al., 2023).

Despite these insights, limited empirical research explores how English language anxiety specifically relates to performance in practical, non-language TVL subjects. To address this gap, this study investigated the relationship between English language anxiety and academic performance among TVL students. Specifically, it sought to answer the following research questions:

What is the level of English language anxiety among Grade 12 TVL students in terms of communication apprehension, test anxiety, and fear of negative evaluation?

What is the level of academic performance of the students in their TVL specialization subjects?

Is there a significant difference in the level of English language anxiety when students are grouped according to their TVL strand (Cookery/Bread & Pastry, Dressmaking, and SMAW)?

Is there a significant relationship between English language anxiety and academic performance in TVL subjects?

## **2. Theoretical Background**

The theoretical foundation of this study is rooted in three interconnected theories: Horwitz's Foreign Language Classroom Anxiety, Gardner's Cognitive Interference Theory, and Krashen's Affective Filter Hypothesis. These theories provide a framework for understanding the relationship between English language anxiety and academic performance among students in the TVL track. Furthermore, this study is anchored in legal mandates, primarily the Enhanced Basic Education Act, Republic Act No. 10533, the TVL track aligns with this mandate as part of the basic education system since its vision is to equip senior high school learners with practical skills for employment and entrepreneurship through specialized subjects such as Home Economics, Industrial Arts, and Agri-Fishery. While these subjects are designed to develop workforce competencies, they are often delivered in English, as mandated by DepEd Order No. 36, s. 2006, which enforces Executive Order No. 210 designating English as the primary medium of instruction in secondary education. However, Valerio and Accad (2025) noted that TVL-related subjects are more aligned with students' career goals than core academic subjects, which often causes English instruction to take a backseat in favor of practical skill development. According to Tividad (2024), this neglect contributes to poor reading comprehension, limited vocabulary, and reduced confidence among students. This presents a challenge to TVL students with its dual focus of balancing technical competence with language mastery, thereby shaping the core problem of students' limited comprehension and confidence in academic contexts.

Building on the main concept of the Foreign Language Classroom Anxiety Theory proposed by Horwitz et al. (1986), which posits foreign language anxiety as a distinct and situation-specific form of anxiety arising uniquely in language learning contexts. This type of anxiety stems from the emotional stress associated with using a non-native language, which can hinder both comprehension and communication. Furthermore, the theory identifies three fundamental components of language anxiety: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al. (1986). As revealed by Berowa (2020), English language anxiety can significantly influence learners' academic success, highlighting its potential to disrupt language learning outcomes. English learners often experience heightened nervousness and apprehension, which negatively affect their confidence and communicative competence (Trang, 2012). Liu and Huang (2011) affirmed that anxiety about a foreign language is a strong predictor of low performance in English and that both communication apprehension and fear of negative evaluation were strong predictors of poor performance. Additionally, communication apprehension is considered a core element, particularly relevant in the context of English language learning. Supporting this, Alhasan et al. (2023) and Tóth (2010) found that technical-vocational students often experience oral communication apprehension due to limited vocabulary and fear of peer judgment.

**Figure 1.**  
***Theoretical Framework***

Additionally, Gregersen (2023) emphasized the importance of constructive teacher feedback in alleviating such anxiety, highlighting the role of supportive classroom interactions in reducing learners' apprehension. Test anxiety, another core component of Horwitz et al.'s theory, affects students during assessments. Cassady & Johnson (2002) found that anxiety impairs concentration and memory retrieval. Also, Fear of negative evaluation is a significant source of anxiety in language classrooms. Aydin (2008) and Yuksel et al. (2023) found that students avoid participation due to fear of being judged. These elements manifest strongly in Technical-Vocational subjects in which the students have to undertake tasks, mostly give instructions, and be assessed in English (Romadhon et al., 2023). Therefore, the interplay between these concepts to the English language anxiety and the academic performance of students is deeply influenced by how effectively their anxiety is addressed.

Aligning with MacIntyre & Gardner (1994) Cognitive Interference Theory, which explains how anxiety disrupts cognitive processing. This interference reduces students' ability to perform well in English tasks. It further describes that anxiety interferes with the cognitive processes of learning: input, processing, and output. Fioriti et al. (2024) explain that anxiety impairs procedural learning, which is essential in vocational tasks. Similarly, California Learning Resource Network (n.d.) highlights how anxiety disrupts attention and memory, making it difficult for learners to follow step-by-step instructions. Liu and Huang (2011) established that the cognitive interference of anxiety leads to short speeches, lack of participation, and low performance among highly anxious students in English exams. Hashemi (2011) found out also that learners, who have low exposure to English and those in inflexible classroom settings develop increased anxiety levels that hinder the capacity to interact effectively. Thus, recognizing English language anxiety can impair attention, memory, and procedural learning, TVL students' performance in skill-based subjects may be influenced when instruction is delivered in English, thereby highlighting the dual challenge of mastering technical competence while overcoming language barriers.

This supports Krashen's (1982) Affective Filter Hypothesis that high anxiety raises the affective filter, blocking language input. Liu (2023) posits that emotional influences like anxiety can play the role of a filter that prevents the effective input of language. Firlas & Triastuti, (2025) simplified that under Technical-Vocational education, learners with high levels of anxiety about English might find it difficult to comprehend instructions, technical manuals, or workplace simulations taught in English and thus impact performance. This is supported by Banagbanag (2019), who states that anxious learners receive fewer inputs and have a lower chance of succeeding in English learning conditions due to the affective filter. Hashemi (2011) further explains that anxiety can result from learners' self-perceptions, cultural differences, and the fear of losing their self-identity, which will negatively affect language acquisition. Consequently, English language anxiety may shape the TVL students' ability to comprehend instructions, technical manuals and workplace simulations.

Finally, academic performance maybe associated with anxiety levels, suggesting that these factors play a role in determining students learning outcome. Neumann et al. (2019) and Valerio & Accad (2025) emphasized the role of language ability in academic success. Horwitz (2001) and Chen et al. (2022) argued that anxiety acts as a barrier to achievement, particularly in performance-based subjects. The Cognitive Interference Theory explains that anxiety diverts cognitive resources, impairing performance in oral and written tasks. Therefore, Track specialization influences anxiety levels due to varying exposure to English. Romadhon et al. (2023) and Colorado (2023) found that vocational students experience higher anxiety due to the practical nature of their subjects. Yue et al. (2023) highlighted that self-efficacy and task value affect anxiety, supporting Krashen's view that motivation and confidence lower the affective filter.

These findings support all three theories, showing how affective and cognitive dimensions of language learning co-occur with academic outcomes. They provide a holistic understanding of the associative relationship between English language anxiety and academic success in Technical-Vocational tracks, emphasizing the emotional, cognitive, and instructional aspects of language acquisition.

### **3. Methodology**

This study employed a descriptive research design, specifically descriptive comparative and descriptive correlational methods, to examine both the differences and the relationship between English language anxiety and academic performance in technical-vocational subjects. According to Wubante (2020), descriptive-comparative research examines similarities and differences among groups based on existing conditions. In this study, the design was applied to compare English language anxiety levels across TVL strands and to describe their relationship with the academic performance.

#### **3.1 Flow of the Study**

The study utilized the input-process-output (IPO) approach. The input included the profile of the student, in terms of track, and TVL grades. This also included the level of English language anxiety and academic performance in TVL subjects. The process included the approved transmittal letter. Once it was approved, the distribution of questionnaires was done. The retrieval of questionnaires followed. The data was subjected to statistical treatment, analysis, and interpretation. The output of the study was an instructional intervention design aimed at mitigating the English Language anxiety of the students which aims to foster learner engagement and academic success in technical vocational contexts. Ultimately, the study sought to contribute to the ongoing development of effective teaching.

#### **Figure 2.**

*Flow of the Study*

#### **3.2 Respondents**

The respondents of the study were Grade 12 students enrolled in the Cookery, Dressmaking, and Shielded Metal Arc Welding (SMAW) strands under the TVL track. Stratified random sampling was employed to ensure proportional representation from each strand which allowed for a more accurate reflection of the population. Initially, the aim was to target the whole population. However, due to the cancellation of classes only 112 of them were able to respond. Their adaptability to skill-based subjects and exposure to industry related practice make them a reliable source of information and highly relevant to the study's focus on English language anxiety and academic performance among the TVL track.

**Table 1**

**Distribution of the Respondents**

| <b>TVL Strand</b>         | <b>n</b> | <b>%</b> |
|---------------------------|----------|----------|
| Cookery, Bread and Pastry | 37       | 33.04    |
| Dressmaking               | 37       | 33.04    |
| SMAW                      | 38       | 33.93    |
| Total                     | 112      | 100.00   |

#### **3.3 Instruments**

This study utilized the adapted questionnaire from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986) to measure English language anxiety among TVL students. The questionnaire was divided into three sections: Section I collected information on the personal data of students; Section II consisted of items measuring students' levels of English language anxiety, with response rates on a five-point Likert scale, (1 = Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High) assessed three dimensions: communication apprehension, test anxiety and fear of negative evaluation. A pilot test confirmed face validity, and a Cronbach's Alpha yielded a reliability score in terms of 0.91 for

Communication Apprehension, 0.80 for Test Anxiety, 0.78 for Fear of Negative Evaluation, and 0.94 for the Overall English Language Anxiety, indicating strong internal consistency. Lastly, it was then reviewed by language experts and a psychometrician.

### 3.4 Data Gathering Procedure

The researcher wrote a formal permission letter to the school head, after obtaining all necessary institutional approvals. Informed consent was obtained from the selected respondents, allowing the use of their Grade 11 General Weighted Average (GWA) in Technical-Vocational subjects for research purposes. To ensure the accuracy of academic performance data, a request was submitted to the school registrar for the official copy of the respondents' GWA, which served to validate the self-reported data in the instrument. Once approval was granted, the researcher proceeded with data collection. The survey was conducted online, and the respondents were provided with a digital questionnaire. After completing the form, they submitted their responses electronically. The researcher then retrieved the completed questionnaires, tallied the frequency of responses, compiled and tabulated the data, and subsequently analyzed and interpreted the results.

### 3.5 Treatment of Data

Prior to executing parametric statistical analyses, basic assumptions were evaluated. Normality of data distribution was evaluated using the Shapiro-Wilk test, yielding  $p > 0.05$  across variables, indicating that the data did not significantly deviate from a normal distribution. Homogeneity of variances across TVL strands was verified using Levene's test ( $p > 0.05$ ), satisfying the assumption required for One-Way ANOVA. Additionally, linearity and homoscedasticity were verified via scatterplot inspection prior to running Pearson's product-moment correlation coefficient.

The gathered data were analyzed using appropriate statistical procedures aligned with the study's descriptive-comparative and correlational objectives. Frequency and percentage distributions were used to summarize the profile of the respondents according to their TVL strand and to categorize their academic performance levels, illustrating both the count and overall proportion within each category. Mean and standard deviation were calculated to determine the students' levels of English language anxiety across the dimensions of communication apprehension, test anxiety, and fear of negative evaluation, as well as to evaluate their overall academic performance in TVL specialization subjects.

To address comparative and relational objectives, inferential statistics were applied. A One-Way Analysis of Variance (ANOVA) was conducted to test whether significant differences in English language anxiety levels existed among students across the different TVL strands. Finally, Pearson's product-moment correlation coefficient was employed to evaluate the strength and direction of the statistical relationship between the students' English language anxiety and their academic performance in technical-vocational subjects.

### 3.6 Scoring Procedure

The questionnaire was scored on a five-point Likert scale with a numerical rating between 4.21 and 5.00 corresponds to a scale value of 5, descriptively rated as "Very High," indicating that the respondent always experiences the anxiety factor. Scores ranging from 3.41 to 4.20 reflect a scale value of 4, described as "High," meaning the respondent often experiences the anxiety factor. A weighted mean falling within 2.61 to 3.40 corresponds to a scale value of 3, interpreted as "Moderate," which signifies that the respondent occasionally experiences anxiety or feels uncertain about it. Furthermore, numerical ratings from 1.81 to 2.60 carry a scale value of 2, described as "Low," indicating that the respondent rarely experiences the anxiety factor. Finally, scores between 1.00 and 1.80 align with a scale value of 1, descriptively rated as "Very Low," denoting that the respondent never experiences the anxiety factor.

## 4. Results and Discussions

**4.1 Track**

Track is considered an important variable that needs to be determined in this study. Analyzing the distribution of respondents across different TVL strands, such as Cookery, Bread and Pastry Production, Dressmaking, Tailoring, and Shielded Metal Arc Welding (SMAW), provides insights into the learning contexts in which English language anxiety may manifest and affect academic performance. The data gathered are presented in Table 1.

As shown in Table 1, there were 112 respondents. Data revealed that the SMAW strand has the highest number of respondents with 38 or 33.93 percent, followed closely by the Cookery, Bread and Pastry, and Dressmaking, each with 37 or 33.04 percent.

This indicates that the respondents are fairly distributed among the three TVL strands, with SMAW having the highest number, followed by Cookery, Bread and Pastry, and Dressmaking. This minimal difference in frequency implies that the study gathered balanced representation from each strand, ensuring that the perspective of the students from TVL specializations is equally reflected. Such distribution enhances the reliability of the findings since no single strand dominates the data, allowing for a more comprehensive and unbiased interpretation of the results. According to the Institute for Education (2023), representativeness is essential in educational research because it ensures that conclusions drawn from a sample can be generalized to the larger population. Hence, the balance participation in different TVET educational programs contributes to inclusive development and ensures that students from various technical fields gain equal access to quality education and employment readiness (Edralin, 2023).

**4.2 Level of English Language Anxiety in terms of Communication Apprehension**

This section presents the level of English language anxiety of the respondents in terms of communication apprehension. Communication apprehension is defined as the discomfort students experience when required to speak or interact in English this may affect their learning process. Thus, Communication Apprehension was examined and is presented in Table 2.

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| Table 2                                                                                            |                                                                                                  |      |      |                    |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------|------|--------------------|
| Level of English Language Anxiety of the Respondents in Terms of Communication Apprehension        |                                                                                                  |      |      |                    |
| S/N                                                                                                | Indicators                                                                                       | WM   | SD   | Verbal Description |
| 1                                                                                                  | I never feel quite sure of myself when I am speaking English during TVL class.                   | 2.47 | 0.94 | Low                |
| 2                                                                                                  | I tremble when I know that I'm going to be called on to speak English in TVL class.              | 2.47 | 0.95 | Low                |
| 3                                                                                                  | It frightens me when I do not understand what the teacher is saying in English during TVL class. | 2.46 | 0.96 | Low                |
| 4                                                                                                  | I start to panic when I have to speak English without preparation in TVL class.                  | 2.47 | 1.07 | Low                |
| 5                                                                                                  | I get upset when I don't understand what the teacher is correcting in English.                   | 2.42 | 1.08 | Low                |
| 6                                                                                                  | I feel anxious even when I am well prepared to use English in TVL class.                         | 2.45 | 1.06 | Low                |
| 7                                                                                                  | I often feel like not attending TVL class when English is heavily used.                          | 2.19 | 0.96 | Low                |
| 8                                                                                                  | I am hesitant when I speak English during TVL class.                                             | 2.71 | 1.13 | Moderate           |
| 9                                                                                                  | I would not be nervous speaking English with native speakers during TVL activities.              | 3.47 | 1.11 | High               |
| 10                                                                                                 | I can feel my heart pounding when I'm going to be called on to speak English in TVL class.       | 2.60 | 1.11 | Low                |
| 11                                                                                                 | I feel pressure to perform well when speaking English in front of others during TVL class.       | 2.61 | 1.12 | Moderate           |
| Aggregate Weighted Mean                                                                            |                                                                                                  | 2.58 |      | Low                |
| Aggregate Standard Deviation                                                                       |                                                                                                  |      | 1.05 |                    |
| Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low |                                                                                                  |      |      |                    |

Table 2 the data on TVL students' level of English language anxiety in terms of communication apprehension. The highest score is observed in indicator 9 (WM =3.47, High), which highlights comfort in authentic communication contexts. Learners feel most at ease when English is used in structured, real-world tasks, as these provide clear expectations and practical relevance. Such context reduces anxiety and foster confidence, supporting Gregersen's (2023) observation that authentic communication experiences minimize stress. This finding underscores the importance of sustaining task-based and authentic activities in the classroom to maintain low anxiety levels.

On the other hand, moderate anxiety is evident in indicator 8 (WM=2.71 and indicator 11(WM=2.61), reflecting challenges related to self-confidence and performance pressure during classroom speaking and public speaking situations. These results align with Horowitz et al.'s (1986) Foreign Language Classroom Anxiety Theory, which identifies fear of negative evaluation as core component of language anxiety. Aydin (2008) and Yuksel et. al. (2003) further explain that fear of judgement often leads to avoidance behaviors and reduced participation. To sustain low anxiety, supportive strategies such as constructive feedback, confidence-building activities, and normalizing mistakes remain central in classroom practice.

Low anxiety levels were observed in indicator 2 (WM = 2.47) and indicator 3 (WM = 2.46), indicating mild anticipatory stress and occasional fear of misunderstanding teacher instructions. These findings resonate with Krashen's Affective Filter Hypothesis (1982), which posits that low anxiety facilitates language input and acquisition. Although these indicators show physiological symptoms of anxiety, they rarely reach debilitating levels.

Conversely, the lowest score, indicator 7 (WM = 2.19), focuses on avoidance behavior due to language use. This reflects the resilience and willingness to participate despite linguistic challenges, which is a positive sign for engagement. Sustaining collaborative learning opportunities and supportive classroom environment will help preserve this resilience and encourage continued participation.

Overall, the aggregate weighted mean of 2.58 (Low) suggest that TVL students generally manage English communication well, with communication apprehension posing minimal concern. While confidence and fear of mistake remain present, the findings highlight the importance of sustaining the supportive strategies already in place. Maintaining classroom practices that foster inclusivity feedback, and low-stakes speaking opportunities ensures that anxiety levels remain low and do not escalate overtime This implication resonates with Soriano and Velasco (2022), who emphasized that consistent reinforcement of supportive classroom environments minimizes speaking anxiety among senior high school learners. Likewise, Romadhon et al. (2023) found that vocational students thrive when assessments continue to prioritize communication and practical performance rather than linguistic perfection.

Together these studies underscores that the challenge is not only to reduce anxiety but to preserve and strengthen the existing strategies that have been proven effective in keeping English Language Anxiety at manageable levels.

#### 4.3 Level of English Language Anxiety in terms of Test Anxiety

This section presents the level of English language anxiety of the respondents in terms of test anxiety. It is the emotional distress or nervousness that students feel during English-based assessments, including written exams, oral presentations, and performance tasks. This is a barrier to their learning assessments. Therefore, this was examined and is presented in Table 3.

| Table 3<br>Level of English Language Anxiety of the Respondents<br>in Terms of Test Anxiety |                                                                                  |      |      |                    |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------|------|--------------------|
| S/N                                                                                         | Indicators                                                                       | WM   | SD   | Verbal Description |
| 1                                                                                           | I worry about the consequences of failing my English-related tasks in TVL class. | 2.56 | 0.99 | Low                |
| 2                                                                                           | I am not at ease during English-based tests in TVL class.                        | 2.45 | 0.89 | Low                |

**Table 3**  
**Level of English Language Anxiety of the Respondents**  
**in Terms of Test Anxiety**

|                                                                                                    |                                                                                                |      |      |      |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------|------|------|
| 3                                                                                                  | I forget things I know during English-based assessments in TVL class.                          | 2.41 | 0.92 | Low  |
| 4                                                                                                  | The more I study English for TVL tests, the more confused I get.                               | 2.60 | 1.03 | Low  |
| 5                                                                                                  | I feel more tense and nervous in TVL class when English is used than in other subjects.        | 2.45 | 1.01 | Low  |
| 6                                                                                                  | I feel confident during oral English exams in TVL class.                                       | 3.41 | 1.01 | High |
| 7                                                                                                  | I feel nervous even when I've studied English for a TVL test.                                  | 2.46 | 1.03 | Low  |
| 8                                                                                                  | I understand why some people get so upset over English use in TVL class.                       | 2.38 | 0.93 | Low  |
| 9                                                                                                  | I worry about being laughed at when I make mistakes in English during TVL class.               | 2.60 | 1.11 | Low  |
| 10                                                                                                 | I feel uncomfortable when my classmates hear me speak English in TVL class.                    | 2.58 | 1.09 | Low  |
| 11                                                                                                 | I feel overwhelmed when I have to participate in group discussions using English in TVL class. | 2.60 | 1.09 | Low  |
| Aggregate Weighted Mean                                                                            |                                                                                                | 2.59 |      | Low  |
| Aggregate Standard Deviation                                                                       |                                                                                                |      | 1.01 |      |
| Legend: 4.21-5.00-Verv High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Verv Low |                                                                                                |      |      |      |

As revealed in Table 3, students showed confidence during oral English exams in TVL classes, as reflected in indicator 6, with a weighted mean of 3.41, verbally described as High. This is a positive finding, suggesting that oral assessments, often integrated into practical tasks, create less anxiety compared to written tests. Such confidence may stem from the authentic and performance-based nature of TVL evaluations, which allow students to demonstrate skills rather than focus solely on linguistic accuracy.

Moderate tendencies also appear in indicators close to the upper threshold of the 'Low' category, such as indicator 4 (WM = 2.60), indicator 9 (WM = 2.60), and indicator 11 (WM = 2.60). These indicators reflect concerns about studying English for TVL tests, fear of being laughed at for mistakes, and feeling overwhelmed during group discussions. These patterns suggest that while anxiety is generally low, social factors and preparation challenges still influence students' comfort levels during assessments. Fear of negative evaluation, as explained by Horwitz et al. (1986), remains evident in these situations.

Additionally, low anxiety dominates most indicators, including indicator 1 (WM = 2.56), indicator 10 (WM = 2.58), and indicator 2 (WM = 2.45), which show mild worry about failing English-related tasks, discomfort when classmates hear them speak, and unease during English-based tests. Similarly, indicator 3 (WM = 2.41) and indicator 8 (WM = 2.38) indicate minimal stress related to forgetting learned material and misunderstanding why others get upset over English use. These findings align with Krashen's Affective Filter Hypothesis (1982), suggesting that low anxiety facilitates better performance and comprehension.

Overall, the aggregate weighted mean of 2.59 (Low) indicates that TVL students generally experience low test anxiety. Oral exams appear to be the least stressful, while written and group tasks cause slightly more discomfort. This pattern resonates with Tallon (2008) and Cheng (2004), who found that authentic and communicative assessments reduce anxiety compared to traditional testing formats.

The results suggest that while test anxiety among TVL students is generally low, sustaining supportive practices remains essential to ensure these levels do not increase. As supported by Cheng (2024) and Tallon (2008), oral exams, presentation and real-world tasks allow students to demonstrate skills in meaningful contexts. Communicative and authentic assessments reduce anxiety compared to traditional written tests. Teachers can preserve this positive climate by consistently incorporating, performance-based assessments, providing constructive feedback and reinforcing collaborative learning opportunities. By maintaining and strengthening these strategies, educators can ensure that test anxiety remains at manageable levels and that students continue to thrive in communicative and performance-based tasks.

#### 4.4 Level of English Language Anxiety in terms of Fear of Negative Evaluation

This section presents the level of English language anxiety of the respondents in terms of fear of negative evaluation. Fear of negative evaluation is the concern students have about being judged unfavorably by peers, teachers, or evaluators when using English. This fear may result in avoidance behaviors and reduced classroom participation. Hence, this was examined and is presented in Table 4.

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| Table 4                                                                                            |                                                                                                  |      |      |                    |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------|------|--------------------|
| Level of English Language Anxiety of the Respondents<br>in Terms of Fear of Negative Evaluation    |                                                                                                  |      |      |                    |
| S/N                                                                                                | Indicators                                                                                       | WM   | SD   | Verbal Description |
| 1                                                                                                  | I'm afraid that my teacher is ready to correct every mistake I make in English during TVL class. | 2.34 | 1.00 | Low                |
| 2                                                                                                  | I keep thinking that the other students are better at English than I am in TVL class.            | 2.31 | 0.94 | Low                |
| 3                                                                                                  | It embarrasses me to volunteer answers in English during TVL class.                              | 2.41 | 1.03 | Low                |
| 4                                                                                                  | I avoid speaking English in TVL class to prevent making mistakes.                                | 2.44 | 1.04 | Low                |
| 5                                                                                                  | I feel that others judge me when I speak English in TVL class.                                   | 2.66 | 1.10 | Moderate           |
| 6                                                                                                  | When I'm on my way to English-based TVL class, I feel anxious and tense.                         | 2.48 | 0.94 | Low                |
| 7                                                                                                  | I feel uncomfortable when I make mistakes in English in front of others during TVL class.        | 2.59 | 0.97 | Low                |
| 8                                                                                                  | I feel that my mistakes in English are noticed more than others' in TVL class.                   | 2.65 | 0.95 | Moderate           |
| 9                                                                                                  | I feel that my teacher criticizes my English more than other students' in TVL class.             | 2.29 | 0.92 | Low                |
| 10                                                                                                 | I feel that my classmates speak English better than I do in TVL class.                           | 2.54 | 1.06 | Low                |
| 11                                                                                                 | I feel that I am being watched closely when I speak English in TVL class.                        | 2.58 | 1.01 | Low                |
| Aggregate Weighted Mean                                                                            |                                                                                                  | 2.48 |      | Low                |
| Aggregate Standard Deviation                                                                       |                                                                                                  |      | 1.00 |                    |
| Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Verv Low |                                                                                                  |      |      |                    |

Table 4 presented that the respondents exhibit varying degrees of anxiety associated with how they believe others perceive their English performance. Indicator 5 obtained a weighted mean of 2.66, verbally described as Moderate, while indicator 8 followed closely with a weighted mean of 2.65 (Moderate). These two indicators suggest that a portion of TVL students are somewhat self-conscious and experience mild fear when speaking in English, particularly in front of peers. Such findings reflect the assertion of Horowitz, Horowitz, and Cope (1987) in their Foreign Language Anxiety Theory, which identifies fear of fear evaluation as a core component of language anxiety resulting from students' self-consciousness about being judged by others.

In contrast, indicator 9 garnered a weighted mean of 2.29, with a low verbal description. This implies that students perceive their teachers as generally supportive rather than overly critical of their English usage. The low mean in this item may be attributed to the teacher-student relationship common in TVL settings, where instruction emphasizes practical application and guidance rather than strict linguistic accuracy. This finding is supported by Gregersen (2023), who emphasized the importance of positive teacher feedback in reducing learners' apprehension. Students who perceive their teacher as supportive are more engaged and adopt deeper learning approaches, helping them feel more confident with their abilities (Zhang et al, 2025; Yang et al, 2021). Hence, Constructive feedback, scaffolding, and positive reinforcement minimizes fear of mistakes. Teachers who provide supportive feedback create a positive classroom climate significantly decrease anxiety levels (Inada, 2021)

The low overall mean (WM=2.48) further suggests that the respondents' anxiety primarily stems from peer comparison rather than teacher criticism, a pattern consistent with Aydin (2008) and Yuksel et al. (2003), who both found fear of peer judgment can trigger avoidance

behaviors, even among learners who otherwise feel confident in supportive classrooms. However, because the respondents' overall anxiety remains low, their fear likely has a limited impact on their participation and performance. To sustain this low level of fear of negative evaluation it is important to maintain supportive practices such as constructive peer interaction and positive classroom routine. According to Tutt (2023), Games, roleplay, and creative task reduce stress by shifting focus to enjoyment. Playful learning helps students take risks without fear of failure, making language learning more engaging and less stressful. By reinforcing these strategies, teacher can ensure that peer-related concerns do not escalate, preserving a classroom climate where students remain engaged, confident, and willing to participate in communicative tasks.

#### **4.5 Summary on the Level of English Language Anxiety of the Respondents**

This Section presents the overall findings on the respondents' level of English Language anxiety, highlighting patterns in their classroom experiences and performance contexts.

| <b>Table 5</b><br><b>Summary on the Level of English Language Anxiety</b><br><b>of the Respondents</b> |           |           |                           |
|--------------------------------------------------------------------------------------------------------|-----------|-----------|---------------------------|
| <b>Components</b>                                                                                      | <b>WM</b> | <b>SD</b> | <b>Verbal Description</b> |
| Communication Apprehension                                                                             | 2.58      | 1.05      | Low                       |
| Test Anxiety                                                                                           | 2.59      | 1.01      | Low                       |
| Fear of Negative Evaluation                                                                            | 2.48      | 1.00      | Low                       |
| Grand Mean                                                                                             | 2.55      |           | Low                       |
| Grand Standard Deviation                                                                               |           | 1.02      |                           |

The data in Table 5 present the summary of the respondents' level of English language anxiety across three components: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. The results reveal that Test Anxiety obtained the highest mean score of 2.59 (SD = 1.01), followed closely by Communication Apprehension with a mean score of 2.58 (SD = 1.05), and Fear of Negative Evaluation with a mean score of 2.48 (SD = 1.00), all falling under the "Low" verbal description.

Overall, the Grand Mean of 2.55 (D = 1.02) indicates that the respondents exhibit a low overall level of English language anxiety. This outcome aligns with findings by Berowa (2020) and Trang (2012), indicating that while anxiety co-occurs with language tasks, low levels suggest learners experience minimal discomfort and maintain relative confidence when participating in English-mediated technical activities.

#### **4.6 Level of academic performance of the respondents**

This section presents the level of academic performance of the respondents in their Technical-Vocational-Livelihood (TVL) subjects. To gain a clearer understanding of their academic standing, their performance levels were examined and are summarized in Table 6.

| <b>Table 6</b><br><b>Level of Academic Performance of the Respondents</b> |                        |          |          |
|---------------------------------------------------------------------------|------------------------|----------|----------|
| <b>Level</b>                                                              | <b>Numerical Range</b> | <b>f</b> | <b>%</b> |
| Outstanding                                                               | 90-100                 | 27       | 24.11    |
| Very Satisfactory                                                         | 85-89                  | 33       | 29.46    |
| Satisfactory                                                              | 80-84                  | 30       | 26.79    |
| Fairly Satisfactory                                                       | 75-79                  | 18       | 16.07    |
| Did not Meet the Expectations                                             | Below 75               | 4        | 3.57     |
| Total                                                                     |                        | 112      | 100.00   |
| Mean                                                                      |                        | 84.70    |          |
| St. Dev.                                                                  |                        | 5.54     |          |

Table 6 reveals that the respondents manifest varying levels of academic performance in their Technical-Vocational-Livelihood (TVL) subjects. The highest proportion falls under the Very Satisfactory category (f = 33, 29.46 %), followed closely by Satisfactory (f = 30, 26.79 %), while 24.11% (f = 27) achieved an Outstanding performance. These figures indicate that most TVL students meet or exceed competency standards, reflecting strong engagement in practical learning tasks.

However, the presence of 16.07 percent in the Fairly Satisfactory category and 3.57 percent in the Did Not Meet Expectations category suggests that a small but significant group struggles to attain mastery. This performance gap may be linked to the dual challenge highlighted by DepEd Order No. 36, s. 2006 and Executive Order No. 210, which mandate English as the medium of instruction in technical-vocational subjects, add linguistic demands to skill-based learning (Department of Education, 2019). Soriano and Velasco (2022) and Quinto and Macayan (2019) found that fear of making mistakes and limited vocabulary often hinder participation in English-mediated tasks, which are integral to TVL programs.

Similarly, the Philippine Institute for Development Studies (2020) reported that anxiety in using English for technical documentation and oral demonstrations negatively impacts performance, supporting Gardner's Cognitive Interference Theory that anxiety disrupts attention and memory during task execution.

While the overall trend suggests strong adaptability emphasize the need for reinforcement, the presence of lower-end performance brackets underscores targeted interventions on the other hand. Reinforcement involves sustaining the supportive practices already proven effective, such as playful activities such as roleplay and games reduce stress and sustain engagement (Samad et al., 2020). Integrate language support with technical instruction to assist those who struggle, as recommended by Yoshida and Guzman (2025), to ensure TVL learners develop both practical competence and communicative confidence.

Together, reinforcement and intervention with technical instruction ensure that TVL not only develop practical competence but also maintain communicative confidence in English-mediated contexts.

#### **4.7 Test of significance of difference in English language anxiety levels among the respondents when grouped according to TVL strand**

This section examines whether there is a significant difference in English language anxiety levels among respondents when grouped according to their TVL strand. Understanding this variation is essential to determine if strand specialization influences anxiety, which may affect instructional strategies and learner outcomes. Hence, this was examined and is presented in Table 7.

| TVL strand  | n  | Mean | SD   | Source of Variation | Sum of Squares | df  | Mean Square | F-value | p-value | Remarks         |
|-------------|----|------|------|---------------------|----------------|-----|-------------|---------|---------|-----------------|
| Cookery     | 37 | 2.52 | 0.48 | Between Groups      | 802.563        | 2   | 401.281     | 1.067   | 0.348   | Not Significant |
| Dressmaking | 37 | 2.58 | 0.51 | Within Groups       | 40990.151      | 109 | 376.056     |         |         |                 |
| SMAW        | 38 | 2.55 | 0.50 | Total               | 41792.714      | 111 |             |         |         |                 |

Table 7 reflects the test of significance on the difference in English language anxiety levels among respondents when grouped according to their TVL strand. Using the one-way ANOVA test, the result shows a computed F-value of 1.067 and a p-value of 0.348, which is greater than 0.05, suggesting that there is no significant difference in anxiety levels across strands, thereby not rejecting the null hypothesis.

The low F-value indicates that the variation between the group means is small compared to the variation within the groups, suggesting that strand classification does not contribute significantly to the differences in anxiety scores. This implies that the distribution of English language anxiety is statistically uniform across the different TVL strands.

This outcome is consistent with the findings of Liu and Chen (2015), who reported no significant difference in foreign language anxiety between academic and vocational tracks. Similarly, Salimaco (2020) found no significant variation in mathematics anxiety across senior high school strands, and Bayraktar and Doğan (2021) observed consistent anxiety levels among vocational students regardless of specialization or year level.

These converging results across multiple studies reinforce the statistical conclusion that strand membership is not a significant factor in determining anxiety levels. The observed uniformity suggests that other variables possibly external to strand classification may be influencing the anxiety scores.

#### ***4.8 Test of significance of relationship between the English language anxiety and the academic performance of the respondents***

This section examines whether there is a significant relationship between English language anxiety and the academic performance of the respondents. Understanding this relationship is important because anxiety may influence students' ability to perform academically. To determine this, the Pearson correlation was used, and the results are presented in Table 8.

| Table 8<br>Test of Significance of Relationship Between the English Language Anxiety and the Academic Performance of the Respondents |         |                         |           |           |             |
|--------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------|-----------|-----------|-------------|
| Variables                                                                                                                            | r-value | Strength of Correlation | p - value | Decision  | Remarks     |
| English Language Anxiety and Academic Performance                                                                                    | 0.212*  | Weak Positive           | 0.025     | Reject Ho | Significant |

Table 8 presents the test of significance on the relationship between English language anxiety and the academic performance of the respondents using Pearson's *r* correlation. The computed *r*-value of 0.212 indicates a weak positive correlation between the two variables. The corresponding *p*-value of 0.025, which is less than 0.05, shows that the relationship is statistically significant. Therefore, the null hypothesis is rejected. The weak positive correlation suggests that higher reported levels of English language anxiety are associated with slightly higher academic performance scores in technical-vocational subjects. While traditional language literature often associates anxiety with impaired performance, minimal or low levels of anxiety may serve as a facilitating factor, prompting learners to exert greater effort, preparation, and focus during English-mediated technical tasks. Although the correlation is weak, its statistical significance indicates that English language anxiety remains an important factor associated with academic outcomes.

### **5. Findings**

The study revealed that respondents were evenly distributed across three TVL strands Cookery/Bread and Pastry, Dressmaking, and SMAW ensuring balanced representation, each strand accounting for approximately 33.04% and 33.93%, respectively.

In terms of English language anxiety, it showed that students generally experience low levels across all dimensions. Communication apprehension had an aggregate mean of 2.58, indicating that most students feel comfortable speaking English, though some exhibit mild hesitation. Test anxiety was similarly low, with a mean of 2.59, suggesting confidence during oral exams but slight nervousness in written assessments. Fear of negative evaluation recorded an aggregate mean of 2.48, showing that anxiety is primarily linked to peer judgment rather than teacher criticism.

Regarding academic performance, most students achieved Very Satisfactory (29.46 %) and Satisfactory (26.79 %) ratings, with an overall mean score of 84.70, while only 3.57 percent did not meet expectations. On the other hand, statistical tests, One-way ANOVA, revealed no significant difference in anxiety levels across strands ( $F = 1.067$ ,  $p = 0.348$ ), indicating that strand specialization does not influence anxiety. However, Pearson's *r* correlation analysis showed a weak positive relationship between English language anxiety and academic performance ( $r = 0.212$ ,  $p = 0.025$ ), indicating that minimal levels of anxiety are associated with slightly higher academic scores, suggesting that even low levels of anxiety can slightly affect student outcomes.

### **6. Conclusion**

Grade 12 TVL students reported a generally low level of English language anxiety across the dimensions of communication apprehension, test anxiety, and fear of negative evaluation. Furthermore, English language anxiety scores did not differ significantly among the three TVL strands, indicating a uniform affective experience across technical specializations. A weak positive but statistically significant association was found between English language anxiety scores and academic performance in TVL subjects. While low levels of anxiety were associated with slightly higher academic performance, this relationship underscores the role of minimal affective stress in facilitating learner focus during English-mediated technical instruction.

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