

## Minor English from English Majors? A Study on Reluctance in English Language Use Among BSE English Major Students

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### Abstract

English language proficiency, particularly among students planning to become English teachers, is definitely a requirement. However, the decreasing utilization of the English language among English Major students is becoming more noticeable. With this in consideration, a study was conducted in a local college in Bulacan, to find out the causes of reluctance to use English in class among students enrolled in the course Bachelor of Secondary Education (BSE) Major in English, utilizing the descriptive method of research. The data was obtained through a survey questionnaire distributed online among the respondents. The study was limited to BSE Major in English students for the second semester of the academic year 2020-2021.

The findings revealed that psychological and linguistic factors are the main reasons for the reluctance to use English in class. Given the findings, suggestions involved using English as the medium of instruction as much as possible, emphasis on language use in the assessment of communication-based subjects, provision of a learning atmosphere where students can commit mistakes in English without being humiliated, exposure to the English language through daily activities such as reading and watching television shows in English, and non-implementation of English-speaking zones to lessen language anxiety. Likewise, it was also suggested to implement thorough student admission, as well as improved interviews.

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**Keywords:** *Bulacan, English Major, Language Use, Local College, Reluctance*

### Introduction

English is a global language, and its importance in communication, education, and business is undeniable. However, many learners need more support in English daily, particularly in non-native English-speaking countries. This reluctance can hinder learners' language development and limit their personal and professional growth opportunities. Thus, understanding the reasons behind this reluctance is crucial to address the issue and helping learners to develop their English language skills.

A local college in Bulacan started offering its Bachelor in Secondary Education (BSE) program in 2005, with its first majorship being Major in English. To date, the program has expanded into three (3) majorships, with the opening of a Major in Mathematics in 2012 and a Major in Social Studies in 2018.

The researcher, being one of the institution's faculty, finds that many BSE English major students are reluctant to use the English language in class; despite being English majors; and, eventually, English

teachers. Many of them have trouble expressing themselves in English and, at many times, would prefer to remain silent during class discussion or recitation; or would ask their teachers if they could answer in Filipino instead.

Many factors can be attributed to this case of reluctance. Nugroho (2017) distinguished three (3) major factors in his study: psychological, linguistic, and sociocultural factor, all of which have corresponding subcategories.

The psychological factor, in relation to reluctance to the use of English language, is further categorized with other aspects such as lack of motivation, anxiety, shyness, lack of confidence, and fear of mistakes. Nunan (1999) mentioned several causes of lack of motivation, such as uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the instructional program's goals. Babu (2010) also adds that the students' reluctance to use the English language in class results from a lack of motivation. In the case of anxiety, Nascente (2001), as cited in Juhana (2012), describes anxiety in relation to language as "a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language." Horwitz (1991), cited in Juhana (2012), also claims that anxiety makes individuals appear less fluent as it affects oral language production. Juhana (2012) claimed that "shyness could be a source of the problem in students' learning in the classroom, especially in the class of speaking." Some causes of shyness include the nature of the speaker is very quiet (Robby, 2010) and the thought of making mistakes and being laughed at by their friends (Saurik, 2011, as cited in Juhana, 2012).

On the other hand, the lack of confidence in speaking English can be caused by the students' low ability to speak English and the feeling of not being able to speak English well (He and Chen, 2010). Even the teacher is a factor, with Brown (2001), as cited in Juhana (2012), arguing that such is due to a lack of encouragement from the teacher. Similarly, the fear of committing mistakes involves the fear of teacher criticism and of being laughed at by other students.

The linguistic factor, as far as reluctance in using the English language is concerned, involves several subcategories, such as lack of vocabulary, difficulty in grammar, and difficulty in pronunciation. According to Huyen and Nga (2003), it is a must for students to be able to acquire a sufficient amount of English words and, at the same time, be able to use these words accurately, in order to communicate well in English. This implies that the importance of vocabulary in communicating in any language must be considered. This is especially true when communicating using a second or foreign language. In line with this, difficulty in grammar also plays a role, with Nugroho (2017) arguing that "when someone learns a foreign language, he/she often faces interference where he/she applies his/her mother tongue or first language structure to the structure of the foreign language". This is especially true as many students tend to organize their minds or vocalize first what they will say in English instead of speaking spontaneously. Likewise, the difficulty in pronunciation also adds to the causes of reluctance, with many aspects, such as accent, stress, intonation, and rhythm, being required to learn pronunciation (Gilakjani & Ahmadi, 2011). If students have difficulty learning these in English, it will

reflect in their speech output, resulting in mispronunciation or difficulty being understood when speaking in English.

Finally, the sociocultural factor, being considered as an agent in the reluctance in English language use, is associated with attitude towards teacher, and class interaction. A study by Ahmed (2015) claimed that teachers play a very big role on learners' attitudes towards English language, stating that teachers may influence their students through their humor and seriousness, conscientiousness, and attitude to class participation. He also cited Harmer (2007) who pointed out that "one of the main tasks of teachers is to provoke interest and involvement in the subject even when the students are not initially interested in it". It goes to show that the teacher, particularly his/her methods and attitude in teaching, is of great impact in relation to learners' English language use. In the case of class interaction, a study by Sundari (2017) concluded that interaction in the classroom is central in the language teaching-learning process, despite being highly complex. She also noted grades, composition, class size, duration, and learning facilities as classroom contexts, which may directly or indirectly influence the language practices and activities in class. It shows that language learning and performance is not only limited to the teacher and student alone; other students, class size and other external factors may impact a student's performance and/or reluctance in the utilization of English language in class.

With this situation and the aforementioned factors in mind, the researcher sought an answer to this question: Why are BSE English Majors reluctant in using English in class?

Specifically, the study sought answers to the following questions:

1. How are the respondents' reluctance in English language use impacted by psychological factors such as:
  - 1.1. lack of motivation;
  - 1.2. anxiety;
  - 1.3. shyness;
  - 1.4. lack of confidence; and
  - 1.5. fear of mistakes?
2. How are the respondents' reluctance in English language use impacted by linguistic factors such as:
  - 2.1. lack of vocabulary;
  - 2.2. difficulty in grammar; and
  - 2.3. difficulty in pronunciation?
3. How are the respondents' reluctance in English language use impacted by sociocultural factors such as:
  - 3.1. attitude towards teacher; and
  - 3.2. class interaction?
4. Which among the major factors (psychological, linguistic, sociocultural) has the most impact on the respondents' reluctance in English language use?

## **Methods**

### ***Research Design***

The study used the descriptive method of research, involving gathering and tabulation of data and interpretation of its meaning, which includes comparison and contrast, classification, and evaluation.

### ***Scope and Limitation of the Study***

The study is limited to Bachelor of Secondary Education Major in English students enrolled in a local college in Bulacan for the second semester of academic year 2020 – 2021.

### ***Research Instrument***

The study utilized a survey questionnaire based on the studies of Nugroho (2017) and Wijaya (2015) in their research on reluctance to English language use conducted in Indonesia. The researcher made several modifications to fit the target participants of the study. The survey questionnaire, distributed via Google Forms, contained parts focusing on psychological factors such as lack of motivation, anxiety, shyness, lack of confidence, and fear of mistakes; linguistic factors such as lack of vocabulary, difficulty in grammar, and difficulty in pronunciation; and sociocultural factors such as attitudes towards the teacher, and class interaction; with the term “class” referring to both online and previous face-to-face classes.

The Likert Scale was used in categorizing the answers of the respondents. The five (5) options include strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The respondents were requested to select the item corresponding to their agreement for each statement.

### ***Data Gathering Procedure***

After devising the questionnaire, data gathering was conducted. It consisted of: (1) preparation of the web-accessible questionnaire via Google Forms; (2) requesting the class advisers of BSE English Major class to forward the URL of the online research questionnaire to the students; (3) accomplishment of the online research questionnaire by the BSE English Major students, and (4) retrieval and analysis of the gathered data.

### ***Data Processing and Statistical Treatment***

The data gathered from the research instrument are presented in tables and graphs for analysis. Google Forms and Microsoft Excel were used in processing data, utilizing weighted mean and grand mean as the statistical treatment in analysis. The following shows the ratings and their corresponding interpretations:

<i>Rating</i>	<i>Verbal Interpretation</i>
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Neither Agree nor Disagree
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

## Results

### *Psychological Factors*

The first part of the survey questionnaire focused on the psychological factors related to the respondents' reluctance in English language use in class such as lack of motivation, anxiety, shyness, lack of confidence, and fear of mistakes. The respondents were asked to rate their agreement on the statements related to the above given factors.

**Table 1.** Responses under Psychological Factor – Lack of Motivation

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
In an English class, I am unwilling to participate in class discussion if the lesson does not interest me.	6	31	66	37	10	2.91	Neither Agree nor Disagree
I often get bored with a monotonous activity in English so I find it difficult to have an idea.	3	54	58	30	5	3.13	Neither Agree nor Disagree
I am unwilling to participate in the class discussion because I'm not interested in English.	1	5	48	54	42	2.13	Disagree
<b>Grand Mean</b>						<b>2.72</b>	<b>Neither Agree nor Disagree</b>

Under the category of Lack of Motivation, the respondents neither agreed nor disagreed with the statements “In an English class, I am unwilling to participate in a class discussion if the lesson does not interest me” and “I often get bored with a monotonous activity in English so I find it difficult to have an idea,” having the weighted means of 2.91 and 3.13, respectively. They responded “disagree” on the statement “I am unwilling to participate in the class discussion because I am not interested in English,” with the weighted mean being 2.13.

Nunan (1999) mentioned several causes of lack of motivation, such as uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the instructional program's goals. Babu (2010) also adds that the students' reluctance to use the English language in class results from a lack of motivation.

The grand mean of 2.72, with its interpretation being “Neither Agree nor Disagree,” implies that the lack of motivation may be a considerable factor related to the respondents’ reluctance to use English.

**Table 2.** Responses under Psychological Factor – Anxiety

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I am nervous when I have to speak English in class.	36	70	29	14	1	3.84	Agree
I often forget (go blank suddenly) about what I am going to say when I am about to speak in English.	33	71	36	9	1	3.84	Agree
My heart pounds when the teacher calls my name to answer a question in English.	40	71	31	8	0	3.95	Agree
<b>Grand Mean</b>						<b>3.88</b>	<b>Agree</b>

Regarding the factor of Anxiety, the respondents agreed with all the given statements (“I am nervous when I have to speak English in class”; “I often forget (go blank suddenly) about what I am going to say when I am about to speak in English,” “My heart pounds when the teacher calls my name to answer a question in English”), garnering the weighted means of 3.84, 3.84, and 3.95, respectively.

Nascente (2001), as cited in Juhana (2012), describes anxiety in relation to language as “a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language.” Horwits (1991), cited in Juhana (2012), claims that anxiety makes individuals appear less fluent as it affects oral language production.

Considering the grand mean of 3.88 with its corresponding interpretation of “Agree,” it can be said that anxiety is a considerable factor related to students’ reluctance to use the English language in class.

**Table 3.** Responses under Psychological Factor – Shyness

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I talk less in English because I am shy.	29	69	31	19	2	3.69	Agree
To avoid any embarrassing situation, I prefer to remain silent than to orally participate in class.	11	46	60	31	2	3.22	Neither Agree nor Disagree
<b>Grand Mean</b>						<b>3.46</b>	<b>Agree</b>

In the factor of shyness, the above figure shows that the respondents agreed with the statement “I talk less in English because I am shy,” with a weighted mean of 3.69. On the other hand, the respondents neither agreed nor disagreed with the statement, “To avoid any embarrassing situation, I prefer to remain silent than to orally participate in class,” acquiring a weighted mean of 3.22.

While shyness is common among people, it does, in one way or another, affect speaking skills, particularly in English. In his research, Juhana (2012) claimed that “shyness could be a source of the problem in students’ learning in the classroom, especially in the speaking class.” Some causes of shyness include the nature of the speaker being very quiet (Robby, 2010) and the thought of making mistakes and being laughed at by their friends (Saurik, 2011, as cited in Juhana, 2012).

The grand mean of 3.46, with its corresponding interpretation of “Agree,” indicates that the shyness factor is considerable concerning the respondents’ reluctance to use English.

**Table 4.** Responses under Psychological Factor – Lack of Confidence

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I am worried because I have no confidence in my English skills.	25	54	43	23	5	3.47	Agree
I find it more difficult to express my ideas through speaking than through writing.	35	74	33	6	2	3.89	Agree
I lack practice in English in/out of class so I am not confident.	24	64	40	19	3	3.58	Agree
<b>Grand Mean</b>						<b>3.65</b>	<b>Agree</b>

Under the category of lack of confidence, the respondents agreed on all statements (“I am worried because I have no confidence in my English skills,” “I find it more difficult to express my ideas through speaking than through writing,” and “I lack practice in English in/out of class so I am not confident”), as reflected by the weighted means of 3.47, 3.89 and 3.58, respectively.

The lack of confidence in speaking English can be caused by the students’ low ability to speak English, as well as the feeling of not being able to speak English well (He and Chen, 2010). Even the teacher is a factor, with Brown (2001), as cited in Juhana (2012), arguing that such is due to a lack of encouragement from the teacher.

With a grand mean of 3.65 and a corresponding interpretation of “Agree,” it can be argued that the lack of confidence is a considerable factor related to the respondents' reluctance to use English.



**Table 5.** Responses Under Psychological Factor – Fear of Mistakes

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I am afraid of my teachers' or friends' negative comments when I do mistakes in speaking English.	35	58	30	21	6	3.63	Agree
I am afraid to answer my teacher's question because my classmates would laugh at me if my English is wrong.	21	51	34	34	10	3.26	Neither Agree nor Disagree
<b>Grand Mean</b>						<b>3.45</b>	<b>Agree</b>

In the category of fear of mistakes, the respondents agreed on the statement “I am afraid of my teachers’ or friends’ negative comments when I do mistakes in speaking English”, and responded “neither agree nor disagree” on the statement “I am afraid to answer my teacher’s question because my classmates would laugh at me if my English is wrong”. The respective weighted means of these statements are 3.63 and 3.26.

The fear of committing mistakes is easily one of the main reasons related to the reluctance in speaking English in class. Several causes related to this involve the fear of teacher criticism, and the fear of being laughed at by other students.

The grand mean of 3.45 and its corresponding interpretation of “Agree” indicates that the fear of mistakes is a considerable factor as to why the respondents are reluctant in using the English language.

### ***Linguistic Factors***

The next part of the survey questionnaire focused on the linguistic factors related to the respondents’ reluctance in English language use in class such as lack of vocabulary, difficulty in grammar, and difficulty in pronunciation. The respondents were asked to rate their agreement on the statements related to the above-mentioned factors.

**Table 6.** Responses under Linguistic Factor – Lack of Vocabulary

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I prefer to be silent when I don't know the English of what I'm going to say.	21	58	50	21	0	3.53	Agree
I tend to translate my ideas from my native language to English when asked to speak.	13	41	47	37	12	3.04	Neither Agree nor Disagree
I get upset when I don't understand what the teacher or classmate is saying in English.	11	75	48	13	3	3.52	Agree
I don't have adequate vocabulary to express my ideas in English.	11	52	53	29	5	3.23	Neither Agree nor Disagree
<b>Grand Mean</b>						<b>3.33</b>	<b>Neither Agree nor Disagree</b>

Under the category of lack of vocabulary, the respondents agreed on the statements “I prefer to be silent when I do not know the English of what I am going to say” and “I get upset when I do not understand what the teacher or classmate is saying in English”; with their respective weighted means being 3.53 and 3.52. On the other hand, the respondents answered “neither agree nor disagree” on the statements “I tend to translate my ideas from my native language to English when asked to speak” and “I do not have adequate vocabulary to express my ideas in English”; as reflected by their weighted means of 3.04 and 3.23, respectively.

The importance of vocabulary in communicating in any language cannot be underestimated. This is especially true when communicating using a second or foreign language. According to Huyen and Nga (2003), it is a must for students to acquire a sufficient amount of English words and, at the same time, be able to use these words accurately to communicate well in English.

With a grand mean of 3.33 and a corresponding interpretation of “Neither Agree nor Disagree”, it implies that the lack of vocabulary may or may not be a considerable factor related to the respondents’ reluctance in using the English language.

**Table 7.** Responses under Linguistic Factor – Difficulty in Grammar

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I always think about the structure of sentences in English before speaking.	43	75	24	7	1	4.01	Agree
I feel confused in constructing sentences in English when I must speak spontaneously.	49	64	27	10	0	4.01	Agree
<b>Grand Mean</b>						<b>4.01</b>	<b>Agree</b>

For the category of difficulty in grammar, the respondents agreed on both statements “I always think about the structure of sentences in English before speaking”, and “I feel confused in constructing sentences in English when I must speak spontaneously”; both having a weighted mean of 4.01.

In his study, Nugroho (2017) argued that “when someone learns a foreign language, he/she often faces interference where he/she applies his/her mother tongue or first language structure to the structure of the foreign language”. This is especially true as many students tend to organize in their mind, or vocalize first what they are going to say in English, instead of speaking spontaneously.

The grand mean of 4.01 and its corresponding interpretation of “Agree” indicates that the difficulty in grammar is a considerable factor concerning the respondents’ reluctance in using the English language.

**Table 8.** Responses under Linguistic Factor – Difficulty in Pronunciation

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I usually mispronounce some English words.	29	69	31	19	2	3.69	Agree
I find other people having difficulty understanding my statements in English.	11	46	60	31	2	3.22	Neither Agree nor Disagree
<b>Grand Mean</b>						<b>3.46</b>	<b>Agree</b>

Considering the factor of difficulty in pronunciation, the respondents agreed to the statement “I usually mispronounce some English words” and responded “neither agree nor disagree” to the statement “I find other people having difficulty understanding my statements in English.” The weighted means of both statements are 3.69 and 3.22, respectively.

Several factors related to pronunciation learning involve accent, stress, intonation, and rhythm (Gilakjani & Ahmadi, 2011). If students need help learning these in English, it will reflect in their speech output, resulting in mispronunciation or difficulty being understood when speaking in English.

Considering the grand mean of 3.46 and its interpretation of “Agree,” it can be argued that the respondents’ difficulty in pronunciation is a considerable factor as to why they are reluctant to use English.

### ***Socio-cultural Factors***

The third part of the survey questionnaire focused on the sociocultural factors related to the respondents’ reluctance in English language use in class such as attitudes towards teacher, and class interaction. The respondents were asked to rate their agreement on the statements related to the above-mentioned factors.

**Table 9.** Responses under Sociocultural Factor – Attitude Towards Teacher

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I will not speak in English when the teacher doesn't require students to speak English.	25	64	50	10	1	3.68	Agree
I will speak in the classroom only when the teacher asks me to speak / calls my name.	27	67	37	18	1	3.67	Agree
I'd love to speak in English only if the teacher gives score for it.	8	29	60	43	10	2.88	Neither Agree nor Disagree
I communicate in English depending on the teacher and the subject being taught.	24	66	45	12	3	3.64	Agree
I always feel nervous speaking in English because my teacher is very strict.	31	50	41	22	6	3.52	Agree
<b>Grand Mean</b>						<b>3.48</b>	<b>Agree</b>

Under the category of attitude towards the teacher, the respondents agreed on 4 statements, being “I will not speak in English when the teacher does not require students to speak English,” “I will speak in the classroom only when the teacher asks me to speak/calls my name,” “I communicate in English depending on the teacher and the subject being taught,” and “I always feel nervous speaking in English because my teacher is very strict”; with their weighted means being 3.68, 3.67, 3.64, and 3.52, respectively. The respondents responded “neither agree nor disagree” on the statement “I would love to speak in English only if the teacher gives a score for it”, with its corresponding weighted mean of 2.88.

A study by Ahmed (2015) claimed that teachers play a very big role in learners' attitudes toward the English language, stating that teachers may influence their students through their humor and

seriousness, conscientiousness, and attitude to class participation. He also cited Harmer (2007), who pointed out that “one of the main tasks of teachers is to provoke interest and involvement in the subject even when the students are not initially interested in it.” It shows that the teacher, particularly his/her methods and attitude in teaching, is of great impact in relation to learners’ English language use.

The grand mean of 3.48, and its corresponding interpretation of “Agree” indicates that the respondents’ attitude towards their teacher is an important factor concerning their reluctance to use the English language.

**Table 10.** Responses under Sociocultural Factor – Class Interaction

Statement	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (1)	Weighted Mean	Interpretation
I sit at the back / go offline in order to avoid participation in the English class.	5	19	53	56	17	2.59	Disagree
I'd like to speak in English if there are only few students in class.	12	46	60	29	3	3.23	Neither Agree nor Disagree
I cannot concentrate well in studying English because there are many students in class.	7	23	58	55	7	2.79	Neither Agree nor Disagree
Instead of answering the teacher's question in English, I'd rather participate in small groups so I feel comfortable in sharing my ideas.	17	48	52	31	2	3.31	Neither Agree nor Disagree
				<b>Grand Mean</b>		<b>2.98</b>	<b>Neither Agree nor Disagree</b>

In the category of class interaction, the respondents disagreed on the statement “I sit at the back/go offline in order to avoid participation in the English class”, as represented by its weighted mean of 2.59. They responded “neither agree nor disagree” on the statements “I’d like to speak in English if there are only few students in class”, “I cannot concentrate well in studying English because there are many students in class”, and “Instead of answering the teacher’s question in English, I would rather participate in small groups so I feel comfortable in sharing my ideas”; with the weighted means being 2.59, 3.23, 2.79, and 3.31 respectively.

A study by Sundari (2017) concluded that interaction in the classroom is central in the language teaching-learning process, despite being highly complex. She also noted grades, composition, class size, duration, and learning facilities as classroom contexts, which may directly or indirectly influence the language practices and activities in class. It shows that language learning and performance is not only limited to the teacher and student alone; other students, class size and other external factors may impact a student’s performance and/or reluctance in the utilization of English language in class.

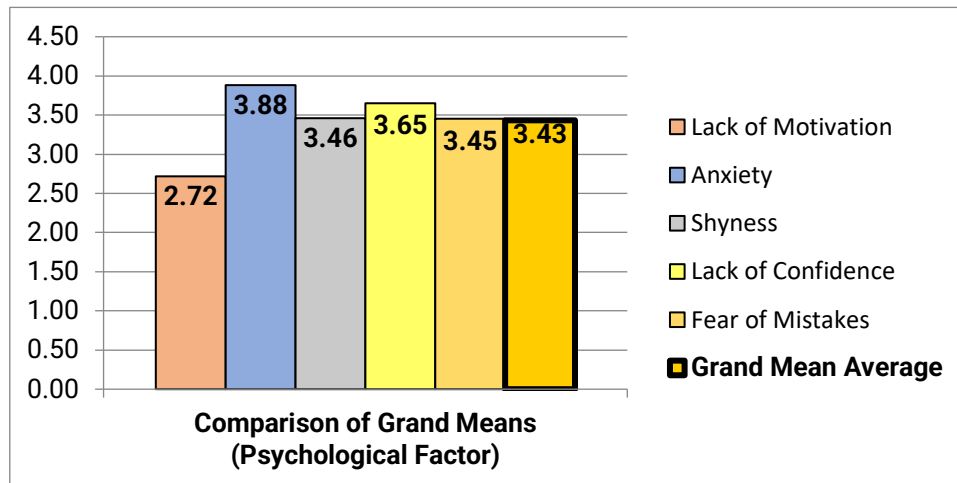
The grand mean of 2.98 and its corresponding interpretation of “Neither Agree nor Disagree” indicates that the factor of class interaction may or may not be considerable in relation to the respondents’ reluctance in English language use.

### ***Comparison of Results***

The following bar graphs present the comparison among the previously shown results. The subcategories per factor are indicated and compared with each other. The grand mean average per factor is also computed, indicated, and compared among the major factors.

Also given below is the Likert scale with its corresponding interpretations for reference:

<i>Rating</i>	<i>Verbal Interpretation</i>
4.21 – 5	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Neither Agree nor Disagree
1.81 – 2.60	Disagree
1 – 1.80	Strongly Disagree

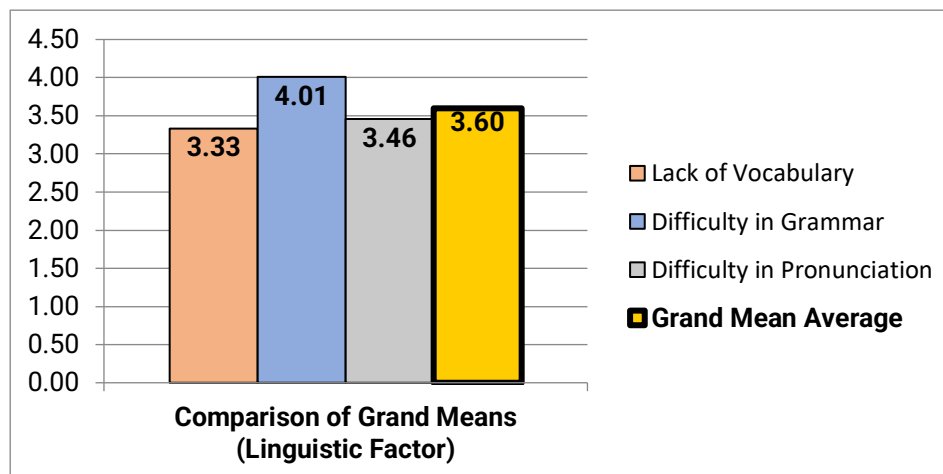


**Figure 1.** Comparison of Grand Means (Psychological Factor)

The above figure reveals the comparison of the grand means among the subcategories under the psychological factor. The category with the highest grand mean is anxiety, with the value of 3.88; followed by lack of confidence with a grand mean of 3.65; followed by shyness and fear of mistakes, having very close values of 3.46 and 3.45 respectively. The lowest grand mean goes to lack of motivation, with a value of 2.72.

With the grand mean of 3.88, it can be stated that anxiety has the most impact among all of the psychological factors in relation to the respondents' reluctance in using the English language.

The grand mean average among all of the subcategories under the psychological factor is 3.43. Based on the given Likert scale, it has a verbal interpretation of "Agree". As far as the respondents' reluctance in using the English language is concerned, the psychological factor can be considered as a major factor.



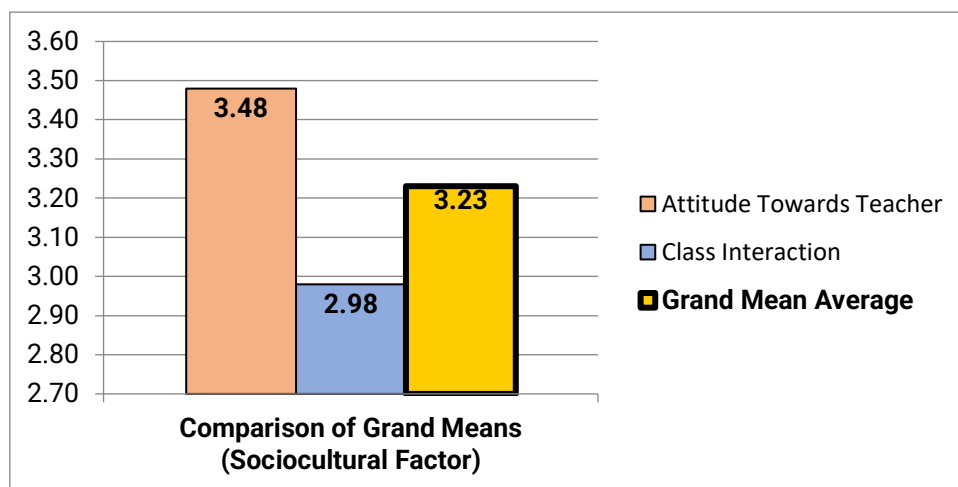
**Figure 2.** Comparison of Grand Means (Linguistic Factor)



Figure 2 shows the comparison of grand means under the linguistic factor, with difficulty in grammar being the subcategory with the highest grand mean (4.01), followed by difficulty in pronunciation (3.46), and finally, with lack of vocabulary (3.33).

The grand mean of 4.01 indicates that difficulty in grammar has the most impact among all linguistic factors related to the respondents' reluctance to use English.

The subcategories under the linguistic factor have a grand mean average of 3.60, which, when set side by side with the Likert scale, shows a verbal interpretation of "Agree." It indicates that the linguistic factor is a major factor concerning the respondents' reluctance to use English.

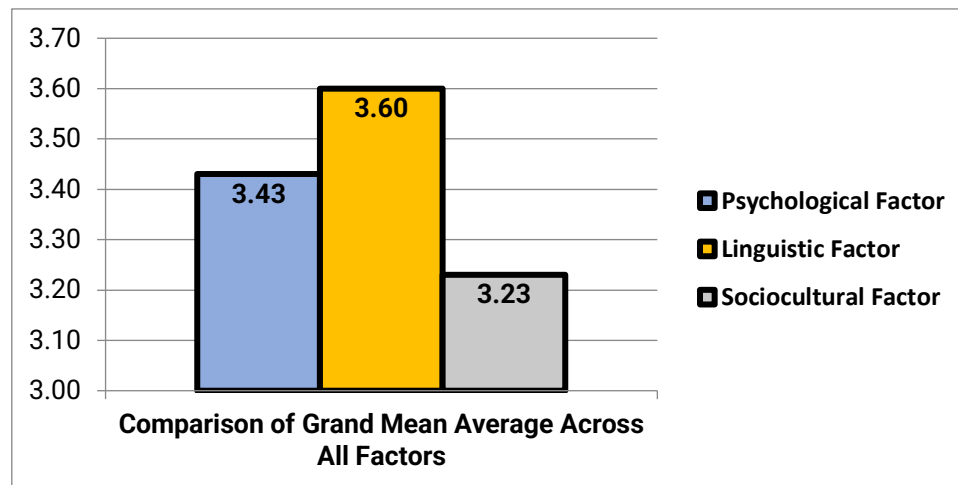


**Figure 3.** Comparison of Grand Means (Sociocultural Factor)

In terms of the sociocultural factor, the subcategory of attitude towards teacher is the greater of the two with a grand mean of 3.48, while class interaction has a grand mean of 2.98.

As clearly indicated, the grand mean of 3.48 makes attitude towards teacher the category with the most impact, as far as sociocultural factor is concerned, in relation to the respondents' reluctance in using the English language.

With a grand mean average of 3.23, and verbal interpretation of "Neither Agree nor Disagree", the sociocultural factor may or may not be significant in relation to the reluctance of the respondents in communicating in English.



**Figure 4.** Comparison of Grand Mean Average Across All Factors

Figure 4 reveals and compares the grand mean averages across all factors previously covered. The linguistic factor tops the chart with the value of 3.60, followed by psychological factor with 3.43, and lastly by the sociocultural factor with 3.23.

This data clearly implies that among the major factors, the linguistic factor, specifically the difficulty in grammar as shown in Figure 2, is the main reason as to why the respondents are reluctant in using English in class.

## **Discussion**

From the research problem and the data gathered in the study, the major findings can be summarized as follows:

### ***1. Psychological Factors Related to the Reluctance in English Language Use***

**1.1. Lack of Motivation.** The survey results show that the interpretation of results being “Neither Agree nor Disagree” implies that the lack of motivation may or may not be a considerable factor related to the respondents’ reluctance to the use of English language. While the lack of motivation may be an issue to some students, resulting in their reluctance to use English in class, others may not have this problem.

**1.2. Anxiety.** With the interpretation of results being “Agree,” and this category being the highest among the psychological factors, it is clear that anxiety is an important factor in why the respondents are reluctant to use the English language in class. Many students among the respondents feel anxious whenever they are asked to speak English, resulting in their reluctance to do so.

**1.3. Shyness.** The results and interpretation of “Agree” indicate that shyness is also an important factor in why the respondents are reluctant to use the English language in class. The feeling of

reservation, particularly in speaking English in class, is common among the participants. This may be due to their being shy or too self-conscious whenever they are asked to communicate in an English class.

**1.4. Lack of Confidence.** Being the second highest among the categories under the psychological factor, with the interpretation of “Agree,” it can be stated that the lack of confidence is an important factor concerning the respondents' reluctance to use the English language in class. This can stem from the difficulty the respondents encounter in using English due to poor skills, too much self-consciousness, and fear of discrimination, among other reasons.

**1.5. Fear of Mistakes.** Survey results show that with the interpretation being “Agree”, it is implied that the fear of mistakes is a considerable factor as to why the respondents are reluctant in using the English language in class. Many are afraid of being commented negatively or laughed at whenever they commit mistakes in speaking in English. While this is common among English language learners, this is directly linked to, if not causative, anxiety and lack of confidence.

## ***2. Linguistic Factors Related to the Reluctance in English Language Use***

**2.1. Lack of Vocabulary.** The interpretation of results being “Neither Agree nor Disagree” in the survey results implies that the lack of vocabulary may or may not be a considerable factor related to the respondents' reluctance in the use of English language. Similar to the lack of motivation, some students may consider the lack of vocabulary as an issue as to why they are disinclined in using English, while some may not have this problem.

**2.2. Difficulty in Grammar.** With the interpretation of results is “Agree,” and with this category being the highest among the linguistic, as well as all of the major factors, it is very clear that the difficulty in grammar is the most significant factor related to the reluctance of the respondents in using the English language in class. This difficulty in understanding and producing grammatically correct utterances, be it in spoken or written form, acts as a major agent, resulting in previously mentioned psychological factors such as anxiety, lack of confidence, and fear of mistakes.

**2.3. Difficulty in Pronunciation.** The results and interpretation of “Agree” indicate that difficulty in pronunciation is also an important factor as to why the respondents are reluctant to use the English language in class. Given that factors such as accent, intonation, stress, and others are of important consideration when speaking in English, doing so (speaking) properly requires students' sufficient exposure to English speakers and consistent practice in speaking English, both of which the respondents may be lacking.

### ***3. Sociocultural Factors Related to the Reluctance in English Language Use***

**3.1. Attitude Towards Teacher.** The interpretation of results being “Agree” in the survey results indicates that attitude towards teacher is a considerable factor related to the respondents’ reluctance in the use of English language in class. The teacher’s actual skills, teaching styles and strategies, and even his/her personality affects learner participation, particularly in a language class such as English; all of which should be kept in mind by a language teacher.

**3.2. Class Interaction.** Survey results show that with the interpretation being “Neither Agree nor Disagree”, the factor of class interaction may or may not be considered indicative of the respondents’ hesitance in speaking English in class. Some students prefer to communicate in English in small groups, while some are fine regardless of the class and/or group size.

### ***4. Impact of Major Factors Related to the Reluctance in English Language Use***

The comparison of the results of the three major factors (psychological, linguistic, sociocultural) reveals that the linguistic factor has the most impact on the respondents' reluctance to use English in class. This means that many BSE English Major students have this linguistic difficulty; hence the reluctance to communicate in English, yet still opt to enroll under the said major. This may result in complications on their teachers’ side, as English Major students, and potentially their own students’ side, should they graduate without significant improvement and eventually teach.

### **Conclusions**

In view of the findings of this study, the following conclusions were drawn:

1. The psychological and linguistic factors are the main causes as to why the respondents are reluctant in using English in class.
2. The linguistic factor, specifically the difficulty in grammar, has the most significant impact concerning the reluctance of the respondents in using English in class.

### **Recommendations**

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. **Use English as the medium of instruction.** Most subjects, except for Filipino-related subjects, should be delivered using English as the medium of instruction as much as possible.
2. **Ensure that the activities/assessment emphasize language use.** Language teachers, particularly the ones handling subjects focusing on speaking / oral communication, must ensure that the activities/assessment they provide emphasizes language production. The course syllabus should be checked periodically to ensure that the said activities align with the lesson's objectives and the subject's objectives.
3. **Provide an atmosphere where committing mistakes when speaking in English is okay.** Teachers should remind the students that it is okay to commit mistakes when speaking in English during their class, as the emphasis is on the students getting to practice their English-speaking skills. Similarly, while the class reaction may not be controllable (cases of

laughing at a classmate's mistakes), the class should be reminded to avoid humiliating any student who commits mistakes and not to take laughter as a form of humiliation. Doing so lessens anxiety and provides better opportunities for students to practice speaking in English, benefitting them in the long run.

4. **Students should seek opportunities on their own to be exposed to and practice speaking in English.** This may involve simple, everyday activities such as watching television programs and reading books / online articles in English. Likewise, close friends may try conversing with each other in English as a form of practice, as it would be more comfortable for them to do so due to lessened anxiety.
5. **Avoid implementing “English Speaking Zones” and fining students for speaking in Filipino as this raise language anxiety.** Many students feel anxious about these implementations and would rather keep silent or move into non-English speaking zones to avoid embarrassment and/or getting fined, which defeats the program's purpose.

In order to minimize / avoid this problem in the coming years, the researcher also suggests the following:

1. **Thorough student admission processes.** Student admission should be made more thorough to ensure that the enrollees fit for their course, in this case, BSE Major in English. Admission examination should be reviewed and revised if necessary, and it is likewise suggested that each course and major have its separate examination.
2. **In line with the examination, a proper interview should be conducted, which includes a short oral report on any topic in English.** This is to assess whether the enrollees fit to the BSE Major in English program. Other courses and majorships may follow this as well.

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