

# Assessing Affective Factors Among Tertiary Students: Effects on English Oral Fluency

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**Abstract** – This study examines the factors affecting the oral English fluency of the college students at Basilan State College during Academic Year 2024-2025. It employed descriptive research design with 251 respondents taken through random sampling sampling procedure, and treated data through frequency, percentage, weighted mean, standard deviation, t-test for independent samples, and one-way ANOVA. The findings include: 1.) The majority of respondents are enrolled in non-English language programs, predominantly female, and from diverse ethnic backgrounds, with Tausug being the most prevalent group; 2.) Anxiety and emotional barriers were identified as substantial hindrances to fluent communication; and 3.) Affective factors show no significant difference across sex, with only minimal variance observed in ethnicity related to anxiety and expression. This study supports the theoretical frameworks, highlighting the impact of anxiety and emotional hurdles on language proficiency, and recommends culturally responsive and supportive educational strategies to enhance English fluency. Additionally, the study aligns with the Cognitive and Constructivist theories, emphasizing the need for interactive and supportive learning environments to bolster language acquisition.

**Keywords**—Affective Factors, Emotional Barriers, English Language Students Non-English Language Students, Oral English Fluency.

## I. INTRODUCTION

The status of the English language as the global language cannot be denied, as it is now represented on every continent and is used as a means of communication within the world's different areas of life, such as politics, education, science and technology, economics, and entertainment (Crystal, 2003). With this, learning English is deemed valuable in today's world because it can open more career opportunities and can make an individual in tune with globalization (Ilyosovna, 2020).

In many Asian countries, learning English is seen as very important due to its role in the economy. People acknowledge that English can improve their chances of success and make their country stronger economically. This leads to policies that promote English education (Lin, 2018). Other competent university leader who wants to have better career possibilities in Asian nations like Vietnam should strive to become fluent in English or any other language (Dinh and Dung, 2020). According to a poll of teachers at Hanoi University in Vietnam, 99% of them felt that being able to speak English fluently was essential for their future employment. More than half of them (67%) said they had speaking issues, such as frequent stops, hesitations, and lack of confidence, when asked how they appreciated speaking English in class (Dinh and Dung, 2020). Learners encounter particular difficulties in

many Asian situations, including linguistic intrusion from native languages and disparate teaching philosophies.

However, despite English being so widespread and present in Asian countries for decades, issues regarding proficiency and competency continuously persists (Bolton, 2008). These challenges suggest the widespread adoption of English and the actual ability of learners to use the language effectively, particularly in oral communication.

In the Philippines, English is widely used as a medium of instruction and communication. However, various factors, such as limited English exposure, lack of confidence, and teacher training, can hinder students' oral fluency in English. To improve the oral fluency of English learners at Basilan State College, it is essential to address these factors by providing opportunities for language exposure, enhancing teacher training, creating supportive learning environments, and encouraging self-directed learning.

Today, it is undeniable that English has become pervasive in the lives of Filipinos, whether in politics, jobs, media, education, or communication. In a survey conducted by Social Weather Stations, 47% of Filipinos were shown to be competent with the English language (Philippine News Agency, 2023). However, in the 2022 edition of the English Proficiency Index (EPI) done by Education First (EF), the Philippines dropped 4 places, ranking 22nd out of 111 countries (Antivola, 2023). This posits that despite the use of English being ubiquitous in the country, there are still many challenges that Filipinos encounter in learning a language. Areas such as grammar and vocabulary and impediments such as use of native language, peer impact, socio-economic status, psychological factors, and self-interest all affect progress in mastering the English language (Evangelista et al. 2019). On the psychological factor, Kelsen (2019) acknowledged how anxiety can be a factor that negatively influences the speaking performance of an individual.

With minimal number of researches that focus on assessing factors affecting students' oral fluency in English among Filipino learners, specifically in local arenas, there is relevant need to conduct more studies in this field to further improve and enhance oral fluency in English among English learners of Basilan State College.

### Statement of the Problem

This study was designed to determine the factors affecting the oral English fluency of the respondents.

Specifically, this study will aim to answer the question:

1. What is the profile of the respondents in terms of:

- a. Sex
- b. Ethnicity
- 2. What is the level of Affective factors affecting students' oral fluency?
- 3. Is there significant difference on the level of Affective factors of the respondents when the data are grouped according to sex and ethnicity?

II. METHODOLOGY

A. Research Design

This study used the descriptive research design. Descriptive research design is a quantitative type research that involves the description of phenomena in our world that describes the basic information, actions, behaviors, and changes of phenomena on which a prior theory or research is needed (Lunenburg & Irby, 2008). In order to determine the factors affecting the oral English-speaking fluency quantitative design will be used in the study since the research seeks answers that lead to both mathematical and numerical analysis. Specifically, the researcher will use the descriptive research design to describe the overall results of the study.

B. Research Respondents

The target population of the study will be a total number of 251 students of which are; thirty-three (33) Bachelor of Secondary Education, sixty (60) Bachelor of Arts in Political Science, one- hundred twenty (120) Bachelor of Public Administration and thirty-eight (38) Bachelor of Arts in English Language Studies college students of Basilan State College. Specifically, students will be consisting of the English learners' students during the second semester of the academic year 2024-2025. To determine the appropriate sample size, the researcher used Slovin's formula, which is commonly applied to calculate a representative sample when the population size is known.

Additionally, the study employed a probability sampling method—stratified random sampling. This technique involves dividing the population into distinct subgroups or strata based on their academic programs, ensuring that each group is proportionately represented. According to Shalabh (2023), stratified random sampling enhances the accuracy of statistical estimates by reducing sampling variability within each stratum, leading to more precise and generalizable findings. By using this method, the researcher aims to achieve a balanced representation of the different courses, thereby increasing the reliability of the study's results.

C. Data Analysis

Data gathering procedure

The present study was designed to investigate the factors affecting the English oral-fluency of the respondents. After the research instrument was prepared, the researcher wrote a letter to the President of Basilan State College for using Bachelor of Public Administration, Bachelor of Arts in English Language Studies, Bachelor of Arts in Political Science, and Bachelor of Secondary Education as the respondents of the study, the letter was presented to the different Deans to administer the survey to selected students of the study.

After the approval, the researcher distributed the questionnaire to the respondents. They were asked to answer each item in the instrument. Finally, the researcher collected the respondents' survey questionnaire after which it was tabulated, coded, analyzed, and interpreted.

Statistical treatment of the data

To determine the profile of the respondents in terms of sex and ethnicity, frequency and percentage will be used.

To identify the level of affective factors affecting student's oral fluency, mean and standard deviation will be utilized.

To determine the significant difference on the level of affective factors of the respondents when the data are grouped according to sex, t-test will be employed. When data will be grouped in terms of ethnicity, ANOVA will be used.

III. RESULTS AND DISCUSSION

This study was conducted to determine the factors affecting the oral English fluency of the respondents.

A. Profile of the Respondents

TABLE 1. Distribution of Respondents According to Sex

Sex	Frequency	Percent
Male	102	41%
Female	149	59%
Total	251	100%

The table 1 presents the demographic profile of the respondents categorized by sex. Out of a total of 251 respondents, 102 (41%) identified as male, while 149 (59%) identified as female. This data indicates that the majority of respondents (over half) are female, reflecting a higher participation rate among females compared to males in this study.

TABLE 2. Distribution of Respondents According to Ethnicity

Ethnicity	Number of Respondents	Percent
Tausug	75	30%
Chavacano	44	18%
Yakan	71	28%
Bisaya	40	16%
Sama Bangingi	21	8%
Total	251	100%

The table 2 presents the demographic profile of the respondents in terms of ethnicity. It can be gleaned from this table that out of 251 respondents, 75 (30%) are Tausug, 44 (18%) are Chavacano, 71 (28%) are Yakan, 40 (16%) are Bisaya, and 21 (8%) are Sama Bangingi. The data reveals a significant ethnic diversity among the respondents, with the largest group being Tausug, which constitutes the majority of the study population. This indicates a notable predominance of Tausug respondents compared to other ethnicities represented in the survey.

B. Level of affective factors affecting students' oral fluency

The table 3 presents the affective factors influencing English language speaking proficiency among the respondents, with all items reporting a mean score above 3.5, indicating a consensus of agreement on each statement. A key finding is that respondents frequently feel nervous when

speaking in English, as evidenced by the highest mean score of 3.7211 with standard deviation of .80617.

TABLE 3. Level of Affective Factors

Affective	Mean	SD	Descriptive Equivalent
1. I feel nervous when speaking in English language, which affects my fluency.	3.7211	.80617	Agree
2. I often feel embarrassed to speak because I fear others might reject my ideas and opinions.	3.6255	.86902	Agree
3. I lack confidence in my ability to express myself fluently in second language.	3.5020	.82158	Agree
4. I avoid speaking in English language due to fear of being judged by others.	3.5378	.93892	Agree
5. I become anxious when I don't know how to say something correctly in English language.	3.6016	.89924	Agree
6. My fear in making errors in pronunciation prevents me from speaking more frequently.	3.5578	.85770	Agree
7. I feel that my classmates or listeners might criticize me when I try to speak in the English language.	3.6135	.86606	Agree
8. I often hesitate to speak because I feel I will be misunderstood or not taken seriously.	3.6135	.83789	Agree
9. I get discouraged when I'm unable to express myself as much as I want to in English language.	3.5498	.85820	Agree
10. I find it difficult to speak fluently because I worry about committing mistakes.	3.6932	.76780	Agree
11. I feel anxious when I'm pressured to speak English in front of the crowd.	3.6653	.91190	Agree
12. I lack motivation to practice speaking because I do not see much improvement.	3.4542	.91263	Agree
13. I feel conscious when I have to speak in English language, which impacts my fluency.	3.5219	.80655	Agree
14. The fear of forgetting vocabulary of phrases prevents me from speaking freely.	3.6135	.78871	Agree
15. I feel that my native language makes it harder for me to speak confidently in English language.	3.6733	.86072	Agree
<b>Overall</b>	<b>3.5963</b>	<b>.53876</b>	<b>Agree</b>

Legend: (5) 4.21-5.0=Strongly Agree (SA); (4) 3.41-4.20= Agree (A); (3) 2.61-3.40= Neutral (N); (2) 1.51-2.60=Disagree (D); (1) 1.00-1.50=Strongly Disagree (SD)

Embarrassment and fear also play critical roles in inhibiting speaking abilities, with a mean of 3.6255 indicating that many respondents feel embarrassed to speak. This sentiment is compounded by a lack of confidence in their ability to communicate fluently, reflected in a mean score of 3.5020. Horwitz et al. (1986) identified that language anxiety can manifest as a fear of negative evaluation from others, which aligns with the finding that a considerable number of

respondents avoid speaking due to the fear of being judged by others, as shown by the mean score of 3.5378.

Anxiety regarding correctness is another significant concern, with respondents expressing feelings of anxiety when they do not know how to articulate their thoughts correctly in English (mean of 3.6016). Furthermore, the fear of making pronunciation errors (mean score of 3.5578) and apprehensions about peer criticism (mean score of 3.6135) reinforce the emotional challenges faced by the respondents during communication.

Hesitation to speak is particularly common among respondents, with a mean equal to that of the fear of criticism, suggesting many are concerned about being misunderstood or not taken seriously. They also report feeling discouraged when unable to express themselves fully, indicated by a mean of 3.5498. Compounding these issues is a significant worry about grammar mistakes, with a mean score of 3.6932, demonstrating the additional pressure participants face during speaking exercises.

The data signifies the anxiety that arises when respondents are pressured to speak in front of others. Interestingly, the data reveals that a lack of perceived improvement in their speaking abilities (mean of 3.4542) diminishes motivation to practice, while feelings of self-consciousness (mean of 3.5219) further impact their fluency. Furthermore, the fear of forgetting vocabulary (mean of 3.6135) and the belief that their cultural background complicates their confidence in speaking (mean of 3.6733) are additional factors contributing to emotional barriers.

C. Significant difference on the level of Affective factors of the respondents when the data are grouped according to sex and ethnicity

TABLE 4. Significant Difference in the Level of Affective Factors of the Respondents According to Sex

Affective	Sex	Mean	SD	t-value	p-value	Interpretation
1. I feel nervous when speaking in English language, which affects my fluency.	Male	3.6863	.86723	-.566	.572	Not Significant
	Female	3.7450	.76365			
2. I often feel embarrassed to speak because I fear others might reject my ideas and opinions.	Male	3.5294	.82900	-1.453	.148	Not Significant
	Female	3.6913	.89215			
3. I lack confidence in my ability to express myself fluently in second language.	Male	3.4706	.74070	-.500	.617	Not Significant
	Female	3.5235	.87444			
4. I avoid speaking in English language due to fear of being judged by others.	Male	3.5196	.90903	-.254	.800	Not Significant
	Female	3.5503	.96167			
5. I become anxious when I don't know how to say something correctly in English language.	Male	3.5392	.84046	-.909	.364	Not Significant
	Female	3.6443	.93775			
6. My fear in	Male	3.4804	.84115	-1.183	.238	Not

making errors in pronunciation prevents me from speaking more frequently.	Female	3.6107	.86767			Significant
7. I feel that my classmates or listeners might criticize me when I try to speak in the English language.	Male	3.5980	.79925			
	Female	3.6242	.91146	-.234	.815	Not Significant
8. I often hesitate to speak because I feel I will be misunderstood or not taken seriously.	Male	3.6176	.83303			
	Female	3.6107	.84399	.064	.949	Not Significant
9. I get discouraged when I'm unable to express myself as much as I want to in English language.	Male	3.5392	.87508			
	Female	3.5570	.84934	-.161	.872	Not Significant
10. I find it difficult to speak fluently because I worry about committing mistakes.	Male	3.6471	.80404			
	Female	3.7248	.74307			
11. I feel anxious when I'm pressured to speak in front of the crowd.	Male	3.6176	.84483			
	Female	3.6980	.95652	-.685	.494	Not Significant
12. I lack motivation to practice speaking because I do not see much improvement.	Male	3.4118	.82478			
	Female	3.4832	.96984	-.608	.543	Not Significant
13. I feel conscious when I have to speak in English language, which impacts my fluency.	Male	3.5294	.72721			
	Female	3.5168	.85901	.122	.903	Not Significant
14. The fear of forgetting vocabulary of phrases prevents me from speaking freely.	Male	3.6176	.70422			
	Female	3.6107	.84399	.068	.946	Not Significant
15. I feel that my native language makes it harder for me to speak confidently in English language.	Male	3.6471	.77902			
	Female	3.6913	.91459	-.399	.690	Not Significant
Overall	Male	3.5634	.53994			
	Female	3.6188	.53860	-.799	.425	Not Significant

The table 4 presents the significant difference on the level of affective factors of the respondents according to sex. Respondents reported feelings of nervousness, with males averaging a score of 3.6863 and females 3.7450, which resulted in a t-value of -0.566 and a p-value of 0.572, showing no significant difference. This aligns with the findings of MacIntyre and Gardner (1991), who noted that language anxiety can significantly impact language performance for learners regardless of their gender. Their research emphasizes that both male and female learners may encounter similar

emotional barriers, leading to a general trend of anxiety affecting fluency.

Moreover, regarding embarrassment and lack of confidence, the results also show no significant differences. The fear of being judged, as reflected in the item with male scores averaging 3.5196 and female scores averaging 3.5503 (p-value = 0.800), echoes the findings of Tuan and Mai (2015), who researched the impact of fear of negative evaluation on speaking activities. Their study concluded that such apprehensions affect both genders similarly, preventing learners from engaging fully in speaking opportunities.

TABLE 5. Significant Difference in the Level of Affective Factors of the Respondents According to Sex

Affective	F-Value	P-value	Interpretation
1. I feel nervous when speaking in English language, which affects my fluency.	.493	.741	Not Significant
2. I often feel embarrassed to speak because I fear others might reject my ideas and opinions.	1.505	.201	Not Significant
3. I lack confidence in my ability to express myself fluently in second language.	.931	.931	Not Significant
4. I avoid speaking in English language due to fear of being judged by others.	1.808	.128	Not Significant
5. I become anxious when I don't know how to say something correctly in English language.	2.896	.023	Significant
6. My fear in making errors in pronunciation prevents me from speaking more frequently.	.256	.906	Not Significant
7. I feel that my classmates or listeners might criticize me when I try to speak in the English language.	1.937	.105	Not Significant
8. I often hesitate to speak because I feel I will be misunderstood or not taken seriously.	.413	.799	Not Significant
9. I get discouraged when I'm unable to express myself as much as I want to in English language.	3.174	.014	Significant
10. I find it difficult to speak fluently because I worry about committing mistakes.	.435	.784	Not Significant
11. I feel anxious when I'm pressured to speak in front of the crowd.	.930	.447	Not Significant
12. I lack motivation to practice speaking because I do not see much improvement.	2.254	.064	Not Significant
13. I feel conscious when I have to speak in English language, which impacts my fluency.	.951	.435	Not Significant
14. The fear of forgetting vocabulary of phrases prevents me from speaking freely.	2.071	.085	Not Significant
15. I feel that my native language makes it harder for me to speak confidently in English language.	.514	.725	Not Significant
Overall	1.160	.329	Not Significant

\*Significant at 0.05 level of significance

The 5 presents the significant difference on the level of affective factors of the respondents in terms of ethnicity. It is evident that among the 15 statements evaluated, only two items demonstrated significant differences: "I become anxious when I don't know how to say something correctly in English"

(F-value = 2.896, p-value = 0.023) and "I get discouraged when I can't express myself as much as I want to in English" (F-value = 3.174, p-value = 0.014). Both of these items indicate that certain affective experiences may differ among respondents based on ethnicity.

The statement "I get discouraged when I'm unable to express myself as much as I want to in English language" received the highest F-value of 3.174 (p-value = 0.014), indicating a notable difference in how learners perceive their ability to articulate their thoughts. This significant score suggests that many learners share a common frustration regarding their expressive capabilities, leading to feelings of discouragement. Such emotional responses can dramatically impact language acquisition, as highlighted by Aida (1994). The inability to communicate effectively is closely tied to broader issues such as anxiety and low self-esteem, which can significantly hinder language development.

Furthermore, in the statement "I become anxious when I don't know how to say something correctly in English language," with an F-value of 2.896 and a p-value of 0.023. This finding underscores the significant anxiety learners experience when they are uncertain about their language accuracy. It parallels the research of MacIntyre and Gardner (1991), who argue that anxiety is a pervasive obstacle affecting language performance. The concern for correctness and the fear of making mistakes can hinder learners' willingness to engage in conversations, subsequently limiting their practice and development of fluency. Emphasizing correctness may stifle learners' willingness to experiment with language use, reinforcing the necessity for educational environments that promote risk-taking and error acceptance.

#### IV. CONCLUSION AND RECOMMENDATION

##### Conclusion

The study explored the socio-demographic profile of respondents categorized by sex and ethnicity. In terms of sex, there was a higher representation of females compared to males among the respondents. The ethnic composition showcased notable diversity, with the Tausug ethnic group making up the largest portion, followed by the Yakan, Chavacano, Bisaya, and Sama Bangingi.

The analysis of affective factors influencing oral fluency revealed that respondents generally reported experiencing emotional challenges that impact their ability to communicate effectively. The overall mean score indicated agreement on the presence of these challenges, with key findings highlighting feelings of nervousness, embarrassment, and lack of confidence. Respondents frequently expressed anxiety when speaking in English, indicating that these emotional barriers significantly hinder their fluency.

When examining differences in affective factors by sex, most statements revealed no significant differences, indicating that males and females experience similar emotional barriers. The mean scores for both genders were relatively close, reflecting a shared emotional landscape in language learning. In terms of ethnicity, only two statements indicated significant differences related to feelings of anxiety and discouragement in expressing thoughts in English, whereas most items showed

no significant variation, reinforcing the idea that affective factors are experienced similarly across ethnic groups.

The study highlighted that both male and female respondents experience significant emotional challenges, such as anxiety and lack of confidence, which hinder their ability to communicate effectively in English. These emotional barriers are prevalent across diverse demographics, indicating a common struggle among language learners.

##### Recommendations

Based from the findings and conclusion of this study, the following has been recommended:

1. Teachers and Language Instructors should employ culturally responsive teaching strategies that recognize and respect students' diverse cultural and linguistic backgrounds. This approach enhances students' confidence and sense of belonging. Educators must also create a classroom culture that encourages active participation, risk-taking, and resilience in the face of mistakes. Emphasizing constructive and appreciative peer feedback can significantly reduce students' fear of criticism and boost their willingness to communicate in English.
2. Future Researchers should conduct longitudinal studies to examine the long-term effects of affective factors on English language acquisition and proficiency. These investigations will provide a deeper understanding of how emotional influences evolve over time and how they can be addressed through appropriate pedagogical adjustments.
3. Additionally, future studies are recommended to expand the scope by involving a more diverse range of participants. As this study focused only on selected programs at Basilan State College, subsequent research should include respondents from other colleges, universities, or academic disciplines. A broader respondent pool may reveal new patterns and insights, thereby contributing to a more comprehensive understanding of the linguistic and affective factors affecting oral English fluency

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