Landscape of the affective states of industrial-technical learners: Input to a primer in new normal English language instruction

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Abstract

Human history is facing the Coronavirus Disease 2019 (COVID-19) pandemic that surely makes mark on the lives of all men in this planet and has affected many sectors of every country around the world. In education sector, English language instruction is once again challenged in terms of the delivery of quality education and training to students. In such context, this study described the affective states of industrial-technical students towards English language learning in the new normal education and the degree of participation of teachers and students in lowering the anxiety of students in English language learning as bases in the development of a primer. Through employing descriptive-survey design with the aid of a questionnaire, this study revealed that the level of affective states of the students towards English language learning is very high. Meanwhile, the degrees of participation of teachers and students in lowering the affective filters in English language learning were rated as very high. With these findings, the study developed a primer which is dubbed as AYOS (Accentuating experiential English language instruction, yielding safe and productive English language instruction, Optimizing English language learning resources, and Synergizing interest, inquiry, and insight), and this achieved a very high level of acceptability. The study concludes the following: 1) Learners are positive on their success in English language instruction in which their motivation and self-confidence transcend their anxiety. 2) Both teachers and students play significant roles in lowering anxiety towards English language learning. 3) The primer is valid, useful, implementable, viable, and feasible. Finally, this study recommends that informed and research-based innovations and interventions should be developed to address the issues surrounding English language learning.

Keywords: affective filter hypothesis, English as a second language, language anxiety, language instruction, English as a medium of instruction

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1. Introduction

English language is now one of the most widely spoken languages in the world. Learners from different countries move from one English speaking country to the other in order to learn or enhance their English, and to become competent in speaking it. Fatiha et al. (2014) underscored that the importance of the English language has spread around the world, and most of the non- English speakers are interested in learning it for its value and role as an international language for the sake of acquiring the modern science and technology. With the trend in English language learning, the attitude of learners should be accounted.

Gardner and Lambert (1972) articulated that the attitude of learners toward the target language and the culture of the target language–speaking community plays a crucial role in language learning motivation. This only means that if the students have positive attitude towards any subject (English language in this study), they can achieve many things in that specific area (Gajalakshmi, 2013). Given the significant role that attitude play in language learning, several studies were conducted to investigate it. In fact, Gajalakshmi (2013) discovered that male students have high attitude towards English than female students; urban area students have high attitude towards English than rural area students; co-educational school students have high attitude towards English than other school students; and government school students have high attitude towards English than private school students. Furthermore, Bajwa and Younas (2019) also concurred that private school students in Pakistan also have higher attitude than their peers. While, a proactive attitude was also noted to have positive effects on students' listening comprehension (Yuvienco, 2020). Similarly, the use of both games and internet were also noted as positive ways for enhancement of learning (Ching, 2012; Sung & Ching, 2021).

Pyun (2013) also revealed that perception of students of Task-Based Language Learning (TBLL) varies depending on their affective or motivational state. In particular, his study found that self-efficacy of students had a significant impact on the way learners responded to TBLL. Therefore, sensitivity to motivational levels of learners rather than solely focusing on their cognitive development is imperative. In addition, Fatiha *et al.* (2014) discovered that of the most important factors that affect learners when learning the English language are attitudes and motivations; that is both of these aspects have positive and negative impact on the learners. This means that attitude is considered as an essential component in language learning; so positive attitude should be the umbrella of language learning. They also discovered that motivation effects foreign language acquisition, and showed that the personality of a foreign language teacher and his or her way of teaching affect motivation of students. In 2015, Kitchakarn revealed that students had positive attitudes towards using computers as a language learning tool; the factors of gender and experience of using computers were not found to affect attitudes of students while the factor of perceived abilities in using programs had an effect on their attitudes.

Furthermore, Mustafa *et al.* (2015) revealed that the attitudinal factors in learning English as a foreign language were attitude, motivation, achievement motivation, interest, perseverance, and self-esteem. They also found that the students have high or positive attitudinal factors in learning English as a foreign language. It indicates that the attitude of students toward English language learning can, to a certain degree, influence their learning results. The enthusiasm, commitment, and persistence of students are the key determinant of success or failure. The more favorable the attitudes the students have, the higher the motivation the students possess. Finally, they forwarded that these attitudinal factors can be improved by involvement in learning process and effective language teaching methods can encourage students to be more positive towards the language they are learning. On the other hand, Skubic and Fojkar (2017) discovered that despite attending different teacher training study programs, pre-service teachers do not differ significantly in their beliefs about language learning; however, learners from different cultures see language learning differently.

Clearly, the studies highlighted that attitude and motivation affect language learning. In the process of English language learning, students are supposed to come to the classroom either with high motivations or low motivations; these students have different perceptions of their class, teacher and curriculum; such perceptions are responsible for their attitudes (Fatiha *et al.*, 2014). Hence, attitude plays vital role in teaching-learning process, especially for learning a language which is a very complex phenomenon particularly in case of foreign or second language (Saeed *et al.,* 2014).

Meanwhile, based on observation about the current context of English language learning, negative attitude towards English language learners is evident among some students. Compared to previous years, the researcher observed decreasing English language proficiency and even an increasing dislike of the language among the students. In fact, they have difficulty in producing a well-constructed sentence. In some instances, when they are asked about their inability to produce a well-constructed sentence, they blatantly blame their English foundation during their elementary and high school education. Also, they even blatantly say that they are majoring in technology courses not in English language. These scenarios post a great threat on English language instruction and on the high regard of other countries on the ability or capability of Filipinos to speak English. Nonetheless, their negative attitude towards English language is affecting the development of their communication skills.

Moreover, the cited studies on attitude towards English language learning were conducted mostly in the context of English as a foreign language (EFL). This means that few researches were conducted in the context of English as a second language (ESL). Also, the cited studies were only geared towards describing the language learning based on how attitude, perceptions, motivations of students and other factors like computer and teaching styles and approach affect it. Hence, the studies did not have any output that could be used in English language teaching and learning.

Finally, the abovementioned research gaps and observations made the researcher to conceptualize a study in the ESL context. Specifically, the researcher intends to describe the affective states of the students at the State College in Ilocos Sur, Philippines towards English language learning as bases in designing a primer in English language instruction. Through the intended output of the study, the researcher hopes to address the mentioned current context of English language learning in the target school.

1.1 Statement of the Problem

This study aimed to describe the affective states of students towards English language learning. Specifically, the study sought answers to the following:

> ➢ What is the level of affective states of the students towards English language learning?

> ➢ What is the degree of participation of teachers and students in lowering the affective filters in English language learning?

> ➢ What valid primer in English language instruction can be proposed?

> ➢ What is the level of acceptability of the primer in English language instruction in terms of the following: objectivity; content; and usefulness?

2. Methodology

The study employed descriptive-survey design with the aid of questionnaire adapted from Urmee (2013). The questionnaire underwent validity and reliability testing prior to its administration to the respondents. The respondents of the study were the 350 industrial-technical students who were enrolled during the school year 2020-2021 in a state college in Ilocos Sur, Philippines. They were chosen using total enumeration sampling to provide rich data leading to a more eidetic picture of English language learning in the locale of the study. Meanwhile, school protocols were followed first to get the permission in conducting the study. Then, the

consents of the respondents were secured through a consent form. After that, the questionnaire was administered personally and online to the respondents. Upon retrieval of the answered questionnaires, the data were tabulated, analyzed, and interpreted. To substantiate, validate, and triangulate the data, focused group discussion and individual interviews were employed. Also, member checking procedures were also followed. Finally, the primer in English language instruction was developed and validated.

3. Discussion

3.1 Level of affective states of the students towards English language learning

Table 1

Affective states of the students towards English language learning

Affective States of the Students towards English Language Learning	Mean	DR
Motivation		
1. I want to learn English because I want to become a part of the English speaking global community.	4.56	AVS
2. I am motivated to learn English is because I want to get a good job, grade, status, good communication skills, and such practical benefits. (instrumental motivation)	4.76	AVS
3. I have to be motivated to learn even before coming to the class. (Background Motivation)	4.52	AVS
4. The classroom environment is important for me to be motivated in learning. (Classroom Motivation)	4.53	AVS
5. Better grades or positive evaluation leads to motivated learning.	4.66	AVS
Sub-mean	4.61	VH
Self-confidence		
1. My self-image depends on whether I attended English medium school.	4.16	AVS
2. At times, better-performing classmates make me anxious about my self-image.	4.66	AVS
3. My self-image as a second language learner depends upon the grades or external evaluation from my teachers or peers.	4.66	AVS
4. My upbringing, support from family and friends and satisfaction in the personal life is important for me to deliver your best.	4.77	AVS
5. Asking questions and clarifications lower my self-image.	4.55	AVS
Sub-mean	4.56	VH
Anxiety		
1. The tendency of being anxious about everything sometimes prevents me from learning.	4.77	AVS
2. At times, particular teacher's presence during presentation causes my anxiety and hinders learning.	4.67	AVS
3. In general, examination causes my anxiety and prevents best performance.	4.55	AVS
4. During public speaking or formal presentations, due to anxiety I cannot give my best.	4.78	AVS
5. Classroom participation becomes difficult due to anxiety about making silly mistakes.	4.78	AVS
Sub-mean	4.71	VH
Grand Mean	4.63	VH

Legend: Agree Very Strongly (AVS), Very High (VH), Agree Strongly (AS), High (H), Agree (A)-Fair (F).

Table 1 presents the level of affective states of the students towards English language learning. As can be gleaned from the table, anxiety posted the highest mean rating of 4.71 which is described as very high. Similarly, Zheng and Cheng (2018) revealed that students expressed their anxiety toward English speaking skills in the classroom. The finding also somewhat conforms to Lababidi's (2016) study which revealed that some of the student participants in this case study experienced moderate to high levels of anxiety in the second language classrooms.

This indicates that students are uncomfortable and feel tension when learning the English language. The feeling cascades from fear of committing mistakes; thus, being unable to perform well in any language learning activities. In fact, Jugo (2020) underscored that the fear of making mistakes and being corrected or negatively evaluated is a significant source of anxiety for the Filipino learners, and that they usually do not want to be criticized and corrected in front of the whole class. Accordingly, it can be explained as the feeling commonly associated with the evaluation of performance when being corrected or a learner's anxiety as caused by corrective observations when he or she uses the target language, which in this case is English. Apparently, anxiety can disrupt complex learning, test-taking, and effective thinking (Gregersen et al. 2014). Nonetheless, most students identified the need to be stress-free and secure before they concentrate on their learning activities

(Urmee, 2013).

Notably, language anxiety can be manifested in the different stages of language learning, the input, processing, and output stages, and describing how anxiety is related to these three stages can provide insights on why second language learners and foreign language learners suffer from linguistic difficulties and mistakes (Tanveer, 2007). In fact, better understanding of language classroom anxiety and cognitive test anxiety can help students and teachers optimize their language learning and teaching practices (Zheng & Cheng, 2018). On the other hand, self-confidence posted the lowest mean rating of 4.56 among the affective states though it is still described as very high. The finding accentuates that the students are still confident in their success in English language learning. It is to note that self-confidence can play an important role not only in school life but in personal and social lives as well, and therefore, at every stage of life towards success (Tunçel, 2015). It is clear that confident students are enthusiastic, study hard, motivated and will not give up in the face of difficulties (Zimmerman & Kitsantas, 2005; Bong, 2002).

Furthermore, Listyani and Tananuraksakul (2019) noted that language learners who had enough self-confidence and positive personal image succeeded more. Accordingly, self-confident people dared to have adventures, communicated confidently in a foreign language, and these people gained more. Consequently, those who are not confident lose the opportunity to practice their target language. Finally, the level of affective states of the students towards English language learning is very high as supported by the 4.63 overall mean. This indicates that positive attitude of students towards English language learning outwits the negative feelings that they have. In so doing, their success in the English language learning can be expected as they transcend their anxieties. In fact, they may have had low filters and thus could receive plenty of input if they have high motivation, self-confidence, and a low level of anxiety (Listyani & Tananuraksakul, 2019).

3.2 Degree of participation of teachers and students in lowering the affective filters in English language learning

Table 2

Participation of teachers and students in lowering the affective filters in English language learning

Teacher's Participation in Lowering the Affective Filter		Mean	DR
1. Teachers can play very important role in creating positive classroom environment.		4.78	AVS
2. Teacher's lack of tolerance of mistakes and positive evaluation can hinder your learning.		4.71	AVS
3. Teacher's lack of individual attention and welcoming manner can hinder your learning.		4.78	AVS
4. Teacher's feedback facilitates learning and class participation.		4.73	AVS
5. Teacher's teaching strategies, methods or techniques facilitate learning.		4.66	AVS
	Sub-mean	4.73	VH
Student's Participation in Lowering the Affective Filter			
1. I should create positive self-image and should not be too conscious of my own mistakes.		4.56	AVS
2. I should communicate in the TL (Target Language) outside the classroom, whenever I get chance, to acquire confidence.		4.78	AVS
3. I should not always expect the classroom environment to be 100% perfect and create internal motivation to learn better.		4.55	AVS
4. I should be confident of myself even if I cannot totally follow the lessons because I am trying my best to learn.		4.53	AVS
5. I should view English language learning as a never ending process.		4.51	AVS
	Sub-mean	4.59	VH
	Grand Mean	4.66	VH

The degree of participation of teachers and students in lowering the affective filters in English language learning is quantified in Table 2. Overall, the degree of participation of teachers and students in lowering the affective filters in English language learning is described as very high as evidently shown by 4.66 overall mean rating. This indicates that students and teachers acknowledge the vital roles they play in English language learning. The finding accentuates the fact that English language learning will only take place if both the teacher and students are active processors or if they work together. Likewise, the result indicates need for positive relationship and sense of community between the teachers and students when dealing with affective filters. In

fact, a sense of community is a factor that students believed to be helpful in reducing anxiety (Worde, 2003). Also, Coplan and Rudasill (2016) argued that positive relationships between teachers and students promote children's long-term social and academic improvement. Nonetheless, it is important to situate an individual's language learning in his/her specific context, while understanding or assessing his/her language anxiety threshold and encourage enjoyment in learning a language (Dewaele & Alfawzan, 2018).

Singly, degree of participation of teachers in lowering the affective filters in English language learning is rated as a very high as supported by the 4.73 mean rating. This means that respondents feel that teachers can play a very important role in creating positive classroom environment (Urmee, 2013). As such, only when teachers devote much attention to the role of the students' affect in L2 teaching can learning be guaranteed and value of L2 teaching be revealed (Lim 2020).

Acknowledging the vital role of teachers, Lim (2020) underscored that teachers may boost the students desire to learn by satisfying their fundamental needs, generating attention or promoting self-efficacy and reducing their anxiety through collaboration. Also, Elkhafaifi (2005) stated that teachers should provide class structures that ensure that their students' basic need to feel safe is met, and they should also make clear that language learning entails making mistakes, and mistakes are not demonstrations of failure, but a process of learning. Similarly, teachers should avoid turning the language classroom into a testing or competitive environment, but rather, create a supportive space conducive to learning comfortably (Zheng, 2008). After all, teachers' anxiety-reducing strategy intervention leads to significantly decreased levels of learners' foreign language anxiety (Alrabai, 2015).

Finally, degree of participation of students in lowering the affective filters in English language learning is rated as very high as supported by the 4.59 means rating. This means that the role of students is pivotal in the success of English language instruction. This accentuates that learning can take place once activated by the students themselves. In fact, students and teachers can find satisfaction in the teaching and learning process when students have interest in learning class lessons (Lim 2020). In such lights, the students are not only receivers of knowledge but also planner and active actors in the teaching and learning process. As such, teachers need to understand and acknowledge this reality.

3.3 Primer in the New Normal English Language Instruction

Rationale. Human history is once again challenged by a pandemic that surely makes mark on the lives of all men in this planet. The Coronavirus disease 2019 (COVID-19) pandemic has affected many sectors of every country around the world. Among the sectors that have been affected is the education sector especially in those countries that do not adopt other learning modalities aside from the traditional face-to-face classes. As such various educational experts have come together to address the pressing issues that concern the education sector.

In order to respond to the challenges brought by the COVID-19 pandemic to the education sector, experts and educators have launched flexible learning. Magsambol (2020) articulated that flexible learning is a state of being in which learning and teaching is increasingly freed from the limitations of the time, place and pace of study. Accordingly, flexibility in learning may include choices in relation to entry and exit points, selection of learning activities, assessment tasks and educational resources in return for different kinds of credit and costs, and for the teachers it can involve choices in relation to the allocation of their time and the mode and methods of communication with learners as well as the educational institution. This has been the case for English language instruction among industrial-technical students of the Ilocos Sur Polytechnic State College (ISPSC) Santiago campus in Santiago, Ilocos Sur.

With the implementation of flexible learning and prior to its implementation, salient problems were observed. These include difficulty of students in coping with their lessons, manifestation of their anxiety in learning English, and inability to communicate with their teachers on their qualms and quandaries regarding their lessons. With these problems and the need to investigate English language instruction, this study determined the

affective states of industrial-technical students of ISPSC Santiago campus. It is to note that affective states include motivation, self-confidence, and anxiety.

After the conduct of the study, the level of affective states of the students towards English language learning was found to be very high as supported by the 4.63 overall mean. Specifically, anxiety posted the highest mean rating of 4.71 which is described as very high. Motivation got the second highest mean rating of 4.61 which is described still as very high. Self-confidence posted the lowest mean rating of 4.56 among the affective states though it is still described as very high. Notably, the results indicate that the students are still motivated and confident in their English language learning despite the very high anxiety that they have in English language instruction.

Furthermore, the study also investigated the participation of teachers and students in lowering the very high level of English language anxiety among the students. The degree of participation of teachers and students in lowering the affective filters in English language learning is rated as very high as supported by the 4.73 and 4.59 mean ratings respectively. These results accentuate the need for teachers and students to synergize English language instructions. This means that teachers and students should both act as planners, shapers, and implementers of their lessons.

In such lights, this primer in the new normal English language instruction which is dubbed as **AYOS** was conceptualized. AYOS is an acronym which stands for **A**ccentuating experiential English language instruction, **Y**ielding safe and productive English language instruction, **O**ptimizing English language learning resources, and **S**ynergizing interest, inquiry, and insight. It provides guidelines for language teachers on how to establish anxiety-free and authentic language learning environment for both the teachers and students and which is focused more on language use rather than on language awareness. Also, it provides opportunity for teachers and the school to help students achieved at least B1 level English language ability, which is the international required level in hiring employees, as described by the Common European Framework of Reference (CEFR) for languages which is an international standard for describing language ability; it is to note that students with B1 level have the ability to express oneself in a limited way in familiar situation and to deal in a general way with non-routine information. Finally, it highlights the main features of aligning outcomes-based curriculum and activities to CEFR as enshrined in the aims of the Commission on Higher Education in cooperation with Government-Academe-Industry-Network (GAIN) which were discussed during the 2021 National Roadmap for Global Competitiveness in Communication Skills Orientation Workshop Series.

Objectives. This **AYOS** which is a primer in the new normal English language instruction aims to:

➢ give guidelines in lowering English language learning anxiety;

➢ provide mechanism on how teachers and students participate in lowering the anxiety in English language learning while strengthening and developing students' motivation and self-confidence in learning the English language;

➢ provide mechanisms in designing learning experiences that are geared towards English language use.

AYOS: Primer in the New Normal English Language Instruction

Accentuating Experiential English Language Instruction

Accentuating experiential English language instruction means that teachers should pragmatically design lessons. This implies that students should be exposed to authentic communicative events that allow them to use English language; thus, focusing more on language use rather than language awareness. In doing so, the following guidelines are forwarded for teachers to follow:

1. Give more emphasis on interaction or language use rather than language form. In designing assessment tools, more weight should be given to language use.

2. Create experiences that naturally integrate knowledge, skills, and attitude that are necessary in real-world communication.

3. Sustain student engagement in learning experiences by facilitating articulation of interest, inquiry, and insight.

4. Help industrial-technical teachers perform the role of a communication teacher by capacitating them with imperative language skills.

5. Replicate language learning experiences until the students' exhibit mastery.

Note: Along the process of implementing the guidelines, teachers should ask themselves the following questions:

1. What will make learners enjoy interacting?

2. What essential language awareness is required to facilitate language use?

3. What will make the students employable?

Yielding Safe and Productive English Language Instruction

In yielding safe and productive English language instruction, teachers should make sure that the anxiety of students in English language learning is addressed. At the same time, teachers should also facilitate elevating and sustaining the motivation and self-confidence of their students in English language learning. Below are the things that should be done by both the teachers and the students.

Teachers should do the following:

1. Design lessons and use teaching techniques that create positive classroom environment.

2. Elevate tolerance of mistakes and provide positive evaluation of students' outputs and performance.

3. Attend to individual needs of your students by setting consultation hours or online kumustahan.

4. Establish a welcoming learning environment by showing enthusiasm, interest, and concern to the students.

5. Provide feedback by using appropriate and effective forms of feedback.

6. Integrate students' suggestions in designing the lessons and class activities.

7. Set academic break in the class by providing activities that make students and teachers forget their academic loads for a while.

8. Integrate funny, enjoyable, and meaningful class activities.

9. Set the virtual classroom in conversational mood rather than formal mood.

10. Establish continuous and open communication with the students even beyond class hours during the first months of teaching to establish rapport with students. Then, set rules after the rapport building period.

Students should do the following:

1. create positive self-image and should not be too conscious of own mistakes;

2. try to communicate using the English language outside the classroom, whenever there are chances, to acquire confidence;

3. expect a classroom that is not always 100% perfect and that tolerates mistakes as part of learning;

4. create internal motivation to learn better;

5. be confident even if they cannot totally follow the lessons;

6. communicate regularly with their teachers to air questions and concerns regarding their lessons or activities;

7. suggest classroom activities to the teachers;

8. adapt coping mechanisms in dealing with language anxiety;

9. use online applications or games as avenues of learning English;

10. establish rapport with classmates.

Optimizing English Language Learning Resources

In optimizing English language learning resources, navigation and familiarization of free sources of instructional materials (IMs) must be done by both the teachers and the school. Free access of IMs should be made available to the teachers and students through information and source sharing within the institution. In doing it, the following must be done:

1. School librarians should inform the teachers and students of the accessible, affordable, available, and free IMs.

2. Teachers should design IMs that facilitate language use over form.

3. Free online and offline applications that help facilitate better engagement of students may be used.

4. Teachers should establish linkages with other universities and colleges for benchmarking purposes and partnership.

5. School officials should provide continuous trainings to language teachers being one of the main sources of learning for students.

Synergizing Interest, Inquiry, and Insight

The synergy of all the actors involved in the teaching and learning process are always at the forefront of considerations when designing lessons and curriculum. Added to this is the need for teachers to synergize interest, inquiry, and insights in the delivery of English language education to students. This helps facilitate articulation of interest, inquiry, and insight. The things that should be done while or after delivering and facilitating lessons and learning experience are presented below.

1. Provide learning experiences to the students using any online application or websites like jamboard.com, quizizz.com, and sli.do.com. For example, ask them to give their answers on why they should be hired as automotive technician of a certain company. Asked them to post their answers through jamboard.com. After that, call on students to choose the person they would like to hire by

choosing the posted answers on the jamboard. Finally, ask them to tell their reasons.

2. After the learning experiences, facilitate the experiences by asking questions that focus on interest, inquiry, and insight. For interest, ask the students what makes the learning experience interested for him/her. In facilitating inquiry, ask the students on what information is needed to manage the given situation in the given learning experience. For facilitating insight, ask the students how their responses and the situation affect their views of certain job or work (like Human Resource Officer given example).

Teachers should be mindful also of the need and expectations of the industry or work arena so that they will know what learning experiences should be given to the students and how to facilitate interest, inquiry, and insight in every learning experience.

3.4 Acceptability of the Primer in the New Normal English Language Instruction

Table 3 presents the level of acceptability of the **AYOS** which is a primer in the new normal English language instruction. As gleaned from the table, both objectives and content posted the highest sub mean ratings of 3.99 which are described as very high. This suggests that the primer contains items that are congruent with its intended purpose which is to provide guidelines and mechanism for teachers to better facilitate English language instruction for industrial-technical students. In fact, Corpuz and Salandanan (2013) affirmed this when they highlighted the teaching of content that responds to the needs of the learners.

Meanwhile, usefulness got the lowest mean rating of 3.97; however, it is still described as very high. The finding suggests that primer is practical and functional. The result also underscored the perceived need for such primer for the target recipient of it. It may also enable the teachers to be more systematic and logical in their teaching style (Kazmi *et al.*, 2011). Also, the very high ratings for the indicators under usefulness accentuate the perceived functionality and suitability of the primer in dealing with English language instruction in the new normal education. This accentuates that such output plays a major role to improve the teachers' performance in school (Jahangir *et al.*, 2012).

Overall, the level of acceptability of the primer is very high as revealed by the overall mean rating of 3.99. This implies that the training design met the standards of the evaluators. It is valid, usable, and implementable. Clearly, content was found useful, viable, and feasible.

Table 3

Level of acceptability of the primer

Level of Acceptability of the Primer		Mean	DR
Objectives		3.99	Very High
Content		3.99	Very High
Usefulness		3.97	Very High
	Grand Mean	3.99	Very High

Legend: Highly Acceptable (HA), Very High (VH), Much Acceptable (MA), High (H), Moderately Acceptable (MoA), Moderate (M), Low Acceptability (LA), Low (L).

4. Conclusion

In the lights of the findings of the study, the following conclusions are derived:

➤ Students are positive on their success in English language instruction in which their motivation and self-confidence transcend their anxiety.

➤ Both teachers and students play significant roles in lowering anxiety towards English language learning.

➤ The primer in the new normal English language provides mechanisms and guidelines in facilitating

English language instruction amidst flexible learning modality.

➢ The primer is valid, useful, implementable, viable, and feasible.

4.1 Recommendations

Anchored in the findings and conclusions of the study, the following recommendations are forwarded:

➢ Teachers may reinforce, reinvigorate, and sustain the self-confidence and motivation of students towards English language learning by creating a learning environment that allows safe and welcoming communicative learning opportunities.

➢ Teachers and students may design lessons and activities together in which suggestions and comments from the students are welcomed and facilitated towards arriving at collaborative and shared lesson designs, activities, and learning experience.

➢ The primer may be adopted and be implemented during the new normal English language instruction.

➢ Future studies may be conducted to develop questionnaires that are contextualized in the new normal English language instruction by following exploratory sequential research design. Also, a qualitative version of this paper may be conducted. Last, pertinent documents related to the implementation of the primer may be analyzed to determine its effectiveness and the teachers' adherence to it.

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