



THE MEDIATING EFFECT OF STRATEGY INVENTORY OF LANGUAGE LEARNING ON THE RELATIONSHIP BETWEEN MOTIVATION IN ENGLISH LANGUAGE LEARNING AND CLASSROOM ANXIETY

Niño C. Ojanola¹ⁱ,
Jocelyn B. Bacasmot²

¹LPT,

Professional School,
University of Mindanao,
Davao City, Philippines

²PhD, Dean
College of Teacher Education,
University of Mindanao,
Davao City, Philippines

Abstract:

This study aimed to determine the mediating effect of strategy inventory for language learning between motivation in English language learning and classroom anxiety. It utilized a descriptive-correlational study design along with mediation analysis. Correlational analysis was performed to examine the relationships between the variables. The researchers surveyed 316 senior high school students from four private schools in Davao City using a stratified sampling technique who enrolled in S.Y. 2024-2025. Mean, Pearson *r*, Linear Regression Analysis, and Medgraph using the Sobel *z*-test were used for the data analysis. Results revealed that motivation in English language learning was very high. Students' English language classroom anxiety was moderate, while strategy inventory for language learning was high. There was a significant negative relationship between motivation in English language learning and classroom anxiety, and a positive significant relationship between motivation in English language learning and strategy inventory. However, the positive relationship between strategy inventory and classroom anxiety was not statistically significant. Besides, Medgraph and Sobel *z*-test revealed that strategy inventory for language learning significantly mediated the relationship between motivation in English language learning and classroom anxiety; this analysis confirms a partial mediation. Therefore, some of the strategy inventory has a direct effect, but not all, on the relationship between motivation and classroom anxiety. This implies that motivation directly affects classroom anxiety even after accounting for the strategy inventory.

ⁱ Correspondence: email nino_ojanola@umindanao.edu.ph

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1. Introduction

Students who learn languages suffer a particular sort of anxiety during the language-learning process, and this was validated through the meta-analysis of the negative relationship between FLCA and academic achievement in language classes (Botes et al. 26-56). The study of Aparece and Bacasmot (1-17) indicated that students in Davao City felt a high foreign language classroom anxiety. Classroom anxiety substantially impacts language learners' behavior, including quiet tendencies and fears of speaking (Maher and King 1-7). Furthermore, students in language learning face anxiety due to issues such as lack of vocabulary, pronunciation, preparation, grammar, fear of mistakes, unfavorable evaluation, being laughed at, and low self-confidence (Alazeer and Ahmed 100-107). Anxiety in language learning situations has been discovered to affect student behavior and performance in school, underlining the need for interventions to support learners and provide a conducive learning environment (Shanmugam and Jeevarathinam 106-111).

Meanwhile, Maher and King (1-7) claimed that studying language classroom anxiety is important because it can discover and answer why learners are silent, which impedes language skill development due to cognitive processes and social worries in the classroom context. As a result, language acquisition influences students and possibly discourages them from continuing their studies, highlighting the necessity of supportive surroundings and instructional strategies (Qasim et al. 104-116). Also, Samad, Zafar, and Mushtaq (319-331) asserted that awareness of this relationship can improve language learning results and lessen anxiety. The research on the impact of language anxiety on students' academic performance and learning emphasises the value of peer support, culture, and teacher encouragement in lowering anxiety levels (Duisembekova and Kurban 300-311).

In English medium instruction (EMI), motivation and anxiety affect classroom interaction and promote participation. It fosters encouragement and fluency vision to inspire students to participate more in EMI activities (Kopinska and Fernández-Costales 4). However, learning English motivates ESL learners to dread learning a foreign language rather than directly affecting classroom anxiety (Zabidin et al. 218-220). Accordingly, motivation significantly impacts language learners' strategy inventories when learning English using the VAK paradigm. (Sánchez Bautista, Morales Vázquez & Córdova Palomeque 5764-5777).

Motivation affects language learners' willingness to communicate, task motivation, and utilization of learning methods, all impacting their strategy inventory in acquiring English strategies (Olena 237-255). Additionally, language learning strategies positively impact students' ability to overcome English language learning anxiety, primarily cognitive and affective strategies, which improve their classroom experience

(Gaoat et al., 60-72). The language learning approach inventory successfully decreases students' anxiety levels in language classes, which includes speaking opportunities and establishing a safe environment (Maneba and Syafitri 10). On the other hand, the relationship between motivation and Foreign Language Classroom Anxiety (FLCA) plays a crucial role in students' academic success. In foreign language learning, motivation can help reduce or intensify the effects of anxiety, which in turn affects overall performance (Yang 275–285; Elfira, Violita, and Santosa 34-45).

The gap in studying the mediating effect of the strategy inventory of language learning on the relationship between motivation in English language learning and classroom anxiety can be attributed to various factors highlighted in this research paper. Maher and King (1-7) emphasized that the classroom environment, as a substantial contributor to language anxiety, is one of the variables that created this gap. Anxious learners frequently have worries about social appraisal and peer interactions. There is an urgency to conduct this study to address the following concerns in the field of education: improving learning outcomes, addressing classroom anxiety, educational policies, practical applications, and global relevance in alignment with SDG 4: Quality Education. In general, conducting this study can lead to significant advancements in the field of language education, benefiting students, educators, and educational institutions alike.

This study's findings are beneficial to the following sectors and organizations. First and foremost, the senior high school curriculum designer may benefit from this as the study's findings can be used as a basis for creating a curriculum that considers the anxiety that students experience in English classes. Subsequently, the findings of this study can be helpful to subject area supervisors, as they may think of some potential methods of instruction to recommend to the teachers they oversee. Additionally, English teachers are the ones who implement the curriculum in the classroom and are best suited to gauge students' anxiety levels. The findings of this study can help English language teachers make adjustments based on the needs of their pupils. Finally, the results and implications of this study can benefit future researchers in filling in research gaps and restrictions that align with the body of knowledge to enable potential innovation and intervention.

The main thrust of this study was to determine the mediating effect of the strategy inventory of language learning on the relationship between motivation in English language learning and classroom anxiety. First, to assess the level of motivation in English language learning in terms of integrative motivation and instrumental motivation. Second, to ascertain the level of classroom anxiety in terms of communication apprehension, test anxiety, and fear of negative evaluation. Third, to measure the level of strategy inventory of language learning.

Moreover, this study aimed to find a significant relationship between motivation in English language learning and classroom anxiety, motivation in English language learning and strategy inventory of language learning, and strategy inventory of language learning and classroom anxiety. The following null hypotheses were formulated and were tested at a 0.05 significance level. There is no significant relationship between motivation in English language learning, classroom anxiety, and strategy inventory of

language learning. Strategy inventory of language learning has no significant mediating effect on the relationship between motivation in language learning and classroom anxiety.

This study was based on Krashen's (19–39) theory of second language acquisition (SLA), which calls for meaningful engagement in the target language, highlighting the affective filter hypothesis. Krashen's affective filter hypothesis suggests that when learners experience high anxiety, it creates a mental barrier that blocks language input. However, strong motivation helps lower this barrier, making it easier to absorb and learn the language. In essence, motivation can reduce the harmful effects of anxiety and improve language learning in the classroom (Lin, Yulan, and Yewu Lin 51-57). Furthermore, motivation and a willingness to learn are essential variables that affect acquiring a second language, as Al-Kendi and Khattab (129) noted in their study on psycho-social aspects of second language learning.

Additionally, there is evidence that exam anxiety, communicative apprehension, fear of a poor evaluation, and anxiety particular to the English classroom all affect language learning in second language acquisition classrooms (Gregersen 67–87). Besides, there is a requirement for specialized teaching materials and instructor support in second language learning, as evidenced by the significant differences in strategy inventory efficacy between more and less effective EFL learners (Cohen and Henry 165-189). Furthermore, it affirms Gardner and Smythe's motivation theory (218–233), regarded as one of the most critical theories in second language learning motivation. Three essential components of motivation are indicated: willingness (want to accomplish a goal), eagerness (the resolve to learn), and enjoyment of learning. The last is the language learning approach Liang (199–206). According to this concept, learning a second language improves specialized language abilities and overall competency in a second language (L2) or foreign language (FL).

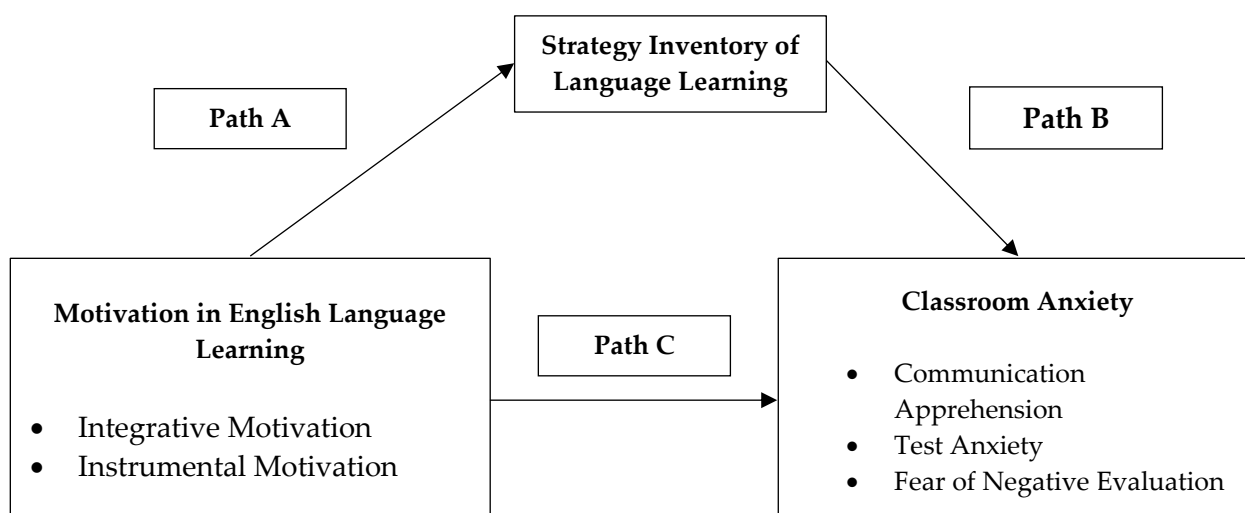


Figure 1: Shows the Mediating Effect of Strategy Inventory of Language Learning on the relationship between Motivation in English Language Learning and Classroom Anxiety

The conceptual framework of this study is shown in Figure 1.

Path A links Motivation in English Language Learning and Strategy Inventory for Language Learning. Motivation in English Language Learning Kitjaroonchai (22-23) is the independent variable – this refers to the type of motivation the student perceives in second language acquisition. The independent variable consists of the following indicators: Integrative motivation is defined as having a positive outlook on the target language group and may be interested in using the language to integrate and adjust to a new target culture; Instrumental motivation refers to passing a language proficiency test and receiving financial compensation, such as a raise in pay grade.

Path B is the link between Strategy Inventory for Language Learning and Classroom Anxiety. Strategy Inventory of Language Learning Bessai (166–187) is the variable that mediates the independent and dependent variables. Strategy Inventory for Language Learning relates to the decision made by students to study the language. Effective second language learners understand the methods and motivations behind them. They can apply these tactics to their work and meet their learning goals as language learners when picking up a second or foreign language. The concept reveals the relationship between the variables and how they impact one another's phases.

Path C links Motivation in English Language Learning and Classroom Anxiety. Classroom Anxiety Horwitz, Horwitz, & Cope (125–132) is the dependent variable. It describes the particular set of self-perceptions, attitudes, emotions, and actions associated with language learning in the classroom that result from the unique nature of the language learning process. It consists of the following indicators: Communication Apprehension refers to an individual's fear or anxiety related to actual or prospective contact with another person; Test Anxiety refers to the confluence of somatic symptoms and affective responses that impede one's capacity to achieve academic success; Fear of Negative Evaluation pertains to a characteristic that involves apprehension about others' evaluations, distress over the negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.

Students will be more motivated to learn languages if rewards and penalties are administered appropriately, and lecturers' caliber needs to be raised (Pranawengtiyas 27–32). Ajmal, Keezhata, Yasir, and Alam (543-545) thought most students were motivated to acquire English by watching television and movies. Also, students need to be motivated by their teachers to maintain their enthusiasm for learning a language (Seven 62–71). It was suggested that students' motivation to learn the language affected their feelings. It suggests that educators help create an atmosphere conducive to lowering anxiety or shyness (Anokye 86–94).

Subsequently, students' learning and accomplishments are adversely impacted by classroom anxiety (Alnuzaili and Uddin 11). Also, due to their mental image of their performance being inadequate, students with anxiety are frequently unwilling to participate in oral communication activities (Altun 9). Besides, Jalleh, Mahfoodh, and Singh (155-178) showed that two communication contexts—group discussions and conversations—had the highest degrees of anxiety because oral communication occurs

naturally in these two situations. Students with higher trait anxiety are predicted to have less confidence than other students and do worse on examinations (Silaj et al., 1809–1834).

This study aligns with SDG 4 Quality Education by addressing key issues in language education that impact students' learning outcomes worldwide. English proficiency is increasingly recognized as a vital skill for global communication, higher education, and economic opportunities (Crystal 151-196). However, many learners experience significant classroom anxiety, which can hinder motivation and language acquisition (Horwitz 112-126). Understanding how language learning strategies mediate this relationship provides educators and policymakers with insights to develop more effective instructional approaches that foster motivation and reduce anxiety, ultimately improving learning outcomes.

Besides, increasing students' awareness of the communicative function of translations through the development of metacognitive self-regulation leads to an improvement in the quality of their translations, especially in terms of vocabulary, morphosyntax, genre conventions, clarity, translation purpose, and the intended audience (Hu et al. 430-449). Alfarisy (91–99) also discovered that students' decision to employ the methods was influenced by their understanding of the value of learning English. Implementing effective student learning methodologies can serve as the foundation for the student's improvement in speaking proficiency. Furthermore, students' opinions toward using SILL learning practices also differ depending on the learning environment they are exposed to. Therefore, to improve SL students' cognitive capacities, educators should work to establish a positive learning environment (Küçükler 795-807). Moreover, SILL demonstrates its efficacy and reliability in measuring language learning techniques among secondary school students, emphasizing its adaptability and contribution to understanding the taxonomy of language learning strategies (Saks et al. 241-261).

Exploring the mediating effect of the Strategy Inventory for Language Learning (SILL) on the relationship between motivation in English language learning and classroom anxiety may give practical applications, interventions, and policy recommendations—train educators to integrate motivational and anxiety-reduction techniques into their teaching practices. Incorporate explicit strategy instruction in English language curricula to address individual learning needs. Promote teacher training programs that mitigate classroom anxiety and foster intrinsic motivation in language learners (Bajri and Elmahdi 2222-2232).

2. Method

2.1 Research Respondents

The respondents of this study were the Senior High School students from four private institutions in Davao City that offer Senior High School programs. The researchers employed the stratified random sampling technique Iiyasu and Etikan (24-27); it has the

enticing equity of a satisfactory population reach and is generally inexpensive and simple to conduct. The four private institutions were coded as schools 1, 2, 3, and 4 to address privacy and confidentiality concerns. The total population combined of the four schools was 1750. School 1 had 833 students; School 2 had a total of 461 students; School 3 had 250 students, and School 4 had 206 students. The Raosoft sample calculator was used to compute the study's sample size. With a 5% margin of error, a 95% confidence level, and a 50% response distribution, the computed sample was 316 respondents.

The computed acceptable sample size was distributed in the four private academic institutions using stratified sampling. Hence, the sample size for School 1 was 150 respondents: 83 respondents for School 2, 45 respondents for School 3, and 38 respondents for School 4. To avoid coercion, the researcher asked for the help of guidance staff, as they assisted the researcher throughout the study.

The following requirements must be met for a respondent to be included in the study: The respondents could be male or female; they must be bona fide Senior High School students, and that is recognized by the Department of Education as active students for the academic school year 2024-2025, respondents may either enrolled to English related subjects such Oral Communication, English for Academic and Professional Purposes, Practical Research 1 and 2, Creative Writing, Creative Non-fiction, Reading and Writing. Respondents must be willing to participate in the study by providing their parents' informed consent and assent. Participation is voluntary; refusal to participate involves no penalty or loss of benefits to which others are entitled. Students may withdraw consent at any time and discontinue participation without liability. There is no waiving of any legal claims, rights, or remedies because of participating in this research study. In case of withdrawal of participation from the study, the researchers highlight that there is no penalty or adverse consequences, and the researcher will respect the rights of the respondents.

However, the researchers excluded respondents with a medical condition, which would limit their participation in the study. With this, excluding respondents with medical conditions in this study was carefully justified to avoid inadvertently excluding valuable perspectives. The rationale typically rests on ensuring a homogeneous sample where external factors, like medical conditions, do not confound the relationship between the variables of interest, such as motivation, anxiety, and learning strategies. The researchers did not give their parents informed consent or informed assent.

2.2 Materials and Research Instruments

The research instruments were adapted to gather this study's data in three parts. To further ensure the questionnaire's reliability, it underwent pilot testing with 30 respondents and was tested using Cronbach Alpha. The first part of the questionnaire deals with motivation in English language learning from the study of Kitjaroonchai (22-23). The questionnaire is composed of 20 questions. The indicator integrative motivation is composed of nine questions; instrumental motivation is composed of 11 questions. The

adapted instrument was internally consistent with an adequate Cronbach's alpha coefficient of 0.864, which is interpreted as good internal consistency.

The second part of the questionnaire was adapted from the study of Horwitz, Horwitz, and Cope (125-132). The questionnaire is composed of 33 questions. The indicator communication apprehension is composed of 8 questions; test anxiety is composed of 5 questions; fear of negative evaluation is composed of 9 questions; and the anxiety in English class has 11 questions. The adapted instrument was also subjected to Cronbach's alpha analysis with a 0.948 alpha coefficient, indicating the instrument's excellent internal consistency.

Likewise, the last adapted questionnaire used in this study is from Bessai (166-187). The questionnaire is composed of 50 questions. Upon the suggestion of the panel of experts, the researchers were asked to choose at least 18 items of questions from the original questionnaire. It was supported by the study of Maloney, Grawitch, and Barber (162), which states that reducing the number of items in a questionnaire is acceptable when done systematically to maintain validity and reliability. Shortened scales can improve efficiency without compromising data quality if high correlation coefficients and Cronbach's alpha values are maintained. The adapted instrument was revealed to have a good internal consistency with a Cronbach's alpha coefficient of 0.811.

The 5-point rating scale was used in the interpretation of the responses of respondents regarding motivation in English language learning, English language classroom anxiety, and the strategy inventory of language learning. The following rating scales were used to interpret students' responses to the abovementioned variables. Means from 4.20 - 5.00 is described as *Very High*. This implies that motivation in English language learning, classroom anxiety, and strategy inventory of language learning are always manifested/observed or evident. Means from 3.40 - 4.19 is described as *High*. This implies that motivation in English language learning, classroom anxiety, and strategy inventory of language learning are often manifested/observed or evident. Means from 2.60 - 3.39 is described as *Moderate*. This implies that motivation in English language learning, classroom anxiety, and strategy inventory of language learning are sometimes manifested/observed or evident. Means from 1.80 - 2.59 is described as *Low*. This implies that motivation in English language learning, classroom anxiety, and strategy inventory of language learning are rarely manifested/observed or evident. Meanwhile, the means from 1.00 - 1.79 are described as *Very Low*. This implies that motivation in English language learning, classroom anxiety, and strategy inventory of language learning are never manifested/observed or evident.

Lastly, the research instruments were validated by a group of experts. So that the participants could understand the questionnaire better, the researcher followed the advice and corrections made by the experts. Four internal validators and one external validator verified the validity of the instrument. The result of the validation process showed an overall mean of 4.48, indicating excellent validity.

2.3 Research Design and Procedure

This study used a non-experimental descriptive-correlational approach using mediation under quantitative, designed to gather data, ideas, facts, and information related to the study. This study employed a testing of mediation that looked into the relationship between three variables – motivation in English language learning, strategy inventory for language learning, and classroom anxiety. The methodology focuses on quantitative approaches, and there is limited discussion about potential biases, such as social desirability in responses. To address this concern, the researchers adhered to the following standards: Ensure anonymity to make respondents feel safe giving honest answers. Design questions carefully to avoid leading or value-laden language. Include established tools that account for or minimize social desirability bias. Lastly, questions should be framed indirectly to reduce pressure for socially desirable answers.

Due to individual languages in a sample rarely representing independent data points due to contact and historical relatedness, correlational studies addressed this issue and demonstrate how these techniques may enable us to delve deeper into linguistic prehistory than is feasible with traditional comparative reconstruction (Ladd et al. 221-241). Furthermore, non-experimental design is defined by Radhakrishnan (25-28) as an existing occurrence that is not altered in any way to influence subjects' answers or the manipulation of an independent variable. Likewise, it has been claimed that the mediating variable causes the effect in the result variable rather than vice versa. It transmits the effect of an independent variable on a dependent variable (Mackinnon 64–69).

The researchers observed and applied the following steps. First, the researchers produced a letter submitted to the four private school institutions offering senior high school education, addressing the school principals to ask permission to allow the researchers to conduct a survey. When the request was granted, the researchers conducted the final survey. Since the study involves measuring classroom anxiety and there is a potential risk of causing emotional discomfort, the presence of the guidance counselor during the study was requested for support and referral of the students experiencing distress during or after the study. Then, the final survey was distributed. The researchers personally handed the questionnaires to the respondents and guided them in answering them. After that, the researchers retrieved the questionnaires. Next, it was tallied, and the raw data were submitted to the statistician for analysis and interpretation.

The following statistical treatments were utilized for a more comprehensive interpretation and analysis of the data. Mean was used to determine the level of motivation in English language learning, classroom anxiety, and strategy inventory for language learning. Pearson *r* was used to determine the significance of the relationship between motivation in English language learning and classroom anxiety, motivation in English language learning and strategy inventory for language learning, strategy inventory for language learning, and classroom anxiety. Regression was used to

determine the coefficient as input to the Medgraph. Lastly, the Medgraph using the Sobel z-test was used to prove the mediation and strengthen the obtained result.

In adherence to the UM Research Ethics Committee's requirements in observing this study's ethical considerations, a certificate of compliance was provided with UMEREC Protocol No. UMEREC- 2024-453, dated January 6, 2025. The researchers underwent a series of content revisions for the recommendations made by the adviser and followed the quality standards of the University of Mindanao Ethics Review Committee for the regulation of ethics.

The personal rights of the persons involved were respected. Respondents were briefed as thoroughly as feasible within the study's framework about the research's objectives, procedures, and advantages. The researchers provided the Informed Consent Form (ICF) and Informed Assent Form (IAF) to the respondents and discussed the context of the forms. Refusal to participate will involve no penalty or loss of benefits. Respondents may withdraw their consent at any time and discontinue participation without liability. Respondents are allowed to use pseudonyms to answer the survey for anonymity. The respondents' agreement and informed assent were requested, showing their voluntary participation. In addition, the researchers kept the records of this study confidential as far as permitted by the law and adhered to the Data Privacy Act of 2012, ensuring that all information gathered from the respondents throughout the research study will be safe, secured, and inaccessible to any parties.

3. Results and Discussion

3.1 Motivation in English Language Learning

Presented in Table 1 is the level of motivation in English language learning of the students. The result revealed a *very high* level of motivation in English language learning, with an overall mean score of 4.33 and a standard deviation of 0.44. This can be interpreted as motivation in English language learning always being observed. The integrative motivation was *high*, with a mean of 4.17, which can be interpreted as integrative motivation is oftentimes observed. In contrast, instrumental motivation was *very high*, with a mean of 4.49, which can be interpreted as instrumental motivation, which is always observed.

Table 1: Motivation in English Language Learning

Indicators	SD	Mean	Descriptive Level
Integrative Motivation	0.52	4.17	High
Instrumental Motivation	0.46	4.49	Very High
Overall	0.44	4.33	Very High

The overall very high motivation in English language learning implies that students are motivated and eager to learn the English language. Students believed that intrinsic and extrinsic factors drive motivation and significantly influence language proficiency and

learning outcomes (Lestari et al. 1-2). In addition, it emphasizes the importance of fostering motivation in English language teaching, suggesting that enhancing student motivation can lead to better outcomes in language learning that could result in high motivation (Harrison and Rodríguez 167-178). Consequently, students are highly driven to learn English to become part of the target language community and to enhance their career opportunities. It highlights that both integrative and instrumental motivations significantly contribute to their desire to master the English language (Placer, Ngo, Nano & Calambro 39-46).

Consequently, integrative motivation is also strong, indicating a well-rounded motivational profile that includes personal and social factors in learning English, which reflects learners' positive attitudes and sincere interest in the culture and people linked to the language. This form of motivation encourages persistence during difficulties, contributing to improved language acquisition and proficiency (Quinapallo, Mejia & Candela 1509-1527). However, a strong personal and cultural interest (integrative motivation) still exists. Integrative motivation is recognized as a crucial element in learning a foreign language, as studies show that students with this type of motivation often attain higher levels of achievement (Abir 89-97). Students believed it helps them be open-minded and friendly like native English speakers.

For practical reasons, instrumental motivation includes positive attitudes toward the language, culture, or community. This type of motivation is one of the two identified motivations among senior high school students (Garini and Pratolo, 61-70). Therefore, Widiastuty and Azman (2024166-2024166) affirmed that students are highly motivated to learn English, meaning that students are highly driven by practical goals, such as academic achievements (e.g., passing exams or earning certifications), career opportunities (e.g., job qualifications or promotions) travel or migration opportunities. As suggested by Sigdel and Acharya (29-36), to maintain a very high level of motivation, teachers may incorporate lessons that blend academic skills with cultural aspects, role-plays, and cultural immersion activities, fostering collaboration and enhancing learners' communication skills while promoting cultural competence and understanding in diverse educational settings.

3.2 English Language Classroom Anxiety

Shown in Table 2 is the level of English language classroom anxiety of the students, with an overall mean score of 3.34, which is moderate and can be interpreted as anxiety is oftentimes evident and a standard deviation of 0.77. The overall level of communication apprehension is 3.41, which was *high* and can be interpreted as oftentimes evident with a standard deviation of 0.87. The indicator test anxiety gained an overall score mean of 3.20 which was *moderate* and can be interpreted as test anxiety as oftentimes evident with a standard deviation of 0.83. The last indicator is the fear of negative evaluation, which gained an overall mean score of 3.42, which was *moderate*, and it can be interpreted that fear of negative evaluation is oftentimes evident with a standard deviation of 0.88.

Table 2: English Language Classroom Anxiety

Indicators	SD	Mean	Descriptive Level
Communication Apprehension	0.87	3.41	High
Test Anxiety	0.83	3.20	Moderate
Fear of Negative Evaluation	0.88	3.42	High
Overall	0.77	3.34	Moderate

The result of this study implied that although test anxiety is only moderate, the high anxiety from speaking and evaluation may negatively affect overall classroom engagement. Students may avoid participating in class discussions or group activities, which are essential for language practice and improvement. Zhu (12-16) stated that even moderate levels of anxiety can hinder language absorption and application, ultimately predicting lower English achievement among students. On the other hand, a moderate level of anxiety in English language learning can boost motivation when managed effectively. However, high anxiety can harm both performance and emotional well-being, highlighting the importance of supportive teaching methods to create a positive learning environment (Lin 979-985).

Moderate test anxiety is typical among English language learners and does not always hinder academic achievement. However, high levels of anxiety can negatively impact academic performance (Alico and Guimba 1-10). Test anxiety correlates most negatively with students' oral performance in English learning. Also, students experience moderate levels of anxiety related explicitly to testing situations in English language learning (Zhang and Dong 271-280). On the part of the language teacher, Zhang (28-40) posited that implementing effective teaching strategies, such as fostering a supportive classroom atmosphere and offering prompt feedback, can help alleviate test anxiety.

In contrast, communication apprehension and fear of negative evaluation reached a high level, which implied that students are highly anxious about speaking and being judged, which can inhibit class participation and oral practice, critical components of language learning. This anxiety may lower students' confidence and limit their opportunities to develop fluency and communication skills (Olam et al. 47-51). Specifically, Danu and Gupta (47-52) posited that many English language learners experience moderate communication apprehension, particularly in public speaking and group discussions. This fear is often linked to low self-esteem and anxiety about receiving poor grades, which can lead to avoidance of speaking activities (Hameed and Jawad 20-30). On the other hand, some research indicates that although communication apprehension is common, it can be reduced through supportive teaching methods and inclusive classroom settings, helping learners build confidence (Marković and Mirković 16-32).

3.3 Strategy Inventory for Language Learning

Exhibited in Table 3 is the level of strategy inventory for students' language learning. It revealed a *high* level of strategy inventory for language learning with an overall mean

score of 4.12 and a standard deviation of 0.15, which can be interpreted as manifested often. This indicates that students oftentimes used these strategies.

Table 3: Strategy Inventory of Language Learning

Items	SD	Mean	Descriptive Level
When learning English, I ...			
1. use new English words in a sentence so I can remember	0.87	4.09	High
2. review English lessons often	0.90	3.82	High
3. remember new words or phrases by remembering their location on the page, on the board	1.03	3.85	High
4. practice the sounds of English	0.86	4.24	Very High
5. start conversations in English.	0.89	4.16	High
6. write notes, messages, letters, or reports in English	0.80	4.32	Very High
7. use gestures when I can't think of a word during a conversation in English.	0.97	4.15	High
8. make up new words if I do not know the right ones in English.	1.13	3.50	High
9. pay attention when someone is speaking English.	0.73	4.44	Very High
10. try to find out how to be a better learner of English.	0.69	4.51	Very High
11. have clear goals for improving my English skills.	0.71	4.47	Very High
12. think about my progress in learning English.	0.74	4.41	Very High
13. try to relax whenever I feel afraid of using English	0.81	4.22	Very High
14. encourage myself to speak English even when I fear making mistakes.	0.82	4.37	Very High
15. notice if I am tense or nervous when studying or using English.	0.95	3.86	High
16. talk to someone else about how I feel when I am learning English	1.19	3.61	High
17. if I do not understand something in English, I ask the other person to slow down or to say it again.	0.97	4.14	High
18. ask questions in English.	0.97	4.06	High
Overall	0.50	4.12	High

The result implied that students actively apply various techniques to improve their English skills, which indicates their engagement and commitment to language learning. Practicing English sounds (4.24), writing notes (4.32), starting a conversation (4.16), and asking questions (4.06) are the speaking and communication strategies. These strategies reflect active engagement with the language, which is essential for developing fluency and confidence. Tikiawati et al. (37-47) found that rehearsing and mimicking speech sounds is crucial for accent improvement and fluency. Likewise, successful learners often practice sounds through media, such as English movies and songs, which aids in pronunciation and comprehension (Tahmina 305-311).

Besides, paying attention during conversations (4.44), setting clear learning goals (4.47), reflecting on learning progress (4.41), and seeking self-improvement strategies (4.51) are strategies for cognitive and metacognitive learning. These results indicate strong self-regulation and goal orientation, key traits of successful language learners. Subsequently, learners who set clear goals are more likely to monitor their progress, adjust their strategies accordingly, and show that reflective practices can lead

to improved self-regulation and better academic outcomes (Thomas, Voils & Childs-Kean 1093-1100). Conversely, some may argue that an overemphasis on structured strategies can stifle creativity and spontaneity in language use, potentially hindering natural conversational skills (Biyikl 101-123).

The results implied that language programs should strengthen metacognitive and affective strategies through goal-setting workshops and reflective journaling. Additionally, incorporating more collaborative activities, such as group discussions and peer feedback sessions, can enhance social learning strategies and create a supportive learning environment. Such interventions, guided by Oxford's (1990) Strategy Classification System, can lead to more effective and holistic language learning outcomes (Oxford 174-187). Using affective strategies, such as encouraging oneself despite mistakes and managing anxiety, is consistent with Krashen's (1982) Affective Filter Hypothesis, which emphasizes that reducing anxiety and building confidence positively impact language acquisition (Luo 130-135).

3.4 Relationship between Motivation in English Language Learning and English Language Classroom Anxiety

As presented in Table 4, motivation in English language learning showed a statistically negative correlation with English language classroom anxiety, with an overall r-value of $-.245$ and p-value of $.000$. This means that it has an inverse correlation. If the motivation of the students increases, the anxiety level will decrease. This suggests that motivation in English language learning was negatively affected by the anxiety felt by the students during English class. In connection with this, the hypothesis that no significant relationship exists between motivation in English language learning and classroom anxiety is rejected.

Table 4: Significance on the Relationship between Motivation in English Language Learning and English Language Classroom Anxiety

Motivation	Classroom Anxiety			
	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation	Overall
Integrative Motivation	$-.232^{**}$.000	$-.290^{**}$.000	$-.162^{**}$.004	$-.276^{**}$.000
Instrumental Motivation	$-.187^{**}$.001	$-.152^{**}$.007	$-.064$.259	$-.156^{**}$.006
Overall	$-.235^{**}$.000	$-.251^{**}$.000	$-.130^{*}$.021	$-.245^{**}$.000

From the results gathered above, integrative motivation had a significant negative correlation between the three indicators of classroom anxiety, with an overall r-value of $-.276$ and a p-value of $.000$. On the other hand, instrumental motivation also had a significant negative correlation between the three indicators of the classroom anxiety, with an overall r-value of $-.156$ and a p-value of $.006$.

Studies consistently show that English classroom anxiety (ECA) is negatively correlated with various dimensions of motivation, including intrinsic and extrinsic motivation (Liu and Li 84-89). Also, Zhang (208-213) affirmed that ECA increased and motivation levels decreased, negatively impacting English achievement. Addressing anxiety through targeted strategies can enhance motivation and, consequently, improve language learning outcomes, fostering intrinsic motivation and providing supportive classroom environments are recommended to mitigate anxiety (Samad, Zafar & Mushtaq 319-331).

Conversely, while anxiety is often viewed negatively, some studies suggest that a certain level of anxiety can motivate learners to prepare more thoroughly for language tasks, potentially enhancing their performance under pressure. Besides, it demonstrates the importance of anxiety and motivation in L2 learning and the need to explore anxiety-reduction strategies, increase students' intrinsic and extrinsic motivation, and strengthen their expectancy in L2 teaching and learning (Wang 193-198). The negative correlation suggests that when motivation rises, anxiety tends to decline, and the reverse is also true. Horwitz, Horwitz, and Cope (125-132) argue that elevated anxiety levels can obstruct language learning by triggering fears of being judged negatively, feelings of discomfort during communication, and test-related stress, all of which may discourage students from engaging in classroom activities.

3.5 Relationship between Motivation in English Language Learning and Strategy Inventory for Language Learning

Shown in Table 5 is the relationship between motivation in English language learning and strategy inventory for language learning. The overall result showed a positive correlation with an r-value of .510 and a p-value of .000. This indicates that motivation in English language learning and strategy inventory for language learning had a significant relationship. Hence, the hypothesis that no significant relationship exists between motivation in English language learning and strategy inventory for language learning is rejected.

Table 5: Significance on the Relationship between Motivation in English Language Learning and Strategy Inventory for Language Learning

Motivation	Strategy Inventory
Integrative Motivation	.425** .000
Instrumental Motivation	.490** .000
Overall	.510** .000

The findings above were supported by the study of Harrison and Rodriguez (167-178), which showed a strong positive correlation between motivation and English proficiency, indicating that motivated learners tend to perform better in language assessments. In

addition, motivational strategies, such as creating a supportive learning environment, are essential for fostering this relationship (Abrar-Ul-Hassan 1-7). The positive correlation between motivation and learning strategies is well-supported, but it is important to consider that not all learners respond uniformly to motivational strategies.

Furthermore, it demonstrates that effective learning strategies are closely linked to high motivation levels, suggesting that tailored strategies can enhance language learning outcomes (Qi and Zhao 1-7). Similarly, a positive correlation exists between students' motivation and their use of language learning strategies, emphasizing the need for appropriate teaching methods to boost motivation (Dwinalida and Setiaji 38-48).

3.6 Relationship between Strategy Inventory for Language Learning and English Language Classroom Anxiety

Displayed in Table 6 is a statistically positive correlation between strategy inventory for language learning and classroom anxiety, with an overall r-value of .034 and a p-value of .552. This suggests a very weak positive relationship between the variables, but this relationship is not statistically significant. Therefore, the hypothesis that no significant relationship exists between strategy inventory and classroom anxiety is accepted.

Table 6: Significance of the Relationship between Strategy Inventory
for English Language Learning and English Language Classroom Anxiety

Strategy Inventory	Classroom Anxiety			
	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation	Overall
	-.086 .126	.063 .265	.073 .197	.034 .552

From the result above, it can be inferred that students who use more strategies may feel slightly more confident in speaking, but the effect is too weak to be reliable. Jia and Chu (153-156) highlighted that students who used many strategies still feel pressure or overwhelmed during exams, but the relationship is weak and inconsistent. Also, this was supported by the study of Chen, Cheng, and Chuang (78-83), which showed a weak negative correlation between anxiety and performance, suggesting that as strategy use increases, anxiety may decrease, but this relationship lacks statistical significance. Also, a focus on public speaking anxiety reveals that relaxation and preparation strategies are frequently employed, yet the overall impact on anxiety levels remains inconclusive (Martiniingsih et al. 66-86). Therefore, more strategies do not necessarily reduce anxiety, and emotion regulation strategies found no significant differences in anxiety reduction among various approaches, indicating that more strategies do not necessarily lead to better outcomes (Kaur Khaira et al. 1233).

3.7 Mediating Analysis of the Three Variables

Data was submitted to the Medgraph after being subjected to a linear regression analysis. The mediation analysis, which was established by Baron and Kenny (1173-1182), pertains to the mediating effect of a variable on the correlation between two other variables.

Mediation analysis involves four steps for the third variable to be considered as a mediator. Presented in Table 7 are the steps that were categorized as Steps 1 to 4. As shown in Table 7, Step 1 presents the significant direct effect of motivation in English language learning on classroom anxiety; motivation has a significant negative effect on classroom anxiety ($\beta = -0.245$). This means that higher motivation is associated with lower classroom anxiety.

Meanwhile, in Step 2, motivation in English language learning significantly directly affects strategy inventory for language learning, the mediator (M). Motivation has a significant positive effect on the strategy inventory ($\beta = 0.510$). This suggests that higher motivation leads to the use of more learning strategies. Step 3 established a direct effect of strategy inventory on classroom anxiety; the strategy inventory significantly positively affects classroom anxiety ($\beta = 0.214$). This is interesting because it indicates that greater use of strategies is associated with higher anxiety. This may imply that students who use more strategies could feel overwhelmed or stressed by complex learning techniques.

Table 7: Regression analysis showing the influence of motivation in English language learning on classroom anxiety as mediated by strategy inventory

Step	Path	B	S.E.	β
1	c	-.164	.037	-.245***
2	a	.586	.056	.510***
3	b	.125	.036	.214**
4	c'	-.237	.042	-.355***

* $p < 0.05$, ** $p < 0.01$, *** $p = 0.000$.

Step 4 is the direct effect with a mediator; after including the strategy inventory (mediator), the direct effect of motivation on anxiety remains significant and increases in magnitude (β changes from -0.245 to -0.355). This means that motivation still reduces anxiety even after accounting for strategy use. However, there is a partial mediation because the total effect (Path c) was more significant than the direct effect (Path c').

Additionally, in Step 4 of the regression analysis, the direct effect of motivation in English language learning on classroom anxiety was examined while controlling for the mediating variable, strategy inventory of language learning. The results indicate that the direct path (c') from motivation to classroom anxiety remained statistically significant ($B = -0.237$, $SE = 0.042$, $\beta = -0.355$, $p < 0.001$). This suggests that even after accounting for the mediating role of language learning strategies, motivation still has a strong negative influence on classroom anxiety.

Comparing this with Step 1, where the total effect (c) was $B = -0.164$ ($\beta = -0.245$, $p < 0.001$), it is evident that the direct effect of motivation on anxiety became stronger when

the mediating variable was included in the model. This suggests partial mediation, meaning that while strategy use does explain some of the relationship between motivation and anxiety, motivation still independently contributes to reducing anxiety levels in the classroom.

The decrease in the absolute value of the direct path coefficient (c') compared to the total effect (c) implies that language learning strategies partially mediate this relationship. That is, highly motivated students tend to use more language learning strategies (Step 2: $a = 0.586$, $\beta = 0.510$, $p < 0.001$), which in turn helps in lowering classroom anxiety (Step 3: $b = 0.125$, $\beta = 0.214$, $p < 0.01$). However, motivation still exerts a significant independent effect on reducing anxiety beyond the influence of strategy use.

These findings highlight the importance of fostering both motivation and effective learning strategies in language classrooms. While strategies serve as a mechanism that partially explains how motivation impacts anxiety, motivation alone remains a strong predictor of lower anxiety. This implies that interventions aimed at reducing classroom anxiety should focus not only on teaching effective language learning strategies but also on fostering students' intrinsic and extrinsic motivation.

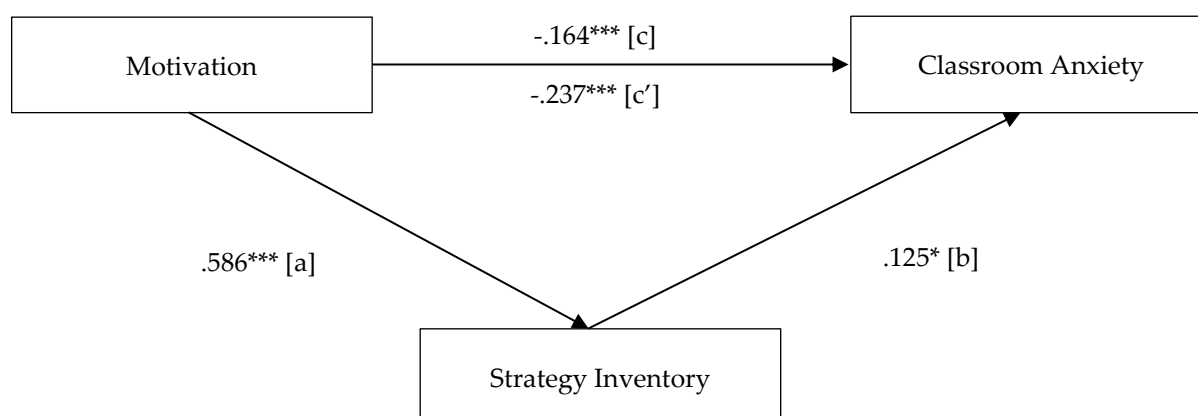
Furthermore, the result of the computation of mediating effects is shown in Figure 2. The Sobel test in Table 8 yielded a z -value of 3.259, $p < 0.05$. This means that the mediating effect is partial, such that the original direct effect in motivation in English language learning and classroom anxiety was reduced upon adding the strategy inventory for language learning. The positive value of the Sobel z indicates that the addition of strategy inventory reduces the effect of motivation in English language learning on classroom anxiety.

Table 8: Results of statistical analysis on the presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
<i>motivation</i> \rightarrow <i>strategy inventory</i> \rightarrow <i>classroom anxiety</i>	3.259551	$p < 0.05$	Partial mediation

* $p < 0.05$

Figure 2: Medgraph showing the Mediation Analysis



Mediation AnalysisSobel z 3.259551, $p < 0.05^{***}$

Percentage of the total effect that is mediated -44.537996%

Ratio of the indirect to direct effect -0.308140

Effect Size Measures

Unstandardized Coefficients

Total: -.164

Direct: -.237

Indirect: .586

Ratio Index: -3.573

The positive link between strategy use and anxiety could imply that students may be using strategies ineffectively or under pressure. Based on the gleaned result, it was revealed that there is a partial mediation, which means that the strategy inventory explains some, but not all, of the relationship between motivation and classroom anxiety. This implies that motivation directly affects classroom anxiety even after accounting for the strategy inventory.

To highlight this, Abubakar (52–64) claimed that high anxiety levels can negatively impact the use of effective learning strategies, as evidenced by a study showing that anxiety does not mediate improvements in reading comprehension through learning strategies. This is unusual because the percentage mediated is negative, meaning the mediation works in a suppressor-like manner, reversing or counteracting part of the relationship between anxiety and motivation. Also, Gardner's (101-126) negative evaluation can mediate the relationship between anxiety and motivation, potentially leading to a negative mediation outcome.

The indirect effect is about 30.8% of the direct effect, but it is in the opposite direction, further supporting that the mediator suppresses or reverses the relationship. Classroom anxiety has a small negative effect on motivation without accounting for the mediator (-0.164). Intrinsic motivation has been identified as a mediator in the relationship between anxiety and academic achievement, suggesting that enhancing motivation could mitigate the adverse effects of anxiety (Zeng, Wang et al. 1-13). Conversely, extrinsic motivation may suppress the negative impact of anxiety, indicating that different types of motivation can have varying effects on students' experiences.

When the strategy inventory is included, the direct effect becomes more negative, indicating that the mediator changes the relationship (-0.237). The indirect effect is positive, meaning that classroom anxiety increases the use of strategies, increasing motivation (0.586). The large negative ratio confirms that the indirect effect is acting in the opposite direction of the direct effect, characteristic of a suppressor effect (-3.573).

Although the findings highlight the complexity of these relationships, it is important to recognize that mediators do not all operate similarly (Rudolph, Williams, and Diaz, 2022). Some may not produce suppressor effects, which could result in varying

interpretations of how anxiety influences motivation across different contexts. This occurrence demonstrates how mediators can influence the perceived connection between variables, highlighting the importance of thorough analysis in educational contexts (Cheung 5-15; Baranidharan 260-289).

In totality, this implies that strategy inventory reverses the negative impact of classroom anxiety on motivation. Without strategies, anxiety reduces motivation. With strategies, anxiety encourages students to use coping or learning strategies, which boosts motivation. Cantos, Pintado et al. (7159-7169) posited that in language learning environments, anxiety can hinder performance, but strategies like creating supportive atmospheres and providing ample practice opportunities can alleviate these effects.

Furthermore, strategy instruction has been shown to enhance the use of coping mechanisms, which can lead to improved motivation. For instance, interventions that focus on study skills have been effective in helping anxious students engage more with their subjects (Pizzie and Kraemer 44). Conversely, it is important to note that not all strategies yield immediate results; some studies suggest that the effectiveness of strategy instruction may vary based on the context and the individual learner's characteristics (Janzen et al. 175-192).

4. Conclusion and Recommendations

Based on the study's findings, conclusions and various recommendations are presented. In totality, the student's motivation to learn English was *very high*, classroom anxiety was *moderate*, and the strategy inventory was *high*. It was also revealed that strategy inventory for language learning had a *partial mediation* of the relationship between motivation in English language learning and classroom anxiety.

Through the findings of this study, it was concluded that Krashen's affective filter theory supports the finding, and it was proposed that strong motivation helps reduce anxiety in language learners, which in turn improves their ability to communicate verbally. It was found that self-motivation boosts students' confidence, lowers anxiety, and leads to better language skills and a more positive classroom experience (Lemana, Casamorin, et al. 88-108). Besides, the affective filter hypothesis explains how emotional factors, especially motivation and anxiety, influence the effectiveness of learning a language like English. It suggests that these emotions can either support or block the learning process, depending on how they are managed (Wang 178-180; Alico 6-12).

From the findings, the researchers suggest that schools may provide professional development opportunities for teachers to better understand student motivation, anxiety management, and strategy-based instruction. Additionally, incorporating technology, such as language learning apps and digital platforms, can further support students' strategic learning and keep them engaged. Since students exhibit a very high level of motivation to learn English, teachers may capitalize on this enthusiasm by incorporating engaging, real-life language applications. Interactive activities such as debates, role-playing, storytelling, and project-based learning can help sustain and further enhance

their interest. Schools may also consider extracurricular activities like English clubs, speech contests, and writing competitions to keep students actively involved. Students experience moderate levels of anxiety; it is crucial to create a supportive and encouraging classroom environment. Teachers may employ positive reinforcement, allow for collaborative learning, and gradually increase students' exposure to public speaking and participation. Mindfulness techniques, confidence-building exercises, and alternative assessment methods (such as group presentations instead of solo performances) can help alleviate anxiety.

With students demonstrating a high use of learning strategies, refining and guiding these strategies effectively is important. Teachers may explicitly teach and model effective learning techniques, such as note-taking, summarization, self-assessment, and the use of mnemonic devices. Encouraging students to reflect on their strategies and adapt them based on their needs can lead to greater autonomy and efficiency in language learning.

Meanwhile, motivation negatively influences classroom anxiety; curriculum designers may integrate intrinsic and extrinsic motivational strategies in lesson plans. This can include goal-setting activities, personalized learning paths, and real-world applications of English to maintain student engagement. English teachers may implement student-centered activities like project-based learning and peer collaboration to sustain students' enthusiasm and confidence in language learning. Teachers may emphasize explicit strategy instruction in reading, writing, speaking, and listening. This can include mnemonics, note-taking techniques, scaffolding, and metacognitive strategies to help students manage their learning effectively.

Given that motivation plays a crucial role in reducing anxiety, curriculum designers may incorporate low-stakes assessments, formative feedback mechanisms, and differentiated instruction to accommodate students with varying anxiety levels. English teachers may foster a supportive and non-threatening classroom environment by incorporating mindfulness exercises, structured speaking activities, and positive reinforcement techniques to help students feel more at ease.

Future researchers may examine how sociocultural factors, educational policies, and institutional support influence motivation, strategy use, and anxiety. Moreover, it may investigate other potential mediators, such as self-efficacy, classroom environment, or peer influence, to provide a more comprehensive understanding of classroom anxiety factors.

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About the Authors

Niño C. Ojanola, LPT, is a dedicated educator and a research teacher at the Assumption College of Davao Senior High School Department. As a research teacher, he guides students in conducting scholarly work while pursuing academic research. He actively participates in educational and professional development, having attended various seminars and workshops such as the CEAP Research Summit at Xavier University-Ateneo de Cagayan and institutional sessions on ethics and action research.

Jocelyn B. Bacasmot, PhD, is the Dean of the College of Teacher Education at the University of Mindanao, specializing in Special Needs and Inclusive Teaching and Linguistics Studies. Actively involved in academic leadership, curriculum development, and faculty mentorship, she focuses on inclusive education, language learning strategies, and teacher preparedness. With a developing research profile, she has published studies on classroom anxiety, motivation, and language acquisition, gaining recognition on platforms like Google Scholar and ResearchGate. A member of several professional organizations, she is committed to advancing equitable and research-based practices in teacher education.

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