Language Enjoyment and Anxiety as Determinants of English Language Proficiency of Public Senior High School Students

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ABSTRACT

This research aimed to investigate the levels of language enjoyment (LE), language anxiety (LA), and English language proficiency (ELP) among public senior high school students in Santa Maria, Davao Occidental. Furthermore, the study also examined the relationship between LE and LA with ELP, as well as the significant influence of LE and LA on ELP. The respondents of the study were two hundred seventy Senior High School students drawn out from the total population using stratified random sampling. To collect the relevant data, two adapted survey questionnaires to measure the level of language enjoyment and language anxiety and a standardized language proficiency test were administered to the respondents. The major findings of the study indicated that the level of LE among public senior high school students was low, while the level of LA was high. Additionally, the students' level of ELP was found to be average. The results further revealed a positive relationship between LE and ELP, indicating that higher levels of enjoyment are associated with better English language proficiency. Conversely, an inverse relationship was observed between LA and ELP, suggesting that higher levels of anxiety are associated with lower English language proficiency. Furthermore, the study found that both LE and LA significantly influenced ELP, emphasizing the importance of addressing both dimensions of enjoyment and anxiety in the language classroom to improve language proficiency among learners.

KEYWORDS: Education, English, language enjoyment, language anxiety, English language proficiency, descriptive-correlational, Philippines

INTRODUCTION

English language proficiency (ELP) encompasses the comprehensive ability to comprehend, communicate, and utilize the English language effectively in various contexts, enabling individuals to engage meaningfully and confidently in English-speaking communities. Ying and Wong (2020) purported that due to globalization and the internationalization of English, the importance of improving English language proficiency (ELP) has become increasingly crucial. However, recent studies (English First, 2019; Manuel, 2022; Sijali, 2016) show that despite the prevalent global utilization and significance of the English language, the proficiency of non-native speakers in English has frequently fallen short of satisfactory levels.

On a global scale, according to a 2016 study conducted by Indonesia's Ministry of Education and Culture, the English language proficiency levels of students in Indonesia present a significant problem. The study revealed that 17.5% of students were able to meet the government's minimum English language proficiency standard, indicating a relatively low level of proficiency among Indonesian students (Kemdikbud, 2016). Furthermore, the study highlighted a disparity between students from urban and rural regions, with urban students exhibiting higher levels of English language competence compared to their rural counterparts. One of the main factors contributing to students' low proficiency was identified as the limited proficiency of teachers in the English language.

Nationally, the English language proficiency levels of students in the Philippines present a significant problem, stemming from the disparity between the nation's official language policy and the actual language practices of many Filipinos (Gonzalos, 2016). While English is considered one of the official languages and widely utilized in government, business, and education, the primary language used by Filipinos often differs. This inconsistency and lack of coherence in English language teaching pose challenges in assessing Filipino students' English language ability (Gonzalos, 2016). Moreover, a 2018 study by ETS highlighted the English proficiency problem among Filipino students. They scored the lowest in reading and writing skills compared to peers in 10 Asia-Pacific nations. The study emphasized the influence of socioeconomic background, with higher socioeconomic students performing better. Lack of trained English teachers and resources were identified as obstacles to improvement. Likewise, the EF English Proficiency Index, based on the 2018 TOEIC test by Hopkins International Partners, showed a decline in language skills among Filipino graduates. They had lower proficiency than high school students in Thailand. This decline in English proficiency affects the global competitiveness and employability of Filipino graduates.

In Davao City, the English proficiency levels of secondary students have been examined by Gamutin and Cabuelo (2017) in their study focusing on the mastery of English as a second language. The findings of the study indicate that students in Davao City exhibited an average level of language proficiency, with reading and writing skills being relatively stronger compared to listening and speaking skills. This suggests that students may face challenges in effectively understanding and expressing themselves in English when it comes to oral communication (Gamutin & Cabuelo, 2017). The study suggests that efforts and interventions are necessary to address these challenges and provide students with the necessary support and resources to enhance their English language proficiency, particularly in the domains of listening and speaking.

The existing literature sheds light on an important concern regarding learners' English language proficiency (ELP). To address this issue, studies have focused on investigating the role of learners' emotions, as it is widely acknowledged that positive and negative emotions have a significant impact on language acquisition and can influence language learning results. For instance, Al-Seghayer and Fahad (2015) conducted research in Saudi Arabia that supports the crucial role of emotions, particularly positive emotions like enjoyment, in the process of language acquisition. According to their study, when students experience enjoyment while learning English, they exhibit higher levels of motivation, engagement, and performance in language learning tasks. Therefore, recognizing and nurturing positive emotions, such as enjoyment, can contribute to the creation of a supportive and effective language learning environment, ultimately leading to enhanced language learning outcomes.

On the other hand, anxiety, a negative emotion, has also been studied in relation to ELP. Language anxiety (LA) refers to feelings of nervousness, apprehension, or fear that arise in situations involving language use (Oxford, 2011; Mercer, 2011; Dörnyei, 2009). It can be influenced by cross-cultural factors, such as perceived disparities in social norms, values, and beliefs (Kim, 2011). Jing and Yang (2018) conducted a study in China examining the link between learners' anxiety toward the English language and their motivation to learn. The findings revealed that language anxiety negatively impacted learner motivation, and students experiencing higher levels of anxiety were less driven to study English.

Although extensive research has explored various factors influencing English language proficiency (ELP) among learners, there remains a significant gap in the literature regarding the specific impact of positive or negative emotions in language learning on ELP (Cabaltica & Arcala, 2021; Camacho et al., 2017). The lack of existing studies on language enjoyment and anxiety underscores the importance of conducting this study. Previous literature has predominantly focused on either negative or positive psychology in language learning, neglecting the distinct constructs of language anxiety and language enjoyment. Investigating both of these factors is crucial for

understanding the relationship between positive and negative psychology and its impact on English language proficiency. The delineated gap then propelled the researcher to pursue this investigation.

This study aimed to examine the influence of language anxiety (LA) and language enjoyment (LE) on the English language proficiency (ELP) of senior high school students. By specifically considering affective variables that may affect language learning, this research seeks to fill the gap in understanding the significance of positive and negative emotions in language acquisition.

METHODS

Research Design

This study utilized a quantitative research approach specifically a descriptive-correlational design with the aid of adapted questionnaires used in gathering the needed data from the respondents. In this study, language anxiety and language enjoyment are the predictors of students' English language proficiency. This study involved the measurement of three variables, namely: language anxiety, language enjoyment, and English language proficiency, using validated survey instruments and examining the relationships among these variables.

Research Locale

The study was conducted across four secondary schools, which are referred to as School A, School B, School C, and School D for the purposes of this research. These schools are situated in two districts, namely Santa Maria East District and Santa Maria West District, both falling under the jurisdiction of the Schools Division of Davao Occidental, Santa Maria. It is noteworthy that these four schools are the exclusive public secondary national schools providing senior high school programs in the said division.

The aforementioned schools were selected as the study's locale due to their unique status within the Division of Davao Occidental, Santa Maria. As newly established senior high schools, they have not yet been included in previous studies and surveys regarding language proficiency. The researcher's objective was to assess the current language proficiency levels of senior high school students and explore the connection between language proficiency, language anxiety, and language enjoyment.

Research Respondents

This study identified 270 Senior High School respondents. Respondents were from the four secondary schools of Santa Maria, Division of Davao Occidental and were selected using stratified random sampling. Drawn out from each school were 184 students from School A, 42 students from School B, 29 students from School C, and 15 students from School D.

Participants included in the study were Grade 11 Senior High School students who were able to take up English subjects during the previous and current semester; and were bona fide students from the four secondary schools of Sta Maria, Division of Davao Occidental. Subjects included must also use English as a language medium during the conduct of the survey. The researcher, moreover, was only able to collect data with surveys in English. Subjects who failed to meet the inclusion criteria were not included in the study to maintain the accuracy and relevance of the results.

Data Gathering Procedures

Preceding all the other processes, the researcher sought for a letter of endorsement from the University of the Immaculate Conception Graduate School Dean for the approval of the conduct of the study. Moreover, as soon as the University of the Immaculate Conception (UIC) Research Ethics Committee (REC) had issued the ethics compliance certificate, the researcher then secured an endorsement letter from the University of the Immaculate Conception Graduate School Dean addressed to the Schools Division Superintendent of the Division of Davao Occidental. The researcher then observed the basic processes that follow:

As the Schools Division Office of Davao Occidental received the endorsement letter from the Graduate School, the former then responded through a letter of approval sent to the researcher. Subsequently, the researcher furnished a letter of request to the School Principal of the schools in the intended research locale. After receiving confirmation, the researcher personally communicated with the school principals of each school to set the schedule for the implementation of the survey.

Upon the schedule of the survey, the researcher ensured to orient the parents of the respondents and secure a signed consent form before seeking affirmation from the senior high school students who were the respondents of the study. The agreement between the researcher and respondents was formally acknowledged through a signed Assent Form and the informed consent form (ICF) signed by the respondents' parents.

During the orientation, the ICF was also secured from the parents of the respondents while questions and clarifications about the administration of the survey questionnaires were entertained. Meanwhile, the Assent Forms were given to the respondents during the orientation and before the administration of the survey.

Finally, completed survey questionnaires were gathered personally by the researcher to come up with accurate and reliable results.

Statistical Tools

The following statistical tools were used in the computation of data:

Mean. This statistical tool was used to determine the level of language enjoyment, language anxiety and English language proficiency of Grade 11 students.

Standard Deviation. This statistical tool was used to determine how far each score lies from the mean.

Pearson Product Moment Correlation (r). This statistical tool was used to determine the significant relationship between language enjoyment and English language proficiency; and between language anxiety and English language proficiency of Grade 11 students.

Regression Analysis. This statistical tool was used to determine the significant influence of language enjoyment and anxiety on the English language proficiency of Grade 11 students.

RESULTS AND DISCUSSION

Level of Language Learning Enjoyment of the Public Senior High School Students

The data in Table 1 presents the level of language learning enjoyment of public senior high school students. Presented in the table are the three indicators of language enjoyment with corresponding mean, standard deviation, and description. The results show that the grand mean is equivalent to 2.25 with a standard deviation of 0.32. The standard deviation ranges from 0.80 to 1.14 signifying that the students' consistency of responses about LE varies marginally.

The table further indicates that the students' LE is low implying that the respondents rarely experienced enjoyment in their English language classes. The low level of students' LE denotes that the students have less appreciation for their teachers in their English class and also, they rarely manifest personal and social enjoyment in their English classes. Hence, regularly utilizing activities that encourage students to use the language without restrictions and to establish good relationships with co-learners and teachers are ways to increase enjoyment levels.

Table 1
Level of Language Learning Enjoyment of Public Senior High School Students

INDICATORS	Mean	SD	DESCRIPTION
1.1 Teacher Appreciation	**2.39**	**0.63**	**Low**
1.2 Personal Enjoyment	**2.16**	**0.53**	**Low**
2.3 Social Enjoyment	**2.19**	**0.52**	**Low**
Overall Mean	**2.25**	**0.32**	**Low**

By observing closely, it can be pointed out that among the three indicators of LE, *teacher appreciation* got the highest category mean of 2.39. Although the indicator scored the highest mean, it was still described as low which means that the respondents rarely show appreciation towards their teacher in their English class while the category *personal enjoyment* obtained the lowest mean which is equivalent to 2.16.

The overall findings of this study aligned to the results of Dewaele and MacIntyre (2014) that students tend to have lower levels of positive emotion in the language classroom as compared to its counterpart. According to their results, this could point out to students' lack of interest in learning foreign languages. Relatedly, this result aligned to the indicators, personal enjoyment and social enjoyment, that scored the least mean score in this study. You and Dörnyei (2016) further elucidated the results of this study by pointing out that students were not innately interested in learning the language but rather learns it mainly as a prerequisite to higher education.

Further, it can be indicated from the results when students appreciate teachers and when teacher appreciate students, it shows a good teacher-student relationship and can help in increasing language enjoyment. This promotes a more conducive and positive learning environment for language learners. Agreeably, the findings supported the results of Xing (2019) where it has been discovered that students who were able to establish a good rapport with their teachers are more motivated and engaged in language learning. This implication also aligns with the conclusions of Saif and Alqahtani (2020) and Gao and Zhang (2018) who also investigated the role of language enjoyment in language learning.

In addition, research on language learning has proven that language classrooms cannot produce successful learners without having at least some form of student and social engagement (Mohammad Hosseini et al., 2022). Hence, the level of students' social involvement and enjoyment in learning tasks determines whether learning is successful. In the context of the presented results, it can be inferred that language classrooms lack meaningful exchanges during learning tasks or its importance may have been overlooked during language classes.

Aside from teacher appreciation and social enjoyment, the data also suggests that students may possess low intrinsic motivation, perseverance, and interest in learning the language as related to their

personal enjoyment. The conclusions of Dewaele and MacIntyre (2014) and Dewaele and Alfawzan (2018) posited that when learners enjoy and find satisfaction in learning the language, learners better attend to, process, and acquire a target language. In comparison to the results of the studies mentioned, the student-respondents of this study have low self-perception and low intrinsic motivation which resulted to low language enjoyment.

Level of Language Learning Anxiety of the Public Senior High School Students

Presented in Table 2 is the level of language learning anxiety of senior high school students. Language learning anxiety is described in terms of four indicators namely *speaking anxiety, writing anxiety, reading anxiety,* and *listening anxiety*. The finding reveals that the overall average of students' learning anxiety is equivalent to 3.75 described as high with a standard deviation of 0.35. The standard deviation ranges from 0.85 to 1.18 indicating that the responses of the students marginally vary. The results implies that the students' anxiety in learning the English language is often manifested.

Notably, among the four indicators of language learning anxiety, *writing anxiety* obtained the highest mean equivalent to 3.81 described as *high*. This means that the anxiety in making written output is experienced by the students oftentimes.

Two indicators of language learning anxiety obtained the lowest mean scores which are reading anxiety and listening anxiety with a mean score of 3.73 described verbally as high. Although the indicators got the lowest mean, both are described as high which means that the students often experience anxiety in accomplishing tasks related to their receptive skills.

Table 2
Level of Language Learning Anxiety of Public Senior High School Students

INDICATORS	Mean	SD	DESCRIPTION
2.1 Speaking Anxiety	**3.75**	**0.46**	**High**
2.2 Writing Anxiety	**3.81**	**0.44**	**High**
2.3 Reading Anxiety	**3.73**	**0.44**	**High**
2.4 Listening Anxiety	**3.73**	**0.45**	**High**
Overall Mean	**3.75**	**0.34**	**High**

The general findings of this study agree to the findings of Labicane (2022) where she found out that Filipino students have higher levels of anxiety across the four macro skills. However, her results presented that among the macroskills, Filipino learners experienced the highest level of apprehension in terms of speaking. On contrary, this study revealed that the indicator to contribute the most to language anxiety is writing. The differences in the results may be influenced by the level and age of the respondents since Labicane (2022) investigated the language anxiety level of college students.

Additionally, the findings point to the importance of mitigating anxiety among learners in the language classroom. In a study by Dewaele and Li (2020), it has been discovered that anxious students tended to have difficulty in establishing connections in the language classroom. Thus, higher anxiety suggests that teachers need to assist learners in decreasing anxiety by creating a warm and encouraging

learning environment. Essentially, according to Meşe & Sevilen (2021), when teachers fail to create a positive learning space to reduce learning anxiety, students are not motivated to engage in learning.

As described previously, the indicator having the highest mean score under language anxiety is writing anxiety. This finding entails that oftentimes, the students experience anxiety when given written language tasks. Azizah and Budiman (2017) posited that the primary and most defining stride for accomplishing proficiency is being capable of producing high-quality academic writing. However, due to the challenges that they encountered in writing, the majority of language learners may feel strained or discouraged, eventually causing them to discharge themselves from even trying to write due to anxiety (Miri & Joia, 2018). Therefore, students who suffer high levels of writing anxiety may also suffer in their language learning process (Al-Sawalha & Chow, 2012). Since the writing anxiety level of the student-respondents is high, it can be concluded that they are apprehensive and anxious about writing syllabi and other academic papers. The feeling of apprehension for writing tasks among students is heightened by the lack of linguistic proficiency. This is associated to the results of Rabadi and Rabadi (2020) wherein it has been found out that high level of writing anxiety identifies poor linguistic knowledge as the main cause.

The second highest as identified in the table above is speaking anxiety. Clearly, language anxiety hinders learners' performance and competence in communicating with other speakers, as anxiety disturbs their focus and interferes with their aptitude and ability not only in comprehending what is said in the target language, but also in producing ideas, as well retrieving the appropriate lexis (Tóth, 2006). The findings run parallel to the results of several studies on language anxiety that negative perception towards English and negative self-assessment (Liu & Jackson, 2008) and being corrected when speaking (Mak, 2011), all contribute to speaking-in-class anxiety. Moreover, since it was determined by Sadighi and Dastpak (2017) that the speaking anxiety of learners actually originate from their fear of making mistakes because of poor vocabulary and inadequate awareness and knowledge of grammatical rules and systems, it can be inferred that students fear making language errors and are nervous when using the language during speaking activities.

Furthermore, there are two indicators that obtained the least mean scores: reading anxiety and listening anxiety. These two indicators are both receptive language skills, hence, it requires complex thought processes and comprehension. In connection, reading can be identified as a challenge for language learners because it requires more than just decoding texts; it necessitates problem-solving and context awareness (Nasrollahi, 2014). In the same way, Tayşi (2019) contends that listening comprehension can also cause high levels of anxiety, particularly when the listener is unable to understand the material. Given that the two indicators are both receptive skills, lacking the necessary processing skills can be a learning obstacle for both foreign and second language learners, causing language anxiety levels to increase.

Level of English Language Proficiency of Public Senior High School Students

Presented in Table 3 are the levels of students' English language proficiency in terms of *listening*, *reading*, *written prod*uction *and interaction,* and *spoken production and interaction* skills. The overall proficiency level which is equivalent to 56.67 described as *average* indicates that the senior high school students have sufficient proficiency in the English language. Yet, this implies that there is still room for improvement as indicated in the proficiency level of the students. Thus, teachers should employ approaches that can hasten language proficiency to equip students with the necessary skills before they are promoted to the next level.

Among the indicators of English language proficiency, *spoken production and interaction* obtained the highest level of 69.01 described as *proficient*. This means that the students are found to be able to deliver oral language tasks and are capable of speaking fluently during language classes. On the other

hand, the indicator *reading* got the lowest level of proficiency equivalent to 44.14 described as *average*. This indicates that students can do regular reading tasks but may still improve their reading proficiency through frequent practice to be able to comprehend higher-level reading tasks. The table further shows that the indicator *listening* had a level of 48.43 described as *average* and *written production and interaction* had a level equivalent to 65.10 described as *proficient.*

The findings of this study corroborate to the results of Leyaley (2016) where she revealed that the English language proficiency of Filipino freshmen college students is Early Intermediate. This confirms that students in the Senior High School level can communicate and use the target language in terms of reading, listening, spoken production and interaction, and written production and interaction.

The results highlight that among the other indicators, *spoken production and interaction* is found to be high and is described as proficient. This finding can be associated with the students' efficient communication methods and strategic competence. Aligning to the study by Li et al. (2020), it has been discovered that students who spoke more fluently were more likely to employ efficient communication techniques. This may be the reason why even with high speaking anxiety, students were able to perform better during the spoken production and interaction task. The result then occurs to be contrary to the results of Liu and Li (2019) that lower levels of social anxiety were linked to speaking proficiency levels. Nonetheless, since the schools practice the target language during classes, it can also be pointed out as the reason why students' speaking proficiency is relatively higher. This then agrees with Kim et al.'s (2018) assertion that speaking proficiency is higher among students who have more opportunities to practice speaking, particularly with native speakers.

Table 3
Level of English Language Proficiency of Public Senior High School Students

Indicators	Mean	SD	Descriptive Level
Listening	48.43	12.84	Average
Reading	44.14	14.47	Average
Written Production and Interaction	65.10	19.64	Proficient
Spoken Production and Interaction	69.01	18.69	Proficient
OVERALL	**56.67**	**13.84**	**Average**

The language proficiency indicator having the second highest mean is *written production and interaction,* indicating that students have proficient writing skills and are able to meet the criteria set in the scoring rubric. As mentioned, students have a proficient level of spoken production, suggesting that they are proficient in vocabulary as it is the most important component of productive language skills. These results further align with a study by Nation and Webb (2011) where they discovered that vocabulary knowledge strongly predicted writing proficiency in both first- and second-language learners. Hence, the findings of this study validated the mentioned study along with a study by Ghonsooly and Rezaei (2011) that showed a significant correlation between vocabulary knowledge and writing ability.

The third indicator which is *listening* got a mean score of 48.43 with a descriptive level of average. This result indicates that students have sufficient proficiency in decoding and discriminating information, but it may change relatively depending on the material's difficulty. Studies by Vandergrift and Tafaghodtari (2010) and Goh and Kwang (2017) have shown that listening comprehension is a predictor of overall language competency and academic achievement in language acquisition. Thus, it is crucial to identify the factors that influence listening ability and explore effective teaching strategies that could enhance students' listening skills to improve them from average to proficient.

The indicator with the lowest mean is *reading* with a mean of 44.14. Therefore, this indicates that among the four language skills, reading may be the least mastered skill. Students' proficiency level may be average, but when higher-level texts are used, this can pose a problem for the students. Language proficiency in reading is described by the Common European Framework of Reference for Languages (CEFR) as the capacity to comprehend variety of texts, from simple to complicated, and to extrapolate knowledge, arguments, and opinions (Council of Europe, 2018). When students lack any of these skills, they may not be able to proceed with more difficult language tasks.

Correlation between Variables

Table 4 presents the results in testing the significance of the relationship between LE and ELP as well as LA and ELP of the senior high school students. Significance was tested at $\alpha = 0.05$ level.

The analysis reveals that LE has an *r-value* of 0.265 with a corresponding *p-value* of 0.000 while LA has an *r-value* of -0.637 with a corresponding *p-value* of 0.000. These findings indicate that there is a significant relationship between LE and ELP as well as LA and ELP. Therefore, language learning enjoyment and anxiety are related to the English language proficiency of senior high school students.

Table 4
Correlation of Variables

Variables paired with English Language Proficiency of Public Senior High School Students	R	p-value	Remarks
Language Learning Enjoyment	0.265	0.000	Significant
Language Learning Anxiety	- 0.637	0.000	Significant

**Significant at 0.05*

Furthermore, the results signify a direct relationship between LE and ELP which means that the low level of language enjoyment among students is correlated with the average level of students' English language proficiency. On the other hand, there is an indirect relationship between LA and ELP signifying that the high level of students' anxiety in language learning is correlated to the average level of students' proficiency in English.

The findings also denote that since the language enjoyment of the students is low, English language proficiency poses a risk to drop from average to low relatively. The overall perception of students' language enjoyment can be determined by their teacher appreciation, personal enjoyment, and social enjoyment. Nonetheless, the results validated the outcomes of Huang and Chen (2021) and Dewaele and Li (2020) in which they found that there is a link between language learners' enjoyment and their teachers. The abovementioned posited that when teachers foster positive environments, students enjoy learning the language and tend to perform better.

Conversely, since the language anxiety level of the students is high, their English language proficiency is low. These findings then refute the results of Camacho et al. (2017) in their study conducted in the University of the Immaculate Concepcion, that there is a positive significant relationship between language anxiety and language proficiency. On the other hand, the results affirm the findings of Jugo (2020) where she indicated a significant negative association between language anxiety and English proficiency.

Influencers of English Language Proficiency of Public Senior High School Students

The result of the regression analysis is shown in Table 5. The data reveal that the two independent variables, language learning enjoyment and language learning anxiety, could significantly influence the English language proficiency of public senior high school students ($p < 0.05$). This means that both language learning enjoyment ($\beta=0.115$) and language learning anxiety ($\beta= - 0.700$) have a causal relationship with the English language proficiency of public senior high school students.

Given this positive causal relationship along with the descriptive results, which show a low level of language learning enjoyment and an average level of English language proficiency, the data implies that the decreased change in the level of English language enjoyment is directly causing a decrease change of about 11.50% in the level of English language proficiency of public senior high school students. On the other hand, the negative causal relationship along with the descriptive results, which shows high level of language learning anxiety and average level of English language proficiency, indicates that the increased change in the level of language learning anxiety is directly causing a decrease change of 70% in the level of English language proficiency of public senior high school students. Moreover, the data suggests that between the two independent variables, language learning anxiety is considered the best predictor of the English language proficiency of public senior high school students based on beta standardized coefficient value.

Table 5

Influencers of English Language Proficiency of Public Senior High School Students

Individual Predictors	Standard Coefficient Beta	T	p-value	Remarks
Language Learning Enjoyment	0.115	2.060	0.040	Significant
Language Learning Anxiety	- 0.700	- 12.549	0.000	Significant
		Holistic Model		
Predictors Combined	**R^2**	**F**	**p-value**	**Remarks**
	0.415	94.831	0.000	Significant

**Significant at 0.05*

More evidently, the overall p-value (< 0.05) with an F value of 94.831, as shown in the holistic model, implies that the English language proficiency of public senior high school students is significantly predicted by the combined independent variables (language learning enjoyment and language learning anxiety). However, the R^2 value of 0.415 signifies that only 41.50% of the variance of English language proficiency of public senior high school students is influenced by the combined independent variables (language learning enjoyment and language learning anxiety). Thus, it infers that other combined factors equivalent to 58.50% could significantly influence the English language proficiency of public senior high school students not covered in this study.

Both language enjoyment and language anxiety significantly influence English language proficiency. Put simply, while these were intended to characterize positive and negative emotions in the language classroom, it is highly indicated that they are not "two ends of one continuum." Therefore, these two should not be considered opposites of one and the same emotional state

(Dewaele & MacIntyre, 2016). In the language classroom, Botes et al. (2020) highlighted that a language learner can simultaneously experience both language enjoyment and language anxiety.

Thus, LE and LA co-exist in the language classroom. Boudreau, MacIntyre and Dewaele (2018) have investigated the influence of these two variables to language proficiency and found out that these emotions have both converging and diverging courses from time to time in language learning context.

Nonetheless, the biggest influencer to language proficiency is language anxiety. Oteir and Al-Otaibi (2019) in their systematic review of language anxiety presented that high levels of anxiety interrupt information from entering the learners' cognitive processing systems, resulting in an altered or hindered language acquisition processes. Hence, when learners are apprehensive during language classes, it can greatly impact their language proficiency. Further, since language anxiety is considered an affective variable, it is bound to affect other constructs of cognition like self-confidence, attitudes, and personality.

CONCLUSIONS

The results of this study revealed that the level of language enjoyment of public senior high school students is low. Further, this result indicates that the language enjoyment of students is rarely evident as indicated in their teacher appreciation, personal enjoyment, and social enjoyment. Hence, it can be concluded that the students find their language classes, even in the company of peers and teachers, less enjoyable.

Additionally, it was found out that the level of language anxiety of public senior high school students is high. This result indicates that the language anxiety of students is oftentimes evident as indicated in their speaking anxiety, writing anxiety, reading anxiety, and listening anxiety. Hence, during language classes, students feel apprehensive when asked to perform in terms of speaking, writing, reading, and listening.

Relative to language enjoyment and anxiety, the level of English language proficiency of the students is average. This result simply indicates that public senior high school students display an average level of English proficiency considering the four macro-skills: listening interaction, reading interaction, spoken production, and written production. This projects that they can carry out language tasks with average proficiency. However, they need to develop reading as it is the indicator to have the lowest mean score.

Basing from the results, language enjoyment has a positive significant relationship with the English language proficiency of SHS students. On the other hand, language anxiety has a significant negative relationship with the English language proficiency of SHS students. It can be concluded from the results that when students' level of language enjoyment is low, their English language proficiency is also low. In contrast, when students' level of language anxiety is high, their English language proficiency is low.

Lastly, the English language proficiency of public senior high school students is significantly predicted by the combined independent variables, language enjoyment and language anxiety. Moreover, between the two independent variables, language learning anxiety is considered the best predictor of the English language proficiency of public senior high school students based on beta standardized coefficient value.

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