Emotional correlates in second language learning among IP students of a multicultural academic community

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Abstract

This study which employed the mixed research design aimed to explore the emotions of language learners from the indigenous students of Nueva Vizcaya State University-Bambang Campus in the academic year 2019-2020, and improve English language learning in the university. The respondents of this study were 57 English major students under the college of arts and sciences and the college of teacher education, taking 83.82% of the population, who were asked to accomplish validated data gathering tools to divulge information on their level of English language learning emotions along with anxiety, motivation, and gratitude. Results showed that the majority of the respondents came from the college of arts sciences and most of them were Kalanguya and Igorot while their academic performance is qualitatively described as satisfactory. The level of English language learning emotions of the respondents along anxiety, motivation, and gratitude is high. Significant differences were observed in their level of motivation and gratitude but none in their level of anxiety when grouped according to profile variables. Further, there is a significant correlation between the English language learning emotions of the respondents along with motivation and gratitude but their level of emotions along anxiety did not correlate with either their level of motivation or their level of gratitude. After analysis of the results of the study, its contributions were thematically categorized into addressing anxiety in a multicultural classroom, creating a learning atmosphere of high motivation, and teaching gratefulness alongside language skills, which are deemed necessary to enhance English language learning in the university.

Keywords: anxiety, gratitude, IP students, motivation, second language learning

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1. Introduction

English language learning where it is taught as a foreign language and where there is little opportunity for learners to practice it outside the classroom, is perceived as a highly challenging process, which needs a conscious effort from language learners. Among the four main language skills, speaking is often accepted as the most difficult one to acquire. Often, knowing a foreign language is associated with speaking that language fluently and using language orally for different purposes in today's globalizing world. In spite of its high importance in interaction, it is an undervalued language skill and is simply perceived as rehearsing vocabularies and sentences in an accurate order. In fact, the speaking skill is much more than uttering words and putting vocabularies into a sequential order; it necessitates mastering the grammar of the target language, paralinguistic elements of the speaking skill, such as stress, intonation, non-linguistic elements of communication (e.g., gestures and body language), discourse, and sociolinguistic competence (Shumin, 2002).

Most of the foreign language learners are primarily interested in speaking and wish to improve their speaking skills more than other skills (Ur, 1996); given that, success at English language learning is often associated with proficiency in the speaking skill, while mastery in speaking is often synonymous with knowing that language (Folse, 2006; Richards, 2008). It should be noted however that there is a growing concern in the emphasis of constructs that facilitate English language learning aside from the cognition and practice of the rules of the language. Some other considerations are equally important like cultural, contextual, and emotional correlates attached to second language learning. Few types of research have been conducted in education, language education, psychology, and sociology concerning the emotions of second language learners from indigenous communities in peripheral countries, for example, the Philippines.

Previous studies showed positive and negative effects of emotions in language learning and its use in in-class and out-of-class settings. MacIntyre and Gregersen (2012) argued that positive emotions can facilitate language learning as it broadens the learner's perspectives. In addition, it could suppress the arousal of negative emotions, promotes resilience, builds personal resources, and results in greater well-being (Edara, 2021; Freidrickson, 2006). Outside the classroom, non-anxious students become more intelligible to other interlocutors (Wilang & Singhasiri, 2017). Specific emotions like anxiety, motivation, and gratitude are placed at the locus of this research.

In this study, the above-stated emotions which include anxiety in in-class and out-of-class settings as well as motivation and gratitude necessitate English language learning. It is expected that language learners and users of English who experience low anxiety, high motivation, and high gratitude perform better in the language classroom and in the out-of-class setting. Hence, this investigation is perceived which is aptly titled: *Emotional correlates in second language learning among IP students of a multicultural academic community.*

1.1 Framework of the Study

This research project used various frameworks to study positive emotions and their effects on language learning including positive psychology (MacIntyre and Gregersen, 2012; McCollough, Emmons & Tsang, 2002; Wilang, 2018) in class and out of class anxiety (Horwitz, 1986; Wilang & Wareesiri, 2017). Positive psychology focuses on the character strengths and behaviors that allow individuals to build a life of meaning and purpose - to move beyond surviving to flourish. According to the late Christopher Peterson, a pioneering researcher in the field, the positive psychology movement is founded on three maxims: "What is good in life is as genuine as what is bad. … What is good in life is not simply the absence of what is problematic… And third,

the good life requires its own explanation, not simply a theory of disorder stood sideways or flipped on its head."

In positive psychology, there is an emphasis on meaning, not just on fleeting happiness. Martin Seligman, often regarded as the godfather of positive psychology, has described three paths to happiness: the Pleasant Life (Hollywood's view of happiness), the Good Life (focused on personal strengths and states of "flow"), and the Meaningful Life (aimed toward a higher purpose). Further, this study is anchored on the modern motivational theory of learning which states that motivation is used to explain the increase or decrease in the frequency and/or intensity of an individual's goal-seeking behavior (Svinicki & Vogler, 2012). It has been described as both a quality of an individual and a result of the individual's interactions with the situation. As an individual trait, a person is described as being motivated, implying that the force behind behavior change is within the individual regardless of the situation. As a characteristic of the situation, circumstances are described as being motivating, implying that it is the conditions under which a person is performing.

Also, the social cognitive theory of gratitude is employed in this study which defines gratitude as a positive emotion that is context and attribution dependent (Wilkinson & Dinh, 2014). Trait gratitude has been shown to be a substantial contributor to the "good life". It is robustly linked with well-being and life satisfaction and is a protective factor against mental health problems. However, very little is known about how trait gratitude is developed. In addition to this view, gratitude is characterized as the quality of being thankful and being ready to show appreciation for and to return kindness according to *Polikarpov (1996)*.

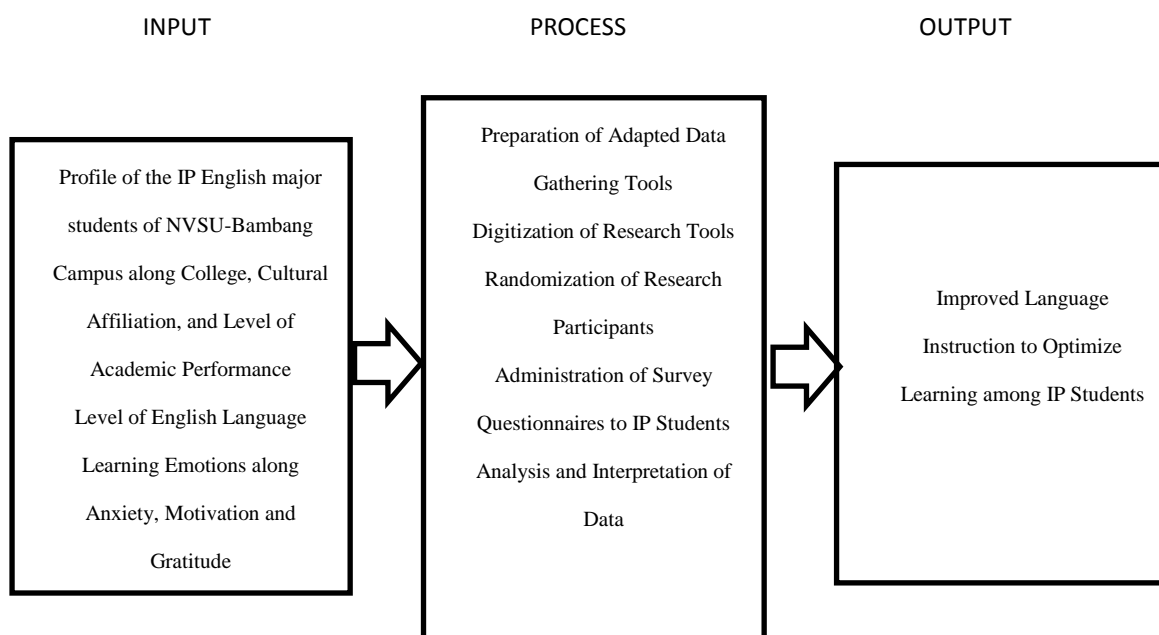It is in this light that this study emerged with its conceptual framework displayed in figure 1.

INPUT   PROCESS   OUTPUT

Profile of the IP English major students of NVSU-Bambang Campus along College, Cultural Affiliation, and Level of Academic Performance

Level of English Language Learning Emotions along Anxiety, Motivation and Gratitude

Preparation of Adapted Data Gathering Tools

Digitization of Research Tools

Randomization of Research Participants

Administration of Survey Questionnaires to IP Students

Analysis and Interpretation of Data

Improved Language Instruction to Optimize Learning among IP Students

Figure 1. *Research Paradigm*

1.2 Objectives of the Study

This study aimed to explore the emotions of language learners from the indigenous students of Nueva Vizcaya State University in the academic year 2019-2020, and utilize the information gathered in improving English language learning in the university, especially so that sooner or later, students will seek to assert themselves in the global community. Specifically, this study aimed to:

➢   determine the profile of the IP English major students of NVSU-Bambang Campus in terms of college,

cultural affiliation, and level of academic performance;

➢ identify the respondents' level of English language learning emotions along with anxiety, motivation, and gratitude;

➢ find out if significant differences exist in the respondents' level of language learning emotions along with anxiety, motivation, and gratitude when grouped according to the profile variables;

➢ find out if significant correlations exist between and among respondents' emotions in English language learning along with anxiety, motivation, and gratitude; and

➢ discuss how can the findings of this study contribute to the enhancement of English language learning in the university.

Hence, this study tested the null hypotheses that significant differences do not exist in the respondents' level of language learning anxiety, motivation, and gratitude when grouped according to their profile variables, and that significant correlations do not exist between and among various emotions in the English language learning along with anxiety, motivation, and gratitude.

2. Literature Review

English language anxiety is defined as the feeling of unease, worry, nervousness, and apprehension experienced in learning or using a second or foreign language. According to MacIntyre and Gardner (1994), the feelings may stem from any second language context whether it is associated with the productive skills of speaking and writing or the receptive skills of reading and listening. Foreign language anxiety is a form of what psychologists describe as a specific anxiety reaction (Horwitz, Horwitz, & Cope, 1986). Some individuals are more predisposed to anxiety than others and may feel anxious in a wide variety of situations. Foreign language anxiety, however, is situation-specific and so it can also affect individuals who are not characteristically anxious in other situations.

Another underpinning of emotions in this study is motivation which is a key element of the learning process, often regarded as a panacea for all undesirable outcomes and behaviors in education. In the language learning domain, motivation, which is generally accepted as leading to the success or failure of the learner when learning a foreign language, plays a pivotal role in mastering the language (Dörnyei, 2001). As Dörnyei (1998) said, even good teaching methods and appropriate curricula do not ensure success in learning without the presence of motivation. Therefore, in order to achieve long term goals and success in language learning, a learner needs at least a modicum of motivation (Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008).

The third is gratitude which is an emotion described by expressing appreciation for what one has. It is a recognition of value independent of monetary worth. Spontaneously generated from within, it is an affirmation of goodness. Gratitude is said to exist both as a temporary feeling and as a dispositional trait. In both cases, gratitude involves a process of recognizing, first, that one has obtained a positive outcome and, second, that there is an external source for that good outcome. A social emotion, gratitude according to Gruman (2020) strengthens relationships. Its roots run deep in evolutionary history - emanating from the survival value of helping others and being helped in return.

3. Methodology

Research Design and Methods - Mixed research design (quantitative-qualitative) was used in this study for data collection and analysis. It consisted of four phases: (1) the use of (contextualized) survey questionnaires to collect and explore the emotions of language learners from indigenous students; (2) the conversion of survey questionnaires into their digital forms for the online modality of data collection; (3) the use of survey results to establish differences and relationships; and (4) analysis of the data as to what thematic devices could be

extracted to figure out contributions of the findings in language instruction in the research setting.

Respondents of the Study - The respondents of this study specifically were limited to the English major students under the college of arts and sciences and the college of teacher education where the researchers serve as teachers. Out of the 68 registered IP students under both colleges in the school year 2019-2020, 57 or 83.82% were selected randomly as respondents of this study. Research participants were not subjected to harm in any way whatsoever, rather respect for their dignity was prioritized. The protection of the privacy of research participants as well as an adequate level of confidentiality of the research data was ensured.

Instrumentation - Adapted and validated data gathering tools were used to divulge information on the levels of English language learning anxiety (α=0.88), motivation (α=0.74), and gratitude (α=0.79) of randomly selected IP students of Nueva Vizcaya State University - Bambang Campus. These tools were converted into their digital forms and were administered online to observe proper health and safety protocols especially since the data collection was carried out during the pandemic. This information gathered was used later in performing statistical procedures along with the descriptive and inferential phases of this study. The tools were prepared to gather quantitative data on how do the IP language learners perceive various perspectives concerning English language learning, and how can the findings of this study contribute to the enhancement of English language learning in the university.

Statistical Treatment - Frequencies, percentages, and means were used in the descriptive problems while analysis of variance or ANOVA was used to find out significant differences and Pearson r to determine significant correlations.

4. Results and Discussion

4.1. What is the profile of the IP English major students of NVSU-Bambang Campus in terms of college, cultural affiliation, and level of academic performance?

As gleaned in table 1, the IP English major students of NVSU-Bambang, who were respondents of this study, comprised of 64.90% from the college of arts and sciences under the AB English program while 35.10 % from the college of teacher education under the BSEd program.

Table 1

Frequency and percentage distribution of the IP English Major Students of NVSU-Bambang in Terms of College

College	Frequency	Percentage
Arts and Sciences	37	64.90
Teacher Education	20	35.10
Total	57	100.00

The IP English major students of the college of arts and sciences outnumbered the IP English major students in the college of teacher education. This is attributed to the greater number of enrollees in the AB-English program under the college of arts and sciences. Table 2 illustrates that majority of the respondents comprised of Kalanguya and Igorot with 17.50 % each. This is followed by Ifugao and Ibaloi with 14% each; Kankanaey with 8.80%: KSO and Bugkalot with 5.30 % each; Kalinga and Ayangan with 3.50 % and 1.80 %, respectively.

Table 2

Frequency and percentage distribution of respondents in terms of cultural affiliation

Cultural Affiliation	Frequency	Percentage (%)
Ifugao	8	14.00
Kankanaey	5	8.80
Kalanguya	10	17.50
Ibaloi	8	14.00
Isinai	7	12.30
Igorot	10	17.50

KSO	3	5.30	
Bugkalot	3	5.30	
Kalinga	2	3.50	
Ayangan	1	1.80	
Total	57	100.00	

Data on the table reflect that the cultural affiliation of the respondents is dominantly Kalanguya and Igorot. Kalanguyas are one of the ancestors and the first inhabitants of Nueva Vizcaya along with the Ayangans, Isinais, Gaddangs, Bugkalots and Iwaks (Teich, 2019). Other migrants who form big portion of the population are the Ilocanos, Tagalogs, Pangasinenses, Kapampangans, Ifugaos, Igorots and others.

Table 3

Frequency and percentage distribution of respondents in terms of academic performance

Average Grade		Frequency	Percentage (%)	Level
1.26-1.50		1	1.80	Outstanding
1.51-1.75		8	14.00	Very Satisfactory
1.76-2.00		14	24.60	Very Satisfactory
2.01-2.25		12	21.10	Satisfactory
2.26-2.50		10	17.50	Satisfactory
2.51-2.75		6	10.50	Satisfactory
2.76-3.00		6	10.50	Fair
	Total	57	100.00	
	Mean	2.16		Satisfactory

As revealed in table 3, the respondents' academic performance is satisfactory with a mean of 2.16, based on the grading system of Nueva Vizcaya State University. Most of the respondents or 49.10% are satisfactory in terms of academic performance having average grades between 2.01 and 2.75. This is followed by 38.60% who are qualitatively categorized as very satisfactory in their academic performance with average grades ranging from 1.51-2.00. On the other hand, only one or 1.80% obtained an outstanding academic performance and 6 or 10. 50 % are fair in their academic performance.

It is generally noted from the data that the respondents perform satisfactorily in their academics which therefore denotes that there is still room to further improve their academic performance. English Language Learners (ELLs) are confronted with complexities on pedagogic text because of inadequate prior subject knowledge, weak verbal language, and vocabulary levels that adversely influence the academic success (Glende, 2013; & Denton, Wexler, Vaughn, & Bryan, 2008). Further, Rupley & Slough (2010) underscored that English language learners (ELL) face twofold obstacles such as English as a channel of teaching and learning and for being responsible for acquiring content and ideas in English and acquiring a second language.

4.2. What is the level of English language learning emotions of the respondents along with anxiety, motivation, and gratitude?

Table 4 discloses that the respondents have high English language learning anxiety with an area mean of 3.46. Most of the respondents or 47.37% of them are high in their English language learning anxiety, 29.82 % are average, 12.28 % are very high while the least percentage of 10.53% are low in their English language learning anxiety.

Table 4

Respondents' level of English language learning emotions along anxiety

Range		Frequency	Percentage	Level
4.20-5.00		7	12.28	Very High
3.40-4.19		27	47.37	High
2.60-3.39		17	29.82	Average
1.80-2.59		6	10.53	Low
1.00-1.79		0	0	Very Low
	Total	57	100.00	
	Mean	3.46		High

Significantly, most of the respondents are highly anxious when they do not know the answer to a question with a mean of 3.95. This is followed by respondents feeling highly anxious when the listener shows some sign(s) such as facial expression to make them uncomfortable; when the speaker or listener asks them a difficult question(s), when they are not familiar with the topic of the discourse and when they cannot decode the speaker's words/phrases with means of 3.95, 3.84, 3.75, 3.74, 3.68, respectively. On the other hand, the respondents are moderately anxious when the speaker or listener corrects the respondents' utterance(s), when the speaker talks about a specific topic(s), and when the speaker speaks a native-like accent with corresponding means of 2.96, 2.93 and 2.75. Findings on the table connote that the respondents who belong to the majority of the Kalanguyas and Igorots find themselves extremely apprehensive and therefore feel uneasy in their English language learning especially when they cannot respond to questions raised by their listeners as they feel conscious of their responses considering their listeners' facial reactions. Further, they feel discreetly anxious when they are corrected about what they say and when the speaker raises topics that they are not well familiar with.

The results from the table hold support in the study of Morozova (2013) who claims that some indigenous learners have deprivations in speaking English and do not show the willingness to communicate because of so many factors. This disposition to interconnect is a prerequisite to overcoming English language barriers. The learner feels that the utterance is just on the tip of his or her tongue, but these thoughts could hardly come out as expressions. The learner may feel that she or he knows exactly what that word is but the moment she or he says it, it comes out as the wrong one based on his or her thoughts. Recalling the precise name that communicates the idea in the mind of the indigenous learner is very hard for him or her. (Coleman, 2014). It is concluded in the study of Leaño (2019) that indigenous learners were extremely hard-up to articulate their ideas. They had difficulty expressing their feelings on entities around using English since this language is already considered their third language. These speaking problems are due to their very limited engagement with the English language most particularly in oral activities. Lacking early exposure to the English language may cause the weaker intellectual capacity of indigenous learners in acquiring skills to speak English.

As gleaned in table 5, the respondents' level of motivation is high with a 3.48 mean. The majority or 50.88% have a high level of motivation, 26.32% of the respondents have an average level of motivation, 12.28 % of the respondents have a very high while 10.53% have a low level of motivation.

Table 5

Respondents' level of English language learning emotions along with motivation

Range	Frequency	Percentage	Level
4.20-5.00	6	10.53	Very High
3.40-4.19	29	50.88	High
2.60-3.39	15	26.32	Average
1.80-2.59	7	12.28	Low
1.00-1.79	0	0	Very Low
Total	57	100.00	
Mean	3.48		High

The respondents' level of motivation is generally high as supported by their drive to learn English in order to develop their confidence, to help them understand English books, movies, pop music, etc., to transfer their knowledge to other people, to get to know other people from other cultures and to know and learn about the native English speakers' ways of life with corresponding means of 4.32, 4.12, 3. 91 3.82, 3.81. In spite of these drives, the respondents moderately perceived and therefore find it beneficial for them to learn English to look more sophisticated and knowledgeable, to learn English because being proficient in English makes other people respect them, to always copy sentences directly from books/articles even though they do not understand the meaning with means of 2.98, 2.58, and 2.19, respectively.

It can be inferred from the data on the table that the respondents generally have a high level of motivation

which is rooted in their intrinsic drive to learn the English language where they develop their trust in themselves as they may benefit from the opportunity of learning the English language. Behaviorist advocates suggest teachers reward when students show some progress in learning and penalize when misbehavior happens. The cognitivist supports techniques that trigger students' ability to think or self-reflect and the humanistic believes in the word 'love', that no matter how bad a student behaves, he or she should be considered worthy and support should be given (Harmer, 2007b; Brown, 2000). Through consistent motivation, certain positive characteristics can be traced in learners such as being active, having high self-esteem, being positive in dealing with mistakes, and being ready to learn (Brown, 2000; Fontana, 1995). According to Prodromou, 1995 as cited by Wihat (2016), those are some of the criteria of a good language learner which should exist in every student.

Table 6 reflects a very high level of respondents' gratitude with a 4.12 mean. Some 57.89% of them consider their level of gratitude as very high. This is followed by a high level of gratitude with 36.84% of the respondents' responses. The least percentage of 5.26 % of the respondents assessed their level of gratitude as average.

Table 6

Respondents' level of English language learning emotions along with gratitude

Range	Frequency	Percentage	Level
4.20-5.00	33	57.89	Very High
3.40-4.19	21	36.84	High
2.60-3.39	3	5.26	Average
1.80-2.59	0	0	Low
1.00-1.79	0	0	Very Low
Total	57	100.00	
Mean	4.12		High

The respondents' high level of gratitude can be attributed to their sense of gratitude on having so much in life to be thankful for; as one gets older, finding one's self abler to appreciate the people, events, and situations that have been part of one's life history; and finding the value of gratitude by returning back the favor through good deeds with others with means of 4.75, 4.67 and 4.63, respectively. Expressing gratitude to people through social media, conveying thankfulness for something or for someone by expressing feelings in any form of a literary piece, and expressing words of thankfulness immediately after feeling grateful to something or someone are least perceived as manifestations of gratitude with corresponding means of 3.56, 3/46 and 2.82, respectively. Generally, the respondents regard their level of gratitude as very high manifesting thankfulness for all things in life, appreciating people, events, and situations, and doing good deeds to others.

4.3. Do significant differences exist in the respondents' level of language learning emotions along with anxiety, motivation, and gratitude when grouped according to profile variables?

Table 7 reveals that there is no significant difference in the respondents' level of English language learning emotions along with anxiety and gratitude when grouped according to college as shown in the computed t-values of -0.189 and -1.832 with corresponding p-values of 0.851 and 0.072, respectively, which are higher than the level of significance set for this study. Hence, the null hypothesis is accepted in this regard. It is inferred that the respondents who belong to the college of arts and sciences and the college of teacher education have similar levels of English language learning anxiety and gratitude.

Table 7

Difference in the respondents' level of language learning emotions along with anxiety, motivation, and gratitude

Variable	Group	Mean	T-Value	P-value	Remark
Anxiety	CAS	3.4505	-0.189	0.851	Not Significant
	CTE	3.4865			
Motivation	CAS	3.3378	-2.558	0.013	Significant
	CTE	3.7350			
Gratitude	CAS	4.0297	-1.832	0.072	Not Significant
	CTE	4.2900			

(df=55)

On the other hand, analysis of the difference in their motivation yielded a t-value of -2.558 corresponding to a p-value of 0.013 which is less than the set level of significance of 0.05. This means that the null hypothesis along this area is rejected, meaning there is a significant difference in the level of motivation of the respondents when grouped according to motivation. In this particular scenario, the level of motivation of respondents coming from the college of teacher education is relatively higher than that of those coming from the college of arts and sciences. Filipino indigenous learners continuously experience difficulty while English is being utilized as a language medium. It is a problem when the indigenous learner is hard up recalling, articulating, and interpreting English words. Hence, s/he struggles during classroom interactions. (Leano et al., 2019).

The Understood Team (2016) mentioned that some learners can have more than one among these obstacles, which are: 1) expressive language difficulties, 2) mixed receptive-expressive language difficulties, and 3) social communication difficulties. Pintrich and Schunk (2002) delineate motivation as a force that energizes, sustains, and directs behavior towards a goal. Although in general motivation is a significant contributor to language learning success, findings from previous research (Mohamad Johdi and Abdul Razak, 2009; Kamarulzaman, 2008) reveal that this factor is still lacking among indigenous students. Gratitude is consistently shown to be significantly associated with greater happiness (Simon, n.d.). Gratitude increases experiences of positive emotions and it also helps people to take pleasure from positive experiences. Furthermore, gratitude is associated with better physical health which is a contributing factor to happiness Gratitude also helps people cope with adversity and to develop and maintain strong relationships.

Table 8

Difference in the respondents' level of language learning emotions along with anxiety, motivation, and gratitude

Variable	Df	F-Value	P-value	Remark
Anxiety	47,9	1.564	0.154	Not Significant
Motivation	47,9	1.454	0.193	Not Significant
Gratitude	47,9	1.376	0.226	Not Significant

As illustrated in table 8, there is no significant difference in the respondents' level of English language learning anxiety, motivation, and gratitude when grouped according to cultural affiliation as shown in the computed f-values of 1.564, 1.454, 1.376 with p-values of 0.154, 0.193 and 0.226, respectively, which are higher than the set level of significance of 0.05. Hence, the null hypothesis along this area is accepted. It can be deduced that the respondents' levels of English language learning anxiety, motivation, and gratitude do not vary when grouped according to cultural affiliation. The respondents therefore who are Kalanguyas and Igorot have similar levels of English language learning anxiety, motivation, and gratitude. This finding runs contrary to the claim of Canchala (2010) that Indigenous students learn differently because they grew up in a different context and with different traditions. Therefore, finding a good way to encourage them to learn a foreign language is very demanding.

Table 9

Difference in the respondents' level of language learning emotions along with anxiety, motivation, and gratitude

Variable	Df	F-Value	P-value	Remark
Anxiety	50,6	1.648	0.154	Not Significant
Motivation	50,6	3.666	0.004	Significant
Gratitude	50,6	4.833	0.001	Significant

Table 9 unveils a significant difference in the respondents' level of motivation and gratitude when grouped according to academic performance as shown in the computed f-values of 3.666 and 4.833 with p-values of 0.004 and 0.001, respectively which are lower than the set level of significance of 0.05. Hence, the null hypothesis along this domain is rejected. The data hence on the table implies that the respondents have different levels of motivation and gratitude when grouped according to academic performance.

On the other hand, no significant difference in the respondents' level of English language learning anxiety

was observed when respondents are grouped according to academic performance as shown in the computed f-value of 1.648 with a p-value of 0.154 which is lower than the set level of significance of 0.05. Hence, the null hypothesis along this domain is accepted, meaning, there is no significant difference in the respondents' level of English language learning anxiety when grouped according to academic performance.

Holt (2001) explains that students are different in terms of their intelligence, language aptitude, motivation, and situational anxiety. Her study is based on the theoretical framework proposed by Gardner (1982, quoted in Holt, 2001) who further describes other factors such as social and cultural milieu, the setting and learning context, and linguistic outcome. Research demonstrates that elements that trigger anxiety differ across language processes and language skills. Anxiety can disrupt complex learning, test-taking, and effective thinking. (Gregersen et al., 2014).

4.4. Do significant correlations exist between and among various emotions of the respondents in English language learning along with anxiety, motivation, and gratitude?

Table 10 discloses that there is a significant correlation between the respondents' level of motivation and level of gratitude as shown by the computed correlation coefficient of 0.408 with a p-value of 0.002 which is lower than the 0.05 level of confidence. Hence, the null hypothesis is rejected in this regard. On the other hand, English language learning anxiety has no significant relationship with motivation and gratitude as shown by the computed correlation coefficients of 0.147 and -0.025 with p-values of 0.276 and 0.853, respectively, which are higher than the 0.05 level of confidence. Hence, the null hypothesis is accepted in this area.

Table 10

Correlations between and among Respondents' Various Emotions in English Language Learning

Variables Correlated	Correlation Coefficient (Pearson r)	P-value	Remark
Anxiety and Motivation	0.147	0.276	Not Significant
Anxiety and Gratitude	-0.025	0.853	Not Significant
Motivation and Gratitude	0.408	0.002	Significant

Findings on the table imply that the drive-in English language learning significantly relates to the sense of gratitude. It is noted however that there exist no significant relations between English language learning anxiety with motivation and gratitude. Successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation: positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity. The underlying motivation and good attitude to study the language are largely instrumental (Oroujlou & Vahedi, 2011). The sense of gratitude, on the other hand, makes people feel elevated—which then bolsters their motivation and effort towards self-improvement. (Armenta & Lyubomirsky, 2017).

4.5. How can the findings of this study contribute to the enhancement of English language learning in the university?

After a thorough investigation of the emotions of IP learners attached to English language learning at NVSU-Bambang Campus, the researchers were able to gather information on how the research participants feel and perceive the second language learning system in the university. This information hence will serve as a basis in improving language instruction to optimize learning among IP learners of the institution which enormously take a portion of the student populace thereby preparing them substantially in the challenges of the global community for which they are being geared. The following thematic presentation may be substantial to point out the contribution of this study in the enhancement of English language learning in the university.

Addressing anxiety in a multicultural classroom. Language learning is a challenge, especially so that the classroom is composed of diverse cultures. Establishing intercultural sensitivity and helping students improve their cultural intelligence by engaging them in classroom activities that allow them to acquire cultural knowledge and traditions may bridge the gaps brought about by ethnocentric views. Unlocking cultural difficulties and adjustments may help the learners get rid of their anxiety in the language learning process. The existence and acceptance of the teachers that anxiety could be an emotion that hampers language learning help them to design classroom activities that cater to the cultural needs and interests of the learners.

Recently conducted research by Morozova (2013) gleaned the general problems of students associated with learning to speak were subdivided into four main groups: first, students are ashamed to verbalize English because of being afraid to commit errors and being censured by teachers and others; second, working in groups encourages students to use their native language; third, students deficiency in information about topics is being discussed even in their native tongue; and lastly, students seem to be inadequate with language command in solving assigned tasks. Aside from these concerns in academics, indigenous learners are also challenged with other difficulties and various experiences that are related to their hardship in expressing themselves in a language that the majority speaks. Having very limited exposure to the English language impacts their rightful opportunities. (Australian Law Reform Commission, 2016)

Creating a learning atmosphere of high motivation. Setting the mood for optimum learning in a language class is a challenge to the teachers. The teachers must be equipped with skills of designing pre-lesson activities as well as lesson activities that can inspire the students to learn at their best. The learners are faced with the complex system of the second language under study hence there is a need to strategize so that retention and practice will be heightened. Activities that are engaging may keep the learning interests of the students ablaze, thereby, allowing them to learn to communicate their thoughts and ideas in the target language with much ease and proficiency. Motivation in the classroom is a key strategy to engage students in learning a foreign language. It is a dynamic and interactive process composed of beliefs, wants, reasons, and goals mediated by socio-cultural and historical conditions to learn a second or foreign language (Bastidas, 2006). Motivation is an important quality that pervades all aspects of teaching and learning. As Schunk, Pintrich, and Meece (2008) point out, motivated students display interest in activities; motivated teachers feel that they can help students to learn, and motivated administrators facilitate teaching and learning in their workplaces.

Teaching gratefulness alongside language skills. An attitude of gratefulness teaches the learners to appreciate the small things they acquire in the language classroom. A display of this emotion allows connection between and among learners, eventually, establishing a good relationship among them. It could be noted that a learning environment that permits rapport among learners facilitates collaborative learning which gives the chance for challenged students to learn from those who are doing well in the language classroom whose main purpose is not only to enhance language skills but more importantly to improve affective attributes of the learners. McCullough, Emmons, and Tsang (2002) conducted a study that showed that grateful individuals experience more positive emotions, are more satisfied with life, and experience fewer negative emotions including depression, anxiety, and envy. More grateful people also tend to be more pro-socially oriented. They are more likely to be empathic, forgiving, helpful, and supportive than those who are less grateful. They are less focused on attaining materialistic goals. It was further found out that those who show more gratefulness also tend to be more spiritually and religiously minded.

5. Conclusions

After careful handling of data collected to address the various research problems posed in this study, the following conclusions were derived. The majority of the respondents come from the college of arts sciences while the minority of them come from the college of teacher education. Only these colleges of the NVSU-Bambang campus cater to students who intend to pursue a degree aligned to English language education. Moreover, most of the combined respondents are Kalanguya and Igorot while their academic performance is

qualitatively described as satisfactory. The level of English language learning emotions of the respondents along anxiety, motivation, and gratitude is high. This implies that despite their being motivated and grateful, they still show a high level of anxiety in language learning.

When grouped according to college, the respondents showed a significant difference in their level of motivation but not in their levels of anxiety and gratitude. When grouped according to cultural affiliation, on the other hand, the respondents showed no significant difference in their levels of anxiety, motivation, and gratitude. Lastly, when grouped according to academic performance, the respondents showed significant differences in their levels of motivation and gratitude but not in their level of anxiety. There is a significant correlation between the English language learning emotions of the respondents along with motivation and gratitude but their level of emotions along anxiety did not correlate with either their level of motivation or their level of gratitude. After a thorough analysis of the results of the study, its contributions are thematically categorized into addressing anxiety in a multicultural classroom, creating a learning atmosphere of high motivation, and teaching gratefulness alongside language skills, which are deemed necessary to enhance the English language learning in the university.

5.1 Recommendations

With the foregoing conclusions, the following recommendations were dovetailed. Since the academic performance of the English major students of the university who are enrolled under the college of arts and sciences and college of teacher education, it is but proper to address their learning needs along with their specialization. The language teacher may utilize a more flexible range of strategies to address differentiated learning brought about by heterogeneity in cultural affiliation and learning interests.

Learning emotions along with anxiety may be minimized to assure quality in second language acquisition. After having unveiled that most of the students enrolled in the programs belong to IP groups prevalent in southern Nueva Vizcaya, classroom activities aligned to their cultural needs may be designed to ensure active participation. Such may gradually reduce the level of anxiety of the learners. To address the differences in the level of English language emotions of the respondents along with motivation and gratitude, while their level of emotions along anxiety is reduced, intercultural activities may be carried out involving both groups. These may take the form of co- and extracurricular activities under the umbrella of student affairs and services.

Keeping an atmosphere of motivation in the English language classroom eventually intensifies the level of gratefulness of the learners. To do so, the language teacher may engage in training and professional development activities that may enhance his/her motivational skills. This may possibly strengthen furthermore the skills of the teacher to create a learning climate of acceptance that may lessen the level of anxiety among students. To improve the English language instruction in the university, efforts may be initiated to address anxiety in a multicultural classroom, create a learning atmosphere of high motivation, and teach gratefulness alongside language skills. Diagnostic research may be conducted to ascertain the areas of difficulties of the respondents that learning intervention may be developed to enhance their academic performance. Other research may be conducted to look into other attributes involved in language learning like academic confidence, resourcefulness, technological readiness, and psychosocial health, among others.

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