

## **Higher Education Institution Students' Attitude Towards Communicative Language Teaching, Anxiety, and Learning Strategy**

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### **Abstract**

*The research paper endeavored to determine the attitude of the students toward Communicative Language Teaching (CLT), level of language anxiety, language learning strategies utilized by the learners and the relationship between language learning strategies and (a) attitude towards communicative language teaching and (b) language anxiety.*

*The respondents of the study were the students of higher education institutions in Northern Philippines, School Year 2022-2023. Three instruments were used, (a) the Communicative Language Teaching Attitude Scale (COLTAS), (b) Foreign Language Classroom Anxiety Scale (FLCAS), and (c) a modified Strategy Inventory of Language Learning (SILL). Statistical Package for the Social Sciences (SPSS) was used in processing the data and Kendall's tau-b correlation coefficient was used to determine the correlation between the variables.*

*The results indicate that the respondents have favorable attitude towards CLT with some reservations and high-intensity language anxiety. Furthermore, the results revealed that the respondents usually use 13 out of the 18 language learning strategies presented in SILL, with the exemption of 5 which are only used occasionally. However, out of the 18 strategies mentioned, only 11 implied a significant and indirect association between the attitude towards CLT and language learning strategies. Furthermore, the study revealed a significant and direct association between the use of language learning strategies and language anxiety levels. Hence, the hypothesis "there is no significant relationship between language learning strategies and (a) attitude towards communicative language teaching, and (b) language anxiety of the respondents" is rejected.*

*The study has proven that Communicative Language Teaching (CLT) can address the passive attitude of learners in an English class, and it is a feasible teaching approach that can certainly be applied in the ESL context. Students' concerns about active speech roles and teachers' desire for them to move away from passive learning appear to fit well into the 21st-century learner-centered philosophy.*

*The results of the study pave way to adhering to the principles of eclectic method of second language teaching-learning wherein teachers need to consider the social milieu, interests, experiences, motivation, and anxiety level of learners.*

*This paper provides a wider perspective on the interplay of the principles of Communicative Language Teaching (CLT), foreign language anxiety and learning strategy in an EFL/ESL classroom in the 21st century.*

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**Keywords:** *Anxiety, Communicative Language Learning (CLT), Learning Strategy, Eclectic Method, 21st century learner-centered classroom environment.*

## INTRODUCTION

Twenty-first century learning is characterized by motivating learners to communicate in the target language and educators veered away with traditional grammar translation and teacher-centered approach in teaching. Teachers are now advocating active participation of learners in class discussion and give premium to their ideas. Studies show the interplay of affective factors in the delivery of second language learning as well as foreign language learning (Brown et al., 2001; Horwitz, 2000; Sparks & Ganschow, 1991).

Based on research conducted, learners' affective state influences the challenges they meet in learning the target language. As claimed by Arnold and Brown (1999) a clearer view of the learners' affective state would lead to a more efficient and effective delivery of instruction because teachers shifted their attention to making the negative outlook of students into positive feelings making them more active participant in the language teaching-learning process. Teachers become pro-active in the preparation of their lesson plans by focusing on the needs, interests, prior knowledge, experiences, language proficiency of the learners, thereby addressing the language anxiety of the learners during class discussion. The openness of the teachers in a language classroom paved the way for learners to be relaxed resulting in higher achievement in their performance in language learning. The negative feelings of learners towards SL/FL classes served as an obstacle in their desire to discover more of language learning (Sparks & Ganschow, 1991).

Horwitz, Horwitz, and Cope (1986) found out that learners who experienced anxiety in language learning make their journey difficult because the language learning process is unique. Literature revealed that FL anxiety originated from the following possible sources: individual and relational anxiety, beliefs and attitudes of learners, beliefs of teachers, teacher-learner engagement, classroom atmosphere, evaluation/assessment (Young, 1991). Numerous other factors were also associated with FL anxiety ranging from individual to situational or routinary. Self-confidence, diversity in studying, intended instructional work, pedagogical principles, and teacher-learner engagement are potential sources of FL anxiety that aggravated the difficulty of learners in language learning (Oxford, 1999a). This worldwide phenomenon in language teaching is considered a priority problem in language learning and as a language teacher and advocate of Communicative Language Teaching (CLT) in the Philippines, this research was conducted to contribute to the body of knowledge in applied linguistics specifically the effects of anxiety on language learning. Based on the interactions of the researcher with the students in the country, they could hardly adjust in the classroom setting especially if the teacher is traditional in delivering the lessons in language. It is also a sad reality that most university students were not given the chance to speak the language because they developed the fear of being corrected by teachers when speaking the target language. Based on their narratives, they really felt bad if teachers were so rigid, conventional, and inconsiderate. On the other hand, learners feel comfortable and relaxed if teachers provide an enjoyable climate in the language class making them confident in learning the target language. These scenarios in the English language classes manifest the relationship between second/foreign language anxiety and teachers' behavior in handling English classes. It is a truism that apart from factors like self-confidence, beliefs, motivation, language proficiency, and, so on, the paper endeavored to find out the extent of the teachers' influence toward students' foreign language anxiety as these feelings hamper their ability to perform successfully in English language learning.

## OBJECTIVES OF THE STUDY

Generally, this study was conducted to determine the relationship between language strategies, attitude toward communicative language teaching, and language anxiety.

Specifically, it sought to:

1. Find out the attitude of the learners toward Communicative Language Teaching (CLT).
2. Determine the level of language anxiety of the learners.
3. Ascertain the language strategies being utilized by the learners.
4. Explain the relationship between language learning strategies and
  - a. Attitude towards communicative language teaching; and
  - b. Language anxiety

## CONCEPTUAL FRAMEWORK OF THE STUDY

Figure 1 shows the relationship between the learners' attitude towards communication language teaching, language anxiety, and language learning strategies.

Independent Variable

Dependent Variable

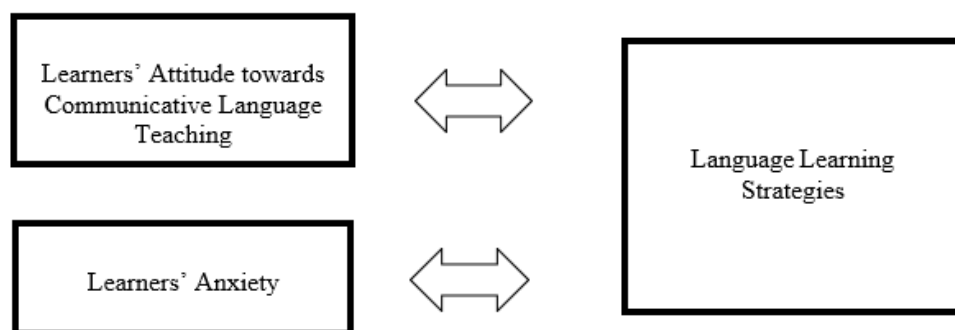


Figure 1. A figure showing the independent and the dependent variables of the study.

The hypothesis of the Study

There is no significant relationship between language learning strategies and

- a. Attitude towards communicative language teaching; and
- b. Language anxiety of the respondents

## METHODOLOGY

This study utilized the descriptive-correlational method to determine the students' attitudes towards communicative language teaching, language anxiety, and language learning strategies. There was a population size of 1115 students. 286 of these were selected as the sample size of the study at a 95% degree of confidence and 5% allowable error (Krejcie & Morgan, 1970). After the sample size of the respondents was determined, they were proportionately distributed to the different year levels using the proportionate allocation formula. A total of 286 students served as the respondents for the study. In terms of the research instruments, the Communicative Language Teaching Attitude Scale (COLTAS),

Foreign Language Classroom Anxiety Scale (FLCAS), and Strategy Inventory of Language Learning (SILL) were used, all of which utilized a five-point Likert scale. COLTAS was used to understand the respondents' attitudes and perceptions toward the four domains of CLT compared to the Traditional Language Learning Approach, and their preferences in Language Teaching approach. FLCAS was used to examine students' level of anxiety in the language classroom. Strategy Inventory of Language Learning assessed the participants' language learning strategy. The data collected were processed and analyzed using the Statistical Package for the Social Sciences (SPSS), utilizing the following statistical treatments; (1) Kendall's tau-b correlation coefficient (to determine the relationship between Language Learning Strategies and attitude towards communicative language teaching, and Language Learning Strategies and Language Anxiety).

The table below shows the item placement of the 36 statements under COLTAS for Communicative Language Teaching and its 4 domains and the Traditional Approach.

Table 1. Communicative Language Teaching Attitude Scale (COLTAS) Item Placement

Language Teaching Approach	No. of Items	Item Placement
Communicative Language Teaching:	18	
➤ Teacher/Student Role	4	1, 18, 27, 31
➤ Pair/Group Work	5	6, 7, 15, 16, 34
➤ Grammar	4	13, 14, 22, 33
➤ Peer/Teacher Correction	5	3, 8, 10, 20, 25
		2, 4, 5, 9, 11, 12, 17, 19, 21,
Traditional Approach	18	23, 24, 26, 28, 29, 30, 32,
		35, 36

## RESULTS AND DISCUSSION

### Perception toward Communicative Language Teaching (CLT)

Teacher-Student Role. Table 2 shows that the students agreed that language classes should be student-centered, not teacher-centered, teachers should analyze student needs to be able to do tasks and activities in English and helping students, develop the use of context-appropriate language should be the primary goal of language teaching with mean ratings of 4.30, 1.88 and 3.90, respectively. On the other hand, they did not approve that most of the interaction in the class should be from student to student, not from teachers to students as indicated by the mean of 4.24.

Peer/Group Work. The mean ratings from 4.23 to 4.28 revealed the agreement from the respondents that pair work provides a greater amount of student involvement than a teacher-led activity and group work increases the quantity of oral/aural language practice as well as creates a motivating environment to use English. On the other hand, the mean ratings of 4.21 and 4.28 indicated that the respondents disagreed that pair work develops oral conversational skills in English and group work helps those students who are not willing to speak in front of a full class.

Table 2. Respondents' Perceptions toward Communicative Language Teaching (CLT)

Statements	Mean	Dec.
Teacher-Student Role		
1. Language classes should be student-centered, not teacher centered.	4.30	Agree

2. Teachers should analyze student needs to design suitable tasks and activities in English (r).	1.88	Agree
3. Helping students develop the use of context-appropriate language should be the primary goal of language teaching.	3.90	Agree
4. Most of the interaction in the class should be from students to students, not from teachers to students (r).	4.24	Disagree
<b>Peer/Group Work</b>		
5. Pair work develops oral conversational skills in English (r).	4.21	Disagree
6. Group work creates a motivating environment to use English.	4.28	Agree
7. Pair work provides a greater amount of student involvement than a teacher-led activity.	4.25	Agree
8. Group work helps those students who are not willing to speak in front of a full class (r).	4.28	Disagree
9. Group work increases the quantity of oral/aural language practice.	4.23	Agree
<b>Grammar</b>		
10. To develop communicative skills, explicit grammar teaching is not necessary (r).	4.26	Disagree
11. Emphasis should be on language use rather than language rules while teaching English in the class (r).	4.36	Disagree
12. Meaning-focused activities are more effective to develop communicative ability than form-focused activities.	4.38	Agree
13. Grammar teaching may be included in a lesson as a means of communication, not as the main goal of teaching.	4.06	Agree
<b>Peer-Teacher Correction</b>		
14. Teacher correction should be avoided when it interrupts the flow of communication via student interaction.	4.43	Agree
15. Teachers should allow the opportunity for student-student correction in English.	4.32	Agree
16. Teacher feedback should be mainly focused on the content of the Activity, not in the form of language.	4.35	Agree
17. Teacher feedback should be mainly focused on the appropriateness of the student responses rather than the linguistic accuracy of the	4.08	Disagree
18. Teacher correction should be provided only when it is required for effective communication.	4.31	Agree

19. Pair work activities should be avoided as it is difficult for teachers to monitor each student's performance(r).	1.93	Agree
20. An orderly teacher-centered class is necessary for students to get The maximum benefit from teacher input in English.	1.89	Disagree
21. Students need to have immediate teacher feedback on the accuracy of the English they produce(r).	1.80	Agree
22. The major role of teachers is to transmit knowledge about language to students through explanations rather than to guidethem for self-learning.	1.73	Disagree
23. It is of great importance that student responses in English be grammatically accurate(r).	1.71	Agree
24. Teachers should be the initiators of most interactions in English in the class.	1.73	Disagree
25. Focus on communicative competence produces linguistically inaccurate speakers of the language.	1.73	Disagree
26. Group work causes a noisy classroom atmosphere which prevents meaningful practice in English(r).	1.93	Agree
27. Teachers should not tolerate mistakes in English forms.	1.60	Disagree
28. Students' attention should be drawn to the linguistic system of English through direct teaching of the structures(r).	1.68	Agree
29. Group work cannot increase the amount of English practicebecause the students tend to use their native language while working in groups(r).	1.87	Agree
30. Pair work is not an effective means of improving communication skills in English(r).	1.98	Agree
31. Students' language performance should be primarily judged by their grammatical correctness.	2.15	Disagree
32. To learn how to communicate effectively, a considerable amount of time should be spent on grammatical explanations(r).	2.12	Agree
33. Since students have little information about the language, they should not be allowed to correct their peers' mistakes.	2.18	Disagree
34. A teacher-directed class will motivate students to work productively with English.	1.87	Disagree
35. Correction should be mainly focused on the mistakes in language structures(r).	1.80	Agree
36. Pair work cannot create a motivating environment to use English.	1.89	Disagree

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(r) means Reversely coded (1 = Strongly Agree, 2= Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)

**Grammar.** The respondents approved that meaning-focused activities are more effective to develop communicative ability than form-focused activities and grammar teaching may be included in a lesson as a means of communication, not as the main goal of teaching. This was shown by the mean ratings of 4.38 and 4.06, respectively. On the hand, they were not amenable to developing communicative skills, explicit grammar teaching is not necessary, and emphasis should be on language use rather than language rules while teaching English in the class with mean ratings of 4.46 and 4.36, respectively.

**Peer-Teacher Correction.** Table 2 further showed mean ratings of 4.43, 4.32, 4.35, and 4.31 indicating that the respondents agreed that teacher correction should be avoided when it interrupts the flow of communication via student interaction and should be mainly focused on the appropriateness of the student responses rather than the linguistic accuracy of the forms and be provided only when it is required for effective communication. Likewise, they approved that the teachers should allow opportunities for student-student correction in English. In addition, the mean rating of 4.08 revealed that they disagreed that teacher feedback should be mainly focused on the appropriateness of the student responses rather than the linguistic accuracy of the forms.

**Traditional Approach.** As indicated in Table 3, the mean ratings of 2.12 and 1.80 revealed that approval of the respondents that to learn how to communicate effectively, a considerable amount of time should be spent on grammatical explanations and correction should be mainly focused on the mistakes in language structures. In like manner, the mean ratings from 1.68 to 1.89 also revealed that they agreed that students need to have immediate teacher feedback on the accuracy of the English they produce, students' attention should be drawn to the linguistic system of English through direct teaching of the structures, and it is of great importance that student t responses in English be grammatically accurate. Likewise, they agreed that group work causes a noisy classroom atmosphere which prevents meaningful practice in English, and pair work activities should be avoided as it is difficult for teachers to monitor each student's performance.

On the other hand, the mean ratings from 1.60 to 2.18 revealed that the respondents did not agree with the idea that the focus on communicative competence produces linguistically inaccurate speakers of the language and that a teacher-directed class will motivate students to work productively with English. They also disagreed that an orderly teacher-centered class is necessary for students to get the maximum benefit from teacher input in English and that the major role of teachers is to transmit knowledge about language to students through explanations rather than to guide them for self-learning. Similarly, they did not approve that teachers should be the initiators of most interactions in English in the class and should not tolerate mistakes in English forms. In addition, they did not approve that group work cannot increase the amount of English practice because the students tend to use their native language while working in groups and pair work is not an effective means of improving communication skills in English as well as it cannot create a motivating environment to use English. On their part, they did not affirm that students' language performance should be primarily judged by their grammatical correctness and since students have little information about the language, they should not be allowed to correct their peers' mistakes.

As shown in Table 2, the respondents have mixed responses to their perceptions regarding CLT. The result of this study is aligned with the findings of Brown (2001) that the components of communicative competence which are grammatical, sociolinguistic, discourse, and strategic are necessary in language teaching but teachers should consider potential factors that contribute to students' preference of a more conventional approach in identified areas of language learning. These are lack of instructional materials in communicative teaching, students' low proficiency level in English and anxiety level.

For instance, although the respondents agreed that group work gives plenty of oral language practice opportunities, they also agreed that it can cause a noisy classroom atmosphere thereby agreeing to some of the traditional strategies instead. This is in conformity with the findings of Oxford (1999a) that uniqueness of students' personality can be a factor in the preference of students for a teacher-centered approach over CLT. As previously mentioned, countries such as China, Greece, South Korea, and Turkey have already made attempts to implement CLT; however, they have also faced many constraints that have hindered them from fully adopting the approach (Burnaby and Sun, 1989; Eveyik-Aydin, 2003; Karavas-Doukas, 1996; Li, 1998). The Philippines has recently shifted to a more communication-oriented method in language teaching but as studies (Flowerdew, J. and Miller, L., 1995, Ferris, D. and Tagg, T., 1996) suggest, culture and previous education, such as previous teaching approaches, are the main reasons for reticence and passivity. Furthermore, Li (1998) points out that, "How teachers as the end-users of an innovation perceive its feasibility is a crucial factor in the ultimate success or failure of that innovation" (p. 698).

#### Perceived Level of Language Anxiety

Table 3 shows the perception of the respondents on the aspects regarding their level of language anxiety.

Communication Apprehension. Table 4 reveals mean ratings from 3.92 to 4.35 indicating that the affirmation of respondents that they never feel quite sure of themselves when they were speaking English in their class, it frightened them when they don't understand what the teacher is saying in English, they would not be nervous speaking English with native speakers and would probably feel comfortable around native speakers of English but they get upset when they don't understand what the teacher is correcting. In the same way, they agreed that they feel confident when they speak English in class, are very anxious about speaking English in front of other students and were overwhelmed by the number of rules they had to learn to speak English. They also tended to get nervous and confused when they were speaking English in class and when they don't understand every word the English teacher says.

The mean rating of 3.45, however, revealed that they were neutral about their attitude of starting to panic when they must speak without preparation in the English class.

Fear of feedback from peers and teachers. Table 3 reveals mean ratings from 3.64 to 4.40 indicating that the respondents approved that they did not worry about making mistakes in the English class and it wouldn't bother them at all to take more foreign language classes. However, kept thinking that the other students are better at English than they were, always felt that the other student speak English better than they do, were afraid that the other students will laugh at them when they speak English, and were embarrassed to the English class and volunteer answers in their English class. They were afraid that their English teacher is ready to correct every mistake they make and got nervous when the English teacher asked questions that they haven't prepared in advance.

Table 3. Respondents' Level of Language Anxiety

Scale	Mean	Dec.
Communication apprehension		
1. I never feel quite sure of myself when I am speaking English in my class.	3.92	Agree
2. It frightens me when I don't understand what the teacher is saying in English.	4.00	Agree
3. I start to panic when I have to speak without preparation in		



the English class.	3.45	Neutral
4. I would not be nervous speaking English with native speakers.	3.92	Agree
5. I get upset when I don't understand what the teacher is correcting.	4.24	Agree
6. I feel confident when I speak English in class.	4.17	Agree
7. I feel very anxious about speaking English in front of other students.	4.35	Agree
8. I get nervous and confused when I am speaking English in class.	4.15	Agree
9. I get nervous when I don't understand every word the English teacher says.	4.15	Agree
10. I feel overwhelmed by the number of rules I have to learn to speak English.	4.32	Agree
11. I would probably feel comfortable around native speakers of English.	4.17	Agree
Fear of feedback from peers and teachers		
1. I don't worry about making mistakes in English class.	3.64	Agree
2. I keep thinking that the other students are better at English than I am.	4.08	Agree
3. It embarrasses me to volunteer answers in my English class.	4.07	Agree
4. I am afraid that my English teacher is ready to correct every The mistake I make.	4.21	Agree
5. I always feel that the other student speaks English better than I do.	4.40	Agree
6. I am afraid that the other students will laugh at me when I speak English.	4.23	Agree
7. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.73	Agree
Fear of language tests		
1. I tremble when I know that I'm going to be called on in the English class.	3.67	Agree
2. It wouldn't bother me at all to take more foreign language classes.	4.00	Agree
3. During my English class, I find myself thinking about things that have nothing to do with the course.	4.02	Agree

4. I am usually at ease during English tests in my class.	3.84	Agree
5. I worry about the consequences of failing my English class.	4.10	Agree
6. I don't understand why some people get so upset over English classes.	3.91	Agree
7. In English class, I can get so nervous I forget things I know.	4.04	Agree
8. Even if I am well prepared for the English class, I feel anxious about it.	4.20	Agree
9. I often feel like not going to my English class.	4.56	Strongly Agree
10. I can feel my heart pounding when I'm going to be called on in the English class.	4.26	Agree
11. The more I study for an English test, the more confused I get.	4.33	Agree
12. I don't feel pressure to prepare very well for the English class.	4.39	Agree
13. The English class moves so quickly that I worry about getting left behind.	4.22	Agree
14. I feel more tense and nervous in my English class than in my other classes.	4.18	Agree
15. When I'm on my way to the English class, I feel very sure and relaxed.	4.13	Agree

Fear of language tests. The mean rating of 4.56 in Table 4 reveals that the respondents strongly affirmed that they often felt like not going to their English class.

The mean ratings from 3.67 to 4.39 indicated that they did not understand why some people get so upset over English classes. They did not feel pressured to prepare very well for the English class and, were usually at ease during English tests in their class and agreed that when they were on their way to the English class, they felt very sure and relaxed. However, on the contrary, they also affirmed that respondents that during their English class, they find themselves thinking about things that have nothing to do with the course and got so nervous that they forget things they know and even if they were well prepared for the English class, they still feel anxious about it, can feel their heart poundings when they were going to be called on in the English class and the more they studied for an English test, the more confused they got. Likewise, they also affirmed that they felt more tense and nervous in their English class than in their other classes, tremble when they knew that they were going to be called on in the English class, had a feeling that the English class moved so quickly that they worried about getting left behind and also worried about the consequences of failing in their English classes, all of which can, as Crookall and Oxford (1991) have explained it, adversely affect students' self-esteem, self-confidence, and ultimately hamper proficiency in language acquisition.

### Perceived Language Learning Strategies

Table 4 shows the respondents' perceptions of the different language learning strategies. The mean rating from 3.53 to 4.09 shown in the table revealed that most of the language strategies were usually used by the respondents. Specifically, they usually tried to think in English, self-evaluate their learning process, consciously learned new English vocabulary, used an English- English dictionary when they come across a new word, and usually made friends with native speakers. In addition, they affirmed that they usually read English aloud, made a sentence when learning a new word, skimmed an article and then read it again carefully, used prediction or guessing when they learn English, read newspapers in English, watched TV spoken in English, listened to the radio in English and discussed with their classmates in English.

Table 4. Respondents' Language Learning Strategies

Statements	Mean	Dec.
1. I usually read English aloud.	3.84	Usually true
2. I consciously learn new English vocabulary.	4.09	Usually true
3. I usually make a sentence when learning a new word.	3.98	Usually true
4. I use an English-English dictionary when I come across a new word.	3.87	Usually true
5. I try to think in English.	3.63	Usually true
6. I usually skim an article and then read it again carefully.	3.63	Usually true
7. I usually use prediction or guessing when I learn English.	3.53	Usually true
8. I usually learn from mistakes.	3.41	Sometimes true
9. I usually use synonyms or antonyms.	3.22	Sometimes true
10. I set learning goals and plans in the process of learning English.	3.28	Sometimes true
11. I usually learn from the teachers.	3.18	Sometimes true
12. I usually read the newspapers in English.	3.79	Usually true
13. I usually watch TV spoken in English.	3.57	Usually true
14. I usually read English magazines for pleasure.	3.15	Sometimes true
15. I usually listen to the radio in English.	3.57	Usually true
16. I usually discuss with my classmates in English.	4.08	Usually true
17. I make friends with native speakers.	4.02	Usually true
18. I usually self-evaluate my learning process.	3.57	Usually true

On the other hand, the mean ratings from 3.15 to 3.41 indicated that sometimes they set learning goals and plans in the process of learning English and learned from the teachers. Moreover, they also sometimes learned from mistakes, used synonyms or antonyms, and read English magazines for pleasure.

### Levels of Attitude toward Communicative Language Teaching (CLT) and Language Anxiety

Attitude towards Communicative Language Teaching (CLT). Table 5 revealed that the mean score of 106.83 implied that the respondents had an unfavorable attitude with some reservations toward Communicative Language Teaching (CLT). Specifically, out of the 286 respondents, the majority with 161 or 56.29 percent had scored 73 to 107 which indicated they had an unfavorable attitude towards CLT with some reservations, followed by 102 or 35.66 percent scored 109 to 143 which implied that they had a favorable attitude with some reservations. There were 23 or 8.04 percent with scores of 108 which showed their neutral attitude towards CLT with some reservations.

Language Anxiety. As shown in Table 5, the mean score is 130.22 which revealed that the respondents had high-intensity anxiety. Almost all, numbering 269 or 94.10 percent scored above 120 which means that they had high-intensity anxiety levels and only 17, or 5.90 percent had scores of 76 to 119 indicating their medium anxiety levels.

Table 5. Respondents' Levels of Attitude toward Communicative Language Teaching (CLT) and Language Anxiety

Score/Level	Frequency	Percent
Attitude toward Communicative Language Teaching (CLT)		
109 to 143 - Favorable attitude with some reservations	102	35.66
108 - Neutral attitude with some reservations	23	8.04
73 to 107 - Unfavorable attitude with some reservations	161	56.29
Mean Score = 106.83 (Unfavorable attitude with some reservations)		
Language Anxiety		
Above 120 - High-intensity anxiety	269	94.10
76 to 119 - Medium	17	5.90
Mean Score = 130.22 (High-Intensity Anxiety)		

### Relationship between Language Learning Strategies and Attitude towards CLT and Language Anxiety

As indicated in Table 6, under attitude towards CLT, the correlation values of 0.15 and 0.13 with significance levels less than 0.05 implied a significant and indirect association. Hence, the more the respondents self-evaluate their learning process and read English aloud, the chances are, they will tend to have a more favorable attitude toward CLT.

On the other hand, the correlation values from -0.38 to -0.14 with significance levels less than 0.05 implies a significant but indirect association between some language learning strategies use and attitude towards CLT. There is a possibility that the respondents will tend to have a lower or unfavorable attitude towards CLT as their use of the language learning strategies increases, particularly, by consciously learning new English vocabulary, making a sentence when learning a new word, skimming an article, and then read it again carefully and in the use of an English- English dictionary when they come across a new word. Similarly, the more they will try harder to think in English and set learning goals and plans in the process of learning English, the lesser they favor CLT.

Table 6. Relationship between Respondents' Language Learning Strategies and their Attitude towards CLT and Language Anxiety

Statements	Attitude towards CLT		Language Anxiety	
	Corr.	Sig.	Corr.	Sig.
1. I usually read English aloud.	0.15 *	0.00	0.39 *	0.00
2. I consciously learn new English vocabulary.	-0.34 *	0.00	0.32 *	0.00
3. I usually make a sentence when learning anew word.	-0.35 *	0.00	0.35 *	0.00
4. I use an English-English dictionary when I come across a new word.	-0.36 *	0.00	0.30 *	0.00
5. I try to think in English.	-0.32 *	0.00	0.27 *	0.00
6. I usually skim an article and then read it again carefully.	-0.38 *	0.00	0.35 *	0.00
7. I usually use prediction or guessing when I learn English.	0.06 <sup>ns</sup>	0.22	0.26 *	0.00
8. I usually learn from mistakes.	0.02 <sup>ns</sup>	0.73	0.33 *	0.00
9. I usually use synonyms or antonyms.	0.00 <sup>ns</sup>	0.94	0.31 *	0.00
10. I set learning goals and plans in the process of learning English.	0.10 *	0.03	0.23 *	0.00
11. I usually learn from the teachers.	0.06 <sup>ns</sup>	0.20	0.16 *	0.00
12. I usually read the newspaper in English.	-0.14 *	0.00	0.35 *	0.00
13. I usually watch TV spoken in English.	-0.19 *	0.00	0.40 *	0.00
14. I usually read English magazines for pleasure.	-0.28 *	0.00	0.33 *	0.00
15. I usually listen to the radio in English.	-0.20 *	0.00	0.32 *	0.00
16. I usually discuss with my classmates in English.	0.04 <sup>ns</sup>	0.39	0.32 *	0.00
17. I make friends with native speakers.	0.06 <sup>ns</sup>	0.18	0.30 *	0.00
18. I usually self-evaluate my learning process.	0.13 *	0.00	0.26 *	0.00

\*Significant    ns Not Significant

There is also a chance that they will tend to have an unfavorable attitude towards CLT when they frequently read newspapers in English, usually watch TV spoken in English, read English magazines for pleasure, and listen to the radio in English.

Tudor (1998) explained that language learning/ teaching is unique to each classroom and difficult to predict. Cortazzi and Jin (1996) have previously claimed that Filipino students' language learning is heavily influenced by traditional American-English education which is

fundamentally concerned with mastery of grammar and vocabulary. Therefore, the respondents' mixed responses and reactions regarding CLT and various 21st-century learning strategies are understandable. Researchers (Campbell and Zhao, 1993; Eveyik-Aydin, 2003; Hu, 2002; Li, 1998) have already warned against total and unbridled adoption of CLT and called attention to the need for considering the socio-cultural milieu of the teaching context where CLT is being implemented. As Hu (2002) contends, "educational policymakers and teachers need to take a cautiously eclectic approach and make well-informed pedagogical choices that are grounded in an understanding of socio-cultural influences" (p. 103). Any teacher who plans to use these methodologies which inevitably involve student participation should make sure that the students are familiar with and accept such methodologies and strategies.

There are still some arguments about CLT such as the focus on meaning against form; fluency vs. accuracy; and inclusion vs. avoidance of L1. However, although contradictions regarding the feasibility of CLT persist, it is more important to consider the needs of students.

Table 6 also reveals correlation values from 0.16 to 0.40 with significance levels less than which implied a significant and direct association between the respondents' use of all the language learning strategies and their language anxiety level. The result further revealed that there is a possibility that the respondents will have a higher language anxiety level when they always try to think in English, set learning goals and plans in the process of learning English, learn from the teachers, and self-evaluate their learning process. The more they learn from mistakes, discuss with their classmates in English, make friends with native speakers, and use prediction or guessing when they learn English, the greater their tendency to have a higher level of language anxiety. In addition, there is a possibility that their language anxiety level will increase when they tend to always read English aloud, consciously learn new English vocabulary, make a sentence when learning a new word, and use an English-English dictionary when they come across a new word. Likewise, the more frequently they skim an article and then read it again carefully, use synonyms or antonyms, read newspapers in English, read English magazines for pleasure, watch TV spoke in English and listen to the radio in English, the higher their tendency to a higher language anxiety level.

As previously discussed, the role of anxiety is particularly assumed to be important in determining students' achievements in FL classes (Sparks & Ganschow, 1991). However, during the learning process, anxiety seems to be an obstacle to English acquisition. Oxford (1999a) claimed that classroom activities, teaching methods, and instructor-learner interactions could all be sources of language anxiety. The impact of anxiety-provoking causes should be taken into consideration because this can potentially affect learners' preferences in terms of learning strategies, which means they will consciously try to avoid various activities that cause a lot of anxiety. Therefore, the teachers must create a less threatening atmosphere, to motivate, and strengthen student confidence. Nimmannit (1998) also explains that self-image and identity are dependent on their relationship with classmates; as a result, they may feel uncomfortable when asked to answer questions or express ideas. If the activity administered during class causes a lot of anxiety, it can inevitably lead to learners' reticence which may lead to demotivation (Ellis, 1994). In contrast, more motivated students tend to be more successful language learners (International Education Studies February 2010).

Research also shows that speaking, a major component of communicative competence, the main goal of CLT, is one of the main anxiety-provoking activities in the foreign language classroom (e.g., Azarfarm & Baki, 2012; Young, 1990). In a study by Russell (2010) regarding SILL and its development, he states SILL addresses a fundamental issue regarding second language classroom instruction and second language applied usage and focuses not only on LLS used to achieve oral proficiency, but oral fluency as well. Therefore, strategies listed in SILL can be utilized when implementing CLT since it focuses more on fluency

rather than accuracy as well. Thus, the respondents' unfavorable response towards CLT may also have been rooted in the fact that LLS employed in the approach provokes anxiety. Hence, both teachers and students should be fully aware of the importance of LLS in CLT classrooms and adopt the most efficient learning/teaching approaches whilst still taking into consideration the learner's sources of language anxiety.

## CONCLUSIONS

The results of this study reveal that the students hold negative attitudes toward CLT with reservations. Although the respondents usually use various language learning strategies, which can change the respondents' attitude towards CLT, into either positive or negative, and intensify language anxiety, at a tertiary level, there is a need to explore these strategies further for encouraging students to move ahead toward more active roles. Students' concerns about active speech roles and teachers' desire for them to move away from passive learning appear to fit well into the 21st-century learner-centered philosophy. Despite the difficulties in its implementation, CLT is still a feasible teaching approach that can certainly be applied in the ESL context.

## RECOMMENDATIONS

Based on the conclusions above, the following recommendations are given.

- a. Language teachers are recommended to design more student-centered activities which will increase English Language exposure such as pair and group work.
- b. Teachers are advised to modify or customize their language learning approach based on students' needs and reactions.
- c. Language teachers are recommended to utilize the inductive method in language teaching and to incorporate fun, engaging, and stimulating activities, especially in passive classes with evident high levels of language anxiety.
- d. Further studies should be conducted regarding the use of Communicative Language Teaching in ESL classrooms, especially in the Philippine classroom setting, to determine how to best implement the approach for the development of language teaching.

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