

# Language anxiety, self-regulated language learning strategies, and teacher support in English language learning among selected HEIs in Davao Region

Andon, Josephine S. ✉

Graduate School, Lyceum of the Philippines University – Batangas, Philippines  
([andonjosephine777@gmail.com](mailto:andonjosephine777@gmail.com))

Perez, Vivian A.

Lyceum of the Philippines University-Batangas, Philippines ([vaperez@lpubatangas.edu.ph](mailto:vaperez@lpubatangas.edu.ph))



ISSN: 2243-7703  
Online ISSN: 2243-7711

OPEN ACCESS

**Received:** 3 January 2026

**Available Online:** 2 February 2026

**Revised:** 28 January 2026

**DOI:** 10.5861/ijrse.2026.26601

**Accepted:** 1 February 2026

---

## ***Abstract***

This study examines the relationships among language anxiety, self-regulated learning (SRL) strategies, and teacher support in English language learning among students from selected Higher Education Institutions (HEIs) in the Davao Region. Using a quantitative research design, the study explores key dimensions of language anxiety—communication apprehension, fear of negative evaluation, and test anxiety—as well as core SRL components such as goal setting, self-monitoring, time management, help-seeking, self-evaluation, and motivation. Teacher support is analyzed in terms of emotional, instrumental, appraisal, and informational assistance. Results indicate that students generally experience low levels of language anxiety, consistently use SRL strategies, and perceive strong teacher support, particularly in appraisal and informational forms. Significant relationships were found among the three variables, showing that higher levels of teacher support are associated with reduced language anxiety and increased use of SRL strategies. Based on these findings, the study emphasizes the value of learner-centered interventions such as the INSPIRE English Program, which promotes guided speaking activities, test preparation, time-management training, peer support, and constructive feedback to enhance students' confidence, autonomy, and communicative competence.

***Keywords:*** language anxiety, self-regulated learning, teacher support, English language learning, higher education institutions, communication apprehension, motivation regulation, academic support

## Language anxiety, self-regulated language learning strategies, and teacher support in English language learning among selected HEIs in Davao Region

### 1. Introduction

English language proficiency remains a crucial determinant of academic success and professional readiness among college students in the Philippines, particularly in higher education institutions (HEIs) where English serves as the primary medium of instruction and a gateway to global academic engagement. Despite its importance, many students struggle to achieve the expected level of proficiency, especially in speaking, writing, and interactive tasks, highlighting the need to examine affective, cognitive, and contextual factors that influence English learning. Among these, language anxiety is a significant emotional barrier, encompassing communication apprehension, fear of negative evaluation, and test anxiety, which has been shown to reduce participation and academic performance (Teimouri, Goetze, & Plonsky, 2019; Alrabai, 2020; Dewaele et al., 2022). Studies in Philippine HEIs report that learners particularly experience anxiety in oral communication and performance-based tasks, affecting confidence and engagement (Santiago & Roxas, 2021; Tupas & Salonga, 2020).

Closely related to language anxiety are self-regulated learning (SRL) strategies, defined as learners' active management of cognitive, behavioral, and motivational processes, including goal setting, time management, help-seeking, self-monitoring, and self-reflection (Panadero, 2017; Zimmerman & Moylan, 2020). Empirical research demonstrates that stronger SRL practices correlate with higher academic achievement, persistence, and motivation, while high anxiety can inhibit these strategies due to reduced attentional control and avoidance behaviors (Broadbent & Poon, 2020; Putwain, Becker, Symes, & Pekrun, 2019; Shao, Nicholson, Kutuk, & Lei, 2020). In EFL contexts, SRL strategies enhance willingness to communicate and self-efficacy (Teng & Zhang, 2020; Zhang, 2024), indicating the interdependence of affective and self-regulatory processes in effective language learning.

Teacher support represents a critical contextual factor shaping both emotional and cognitive dimensions of language learning. It encompasses instructional clarity, emotional encouragement, availability for assistance, and meaningful feedback, which collectively foster engagement, persistence, and well-being (Federici & Skaalvik, 2021; Wang & Eccles, 2020). Research indicates that supportive teacher behaviors reduce communication anxiety and encourage learners to take linguistic risks, whereas environments focused solely on content coverage and assessment may exacerbate anxiety and hinder self-regulation (Liu, Zhang, & Li, 2022; Sulis & Philp, 2021). Despite its importance, affective teacher support remains underexplored in many Philippine HEIs, particularly in regional settings such as Davao, limiting the understanding of how instructional practices can simultaneously address anxiety and promote autonomous learning.

Empirical investigation of the interrelationship between language anxiety, SRL, and teacher support in the Philippine context remains limited. While prior studies have explored language anxiety or SRL in isolation, few have examined how these constructs interact within authentic classroom contexts and across diverse linguistic settings (Alrabai, 2020; Broadbent & Poon, 2020; Zhou, 2022). Recent international research suggests that teacher support can buffer anxiety's negative effects and promote self-regulation, but localized studies integrating all three variables are scarce (Putwain et al., 2019; Shao et al., 2020). Addressing this gap, the present study investigates how perceived teacher support relates to language anxiety and SRL strategies among college students in selected HEIs in the Davao Region, providing contextually grounded evidence to inform instructional and programmatic interventions.

In response to the identified challenges, the study proposes the INSPIRE English Program (Integrating Support, Performance Improvement, and Resilience in English Learning), designed to strengthen learners' SRL practices, reduce language anxiety, and enhance teacher support through guided workshops, reflective modules, and structured feedback mechanisms. By integrating affective, cognitive, and instructional dimensions, the

program promotes learner confidence, autonomous learning, and engagement in English tasks, while offering HEIs a replicable, research-informed framework to improve English learning outcomes and align with national and international standards. This approach emphasizes the critical synergy between teacher support and learner strategies, underscoring the importance of evidence-based, context-sensitive interventions in Philippine higher education.

## 2. Methodology

The study employed a quantitative, non-experimental descriptive–correlational research design to describe levels of language anxiety, self-regulated learning (SRL) strategies, and perceived teacher support, and to examine the relationships among these variables. Data were gathered through surveys and analyzed using descriptive and correlational statistics. Stratified random sampling was used, with stratification based on year level, academic program, and type of institution to ensure adequate representation. All 834 college students enrolled in English-related courses from two higher education institutions (one public and one private) in the Davao Region participated in the study. Respondents came from comparable programs—Bachelor of Science in Office Administration and Bachelor of Science in Public Administration—to ensure curricular equivalence. Demographic variables were limited to sex, year level, program, and type of institution due to their relevance to the study variables. Three adapted instruments were used: the Foreign Language Classroom Anxiety Scale (FLCAS) to measure communication apprehension, fear of negative evaluation, and test anxiety; the Foreign Language Teacher Support Scale (FLTSS) to assess emotional, instrumental, appraisal, and informational support; and a researcher-developed Self-Regulated Learning Strategies questionnaire based on established SRL models. All instruments used a 4-point Likert scale. Content validation was conducted by experts, and a pilot test with 30 students confirmed internal consistency. Cronbach’s alpha values ranged from acceptable to excellent ( $\alpha = .70-.95$ ) across all constructs, indicating that the instruments were reliable and appropriate for use in the main study.

## 3. Results and Discussion

**Table 1**

*Percentage Distribution of the Respondents' Profile*

Type of School	Frequency	Percentage %
Public	564	67.6
Private	270	32.40
<b>Year Level</b>		
1 <sup>st</sup> year	263	31.5
2 <sup>nd</sup> year	286	34.3
3 <sup>rd</sup> year	156	18.7
4 <sup>th</sup> year	129	15.5
<b>Program</b>		
BS in Office Administration	339	40.6
BS in Public Administration	495	59.4
<b>Sex</b>		
Male	313	37.5
Female	521	62.5

Table 1 presents the demographic profile of the 834 student respondents in terms of type of school, year level, program, and sex. Most participants were enrolled in public higher education institutions (67.6%), while 32.4% came from private institutions, indicating that the findings largely reflect the experiences of students in public HEIs. In terms of year level, second-year students comprised the largest group (34.3%), followed by first-year students (31.5%), suggesting that a majority of respondents were in the early stages of their college education. With regard to academic program, more than half of the respondents were enrolled in the BS in Public Administration program (59.4%), while 40.6% were taking BS in Office Administration. The sample was predominantly female (62.5%), with males accounting for 37.5%. Overall, the demographic distribution provides essential context for interpreting the study findings by clarifying the characteristics and representation of the student population involved.

**Table 2***Summary Table on Language Anxiety*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Communication Apprehension	2.10	Disagree	2.5
Fear of Negative Evaluation	2.17	Disagree	1
Test Anxiety	2.10	Disagree	2.5
Composite Mean	2.13	Disagree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 summarizes students' levels of language anxiety across three dimensions: fear of negative evaluation, communication apprehension, and test anxiety. The composite mean of 2.13, verbally interpreted as *Disagree*, indicates that students from the selected HEIs generally do not experience high levels of language anxiety, suggesting a supportive and low-anxiety English learning environment. Among the indicators, fear of negative evaluation ranked highest (WM = 2.17), although it remained within the *Disagree* range, implying that students are relatively more sensitive to being judged by teachers or peers than to speaking in English or taking tests. This reflects the social and evaluative nature of language learning, where public performance and feedback may still trigger mild concern despite an overall positive classroom climate. Communication apprehension and test anxiety were tied at Rank 2.5 (WM = 2.10), both interpreted as *Disagree*, indicating that students generally feel comfortable participating in English communication and managing assessment-related demands. These findings suggest that instructional practices, such as frequent low-stakes communicative activities, teacher encouragement, and clear assessment guidelines, help minimize anxiety.

**Table 3***Summary Table on Self-Regulated Learning Strategies*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Goal Setting and Planning	3.30	Agree	2
Self-monitoring	3.28	Agree	4
Time Management	3.22	Agree	6
Help-Seeking Behavior	3.25	Agree	5
Self-Evaluation and Adaptation	3.31	Agree	1
Motivation Regulation	3.29	Agree	3
Composite Mean	3.27	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 summarizes students' self-regulated learning (SRL) strategies across six components. The composite mean of 3.27, verbally interpreted as *Agree*, indicates that students consistently employ a wide range of SRL strategies in learning English. This suggests that learners actively manage their learning through planning, monitoring, regulating motivation, and adapting strategies, reflecting strong engagement in cognitive, metacognitive, behavioral, and motivational processes. Overall, the findings portray students as purposeful and autonomous learners rather than passive recipients of instruction. Among the indicators, Self-Evaluation and Adaptation ranked highest (WM = 3.31), followed by Goal Setting and Planning (WM = 3.30) and Motivation Regulation (WM = 3.29), highlighting students' strengths in reflection, strategic preparation, and sustaining motivation. Self-Monitoring and Help-Seeking Behavior also received positive evaluations, indicating awareness of learning progress and willingness to seek assistance when needed. Time Management ranked lowest (WM = 3.22), though still within the *Agree* range, suggesting it as a relative area for improvement.

**Table 4***Summary Table on Teachers' Support In Language Learning*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Emotional Support	3.34	Agree	1
Instrumental Support	3.32	Agree	2
Appraisal Support	3.27	Agree	3.5
Informational Support	3.27	Agree	3.5
Composite Mean	3.30	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 4 shows that students generally perceive a high level of teacher support in language learning, with a

composite mean of 3.30, verbally interpreted as *Agree*. Among the four dimensions, Emotional Support ranked highest (WM = 3.34), underscoring the importance of teachers' encouragement, empathy, and understanding in creating a safe and motivating learning environment. This type of support helps reduce anxiety, enhance confidence, and promote students' emotional well-being. Instrumental Support followed closely (WM = 3.32), highlighting the value students place on practical assistance such as lesson clarification, feedback, and structured learning activities that directly facilitate academic progress and engagement. Appraisal Support and Informational Support shared the third rank (WM = 3.27), indicating that students also recognize the importance of constructive feedback, guidance, and learning strategies provided by teachers. These forms of support help students evaluate their performance, set realistic goals, and regulate their learning more effectively.

**Table 5**

*Difference of Responses on Language Anxiety When Grouped According to Profile*

Type of School	U / H	p-value	Interpretation
Communication Apprehension	44171	<.001	Highly Significant
Fear of Negative Evaluation	51118.5	<.001	Highly Significant
Test Anxiety	49544.5	<.001	Highly Significant
<b>Year Level</b>			
Communication Apprehension	1.404	0.241	Not Significant
Fear of Negative Evaluation	2.387	0.068	Not Significant
Test Anxiety	0.883	0.450	Not Significant
<b>Program</b>			
Communication Apprehension	79903.5	0.24	Not Significant
Fear of Negative Evaluation	78046.5	0.085	Not Significant
Test Anxiety	79829.5	0.231	Not Significant
<b>Sex</b>			
Communication Apprehension	81037.5	0.882	Not Significant
Fear of Negative Evaluation	80370.5	0.728	Not Significant
Test Anxiety	79216	0.488	Not Significant

Legend: Significant at p-value < 0.05

Table 5 presents the differences in students' language anxiety when grouped according to profile variables. Results indicate that type of school is the only variable showing a highly significant difference ( $p < .001$ ) across all three dimensions of language anxiety, communication apprehension, fear of negative evaluation, and test anxiety. This suggests that institutional context plays a crucial role in shaping students' emotional experiences in English learning. Variations in school resources, instructional quality, classroom climate, assessment practices, and exposure to English likely contribute to differing anxiety levels among students from different school types. Overall, the findings imply that school-related factors influence not just one but multiple dimensions of language anxiety.

In contrast, year level, academic program, and sex showed no significant differences in any dimension of language anxiety, indicating that these demographic variables do not meaningfully affect students' anxiety levels in this sample. This suggests that language anxiety is more situational than developmental or demographic, shaped primarily by environmental and instructional conditions rather than by students' year, field of study, or gender. Collectively, the results highlight the primacy of institutional factors in influencing language anxiety and underscore the need for school-based interventions, such as supportive classroom practices, constructive feedback, and balanced assessment approaches, to reduce anxiety and enhance students' engagement and confidence in English learning.

**Table 6**

*Difference of Responses on Self-Regulated Learning When Group According to Profile*

Type of School	U / H	p-value	Interpretation
Goal Setting and Planning	55724	<.001	Highly Significant
Self-monitoring	61146	<.001	Highly Significant
Time Management	59556.5	<.001	Highly Significant
Help-Seeking Behavior	56149	<.001	Highly Significant
Self-Evaluation and Adaptation	61231.5	<.001	Highly Significant
Motivation Regulation	60884.5	<.001	Highly Significant

Year Level			
Goal Setting and Planning	0.312	0.958	Not Significant
Self-monitoring	1.158	0.763	Not Significant
Time Management	3.565	0.312	Not Significant
Help-Seeking Behavior	3.136	0.371	Not Significant
Self-Evaluation and Adaptation	4.521	0.210	Not Significant
Motivation Regulation	1.881	0.598	Not Significant
Program			
Goal Setting and Planning	81659	0.507	Not Significant
Self-monitoring	82611.5	0.701	Not Significant
Time Management	81700.5	0.514	Not Significant
Help-Seeking Behavior	83349	0.870	Not Significant
Self-Evaluation and Adaptation	82963	0.780	Not Significant
Motivation Regulation	83210.5	0.837	Not Significant
Sex			
Goal Setting and Planning	79777	0.597	Not Significant
Self-monitoring	80341.5	0.719	Not Significant
Time Management	77646.5	0.243	Not Significant
Help-Seeking Behavior	78788.5	0.409	Not Significant
Self-Evaluation and Adaptation	80232.5	0.694	Not Significant
Motivation Regulation	80227.5	0.693	Not Significant

Legend: Significant at p-value < 0.05

Table 6 presents the differences in students' self-regulated learning (SRL) strategies when grouped according to profile variables. Results show that type of school is the only variable with highly significant differences ( $p < .001$ ) across all six SRL dimensions, goal setting and planning, self-monitoring, time management, help-seeking behavior, self-evaluation and adaptation, and motivation regulation. This indicates that institutional context strongly influences students' ability to regulate their learning. School-level factors such as instructional quality, availability of learning resources, teacher support, and pedagogical approaches play a central role in shaping students' cognitive, behavioral, and motivational regulation strategies. In contrast, year level, academic program, and sex showed no significant differences across any SRL dimension, suggesting that self-regulated learning is not primarily determined by demographic characteristics but by the learning environment. This implies that SRL does not automatically develop with academic progression, program affiliation, or gender, but requires explicit instruction, consistent practice, and supportive school structures. Hence, the findings highlight the importance of strengthening institutional support systems, promoting autonomy-supportive teaching, and integrating structured SRL interventions to enhance students' capacity to manage and sustain effective learning behaviors.

**Table 7**

*Difference of Responses on teachers' support in language learning when grouped according to profile*

Type of School	U / H	p-value	Interpretation
Emotional Support	62793.5	<.001	Highly Significant
Instrumental Support	59290.5	<.001	Highly Significant
Appraisal Support	63072	<.001	Highly Significant
Informational Support	65468.5	<.001	Highly Significant
Year Level			
Emotional Support	1.441	0.696	Not Significant
Instrumental Support	5.425	0.143	Not Significant
Appraisal Support	1.17	0.760	Not Significant
Informational Support	0.434	0.933	Not Significant
Program			
Emotional Support	83592	0.927	Not Significant
Instrumental Support	79909	0.237	Not Significant
Appraisal Support	83881.5	0.995	Not Significant
Informational Support	81739.5	0.517	Not Significant
Sex			
Emotional Support	80350.5	0.721	Not Significant
Instrumental Support	78391.5	0.345	Not Significant
Appraisal Support	80960.5	0.862	Not Significant
Informational Support	80077.5	0.658	Not Significant

Legend: Significant at p-value < 0.05

Table 7 presents the differences in students' perceptions of teachers' support in language learning when grouped according to profile variables. The results show that type of school is the only variable with highly significant differences ( $p < .001$ ) across all four dimensions of teacher support, emotional, instrumental, appraisal, and informational. This indicates that students' perceptions of how much support they receive from teachers vary significantly depending on institutional context. Differences in class size, teacher workload, availability of resources, and school culture likely influence teachers' capacity to provide encouragement, guidance, feedback, and learning strategies, thereby shaping students' overall support experiences. In contrast, year level, academic program, and sex showed no significant differences across all support dimensions, suggesting that teacher support is experienced similarly across these groups. This highlights that perceived teacher support is largely context-driven rather than learner-driven, with institutional environments exerting a stronger influence than demographic factors. The findings underscore the importance of strengthening school-level conditions, such as supportive policies, manageable teaching loads, and professional development, to enable teachers to consistently provide comprehensive support. Enhancing these institutional factors can foster more inclusive, motivating, and effective language learning environments that promote students' engagement, confidence, and academic success.

**Table 8***Relationship Between Language Anxiety and Self-Regulated Learning*

Communication Apprehension	rho-value	p-value	Interpretation
Goal Setting and Planning	-.244**	<.001	Highly Significant
Self-monitoring	-.153**	<.001	Highly Significant
Time Management	-.221**	<.001	Highly Significant
Help-Seeking Behavior	-.205**	<.001	Highly Significant
Self-Evaluation and Adaptation	-.186**	<.001	Highly Significant
Motivation Regulation	-.159**	<.001	Highly Significant
<b>Fear of Negative Evaluation</b>			
Goal Setting and Planning	-.244**	<.001	Highly Significant
Self-monitoring	-.140**	<.001	Highly Significant
Time Management	-.205**	<.001	Highly Significant
Help-Seeking Behavior	-.209**	<.001	Highly Significant
Self-Evaluation and Adaptation	-.181**	<.001	Highly Significant
Motivation Regulation	-.167**	<.001	Highly Significant
<b>Test Anxiety</b>			
Goal Setting and Planning	-.267**	<.001	Highly Significant
Self-monitoring	-.159**	<.001	Highly Significant
Time Management	-.184**	<.001	Highly Significant
Help-Seeking Behavior	-.199**	<.001	Highly Significant
Self-Evaluation and Adaptation	-.189**	<.001	Highly Significant
Motivation Regulation	-.173**	<.001	Highly Significant

Legend: Significant at  $p$ -value  $< 0.01$

Table 8 shows consistently negative and highly significant relationships between language anxiety (communication apprehension, fear of negative evaluation, and test anxiety) and all dimensions of self-regulated learning (SRL), with rho values ranging from  $-.140$  to  $-.267$  ( $p < .001$ ). This indicates that higher levels of language anxiety are associated with lower use of SRL strategies, while lower anxiety corresponds to stronger goal setting, monitoring, time management, help-seeking, self-evaluation, and motivation regulation. Among the anxiety dimensions, test anxiety demonstrated the strongest negative association, particularly with goal setting and planning, suggesting that assessment-related stress most severely disrupts students' ability to organize, plan, and regulate their learning. These findings are consistent with previous studies showing that anxiety interferes with attentional control and metacognitive functioning, thereby weakening learners' capacity to manage their learning effectively (Pekrun, 2021; Zheng & Cheng, 2022). The results further align with the related literature, which emphasizes the close link between affective factors and SRL. Research has shown that communication apprehension and fear of negative evaluation reduce learners' willingness to seek help, monitor progress, and engage in adaptive strategies due to lowered self-efficacy and heightened self-consciousness (Dewaele, 2021; Yan et al., 2021; Shao et al., 2023). Similarly, test anxiety has been found to consume cognitive resources needed for higher-order regulation, leading to avoidance behaviors and reduced motivation (Li, et al., 2020; Papi & Hiver, 2020).

Table 9 shows a consistent negative relationship between students' language anxiety and their perceptions of teachers' support in language learning, indicating that higher levels of communication apprehension, fear of negative evaluation, and test anxiety are associated with lower perceived teacher assistance. Among the types of support, instrumental support exhibits the strongest negative correlations across all anxiety dimensions (communication apprehension  $\rho = -.250$ , fear of negative evaluation  $\rho = -.253$ , test anxiety  $\rho = -.275$ , all  $p < .001$ ), suggesting that anxious learners are particularly sensitive to practical, task-oriented guidance such as step-by-step instructions, scaffolding, and examples.

**Table 9***Relationship Between Language Anxiety and Teachers' Support In Language Learning*

Communication Apprehension	rho-value	p-value	Interpretation
Emotional Support	-.183**	<.001	Highly Significant
Instrumental Support	-.250**	<.001	Highly Significant
Appraisal Support	-.146**	<.001	Highly Significant
Informational Support	-.100**	0.004	Significant
<b>Fear of Negative Evaluation</b>			
Emotional Support	-.176**	<.001	Highly Significant
Instrumental Support	-.253**	<.001	Highly Significant
Appraisal Support	-.136**	<.001	Highly Significant
Informational Support	-.114**	0.001	Highly Significant
<b>Test Anxiety</b>			
Emotional Support	-.188**	<.001	Highly Significant
Instrumental Support	-.275**	<.001	Highly Significant
Appraisal Support	-.143**	<.001	Highly Significant
Informational Support	-.110**	0.001	Highly Significant

Legend: Significant at p-value < 0.01

Emotional, appraisal, and informational support also show significant but weaker negative associations. These findings align with Krashen's (1982) affective filter hypothesis, which posits that high anxiety obstructs learners' ability to process input and perceive supportive cues, and are corroborated by Khajavy (2021) and Subekti (2020), who reported that communication apprehension reduces learners' recognition of teacher support, and by Zhang and Tsung (2021), who observed that fear of negative evaluation leads learners to discount constructive feedback. Test anxiety demonstrates the strongest overall effect, with anxious students perceiving less practical and emotional support, potentially misinterpreting feedback as punitive or overlooking scaffolded guidance. This pattern echoes the findings of Yan and Wang (2022) and Nugroho et al. (2021), who emphasize that structured teacher guidance mitigates the negative impact of anxiety on learning. In the Davao HEI context, where English is often a second language and classroom pressure is high, these results underscore the need for teachers to combine clear instructional scaffolding, regular constructive feedback, and accessible resources with emotional reassurance, non-threatening evaluation, and consistent encouragement. Such strategies foster a psychologically safe environment, reduce affective barriers, and enhance student engagement, self-efficacy (Li & Dewaele, 2021; Xie & Derakhshan, 2021; Shao et al., 2025).

Table 10 shows a consistent pattern of moderate to strong positive correlations between students' self-regulated learning (SRL) and teachers' support in language learning, with all rho-values significant at  $p < .001$ . Instrumental support demonstrates the strongest associations across all SRL dimensions, including goal setting and planning ( $\rho = .609$ ), self-monitoring ( $\rho = .608$ ), time management ( $\rho = .595$ ), help-seeking behavior ( $\rho = .604$ ), self-evaluation and adaptation ( $\rho = .645$ ), and motivation regulation ( $\rho = .623$ ). Emotional, appraisal, and informational support also show significant positive correlations, indicating that encouragement, constructive feedback, clear instructions, and accessible guidance collectively enhance learners' SRL skills. These findings align with socio-cognitive theory, which emphasizes the critical role of external support in promoting internal regulation (Panadero, 2022; Broadbent, 2020; Teng, 2021), and are corroborated by research demonstrating that high-quality teacher scaffolding and feedback foster goal-setting, strategic planning, and monitoring in language learners (Zhang & Seepho, 2021; Teng & Zhang, 2021; De Jesús & Chaves, 2022).

**Table 10**

*Relationship Between Self-Regulated Learning and Teachers' Support In Language Learning*

Goal Setting and Planning	rho-value	p-value	Interpretation
Emotional Support	.566**	<.001	Highly Significant
Instrumental Support	.609**	<.001	Highly Significant
Appraisal Support	.567**	<.001	Highly Significant
Informational Support	.548**	<.001	Highly Significant
<b>Self-monitoring</b>			
Emotional Support	.585**	<.001	Highly Significant
Instrumental Support	.608**	<.001	Highly Significant
Appraisal Support	.604**	<.001	Highly Significant
Informational Support	.593**	<.001	Highly Significant
<b>Time Management</b>			
Emotional Support	.563**	<.001	Highly Significant
Instrumental Support	.595**	<.001	Highly Significant
Appraisal Support	.599**	<.001	Highly Significant
Informational Support	.549**	<.001	Highly Significant
<b>Help-Seeking Behavior</b>			
Emotional Support	.585**	<.001	Highly Significant
Instrumental Support	.604**	<.001	Highly Significant
Appraisal Support	.603**	<.001	Highly Significant
Informational Support	.559**	<.001	Highly Significant
<b>Self-Evaluation and Adaptation</b>			
Emotional Support	.612**	<.001	Highly Significant
Instrumental Support	.645**	<.001	Highly Significant
Appraisal Support	.630**	<.001	Highly Significant
Informational Support	.641**	<.001	Highly Significant
<b>Motivation Regulation</b>			
Emotional Support	.605**	<.001	Highly Significant
Instrumental Support	.623**	<.001	Highly Significant
Appraisal Support	.606**	<.001	Highly Significant
Informational Support	.575**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

The strongest correlations appear in self-evaluation and adaptation, highlighting that teacher-provided scaffolding and explicit guidance significantly improve learners' reflective and adaptive capabilities. Motivation regulation also shows robust associations, suggesting that structured support helps students sustain engagement and persistence in challenging tasks (Dörnyei & Henry, 2020; Wu & Li, 2021). Time management and help-seeking behaviors are similarly enhanced when teachers provide clear instructions, timely feedback, and a supportive, non-threatening environment (Hammond & Park, 2020; Shen et al., 2020). Overall, the findings underscore that teacher support, whether emotional, instrumental, appraisal, or informational, serves as a strong catalyst for developing SRL, reinforcing learners' metacognitive, strategic, and motivational capacities and highlighting the importance of responsive teaching in promoting language learning success.

The INSPIRE program is designed to directly address the specific areas of need identified in the study, particularly the lowest-rated indicators in communication apprehension, fear of negative evaluation, test anxiety, time management, and help-seeking behaviors. Each strategy is justified based on the corresponding variable and item-level results, ensuring alignment between empirical findings and intervention design.

**Table 11. I**

*INSPIRE English Program: Integrating Support, Performance Improvement, and Resilience in English Learning*

Key Result Area	Objectives	Activities/ Strategies	Person Involved	Expected Outcome
Fear of Negative Evaluation	A. To help students overcome fear of making mistakes and reduce nervousness when speaking English.	Conduct guided speaking workshops that gradually expose students to public speaking in authentic contexts.	English faculty members who will facilitate speaking activities and provide feedback.	Students show increased confidence in speaking English inside and outside the classroom.
		Implement role-playing activities simulating real-life communication, such as	Language coordinator who will support the conduct of workshops and speech	More students actively participate during class discussions, oral

		interviews or classroom dialogues.  Organize speech clinics focusing on pronunciation, fluency, intonation, and confidence development.	clinics.  Student participants who will take part in activities designed to reduce apprehension.	recitations, and group tasks.  Students demonstrate reduced fear of making mistakes when speaking English
Test Anxiety	B. To alleviate students' test-related anxiety and enhance their performance in English assessments.	Administer mock English tests under realistic conditions, followed by reflective discussions on performance.  Integrate brief relaxation and mindfulness techniques before major assessments to reduce anxiety.  Offer targeted consultations to address individual areas of difficulty prior to assessments.	English faculty members responsible for designing mock tests, giving feedback, and teaching strategies.  Guidance counselors who will lead relation exercises and provide anxiety management support.  Academic coordinators who oversee implementation and ensure alignment with curriculum objectives.	Students exhibit reduced anxiety levels during English examinations.  Students perform better in tests due to increased familiarity with test formats and structure.  Learners gain confidence in their exam preparation and overall academic abilities.  Improved readiness and a more positive attitude toward English assessments.
Time Management	A. To develop students' ability to manage time effectively and optimize their study efficiency.	Conduct time management workshops that emphasize strategic planning and prioritization for academic tasks.  Introduce structured reflection sessions for students to analyze their time-use patterns and identify efficiency improvements.  Teach task decomposition techniques to help students break complex assignments into manageable steps	English faculty who guide students in setting academic goals and managing study time.  Academic counselors who lead workshops and provide individualized support.  Student participants who implement and track their study plans.	Students become more organized in managing academic responsibilities.  Greater consistency in meeting deadlines and completing tasks.  Students demonstrate improved study habits and learning efficiency.
Help-seeking Behavior	B. To promote students' proactive engagement in seeking academic assistance and guidance.	Launch a peer mentoring program where experienced students provide targeted support in English learning challenges.  Implement structured consultation sessions to address individual learning gaps and clarify complex concepts.  Introduce guided orientation on academic resources to ensure students can effectively access and utilize support services.	English faculty who provide consultation and guide collaborative tasks.  Peer tutors selected and trained by the language experts.  Student support serviced that assist in promoting available learning resources.  Student participants who engage actively in seeking help.	Students become more proactive in asking for academic assistance.  Increased utilization of consultations, peer tutoring, and learning support services.  Improved comprehension of lessons due to timely clarification of doubts.  Enhanced student confidence in navigating academic challenges.

#### 4. Conclusions

The study indicates that the majority of respondents are female students from public schools, predominantly enrolled in the second year and pursuing Public Administration, reflecting higher representation from this program. Overall, students reported low levels of language anxiety, suggesting that communication apprehension, fear of negative evaluation, and test-related worry are not major concerns. Conversely, they consistently employ self-regulated learning strategies, particularly in goal setting, self-evaluation, motivation regulation, and help-seeking behaviors. The respondents also perceive strong teacher support in language learning, with emotional and instrumental support, as well as appraisal and informational assistance, being most prominent. While the type of school significantly influences language anxiety, self-regulated learning, and perceived teacher support, factors

such as year level, program, and sex do not show a significant effect. Furthermore, the study reveals that higher teacher support- across emotional, instrumental, appraisal, and informational dimensions is associated with lower language anxiety and stronger self-regulated learning behaviors, including goal setting, self-monitoring, time management, help-seeking, self-evaluation, and motivation regulation. These findings underscore the critical role of teacher support in fostering both emotional comfort and effective learning strategies. The INSPIRE English Program addresses these needs through targeted interventions, such as guided speaking workshops, test-taking seminars, time-management training, peer tutoring, and enhanced feedback mechanisms, effectively boosting students' confidence, promoting independent learning skills, and strengthening teacher support to enhance overall language learning outcomes.

## 5. References

- Abdullah, M. S., Rahmat, N. H., & Mokhtar, M. I. (2022). Stage fright to scholarly flight: The impact of public speaking anxiety and fear of negative evaluation on academic performance in university students. *Journal of Health and Rehabilitation Research*, 4(3), 13–31.
- Abu Bakar, N., Muhammad, A. S., & Abu Bakar, R. (2017). Correlation of self-regulated learning and academic achievement among Universiti Sultan Zainal Abidin (UniSZA) undergraduate students. *International Journal of Academic Research in Business and Social Sciences*, 7(4), 254–267.
- Alamer, A., & Lee, J. (2021). A motivational process model explaining L2 learners' anxiety and achievement: A self-determination theory approach. *Learning and Individual Differences*, 88, 102008.
- Alrabai, F. (2020). The notion of emotion in EFL learning and teaching in Saudi Arabia: A critical review of 20 years of research. *Arab World English Journal*, 11(4), 31–49.
- Amri, Z. (2024). Self-regulated learning and academic achievement in the EFL classroom. *Journal of English Language Teaching and Applied Linguistics*, 6(1), 87–99. <https://doi.org/10.32996/jeltal.2024.6.1.11>
- Broadbent, J., & Poon, W. L. (2020). Self-regulated learning strategies and academic achievement in online higher education learning environments. *Internet and Higher Education*, 47, 100771. <https://doi.org/10.1016/j.iheduc.2015.04.007>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dewaele, J.-M., Witney, J., Saito, K., & Dewaele, L. (2022). Foreign language anxiety and enjoyment: Meta-analysis and future research directions. *Studies in Second Language Acquisition*, 44(2), 1–27.
- Federici, R. A., & Skaalvik, E. M. (2021). Teacher support and student motivation in higher education. *Social Psychology of Education*, 24(1), 1–23.
- Giray, L., Alcala, M. A., Edem, J., & Sabacajan, T. M. (2022). English language anxiety among college students. *International Journal of Qualitative Research*, 2(1), 65–76.
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, 422. <https://doi.org/10.3389/fpsyg.2017.00422>
- Putwain, D., Becker, S., Symes, W., & Pekrun, R. (2019). Test anxiety and academic achievement: The mediating role of self-regulated learning strategies. *Learning and Instruction*, 61, 84–93.
- Salve, M. J. (2025). English language anxiety (ELA) and academic success among undergraduates attending higher education institutions (HEIs) in Sulu. *Education and Social Policy Journal*, 10(5).
- Shao, K., Nicholson, D., Kutuk, S., & Lei, L. (2020). The interplay of self-regulated learning and anxiety in academic contexts. *Educational Psychology*, 40(5), 563–581.
- Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second language anxiety and achievement: A meta-analysis. *Studies in Second Language Acquisition*, 41(2), 363–387.
- Teng, F., & Zhang, L. J. (2020). The impact of self-regulated learning strategies on willingness to communicate in EFL contexts. *System*, 91, 102259.
- Zhang, L. (2024). Self-regulated learning and EFL learners' speaking performance: Cognitive and affective pathways. *Language Learning Journal*, 52(1), 45–60.
- Zimmerman, B. J., & Moylan, A. R. (2020). Self-regulation: Where metacognition and motivation intersect. In J.

Dunlosky & S. Tauber (Eds.), *Handbook of metacognition in education* (2nd ed., pp. 145–162).  
Routledge.