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LANGUAGE LEARNING VIEWS AND ENGLISH IDEOLOGIES WORRIES OF STUDENTS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study described the language learning views and english ideologies worries of students in public elementary schools in Babak District, Division of Island Garden City of Samal. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 135 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the degree of language learning views students in terms of foreign language ability, difficulty in language learning, nature of language learning, Interaction strategies and language learning motivation were high. Moreover, the level of English ideologies worries of students in terms of interaction worries, test worries and assessment worries was moderate. It was found out that there was a significant relationship between language learning Views and English Ideologies worries of students. It revealed further that the domains of language learning Views are significantly influence to English Ideologies worries of students. Based on the findings, the public school teachers should attend on language conferences and trainings from the DepEd for the professional augmentation program. This may provide proficient improvement for teachers with the goal of building capacity thoroughly supported education opportunities for language learners and concurrently learn the content of healthier academic practices.

KEYWORDS: *Language learning Views, English Ideologies worries, students in public elementary schools, Philippines, education*

1. INTRODUCTION

Language learning views refer to the processes and actions consciously employed by learners to acquire or use a language more effectively. Across the globe, however, English learning worries have become a persistent problem that negatively affects the achievement and proficiency of English as a Second Language (ESL) learners. According to the United States Department of Education, National Center for Education Statistics, ESL learners have consistently attained low achievement scores in English skills since 2011, largely due to the anxieties and worries they experience in the process of learning the language (Aud, 2013).

In Japan, where English plays a vital role in the educational system, learning worries have been shown to exert strong negative effects on learners' proficiency. These worries hinder classroom performance and interfere with the communicative application of the language (Andrade & Williams, 2009). A similar concern is observed in Taiwan, where language-related anxieties lead to negative attitudes toward learning and consequently lower levels of proficiency in both written and oral English (Lee, 2010). In the Philippines, a noticeable decline in English proficiency has also been reported. For instance, results of the International English Language Testing System (IELTS) revealed that Filipinos scored an overall mean of 6.69 in listening, writing, reading, and speaking—a result considered low by international standards (Geronimo, 2008). This decline is partly attributed to English learning worries, as evidenced in studies conducted among ESL students at De La Salle University (Go et al., 2011) and among beginning university students at the University of the Philippines Diliman (Del Villar, 2010).

At the local level, language learning worries have also been documented in the Babak District, Division of Island Garden City of Samal. Orbeta and San Jose (2013), in their study of freshmen students at the University of Mindanao Panabo Campus, found that such worries negatively affected students' oral performance in areas such as pronunciation, grammar, comprehension, fluency, and vocabulary. Similarly, classroom observation reports from the school year 2012–2013 at Baguio National School of Arts and Trades indicated that high school students likewise experienced English-related anxieties. In his report, Novela (2013) noted that English learning worries were a negative factor that undermined students' performance in communicative activities.

Foreign language worries, also known as xenoglossophobia, are characterized by feelings of unease, nervousness, and apprehension in learning or using a second or foreign language. These feelings may emerge in relation to both productive skills (speaking and writing) and receptive skills (reading and listening).

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Despite the prevalence of studies on language learning worries, there remains a gap in literature regarding the relationship between language learning views and language learning worries in the local context. While investigations have been conducted at the national level, particularly among public elementary school students, no study to date has explored this relationship within the Babak District. The present study therefore seeks to fill this gap by examining the influence of language learning views on language learning worries in the local setting.

1.1 Statement of the Problem

This study was conducted to determine the language learning views and English ideologies worries of students in public elementary schools in Babak District, Division of Island Garden City of Samal. Specifically, it sought answers to the following questions:

1. What is the level of language learning views of students in public elementary schools in terms of:
1.1. language ability,
1.2. difficulty in language learning,
1.3. nature of language learning,
1.4. interaction strategies and
1.5. language learning motivation?

2. What is the level of English ideologies worries of students in public elementary schools in terms of:
2.1 interaction worries,
2.2 examination worries and
2.3 fear of negative assessment?

3. Is there significant of relationship between language learning views and English ideologies worries of students in public elementary schools?

4. What domains of language learning views significantly influence English ideologies worries of students in public elementary schools in Babak District, Island Garden City of Samal Division?

1.2 Hypotheses

The following hypotheses were examined at 0.05 level of significance.

Ho1. There is no significant relationship between language learning views and English ideologies worries of students in public elementary schools.

Ho2. None of the domains of language learning views significantly influence English ideologies worries of students in public elementary schools.

2. METHODOLOGY

This study employed the descriptive-correlational research design. This method was appropriate since the main objective of the study was to describe the status of language learning views and English ideologies worries of students in public elementary schools and to determine the relationship between these two variables. A descriptive design was used to present the prevailing conditions of the phenomenon as it existed at the time of the study, while the correlational aspect explored the extent of association between language learning views and English ideologies worries (Baguio & Baguio, 2025).

The study primarily utilized quantitative data obtained through the survey method. Questionnaires were designed as the main research instrument for data collection, ensuring that responses could be measured and analyzed statistically. This approach was deemed suitable in addressing the research objectives, particularly in identifying whether students' language learning views significantly influenced their level of English ideologies worries (Pregoner, 2024).

2.2 Research Respondents

The respondents of this study were 135 teachers from public elementary schools in Babak District, Division of Island Garden City of Samal. They evaluated the language learning views and English ideologies worries of students, who served as the subjects of the study. All participating teachers had rendered at least three years of service in public elementary schools. Universal sampling was employed to select the respondents, which meant that the entire population of teachers from the identified schools was included in the study. The conduct of the research covered the school year 2023–2024.

2.3 Research Instrument

gather data on the language learning views and English ideologies worries of students in public elementary schools. The questionnaire consisted of two main sections aligned with the research variables. Each section was carefully structured to ensure clarity, contextual relevance, and alignment with the study's objectives.

The first section focused on language learning views. The items were constructed based on a review of relevant literature and established frameworks on second language acquisition and learning strategies. To validate the content of this section, the questionnaire was reviewed and evaluated by experts in language education and pedagogy. This section showed high internal consistency, with a Cronbach's alpha of 0.92, indicating excellent reliability.

The second section assessed students' English ideologies worries, which referred to the negative emotions, anxieties, and apprehensions associated with learning and using English as a second language. Items were adapted from validated instruments in related studies and refined to fit the context of public elementary schools in Babak District. This section also demonstrated strong internal reliability, with a Cronbach's alpha coefficient of 0.90. The final version of the instrument was deemed clear, comprehensive, and suitable for the target respondents, making it appropriate for the data collection process in this study.

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2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using the following statistical tools:
Mean was used to determine the overall levels of language learning views and English ideologies worries of students in public elementary schools in Babak District, Division of Island Garden City of Samal.

TPearson Product Moment Correlation (Pearson r) was used to examine the significant relationship between language learning views and English ideologies worries of students.

Regression analysis was employed to determine the extent to which language learning views influenced the English ideologies worries of students in public elementary schools in Babak District, Division of Island Garden City of Samal.

3. RESULTS AND DISCUSSION

3.1 Level of Language Learning Views

Table 1. ***Level of Language Learning Views***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	Foreign Language Ability,	3.30	Moderate
2	difficulty in language learning,	3.71	High
3	nature of language learning,	3.28	Moderate
4	interaction strategies and	3.38	Moderate
5	language learning motivation	3.37	Moderate
	Overall Mean	**3.42**	**High**

Presented in Table 1 is the level of language learning views, based on the mean scores across five domains: foreign language ability, difficulty in language learning, nature of language learning, interaction strategies, and language learning motivation. The domain of difficulty in language learning obtained the highest mean score of 3.71, described as high, indicating that teachers recognized the significant challenges that students encounter when acquiring a new language, particularly in terms of grammar, vocabulary, and comprehension. This was followed by interaction strategies, with a mean score of 3.38, described as moderate, suggesting that teachers perceived communicative approaches as moderately practiced but with potential for further enhancement. The domain of language learning motivation registered a mean score of 3.37, also categorized as moderate, reflecting that while motivation is present, it is not consistently maximized as a driving factor in language acquisition. Meanwhile, foreign language ability recorded a mean score of 3.30, likewise described as moderate, showing that teachers viewed students' inherent capacity to acquire a foreign language as present but requiring greater support and reinforcement. Lastly, the nature of language learning obtained the lowest mean score of 3.28, also described as moderate, indicating that teachers perceived students' understanding of language as a dynamic and evolving process, but not yet fully integrated into their learning practices. Overall, the level of language learning views yielded an overall mean score of 3.42, categorized as high, which suggests that teachers generally demonstrated positive perspectives on language learning, though some domains, such as motivation, interaction strategies, and nature of language learning—require further strengthening to maximize student success.

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This finding supports the study of Larsen-Freeman (2020), who emphasized that language learning views are multifaceted, encompassing both the perceived difficulties and the strategies employed to address them. Similarly, Dörnyei and Ushioda (2019) highlighted that motivation plays a central role in sustaining long-term language learning, yet it must be reinforced through consistent pedagogical practices. In addition, Richards and Rodgers (2021) underscored that interaction-based strategies, when effectively implemented, enhance learners' communicative competence and confidence in language use. Finally, Oxford (2020) affirmed that teachers' perspectives on the nature of language learning significantly influence classroom practices, shaping whether learning is approached as a mechanical task or as a holistic, meaning-driven process.

3.2 Level of English Ideologies Worries

Table 2. ***Level of English Ideologies Worries***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	interaction worries	3.36	Moderate
2	examination worries	3.22	Moderate
3	assessment	3.45	High
	Overall Mean	**3.34**	**Moderate**

Presented in Table 2 is the level of English ideologies worries, measured across three domains: interaction worries, examination worries, and assessment. The domain of assessment obtained the highest mean score of 3.45, described as high, indicating that teachers expressed significant concern over how assessment practices influence students' performance and perceptions of English learning. This suggests that evaluation procedures are seen as a critical source of pressure, shaping both teaching approaches and student outcomes. The domain of interaction worries recorded a mean score of 3.36, described as moderate, implying that teachers were moderately concerned about communication challenges, particularly in facilitating classroom discourse and encouraging students to confidently use English in different contexts. Meanwhile, the domain of examination worries had the lowest mean score of 3.22, also described as moderate, reflecting that while examinations remain a source of worry, they are perceived as less daunting compared to ongoing assessment and interaction-related challenges.

Overall, the level of English ideologies worries yielded an overall mean score of 3.34, categorized as moderate, suggesting that teachers generally experience a moderate degree of concern regarding English teaching and learning ideologies. Although assessment emerged as a prominent area of worry, issues related to interaction and examinations remain important considerations in ensuring effective English language instruction.

This finding is consistent with the study of Horwitz (2017), who emphasized that assessment practices often intensify learners' and teachers' language-related anxieties due to their perceived high stakes. Similarly, MacIntyre (2019) highlighted that interaction worries stem from communication apprehension, which can affect both teachers' instructional confidence and students' willingness to participate in English learning. Moreover, Zhang and Liu (2020) affirmed that examination-related worries, though moderate, are still linked to performance pressures within academic contexts, particularly in settings where English proficiency is tied to achievement benchmarks.

3.3 Significant Relationship Between Language Learning Views and English Ideologies Worries

Table 3. ***Significant Relationship Between Language Learning Views and English Ideologies Worries***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Language Learning Views **(X)**	English Ideologies Worries **(Y)**	0.80	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between language learning views and English ideologies worries among public elementary school teachers. The computed correlation coefficient (r) is 0.80, indicating a high degree of correlation between the two variables. The corresponding p-value is 0.000, which is below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between language learning views and English ideologies worries. This finding suggests that teachers' perspectives on language learning are strongly linked to the degree of worries they experience regarding English ideologies. Specifically, when teachers perceive language learning as more challenging or demanding, their worries related to interaction, examinations, and assessments also tend to intensify.

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This finding is supported by the work of Horwitz (2017), who emphasized that individuals' beliefs and attitudes toward language learning significantly shape their levels of anxiety and worries in language-related contexts. Similarly, MacIntyre and Gregersen (2018) highlighted that language learning views, such as beliefs about difficulty and motivation, are closely tied to communicative apprehension and performance-related concerns. In addition, Zhang and Liu (2020) found that teachers' perceptions of language learning directly influence their assessment- and interaction-related worries, underscoring that language ideologies and pedagogical beliefs are interdependent factors in shaping English teaching practices.

3.4. Significant Influence of the Domains of Learning views on English ideologies Worries

Table 4. ***Significant Influence of the Domains of Learning views on English ideologies Worries***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.08	0.37		2.92	0.004	Significant
Foreign Language Ability	0.39	0.31	0.34	3.28	0.002	Significant
Difficulty in Language Learning	0.42	0.34	0.36	3.51	0.001	Significant
Nature of Language Learning	0.31	0.28	0.29	2.95	0.004	Significant
Interaction Strategies	0.47	0.35	0.41	3.88	0.000	Significant
Language Learning Motivation	0.53	0.38	0.45	4.19	0.000	Significant
Model Summary:						
$R = 0.82$; $R^2 = 0.67$; $F = 87.34$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining the significant influence of the domains of learning views on English ideologies worries. The regression model yielded an R-value of 0.82 and an R^2 value of 0.67, suggesting that 67% of the variance in English ideologies worries is accounted for by the collective contributions of the learning view domains. The model is statistically significant, as evidenced by an F-value of 87.34 and a p-value of 0.000, which is well below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of learning views have a significant influence on English ideologies worries.

Among the predictors, language learning motivation emerged as the most influential domain, with an unstandardized coefficient (B) of 0.53, a standardized beta (β) of 0.45, and a t-value of 4.19 ($p = 0.000$), indicating a strong and statistically significant relationship. Interaction strategies followed, showing a robust influence with $B = 0.47$, $\beta = 0.41$, and $t = 3.88$ ($p = 0.000$). Difficulty in language learning also demonstrated a meaningful impact, with $B = 0.42$, $\beta = 0.36$, and $t = 3.51$ ($p = 0.001$). Foreign language ability showed a notable effect with $B = 0.39$, $\beta = 0.34$, and $t = 3.28$ ($p = 0.002$). Lastly, nature of language learning, while the least influential among the predictors, still remained significant with $B = 0.31$, $\beta = 0.29$, and $t = 2.95$ ($p = 0.004$). These results affirm that all five domains significantly contribute to English ideologies worries, with motivation and interaction strategies emerging as the strongest determinants.

This finding aligns with prior studies that highlight the significance of learning views and language-related ideologies and worries. Dörnyei (2020) emphasized that motivation plays a critical role in sustaining language learning efforts and has a direct impact on anxiety and ideological concerns. Similarly, Horwitz (2017) noted that learners' perceptions of their language learning ability and perceived difficulties heighten levels of language-related worry and stress. In addition, Oxford (2018) asserted that interaction strategies help alleviate language learning worries by promoting engagement, collaboration, and confidence, while beliefs about the nature of language learning provide the interpretive lens through which challenges and anxieties are understood. These findings imply that motivational and interactive dimensions are particularly vital in addressing English ideologies worries, as they enhance resilience and reduce anxiety in language learning contexts.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

The level of language learning views among students is generally high, as reflected in their perspectives on foreign language ability, difficulty in language learning, nature of language learning, interaction strategies, and learning motivation. This indicates that students consistently demonstrate beliefs and attitudes that support effective engagement with English learning. The high level of language learning views suggests that learners possess awareness and strategies that facilitate comprehension, participation, and personal growth in acquiring the language.

The level of English ideologies worries among students is generally moderate. This shows that learners experience some anxiety in interaction, examinations, and assessment contexts, but these worries are manageable and do not overwhelmingly hinder their learning. The moderate level highlights that students can navigate challenges in language learning while still experiencing occasional apprehension.

The study revealed a statistically significant positive relationship between language learning views and English ideologies worries. The null hypothesis was rejected. This finding indicates that students' perspectives and attitudes toward language learning meaningfully influence the degree of worry they experience in English ideologies. In other words, how learners perceive and

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approach language learning is strongly associated with their levels of anxiety and concern.

The regression analysis identified that specific domains of language learning views significantly influence English ideologies worries. Among these, language learning motivation emerged as the most influential factor, followed by interaction strategies, difficulty in language learning, foreign language ability, and nature of language learning. Collectively, these domains accounted for a substantial portion of the variance in English ideologies worries, demonstrating the strong impact of learners' beliefs and strategies on their anxiety levels. The results suggest that fostering motivation, encouraging effective interaction strategies, and addressing perceived difficulties can reduce learners' worries and enhance their overall language learning experience.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Considering the high level of language learning views among students, teachers and school leaders may sustain and further enhance practices that support students' engagement with English. Initiatives may include providing programs that strengthen learners' motivation, improve interaction strategies, and address perceived difficulties in language learning. These efforts may ensure that students continue to develop positive attitudes, effective strategies, and confidence in acquiring the language.

Given the moderate level of English ideologies worries, efforts may be directed toward reducing learner anxiety in interactions, examinations, and assessments. Teachers may implement activities that build self-efficacy, provide supportive feedback, and offer opportunities for guided practice. Encouraging students to express their thoughts and practice language skills in low-stress environments may help minimize apprehension and improve performance.

In light of the significant relationship between language learning views and English ideologies worries, educators may provide systems and interventions that link positive learning perspectives with reduced anxiety. This may involve mentorship programs, peer learning sessions, or collaborative projects that reinforce effective language learning strategies while addressing students' worries.

The significant influence of specific domains of language learning views—such as language learning motivation, interaction strategies, difficulty in language learning, foreign language ability, and nature of language learning—on English ideologies worries suggests the need for targeted interventions. Teachers may design activities that enhance motivation, develop practical interaction techniques, and clarify language concepts, thereby reducing students' concerns and improving overall learning outcomes.

Future researchers may explore other variables that could influence the relationship between language learning views and English ideologies worries. Investigating factors such as teaching methodologies, classroom environment, technology integration, and socio-emotional support may provide deeper insights. Employing qualitative or mixed-method designs could also help understand how learners' perspectives and strategies interact with their worries to shape language acquisition over time.

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