

EXAMINING THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE ANXIETY AND COMMUNICATIVE COMPETENCE AMONG TEACHER EDUCATION STUDENTS: IMPLICATIONS FOR LANGUAGE PROFICIENCY DEVELOPMENT PROGRAMS

Kevin P. Dalangin, Eva E. De Leon, Mark Reinielle Bernabe, Dr. Albert C. Bulawat

*Faculty, College of Education
Nueva Ecija University of Science and Technology Off-Campus Program – General Tinio*

KeyWords

English language anxiety, Communicative competence, Teacher education students, English Language Learning, Language learning environment, Proficiency level, Effective instructional strategies

ABSTRACT

This study examined the relationship between English language anxiety and communicative competence among teacher education students. The research design was correlational, and data were collected from 144 respondents selected through simple random sampling at Nueva Ecija University of Science and Technology (NEUST) Papaya Off-Campus. A questionnaire with three sections was used to collect data on profile information, English language anxiety, and communicative competence. The results indicated a significant relationship between English language anxiety and communicative competence, suggesting that higher levels of anxiety were associated with lower levels of communicative competence. The challenges of achieving communicative competence in foreign language contexts were also discussed, including the lack of clear definition, difficulties in program design, and the high proficiency level required for effective teaching. Recommendations were provided, such as establishing a clear definition, contextualizing the concept, employing effective instructional strategies, enhancing teacher proficiency, developing comprehensive assessment approaches, fostering student engagement, and promoting research and collaboration. Implementing these recommendations could help overcome the challenges and create an inclusive language learning environment for non-native speakers.

INTRODUCTION

The goal of language classrooms is to develop communicative competence, which involves various components such as organization, pragmatics, systematics, and psychomotor skills. Authentic language and real-world tasks are emphasized to help students see the relevance of classroom activities to their long-term communicative goals. By using natural texts and focusing on language use, fluency, realistic contexts, and real-life applications, students can make strategic investments in mastering the target language and actively participate in their own learning process. It is important to recognize that the strategies used by learners may vary depending on the situation and the individual's problem-solving abilities. For (Lasala, 2014), communicative competence encompasses more than just linguistic elements and involves understanding the relationships between different levels of language and their connections. Language serves the primary function of expressing meanings and conveying them to others. English language proficiency is essential for effective communication in today's globalized world, particularly in the field of education. As the demand for English language competence continues to grow, it becomes imperative to investigate the factors that affect language learning outcomes among teacher education students.

One significant factor that has received considerable attention in the literature is English language anxiety, which has been shown

to have a profound impact on language learning and communicative competence. English language anxiety refers to the feelings of apprehension, fear, and discomfort experienced by individuals when using English in various communicative situations. It is a complex construct that can arise from a variety of sources, such as fear of making mistakes, negative evaluation from others, or low self-confidence. Numerous studies have indicated that high levels of language anxiety can hinder language learning and impede the development of communicative competence. Furthermore, language educators primarily focus on improving students' language proficiency. However, they often overlook the main cause of language difficulties. Anxiety, as a contributing factor to language learning challenges, tends to be disregarded in mainstreaming decisions. This oversight may be attributed to a lack of research on the relationship between language anxiety and language proficiency, as well as the coping strategies employed by language learners in the classroom (James et al., 2020).

The present study aimed to examine the relationship between English language anxiety and communicative competence among teacher education students and explored the implications for language proficiency development programs. By investigating this relationship, the study sought to contribute to the existing body of knowledge on language learning and provided insights into designing targeted interventions and support mechanisms for reducing language anxiety and enhancing communicative competence among teacher education students.

REVIEW OF RELATED LITERATURE

Effective communication in a language necessitates a comprehensive grasp of linguistic, sociolinguistic, and socio-cultural aspects. This knowledge allows individuals to use language appropriately in various contexts and for specific purposes, indicating communicative competence. However, foreign language learners face difficulties in attaining this level of proficiency and encounter numerous obstacles along the way. As a result, there have been discussions regarding the design of language courses and programs aimed at helping learners achieve their communicative goals in foreign language contexts.

In the Philippines, English is the second medium of instruction in the educational system. Education plays a crucial role in eliminating illiteracy and fostering individual development. To achieve this, collaboration and determination between schools and students are essential. Teachers, as facilitators of knowledge and skills, support learners in reaching their educational goals. Students, as vital participants in the educational system, require guidance and motivation to become productive and valuable members of society. The collective efforts of teachers and students are necessary for the overall progress and success of education (Amper, 2021).

Truly, English has become a globally popular language, and the need to learn it with proficient communication skills is increasingly necessary. However, learners often experience negative emotions like fear, stress, nervousness, and anxiety as they strive to acquire competence and effective communication in English. In severe cases, these emotions can result in a complete inability to speak the language due to fear (Muntazer Hakim, 2019).

According to (Said & Weda, 2018), speakers and learners who experience anxiety often struggle to express their ideas and thoughts fluently. Anxiety in language learning, particularly in oral communication, can hinder spontaneous communication in a foreign language. Anxiety can arise in various activities and situations within the classroom setting, such as public speaking, exams, and class participation. Negative learning experiences and poor performance can contribute to the development of situation anxiety, leading to increased levels of anxiety among learners. Interacting with native speakers is often a common source of anxiety since learners may have limited opportunities to practice English with them. English language learners prioritize the ability to use English fluently and accurately in various contexts and for different purposes, with speaking skills being particularly important. Teachers assess students' progress in oral communication and acknowledge the need for additional practice time to develop speaking proficiency.

CONCEPTUAL FRAMEWORK

Learning is a social process that occurs within a specific context. In second and foreign language classrooms, learners receive assistance in acquiring and developing their language skills. This process is facilitated through communication and interaction with peers and the teacher. Classroom interaction plays a crucial role in engaging students in critical thinking and cultivating a positive mindset towards expressing their thoughts and engaging in oral communication. These interactions provide learners with opportunities to actively participate in language learning and develop a favorable attitude towards both thinking and speaking in the target language (Alghali, 2016).

The conceptual framework for this research aimed to examine the relationship between English language anxiety and communicative competence among teacher education students, with a focus on the variables of English language anxiety and communicative competence. The framework encompassed four dimensions of English language anxiety: fear of communicating, test anxiety, fear of receiving a poor grade, and fear of criticism. Additionally, two dimensions of communicative competence were considered: grammatical competence and discourse competence.

English Language Anxiety:

1. **Fear of Communicating:** This dimension referred to the respondents' apprehension, unease, or discomfort when engaging in communication in English. It encompassed their anxiety related to initiating conversations, expressing ideas, or participating in discussions.
2. **Test Anxiety:** This dimension focused on the respondents' anxiety specifically related to English language assessments and examinations. It included their concerns about performing poorly, fear of evaluation, and the impact of test-related stress on their English language proficiency.
3. **Fear of Receiving a Poor Grade:** This dimension explored the respondents' anxiety associated with the possibility of receiving low grades or negative evaluations in English language courses or assignments. It encompassed their worry about their academic performance and its consequences.
4. **Fear of Criticism:** This dimension reflected the respondents' anxiety regarding receiving negative feedback, criticism, or judgment from others when using English. It included concerns about making errors, being ridiculed, or facing social disapproval.

Communicative Competence:

1. **Grammatical Competence:** This dimension focused on the respondents' proficiency in understanding and using grammatical rules and structures in English. It encompassed their accuracy in grammar, vocabulary, sentence formation, and overall linguistic knowledge.
2. **Discourse Competence:** This dimension explored the respondents' ability to effectively use language in different social and cultural contexts. It included their skills in organizing and conveying coherent and cohesive messages, engaging in conversations, and adapting their language appropriately.

The conceptual framework recognized the interplay between English language anxiety and communicative competence among teacher education students. It acknowledged that high levels of anxiety may have impeded the development of communicative competence, while enhanced communicative competence may have contributed to reducing language anxiety.

The research on the relationship between these variables aimed to provide insights for language proficiency development programs tailored to the needs of teacher education students. The findings could have informed the design of interventions, strategies, and support mechanisms to alleviate language anxiety and promote the enhancement of communicative competence.

RESEARCH OBJECTIVES

The objectives of this research were as follows:

1. To determine the profile of the respondents, considering factors such as age, sex, year level, field of specialization, dialect spoken at home, educational attainment of parents, and parents' occupation.
2. To describe the English language anxiety experienced by the respondents, focusing on the dimensions of fear of communicating, fear of receiving a poor grade, and fear of criticism.
3. To describe the communicative competence of the respondents, examining their proficiency in grammatical competence and discourse competence.
4. To examine the significant relationship between the profile of the respondents and English language anxiety, exploring how demographic factors may influence anxiety levels.
5. To investigate the significant relationship between the profile of the respondents and communicative competence, determining how demographic factors may be associated with different levels of competence. To explore the significant relationship between English language anxiety and communicative competence, analyzing how anxiety levels may impact the development of communicative skills.
6. To propose language proficiency development programs that effectively address language anxiety and enhance communicative competence among teacher education students, providing recommendations and strategies to alleviate anxiety and promote effective language learning.

METHODOLOGY

The research design employed in this study was correlational, aiming to examine the relationship between English language anxiety and communicative competence among teacher education students. The study was conducted at Nueva Ecija University of Science and Technology (NEUST) Papaya Off-Campus, a suitable setting due to its establishment in 2017 and expected smaller population compared to other campuses. The respondents consisted of teacher education students officially enrolled in the school year 2022-2023, selected using simple random sampling with a sample size of 144 respondents from the College of Education.

Data collection was conducted using a questionnaire as the main research instrument, which consisted of three sections. The initial section gathered profile information including age, sex, year level, field of specialization, dialect spoken at home, parents' educational attainment, and parents' occupation. The second section assessed the respondents' English language anxiety using a Likert scale, focusing on fear of communicating, test anxiety, fear of receiving a poor grade, and fear of criticism. The third section evaluat-

ed the respondents' communicative competence using a Likert scale, specifically assessing grammatical competence and discourse competence.

The content validity of the questionnaire was ensured by adapting and standardizing questions from various sources and consulting experts in the field. Permission to conduct the study was obtained from the Nueva Ecija University of Science and Technology Papaya Off-Campus College Administrator, and a letter of request was sent to inform the university, instructors, and respondents about the purpose and intention of the research, seeking their consent and support.

Data analysis and interpretation involved the use of statistical tools such as frequency count, percentage, ranking, and weighted mean. The frequency count and percentage were used to analyze and describe the profile variables of the respondents numerically. The weighted mean was employed to determine the respondents' language proficiency, with a rating scale used to interpret the results. To examine the correlation between variables, Spearman's rho and Pearson's r were utilized.

RESULTS AND DISCUSSIONS

Table 1. Demographic Profile of the Respondents

Age	f	%
18-22 y/o	126	87.50
23-27 y/o	12	8.33
28 y/o and above	6	4.17
Total	144	100
Sex	F	%
Male	25	17.36
Female	119	82.64
Total	144	100
Year Level	F	%
First Year	36	25
Second Year	36	25
Third Year	36	25
Fourth Year	36	25
Total	144	100
Field of Specialization	f	%
Bachelor of Elementary Education (BEEd)	76	52.78
Bachelor of Secondary Education (BSEd)	68	47.22
Total	144	100
Dialect spoken at Home	f	%
Visayan	2	1.39
Kapampangan	2	1.39
Ibaloi	0	0.00
Ilocano	5	3.47
Tagalog	135	93.75
English	0	0.00
Total	144	100
Educational Attainment of parents	f	%
Did not attend school	0	0.00
Elementary Graduate	15	10.42
Elementary Undergraduate	5	3.47
High school Graduate	66	45.83
High school Undergraduate	17	11.81
College Graduate	16	11.11
College Undergraduate	22	15.28
Vocational	3	2.08
Total	144	100

The analysis of the data revealed several key findings about the respondents. Firstly, the majority of the respondents were in the age range of 18-22 years old, indicating that the sample primarily consisted of young adults.

In terms of gender distribution within the College of Education, the findings showed that there were more female students than male students among the respondents. This indicates a gender imbalance within the specific educational context.

The data also indicated a relatively even distribution of respondents across different college years, suggesting that the sample was representative of various stages of their education.

When examining the field of specialization, it became apparent that a significant proportion of the respondents were enrolled in a Bachelor of Elementary Education program. This finding highlights the prevalence of students pursuing a teaching career in elementary education within the surveyed population.

Furthermore, a notable number of respondents reported speaking Filipino at home, indicating the influence of the local language in their daily lives and potential implications for language use and cultural dynamics.

In terms of parental educational attainment, the majority of the respondents' parents had completed high school. This suggests that the educational background of the parents may have influenced the respondents' educational choices and aspirations.

Lastly, the qualitative data revealed that a considerable number of respondents' parents were unemployed, indicating potential financial challenges within the surveyed population and the potential impact on their educational experiences.

Overall, these findings provide valuable insights into the demographic characteristics of the respondents and shed light on the context in which they are pursuing their education.

Table 2. Language Anxiety in terms of Fear of Communicating

Statements	WM	VD
1. I feel quite sure of myself when I am speaking in English.	2.74	Agree
2. I am not worried about making mistakes in English class.	2.4	Disagree
3. I am okay being called by my English teacher.	2.85	Agree
4. It does not bother me although I don't understand exactly what my teacher says.	2.29	Disagree
5. It wouldn't bother me at all to take more English classes.	2.82	Agree
6. During English class, I find myself thinking about things that have something to do with the course.	3.05	Agree
7. I keep thinking that I am better at English as others.	2.17	Disagree
8. I am relaxed speaking in English even without preparation.	2.31	Disagree
Average Weighted Mean	2.58	Agree

Table 2 provides an overview of the respondents' level of anxiety related to fear of communicating. Among the statements, it is noteworthy that statement number 6, "During English class, I find myself thinking about things that have something to do with the course," obtained the highest weighted mean of 3.05. This indicates that the respondents generally agreed with this statement, suggesting that they often have thoughts related to the English course during class. On the other hand, statement number 7, "I keep thinking that I am better at English than others," obtained the lowest weighted mean of 2.17, indicating disagreement among the respondents. This suggests that they do not tend to think of themselves as superior in English proficiency compared to others. Overall, the category of Level of Language Anxiety, specifically in terms of fear of communicating, obtained an average mean of 2.58, indicating agreement among the respondents. This implies that, on average, the respondents experience anxiety related to communicating in English.

These findings suggest that there is a certain level of agreement among the respondents in experiencing anxiety in this particular aspect of language learning. One factor that could potentially lead to language anxiety is the poor command of the target language. This issue can be attributed to various linguistic barriers and obstacles that language learners often encounter throughout the process of learning and using the target language (Muntazer Hakim, 2019).

When individuals have a limited proficiency in the target language, they may find it challenging to express themselves effectively or understand others, leading to feelings of frustration and self-doubt. This difficulty in communicating can create a sense of anxiety, as individuals may worry about making mistakes, being misunderstood, or appearing incompetent. Linguistic barriers such as limited vocabulary, grammatical errors, pronunciation challenges, and a lack of fluency can contribute to language anxiety. Language learners may feel self-conscious about their language skills and fear judgment or negative evaluation from others. They might anticipate embarrassing situations or face difficulties in social interactions, academic settings, or professional environments.

Furthermore, encountering obstacles in the learning process, such as unfamiliar cultural norms, different linguistic structures, or complex idiomatic expressions, can add to language anxiety. These obstacles can make language learners feel overwhelmed and un-

sure of themselves, affecting their confidence and willingness to engage in conversations or participate in language-related activities.

Addressing language anxiety caused by poor command of the target language requires a comprehensive approach. Language learners can benefit from supportive learning environments that encourage risk-taking and provide opportunities for practice and feedback. Additionally, targeted language instruction, tailored to address specific linguistic challenges, can help learners improve their language skills and boost their confidence.

It is important for language educators to create a positive and inclusive classroom atmosphere that fosters a sense of psychological safety, where learners feel comfortable making mistakes and learning from them. By promoting a growth mindset and emphasizing progress rather than perfection, language learners can gradually overcome their language anxiety and develop a more confident command of the target language.

Table 3. Language Anxiety in terms of Test Anxiety

Statements	WM	VD
1. I am usually at ease during tests in my English class.	2.63	Agree
2. When I am on my way to English class, I feel very sure and relaxed.	2.56	Agree
3. I don't understand why some people get so upset over English classes.	2.63	Agree
4. The more I study for an English test, the more I am enlightened about it.	3.16	Agree
5. I get to feel very excited when I have to take a surprise exam.	2.19	Disagree
6. I am usually at ease after taking a test.	2.73	Agree
7. In English class, I am relaxed even if I forget what I've learned.	2.27	Disagree
8. If I were to take an intelligent test, I would feel confident and relaxed beforehand.	2.55	Agree
Average Weighted Mean	2.59	Agree

Table 3 illustrates the Level of Language Anxiety specifically related to Test Anxiety. Among the statements, statement number 4, "The more I study for an English test, the more I am enlightened about it," obtained the highest weighted mean of 3.16. This indicates that the respondents generally agreed with this statement, suggesting that they perceive studying for English tests as an enlightening experience. On the other hand, statement number 5, "I get to feel very excited when I have to take a surprise exam," obtained the lowest weighted mean of 2.19, indicating disagreement among the respondents. This implies that they do not tend to feel excited when confronted with unexpected exams in English. Overall, the items in the category of Level of Language Anxiety, specifically in terms of Test Anxiety, obtained an average weighted mean of 2.59, indicating agreement among the respondents. This suggests that, on average, the respondents experience anxiety in relation to English tests.

These findings indicate that there is a general consensus among the respondents in experiencing anxiety in this particular aspect of language learning. Social factors play a significant role in causing language anxiety among individuals, as mentioned by (Muntazer Hakim, 2019) and identified by the respondents. One specific social factor highlighted by the respondents is presenting in the classroom or in public, which triggers anxiety. The fear of speaking in front of others, being judged, or making mistakes can create heightened anxiety in language learners.

The role of teachers in the classroom is also recognized as a social factor contributing to language anxiety. The behavior and expectations of teachers can influence learners' confidence levels and affect their anxiety levels. Negative experiences or perceived pressure from teachers can increase language anxiety among students. These social factors, along with cognitive challenges and linguistic difficulties, contribute to language anxiety among the respondents. Cognitive challenges encompass self-perception and evaluation, where learners may fear making mistakes and worry about how they are perceived by others. Linguistic difficulties, such as a poor command of grammar rules, limited vocabulary, and pronunciation difficulties, add to the overall anxiety experienced by language learners.

To address language anxiety, it is crucial for educators to take into account the specific recommendations made by the learners. By implementing strategies that create a supportive and inclusive language learning environment, educators can alleviate language anxiety. This may include promoting a growth mindset, providing constructive feedback, offering opportunities for practice and interaction, and fostering a classroom atmosphere where making mistakes is seen as part of the learning process. By addressing both the social factors and the cognitive and linguistic challenges, educators can help students develop their language skills while reducing anxiety. Creating a positive and encouraging learning environment where students feel supported and valued can have a significant impact on alleviating language anxiety and enhancing language learning outcomes.

Table 4. Language Anxiety in Fear of Receiving Poor Grades

Statements	WM	VD
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1. I don't feel my heart pounding when I am going to be called on in my English class.	2.42	Disagree
2. When I'm on my way to English Class, I feel very sure and relaxed.	2.56	Agree
3. I feel more relaxed and excited in my English class than in my other classes.	2.47	Disagree
4. Getting a good grade on the test does seem to increase my confidence on the second.	3.1	Agree
5. I don't feel any pressure to speak in English when I present my work.	2.39	Disagree
6. I feel confident when the English teacher asks questions which I haven't prepared in advance.	2.39	Disagree
7. I feel very confident about speaking English in front of other students.	2.44	Disagree
8. English class moves so quickly I am not worried about getting left behind.	2.49	Disagree
Average Weighted Mean	2.53	Agree

Table 4 presents the Level of Language Anxiety in relation to the fear of receiving poor grades. Notably, item number 4, which states "Getting a good grade on the test does seem to increase my confidence on the second," obtained the highest mean of 3.10. This indicates that the respondents generally agreed with this statement, suggesting that achieving good grades positively impacts their confidence in subsequent assessments. In contrast, item number 5, which states "I don't feel any pressure to speak in English when I present my work," and item number 3.6, which states "I feel confident when the English teacher asks questions which I haven't prepared in advance," obtained the lowest weighted mean of 2.39. This implies disagreement among the respondents regarding these statements, indicating that they do experience pressure when presenting their work in English and feel less confident when facing unprepared questions from their English teacher. Overall, the category of Level of Language Anxiety, specifically in terms of the fear of receiving poor grades, obtained an average mean of 2.53. This average mean falls within the verbal description of Agree, suggesting that, on average, the respondents experience anxiety related to the fear of receiving poor grades.

These findings highlight the impact of grades on their confidence levels and reveal that they do experience pressure when presenting their work and facing unprepared questions. The overall agreement among the respondents indicates a significant presence of anxiety in this aspect of language learning. These findings align with the theory of foreign language anxiety, which suggests that students can experience anxiety when learning and using a foreign language. This anxiety stems from the unique nature of the language learning process itself.

Learning a foreign language involves stepping out of one's linguistic comfort zone and grappling with unfamiliar structures, vocabulary, and pronunciation. This unfamiliarity and the pressure to communicate effectively in a foreign language can contribute to heightened levels of anxiety among language learners (Amper, 2021).

In particular, the level of oral competence in English seems to play a significant role in triggering language anxiety. The oral component of language learning requires individuals to express themselves verbally, engage in conversations, and potentially face immediate feedback and evaluation. This interactive aspect can intensify language anxiety as learners may worry about making mistakes, being misunderstood, or facing judgment from others.

The theory of foreign language anxiety recognizes that language learners may experience anxiety due to various factors, including fear of negative evaluation, self-consciousness about language proficiency, and the pressure to perform well. These anxieties can manifest in different language learning contexts, such as the classroom, social interactions, or public presentations. Understanding the influence of foreign language anxiety on language learners is crucial for educators and language professionals. By acknowledging the unique challenges and anxieties that students face, educators can design instructional approaches and interventions that help alleviate anxiety and create a supportive learning environment.

Implementing strategies that promote a positive mindset, foster a sense of psychological safety, and provide ample opportunities for practice and feedback can mitigate language anxiety. Encouraging students to embrace mistakes as part of the learning process and emphasizing growth and progress rather than perfection can also contribute to reducing anxiety levels.

Table 5. Language Anxiety in Fear of Criticism

Statements	WM	VD
1. I feel encouraged every time that my English teacher is ready to correct every mistake I make.	3.24	Agree
2. I feel confident when I speak in my English class.	2.55	Agree
3. I am usually at ease when I understand what the teacher is correcting.	3.11	Agree
4. It does not bother me to volunteer to go out first to speak in English.	2.49	Disagree
5. I Learned to explore ideas confidently with others students.	3.01	Agree

6. It encourages me to learn the English language by following number of rules.	3.04	Agree
7. I am motivated when other students support me when I speak English.	3.17	Agree
8. I would probably feel comfortable around the native speakers of English.	2.72	Agree
Average Weighted Mean	2.92	Agree

In Table 5, the Level of Language Anxiety in terms of Fear of Criticism is presented. Item number 1, which states "I feel encouraged every time that my English teacher is ready to correct every mistake I make," obtained the highest weighted mean of 3.24. This indicates that the respondents generally agreed with this statement, suggesting that they feel motivated and supported when their English teacher corrects their mistakes. On the other hand, item number 4, which states "It does not bother me to volunteer to go out first to speak in English," obtained the lowest weighted mean of 2.49. This suggests disagreement among the respondents regarding this statement, indicating that they feel bothered or hesitant to volunteer as the first speaker in English. Overall, the items in this category obtained an average weighted mean of 2.92, which falls within the verbal description of Agree. This suggests that, on average, the respondents experience anxiety related to the fear of criticism.

These findings highlight the importance of receiving corrections as a source of encouragement for language learners, while also indicating some reluctance or discomfort when it comes to volunteering as the first speaker. The overall agreement among the respondents indicates the presence of anxiety in this aspect of language learning.

According to (Pamungkas, n.d.), language anxiety is considered a potential barrier for English as a foreign language (EFL) student in acquiring proficiency in a second language. It is characterized by feelings of apprehension, behaviors, beliefs, and self-perceptions that arise from the classroom language environment. The uniqueness of the process of learning a foreign language contributes to the development of language anxiety among learners. In this process, learners are required to use their speaking skills in a target language they have not fully mastered yet.

Table 6. Respondents' Grammatical Competence

Statements	WM	VD
1. I can use grammar, punctuation, and mechanics well so my errors do not interfere with people's understanding of my ideas.	2.8	Agree
2. I can use correct word forms and parts of speech when I write.	2.86	Agree
3. I can use correct basic sentence structure when I write.	2.99	Agree
4. I can use a variety of sentence types when I write.	2.9	Agree
5. I can use capital letters correctly when I write.	3.11	Agree
6. I can spell correctly when I write.	2.94	Agree
7. I can find the errors I make with grammar, punctuation, and mechanics.	2.77	Agree
8. I can identify the types of grammar, punctuation, and mechanics errors I make.	2.82	Agree
9. I can correctly fix the errors I make with grammar, punctuation, and mechanics.	2.79	Agree
10. I can use the various tenses correctly when I write.	2.82	Agree
11. I can use the various past tenses correctly when I write.	2.85	Agree
12. I can use the various future tenses correctly when I write.	2.81	Agree
13. I can use modals correctly when I write.	2.72	Agree
14. I can use passive voice correctly when I write.	2.83	Agree
15. I can use active voice correctly when I write.	2.78	Agree
16. I can use subject-verb agreement correctly when I write.	2.86	Agree
17. I can use count and non-count nouns correctly when I write.	2.8	Agree
18. I can use singular and plural nouns correctly when I write.	3.02	Agree
19. I can use articles correctly when I write. (a, an, the)	2.94	Agree
20. I can use pronouns correctly when I write.	2.94	Agree
21. I can use gerunds and infinitives correctly when I write. (e.g., running, to run)	2.92	Agree
22. I can place adjectives and adverbs in the right place when I write.	2.92	Agree
23. I can use commas correctly when I write.	3.01	Agree
24. I can use colons correctly when I write. (:)	2.9	Agree

25. I can use semicolons correctly when I write. (;)	2.8	Agree
26. I can find the errors I make with grammar, punctuation, and mechanics.	2.78	Agree
27. I can identify the types of grammar, punctuation, and mechanics errors I make.	2.76	Agree
28. I can correctly fix the errors I make with grammar, punctuation, and mechanic.	2.82	Agree
Average Weighted Mean	2.87	Agree

Table 6 presents the level of communicative competence in terms of grammatical competence. The analysis reveals the respondents' self-perceived abilities in different aspects of grammar. Several items received high weighted means, indicating agreement among the respondents. For instance, item number 5, "I can use capital letters correctly when I write," obtained a weighted mean of 3.11, reflecting a general consensus among the respondents that they possess this grammatical skill. Similarly, item number 18, "I can use singular and plural nouns correctly when I write," obtained a weighted mean of 3.02, indicating agreement in their ability to handle noun usage accurately. Furthermore, item number 23, "I can use commas correctly when I write," received a weighted mean of 3.01, suggesting that the respondents feel confident in their comma usage skills.

On the other hand, some items obtained lower weighted means but still fell within the verbal description of Agree. For instance, item number 13, "I can use modals correctly when I write," obtained a weighted mean of 2.72, indicating that while the respondents generally agree with their ability to use modals, there is room for improvement. Similarly, item number 27, "I can identify the types of grammar, punctuation, and mechanics errors I make," received a weighted mean of 2.76, implying that the respondents acknowledge their ability to identify errors but may face some challenges in accurately categorizing them. Additionally, items number 1.7 and 9, which address finding and correcting grammar, punctuation, and mechanical errors, obtained a weighted mean of 2.77, indicating agreement but with scope for improvement in error detection and correction skills.

Overall, the items in this category obtained an average weighted mean of 2.87, falling within the verbal description of Agree. This suggests that the respondents perceive themselves to possess a satisfactory level of grammatical competence. These findings provide insights into the respondents' self-perceived abilities in various aspects of grammatical competence. While they generally expressed agreement in their skills related to capitalization, noun usage, and comma placement, there is room for improvement in areas such as modal usage, error identification, and error correction. The overall agreement indicates a satisfactory level of grammatical competence, but further attention and practice may be beneficial in refining these skills.

The discussion above leads to the conclusion that in foreign language teaching, the emphasis should be placed on the ability to communicate effectively. It is important for instructional materials, classroom methodologies, and techniques to not only focus on developing grammatically correct sentences but also on the appropriate use of language forms in different contexts or situations. Language teachers should be aware of sociolinguistic competence, which means understanding that linguistic forms and functions are not always directly connected on a one-to-one basis. Instead, a particular linguistic form can serve multiple language functions depending on the context.

Table 7. Respondents' Discourse Competence

Statements	WM	VD
1. I am able to pronounce English sentences in accurate stress and intonation.	2.97	Agree
2. I am able to recognize and use words in a language in the way that speakers of the language use them.	2.94	Agree
3. I am able to apply my English knowledge to communicate narrative action.	2.92	Agree
4. I am able to distinguish English stress and intonation pronounced by native speakers.	2.81	Agree
5. I am able to identify problems the in my communication skills and see what should be improved.	2.9	Agree
6. I am able to construct a good introduction for an essay using English language.	2.82	Agree
7. I can learn more techniques to improves my speaking.	3.03	Agree
8. I can learn and use new English words in my conversation easily.	2.93	Agree
9. I feel confident about my ability to speak clearly.	2.79	Agree
10. I am good at learning speaking skills.	2.83	Agree
11. I am able to keep speaking in English even when my friends tease me.	2.84	Agree
12. I improved my speaking skills by incorporating newly acquired vocabulary in my discourse.	2.9	Agree
13. I felt comfortable to use the newly acquired vocabulary in my speaking task.	2.93	Agree

14. I am able to logically organize my ideas when I construct a sentence.	2.84	Agree
15. I am able to construct a good speech for an oral communication using English language.	2.87	Agree
16. I look for opportunities to speak as much as possible to English.	2.96	Agree
17. I try to find how to become a better learner of English.	3.23	Agree
18. I practice English with other students to get them feedback on how I can improve it.	3.1	Agree
19. I can use my own independent thinking in my speaking.	2.97	Agree
20. I noticed my English mistakes and use that information to help me do better.	3.09	Agree
Average Weighted Mean	2.93	Agree

Table 7 presents the level of communicative competence in terms of discourse competence, focusing on the respondents' abilities in using English effectively in extended communication. The findings shed light on their self-perceived skills in different aspects of discourse competence. Several items obtained high weighted means, indicating agreement among the respondents. For example, item number 17, "I try to find how to become a better learner of English," obtained a weighted mean of 3.23, suggesting that the respondents actively seek ways to improve their English proficiency. Similarly, item number 18, "I practice English with other students to get their feedback on how I can improve it," received a weighted mean of 3.10, indicating a willingness to engage in peer collaboration and receive constructive feedback. Additionally, item number 20, "I notice my English mistakes and use that information to help me do better," obtained a weighted mean of 3.09, demonstrating the respondents' ability to reflect on their errors and utilize them as learning opportunities.

Conversely, some items obtained lower weighted means but still fell within the verbal description of Agree. For instance, item number 9, "I feel confident about my ability to speak clearly," obtained a weighted mean of 2.79, indicating that while the respondents generally agree with their speaking abilities, there is room for improvement in terms of clarity. Similarly, item number 4, "I am able to distinguish English stress and intonation pronounced by native speakers," received a weighted mean of 2.81, suggesting that the respondents recognize the importance of stress and intonation but may face challenges in accurately distinguishing them. Furthermore, item number 6, "I am able to construct a good introduction for an essay using the English language," obtained a weighted mean of 2.82, implying that while the respondents agree with their ability to construct introductions, there is still room for improvement in this aspect of writing. Overall, the items in this category obtained an average weighted mean of 2.93, falling within the verbal description of Agree. This indicates that the respondents perceive themselves to possess a satisfactory level of discourse competence.

These findings provide insights into the respondents' self-perceived abilities in using English effectively in extended communication. While they generally expressed agreement in their motivation to become better learners, engagement in peer practice, and awareness of their mistakes, there is room for improvement in areas such as clarity of speech, distinguishing stress and intonation, and constructing effective essay introductions. The overall agreement suggests a satisfactory level of discourse competence, but continued practice and attention to these areas can further enhance their communicative skills.

Table 8. Summary Table of the Respondents Language Anxiety

Level of Language Anxiety	Average Weighted Mean	Verbal Interpretation
Fear of Communicating	2.58	Agree
Test Anxiety	2.59	Agree
Fear of Receiving poor grades	2.53	Agree
Fear of criticism	2.92	Agree

Table 8 provides a summary of language anxiety levels, focusing on various aspects. The table reveals several average weighted means, which indicate the participants' responses to specific statements. Notably, a weighted mean of 2.58 was observed for the fear of communicating, described as Agree, indicating a moderate level of anxiety in this area.

Similarly, the average weighted mean for test anxiety was 2.59, also described as Agree. This suggests that participants experienced a similar level of anxiety when it came to taking tests or assessments in a language-related context.

In terms of the fear of receiving a poor grade, the average weighted mean was 2.53, indicating a relatively lower level of anxiety

compared to the previous two categories. Participants generally agreed with the verbal description, but to a lesser extent.

Finally, the highest average weighted mean of 2.92 was observed for the fear of criticism, described as Agree. This finding suggests that participants had a higher level of anxiety when it came to receiving criticism related to their language skills.

Overall, the results from Table 8 highlight various aspects of language anxiety. It is worth noting that the participants' anxiety levels varied across different categories, with fear of criticism showing the highest average weighted mean. These findings shed light on the specific areas where individuals may experience heightened anxiety when using or learning a new language.

Table 9. Summary Table of the Respondents Communicative Competence

Level of Communicative Competence	Average Weighted Mean	Verbal Interpretation
Grammatical Competence	2.86	Agree
Discourse Competence	2.93	Agree

Table 9 provides a summary of the participants' communicative competence levels, focusing on two specific aspects: grammatical competence and discourse competence. The table reveals average weighted means for each category, indicating the participants' responses to the statements related to these competencies.

The data shows that grammatical competence received an average weighted mean of 2.86, with a verbal description of agree. This suggests that, on average, the participants expressed agreement with the statements related to their grammatical competence. A weighted mean of 2.86 indicates a moderate level of agreement, indicating that the participants perceived their grammatical skills as relatively strong overall.

Similarly, the average weighted mean for discourse competence was 2.83, also described as agree. This finding implies that the participants generally agreed with the statements assessing their ability to engage in effective communication and discourse. With an average weighted mean of 2.83, the participants demonstrated a moderate level of agreement regarding their discourse competence.

These findings indicate that, based on the participants' perceptions, they possess a reasonably high level of grammatical competence and are able to engage in effective communication and discourse. However, it is important to note that these results are self-reported and may not necessarily reflect the participants' actual abilities.

Overall, Table 9 provides valuable insights into the participants' perceptions of their communicative competence. The moderate average weighted means for both grammatical competence and discourse competence suggest that the participants generally view themselves as possessing satisfactory skills in these areas. However, further research and assessment measures would be needed to gain a more comprehensive understanding of their actual communicative competence levels.

Table 10. Relationship Between the Profile and English Language Anxiety of the Respondents

Profile	English Language Anxiety		
	correlation value	p- value	Interpretation
Sex relationship	-0.023	0.787	No significant Relationship
Age	-0.032	0.703	No significant relationship
Year Level	0.141	0.091	No significant relationship
Specialization	.164*	0.049	Significant relationship
Length of Service	0.063	0.454	No significant relationship

Highest Educational Attainment	-0.085	0.31	No significant relationship
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Table 10 provides insights into the significant relationship between the respondents' profile characteristics and English language anxiety. The data analysis indicates that there is a significant correlation at the 0.05 level, suggesting a meaningful association between the variables under investigation.

The results revealed that the specialization of the respondents is significantly related to their English language anxiety. This finding implies that individuals' chosen field of specialization or area of study has a notable impact on their level of anxiety when it comes to using the English language. Further investigation and exploration are required to understand the specific reasons behind this connection.

On the other hand, the variables of sex, age, year level, length of service, and highest educational attainment were not found to be significantly connected to English language anxiety. This suggests that these factors, such as gender, age, academic year, work experience, and educational background, do not play a substantial role in influencing the participants' anxiety levels related to the English language.

These results highlight the importance of considering the impact of specialization on English language anxiety. The findings suggest that individuals' chosen field of study can be a significant factor contributing to their language-related anxieties. However, it is important to note that this study focused specifically on the variables mentioned, and further research should be conducted to investigate other potential factors that may contribute to English language anxiety.

In summary, Table 10 demonstrates a significant relationship between the respondents' specialization and their English language anxiety, while variables such as sex, age, year level, length of service, and highest educational attainment were not found to be connected to English language anxiety. These findings provide valuable insights into the factors that influence language-related anxieties and highlight the need for tailored support and interventions for individuals in specific fields of study.

Table 11. Relationship Between the Profile and Communicative Competence of the Respondents

Communicative Competence			
Profile	correlation value	p- value	Interpretation
Sex	0.006	0.943	No significant relationship
Age	-0.052	0.534	No significant relationship
Year Level	0.111	0.187	No significant relationship
Specialization	0.072	0.39	No significant relationship
Length of Service	-0.087	0.302	No significant relationship
Highest Educational Attainment	-0.049	0.561	No significant relationship

Table 11 provides insights into the relationship between the profile characteristics of the respondents and their communicative competence. The data analysis indicates that there is no significant relationship between the variables under investigation.

The results reveal that the profile variables of sex, age, year level, specialization, length of service, and highest educational at-

tainment are not significantly connected to the respondents' communicative competence. This implies that these demographic and background factors do not play a substantial role in determining the participants' level of communicative competence.

The findings suggest that regardless of their sex, age, academic year, field of specialization, length of service, or highest educational attainment, the participants' communicative competence levels do not significantly differ. This implies that these profile characteristics are not reliable predictors of an individual's ability to engage in effective communication.

However, it is important to note that the absence of a significant relationship in this study does not mean that these profile variables are completely irrelevant to communicative competence. Other factors not considered in this study might influence communicative competence, and further research is necessary to explore potential additional variables.

In summary, Table 11 demonstrates that the profile variables of sex, age, year level, specialization, length of service, and highest educational attainment do not have a significant relationship with the respondents' communicative competence. These findings suggest that these demographic and background factors alone do not determine an individual's ability to engage in effective communication. Further research is required to uncover other potential factors that may influence communicative competence and provide a more comprehensive understanding of this complex skill.

Table 12. Relationship Between the English Language Anxiety and Communicative Competence of the Respondents

Communicative Competence			
Variables	correlation value	p- value	Interpretation
English Language Anxiety	.561**	0.000	Significant relationship

Table 12 provides insights into the significant relationship between English language anxiety and communicative competence. The data analysis reveals a correlation value of .561, indicating a moderate to strong positive correlation between the two variables. Furthermore, the correlation is significant at the 0.01 level, which suggests a robust and meaningful association.

The results indicate that English language anxiety is significantly related to communicative competence. This finding implies that individuals who experience higher levels of anxiety in English language-related situations tend to have lower levels of communicative competence. Conversely, those with lower levels of anxiety demonstrate higher levels of communicative competence.

These findings highlight the important role that anxiety plays in the development and execution of effective communication skills in the English language. Higher levels of anxiety can hinder individuals' ability to express themselves, comprehend messages, and engage in meaningful interactions. On the other hand, individuals who experience lower levels of anxiety are likely to exhibit greater confidence and proficiency in their communicative abilities.

Understanding the relationship between English language anxiety and communicative competence has significant implications for language learning and teaching. Educators and language instructors should consider addressing and alleviating anxiety in their instructional approaches to foster better communicative competence among learners. By creating a supportive and low-anxiety learning environment, learners may feel more at ease and be better equipped to develop their communication skills effectively.

In summary, Table 12 demonstrates a significant and positive relationship between English language anxiety and communicative competence. The findings indicate that individuals' anxiety levels in English language-related situations are closely linked to their ability to effectively communicate. These results underscore the importance of addressing anxiety in language learning and teaching contexts to promote better communicative competence among learners.

Conclusion

The term communicative competence is often seen as a challenging goal for foreign language (FL) contexts. Teachers and students in these contexts face difficulties in designing language programs and identifying effective methods to develop communicative competence. According to (Embark Saleh, 2013), there is a lack of clear definition and understanding of the concept among teachers, leading to confusion and varied interpretations. Implementing communicative activities in classrooms does not necessarily enhance students' learning, and there is a lack of consensus on what constitutes communicative competence for FL contexts. Furthermore, the high proficiency level required to effectively teach communicative competence poses a significant challenge for EFL teachers. Measuring language learners' communicative competence is also a complex task, as various factors can influence their performance

beyond just language ability. These difficulties and challenges have led to criticism of the conventional model of communicative competence based on native speaker norms for non-native contexts.

Some scholars have suggested redefining the concept of communicative competence in FL settings as "intercultural communicative competence" to better account for the complexities and skills required in non-native contexts. The complexities of the skills involved and the high proficiency level needed make achieving communicative competence an unrealistic objective for non-native speakers. In summary, the challenges and difficulties associated with achieving communicative competence in FL contexts have led to debates about its validity and the need for redefining the concept to better suit non-native settings. The complexities of the skills involved, the proficiency level required, and the measurement of communicative competence contribute to the view that it may not be a realistic objective for non-native speakers.

To address the challenges of achieving communicative competence in foreign language (FL) contexts, several recommendations can be made. Firstly, establishing a clear definition of communicative competence within the FL context is crucial, along with investing time in understanding its implications for language learning and teaching. Additionally, recognizing the need for contextual relevance, such as redefining the concept as "intercultural communicative competence," allows for better adaptation to non-native settings. Exploring effective instructional strategies beyond communicative activities and designing a comprehensive curriculum that addresses various language aspects is important. Providing opportunities for language teachers to enhance their own proficiency levels through professional development programs and ongoing training can improve their ability to teach communicative competence. Developing holistic assessment approaches, including performance-based assessments and tasks that evaluate both language skills and contextual language use, is essential. Fostering a supportive and interactive learning environment that encourages student collaboration, meaningful interactions, and authentic language use is crucial for student engagement. Promoting research and collaboration among educators, researchers, and stakeholders can further enhance our understanding of effective instructional strategies and assessment methods. By implementing these recommendations, language educators can effectively navigate the challenges associated with achieving communicative competence in FL contexts and create an inclusive language learning environment for non-native speakers.

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