

The Mediating Effect of Filipino Language Orientation on Language Attitude and Active Learning Among Learners

ABSTRACT

Aims: This research aims to determine the mediating effect of Filipino Language orientation towards language attitude and active learning of the learners.

Study Design: Quantitative non-experimental design.

Place and Duration of the Study: The study was conducted among Senior High School students in HOLY CHILD College of Davao, particularly on 3 campuses: Mintal, Jacinto, and Cabantian during the school year 2022-2023.

Methodology: The respondents were 261 senior high school students from private schools in Davao City, Region 11, Philippines. The respondents were chosen using stratified sampling. The data was collected using a survey questionnaire.

Result: The result revealed that the level of language attitude was high and the level of active learning of the learner was very high. Additionally, the level of Filipino Language orientation is also high. There was a significant relationship between language attitude and active learning, language attitude and Filipino Language orientation, and Filipino Language orientation and active learning.

Conclusion: Therefore, there is a partial mediation of Filipino Language orientation toward language attitude and active learning of the learners. Thus, the researcher recommends that to enhance the language attitude and Filipino Language orientation of the students, they can participate in competitions related to Filipino Language like National Language Month and National Literature Month. Additionally, teachers should give an interactive experience to the students in teaching Filipino like audiolingual method, community language learning, language scaffolding, Socratic discussion, and others.

Keywords: The mediating effect of Filipino Language orientation; language attitude; active learning; Philippines.

1. INTRODUCTION

Active learning has little or no effect on the academic performance of the students. It can be challenging to structure and implement effectively, and there are mitigating factors that can affect its success [1]. Active learning is a sophisticated strategy for students because it requires a higher level of cognitive process [2]

There is a connection between constructionism and active learning because it will enable learners

to create their learning and construct understanding using their thoughts [3]. The connection between language attitude and active learning has a significant role because, from the start of the lesson, learners are allowed to discover their learning, build their own knowledge of the subject, to collaborate with their classmates and their teachers to further expand the knowledge of the learners about a complex topic and make it simple for them to understand the subject [4].

Proving that there is a positive and significant relationship between language orientation and language attitude. This is an indication that learners who had language orientation also had good language attitudes. Language attitude is an important aspect of learning one language [5]. Language attitude is a way of people on how to accept and feel their own language or other people's language. Additionally, if one person likes the language or they need it that's what we call a positive language attitude but if one person didn't like the language or they do not need it, that's what we call a negative language attitude [5].

There are three categories of language attitude: behavioral attitude, cognitive attitude, and affective attitude. The behavioral attitude is one of the aspects of language attitudes which the students behave and respond in particular situations. Furthermore, if one student has a positive attitude towards one subject, they get information from the discussion and they will try to learn and understand it. This means that behavioral attitude of the students affects their academic performance, particularly in Filipino subjects [6]. It is believed that in cognitive attitude students learn in one language through the knowledge acquired from the school. Affective attitude is about emotion that affects in learning one language. The affective attitudes of students influence their perception of the target language, such as Filipino. The affective attitude is the most difficult to change among indicators, it is also suggested that teachers should provide enjoyable learning experiences in Filipino subject

to enhance the affective attitude of the learners[7].

In active learning, there are 5 indicators: positive interdependence, individual and group accountability, face-to-face promotive interaction, interpersonal skills and group processing. Positive interdependence refers to grouping the learners and assigning them in specific responsibilities that are related to the subject matter, they can effectively engage in the teaching and learning process. The concept of individual and group accountability is aimed to enabling learners within a group to independently and collectively grasp those specifically that are related to the subject matter. On the other hand, promotive face-to-face interaction focuses on creating activities that encourage students to be active in their own learning during face-to-face interaction [8].

Interpersonal skills highlight the importance of teaching learners' social skills to achieve successful collaboration. Group processing emphasizes the importance of dedicating time for learners to reflect, which eventually leads to transformative learning [9]. Active learning is not limited to listening to a lesson, but it also develops the high-level skills like analysis, evaluation and synthesis when learners collaborate with their peers [10]. For a learner to be motivated to seek employment, they need to develop their language skills, especially in Filipino. In addition, motivation may also lead to them to learn other language aside from Filipino[11]. In language orientation as motivation, there are two

types – integrative and instrumental motivation. Integrative motivation refers to a student's inclination to communicate or interact in another target language that they feel more comfortable [12]. On the other hand, instrumental motivation is refers to the response to a need, which is why a learners learn a language in order to use it in the future, such as having a good job, a high salary or passing an examination[13].

This study is anchored to Constructivism Theory of Qiong Jia [14]. This theory refers to use in classroom-based research particularly in language related studies to promote critical thinking that could serve as a link for teachers teaching language in various field. The essential element of constructivism lies in its integration with language through alternative pedagogical models.

Another is the Tripartite Model on Language Attitude of Rosenberg and Hoaland [15]. In this model there are 3 aspects of attitude namely cognitive, affective and behavioral. This Tripartite Model of Attitude defines as individual may have a preference for a particular language or dialect.

This research has three variables that addresses to the problem of the study, language attitude, active learning and Filipino language orientation as mediating variable.

Language attitude has three indicators according to Ong [6]: behavioral, cognitive and affective. The behavioral attitude is about how we act or give reaction in a particular situation. The cognitive attitude on the other hand, linking prior knowledge to new

knowledge. Affective attitude is showing feeling and emotion about one situation or things.

Active learning has five indicators according to Neo et al [16], positive interdependence, individual and group accountability, face-to-face promotive interaction, interpersonal skills, and group processing. Positive interdependence means that the success of group or individual's peers is also their own success. The individual and group accountability involves being aware of the tasks assigned to oneself and also consider the viewpoints or idea of other members in the group. Face-to-face promotive interaction refers to the act of collaborating and interacting with peers to better understand a subject or lesson. Interpersonal skills involve the ability to express one's knowledge, opinion or idea about a subject or lesson and sharing them with peers. Group processing refers to the act of collaborating with each member within their group to achieve a common goal.

In this study, we also used the Filipino language orientation as a mediating variable in the relationship of language attitude and active learning. It has ten questions according to Mbato and Kharismawan [5]. It is about how important learning a language. It is also help in the future career if you are proficient in one language. If you are proficient in one language it gives a sense of accomplishment.

The conceptual framework shows the relationship between (1) Language Attitude and Active Learning, (2) Language Attitude and Filipino

Language Orientation, (3) relationship between mediating effect of Filipino Language Orientation and Active Learning, the Mediating Effect of Filipino Language Orientation Towards Language Attitude and Active Learning of the Learners.

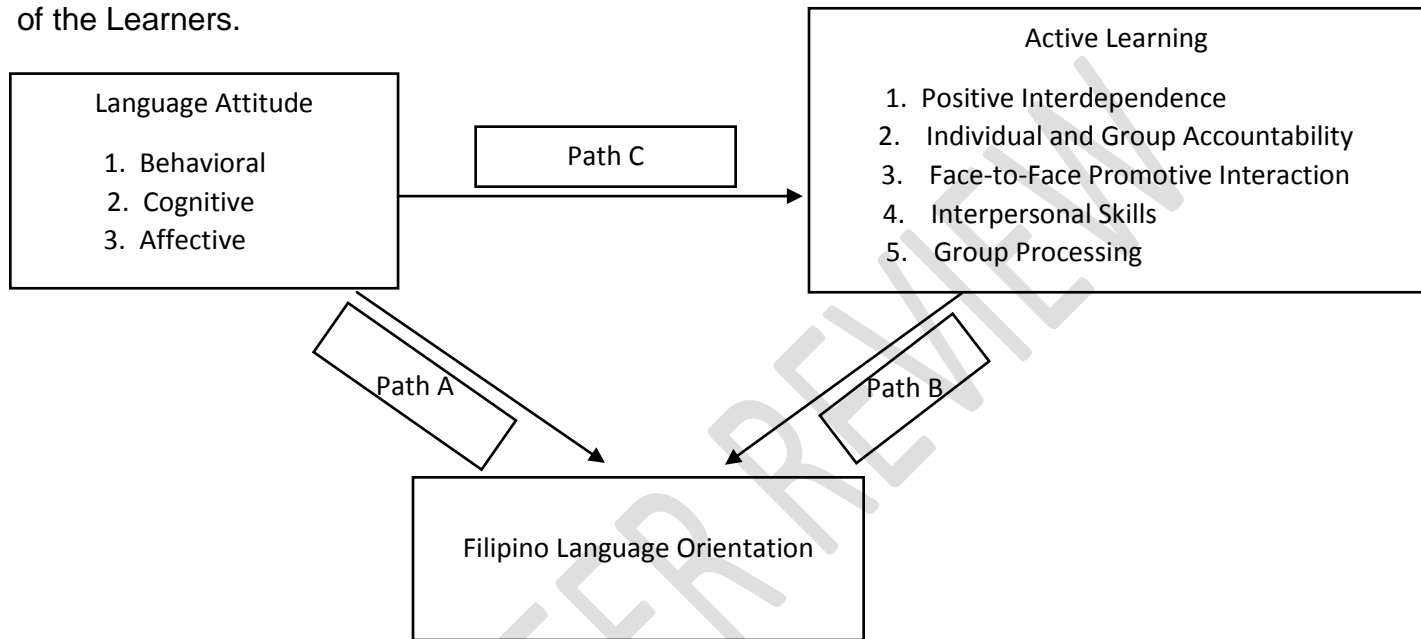


Fig. 1. Conceptual Framework of the Study

In this study, we employed four distinct approaches to ascertain the mediating influence of Filipino language orientation on the relationship between language attitude and the active learning behavior of learners. Path (a) illustrates the direct impact of language attitude with Filipino language orientation serving as the mediating variable. Path (b) elucidates the direct connection between Filipino language orientation and the active learning behavior of learners, with Filipino language orientation as the mediating factor. Path (c) illuminates the indirect influence of language attitude and active learning, with Filipino language orientation operating as the mediating element in this relationship.

There might be many studies about language attitude and active learning language attitude and language orientation, but this study focuses on the relationship of language attitude and active learning to learn language and the mediating effect of language orientation. It is urgent to conduct this study because we consider the interest and learning of the students. Thus, the outcome of this study will significantly contribute to increase the level of student's motivation to learn language especially Filipino.

The objective of this research is to present the mediating effect of Filipino language orientation towards language attitude and active learning of the

learners. Specifically, this study seeks to answer the following question: what is the level of language attitude according to: behavioral; cognitive; and affective?, what is the level of active learning of the learners according to: positive interdependence; individual and group accountability; face-to-face promotive interaction; interpersonal skills; and group processing?, what is the level of Filipino language orientation?, to determine if there is no significant relationship between; language attitude and active learning; language attitude and Filipino language orientation; and Filipino language orientation and active learning of the learner based on 0.05 level of significance and to determine if Filipino language orientation as mediating variable has no significant relationship of language attitude and active learning.

2. MATERIALS AND METHODS

2.1. Respondent

The study was conducted in three campuses of one private school in Davao City. The respondents in this study were Grade 11 and Grade 12 Senior High School Students who are taking the Filipino subject as core and applied. Out of 780 Senior High Students, only 261 students were selected through stratified random sampling with confidence level of 95%. The objective of this study is to determine the level of language attitude, active learning and Filipino language orientation. The respondents were not coerced to answer the questionnaire and the researcher respected their decision to refuse. Nonetheless, they

willingly took the time and effort to respond the questionnaire without any form of intimidation. The researcher also made it clear that there would be consequences for respondents who chose not to answer the survey questionnaire. The respondents came from three campuses of Holy Child College of Davao – Cabantian, Jacinto, and Mintal. Senior High School Students who do not have Filipino subject, were absent at the time of the survey and had no interest in answering the survey were not included in the study. During the data gathering, health protocol was observed.

2.2. Research Instrument

In this research, uses an adapted questionnaire from the internet and modified by the researcher with the help of five validators. The questionnaire was about language attitude, active learning and Filipino language orientation.

The first part of the questionnaire consist language attitude by Jerusha Ong “Attitude of Filipino Senior High School Students Towards English: Implication for Teaching”[6]. It has 29 items and three indicators: the following indicators: behavioral, cognitive and affective. The second part is about active learning by Neo et al. “MICE 2.0: Designing Multimedia Content to Foster Active Learning in a Malaysian Classroom” and has 25 items with 5 indicators: positive interdependence, individual and group accountability, face-to-face promotive interaction, interpersonal skills and group processing [16]. The third part is language orientation by Mbato and

Kharismawan “A Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners” and has 10 items [5].

During the validation of questionnaire, the mean score is 4.50 which is very good. After the validation, the efficiency of the questionnaires was tested through pilot testing using Cronback Alpha. The pilot testing was done and all item are reliable with an Cronback Alpha of greater than 0.840 which is good result.

2.3. Research Design and Methodology

This study was conducted according to a non-experimental design and quantitative research. The learning attitude is the independent variable, while the active learning of the learners is the dependent variable and the Filipino language orientation is the mediating variable. In this research we used descriptive correlational survey and quantitative research to analyze and interpret the relationship between two or more variables or to determine the mediating effect of Filipino language orientation towards language attitude and active learning of the learners. Furthermore, descriptive correlational is to describe the relationship between two or more variable. Hence, the researcher’s data collection is suitable for this research.

After the validation of the questionnaire, the data was gathered in order to secure a certificate from the university along with some attachments such as certificate of appearance and approval was given with UMERC Protocol No.

UMERC-2023-102. After such, data was gathered through survey questionnaire with an informed consent form, assent form and letter to conduct study for pilot testing and afterward final data gathering to 3 campuses of Senior High School students under Davao City, Region 11. The answer and privacy of the respondents are remained confidential.

For the data analysis, some statistical tools were used like the mean, to determine the level of Filipino language orientation towards language attitude and active learning of the learners. Pearson r was used to determine the significant relationship of variables like language attitude and Filipino language orientation. However, linear regression was used to identify the influence of Filipino language orientation to other variables. Furthermore, path analysis is used in this research to know if mediating variable has a significant relationship to the independent and dependent variables.

The researcher considered the ethical consideration that align with research guidelines for safety purposes. They adhered to protocol and management. The researcher chose this study due to its relevance to their own experiences. Enhancing the active learning is essential for achieving the importance of Filipino subject or lesson. To the future researchers, this research can be used as their guide or reference that may establish the relationship of each variable.

3. RESULT AND DISCUSSION

3.1. Level of Language Attitude of Senior High School Students

Table 1 shows the result of the study on the level of language attitude of senior high school students that have a total mean score of 4.03 means high, and a standard deviation of 0.356. Though three of the indicators remain high. Behavioral attitude in terms of mean is 4.10, cognitive attitude is 4.08, and affective attitude is 3.92.

This result indicates that the three indicators are important to the students in learning Filipino subject. In the study of Ong, if one student has a positive attitude towards one subject, they get information from the discussion and they will try to learn and understand it. This means that the behavioral attitude of the students affects their academic performance particularly in Filipino subject [6]. It is believed that in cognitive attitude students learn in one language through the knowledge acquired from the school. Affective attitude is an emotion that affects in learning one language. The affective attitudes of students influence their perception of the target language, such as Filipino. The affective attitude is the most difficult to change among indicator, it is also suggested that teachers should provide enjoyable learning experiences in Filipino subject to enhance the affective attitude of the learners [7].

3.2. The Level of Active Learning of the Learners.

Table 2 shows the overall score in student's active learning that range from 4.20-5.00 and has a total mean score of 4.34 and has a standard deviation of

0.454 which means very high. An indicator that has the highest mean score are the face-to-face promotive interaction which has 4.38 and has a standard deviation of 0.539 and group processing with a mean score of 4.38 and has a standard deviation of 0.532. the two indicators have a descriptive level of very high. Although the descriptive level of positive interdependence is very high but this indicator also the lowest because of the mean score of 4.24 and has a standard deviation of 0.501.

Active learning is not limited to listening to a lesson, but it also develops the high-level skills like analysis, evaluation and synthesis when learners collaborate with their peers [10]. The active learning is an important method that involved students in learning environment are enjoyable and dynamic. This will implement through discussion or group activity, metacognition, formative assessment, workbook and games [17].

3.3. Level of Filipino Language Orientation of Senior High School Students

Table 3 show the Filipino language orientation of Senior High School students. The overall mean score is 4.05 and 0.488 standard deviation which has a descriptive level of high. In ten items, only the item number 1 and number 10 a descriptive level of very high. Item number 1 got a mean score of 4.27 and has a standard deviation of 0.746. On the other hand, the item number 10 has a mean score of 4.26 and standard deviation of 0.772.

This result indicates that the respondents has positive perception if they know their language orientation and they can use it in their everyday life. For a learner to be motivated to seek employment, they need to develop their language skills, especially in Filipino. In addition, motivation may also lead to them to learn other language aside from Filipino [11]. In language orientation as motivation, there are two types – integrative and instrumental motivation. Integrative motivation refers to a student’s inclination to communicate or interact in another target language that they feel more comfortable [12]. On the other hand, instrumental motivation is

refers to the response to a need, which is why a learners learn a language in order to use it in the future, such as having a good job, a high salary or passing an examination [13].

Chart 1. List of scale used, description, and interpretation of the data collected in

Scale	Description	Interpretation
4.20-5.00	Very High	Language attitude, active learning and Filipino language orientation are always observed.
3.40-4.19	High	Language attitude, active learning and Filipino language orientation are often observed.
2.60-3.39	Moderate	Language attitude, active learning and Filipino language orientation are sometimes observed.
1.80-2.59	Low	Language attitude, active learning and Filipino language orientation are rarely observed.
1.00-1.79	Very Low	Language attitude, active learning and Filipino language orientation are never observed.

the three variables of the study

Table 1. Level of Language Attitude of Senior High School Students

Indicators	Mean	SD	Description
Behavioral Attitude	4.10	.363	High
Cognitive Attitude	4.08	.427	High
Affective Attitude	3.92	.459	High
Overall	4.03	.356	High

Table 2. The Level of Active Learning of the Learners.

Indicators	Mean	SD	Description
------------	------	----	-------------

Positive Interdependence	4.24	.501	Very High
Individual and Group Accountability	4.31	.572	Very High
Face-to-face Promotive Interaction	4.38	.539	Very High
Interpersonal Skills	4.37	.509	Very High
Group Processing	4.38	.532	Very High
Overall	4.34	.454	Very High

Table 3. Level of Filipino Language Orientation of Senior High School Students

Items	Mean	SD	Description
Learning Filipino language is important to me.	4.27	.746	Very High
Being proficient in Filipino language will help me in my future career.	4.10	.737	High
Being proficient in Filipino language gives me a good sense of accomplishment.	3.98	.765	High
Being proficient in Filipino language enhances my standing with my peers.	3.92	.748	High
Being proficient in Filipino language will help me get a good job.	3.97	.739	High
Proficient in Filipino language makes me retain my Filipino proficiency.	4.05	.743	High
Being proficient in Filipino language, I can access information for learning other subjects.	4.00	.713	High
Being proficient in Filipino language will make me more confident.	3.98	.742	High
Being proficient in Filipino language will help me in learning other subjects.	3.92	.748	High
Overall, I consider Filipino language to be useful to me.	4.26	.772	Very High
Overall	4.05	.488	High

Table 4. Analyzing the Relationship Between Variables

Pairs	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Language Attitude and Active Learning	0.488	<0.000	Reject the null hypothesis
IV and MV	Language Attitude and Filipino Language Orientation	0.737	<0.000	Reject the null hypothesis
MV and DV	Filipino Language Orientation and Active Learning	0.518	<0.000	Reject the null hypothesis

a. Analyzing the Relationship Between Variables

Table 4 show the relationship between variables, language attitude and active learning, language attitude and Filipino language orientation, and Filipino language orientation and active learning.

The result shows that language attitude has a significant relationship with the active learning of the learner having $r=0.488$, $p<0.000$. The connection between language attitude and active learning has a significant role because from the start of the lesson, learners are allowed to discover their own learning, build their own knowledge of the subject, to collaborate with their classmates and their teachers to further expand the knowledge of the learners about a complex topic and make it simple for them to understand the subject [4]. Furthermore, the language attitude and Filipino language orientation have a significant relationship having $r=0.737$, $p<0.000$. According to Mbato and Kharismawan, proven that there is a positive and significant relationship between language orientation and language orientation. This is an indication that learners who had language orientation also had good language attitudes [5]. Lastly, the Filipino language orientation as mediating variable has a significant relationship to active learning having a result of $r=0.518$, $p<0.000$.

b. Analyzing the Mediation of Three Variables

Using path analysis, the result of IV (language attitude) to MV (Filipino language orientation); IV (language attitude) to DV (active learning); MV (Filipino language orientation) to DV (active learning) is significant. Hence, the MV has partial mediation in the relationship of IV and DV.

Figure 2, shows that for every unit increase in language attitude there is a corresponding 0.871 unit increase in Filipino language orientation. Also, for every unit increase in Filipino Language orientation, there is 0.623 corresponding increase in active learning. Moreover, for every unit increase in language attitude, there is a corresponding 0.224 unit increase in active learning. In summary, this implies that active learning of the learners can be enhanced by language attitude but should passed through Filipino language orientation, hence higher students' Filipino language orientation mediate language attitude for enhanced active learning of the learners.

The mediation happens when, firstly, the independent and dependent variables maintain a significant relationship through the mediation. Secondly, even without a mediation there is still a significant relationship between independent and dependent variables. Thirdly, when the independent variable has a significant relationship with the mediation [18].

Analyzing the Mediation of Three Variables

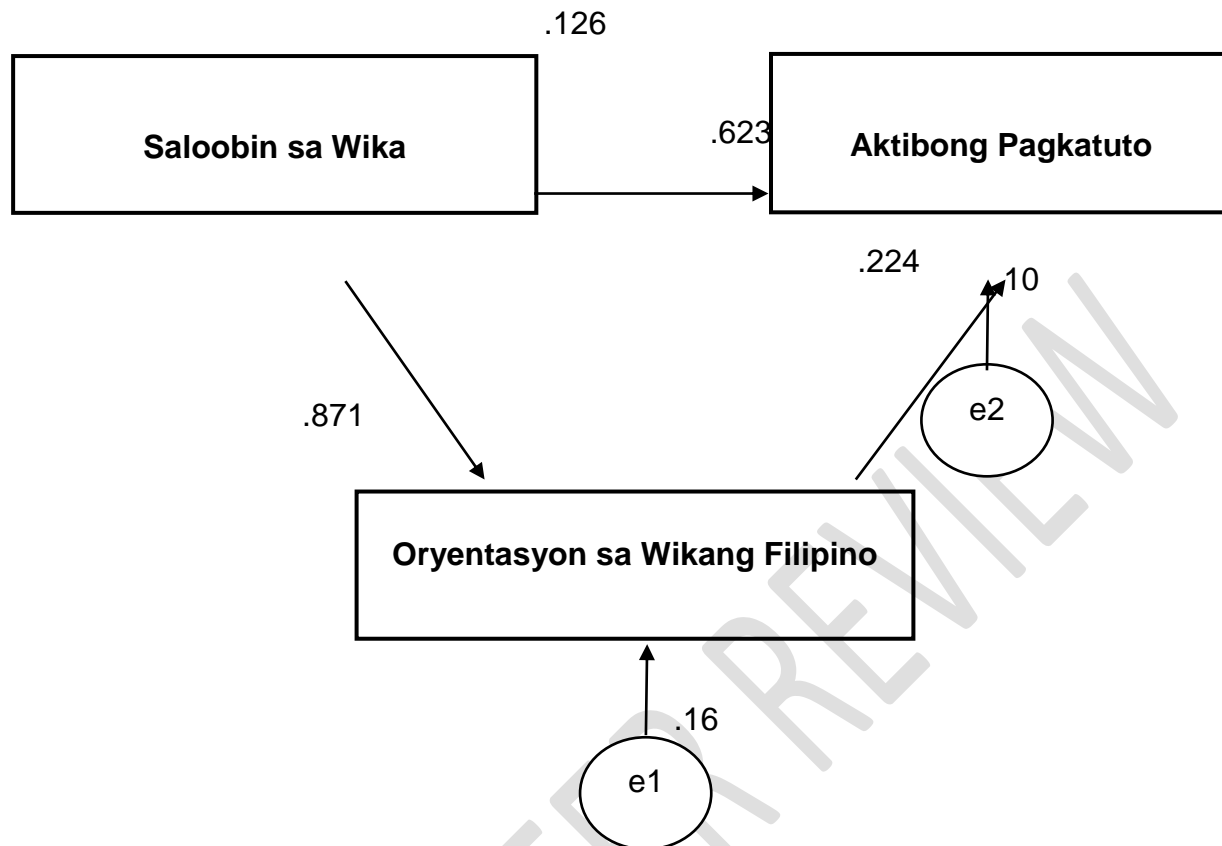


Fig. 2. Mediation Model

PARTIAL MEDIATION (WITH SIGN UNCHANGED)

	Estimate	S.E.	C.R.	P	Label
OVMDV <--- OVMIV	.623	.069	8.990	***	
OMMV <--- OVMIV	.871	.064	13.664	***	
OMMV <--- OVMDV	.224	.050	4.476	***	

4. CONCLUSION

In conclusion, the result shows that language attitude has a significant relationship with the active learning of the learner having $r=0.488$, $p<0.000$. Furthermore, the language attitude and Filipino language orientation has a significant relationship having $r=0.737$, $p<0.000$. Lastly, the Filipino language orientation as mediating variable has a significant relationship to

active learning having a result of $r=0.518$, $p<0.000$.

This study is anchored to Constructivism Theory of Qiong Jia (2010). This theory refers to use in classroom-based research particularly in language related studies to promote critical thinking that could serve as a link for teachers teaching language in various field. The essential element of constructivism lies in its integration with language through

alternative pedagogical models. The Tripartite Model on Language Attitude of Rosenberg and Hoaland (1960). In this model there are 3 aspects of attitude namely cognitive, affective and behavioral. This Tripartite Model of Attitude define as individual may have a preference for a particular language or dialect. This implies that active learning of the learners can be enhanced by language attitude but should passed through Filipino language orientation, hence higher students' Filipino language orientation mediate language attitude for enhanced active learning of the learners.

Thus, the researcher recommends that to enhance the language attitude and Filipino Language orientation of the students, they can participate in competitions related to Filipino Language like National Language Month and National Literature Month. Additionally, teachers should give an interactive experience to the students in teaching Filipino like audiolingual method, community language learning, language scaffolding, Socratic discussion and others.

Limitations:

In this study, several limitations must be acknowledged. Firstly, the sample size was relatively small, potentially limiting the generalizability of our findings to a broader population. Self-report bias is another limitation, as our data primarily relied on participants' responses, which may introduce response bias and impact the accuracy of the results. Additionally, the research was conducted within a constrained timeframe, which may have

limited the depth of analysis and our ability to capture long-term trends. The data collection method employed primarily surveys, which may not have captured the full scope of relevant variables. Finally, the context specificity of our findings should be noted, as they may not be easily transferable to other settings or populations, highlighting the need for replication in diverse contexts.

Recommendations:

To address these limitations, future research endeavors should prioritize increasing the sample size to enhance the study's external validity and permit more robust statistical analysis. Diversifying data sources by incorporating various methods like interviews and observations could provide a more comprehensive understanding of the subject under investigation [19]. Furthermore, conducting longitudinal research to track changes and developments over an extended period would allow for the identification of patterns and trends that might not be evident in cross-sectional studies. Efforts should also be made to minimize self-report bias by providing clear instructions, ensuring participant anonymity, and utilizing validated measures or objective data wherever possible. When applying the findings to real-world scenarios, researchers should exercise caution, considering the unique context-specific effects. Replicating the study in different settings or with diverse populations can help validate the results and enhance the understanding of the phenomenon.

ETHICAL APPROVAL AND CONSENT

The researcher followed and complied with all the research criteria, protocol, and standardized measures. Voluntary participation, privacy and confidentiality, informed consent form, assent form, benefits, conflict of interest, permission form the organization and location were thoroughly followed as stipulated by the University of Mindanao Ethics and Review Committee. Certification was issued to the U MERC research with Protocol No. U MERC-2023-102 for the implementation of the research.

REFERENCES

1. Krishnan, S., et al. "The Effect of Team-Based Active Learning and Embedded Tutors in the First Course in Accounting." *Journal of Higher Education Theory and Practice* 23.6 (2023): 174-58. ProQuest. Web. 15 Oct. 2023.
2. Total, Ö and Yazar. "Active Learning Improves Academic Achievement and Learning Retention in K-12 Settings: A Meta-Analysis." *I-Manager's Journal on School Educational Technology*, vol. 18, no. 3, 2023, pp. 1-22.
3. Suhendi and Purwarno, "Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching" in *The 1st Annual International Conference on Language and Literature*, KnE Social Sciences, (2018) pages 87–95.
4. Ozan, C., & Kincal, R. Y. The effects of formative assessment on academic achievement, attitudes toward the lesson, and self-regulation skills. *Educational Sciences: Theory and Practice*, 2018, 18(1), 85-118.
5. Mbato., C.L & Kharismawan, P.Y. A correlational study between language attitudes and English language orientation of Indonesian EFL learners. *Language Education and Acquisition Research Network Journal*, 11(1), 2018, 150-169.
6. Ong J. Attitudes of Filipino Senior High School Students Towards English: Implications for Teaching English ISSN: 2186-5892 The Asian Conference on Education 2020.
7. Charoensuk, V & Jaipetch, D. Attitudes toward English: A study of first-year students at King Mongkut's University of Technology North Bangkok. *Journal of Advances in Humanities and Social Sciences*, (2017) 3(1), 42-57.
8. Asomah, R., et al. "Hypothetical Approach to the Teaching of Trigonometric Concepts using Cooperative Learning." *Education Research International*, vol. 2023.
9. Coorey, Jillian. "Cooperative Learning in Design Education." *The International Journal of Design Education*, vol. 16, no. 1, 2021, pp. 117-126.
10. Kasap, Suleyman. (2021). Mother Tongue Attitude Scale (MTAS). *International Journal of Kurdish Studies* 7 (1), 103-122, <https://doi.org/10.21600/ijoks.834913>.

11. Zhang, Huiyu, et al. Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment. *Sustainability* 2020, 12, 1302.
12. Chemir, S and Kitila. "Learners' Needs Analysis for English for Academic Purposes in Ethiopian Higher Education Institutions: The Case of Wachemo University Freshman Students." *Cogent Education* 9.1 (2022)
13. Subakthiasih, P., & Putri, I. "An Analysis of Students' Motivation in Studying English during Covid-19 Pandemic." *Linguistic, English Education and Art (LEEA)*, vol. 4, no. 1, 2020, pp. 126–141.
14. Jia, Qiong. A Brief Study on the Implication of Constructivism Teaching Theory. *International Education Studies Vol 3, No 2*, 2010. ISSN 1913-9020 (Print), ISSN 1913-9039 (Online)
15. Kasap, Suleyman. (2021). Mental Well-Being and Foreign Language Anxiety. *Multicultural Education*. 7(4), 226-2230.
16. Neo, T., et al. MICE 2.0: Designing multimedia content to foster active learning in a Malaysian classroom. *Australasian Journal of Educational Technology*, 28(5), 2012. 857-880.
17. Driessen, Emily P et al. "Demystifying the Meaning of Active Learning in Postsecondary Biology Education." *CBE life sciences education* vol. 19,4 (2020): ar52. doi:10.1187/cbe.20-04-0068
18. Silk, B., Medriano, R., Dela Cruz, S.B., Deran, J.J., Alieto, E., Abdon, M., Rillo, R., & Lucas, R.I. Cognition toward the Mother Tongue, Attitude toward English, Chavacano, and Filipino: A Structural Equation Modeling Approach with Bootstrap Analysis. *Asian ESP*, (2020) 16(1.2), 5-28.
19. Kasap, S. & Power, K. M. (2019). Anxiety in the EFL Speaking Classrooms. *The Journal of Language Teaching and Learning*, 9(2), 23-36.