

The Socio-Affective Principle of Language Learning vis-a-vis Speaking Proficiency of English Major Students

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Abstract: This study aimed to evaluate the extent of awareness of socio-affective principles of language learning and the speaking proficiency level of English major students of Central Bicol State University of Agriculture – Sipocot. This descriptive-correlational research utilized survey questionnaires and the impromptu and extemporaneous speeches to gather the data from the respondents. Results showed that respondents were highly aware about the socio-affective domain of language learning (overall mean of 3.32); proficient along extemporaneous speech (19.52 total average); and proficient along impromptu speech (20.88 total average). Moreover, there is no significant difference in the extent of awareness of the respondents across year level about the socio-affective domain of language learning (0.966 F-value and 0.388 p-value); and there is a significant difference in the speaking proficiency across year level (5.783 F-value and 0.006 p-value). Lastly, it was revealed that there is a significant relationship between the extent of awareness of the respondents about the socio-affective domain of language learning and their speaking proficiency level (r-value of 0.329 and a p-value of 0.017). The researchers recommended that continuous language exposure must still be given importance. Additionally, the active participation of the learners, language teachers, and the school community is pivotal in the language learning of the learners. Multifarious activities inside of the school such as English organization, theatre and debate club, workshops, and school broadcasting club are also recommended.

Keywords: socio-affective domain, impromptu speech, extemporaneous speech, language learning, affective strategies

INTRODUCTION

Language is complex in nature. It is composed of different characteristics that makes oral and written communication possible. With language, people are able to connect, share, and build relationships with other people (Ocampo, 2023). However, this connection highly depends on how a person uses the language effectively. For second language learners, one of their end goals is to be proficient in the language that they are learning. One of the four important domains to be able to be proficient in language is speaking (Baesa-Alfelor & Ocampo, 2023). Being proficient in a second language, particularly in the speaking proficiency domain, is one indicator that a person is highly skilled with the language he or she is using. This can bring a lot of opportunities for language learners— especially for Filipino language learners because English is a competitive skill that not only allows them to use it locally, but they can also expand their horizon globally.

However, a challenging problem which arises in the Philippines particularly in the English proficiency of Filipinos is quite alarming (Armea et al., 2022). In the study conducted by Hopkins International Partners in 2018, it showed that Philippine college graduates average score is 630 points based on the Test of English for International Communication (TOEIC). This result brought a lot of questions to the education system of the Philippines considering that the expected TOEIC score of taxi drivers in Dubai, United Arab Emirates is 650 points. Furthermore, in an annual report conducted by the English Proficiency Index (EPI), the Philippines is struggling to maintain its position from 2018 to its 2022 ranking. The 2022 global ranking result showed that the Philippines placed 22nd among 2 the 180 countries ranked in the index. This

means that the country remains as highly proficient with the use of English. Unfortunately, this is still not enough for Filipinos to become globally competitive, especially in using the language for communication.

Attaining proficiency can be a bit daunting, that is why there is a need to find out the factors that affect the English language proficiency of the learners. One aforementioned factor is the affective domain or also called the emotional factors (Pangket, 2019). Affective domain contributes a lot in the second language acquisition of a learner. Our emotional factors highly influence by human behavior and as a result affect our ability to socialize and communicate. This was supported by another study which stated that the affective factor is the main factor that affects the students' speaking skills. It was shown that the confidence level and the anxiety level of students' highly affects their ability to perform well in oral activities (Cabaltica & Arcala, 2021). Furthermore, it was proven that negative affective factors highly affect the speaking proficiency of learners. Whereas, affective factors that produce positive emotional aspects help to make speaking proficiency attainable (Kiruthiga & Christopher, 2022).

This is one of the foremost reasons why the researchers delved into investigating the extent of awareness about the socio-affective domain of language learning and its relation to the speaking proficiency level of the selected first year, second year, and third year English major students of Central Bicol State University of Agriculture (CBSUA) - Sipocot.

RESEARCH METHOD

This study utilized quantitative approach of research in which according to Karta et al. (2023), it deals with quantifying and analyzing variables in order to get results. Hence, to

interpret the data from the survey statements and public speech engagements of the respondents, the quantitative method was employed. Descriptive-correlational method of research was also used. The descriptive method was used to describe the perceived extent of awareness of the respondents about the socio-affective domain of language learning as well as the speaking proficiency level of the selected first year, second year, and third year English major students while the correlational method was used to analyze the significant relationship between the extent of awareness about the socio-affective domain of language learning and the level of speaking proficiency of the respondents. This study also utilized Yamane's formula using 10% of significant to identify the number of respondents while simple random sampling technique was used to select the 52 respondents respectively: 15 from first year, 16 from second year, and 21 from third year English major students of CBSUA-Sipocot during the second semester of school year 2022–2023.

RESULT AND DISCUSSION

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Risk Taking

Risk taking is what amplifies language learners' passion towards learning a new language. According to Brown (2001:63-64), as cited by Polly (2021), successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become "gamblers" in the game of language, and to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

Table 1. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Risk Taking

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I am willing to take risks when it comes to public speaking.	3.27	9	Highly Aware
2. I feel that taking risks in public speaking can lead to greater success.	3.93	1.5	Highly Aware
3. I am willing to take risks when speaking in English, even if it means making mistakes.	3.73	3	Highly Aware
4. I am willing to take challenging speaking opportunities.	3.40	8	Highly Aware
5. I believe that taking risks in public speaking can help me improve my skills.	3.93	1.5	Highly Aware
6. I am open to feedback and criticism about my public speaking skills.	3.53	7	Highly Aware
7. I am willing to explore with different approaches, styles, or techniques when delivering a speech.	3.67	4.5	Highly Aware
8. When speaking in public, I try to push myself out of my comfort zone and take risks.	3.60	6	Highly Aware
9. I am willing to take risks with my non-verbal communication (e.g., gestures, facial expressions) during a speech performance.	3.67	4.5	Highly Aware

10. I practice speaking in English outside the classroom and with other people I barely know.	3.13	10	Moderately Aware
Overall Mean (OM)	3.59	--	Highly Aware

Legend

- 3.26 – 4.00– Highly Aware
- 2.51 – 3.25 - Moderately Aware
- 1.76 – 2.50 - Poorly Aware
- 1.00 – 1.7 - Not Aware

Table 1 revealed an overall mean of 3.59 which was interpreted as highly aware along risk taking. Based on the data, it can be implied that the first year English major students were highly aware of the importance of taking risks in learning a second language, but they were still reluctant in using it in oral activities. These findings gave an idea to the researchers that risk taking as an affective factor plays an important role to the psychological aspects of language learners.

Similar study conducted by Suryani et al. (2018) who revealed that student's risk-taking personality must be given enough importance as this can largely impact the language learning of the student specifically, their speaking skills.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Ego

Language learning enables learners to explore and experience diverse cultures. As a result, learners develop another identity that is anchored to the language they are using. However, it was found that language ego poses a negative impact to the learning process of language learners (Guo & Yuwu, 2020). In this context, it is of utmost importance that language learners have a vast awareness of this affective domain in order deliberately prevent the negative impact it might bring.

Table 2. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Ego

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I get upset about not making the correct pronunciation of a word that is new to me.	3.20	5.5	Moderately Aware
2. I feel discouraged whenever I fail to give the exact meaning of the word.	3.20	5.5	Moderately Aware
3. It disappoints me to miss some words in my speech.	3.40	4	Highly Aware
4. I feel embarrassed every time I fail to say the accurate words while speaking in front.	3.67	1.5	Highly Aware
5. My failure to comprehend words disappoints me.	3.47	3	Highly Aware
6. I easily get discouraged from using the language continuously because of mispronunciation.	3.07	8.5	Moderately Aware
7. I feel incompetent because of my difficulty in understanding the target language.	3.00	10	Moderately Aware
8. Speaking the target language fluently is a source of pride and accomplishment for me.	3.67	1.5	Highly Aware
9. I am a confident person, but I feel discomfort whenever I have a language delay when I speak.	3.13	7	Moderately Aware

10. I feel like another person when I use another language.	3.07	8.5	Moderately Aware
Overall Mean (OM)	3.29	--	Highly Aware

Legend

- 3.26 – 4.00– Highly Aware
- 2.51 – 3.25 - Moderately Aware
- 1.76 – 2.50 - Poorly Aware
- 1.00 – 1.7 - Not Aware

As gleaned from the table, the overall mean was 3.29 and was interpreted as highly aware. Based on the findings, it can be implied that the language learning of first year English major students was deeply influenced by their emotional awareness of their aspirations and what they deemed to be the standard skills that must be met to be proficient. As noted by K. Shao (2020), students reported experiencing a greater abundance of positive emotions such as enjoyment, hope, and pride, along with a reduced incidence of negative emotions when engaged in spoken language activities. This citation substantiated indicator number 8, which underscored that students exhibited a high level of consciousness regarding the fluency of the target language as a source of pride and achievement for language learners. In alignment with Krashen’s theory, when learners experience these positive emotions due to a sense of control and value in their language learning endeavors their affective filter is lowered, facilitating more effective language learning.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Culture-Connection

Learning a new language does not only stop after learning its basic functions and structure. To effectively become immersed in the language, one must be able to connect themselves with its societal and cultural norms (Ocampo, 2023).

Table 3. Extent of Awareness of the First Year English Majors about the Socio-Affective Domain of Language Learning along Language Culture-Connection

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. Learning about culture is important in the language learning process.	4.00	1	Highly Aware
2. Combining language and culture helps me improve my language skills.	3.60	4.5	Highly Aware
3. During the English classes, I also tend to learn about other cultures.	3.73	3	Highly Aware
4. I know about the culture of the language I am learning.	3.13	9	Moderately Aware
5. I can recognize and analyze how language reflects culture.	3.20	8	Moderately Aware
6. I can adapt and understand the cultures of others through communication using the English language.	3.40	7	Highly Aware

7. Changes in the culture influence the development of the language I’m learning.	3.53	6	Highly Aware
8. Language is the symbol of identity.	3.80	2	Highly Aware
9. My knowledge in language promotes cultural awareness.	3.60	4.5	Highly Aware
10. In the language learning process, it is more important to learn about other language cultures than my own.	2.93	10	Moderately Aware
Overall Mean (OM)	3.49	--	Highly Aware

Legend

- 3.26 – 4.00– Highly Aware
- 2.51 – 3.25 - Moderately Aware
- 1.76 – 2.50 - Poorly Aware
- 1.00 – 1.7 - Not Aware

As shown in the table, the overall mean was 3.49 which was interpreted as highly aware. Based on the findings, it can be inferred that first year English major students have a good understanding of the social and cultural context of language and its impact on their language learning process. A recent article published in the Journal of Language and Social Psychology (2023) found that students who were more motivated to learn a language and who had a greater interest in the culture associated with that language were more successful in achieving their language learning goals. The study suggested that developing socio-affective skills and awareness of cultural factors can help language learners to better understand and connect with the language they are studying

Affective Domain of Language Learning along Self-Confidence

Learning a second language can sometimes become a daunting task for language learners. One of which that highly affects their behavior towards language learning is because of self-confidence. According to Maslow and Rogers (1980), as cited by Ahmadi (2020), self-confidence is the view of one’s self worth and personal image. It is one of the affective domains which can make or break a language learners drive to learn a language.

Table 4. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Self-Confidence

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I feel confident when I speak in front of a large audience.	2.73	9.5	Moderately Aware
2. I am comfortable in expressing my thoughts and ideas to a group.	3.07	2.5	Moderately Aware
3. I am self-assured when presenting information to an audience.	2.80	6.5	Moderately Aware
4. I feel at ease when I participate in speaking engagements.	3.07	2.5	Moderately Aware

5. I am confident in my ability to deliver a speech or presentation.	2.80	6.5	Moderately Aware
6. I believe that I can clearly express my ideas and opinions in public speaking situations.	2.73	9.5	Moderately Aware
7. I trust in my speaking ability and know that I have nothing to fear from others judgement.	2.93	4	Moderately Aware
8. I am learning to improve my speaking proficiency and feel more confident each day.	3.40	1	Highly Aware
9. I am articulate in expressing my ideas clearly through speaking.	2.80	6.5	Moderately Aware
10. I am able to maintain eye contact with my audience while speaking.	2.80	6.5	Moderately Aware
Overall Mean (OM)	2.91	--	Moderately Aware

Legend

- 3.26 – 4.00 – Highly Aware
 2.51 – 3.25 – Moderately Aware
 1.76 – 2.50 – Poorly Aware
 1.00 – 1.7 – Not Aware

From the data gathered, the overall mean was 2.91 which was interpreted as moderately aware. The results showed that the first year English major students have a moderate level of awareness about the socio-affective domain of language learning along with their self-confidence. This means that they recognized the importance of self-confidence in language learning, but they may not be fully aware of how it affected their language learning process. From the overall results, it can be inferred that the first year English major students may benefit from further guidance and exposure to different speaking activities to enhance their self-confidence in language learning.

Developing a good public speaking skills can greatly improve one's ability to convey ideas, information, and other important messages effectively. In addition, public speaking can boost confidence and even help individuals to lead organizations or influence others. Furthermore, in a study by Akbari, Omidullah and Javed Sahibzada (2020), in their article entitled, "Students' Self-Confidence and Its Impacts on Their Learning Process" in which they explored the relationship between self-confidence and learning outcomes among students. Based on their findings, it appeared that the extent of students' self-confidence affects their academic achievement and speaking engagement.

Summary of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning as perceived by the First Year Respondents

Affective domain is one of the factors that has a lot of influence on the learning process of language learners. In Bloom's taxonomy under affective domain, it was stated that affective domain plays a big part on the learning process of language learners as it is concerned with the learners' attitudes, emotions, and values.

Table 5. Summary Table of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning as perceived by the First Year Respondents

Domain	Weighted Mean (WM)	Rank	Interpretation
Risk Taking	3.59	1	Highly Aware
Language Ego	3.29	3	Highly Aware
Language Culture-Connection	3.49	2	Highly Aware
Self-Confidence	2.91	4	Moderately Aware
Overall Mean	3.32		Highly Aware

The data revealed that first year English major students were highly aware about the socio-affective domain of language learning with its overall mean of 3.32. Based on the findings, it was implied that the first year English major students' extent of awareness about the socio-affective domain of language learning was relatively high. Hence, it was concluded that they are aware on the importance of affective factors to their language learning. The findings aligned with Urselton, D. et al., (2022) study, in which they found out that socio-affective strategies have a lot of positive impact if used in language learning specifically in dealing with one of the four basic skills of language which is the speaking skill.

Extent of Awareness of the Second Year English Major Students about the Socio-Affective Domain of Language Learning along Risk Taking

Taking risks is an important part of learning. Having a high level of language risk taking is associated with improved performance in task, increased self-confidence, and reduced anxiety, which are beneficial to learning (Jay-jay et al., 2024). The willingness to take risks is deemed as crucial to success in the second language acquisition process (Cervantes, 2013).

Table 6. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Risk Taking

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I am willing to take risks when it comes to public speaking.	3.06	9	Moderately Aware
2. I feel that taking risks in public speaking can lead to greater success.	3.56	4	Highly Aware
3. I am willing to take risks when speaking in English, even if it means making mistakes.	3.38	6	Highly Aware
4. I am willing to take challenging speaking opportunities.	3.25	8	Moderately Aware
5. I believe that taking risks in public speaking can help me improve my skills.	3.88	1	Highly Aware
6. I am open to feedback and criticism about my public speaking skills.	3.81	2	Highly Aware
7. I am willing to explore with different approaches, styles, or techniques when delivering a speech.	3.75	3	Highly Aware
8. When speaking in public, I try to push myself out of my comfort zone and take risks.	3.44	5	Highly Aware

9. I am willing to take risks with my non-verbal communication (e.g., gestures, facial expressions) during a speech performance.	3.31	7	Highly Aware
10. I practice speaking in English outside the classroom and with other people I barely know.	2.88	10	Moderately Aware
Overall Mean (OM)	3.43	--	Highly Aware

Legend
 3.26 – 4.00– Highly Aware
 2.51 – 3.25 - Moderately Aware
 0.76 – 2.50 - Poorly Aware
 1.00 – 1.7 - Not Aware

From the data gathered, the overall mean was 3.43 and was interpreted as highly aware. Based on the findings, it implied that the second year English major students, although highly aware of the importance of risk taking in public speaking, some are still intimidated with the thought of speaking in front of other people. This was supported by Suryani et al. (2018) study, in which they revealed that the students' speaking ability somehow depends on some psychological issues such as motivation, self-esteem, or risk-taking. This risk-taking was referring to the willingness of the learners to step out of their comfort zones and engage in communication despite potential mistakes or uncertainties.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Ego

Learning a language involves changes to one's self. It has a profound impact on improving speaking proficiency wherein the ego is often threatened when acquiring a language. It is a sense of inferiority as one tries to learn a new language. According to Briones et al. (2024), as learners use a second language, they also develop a new model of thinking, feeling, and acting – a second identity.

Table 7. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Ego

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I get upset about not making the correct pronunciation of a word that is new to me.	3.13	6.5	Moderately Aware
2. I feel discouraged whenever I fail to give the exact meaning of the word.	3.06	8	Moderately Aware
3. It disappoints me to miss some words in my speech.	3.31	5	Highly Aware
4. I feel embarrassed every time I fail to say the accurate words while speaking in front.	3.38	4	Highly Aware
5. My failure to comprehend words disappoints me.	3.50	2.5	Highly Aware
6. I easily get discouraged from using the language continuously because of mispronunciation.	2.88	10	Moderately Aware
7. I feel incompetent because of my difficulty in understanding the target language.	3.00	9	Moderately Aware
8. Speaking the target language fluently is a source of pride and accomplishment for me.	3.69	1	Highly Aware

9. I am a confident person, but I feel discomfort whenever I have a language delay when I speak.	3.50	2.5	Highly Aware
10. I feel like another person when I use another language.	3.13	6.5	Moderately Aware
Overall Mean (OM)	3.26	--	Highly Aware

Legend
 3.26 – 4.00– Highly Aware
 2.51 – 3.25 - Moderately Aware
 1.76 – 2.50 - Poorly Aware
 1.00 – 1.7 - Not Aware

As revealed by the table, the overall mean was 3.26 and interpreted as highly aware. It can be inferred from the findings that second year English major students were highly aware of the emotions that stems from their negative experienced in language learning. Their knowledge of the standard skills that language learners must meet is what makes them conscious of their own mistakes. This was supported by the study of Ocampo (2023), in which it revealed that oral corrective feedback enables students to be more conscious of their strengths and weaknesses in speaking hence, it was seen as an effective tool in improving the students' speaking skills.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Culture-Connection

Language learning involves the contact or collision of cultures. Language is the tool that allows access to another culture and reflects the typical patterns of its linguistic behavior. Language and culture are intermingled, hence, cannot be separated from each other (Sapo et al., 2024). One is affected by another, vice versa.

Table 8. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Culture-Connection

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. Learning about culture is important in the language learning process.	3.81	2	Highly Aware
2. Combining language and culture helps me improve my language skills.	3.50	4.5	Highly Aware
3. During the English classes, I also tend to learn about other cultures.	3.50	4.5	Highly Aware
4. I know about the culture of the language I am learning.	3.19	8	Moderately Aware
5. I can recognize and analyze how language reflects culture.	3.38	6	Highly Aware
6. I can adapt and understand the cultures of others through communication using the English language.	3.13	9	Moderately Aware
7. Changes in the culture influence the development of the language I'm learning.	3.25	7	Moderately Aware
8. Language is the symbol of identity.	3.88	1	Highly Aware
9. My knowledge in language promotes cultural awareness.	3.56	3	Highly Aware
10. In the language learning process, it is more important to	2.44	10	Poorly Aware

learn about other language cultures than my own.			
Overall Mean (OM)	3.36	--	Highly Aware

Legend

- 3. 26 – 4.00– Highly Aware
- 2.51 – 3.25 - Moderately Aware
- 1.76 – 2.50 - Poorly Aware
- 1.00 – 1.7 - Not Aware

From the data gathered, the overall mean was 3.36 which was interpreted as highly aware. Based on the findings, it can be deduced that the second year English major students have a good level of awareness about the socio-affective domain of language learning along with language culture-connection. This implied that they recognized the importance of cultural aspects in language learning and how it affects their language skills. It was supported by the study of Arshad & Chung (2022), which argued that language is not just a tool for communication, but also a means for constructing our understanding of the world around us. It implied that language learners need to be aware of the cultural nuances and context behind the language they are learning. Because, if the language learners have a good understanding of the cultural context behind a language, it can help them to enhance their ability to communicate and connect effectively.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Self-Confidence

Speaking, among the four basic language skills – speaking, listening, writing, reading – is of an exclusive importance in daily life and is a vital complementary tool in communication, and it requires a high level of self-confidence to unlock some important communication barriers (Gurler, 2015). Self-confidence is considered as a cognitive human perception that plays important role in fulfilling basic human requirements at every stage of life towards success, however, one that affect it is emotion. In language learning, lack of self-confidence can be a hindrance in achieving effective communication. Thus, one must strive to develop high self-confidence in order to manage thoughts and feelings, especially, when communicating.

Table 9. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Self-Confidence

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I feel confident when I speak in front of a large audience.	2.94	5.5	Moderately Aware
2. I am comfortable in expressing my thoughts and ideas to a group.	3.00	3.5	Moderately Aware
3. I am self-assured when presenting information to an audience.	2.81	7	Moderately Aware
4. I feel at ease when I participate in speaking engagements.	3.00	3.5	Moderately Aware
5. I am confident in my ability to deliver a speech or presentation.	2.94	5.5	Moderately Aware
6. I believe that I can clearly express my ideas and opinions in public speaking situations.	2.69	9.5	Moderately Aware

7. I trust in my speaking ability and know that I have nothing to fear from others judgement.	2.69	9.5	Moderately Aware
8. I am learning to improve my speaking proficiency and feel more confident each day.	3.38	1	Highly Aware
9. I am articulate in expressing my ideas clearly through speaking.	2.75	8	Moderately Aware
10. I am able to maintain eye contact with my audience while speaking.	3.06	2	Moderately Aware
Overall Mean (OM)	2.93	--	Moderately Aware

Legend

- 3. 26 – 4.00– Highly Aware
- 2.51 – 3.25 - Moderately Aware
- 1.76 – 2.50 - Poorly Aware
- 1.00 – 1.7 - Not Aware

Table 9 revealed an overall mean of 2.93 which was interpreted as moderately aware. This only showed that the second-year English major students' extent of awareness about the socio-affective domain of language learning along with self-confidence was moderately aware. The moderate interpretation of the overall mean suggested that there was still a need for room of improvement in their awareness of the socio-affective domain of language learning along with their self-confidence.

The study conducted by Syafitri, A., Yundayani, A., & Kusumajati (2019), states that public speaking often requires individuals to communicate effectively in front of an audience, which can be a daunting task for many people. However, individuals with high levels of self-confidence are more likely to feel comfortable and at ease in front of a crowd. This can help them to communicate more effectively and engage their audience in a more meaningful way. Therefore, developing self-confidence is an important aspect of public speaking, as it can help individuals to deliver their message with clarity and impact. By recognizing the importance of self-confidence in communication, individuals can work to develop this skill and improve their overall performance in speaking engagements.

Summary of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning as perceived by the Second Year Respondents

Among all other language skills, speaking is of an exclusive place to have an effective communication. With this, it is crucial to understand the role of positive and negative affective factors in improving English speaking skills. As language plays a pivotal role in our human lives it is of utmost importance that we are aware of the factors that impact our acquisition of the language. One of the aforementioned factors is the affective factor. Affective factor can have a positive and negative impact on how learners view the language as a whole (Ocampo, 2018).

Table 10. Summary Table of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning as perceived by the Second Year Respondents

Domain	Weighted Mean (WM)	Rank	Interpretation
Risk Taking	3.43	1	Highly Aware
Language Ego	3.26	3	Highly Aware

Language Culture-Connection	3.36	2	Highly Aware
Self-Confidence	2.93	4	Moderately Aware
Overall Mean	3.25		Moderately Aware

Based on the results presented in Table 10, the overall mean was 3.25 which was interpreted as moderately aware. It was construed that second-year English major students' extent of awareness about the socio-affective domain of language learning is only in moderation. It can be concluded that the students are not yet fully aware about the relationship of affective factors to language learning, but they were aware that it was vital to their language learning process. According to Arnold (2019), one of the basic factors in learning is the cognitive aspects, but the affective factor is as well crucial because emotion play a vital role in how we feel, act, and most importantly how we think. That is why, it is undeniable that affective factors had a relationship on language learning. It cannot be separated from one another because of its innate connection.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Risk Taking

Risk taking is any action or attitude with perceived uncertainty for its outcome. Guzman (2017) stated that learners should believe that risks are valuable and the learners would try not just when they're sure they'll succeed. It is important that the learners are aware about the necessity of risk taking in learning the language.

Table 11. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Risk Taking

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I am willing to take risks when it comes to public speaking.	3.29	10	Highly Aware
2. I feel that taking risks in public speaking can lead to greater success.	3.62	6	Highly Aware
3. I am willing to take risks when speaking in English, even if it means making mistakes.	3.67	4.5	Highly Aware
4. I am willing to take challenging speaking opportunities.	3.52	8	Highly Aware
5. I believe that taking risks in public speaking can help me improve my skills.	3.95	1.5	Highly Aware
6. I am open to feedback and criticism about my public speaking skills.	3.95	1.5	Highly Aware
7. I am willing to explore with different approaches, styles, or techniques when delivering a speech.	3.90	3	Highly Aware
8. When speaking in public, I try to push myself out of my comfort zone and take risks.	3.57	7	Highly Aware
9. I am willing to take risks with my non-verbal communication (e.g., gestures, facial expressions) during a speech performance.	3.67	4.5	Highly Aware
10. I practice speaking in English outside the classroom and with other people I barely know.	3.38	9	Highly Aware

Overall Mean (OM)	3.65	--	Highly Aware
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Legend

- 3.26 – 4.00 – Highly Aware
 2.51 – 3.25 – Moderately Aware
 1.76 – 2.50 – Poorly Aware
 1.00 – 1.7 – Not Aware

Table 11 revealed an overall mean of 3.65 and interpreted as highly aware. Based on the findings, it can be inferred that third-year English major students were highly aware of the positive impact of risk taking on their language learning. They believe that feedback and criticisms were also an effective way to learn and assess their language learning. This was supported by the study of DB Mcnatt (2019), wherein constant and organized feedback on language learners' performance at each phase of the learning experience proved to positively encourage them to perform better.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Ego

Language ego is one of the socio-affective domains of language learning. According to Brown (2001:61), "Learning a new language involves developing a new mode of thinking – a new language "ego." A positive language ego could help the learners to learn the language better.

Table 12. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Ego

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I get upset about not making the correct pronunciation of a word that is new to me.	3.24	6.5	Moderately Aware
2. I feel discouraged whenever I fail to give the exact meaning of the word.	3.24	6.5	Moderately Aware
3. It disappoints me to miss some words in my speech.	3.48	2	Highly Aware
4. I feel embarrassed every time I fail to say the accurate words while speaking in front.	3.43	3.5	Highly Aware
5. My failure to comprehend words disappoints me.	3.38	5	Highly Aware
6. I easily get discouraged from using the language continuously because of mispronunciation.	3.14	9	Moderately Aware
7. I feel incompetent because of my difficulty in understanding the target language.	3.05	10	Moderately Aware
8. Speaking the target language fluently is a source of pride and accomplishment for me.	3.67	1	Highly Aware
9. I am a confident person, but I feel discomfort whenever I have a language delay when I speak.	3.43	3.5	Highly Aware
10. I feel like another person when I use another language.	3.19	8	Moderately Aware
Overall Mean (OM)	3.32	--	Highly Aware

Legend

- 3.26 – 4.00– Highly Aware
- 2.51 – 3.25 - Moderately Aware
- 1.76 – 2.50 - Poorly Aware
- 1.00 – 1.7 - Not Aware

According to the findings, Table 12 revealed an overall mean of 3.32 and was interpreted as highly aware. Based on the findings, the third-year English major students were already knowledgeable of the standard skills that a language learner must possess. Moreover, it also implied that the students were highly aware that to be proficient in a language, one must also possess a strong emotional competence. This was supported by CVT (Pekrun, 2006), as cited by K. Shao et al., which stated that pleasant achievement emotions (e.g., enjoyment, hope, and pride) are posited to be jointly caused by high perceived control and high positive value.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Culture-Connection

Language and culture are closely interconnected. As Rita Mae Brown said: “Language is the Roadmap to Culture.” When people learn a new language, they also learn a new culture. Indeed, language is deeply rooted in culture that’s why awareness and understanding is a must to establish connections (Mcdowell, 2020).

Table 13. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Language Culture-Connection

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. Learning about culture is important in the language learning process.	3.86	1	Highly Aware
2. Combining language and culture helps me improve my language skills.	3.71	3	Highly Aware
3. During the English classes, I also tend to learn about other cultures.	3.76	2	Highly Aware
4. I know about the culture of the language I am learning.	3.14	9	Moderately Aware
5. I can recognize and analyze how language reflects culture.	3.52	5.5	Highly Aware
6. I can adapt and understand the cultures of others through communication using the English language.	3.33	8	Highly Aware
7. Changes in the culture influence the development of the language I’m learning.	3.48	7	Highly Aware
8. Language is the symbol of identity.	3.67	4	Highly Aware
9. My knowledge in language promotes cultural awareness.	3.52	5.5	Highly Aware
10. In the language learning process, it is more important to learn about other language cultures than my own.	2.48	10	Poorly Aware
Overall Mean (OM)	3.45	--	Highly Aware

Legend

- 3. 26 – 4.00– Highly Aware
- 2.51 – 3.25 - Moderately Aware
- 1.76 – 2.50 - Poorly Aware
- 1.00 – 1.7 - Not Aware

Table 13 revealed an overall mean of 3.45 which was interpreted as highly aware. From the overall results, it can be inferred that the third-year English major students have a better understanding of the social and cultural context of language and its impact on their language learning process. The overall interpretation suggested that they have a strong grasp of the importance of culture to their language learning. These findings were supported by the study of (Elmes, 2013; Kim, 2020; Krasniqi, 2019), in which it was revealed that in order to attain proficiency in a language, one must not only possess the linguistic aspect of the language but also has a strong understanding of the values and customs of the culture associated with it.

Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Self-Confidence

One's confidence is evident in their demeanor and how they present themselves. Self-confidence is crucial in public speaking since one needs to be confident in front of his/her audience to create an everlasting impression and a positive attitude. Moreover, having self-confidence encourages easy communication and academic achievement of learners (Nadiyah et al., 2019).

Table 14. Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning along Self-Confidence

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I feel confident when I speak in front of a large audience.	3.10	5.5	Moderately Aware
2. I am comfortable in expressing my thoughts and ideas to a group.	3.14	3.5	Moderately Aware
3. I am self-assured when presenting information to an audience.	2.95	10	Moderately Aware
4. I feel at ease when I participate in speaking engagements.	3.10	5.5	Moderately Aware
5. I am confident in my ability to deliver a speech or presentation.	3.05	8	Moderately Aware
6. I believe that I can clearly express my ideas and opinions in public speaking situations.	3.05	8	Moderately Aware
7. I trust in my speaking ability and know that I have nothing to fear from others judgement.	3.14	3.5	Moderately Aware
8. I am learning to improve my speaking proficiency and feel more confident each day.	3.57	1	Highly Aware
9. I am articulate in expressing my ideas clearly through speaking.	3.05	8	Moderately Aware

10. I am able to maintain eye contact with my audience while speaking.	3.19	2	Moderately Aware
Overall Mean (OM)	3.13	--	Moderately Aware

Legend

- 3.26 – 4.00– Highly Aware
 2.51 – 3.25 - Moderately Aware
 1.76 – 2.50 - Poorly Aware
 1.00 – 1.7 - Not Aware

Table 14 showed an overall mean of 3.13 which was interpreted as moderately aware. Based on the findings, it can be deduced that third year English major students find self-confidence as an anchor in order for them to become proficient in the language they are learning. However, they were still reluctant to make use of their knowledge to apply it in real life situations. According to Nadiah et al. (2019), self-confidence had a significant effect in promoting public speaking among students. Students with high level of self-confidence were able to speak clearly, had better communication with the audience, proper eye contact, clear pronunciation and intonation as well as controlled gestures and expressions.

Summary of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning

With socio-affective domain, emotion and attitudes are taken into consideration not just the knowledge that the learner possess. It is also noted that the communication between teachers and their learners has been regarded as an essential part of the instructional cycle of language learning (Pishghadam et al., 2019; Derakhshan et al., 2020 as cited by Wang, 2021).

Table 15. Summary Table of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning as perceived by the Third Year Respondents

Domain	Weighted Mean (WM)	Rank	Interpretation
Risk Taking	3.65	1	Highly Aware
Language Ego	3.32	3	Highly Aware
Language Culture-Connection	3.45	2	Highly Aware
Self-Confidence	3.13	4	Moderately Aware
Overall Mean	3.39		Highly Aware

Table 15 unveiled that the third-year students were highly aware of the socio-affective domain of language learning with its corresponding overall mean of 3.39. This finding only implied that third year English major students were knowledgeable about the importance of emotional factors in language learning. These findings conformed to the study of Hakim & Suniar (2019), in which they found out that socio-affective strategies have a lot of influence in teaching speaking which is one of the basic skills that a language learner must learn.

Overall Summary Table of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning

Learning a language is a multifaceted journey that encompasses both academic and emotional dimensions, allowing individuals to not only expand their linguistic skills

but also embark on a profound exploration of self and the establishment of meaningful connections with others. Consequently, language teachers and students use affective strategies to lower anxiety, encourage oneself, and take emotional temperature in teaching and learning ESL (Sison, 2022).

Table 16. Overall Summary Table of the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning

Domain	First Year	Second Year	Third Year	Overall Mean	Rank	Int.
Risk Taking	3.59	3.43	3.65	3.56	1	Highly Aware
Language Ego	3.29	3.26	3.32	3.29	3	Highly Aware
Language Culture-Connection	3.49	3.36	3.45	3.43	2	Highly Aware
Self-Confidence	2.91	2.93	3.13	2.99	4	Moderately Aware
Overall Mean	3.32	3.25	3.39	3.32		Highly Aware
Rank	2	3	1			
Int.	Highly Aware	Highly Aware	Highly Aware			

Table 16 revealed an overall data of 3.32 which was interpreted as highly aware. It can be concluded that English majors were highly aware about the socio-affective domain of language learning even though it was found that their awareness about the importance of self-confidence was in moderation. These findings were aligned with Stephen Krashen's theory of second language acquisition specifically, under the affective filter hypothesis, in which it stated that emotion is of key importance to the language learning of the learners as it highly affects how they understand and use the language. Furthermore, according to Mandasari & Oktaviani (2018), as cited by Zakaria et al. (2019), it stated that affective strategy served as a motivation tool for learners to improve their language proficiency. Thus, the extent of awareness of the learners about the socio-affective domain has a huge impact in their learning journey.

Speaking Proficiency Level of the Respondents

Speaking is a language skill and a fundamental means of communication through which individuals convey their ideas and information to others verbally. It encompasses the complex process of formulating thoughts into coherent sentences to ensure effective understanding by the listener. In today's globalized world, speaking skills are recognized as essential for international mobility, entrance to higher education, and employment (Fulcher, 2015a; Isaacs, 2016 as cited by Fan & Yan, 2020), and are now a major component in most international and local language examinations, due at least in part to the rise of the communicative movement in language teaching and assessment (Fulcher, 2000 as cited by Fan & Yan, 2020).

Table 17. Speaking Proficiency Level of the Respondents along Extemporaneous Speech

Score	Descriptive Rating	Year Level			Total	Rank
		First Year	Second Year	Third Year		
24.1-26	Advanced Proficient	0(0%)	4(25%)	4(19%)	8(15%)	3
18.124	Proficient	3(20%)	8(50%)	9(43%)	20(38%)	2
12.1-18	Approaching Proficient	10(67%)	4(25%)	7(33%)	21(40%)	1
6.1-12	Developing Proficient	2(13%)	0(0%)	1(5%)	3(6%)	4
Total		15	16	21	52	
Average		16.53	0,9229167	20.33	19.52	
Descriptive rating		Approaching Proficient	Proficient	Proficient	Proficient	
Rank		3	1	2	---	

From the overall data, the 52 English major students composed of first, second, and third year students acquired a total average score of 19.52 which corresponds to a descriptive rating of proficient. It can be concluded that English major students were already skilled in speaking when it comes to extemporaneous speech. However, the data also showed that there was an existing difference between the skills of first year, second year, and third year English major students. These findings gave a clear understanding to the researchers that there might be possible factors that creates the variation in the speaking skills of the respondents. This was supported by the study of Assaf & Yunus (2020), which indicated that undergraduate English major students engaged pleasantly and positively in extemporaneous speech. Yet, numerous learners of English as a Foreign Language (EFL) struggle to express themselves spontaneously in public because of their inability to speak fluently, stemming from a deficiency in speaking proficiency (Assaf & Yunus, 2020).

Speaking Proficiency Level of the Respondents along Impromptu Speech

Speaking proficiency is the ability to perform the linguistics knowledge in actual communication. Hence, it goes beyond simply having knowledge of the language's grammar and vocabulary because it involves the practical application of linguistic skills in real-life conversations and interactions. Impromptu speaking is important because it helps you develop your critical thinking, creativity, and communication skills. Mastering impromptu speeches gives you an edge because it enhances your decision-making skills (Menguin, n.d.).

Table 18. Speaking Proficiency Level of the Respondents along Impromptu Speech

Score	Descriptive Rating	Year Level			Total	Rank
		First Year	Second Year	Third Year		
24.1-26	Advanced Proficient	0(0%)	4(25%)	4(19%)	8(15%)	3
18.1-24	Proficient	6(40%)	9(56%)	12(57%)	27(52%)	1
12.1-18	Approaching Proficient	9(60%)	3(19%)	5(24%)	17(33%)	2

Total	15	16	21	52	
Average	18.40	22.56	0,9215278	0,8944444	
Descriptive rating	Proficient	Proficient	Proficient	Proficient	
Rank	3	1	2		

The overall data revealed that among the 52 respondents, 27 (52%) were proficient which ranked first, 17 (33%) were approaching proficient which ranked second, and 8 (15%) were advanced proficient which ranked third. From the data gathered, it can be inferred that English major students were proficient in impromptu speech. This connoted that English majors were already exposed with impromptu speech hence it is proven that exposure in speaking engagements such as impromptu speech helps learners to be proficient in the language. This was supported by Azzahra (2020) study, in which it revealed that impromptu speech significantly contributes to the speaking skills of learners based on pre-test treatment and post-test results. Hence, impromptu speech plays a vital role in teaching and learning to become proficient in speaking.

Difference in the Extent of Awareness of the Respondents Across Year Level about the Socio-Affective Domain of Language Learning

Language enables students to play an active role in various communities of learners within and beyond the classroom. It underscores the profound impact of language not only on education but also on an individual's engagement in a broader social context. It is important to note that language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world which shows the affective domain of language learning (Manitoba Education, n.d.).

Table 19. Difference in the Extent of Awareness of the Respondents Across Year Level about the Socio-Affective Domain of Language Learning

Variables	F-value	p-value	Decision	Interpretation
Risk Taking	1.763	0,1263889	Accept Ho	Not Significant
Language Ego	0.095	0,6319444	Accept Ho	Not Significant
Language Culture-Connection	0,34375	0,4256944	Accept Ho	Not Significant
Self-Confidence	0,6388889	0,28125	Accept Ho	Not Significant
Overall	0,6708333	0,2694444	Accept Ho	Not Significant

The data showed that the overall F-value was 0.966 and the p-value was 0.388 which means it was interpreted as not significant. From this data, it can be implied that the first year, second year and third year students' extent of awareness about the socio-affective domain of language learning was quite similar to one another. This finding proved that the English major students have high awareness about the socio-affective domain of language learning regardless of their year level. Moreover, this also means that they were aware that their emotions highly affected the way they learn and understand the language. It was supported by Jacobson (2023) study, in which it attested that high levels of emotional awareness mean you

can learn from your feelings quickly and predict emotions in advance hence making better choices.

Difference in the Speaking Proficiency Level of the Respondents Across Year Level

Speaking is defined as an action of conveying information or expressing one's thoughts and feelings in spoken language whereas proficiency pertains to the ability to communicate accurately. Hence, speaking proficiency involves the capacity to apply linguistic knowledge in real-life communication (White, 2023).

Table 20. Difference in the Speaking Proficiency Level of the Respondents Across Year Level

Speaking proficiency level	F-value	p-value	Decision	Interpretation
Extemporaneous Speech	7.510	0.001	Reject Ho	Significant
Impromptu Speech	6.205	0.004	Reject Ho	Significant
Overall	5.783	0.006	Reject Ho	Significant

The overall data revealed an F-value of 5.783 and a p-value of 0.006 hence, the decision was to reject the null hypothesis and was interpreted as significant. It can be inferred from the data that there was a statistically significant difference between the speaking proficiency level of the students along extemporaneous and impromptu speech. This finding implied that the English major students from first year, second year, and third year have diverse speaking proficiency level along extemporaneous and impromptu speech. These differences may be due to the fact that all students are unique and with varying speaking skills and learning styles which can be influenced by other factors. This was aligned with Jeremy Harmer's theory in which according to him, schema or prior knowledge and mental capacity of the learners are an important part in order to be proficient in the language. The amount of exposure of the learners in the language, and their ability to overcome varied emotions that hinders their mental capacity to produce language is crucial to attain proficiency in the language.

Multiple Comparisons using Tukey HSD along Extemporaneous Speech

Extemporaneous speech is a form of public speaking. It enables learners to exercise their speaking ability in a public setting with little preparation (Salah & Kamariah, 2020).

Table 21. Multiple Comparisons using Tukey HSD along Extemporaneous Speech

Year Level	Mean Difference	p-value	Decision	Interpretation
1 st Year vs 2 nd Year	-5.13	0.001	Reject Ho	Significant
1 st Year vs 3 rd Year	-3.83	0.013	Reject Ho	Significant
2 nd year vs 3 rd year	01.29	0,3958333	Accept Ho	Not Significant

Data revealed that first year versus second year students speaking proficiency level mean difference was -5.13 with a p-value of 0.001 hence the decision was rejected and interpreted as significant. In the case of the first year and third year

students, the mean difference was -3.83 with a p-value of 0.013. The decision was rejected and interpreted as significant. Furthermore, the students from second year versus the students from third year showed a mean difference of 1.29 and a p-value of 0.570 which means to say that the decision was accepted and interpreted as not significant.

The findings showed that the first year and second year, and first year and third year students speaking proficiency level differ from one another. Whereas, the second year and third year students showed that their speaking proficiency level was close to one another. From these findings, it can be implied that there was an existing variation between the level of speaking proficiency of the students across year level along extemporaneous speech. This difference can be attributed to the level and amount of exposure of first year, second year and third year respondents in the English language.

Similar study conducted by Candillas (2022), showed that exposure plays a pivotal role in developing the speaking proficiency of language learners. It was found out that both formal and informal factors such as home and school environment are a big part in honing and facilitating students' oral speaking skills.

Multiple Comparisons using Tukey HSD along Impromptu Speech

Impromptu speaking is the act of delivering a short message with little or no advance preparation. According to Y. Li et.al (2019), "Impromptu speech requires students to deliver their speech under the condition of inadequate preparation or even without preparation." It is a reflection of thinking of a learner using the language.

Table 22. Multiple Comparisons using Tukey HSD along Impromptu Speech.

Year Level	Mean Difference	p-value	Decision	Interpretation
1 st Year vs 2 nd Year	-4.16	0.005	Reject Ho	Significant
1 st Year vs 3 rd Year	-3.37	0.018	Reject Ho	Significant
2 nd year vs 3 rd year	0.79	0.774	Accept Ho	Not Significant

Data revealed the mean difference of first year and second year students was -4.16 and a p-value of 0.005. For first year and third year students, they accumulate a mean difference of -4.16 and a p-value of 0.018. The hypothesis was both rejected and interpreted as significant. On the contrary, the second year and third year students showed a mean difference of 0.79 and a p-value of 0.7774 and interpreted as not significant.

It can be inferred that there was a significant difference on the speaking proficiency level between the first year and second year, and first year and third year students. Meanwhile, for the second year and third year students, the data showed that their speaking proficiency level was not statistically significant, meaning to say that their speaking proficiency level was almost the same.

As the findings suggests, it can be deduced that English majors find spontaneous speeches such as impromptu speech as one of the challenging activities in practicing their proficiency in the English language. In the study conducted by Domingo (2019), it was found out that there was a strong

correlation between the amount of language exposure of students and their language proficiency in the areas of reading, writing, listening and speaking. Hence, the difference on the speaking proficiency level of the respondents was not only connected to their linguistic competence but also to the extent of their exposure to the language.

Multiple Comparisons using Tukey HSD along Overall Speaking Proficiency Level

Proficiency level is the standard in assessing the progress of language learners. It involves the ability of the learners to effectively use the language. However, there are some factors that may posit negative and positive impact that hinders and create variations to the speaking proficiency of the leaners. Thus, it is of utmost importance that language learners are exposed to diverse speaking engagements as communication plays a pivotal role in the global world (Parupalli, 2019).

Table 23. Multiple Comparisons using Tukey HSD along Overall Speaking Proficiency Level

Year Level	Mean Difference	p-value	Decision	Interpretation
1 st Year vs 2 nd Year	-2.04	0.008	Reject Ho	Significant
1 st Year vs 3 rd Year	-1.72	0.019	Reject Ho	Significant
2 nd year vs 3 rd year	00.33	0,5909722	Accept Ho	Not Significant

Based on the data, it was discovered that the first year and second year students had a mean difference of -2.04 and a p-value of 0.008. Hence, the null hypotheses were rejected and interpreted as significant. It was followed by first year and second year students with a mean difference of -1.72 and a p-value of 0.019 which was interpreted as significant. On the other hand, the second year and third year students obtained a mean difference of 0.33 and a p-value of 0.851 which was interpreted to be not significant.

From these findings, it can be deduced that there was a significant difference in the speaking proficiency level of first year and second year, and first year and third year students. Underlying challenges such as exposure on different speaking activities are seen as one of the factors that contribute to the difference on the level of speaking proficiency of English major students.

According to Domingo (2020), it was revealed that exposure in the target language plays a pivotal role in honing students' proficiency in the language. It was also found out that exposure in speaking activities such as role play and debate incorporated in a communicative game were seen as an effective way to help language learners improve their speaking skills (Alfi, 2015).

Relationship Between the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning and their Speaking Proficiency Level

Affective factors are crucial in second language acquisition. The learner's affective domains have a significant role in making second language acquisition a success. Affective factors help teachers improve their teaching skills and help students grow as whole people (Kavitha, 2020). In other words, affective factors are much needed in the education

field. Learners' attitudes toward learning speaking skills, the teacher, the learning environment, and the way they live affects the acquisition of their second language. The conclusion is that affective factors can either enhance or hinder language proficiency, and that the use of language learning strategies has an influence on the outcome.

Table 24. Relationship Between the Extent of Awareness of the Respondents about the Socio-Affective Domain of Language Learning and their Speaking Proficiency Level

Socio-affective domain	Speaking Proficiency Level					
	Extemporaneous Speech			Impromptu speech		
	r-value	p-value	Intr.	r-value	p-value	Intr.
Risk Taking	0.046	0,5173611	Not Sig	0,1680556	0.085	Not Sig
Language Ego	0.075	0,4145833	Not Sig	0.068	0,4402778	Not Sig
Language Culture-Connection	0,1263889	0,1361111	Not Sig	-0.015	0,6354167	Not Sig
Self-Confidence	0,125	0,1395833	Not Sig	0.373**	.006	Sig
Overall	r-value		p-value		Intr.	
	0,329*		0.017		Sig	

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed)

Data revealed that along extemporaneous speech and risk taking, the r-value was 0.046 and the p-value was 0.745. The relationship between these two variables was not significant. For language ego and extemporaneous speech, the r-value was 0.075 and the p-value was 0.597. It was interpreted as not significant. This was also the same case for language culture-connection and extemporaneous speech with an r-value of 0.182 and a p-value 0.201. Moreover, self-confidence incurred an r-value of 0.180 and a p-value of 0.201 and interpreted as not significant.

Furthermore, for risk taking and impromptu speech, the r-value was 0.2442 and the p-value was 0.085 which was interpreted as not significant. The r-value and p-value of language ego and impromptu speech were 0.068 and 0.634 and deemed as not significant. For language culture-connection and impromptu speech, the r-value was -0.015 and the p-value of 0.915 and interpreted as not significant. Lastly, for self-confidence and impromptu speech, the r-value was 0.373 and p-value of .006 and interpreted as significant. The overall r-value and p-value was 0.329 and 0.017 which was interpreted as significant.

It can be inferred from these findings that the extent of awareness of English major students about the socio-affective domain of language learning shows that it was not related to their level of speaking proficiency along extemporaneous speech and impromptu speech. However, it was revealed that self-confidence showed a strong correlation with impromptu speech hence from the overall data, it was proven that there was a significant relationship between the two variables. The overall finding implied that the extent of awareness of English major students about the socio-affective domain of language learning was associated with their speaking proficiency level.

Based on the findings, it provided a clear understanding to the researchers that there may also be possible factors aside from the four socio-affective domain of language learning that contributed to the speaking proficiency level of English major

students. However, the overall data suggest that socio-affective domain of language learning played a pivotal role in the speaking proficiency of English major students.

These findings were closely related to Mutia H. (2020) study, which stated that socio-affective strategy is a significant tool in order to enhance students' proficiency in English. Furthermore, the study of Cabaltica & Arcala (2021) revealed that the main factor that affects students speaking skills is the affective factor. Emotions such as shyness, fear, and pressure when performing speaking activity are some of the aforementioned factors that affect students speaking performance.

CONCLUSION

This study assessed the speaking proficiency and extent of awareness about the socio-affective principles of language learning of English major students. It can be concluded that English major students were highly aware of the importance of socio-affective domain on their language learning. This is most probably because of the fact that they all have the same goal of proficiency in the language hence, they also have the same set of standard skills they want to attain. In terms of their speaking proficiency level, English majors were deemed as proficient when it comes to extemporaneous and impromptu speech. However, there still exist an underlying variation between their speaking skills when using the aforementioned speech activities most probably because of their differences in exposure and learning style in the language. The study also revealed that language learners cannot do away with the importance of affective factors to their speaking proficiency. Hence, it can be concluded that the extent of awareness of English major students about the socio-affective domain of language learning is associated with their speaking proficiency level. Future research should explore the specific socio-affective factors that most significantly impact variations in English major students' speaking proficiency, particularly in extemporaneous and impromptu speech. Investigating how different learning styles, exposure to the language, and emotional factors such as anxiety, motivation, and self-confidence influence these variations could provide deeper insights. Additionally, a comparative analysis between students with varying degrees of exposure to English in academic versus social settings may help identify targeted strategies for enhancing socio-affective awareness and speaking proficiency across diverse learner groups.

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