

Original Research Article

THE EFFECT OF CODE-SWITCHING ON FOREIGN LANGUAGE CLASSROOM ANXIETY AND ENGLISH LANGUAGE PROBLEMS: A PATH ANALYSIS

ABSTRACT

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Aims: This study mainly intends to identify the mediating effect of code-switching on the relationship between foreign language classroom anxiety and English language problems. It also aims to determine the level of the variables and to determine the relationships that naturally exist between and among them.

Study design: Descriptive-correlational research design

Place and Duration of Study: Three private schools in Davao City, Philippines, between May 2021 and March 2022.

Methodology: This study included 300 senior high school academic track students from three private schools in Davao selected using stratified sampling technique. The data was gathered online using an adapted survey questionnaire which has been tested for content validity and checked for reliability using Cronbach Alpha. The data were analyzed using Mean, Pearson's r, and mediation technique.

Results: Code-switching has no mediating effect on the relationship between foreign language classroom anxiety and English language problems ($P=.509$). Additionally, it has been indicated that there is a high level of foreign language classroom anxiety ($\bar{X}=3.61$) and code-switching ($\bar{X}=3.93$) and a moderate level of English language problems ($\bar{X}=3.05$). It has also been revealed that there is a significant and positive relationship between foreign language classroom anxiety and English language problems ($R=.624$, $P=.000$), foreign language classroom anxiety and code-switching ($R=.451$, $P=.000$), and code-switching and English language problems ($R=.257$, $P=.000$).

Conclusion: The use of code-switching does not remove nor significantly reduce the relationship between foreign language classroom anxiety and English language problems.

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Keywords: language, foreign language classroom anxiety, English language problems, code-switching, mediation, senior high school students, Philippines

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INTRODUCTION

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Previous studies have acknowledged that students experience various serious challenges in learning English as a second language (Pawapatcharandom 31-35; Rabea et al. 896). Chand specifically mentioned that many students are reported to have major difficulties in spoken English (58). Language learners often have difficulties in expressing their thoughts using the target language (435). Vyomakesisri further acknowledge the existence of English language problems among students and enumerated that grammar, vocabulary, slang, and pronunciation are the most challenging language aspects for students (22).

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Because of the prestigious position English language holds in the global arena, several studies have focused on it, specifically on the challenges in learning the language and made significant contributions. For instance, there are researchers who specifically pointed out that college undergraduates lacked oral competence. This resulted to a recommendation that curricular and pedagogical interventions should be applied (Alrajhi 137; Sandigan 793). Additionally, the study of Hossain leads to the discovery that the English language difficulties of Bengali students mostly resulted in committing suicide by drinking poison, by burning fire, or by throwing themselves on the railway lines. (175). It is vital to determine and address these language problems because English is the world's lingua franca making it is essential for students to be English-proficient to fit into the real world (Zulkefly and Razali 1142; Rabea et al. 890).

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English language problem is commonly linked with foreign language anxiety. Previous studies found a strong direct relationship between these two variables. This means that if a learner feels anxious in the language classroom, there will be a negative effect on their language acquisition, process, and performance (Sadiq 2; Tian and Mahmud 150-151). Thus, language anxiety could result to language difficulties.

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Horwitz et al. mentioned that language anxiety is narrowed down into three components: communication apprehension, fear of negative evaluation, and test anxiety (Zhang 379). Among the anxiety-arousing sources are fear of being called upon by a teacher in class, fear of being laughed at, fear of being scolded, a shy personality, and an extreme concern for assessment (Taha and Wong 308; Nugroho et al. 236; Amengual-Pizarro 155). The direct correlation between FLA and ELP is an alarming problem given that findings of several studies revealed a moderate to high level of language anxiety among language learners (Pizarro 155; Djafri and Wimbari 13; Labicane 262).

To reduce language anxiety in the classroom, code switching is often used by language teachers (Sameen, et al. 111). In fact, Subon and Tarmim clearly mentioned that anxiety is among the factors that can cause people to code-switch (95). It has further been revealed that there is a high level of code-switching among teachers and

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students (Subon and Tarmim 96; Mauliddiyah et al 144;). Additionally, Larbah further exposed that 90% of the study participants are aware that they code-switch in class (69-72).

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These empirical data can be justified by the advantages of CS. Intentional usage of CS as a tool for assisting students experiencing emotional distress can make learners feel more comfortable (Patanduk, Sirande, Sendana, Tandikombong 207). It can also help students gain better understanding and comprehension (Subon and Tarmim 89; Castillejo and Calizo 416-417; Pires 143). Prominently, Shafi, Kazmi, and Asif firmly posits that CS can facilitate students' language learning (231). If students are not allowed to code-switch, this could be a hindrance because it could make them feel more hesitant to speak the target language (Almoayidi 376).

However, researchers are still divided on the effect of code switching in addressing English language problems (Sameen, et al. 111). People who are advocates of using target language exclusively in the second or foreign language classroom settings believe that code-switching disengages learners in listening to the target language. For instance, Sakaria and Priyana oppose with the use of code-switching. They believe that exclusion of the first language in foreign or second language classrooms will leave room for the target language to be the only primary source of exposure (175-180).

Aside from the abovementioned related studies, there are also theories which may help explain the hypothesized relationship between and among the three variables in this study. The anchor theory used to explain the mediating effect of code switching on the relationship between foreign language anxiety and English language problems is the Monitor Model Theory (1982) of Stephen Krashen. It has five main hypotheses: acquisition-learning, monitor, natural order, input, and affective filter hypotheses. Among the five hypotheses, only the affective filter hypothesis and input hypothesis are used to explain the relationships between the variables.

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As suggested by the affective filter hypothesis, the best learning/acquisition will take place in learning environments where student's anxiety is low, while high affective filter will likely hamper learning/acquisition. When learners feel uncomfortable and anxious, using the first language in the L2 classroom is inevitable to make them feel relaxed (Mirbazel & Arjmandi 205-206). In addition, the input hypothesis suggests that individuals acquire language if the input is comprehensible (Ar Rabbi 4). With this, Al Tale and Alqahtani proposed in their paper that teachers use code switching as a facilitating instructional technique to give learners emotional support and provide a more comprehensible input (18).

Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety (1986) further established the connection between foreign language anxiety and English language problems. It has been mentioned that a clear relationship was found to exist between FLA and difficulties in foreign or second language. It cannot be denied that language anxiety is likely to be both a cause and an effect of language difficulty (Thu Trang 69-72).

To establish the relationship between code switching and English language problems, the Sociocultural Theory, developed by Lev Vygotsky in the 1990s, stated that the learner's first language acts as a facilitator toward the development of the second or foreign language. It acts as a scaffolding strategy in the direction of constructing L2 cognition. With the complete absence of L1 in L2 learning, language problems might occur. Furthermore, Georgi Lozanov's Suggestopedia, which was first developed in the 1970s, establishes the link between code switching and language anxiety. It recommends that learning should take place in a soothing environment, away from psychological and affective barriers, with the aid of first language used along with the target language (Mateva 66).

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The mentioned theories also served as the primary bases for the conceptual design of the study as presented next.

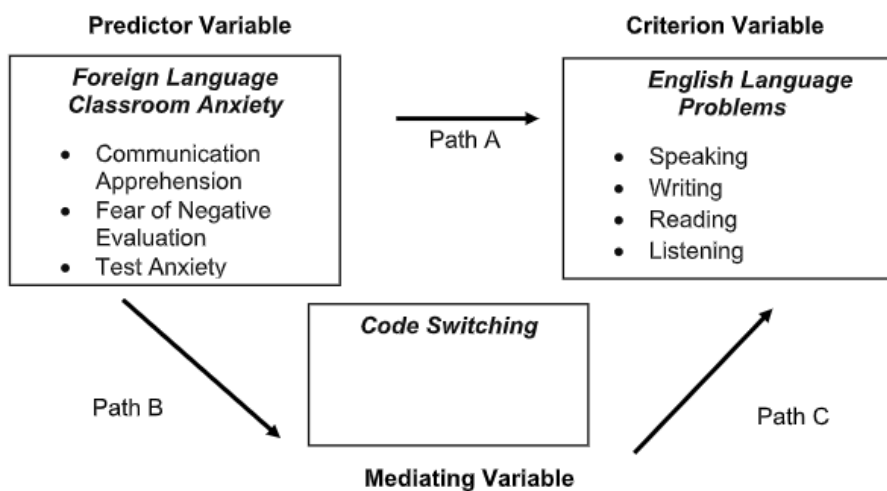


Figure 1. The conceptual figure of the study

Shown in Figure 1 is the conceptual paradigm that illustrated the relationship of the three variables of this study, namely: code switching, foreign language classroom anxiety, and English language problems. In this research, code switching acts as the mediating variable. Code switching is generally explained as the alternating use of several linguistic codes without disrupting the flow of thoughts (Maluleke 2). It serves as intercession on the correlation between the dependent and independent variable. This

mediating variable is influenced by the research of Manar Suliman Larbah from Curtin University.

The predictor variable of this study is foreign language classroom anxiety which is supported by the research article of Jian-Ren Wang which used Horwitz, Horwitz, and Cope's Foreign Language Classroom Anxiety Scale. As defined by MacIntyre & Gardner, cited in the study of Amengual-Pizarro, foreign language classroom anxiety is considered a situation-specific anxiety existing in the foreign or second language classroom setting (146). This variable is further narrowed down to three indicators: communication apprehension, fear of negative evaluation, and test anxiety.

According to Munz and Colvin (174), communication apprehension is a person's anxiety level linked to either real or imagined communication with another person. To discuss the second indicator, Malini and Janakavalli said that fear of negative evaluation is the nervousness about other's evaluations, trouble over their harmful evaluations, and prospect that others would estimate individual negatively (44). Lastly, the third indicator, test anxiety, is described as a situation in which learners suffer from extreme distress and anxiety in test situations which interferes with their test performance (Alemu and Feyssa 541-545).

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The criterion variable of this study is the English language problems influenced by the study of Ratana Pawapatcharodom at the King Mongkut's Institute of Technology. This variable is viewed through its four indicators which are the macro skills: speaking, writing, reading, and listening. Rao defined speaking as a productive or active skill where learners are expected to produce sentences while considering grammar, vocabulary, and sentence structure. Along with speaking, writing is also an active skill which also requires production of language (8). Whereas, reading is defined as not merely recognizing words, but it also requires building up a mental representation of the text (Qrgez and Ab Rashid 422). Lastly, listening, as quoted by Deveci, is the dynamic and active process of attending, perceiving, interpreting, and remembering, and responding to the express verbal and nonverbal concerns and information offered by other individuals (85).

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Evidently, students experience problems in several language aspects. In the Philippines, the data reported in the English Proficiency Index (EPI) reveal that the country's language proficiency has sharply declined in 2019 and 2020, making the country seven spots lower in the global ranking (Valderama; Rubio). This rapid decline of English proficiency calls for a rapid action and supports the urgency of conducting this research. Previous literature and theories established the fact that foreign language classroom anxiety and English language problems are not new phenomena. They are widely studied in the global and national setting, but limited data are found in the local setting. There is also no specific study focusing on the mediating effect of code switching on the relationship between foreign language classroom anxiety and English language problems.

Thus, this study sought to realize the succeeding objectives. First, it aims to assess the level of foreign language classroom anxiety among the respondents in terms

of communication apprehension, fear of negative evaluation, and test anxiety. Second, it also aims to ascertain the level of English language problems encountered by the respondents in terms of speaking, writing, reading, and listening. Third, it targets to describe the level of code-switching among the respondents. Fourth, it intends to determine if there is a significant relationship between foreign language classroom anxiety and English language problems, foreign language classroom anxiety and code-switching and code-switching and English language problems. Finally, this study intends to discover the mediating effect of code-switching on the relationship between foreign language classroom anxiety and English language problems.

On the basis of the mentioned research objectives, this study sought to prove or disprove the hypotheses that there is no significant relationship between foreign language classroom anxiety and English language problems; there is no significant relationship between foreign language classroom anxiety and code-switching; there is no significant relationship between code-switching and English language problems; and code-switching has no mediating effect on the relationship between foreign language classroom anxiety and English language problems.

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This study will prominently offer clarification on the ongoing global debate on whether code switching has beneficial or detrimental effect on English language learners. It will further contribute to the existing body of knowledge by identifying the specific language problems and specific level of language anxiety experienced by students. By determining the specific challenges faced by learners, the foremost step in solving the problem will have been taken. Furthermore, the results of this study can be used as basis in formulating solutions for problems in language anxiety and language difficulty- problems which are commonly experienced by a large population of ESL and EFL learners.

It will also be of profound benefit to the Department of Education, academic institutions and school administrators, teachers, language learners, and future researchers. The findings of this study can give helpful information to the Department of Education on whether to recommend the use of code switching in the classroom or not. Based on the data gathered and analyzed in the study, the sector will also be informed on the language anxiety level of the students as well as the specific English language problems that they are experiencing.

In addition, the findings of the study can also serve as the basis of academic institutions and school administrators to effectively decide whether to retain or adjust their policy regarding the use of English language in the classroom. It can also be the basis in designing their enhancement and enrichment language programs. Teachers can also benefit from this study because it can give them substantial data on the students' level of language anxiety, their language difficulties, and the effects of code switching. With this, they can modify their learning objectives, teaching methodologies, and assessment tasks to suit the needs of the learners.

Furthermore, the main beneficiaries of this study are the language learners. They will be well-informed on the effects of the use of code switching in their language

anxiety and their English language problems; hence, it can help them adjust their language learning strategies. Lastly, the information provided in this study can help future researchers supplement their future research.

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METHODS

Research Respondents

The target population of this study were senior high school students enrolled in the 2nd semester of the academic year 2021-2022 from three academic institutions in Davao City. The population included both Grade 11 and Grade 12 online learners with English as their second language from any of the following academic tracks: Science, Technology, Engineering, and Mathematics (STEM), Accounting, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), and General Academic Strand (GAS).

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For privacy and confidentiality, the research settings were called School A, School B, and School C. These three respective settings were all private institutions in Davao City, Philippines. School A is a medical school located in the first district of Davao City. Aside from offering college courses, it is also known for offering a Senior High School Program. School B is also a higher education institution which is also located in the city's District 1. It offers an SHS program and a grade school program. School C is a Catholic school located in the District 2 of Davao City. It takes pride in offering grade school, junior high school, and senior high school programs. These research settings were chosen due to the localized intentions of the study, and the inclusion criteria of this study is primarily based on the curriculum designed for academic track students which includes various language-related subjects, standards, and competencies.

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The Slovin's formula, with 5% margin of error, was used to compute for the sample size of the study. As explained by Baraceros, the acceptable level of probability of the sample's representativeness is 0.05 (128). Additionally, the Slovin's formula allows the researcher to get a sample from the total population with a required degree of precision (Ellen). Since it was not feasible to sample the entire population, a smaller sample was taken using the Slovin's formula. Since the population was divided into different subgroups, the stratified sampling technique was applied to randomly select samples from each subgroup. This sampling technique is commonly used when there are variations within a population. This is to ensure that every stratum is adequately represented (Taherdoost 21).

To compute for the acceptable sample size, the following were the total populations of SHS students from the four academic tracks enrolled in the A. Y. 2021-2022 from the three institutions which served as the research locale of the study. In

School A, the total population of SHS students in the academic track was 1,994. In School B, there was a total population of 1204 SHS students. Lastly, in School C, the total population of SHS students in the academic track was 231. Thus, from the given population, 209 students from School A, 126 students from School B, and 25 students from School C were selected as respondents of the study. In sum, out of an accumulated population of 3429, the total sample size of this study are 360 senior high school students.

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Excluded from the study were Grade 11 and Grade 12 SHS students with English as their native or foreign language because this study only focused on English as a second language. Since data were gathered online, the study also excluded students with printed and digital modular as their chosen mode of learning for the 2nd semester of A.Y. 2021-2022 due to their limited or lack of access to the internet and/or to any gadgets. It also excluded TVL (Technical, Vocational, and Livelihood) track students because their focus was more on practical activities related to their specialization. Lastly, the study did not cover SHS students who were not bona fide, who dropped or totally withdrawn, and/or who transferred to schools other than the study's setting.

A participant, in his or her own accord, can withdraw anytime in some or all aspects of the research study for which he or she previously consented to participate. The participant must inform the researcher before withdrawing from the study, and he or she may state the reasons for discontinuation but is not required to do so. They will not gain any penalty or lose any benefit due to refusal or withdrawal from the study. Data collected from participants who decide to withdraw will be fully discarded and disposed and will not be reported in the results of the study.

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Instrument

The instrument used to gather data in this study is a survey questionnaire consisting of three parts. Close-ended statements were given to help determine the participants' extent of foreign language classroom anxiety and English language problems, the relationship between the two mentioned variables, and the mediating effect of code switching on the relationship between foreign language classroom anxiety and English language problems.

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The first part was adapted from the *Foreign Language Classroom Anxiety Scale (FLCAS)* of Horwitz, Horwitz, & Cope. The FLCAS is a 5-point Likert scale, ranging from 'Strongly Agree' to 'Strongly Disagree,' with 33 closed-ended statements. It consists of the following dimensions: communication apprehension, fear of negative evaluation, and test anxiety. The questions in the original FLCA scale were categorized based on the three mentioned dimensions. Specifically, items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32 were communication apprehension questions. Items 2, 7, 13, 19, 23, 31, and 33 were under fear of negative evaluation, and items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28 were categorized under test anxiety (Wang 53-54).

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The validity and reliability of FLCAS has been confirmed over the years. In the study of Zhang, he mentioned that Kaiser-Meyer-Olkin (KMO) and Bartlett's Test with

SPSS was used to test the validity of the scale. The result yielded 0.935 (≥ 0.9) as the coefficient which means that the scale **has** high validity. Furthermore, the Cronbach's alpha coefficient of communication apprehension, test anxiety, and fear of negative evaluation are 0.794, 0.77, and 0.75 which **proves** the reliability of the instrument (379-380).

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The second part was adapted from the study '*Investigation of Thai Students' English Language Problems and Their Learning Strategies in the International Program at Mahidol University.*' The original instrument was a frequency scale measuring how often students experience certain English language problems. In this study, the questionnaire was modified as a Likert scale measuring the extent to which the participants agree or disagree to the statements. It was divided into 4 subsections: speaking, listening, reading, and writing. The questionnaire was verified a professor at King Mongkut's Institute of Technology North Bangkok. In addition, the study of Abe et al. tested the reliability of the instrument using Cronbach Alpha yielding the result of 0.843 which means that the instrument is reliable (49).

The third part was adapted from *the* study on '*Code Switching in ESL Classrooms: A Study of Adult Arabic Learners.*' The instrument was originally a 4-point Likert scale which was later modified to be a 5-point Likert scale. It consisted of multiple-choice questions which measured the degree of agreement or disagreement to certain code-switching questions.

Since the original instrument came from a mixed-methods research, the validity and reliability of the mentioned study were tested using triangulation method to assist in checking the consistency of the findings which were generated through observations, student interviews and questionnaires. First, the credibility of the interview data was ensured by asking independent assistants to verify the accuracy of the information provided in the observations and interview. To ensure the reliability of the categories, a sample set representing 10% of the total number of CS events that occurred was re-coded by two independent research assistants. Their coding was compared to the researchers and inter-rater reliability (IRR), based on percentage agreement, 90% was found to be accurate. As the responses of the students' questionnaire correlate with the interview responses, they were analyzed under the same themes.

The following rating scale was used in the interpretation of the participants' responses in Foreign Language Classroom Anxiety, English Language Problems, and Code Switching questionnaires:

List 1 : Rating scale showing interpretation of the participants' responses in Foreign Language Classroom Anxiety

Range of Means	Description	Interpretation
4.20-5.00	very high	Measures of foreign language classroom anxiety, code-switching and English language problems are always manifested and/or observed.
3.40-4.19	High	Measures of foreign language classroom

		anxiety, code-switching and English language problems are often manifested and/or observed.
2.60-3.39	Moderate	Measures of foreign language classroom anxiety, code-switching and English language problems are sometimes manifested and/or observed.
1.80-2.59	Low	Measures of foreign language classroom anxiety, code-switching and English language problems are seldom manifested and/or observed.
1.0-1.79	very low	Measures of foreign language classroom anxiety, code-switching and English language problems are almost never manifested and/or observed.

The adapted research instrument was validated by four expert validators from the University of Mindanao Professional Schools and one expert validator from an external institution. The result of the validation yielded a mean score of 4.4 which is described as very good. After the validation, the instrument has been tested for reliability, and the result yielded a Cronbach Alpha of .979 for part 1; .982 for part 2; and .967 for part 3 which means that the instrument has high reliability.

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Design and Procedure

This study made use of a non-experimental quantitative method. Quantitative research is an unbiased, methodical, and empirical examination of observable phenomena using computational techniques. It focuses on numerical analysis of data hoping that the numbers generate objective results that can be generalized to a larger population and explain a particular observation (Faltado et al. 1-2).

Particularly, this paper applied the descriptive-correlational research design. Descriptive correlational design describes the variables of the study as well as the relationships that naturally exist between and among them (Baraceros 88). This method emphasizes objective measurement of the foreign language classroom anxiety and English language problems of the participants. It also accentuates statistical or numerical analysis of the relationship between FLCA and language problems and the mediating effect that the code switching has on the relationship between the aforementioned variable.

In gathering the data, strict and proper procedures observing the Data Privacy Act of 2012 and the IATF guidelines were strictly followed by the researcher. First, the researcher asked permission to conduct the study by sending a letter to the schools' Office of the Principal to request for approval for the conduct of this research. After the school principals affixed their approval, a second letter was sent to the school registrar to request for the list of senior high school students enrolled in the A.Y. 2021-2022. The lists of students were dealt with utmost confidentiality to avoid any forms of data leak.

Afterward, the resident guidance counselor and the class advisers were asked to go over the prepared consent and assent forms and the study instrument before administration. They were also involved in deciding which participants are emotionally and mentally ready to participate in the study to avoid any adverse effects on the students' learning and well-being. The guidance counselors of the school were invited to do the briefing and debriefing of the participants.

After obtaining permission from different offices, the researcher sent the letter of informed consent with the attached endorsement letter from the Office of the Principal to the respondents of the study. The respondents were fully informed of what the research is all about, and they were aware of their rights as research participants. For respondents of minor age, a minor assent form was given to them and a separate parent's consent form was given to their parent or legally authorized guardian. For the safety of both the participants and the researcher, data collection was done using Google Forms.

Subsequently, the researcher gathered and tallied all the data collected from the respondents with proper guidance from the statistician. The results were then analyzed in relation to the research objectives of the study. After the research study concluded, data gathered from the research participants were properly disposed to prevent unauthorized use of data.

In computing the data, descriptive and inferential statistics were employed, particularly *Mean*, *Pearson's r*, *Regression Analysis*, and *Path Analysis*. The *mean* was used to determine the level of foreign language classroom anxiety in terms of communication apprehension, fear of negative evaluation, and test anxiety; the level of English language problems in terms of speaking, reading, writing, and listening; and the level of code-switching among the senior high school students. In addition, the *Pearson's r* measured the relationship between code-switching and foreign language classroom anxiety, code-switching and English language problems, and foreign language classroom anxiety and English language problems. Lastly, regression and path analysis were used to identify the mediating effect of code-switching on the relationship between foreign language classroom anxiety and English language problems.

RESULTS AND DISCUSSION

Level of Foreign Language Classroom Anxiety

Table 1 revealed that there is a high level of foreign language classroom anxiety among the senior high school students of Davao City with an overall mean score of 3.61. Shown below are the mean scores of each indicator under the study's independent variable. With a mean score of 3.56, 3.77, and 3.51, the levels of communication apprehension, fear or negative evaluation, and test anxiety are high.

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Table 1

Level of Foreign Language Classroom Anxiety

Indicator	SD	Mean	Descriptive Level
Communication Apprehension	0.77	3.56	High
Fear of Negative Evaluation	0.80	3.77	High
Text Anxiety	0.78	3.51	High
Overall	0.72	3.61	High

This is consistent with the study of Amengual-Pizarro which revealed that 71.9% of the study's respondents, average to high levels of anxiety in the English language classroom (155). Similarly, Djafri and Wimbarti mentioned in their study that Japanese, Arabic, French, Korean, and English learners have been recorded with the highest level of foreign language anxiety (13).

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The result of this study is also in line with the findings of Labicane. The researcher revealed that there is a high level of anxiety, specifically in speaking, observed among the participants. With this finding, teachers are urged to foster a learning environment that is free of judgment, where students' errors are viewed as simply a natural part of the learning process (262).

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Level of English Language Problems

Table 2 shows that there is a moderate level of English language problems among the participants with an overall mean score of 3.05. It specifically shows the mean scores of each indicator under the study's dependent variable. With a mean score of 3.37, 2.75, 2.82, and 3.26, the levels of speaking, listening, reading, and writing problems among the respondents are only moderate.

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Table 2

Level of English Language Problems

Indicator	SD	Mean	Descriptive Level
Speaking	0.85	3.37	Moderate
Listening	0.90	2.75	Moderate
Reading	0.91	2.82	Moderate
Writing	0.86	3.26	Moderate
Overall	0.75	3.05	Moderate

As shown in the data above, the primary reasons for language difficulties in speaking, reading, writing, and listening are the difficulty to explain ideas using the English language; inability to understand the attitude, custom, and social circumstances of the native English speakers; difficulty to guess the meaning of new vocabularies; difficulty to understand English idioms; and difficulty to use perfect grammatical rules in writing paper.

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The moderate level of English language problems revealed in this study is not at par with the findings of Pawapatcharandom where it has been found that the participants always experience a serious problem with the speaking, listening, reading, and writing skills. These difficulties are particularly because students do not understand the tone of voice; they cannot clearly express ideas in English; they cannot understand English idioms; and they cannot write an essay within limited time (31-35).

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Level of Code-Switching

Table 3 specifically shows an overall mean score of 3.93 which means that there is a high level of code-switching among the respondents. The mean scores of each item under the study's mediating variable has been precisely indicated. All items got mean scores which are considered of high level.

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Table 3

Extent of Code-Switching

Item	SD	Mean	Descriptive Level
Using both mother tongue and English assists my learning of English.	0.82	4.01	High
Using both mother tongue and English leads to my success in English.	0.83	3.96	High
In learning a course, using both mother tongue and English is most beneficial to my learning.	0.86	4.00	High
In learning a course, using both mother tongue and English increases my chances of passing the exams.	0.85	3.92	High
Feeling aware that I am speaking two languages in class.	0.84	4.03	High
Feeling that it is natural to use mother tongue while learning English.	0.84	4.01	High
Feeling relaxed when I and my friends use mother tongue while learning English.	0.84	4.05	High
Preferring to use mother tongue whenever I am learning English in the classroom because it helps me enjoy my lesson.	0.88	3.82	High
Preferring to use mother tongue whenever I am learning English in the classroom because it helps me with my learning.	0.86	3.84	High
Preferring to use mother tongue whenever I am learning English in the classroom because it makes me feel comfortable when learning English.	0.86	3.87	High
Preferring to use mother tongue whenever I am learning English in the classroom because I feel less lost during the lesson.	0.87	3.78	High
Preferring the use of mother	0.92	3.77	High

tongue with my friends while learning English in the classroom because I am not good at English.

Preferring the use of mother tongue with my friends while learning English in the classroom because it helps me to understand new words.

0.86 3.88 High

Preferring the use of mother tongue with my friends while learning English in the classroom because it helps me to understand the difficult concepts.

0.83 3.95 High

Preferring the use of mother tongue with my friends while learning English in the classroom because it helps me to understand English grammar.

0.89 3.91 High

Using mother tongue in English lessons helps facilitate communication.

0.87 3.94 High

Using mother tongue in English lessons makes learning fast and easy.

0.85 3.90 High

Using mother tongue in English lessons support skill learning in the twolanguages.

0.84 3.99 High

Using mother tongue in English lessons enables the speakers to express theiridentity.

0.83 3.96 High

Overall 0.69 3.93 High

This is consistent with the findings of Subon and Tarmim wherein it has been shown that there **is** a high frequency rate of code-switching among their Malaysian respondents (96). The research of Mauliddiyah et al. also revealed that students' use of code-switching in class **is** relatively high, while teachers level of code-switching is even higher (144).

Comment [D54]: was

Comment [D55]: was

Although the data analyzed by Larbah shows that students **have** mixed responses regarding the use of code-switching, 90% shows awareness that they **are**

Comment [D56]: had

Comment [D57]: were

speaking two languages in class. Moreover, the study participants find it helpful to code-switch because it helps facilitate communication, makes learning fast and easy, support skill learning in two languages, and enables speakers to express their identity (69-72).

Comment [D58]: found

Comment [D59]: helped

Comment [D60]: enabled

Significance on the Relationship between Foreign Language Classroom Anxiety and English Language Problems

Results shown in Table 4.1 indicates that the first null hypothesis is rejected because there is a significant and positive relationship between the two mentioned variables, with an overall R-value of .624 and a p-value of .000. This further means that the level of English language problems increases when the level of Foreign Language Anxiety increases.

Comment [D61]: was

Comment [D62]: was

Comment [D63]: increased

Table 4.1

Significance on the Relationship between Foreign Language Classroom Anxiety and English Language Problems

Foreign Language Classroom Anxiety	English Language Problems				
	Speaking	Listening	Reading	Writing	Overall
Communication Apprehension	.726** .000	.484** .000	.403** .000	.525** .000	.622** .000
Fear of Negative Evaluation	.608** .000	.316** .000	.243** .000	.386** .000	.450** .000
Text Anxiety	.738** .000	.535** .000	.440** .000	.487** .000	.641** .000
Overall	.755** .000	.486** .000	.395** .000	.509** .000	.624** .000

Accordingly, several research studies found a strong inverse relationship between language anxiety and English language learning. This indicates that if a learner feels anxious in the language classroom, it will result to a problem in learning the language. The study of Tian and Mahmud, for instance, mentions that language anxiety plays a significant but detrimental role in speaking as it is considered as one of the main reasons for language difficulties (150-151).

Comment [D64]: felt

Comment [D65]: would

Comment [D66]: played

Comment [D67]: was

Taha and Wong specified that fear of being called upon by a teacher in class is an anxiety-arousing source. This is usually accompanied by fear of mispronunciation, different accent between the speaker and hearer, misunderstanding, low proficiency

Comment [D68]: was

Comment [D69]: was

and formal situation (308). Additionally, the study of Nugroho et al. found out that their participants **have** a fear of being laughed at, a fear of being scolded, and a shy personality (236). As stated by Pizarro, this extreme concern regarding the personal and academic assessment of their use of the target language **may** inhibit students from enhancing their oral communication skills (155).

Comment [D70]: had

Comment [D71]: might

Lastly, various research studies indicates that test anxiety, the final component of foreign language classroom anxiety, also **has** substantial effects on the foreign language learning process. A study which aimed to identify the relationship between test anxiety and academic achievement of Ethiopian students concluded that test anxiety increases errors in the learning process. It has been noted that students **worry** so much during a test and think too much about their results that it **interferes** with their test performance. They also often **get** nervous that they **forget** facts they studied (Alemu and Feysa 545).

Comment [D72]: had

Comment [D73]: worried

Comment [D74]: interfered

Comment [D75]: got

Comment [D76]: forgot

Significance on the Relationship between Foreign Language Classroom Anxiety and Code-Switching

Results shown in Table 4.2 indicates that the second null hypothesis **is** rejected because there **is** a significant and positive relationship between the two mentioned variables, with an overall R-value of .451 and a p-value of .000. This further means that the level of Code-Switching **increases** when the level of Foreign Language Classroom Anxiety increases.

Comment [D77]: was

Comment [D78]: was

Comment [D79]: increased

Table 4.2

Significance on the Relationship between Foreign Language Classroom Anxiety and Code-Switching

Foreign Language Classroom Anxiety	Code-Switching
Communication Apprehension	.409** .000
Fear of Negative Evaluation	.387** .000
Text Anxiety	.442** .000
Overall	.451** .000

Correspondingly, researchers who support code-switching believes that CS should have a role in dealing with language anxiety (Patanduk, Sirande, Sendana, Tandikombong 207). The study of Almoayidi particularly mentioned that L1 advocates propose the use of the mother tongue in L2 learning. It is believed that CS is helpful in eliminating students' anxiety in language classrooms. As mentioned in previous

literature, matured learners **are** more inflexible in learning than children, and they **are** more inclined to be careful when learning. Per se, using mother tongue **is** of essence to minimize language learning anxiety in the classrooms. Furthermore, if a student is only allowed to use L2 alone, it can be a hindrance which might **make** students feel hesitant to use the target language, especially if they are not yet that proficient. In China, it was found out that when teachers **force** their students to not use their mother tongue in practicing L2, there **will** be an adverse effect on them learning the target language (376).

Comment [D80]: were

Comment [D81]: were

Comment [D82]: was

Comment [D83]: made

Comment [D84]: forced

Comment [D85]: would

For Malaysian students, code-switching happens due to various factors. Anxiety was one of the factors along with not knowing English words and simplifying theories and concepts. It can be deduced from these findings that the students resorted to their L1 when they encounter problems in expressing their ideas in English and when they **feel** nervous (Subon and Tarmim 95). Accordingly, the study of Pires mentioned that grammar and speaking **are** better learned by French learners when code-switching **is** allowed in language classrooms. It **is** likely that code-switching sharpened learners' cognitive abilities and metalinguistic awareness and lowered their anxiety, making them more disposed to comprehend linguistic input and respond to test instructions better (143).

Comment [D86]: felt

Comment [D87]: were

Comment [D88]: was

Comment [D89]: was

Significance on the Relationship between Code-Switching and English Language Problems

Results shown in Table 4.3 indicates that the third null hypothesis **is** rejected because there **is** a significant and positive relationship between the two mentioned variables, with an overall R-value of .257 and a p-value of .000. This further means that the level of English language problems **increases** when the level of code-switching increases.

Comment [D90]: was

Comment [D91]: was

Comment [D92]: increased

Table 4.3

Significance on the Relationship between Code-Switching and English Language Problems

Code-Switching	English Language Problems				
	Speaking	Listening	Reading	Writing	Overall
	.352**	.120*	.131*	.287**	.257**
	.000	.023	.013	.000	.000

This result is consistent with the notions of the proponents of the exclusive use of the target language in second or foreign language classrooms. They **propose** that by exclusively using the target language as a learning model habituates students to building their own language system through communication practices while code-switching disinterests students in listening to the target language. For these studies, it is clearly expected that the target language should be the main language to be used in

Comment [D93]: proposed

foreign or second language classrooms, both as a language of instruction and communication. Amongst the reasons attached to this belief is that extensive language exposure to the target language will not only help students to achieve a native-like command of the language, but the exclusion of first language usage in second or foreign language classrooms will leave room for the target language to be the only students' primary source of their exposure [Sakaria and Priyana 175-180].

In contrast, there are studies which proved the advantages of code-switching. For instance, Subon and Tarmim discussed in their paper that learners regarded code switching as helpful in gaining better understanding (89). In addition, Castillejo and Calizo confirmed the significant relationship between the learners' frequency on the use of code-switching and their level of English competence. This finding further led to their recommendation that teachers should consider making good use of code-switching as a way of helping students comprehend the lesson better. On the students end, they should not hesitate to code-switch as the need arises to freely convey their thoughts and to actively participate in class discussions (416-417). Shafi, Kazmi, and Asif further oppose the notion that code-switching **has** a negative impact on L2 learning. Instead, it **smoothen**s it (231).

Comment [D94]: had

Comment [D95]: smoothened

Mediating Effect of Code-Switching on the Relationship between Foreign Language Classroom Anxiety and English Language Problems

Results shown below revealed that code-switching **has** no mediating effect on the relationship between foreign language classroom anxiety and English language problems. The most common way to obtain estimates of the path coefficients **is** to run the following series of regression analyses. In the first step, regression was used to predict English language problems (ENLP) from foreign language classroom anxiety (FLCA) without the mediating variable. The result in Table 5.1 yielded an estimate of .66 and a p-value of less than 0.001 which indicates that the effect of FLCA on ENLP **is** statistically significant.

Comment [D96]: had

Comment [D97]: was

Comment [D98]: was

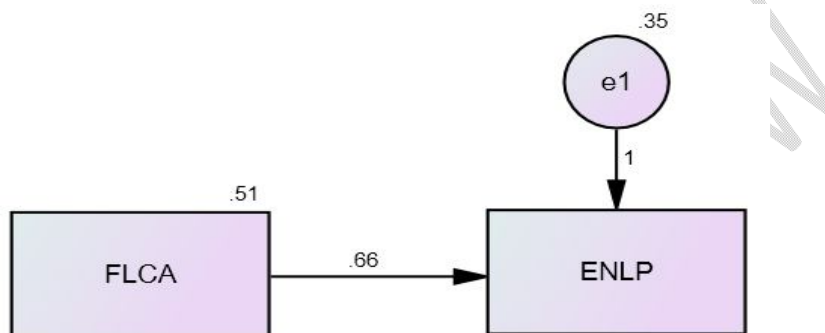
Table 5.1

Regression Weights for Foreign Language Classroom Anxiety and English Language Problems

		Estimate	S.E.	C.R.	P	Label
ENLP	<--- FLCA	.656	.043	15.124	***	

Figure 2.

Path Diagram for Foreign Language Classroom Anxiety and English Language Problems



In the second step, a regression was also performed to predict code-switching (COSW) from foreign language classroom anxiety (FLCA). As seen on Table 5.2, the result of this regression revealed an estimate of .432 and a p-value of less than 0.001 which is still statistically significant. In the third step, the same statistical treatment was performed to predict English language problems (ENLP) from code-switching (COSW); however, result revealed an estimate of -.033 and a p-value of .509 which indicates statistical insignificance. This result means that the third condition in the path analysis is not met; thus, there is no established ground for mediation. In this regard, the fourth hypothesis is accepted since code-switching has no mediating effect on the relationship between foreign language classroom anxiety and English language problems.

Comment [D99]: was

Comment [D100]: was

Comment [D101]: was

Comment [D102]: was

Comment [D103]: had

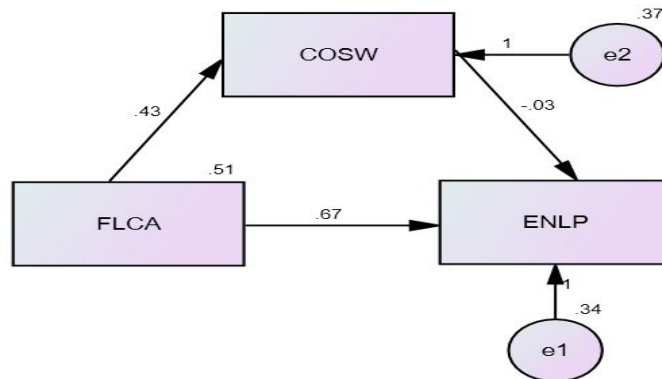
Table 5.2

Regression Weights for Foreign Language Classroom Anxiety, English Language Problems, and Code-Switching

			Estimate	S.E.	C.R.	P	Label
COSW	<---	FLCA	.432	.045	9.579	***	
ENLP	<---	FLCA	.670	.049	13.803	***	
ENLP	<---	COSW	-.033	.051	-.660	.509	

Figure 3.

Path Diagram for Foreign Language Classroom Anxiety, English Language Problems, and Code-Switching Mediation Analysis



The result yielded from this mediation analysis supported the notions of the theoretical bases of this study. Horwitz, Horwitz, and Cope's Theory of Foreign Language Classroom Anxiety propose that there is a significant relationship between FLCA and ENLP which is consistent with the generated result. Additionally, it has been shown in this study that FLCA also has a significant relationship with COSW which is in line with what Lozanov's Suggestopedia indicated.

However, the proposed notion of Sociocultural Theory that there is a significant but inverse relationship between COSW and ENLP has been contradicted by the findings of the regression analysis performed. It also challenged the hypothesized idea of Affective Filter and Input Hypothesis under the Monitor Model of Stephen Krashen since there is no established ground for mediation. Hence, even with the use of code-switching, foreign language classroom anxiety still predicts English language problems.

Comment [D104]: was

Comment [D105]: was

Comment [D106]: had

Comment [D107]: had

Comment [D108]: was

Comment [D109]: was

Comment [D110]: had

Comment [D111]: was

Comment [D112]: predicted

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the data analyzed, the succeeding conclusions are drawn. First, the study participants have a high level of foreign language classroom anxiety. A moderate level of English language problems was reported by the participants. Similar to FLCA, the respondents also **have** a high level of code-switching usage, attitude, and awareness.

Comment [D113]: had

Second, with the use of Pearson's r , it has been found that there **is** a significant and positive relationship between foreign language classroom anxiety and English language problems, foreign language classroom anxiety and code-switching, and code-switching and English language problems. This means that when foreign language classroom anxiety **increases**, the level of English language problems and code-switching also **increases**; and when the level of code-switching increases, the level of English language problems also increases. After performing mediation analysis, it **has** also been revealed that code-switching **has** no mediating effect on the relationship between foreign language classroom anxiety and English language problems. Thus, the use of code-switching **does** not remove nor significantly reduce the relationship between the study's predictor and criterion variable.

Comment [D114]: was

Comment [D115]: increased

Comment [D116]: increased

Comment [D117]: had

Comment [D118]: had

Comment [D119]: did

These results supported the hypothesized idea of Horwitz, Horwitz, and Cope's Theory of Foreign Language Classroom Anxiety, and Lozanov's Suggestopedia. However, it **does** not totally agree with Vygotsky's Sociocultural Theory. The study suggests a positive relationship between code-switching and English language problems while the theory proposes otherwise. The findings also **contradict** the study's major theoretical underpinning, Affective Filter and Input Hypothesis under the Monitor Model, since there **is** no established ground for mediation.

Comment [D120]: did

Comment [D121]: contradicted

Comment [D122]: was

Recommendation

On the basis of the aforementioned conclusions, these recommendations have been drawn out:

The Department of Education may focus on strengthening the implementation of the department orders that would protect the learners from experiencing extreme language anxiety. Although the speaking, reading, writing, and listening problems of the respondents are only of moderate level, the English language curriculum may be redesigned to further lessen the problems in English language. Additionally, the department may also be clear on its stand about the use of code-switching in the classroom. They may take into consideration that the use code-switching, based on the findings of this study, cannot lessen the effect of foreign language classroom anxiety on English language problems.

The academic institutions and school administrators may concentrate on providing enhancement and enrichment programs to help students overcome their foreign language classroom anxiety and language difficulties. These programs could particularly focus on reducing language students' fear of negative evaluation and reading difficulties. If code-switching is found to be of frequent use, they may impose policies minimizing its use as it does not have any mediating role on the relationship between code-switching and English language problems. Aside from that, it has also been revealed that when learners code switch often, it can worsen their language difficulties.

The teachers may foster a safe learning environment that could lessen the language anxiety of the learners. Specifically, they can be more sensitive in giving out feedbacks since most students revealed that they have a fear of negative evaluation. They can also provide learning activities designed to improve their language skills, particularly their reading skills. Predominantly, they have to be more careful in using code-switching as a strategy in teaching the language.

The language learners may consider using other language learning strategies aside from code-switching since it does not have any mediating role in lessening the effect of language anxiety on their language problems. They also have to be mindful on the factors that can arouse their language anxiety and the specific language aspect that they have difficulties with.

Lastly, the future researchers may focus on identifying other language learning strategies that can have a mediating role on the relationship between foreign language classroom anxiety and English language problems.

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