

Student's Affective Filter and their Utilization of the English Language in the 21st Century Classroom

Noah Mae S. Tadeo

Graduate students of Wesleyan University-Philippines Cushman Campus, Philippines
noahmae12tadeo@gmail.com

Abstract: This study examined the relationship between students' affective filters and English language use in 21st-century classrooms through correlation analysis. Results indicated a significant relationship between affective filter levels and language use patterns, suggesting that emotional and psychological barriers meaningfully impact students' willingness and ability to engage with English in classroom settings. The findings carry several implications for language education practice: teachers should develop differentiated, innovative instructional strategies that respond to diverse learning styles and student backgrounds; learner metacognitive awareness of affective factors should be promoted to facilitate more accurate self-assessment and cultivate positive attitudes toward language learning; teachers must demonstrate heightened sensitivity to students' affective states and language adaptation processes in increasingly globalized educational contexts, as broader awareness of affective filter variation may help mitigate negative judgments toward learners experiencing elevated anxiety; and these insights can inform the development of enhanced pedagogical materials, teacher training programs, and curricular frameworks that advance both instructional effectiveness and learning outcomes. Based on these findings, the study recommends that teachers actively work to reduce affective barriers by cultivating classroom environments characterized by safety, collaboration, respect, and support, as such learning spaces may increase student comfort levels and promote more confident participation in English language activities, ultimately facilitating more effective language acquisition and use.

Keywords: Affective filter, English language, 21st century classroom, junior high school

INTRODUCTION

In this continually changing world, the English language remains universal. It is the most widely used and spoken language across all fields, as it is the second language in most countries. Students around the world know, or even use, this in their daily lives. They feel more confident speaking in English when they work in pairs or groups or are interested in the topic. Speaking with others helps them feel more confident, as conversing with someone they are comfortable with gives them the confidence to practice speaking without judgment. However, before they become fluent, they must have opportunities to practice. Thus, acquiring this language is essential because it will enable learners to adapt to today's diversity, especially in this 21st-century classroom.

A 21st-century classroom emphasizes a student-centered approach. It focuses more on what the students can do alone than what they can do with others. Thus, students are now being forced to learn English at their own pace. Unlike in the past, learning English in the physical classroom is effective because learners are given ample opportunities to practice with others. According to Brevik and Rindal (2020), there are limits to how far a student (or anyone, for that matter) can progress in self-directed learning without the opportunity to have one's views challenged or understanding deepened through critical discourse with multiple interlocutors. Undoubtedly, problems will arise as students find it difficult without the help of others. Not all

of them are independent enough. Hence, some of them will face problems they never encountered before.

Furthermore, the tremendous changes of this modern era leave learners anxious and stressed. Rshaid (2019) quoted Tsai's statement that not all learners can actively learn without guidance and may face difficulties that they might never have encountered in a traditional teaching and learning environment. These difficulties may negatively impact their learning performance. Worse, it leads them not to make any progress in learning the target language. For example, a technical problem may arise that affects learners' ability to use the language. Learners who are less skilled in technology may pose a problem, as this can lead to language anxiety that affects their language use. For this reason, the aforementioned literature suggests that, for language learners to acquire the target language more successfully, the key is to provide them with opportunities to lower their filters. However, what does the word "filter" mean, and how does it affect language usage?

According to Gass (2017), the affective filter is a theoretical construct in second language acquisition that involves the emotional factors that affect the learners' success or failure in acquiring a second language. It is divided into high and low filters. The higher the filter, the more conscious learners become, thereby negatively impacting their language production. When learners have a high filter, they become stressed, anxious, self-conscious, and reluctant to participate in class, as they are bored and disinterested in studying. On the other hand, the lower the filter, the more the learners will succeed in language production as they are more motivated to learn. Thus, lowering the learners' affective filter will help them use English more effectively.

Therefore, for language learners to acquire the target language more successfully, the key is to provide them with opportunities to lower their filters. Thus, lowering the filter is seen as a problem in language education, especially now that learning is more self-directed. Schools focus more on what the students can do independently. Therefore, the main goal of this study is to answer this question: If there is a significant relationship between the affective filter and students' English use, how can teachers help them lower their filter? Given that studying the affective filter contributes to the success and failure of second language learning (Motol, 2020).

Invisible psychological filter

Stephen Krashen largely contributed to the formulation of theories that influenced the teaching of second languages. It is noted that Krashen developed five hypotheses, and the affective filter hypothesis is one of them. This hypothesis explains that, as learners block the learning process in English, high filtering impedes learning, whereas low filtering facilitates it (Lou, 2024). Further, it is also stated that many language students realize they have problems because they are nervous or ashamed and cannot concentrate. Hence, the theory postulated that it has three variables: motivation, self-confidence, and anxiety.

According to Wang (2024), the affective filter is a theoretical construct in second language acquisition that involves emotional factors that affect learners' success or failure in acquiring a second language. The author also noted the effects of low- and high-filtering on learners. She explains that a low filter causes learners to become risk-takers with the language, feel safe even when making mistakes, feel empowered when interacting with their peers, and feel confident when answering questions from their teachers. On the other hand, a high filter causes the learners to become stressed. They become anxious and self-conscious, and the learners lack self-confidence, which inhibits their success. Learners become reluctant to participate in class. Later on, learners will feel bored and disinterested. Thus, the parts of the

article mentioned above demonstrate that the affective filter is highly significant in learners' learning processes and in their progress in acquiring a second language.

The affective filter was first coined in 1970 by linguist Stephen Krashen. It is described as an invisible psychological filter that either facilitates or impedes language acquisition. A high filter hinders language development, as it is like a wall built around learners, preventing them from receiving and providing input and output. Some emotional responses that may accompany the increased filter include anxiety, stress, boredom, and a lack of self-confidence. On the other side, a low filter lowers the invisible wall, allowing for more input and facilitating successful language acquisition. Thus, it increases learners' self-confidence and the desire to explore, learn, and even take a few risks (Kasumastuti, 2023). In addition, it is emphasized that affective factors should be considered when developing pedagogical theories and solutions. Supportive teachers who acknowledge their students' feelings can help reduce language anxiety and lower affective filters. The lower the affective filters, the lessened the adverse effects on second language acquisition. Besides, it allows students to feel more comfortable in their language classes, enables language teachers to teach more effectively, and enables language learners to acquire the target language more successfully. Motol (2020) indicated in her review of the literature that an affective filter is a psychological barrier that may elevate and prevent learners from internalizing subject matters, concepts, and ideas. This study concluded that affective factors may be linked to English performance and are the best predictors of successful language learning.

Utilization of the English Language

Besides, English is increasingly used as a second or additional language in the current era of globalization. It is the primary language of communication and the Internet. The language itself provides individuals with opportunities to develop English proficiency in formal and informal contexts. Besides, English is increasingly used as a second or additional language (Brevik & Rindal, 2020). Further, Motol (2020) indicated in her review of the literature that an affective filter is a psychological barrier that may elevate and prevent learners from internalizing subject matters, concepts, and ideas. This study concluded that affective factors may be linked to English performance and are the best predictors of successful language learning.

Behaviors in Class

Debreli et al. (2019) show that students' misbehavior in foreign language classrooms is similar to that in general subjects, and some types are specific to foreign language classrooms. For instance, using one's mother tongue, asking irrelevant questions, unnecessary talking, using phones, and a lack of enthusiasm to engage are important types of misbehavior in foreign language classrooms. In addition, previous research reported that daydreaming, inattention, playing with personal items, and chatting out of turn were the most common off-task behavioral problems in secondary-level foreign language classrooms. However, the types of misbehavior differ across educational levels. Students' use of mobile phones is uncommon in primary schools, as it can seriously disrupt learning at higher levels. Disruptive behaviors such as chatting, inattentiveness, and off-task behavior seem familiar across different educational levels.

Motivation in Study

Motivation is a vital affective factor in the learning process that determines the proficiency levels achieved by different learners. Brown defines it as "an inner drive, impulse, emotion, or desire that moves one to a particular action," as proper motivation can facilitate learners' learning process. In Krashen's opinion, when learners have high motivation and strong self-confidence, they can do great in acquiring a second language. Further, there were two common types of motivation: instrumental and integrative. It emphasizes the utility and practicality of learning a language that is often related to external goals such as finding a job, passing exams, or reading newspapers in a foreign language. In addition, the researchers reported that students' learning motivation strongly influenced the study score. Intrinsic motivation and integrative motivation had a positive relationship with the learning outcome. It also stated that language-learning motivation correlates significantly with the use of learning strategies. For teachers to help students achieve better results in English learning, they should better understand students' motivation and strategy use. Therefore, motivation is a significant factor affecting students' learning process and serves as the internal drive that supports students in reaching their aims (Motol, 2020).

Mastery of the Language

Mastering a second language is an essential requirement for any society seeking to participate in today's global dynamics. Thus, leading to new possibilities as individuals. Is it essential to have a proficiency in learning and using English? However, despite problems and difficulties in achieving the expected outcomes of language learning, the researchers still identified issues with the education system, the educational process, teachers, and learners (Unal & Ilhan, 2017).

Study Habits

Study habits are the methods students use to study. Specifically, it refers to the student's study methods, whether systematic, efficient, or inefficient. It implies that efficient study habits lead to positive academic performance, while unproductive study habits lead to academic failure. It was a well-planned, deliberate study pattern that has led to consistency among students in understanding academic subjects and in passing examinations. Thus, it is imperative to consider how affective factors in learning influence learning outcomes in modern times. Because of the rapid transition of instruction and lack of preparation, educators and learners became stressed by these outcomes. Thus, the literature review concluded that there should be further studies focusing on language anxiety (Zhang et al., 2021).

RESEARCH METHOD

Research Design

This study was a descriptive correlational quantitative research study. Specifically, it focuses on the relationship between learners' affective filter and their use of English in a 21st-century classroom. Furthermore, the researchers have chosen a correlational research design. Descriptive correlational research is a tool that describes and measures the relationship between two variables through statistical analysis (McCombes, 2019); thus, it fits with the study's variables.

Research Locale, Samples, and Sampling Procedures

The respondents of this study were the 114 Grade 7, Grade 8, Grade 9, and Grade 10 learners at Wesleyan University-Philippines' Junior High School Department. The researcher used convenience sampling. This sampling method has no other criteria except that respondents are available and willing to participate—the sample population is drawn from a group that is easy to contact.

Research Instrument

The researcher used a questionnaire as a research instrument for data gathering. It is composed of statements related to learners' affective filter and their use of English in the 21st-century classroom. The respondents will rate the impact of the statement on them as learners. The questionnaire was developed based on the study by Yaikhong and Usaha (2012), entitled "A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability." Hence, the questions are derived from the researcher's definitions of the variables and Yaikhong and Usaha's study statements.

Data Gathering Procedures

The researcher sent approval and permission letters to the high school principal. After the letters were approved, she distributed the questionnaires via Google Forms for virtual data collection. She also specified the questionnaire's instructions and contents in Google Forms for the respondents to answer freely.

Data Analysis

After the questionnaires were distributed and the data collected, the researcher tallied the respondents' answers to determine the response frequencies. She used the table below to determine and interpret the verbal description of the computed weighted mean of all responses.

Scale of Values	Verbal Interpretation
3.25-4.00	Strongly Agree
2.50-3.24	Agree
1.75-2.49	Disagree
1.00-1.74	Strongly Disagree

The statistical tools the researchers used in the study are: first, frequency and percentage to determine the respondents' profile. Then, for problems 2 and 3, the weighted mean was utilized. Lastly, the researcher's statistician used Pearson's correlation formula for problems 4, 5, and 6.

RESULTS AND DISCUSSION

Socio-demographic Profile of the Respondents

Table 1. Socio-demographic profile of the respondents in terms of age, sex, and grade level

Age	12-17
Sex	Male and Female
Grade Level	Grade 7-10

Table 1 presents the socio-demographic profile of the respondents by age, sex, and grade level. The ages of the 114 respondents ranged from 12 to 17 years. Most of them belong to the 13- or 27.20% age group and the 16- or 29.80% age group, which together compose more than half of the population. It implies that most junior high school students at Wesleyan University-Philippines are early (ages 10 to 13) and middle adolescents (ages 14 to 17). Further, most of the respondents are females, accounting for 63 or 55.30%, while 51 or 44.70% are males. Thus, the majority are female, accounting for more than half of the population, while the minority are male. Therefore, the responses came from grades 7, 8, 9, and 10. Specifically, most of the answers came from grade 7 and grade 10, accounting for more than half. The total number of responses from grade 7 is forty-five or 39.50%, while grade 10 is fifty or 43.90%.

Affective Filter Level of Respondents

The following tables present the weighted mean and verbal interpretation of responses from Grade 7 to 10 respondents regarding their level of affective filter. Specifically, Table 2 shows the responses for behaviors in class; Table 3 shows the responses for motivation in studies, and Table 4 shows the responses for frequency of class participation.

Table 2 Behavior in Class

Behavior in Class	WM	Verbal Interpretation
"I tremble when knowing I will be called out to speak in English".	2.59	Agree
Overall Weighted Mean	2.51	Agree

Table 2 shows that Behavior in Class has an overall weighted mean of 2.51, verbally interpreted as "Agree". It is noted that five of the statements have an equivalent verbal interpretation of "Agree". The sixth statement, "I tremble when I know I will be called to speak in English," had the highest weighted mean of 2.59, with a verbal interpretation of "Agree." On the other hand, the first statement, "I feel sweaty when I speak in English during class. (e.g., sweaty hands, feet, face, etc.)" gained the lowest weighted mean of 2.36 with a verbal interpretation of "disagree".

The results imply that most respondents experience adverse emotional reactions during their English class. According to Wang (2024), using English in the classroom elicits adverse emotional reactions among learners, which may adversely affect their learning. These emotional reactions in using English in the classroom include trembling, stuttering, panicking, and feeling

tense and rigid. He called these behaviors in class "language anxiety. He defined language anxiety as a psychological construct commonly described by psychologists as a state of apprehension, fear, tension, nervousness, and worry, associated with increased autonomic nervous system arousal, especially when learners use a new or second language in the classroom.

The study entitled "Foreign Language Classroom Anxiety" has proved that language anxiety is a significant problem in language classrooms throughout the world, with its strong relationship to the skill of speaking in a foreign or second language. It is perceived as sensitive by many language learners, thereby negatively influencing their language learning. Therefore, the results show that most respondents experience adverse emotional reactions, such as trembling and panicking, during English class due to language anxiety.

Table 3 Motivation in Studies

Motivation in Studies	WM	Verbal Interpretation
"I feel motivated to study English".	3.10	Agree
Overall Weighted Mean	2.91	Agree

Table 3 shows that Motivation in Studies has an overall weighted mean of 2.91, verbally interpreted as "Agree". It is noted that all of the statements have an equivalent verbal interpretation of "Agree". The second statement, "I feel motivated to study English," had the highest weighted mean of 3.10, with a verbal interpretation of "Agree."

On the other hand, the fourth statement, "I tell others that the lesson is fun," had the lowest weighted mean of 2.29, with a verbal interpretation of "agree."

The results imply that most respondents feel excited, motivated, and confident, and enjoy and look forward to speaking English during class. It shows that motivation is a vital affective factor in the learning process, determining the proficiency levels achieved by different learners. According to Motol (2020), once motivation is formed, the student will adopt an active learning attitude, express a keen interest in learning, and focus attention in class to master knowledge. She also quoted that motivation plays an essential role in learning English. In learning a foreign or second language, students with strong motivation can consistently achieve well, while students without motivation are often poor language learners. Students who have strong learning motivation take a positive and correct attitude towards study, make great efforts to master English with clear goals and desires, and consequently gain better grades. It was supported by Krashen's theory, which states that learners who feel motivated, excited, and enjoy studying English can also perform well in using English.

Table 4 Frequency in Class Participation

Frequency in Class Participation	WM	Verbal Interpretation
"I raise my hand during English class discussions".	2.52	Agree
Overall Weighted Mean	2.37	Disagree

Table 4 shows that Frequency in Class Participation has an overall weighted mean of 2.37, verbally interpreted as "Disagree". It is noted that six of the statements have an equivalent verbal interpretation of "Disagree". The first statement, "I raise my hand during English class discussions," had the highest weighted mean of 2.52, with a verbal interpretation of "Agree." On the other hand, the sixth statement, "I always find a way to start a discussion between teachers and us, students," had the lowest weighted mean of 2.19, with a verbal interpretation of "disagree."

The results imply that most respondents do not volunteer to start a discussion, ask questions, seek clarification, or even share their ideas and thoughts with their teachers and classmates during English class. Students' reluctance to initiate discussions, ask questions, or share ideas during English classes stems from several interconnected factors. Language anxiety plays a significant role, as students often fear negative evaluation from both peers and teachers when expressing themselves in a language they may not feel confident using. Previous negative experiences in which students may have been embarrassed after participating create lasting hesitation. Additionally, according to Zhang et al. (2021), classroom climate significantly impacts willingness to engage, as environments lacking psychological safety inhibit risk-taking behaviors essential for language learning.

Utilization of the Language Level of Respondents

The following tables present the weighted mean and verbal interpretation of responses from Grade 7 to 10 respondents regarding their level of adaptability. Specifically, Table 5 shows the responses for mastery of the language; Table 6 shows the responses for study habits, and Table 7 shows the responses for adaptability in using English in online learning.

Table 5 Mastery of the Language

Mastery of the Language	WM	Verbal Description
"I am confident while speaking English".	2.96	Agree
Overall Weighted Mean	2.67	Agree

Table 3.1 shows that Mastery of the Language has an overall weighted mean of 2.67, verbally interpreted as "Agree". It is noted that five of the statements have an equivalent verbal interpretation of "Agree". The first statement, "I am confident while speaking English," had the highest weighted mean of 2.96, with a verbal interpretation of "agree." On the other hand, the

last statement, "I can use English without committing errors (e.g., grammar, pronunciation, diction, etc.)", had the lowest weighted mean of 2.29, with a verbal interpretation of "disagree".

The results imply that the respondents possess the qualities needed to master English. Specifically, the respondents view themselves as having enough confidence, fluency, and readiness to use the language. Mastery of language is described as the learners' mastery of the four macro skills in English, namely: listening, speaking, reading, and writing skills (Arjulayana & Srikandi, 2018). Thus, it shows that mastering a second language is an essential requirement for any society that seeks to be part of today's global dynamics. Therefore, the study suggests that to use English effectively in a 21st-century classroom, learners must master it.

Table 6 Study Habits

Study Habits	WM	Verbal Interpretation
"I always read English books".	2.92	Agree
Overall Weighted Mean	2.79	Agree

Table 6 shows that Study Habits has an overall weighted mean of 2.79, verbally interpreted as "Agree". It is noted that all of the statements have an equivalent verbal interpretation of "Agree". The second statement factor, "I always read English books," gained the highest weighted mean of 2.92 with a verbal interpretation of "agree". On the other hand, the sixth statement factor, "I love memorizing English literary pieces like poems, speeches, etc.", gained the lowest weighted mean of 2.58 with a verbal interpretation of "agree".

The results imply that most respondents thoroughly practice their literacy skills, reading comprehension, and autonomy to develop effective study habits that will improve their English-language skills. Vergara (2017), in her study entitled Study Habits of Senior High School Students with Honors at Wesleyan University-Philippines, "define study habits as the study methods of students. Specifically, it refers to the student's studying forms, whether systematic, efficient, or inefficient. Therefore, the results imply that most respondents' study habits were always to read English books.

Table 7 Adaptability in Using English in the 21st-Century Classroom

Adaptability in using English in the 21st-Century Classroom	WM	Verbal Interpretation
"I enjoy using English during class discussions".	2.88	Agree
"My usage of English in a classroom has improved a lot than in the past".	2.88	Agree
Overall Weighted Mean	2.72	Agree

Table 7 shows that adaptability in using English in the 21st-century classroom has an overall weighted mean of 2.72, verbally interpreted as "Agree". It is noted that six of the statements have an equivalent verbal interpretation of "Agree". Two statement factors: "I enjoy using English during class discussions" and "My usage of English in a classroom has improved more than in the past", tied in the highest weighted mean of 2.88 with a verbal interpretation of "Agree." On the other hand, the last statement, "I find it difficult to use English in the 21st-century classroom," had the lowest weighted mean of 2.39, with a verbal interpretation of "Disagree."

The results imply that most respondents can adapt to using English in a classroom discussion. They adapt by using English as a medium for conversing and reciting with confidence in class, since they enjoy the language. The majority of respondents agreed that they could fully adapt to the 21st-century classroom and that their English language use had improved significantly compared to the traditional classroom. In addition, the results show that when the educational system shifts from traditional to a 21st-century classroom. Learners are being forced to adapt to changes, such as a sudden shift to multiple learning modalities, practice flexibility, and navigate the new normal from their perspective. It shows that students have the incredible human capacity to adapt to new conditions to survive (Rishel & Miller, 2018).

Table 8. Correlation between JHS Socio-demographic Profile and Affective Filter

		Behaviors in Class	Motivation in Study	Frequency in Class Participation
Age	Pearson Correlation	.111	.060	-.013
	Sig. (2-tailed)	.240	.527	.892
	N	114	114	114
	<i>Interpretation</i>	<i>No significant relationship</i>	<i>No significant relationship</i>	<i>No significant relationship</i>
Sex	Pearson Correlation	.160	-.068	-.115
	Sig. (2-tailed)	.089	.472	.221
	N	114	114	114
	<i>Interpretation</i>	<i>No significant relationship</i>	<i>No significant relationship</i>	<i>No significant relationship</i>
Grade Level	Pearson Correlation	.168	-.029	-.074
	Sig. (2-tailed)	.073	.758	.435

N	114	114	114
<i>Interpretation</i>	<i>No significant relationship</i>	<i>No significant relationship</i>	<i>No significant relationship</i>

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows that there is no significant relationship between the JHS's socio-demographic profile and the affective filter of the English language. Thus, the respondents' age, sex, and grade level do not affect their affective filter in English. It implies that the null hypothesis was accepted, meaning the respondents have high or low affective filters regardless of age, sex, and grade level. Thus, their affective filters do not depend on their profiles. It also describes the affective filter indicators mentioned above: behaviors in class, motivation in studies, and frequency in class participation may increase or decrease regardless of the respondents' age, sex, and grade level.

Table 9. Correlation between JHS Profile and Utilization of the English Language in the 21st-Century Classroom

		Mastery of the Language	Study Habits	Level of Adaptability in Using English in the 21 st -century classroom
Age	Pearson Correlation	-.074	-.157	-.076
	Sig. (2-tailed)	.434	.095	.419
	N	114	114	114
	<i>Interpretation</i>	<i>No significant relationship</i>	<i>No significant relationship</i>	<i>No significant relationship</i>
Sex	Pearson Correlation	-.089	.074	-.217*
	Sig. (2-tailed)	.347	.434	.021
	N	114	114	114
	<i>Interpretation</i>	<i>No significant relationship</i>	<i>No significant relationship</i>	<i>Significant relationship</i>

Grade Level	Pearson Correlation	-.124	-.164	-.103
	Sig. (2-tailed)	.189	.081	.276
	N	114	114	114
	<i>Interpretation</i>	<i>No significant relationship</i>	<i>No significant relationship</i>	<i>No significant relationship</i>

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 9 shows that mastery of English and study habits do not have significant relationships with respondents' age, sex, or grade level. It illustrates that learners have autonomy to study English, and that their ability to master it entirely does not depend on their profiles. On the other hand, the results show that the respondents' profile and language use, specifically their sex, have a significant relationship with their level of adaptability in using English in the 21st-century classroom. It means that male and female learners have different levels of adaptability in using English. Therefore, the null hypothesis is rejected. It implies that learners have different levels of adaptability in using English in the 21st-century classroom, depending on their sex. A study by Arianti et al. (2022) found that female learners outperform male learners because female respondents are more open to new linguistic forms of English than males. It showed that female learners have better results than male learners. Furthermore, the study also surveyed respondents' perspectives on the influence of gender on studying English, which undermines the study's results. The results showed that they strongly believe gender does not play a significant role in studying the language. Therefore, the results above show that the researchers' second null hypothesis should be rejected, as learners' sex affects their level of adaptability in using English in the 21st-century classroom.

Table 10. Correlation between JHS Affective Filter and Utilization of the English Language in the 21st-Century Classroom

		Mastery of the Language	Study Habits	Level of Adaptability in Using English in the 21 st -century classroom
Behaviors in Class	Pearson Correlation	-.451**	-.057	-.190*
	Sig. (2-tailed)	.000	.550	.043
	N	114	114	114

	<i>Interpretation</i>	<i>Significant Relationship</i>	<i>No significant relationship</i>	<i>Significant relationship</i>
Motivation in Study	Pearson Correlation	.471**	.654**	.389**
	Sig. (2-tailed)	.000	.000	.000
	N	114	114	114
	<i>Interpretation</i>	<i>Significant relationship</i>	<i>Significant relationship</i>	<i>Significant relationship</i>
Frequency in Class Participation	Pearson Correlation	.374**	.510**	.300**
	Sig. (2-tailed)	.000	.000	.001
	N	114	114	114
	<i>Interpretation</i>	<i>Significant relationship</i>	<i>Significant relationship</i>	<i>Significant relationship</i>

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 10 shows that affective filter and utilization of the English language in the 21st-century classroom have a significant relationship. These results imply that the researchers' third null hypothesis should be rejected. Specifically, respondents' behavior in class and language mastery are significantly related. It implies that the learners' behaviors during English classes affect their mastery of learning the English language. An article by Simon Camby (2021) stated that mastery in learning could be demonstrated through the application of what learners have learned across different contexts. However, without learners' proper behavior in class, mastery of the language cannot be demonstrated.

The article by Duff and Tomblin (2018) explains that learners with behavioral problems have academic difficulties in learning the language, thus making behavior and mastery mutually influential. Behaviors in class and learners' adaptability levels are significantly related. The results imply that learners' worries and anxieties in the present situation are reflected in their behavior during classes. Furthermore, motivation in studies and mastery of the language are significantly related, suggesting that as long as learners are motivated to study English, their mastery of the language increases. Motivation in studies reflects the respondent's positive attitude and behavior in learning, which helps them acquire the necessary skills to use English. Also, learners' motivation in studies and their level of adaptability are significantly related. It implies that learners' motivation in studies is evident in how they adapt to the current situation, either positively or negatively. As the learner's motivation increases, their adaptability to the present situation also increases. It means that motivated learners who adapt easily to their studies during the present pandemic achieve successful English language learning and have low

filters. Similarly, study habits and motivation are closely related: motivated learners become more creative in their study habits and persevere in successfully using the English language.

The respondents' frequency of class participation and motivation in studies are significantly related. It implies that the learners' motivation can also be seen through their active participation in classes. Motivated learners become engaged and focused in learning English through participation in class discussions, recitations, attendance, and interest in the subject. It shows that the respondents' frequency of class participation and study habits are significantly related, implying that they are active in class and have effective study habits that help them learn the necessary skills to use the English language. The same applies to the significant relationship between respondents' frequency of class participation and their level of adaptability. Learners demonstrate high adaptability when they actively participate in class and show interest in the subject by being present at all times.

On the other hand, the respondents' behaviors in class and study habits do not significantly affect each other. It implies that the learners take behavior and study habits as separate matters. They may show positive or negative behavior in classes, but those behaviors do not affect how they study at their own pace and style. Therefore, the null hypothesis was rejected, implying that the learners' affective filter and utilization of the English language are dependent on each other, despite the online classes serving as the medium for English language learning, but not for the respondents' study habits and behavior in class.

Implications for Language Education

The study's findings suggest several important directions for language education practice and pedagogy. First, language teachers should develop differentiated instructional approaches that accommodate diverse learning styles, demographic backgrounds, and proficiency levels. Second, promoting learner awareness of affective filters can facilitate self-assessment and foster more positive attitudes toward language acquisition. Third, in an increasingly globalized context, teachers must become more attuned to students' affective filter and language adaptation processes. Enhanced understanding of varying affective filter levels within educational communities may help reduce negative attitudes toward learners experiencing heightened anxiety. Finally, these insights can inform the development of more effective teaching materials, training programs, and curriculum frameworks that advance both pedagogical practice and learning outcomes.

CONCLUSION

This study examined affective filters among English language learners, as evidenced by observable anxiety behaviors including trembling, panic responses, and perspiration during classroom discussions. Despite experiencing elevated affective filters, participants demonstrated sustained motivation to study English through perseverance and continued language use. These findings underscore the importance of affective considerations in language pedagogy and highlight the need for instructional approaches that acknowledge and address learner anxiety while supporting motivation and engagement in the language learning process.

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