



Students' Affective Filter and Their Utilization of the English Language in the 21st-Century Classroom

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Abstract

This study was about the student's affective filter and their utilization of the English language in online learning. It correlates the respondents' profiles towards their affective filter and utilization of the English language. Quantitative research is also used in this study. The researchers used convenient sampling for distributing the questionnaires to respondents. Furthermore, correlation analysis was used to analyze if there was a significant relationship in the following: between the learners' affective filter and utilization of the English language, learners' profile and affective filter, and learners' profile and their utilization of the English language. The respondents of this study were sampled through the use of convenient sampling from Grade 7 to Grade 10 students enrolled at Wesleyan University-Philippines. The researchers used a questionnaire for the respondents' socio-demographic profiles, affective filter, and utilization of the English language. Based on the results of the study, it was reported that the respondents' demographic profile does not affect the learners' affective filter. On the other hand, most of the respondents' demographic profile does not affect their utilization of the English language except their gender affecting their levels of adaptability in using English. Lastly, it was also reported that the affective filter and language utilization in the 21st-century classroom have a significant relationship. Therefore, the results of the study show that the affective filters among junior high school learners are correlated with their utilization of the English language in the 21st-century classroom. Hence, the researcher recommended that teachers may help learners lower their filters by creating classroom environments that intentionally decrease these filters, such as maintaining a safe, collaborative, respectful, supportive, and in-depth classroom in which students were more comfortable participating.

Keywords: affective filter, utilization of the English language, online learning, and junior high school.



INTRODUCTION

In a continually changing world, English remains a universal language. It is the main language of global communication and of the Internet (Brevik & Rindal, 2020), and it is increasingly used as a second or additional language (Jenkins, 2015). Establishing mastery of a second language has become an essential demand for any society that intends to be part of today's global dynamics (Gonzalez, 2019). Yet before learners become fluent, they need genuine opportunities to practice. Students speak more confidently when they work in pairs or groups, converse with people they are comfortable with, or are interested in the topic, because they can practice without fear of judgment. Acquiring English therefore enables learners to adapt to the diversity of the 21st-century classroom.

The 21st-century classroom emphasizes a student-centered approach that gives greater weight to what learners can do on their own, so students are increasingly expected to learn English at their own pace. Andrade (2017) cautions that there are limits to how far a student can progress through self-directedness alone, without having one's views challenged or understanding deepened through critical discourse with others. Kuama et al. (2016), citing Tsai, likewise note that not all learners can learn actively without guidance and may face difficulties they never encountered in a traditional classroom, such as technical problems that heighten language anxiety. These difficulties can lower learning performance and even stall progress in the target language. Russel (2020) adds that language anxiety has been studied mostly in physical classrooms, and that further research is needed on how affective factors shape learning outcomes in modern settings.

These concerns point to the affective filter. Among the five hypotheses that Stephen Krashen formulated to explain second language acquisition (Gibbons, 2017), the affective filter hypothesis holds that emotional factors determine learners' success or failure in acquiring a second language (Vasquez, 2021). Krashen identified three key variables: motivation, self-confidence, and anxiety (Gonzalez, 2019). A high filter acts like an invisible wall that blocks input and output (Hostetler, 2021); learners become stressed, anxious, self-conscious, bored, and reluctant to participate. A low filter, in contrast, makes learners risk-takers who feel safe making mistakes, empowered when interacting with peers, and confident in answering their teachers' questions (Vasquez, 2021). Motol (2020) concluded that affective factors are among the best predictors of successful language learning, while Marsala (2020) stressed that supportive teachers who acknowledge students' feelings can reduce language anxiety and lower affective filters.

Motivation, defined by Brown as "an inner drive, impulse, emotion, or desire that moves one to a particular action," is a vital affective factor. Whether instrumental or integrative, it strongly influences learning outcomes and correlates significantly with learners' use of language learning strategies. The filter is also visible in classroom behavior: Debreli and Ishanova (2019) found that using the mother tongue, unnecessary talking, phone use, and lack of enthusiasm to engage are common misbehaviors in foreign language classrooms. How learners study matters as well, since efficient study habits lead to positive academic performance while unproductive ones lead to failure (Fatima & Aira, 2017). Unal et al. (2017) further note that, despite the importance of English proficiency, problems in the education system, the educational process, teachers, and learners still hinder expected outcomes.

This study is anchored on Krashen's Affective Filter Hypothesis (1982), which states that affective variables such as motivation, self-confidence, attitude, and anxiety play a facilitative role in Second Language Acquisition, and that learners with high motivation, self-confidence, a good self-image, and low anxiety are more likely to succeed. Since lowering the filter remains a challenge now that learning is more self-directed, the main goal of this study is to determine whether there is a significant relationship between learners' affective filter and their utilization of the English language in the 21st-century classroom.

This study sought to determine the relationship between the affective filter of the respondents and their utilization of the English language in the 21st-century classroom. Specifically, it sought to describe the socio-



demographic profile of the respondents in terms of age, sex, and grade level; their affective filter in terms of behaviors in class, motivation in study, and frequency of class participation; and their utilization of the English language in the 21st-century classroom in terms of mastery of the language, study habits, and level of adaptability in using English. It further sought to determine whether there was a significant relationship between the respondents' profile and their affective filter, between their profile and their utilization of the English language, and between their affective filter and their utilization of the English language in the 21st-century classroom. Finally, it sought to identify the implications of the study for language education.

METHODOLOGY

This chapter describes the research design, the locale of the study and the sampling procedure, the data gathering instrument and procedure and the data management analysis.

Research Design

This study was a descriptive correlational study type of quantitative research. Specifically, it focuses on the relationship between the affective filter of learners and their utilization of the English language in a 21st-century classroom. Furthermore, the researchers have chosen correlation as the research design. Descriptive correlational research is a tool that describes and measures the relationship between two variables through statistical analysis (McCombes, 2019), thus, it fits with the study's variables.

Research Locale, Samples, and Sampling Procedures

The respondents of this study were the 114 Grade 7, Grade 8, Grade 9, and Grade 10 learners at Wesleyan University-Philippines' Junior High School Department. The researchers used the convenient sampling method. This type of sampling method has no other criteria except that people are available and willing to participate—the sample population of the respondents is taken from a group of people who are easy to contact or reach.

Research Instrument

The researcher used a questionnaire as a research instrument for data gathering. It is composed of statements related to the affective filter of learners and their utilization of the English language in the 21st-century classroom. The respondents will rate the impact of the statement on them as learners. The created questionnaire is based on the study of Yaikhong and Usaha (2012) entitled A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability. Hence, the questions are derived from the researcher's definitions of the variables and Yaikhong and Usaha's study statements.

Scope and Delimitation of the Study

The main goal of this study was to find out if there is a significant relationship between the learners' affective filter and their utilization of the English language in a 21st-century classroom. The researchers delimit the respondents to the 114 Junior high school students, specifically from Grade 7 to Grade 10 at Wesleyan University-Philippines. In addition, the focus of this study was on the negative affective filters.

Data Gathering Procedures

The researcher sent approval and permission letters to the high school principal. After the letters were approved, the researcher distributed the questionnaires using google forms as the medium for the virtual collection of data. The researcher also specified the questionnaire's instructions and contents in the google forms for the respondents to answer freely.



Data Analysis

After the questionnaires were distributed and the data collected, the researcher tallied the respondents' answers to determine the frequency of responses. To interpret the computed weighted mean of all responses, the researcher used a four-point scale in which a mean of 3.25–4.00 was interpreted as *Strongly Agree*, 2.50–3.24 as *Agree*, 1.75–2.49 as *Disagree*, and 1.00–1.74 as *Strongly Disagree*. Statistical tools were employed in the study such as frequency and percentage were used to describe the profile of the respondents; the weighted mean was utilized to answer Problems 2 and 3; and Pearson's product-moment correlation coefficient was applied by the researcher's statistician to answer Problems 4, 5, and 6.

RESULTS AND DISCUSSION

This chapter presents the results, analysis, interpretation and discussion of the data gathered.

Socio-demographic Profile of the Respondents

Table 1: Socio-demographic profile of the respondents in terms of age, sex, and grade level

Age	Frequency	Percentage
12	13	12.40%
13	31	27.20%
14	11	9.60%
15	19	17%
16	34	29.80%
17	6	5.30%
Total	114	100.00%
Sex		
Male	51	44.70%
Female	63	55.30%
Total	114	100.00%
Grade Level		
Grade 7	45	39.50%
Grade 8	8	7.00%
Grade 9	11	9.60%
Grade 10	50	43.90%
Total	114	100.00%

Table 1 describes the socio-demographic profile of the respondents in terms of age, sex, and grade level.

The age of 114 respondents ranged from 12 to 17 years old. Most of them belong to thirteen or 27.20% and sixteen or 29.80% years of age, composing more than half of the population. This implies that most junior high school students at Wesleyan University-Philippines are early (ages 10 to 13) and middle adolescents (ages 14 to 17).

Most of the respondents are females as they are 63 or 55.30% in number while 51 or 44.70% are males. Thus, it shows that majority are female, taking more than half of the population, while the minority are males.



The responses came from grades 7, 8, 9, and 10. Specifically, most of the answers came from grade 7 and grade 10, giving more than half of the answers. The total number of responses from grade 7 is forty-five or 39.50%, while grade 10 is fifty or 43.90%.

Affective Filter Level of Respondents

The following tables present the weighted mean and verbal interpretation of responses of the Grade 7 to 10 respondents in terms of their level of affective filter. Specifically, Table 2.1 shows the responses for behaviors in class; table 2.2 shows the responses for motivation in studies, and table 2.3 shows the responses for frequency to class participation.

Table 2.1: Behavior in Class

Behavior in Class	WM	Verbal Interpretation
1. I feel sweaty when I speak in English during class. (e.g., sweaty hands, feet, face, etc.)	2.36	Disagree
2. I always stutter when I use English during recitation.	2.58	Agree
3. I show mannerisms when I recite using English. (e.g., too much hand movements, nail-biting, blinking fast, etc.)	2.52	Agree
4. I can feel my heart pounding while I am speaking in English.	2.51	Agree
5. I start to panic when I have to speak in English without preparation.	2.58	Agree
6. I tremble when knowing I will be called out to speak in English	2.59	Agree
7. Certain parts of my body feel very tense and rigid when I speak in English.	2.45	Disagree
Overall Weighted Mean	2.51	Agree

Table 2.1 shows that Behavior in Class has an overall weighted mean of 2.51, verbally interpreted as "Agree". It is noted that five of the statements has an equivalent verbal interpretation of "Agree". The sixth statement, "I tremble when knowing I will be called out to speak in English", gained the highest weighted mean of 2.59 with a verbal interpretation of "Agree". On the other hand, the first statement, "I feel sweaty when I speak in English during class. (e.g., sweaty hands, feet, face, etc.)" gained the lowest weighted mean of 2.36 with a verbal interpretation of "disagree".

The results imply that most respondents experience negative emotional reactions during their English class. According to Kamran (2017), using English in the classroom results in negative emotional reactions among learners, which may adversely affect their learning process. These emotional reactions in using English in the classroom include trembling, stuttering, panicking, and feeling tense and rigid. Kamran called these behaviors in class "language anxiety". He defined language anxiety as a psychological construct commonly described by psychologists as a state of apprehension, fear, tension, nervousness, and worry associated with an arousal of the autonomic nervous system, especially when learners use in the classroom the new or a second language.

The study entitled "Foreign Language Classroom Anxiety" has proved that language anxiety is a significant problem in language classrooms throughout the world with its strong relationship to the skill of speaking in a foreign or second language. It is being perceived sensitively by many language learners, thus, negatively influences their language learning. Therefore, the results show that most respondents experience negative emotional reactions such as trembling and panicking during English class due to language anxiety.



Table 2.2: Motivation in Studies

Motivation in Studies	WM	Verbal Interpretation
1. I feel excited when we have classes in English.	2.89	Agree
2. I feel motivated to study English.	3.10	Agree
3. I always show confidence during English classes.	2.82	Agree
4. I tell others that the lesson is fun.	2.68	Agree
5. I feel satisfied when I get to recite using English.	2.83	Agree
6. I feel the eagerness to learn something new about English.	2.99	Agree
7. I look forward to expressing my ideas in English.	3.04	Agree
Overall Weighted Mean	2.91	Agree

Table 2.2 shows that Motivation in Studies has an overall weighted mean of 2.91, verbally interpreted as "Agree". It is noted that all of the statements have an equivalent verbal interpretation of "Agree". The second statement, "I feel motivated to study English", gained the highest weighted mean of 3.10 with a verbal interpretation of "Agree".

On the other hand, the fourth statement, "I tell others that the lesson is fun", gained the lowest weighted mean of 2.29 with a verbal interpretation of "agree".

The results imply that most respondents feel excited, motivated, confident, enjoy, and look forward to speaking English during class. This shows that motivation is a vital type of affective factor in the learning process that determines the proficiency level achieved by different learners. According to Long et al. (2013), once motivation is formed, the student will use an active learning attitude to learn, express a keen interest in learning, and focus attention in class to master knowledge. Ming et al. (2013) quoted that motivation plays an essential role in learning English. In learning foreign or second languages, students with strong motivation can always make good achievements, while students without motivation are often losers of language learning. Students who have strong learning motivation take a correct and positive attitude towards study and make great efforts to master English with clear goals and desires and consequently gain better grades. It was supported by Krashen's theory, which states that learners who feel motivated, excited, and enjoyed studying English can also perform well in utilizing the English language.

Table 2.3: Frequency in Class Participation

Frequency in Class Participation	WM	Verbal Interpretation
1. I raise my hand during English class discussions.	2.52	Agree
2. I ask questions related to the topic in class.	2.48	Disagree
3. I always volunteer to answer during recitations in English class.	2.39	Disagree
4. I always ask for clarifications in English class.	2.44	Disagree
5. I always share my ideas and thoughts in class.	2.35	Disagree
6. I always find a way to start a discussion between teachers and us, students.	2.19	Disagree
7. I am not that attentive during the discussion.	2.21	Disagree
Overall Weighted Mean	2.37	Disagree

Table 2.3 shows that Frequency in Class Participation has an overall weighted mean of 2.37, verbally interpreted as "Disagree". It is noted that six of the statements has an equivalent verbal interpretation of



"Disagree". The first statement, "I raise my hand during English class discussions", gained the highest weighted mean of 2.52 with a verbal interpretation of "Agree".

On the other hand, the sixth statement, "I always find a way to start a discussion between teachers and us, students", gained the lowest weighted mean of 2.19 with a verbal interpretation of "disagree".

The results imply that most respondents do not volunteer to start a discussion, ask questions and clarifications or even share their ideas and thoughts with their teachers and classmates during English class. It suggests that students' reluctance to initiate discussions, ask questions, or share ideas during English classes stems from several interconnected factors. Language anxiety plays a significant role, as students often fear negative evaluation from both peers and teachers when expressing themselves in a language they may not feel confident using. Previous negative experiences, where students may have been embarrassed after participating, create lasting hesitation. Additionally, according to Dörnyei & Ryan (2015), classroom climate significantly impacts willingness to engage, as environments lacking psychological safety inhibit risk-taking behaviors essential for language learning.

Utilization of Language Level of Respondents

The following tables present the weighted mean and verbal interpretation of responses of the Grade 7 to 10 respondents in terms of their level of adaptability. Specifically, Table 3.1 shows the responses for mastery of the language; table 3.2 shows the responses for study habits, and table 3.3 shows the responses for adaptability in using English in online learning.

Table 3.1: Mastery of the Language

Mastery of the Language	WM	Verbal Description
1. I am confident while speaking English.	2.96	Agree
2. I can answer right away using English, especially during class discussions.	2.76	Agree
3. I can speak in English fluently whenever answering or asking questions.	2.76	Agree
4. I can criticize my classmate's grammar usage.	2.32	Disagree
5. I am not afraid to use English as a mode of communication in class.	2.88	Agree
6. I can use English in class even without preparation.	2.69	Agree
7. I can use English without committing errors. (e.g., grammar, pronunciation, diction, etc.)	2.29	Disagree
Overall Weighted Mean	2.67	Agree

Table 3.1 shows that Mastery of the Language has an overall weighted mean of 2.67, verbally interpreted as "Agree". It is noted that five of the statements has an equivalent verbal interpretation of "Agree". The first statement, "I am confident while speaking English", gained the highest weighted mean of 2.96 with a verbal interpretation of "agree".

On the other side, the last statement, "I can use English without committing errors. (e.g., grammar, pronunciation, diction, etc.)" gained the lowest weighted mean of 2.29 with a verbal interpretation of "disagree".

The results imply that the respondents possess the qualities for mastering the English language. Specifically, the respondents view themselves to have enough confidence, fluency, and readiness to use the language. Mastery of language is described as the learners' mastery of the four macro skills in English, namely: listening, speaking, reading, and writing skills, as stated in the study of Arjulayana (2018).



Furthermore, Gonzalez's study (2019) shows that establishing the mastery of a second language is an essential demand for any society that intends to be part of today's global dynamics. Therefore, the study results that to use the English language effectively in 21st-century classroom, learners must have a mastery of it.

Table 3.2: Study Habits

Study Habits	WM	Verbal Interpretation
1. I always give time to study grammar structures of English.	2.86	Agree
2. I always read English books.	2.92	Agree
3. I record my mistakes in speaking English and search for improvement.	2.66	Agree
4. I memorize vocabulary words and put them into sentences.	2.84	Agree
5. I am devoted to studying English and put them into practice. (e.g., recitations)	2.80	Agree
6. I love memorizing English literary pieces like poems, speeches, etc.	2.58	Agree
7. I always review my modules for English subjects.	2.84	Agree
Overall Weighted Mean	2.79	Agree

Table 3.2 shows that Study Habits has an overall weighted mean of 2.79, verbally interpreted as "Agree". It is noted that all of the statements have an equivalent verbal interpretation of "Agree". The second statement factor, "I always read English books.", gained the highest weighted mean of 2.92 with a verbal interpretation of "agree".

On the other hand, the sixth statement factor, "I love memorizing English literary pieces like poems, speeches, etc.", gained the lowest weighted mean of 2.58 with a verbal interpretation of "agree".

The results imply that most respondents thoroughly practice their literacy skills, reading comprehension, and autonomy to achieve effective study habits that will improve their skills in the English language. Vergara et al. (2017) in their study entitled Study Habits of Senior High School Students with Honors at Wesleyan University-Philippines defines study habits as the study methods of students. Specifically, it refers to the student's studying forms, whether systematic, efficient, or inefficient. Therefore, the results imply that most respondents' study habits were always to read English books.

Table 3.3: Adaptability in Using English in the 21st-Century Classroom

Adaptability in using English in the 21 st -Century Classroom	WM	Verbal Interpretation
1. I can use English fluently in the classroom.	2.79	Agree
2. I have no fear of speaking English even when the situation changes.	2.68	Agree
3. I can converse well with my teachers and classmates in using English during classroom discussions.	2.72	Agree
4. I don't feel the difference between using English in face-to-face and online settings.	2.69	Agree
5. I enjoy using English during class discussions.	2.88	Agree
6. My usage of English in a classroom has improved a lot than in the past.	2.88	Agree
7. I find it difficult to use English in the 21 st -century classroom.	2.39	Disagree
Overall Weighted Mean	2.72	Agree

Table 3.3 shows that adaptability in using English in the 21st-century classroom has an overall weighted mean of 2.72, verbally interpreted as "Agree". It is noted that six of the statements has an equivalent verbal



interpretation of "Agree". Two statement factors: "I enjoy using English during class discussions" and "My usage of English in a classroom has improved a lot than in the past", tied in the highest weighted mean of 2.88 with a verbal interpretation of "Agree"

On the other hand, the last statement, "I find it difficult to use English in the 21st-century classroom", gained the lowest weighted mean of 2.39 with a verbal interpretation of "Disagree".

The results imply that most respondents can adapt in using English in a classroom discussion. They adapt by using the English language as a medium for conversing and reciting with confidence during classes since they enjoy using the language. The majority of the respondents agreed that they could fully adapt to the 21st-century classroom and believe that their utilization of the English language has improved a lot compared to the past traditional classroom for learning.

In addition, the results explain that when the educational system shifts from traditional into 21st-century classroom. Learners are being forced to adapt to different changes like the sudden switch to multiple learning modality, practicing flexibility, and facing the new-normal based on their perspective. This shows that students have the incredible human capacity to adapt to new conditions to survive, as Isley et al. (2020) stated.

Relationship between the profile and the affective filter of the respondents.

Table 4: Correlation between JHS Socio-demographic Profile and Affective Filter

		Behaviors in Class	Motivation in Study	Frequency in Class Participation
Age	Pearson Correlation	.111	.060	-.013
	Sig. (2-tailed)	.240	.527	.892
	N	114	114	114
	Interpretation	No significant relationship	No significant relationship	No significant relationship
Sex	Pearson Correlation	.160	-.068	-.115
	Sig. (2-tailed)	.089	.472	.221
	N	114	114	114
	Interpretation	No significant relationship	No significant relationship	No significant relationship
Grade Level	Pearson Correlation	.168	-.029	-.074
	Sig. (2-tailed)	.073	.758	.435
	N	114	114	114
	Interpretation	No significant relationship	No significant relationship	No significant relationship

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

Table 4 shows that the correlation between the JHS' socio-demographic profile and affective filter of the English language has no significant relationship. Thus, the respondents' age, sex, and grade levels do not affect their affective filter in the English language. It implies that the null hypothesis was accepted, meaning the respondents have high or low affective filters regardless of age, sex, and grade level. Thus, their affective filters do not depend on their profiles.

It also describes the affective filter indicators mentioned above: behaviors in class, motivation in studies, and frequency in class participation may increase or decrease regardless of the respondents' age, sex, and grade level.



Table 5: Correlation between JHS Profile and Utilization of the English Language in the 21st-Century Classroom

		Mastery of the Language	Study Habits	Level of Adaptability in Using English in the 21 st -century classroom
Age	Pearson Correlation	-.074	-.157	-.076
	Sig. (2-tailed)	.434	.095	.419
	N	114	114	114
	Interpretation	No significant relationship	No significant relationship	No significant relationship
Sex	Pearson Correlation	-.089	.074	-.217*
	Sig. (2-tailed)	.347	.434	.021
	N	114	114	114
	Interpretation	No significant relationship	No significant relationship	Significant relationship
Grade Level	Pearson Correlation	-.124	-.164	-.103
	Sig. (2-tailed)	.189	.081	.276
	N	114	114	114
	Interpretation	No significant relationship	No significant relationship	No significant relationship

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

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

Table 5 shows that mastery of the English language and study habits do not have significant relationships with the respondents' age, sex, and grade level. It illustrates that the learners have their own autonomy to study the English language, and how they fully master it does not rely on the learners' profiles.

On the other hand, the results show the respondents' profile and utilization of language, specifically the respondents' sex, has a significant relationship with their level of adaptability in using the English language in the 21st-century classroom. It means that male and female learners have different levels of adaptability in utilizing the English language. Therefore, the null hypothesis is rejected. It implies that the learners have their own levels of adaptability for using English in the 21st-century classroom, depending on their sex. In a study conducted by Glowka (2014), the results stated that female learners outperform male learners because female respondents are more open to new linguistic forms of the English language than males. It showed that female learners have better results than males learners. Furthermore, the study also surveyed both of the respondents' perspectives about the influence of gender in studying English which negates the study's results. The results showed that they have a strong conviction that gender doesn't play a major role in studying the language.

Therefore, the results above prove that the researchers' second null hypothesis should be rejected for the reason that the learners' sex affects their level of adaptability in using the English language in the 21st-century classroom.

Table 6: Correlation between JHS Affective Filter and Utilization of the English Language in the 21st-Century Classroom

		Mastery of the Language	Study Habits	Level of Adaptability in Using English in the 21 st -century classroom
Behaviors in Class	Pearson Correlation	-.451**	-.057	-.190*
	Sig. (2-tailed)	.000	.550	.043
	N	114	114	114



		Mastery of the Language	Study Habits	Level of Adaptability in Using English in the 21 st -century classroom
	<i>Interpretation</i>	<i>Significant Relationship</i>	<i>No significant relationship</i>	<i>Significant relationship</i>
Motivation in Study	Pearson Correlation	.471**	.654**	.389**
	Sig. (2-tailed)	.000	.000	.000
	N	114	114	114
	<i>Interpretation</i>	<i>Significant relationship</i>	<i>Significant relationship</i>	<i>Significant relationship</i>
Frequency in Class Participation	Pearson Correlation	.374**	.510**	.300**
	Sig. (2-tailed)	.000	.000	.001
	N	114	114	114
	<i>Interpretation</i>	<i>Significant relationship</i>	<i>Significant relationship</i>	<i>Significant relationship</i>

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

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

Table 6 shows that affective filter and utilization of the English language in the 21st-century classroom have a significant relationship. These results imply that the researchers' third null hypothesis should be rejected. Specifically, that the respondents' behavior in class and the mastery of language have a significant relationship. This implies that the learners' behaviors during English classes affect their mastery of learning the English language. An article written by Simon Camby (2021) stated that mastery in learning could be shown through the application of what the learners learned to different contexts. But without the proper behavior of learners in class, mastery of the language cannot be shown.

This was explained in the article of Duff and Tomblin (2018) that learners with behavioral problems have academic difficulties in learning the language, thus makes the behavior and mastery influential to each other. Behaviors in class and level of the learners' adaptability have a significant relationship. The results imply that the learners' worries and anxieties in the present situation can be shown through what kind of behavior they present during the classes.

Furthermore, motivation in studies and mastery of the language have a significant relationship that implies that as long as the learners are motivated to study the language, their mastery of the English language increases. Motivation in studies reflects that the respondent's positive perspective and behavior in learning helps them learn the necessary skills for utilizing the English language. Also, the learners' motivation in studies and the learners' level of adaptability have a significant relationship. This implies that learners' motivation in studies shows through how they adapt in the present situation, either positively or negatively. As the learner's motivation increases, then their adaptability to the present situation also increases. This means that motivated learners who adapt easily in their studies with the present pandemic make their English language learning successful and possess low filters. Similarly, study habits and motivation in study have a significant relationship as learners who are motivated become creative with their study habits and practice perseverance in successfully utilizing the English language.

The respondents' frequency in class participation and motivation in studies has a significant relationship. This implies that the learners' motivation can also be seen through their active participation in classes. Motivated learners become engaged and focused in learning the English language through participating the class discussion, recitations, attendance, and interest in the subject. It shows that the respondents' frequency in class participation and study habits has a significant relationship, implying that the respondents possess activeness in class participation and effective study habits that help them learn the necessary skills for utilizing the English language. The same applies to the significant relationship between the respondents' frequency in class participation and



level of adaptability. Learners show a high level of adaptability when they actively participate in class and show interest in the subject by being present at all times.

On the other hand, the respondents' behaviors in class and study habits do not significantly affect each other. This implies that the learners take behavior and study habits as separate matters. They may show positive or negative behavior in classes, but those behaviors do not affect how they study at their own pace and style. Therefore, the null hypothesis was rejected, implying that the learners' affective filter and utilization of the English language are dependent on each other despite having online classes as a medium for English language learning but not for the respondents' study habits and behavior in class.

The implication of the study in language education

Based on the study's findings, language education will experience several significant shifts. Language teachers will develop more innovative and tailored teaching approaches that accommodate diverse learning styles, demographic backgrounds, and proficiency levels among students. Meanwhile, English language learners will gain greater self-awareness regarding their affective filters, enabling them to conduct self-assessments and cultivate more positive attitudes toward learning English.

In our increasingly globalized world, language instructors will become more attuned to their students' affective filters and monitor how effectively they adapt to using English. This research will enhance understanding of varying affective filter levels and help spread awareness throughout language education communities, potentially reducing harsh judgments and racist attitudes toward learners with high affective filters.

Additionally, language education specialists will be empowered to create improved teaching materials, develop more effective training programs, and implement curriculum modifications that foster advancements in both language teaching and learning practices.

CONCLUSIONS

In light of the summary of findings the following conclusions were drawn:

1. The respondents are predominantly young and female, with Grade 7 students making up the largest group. Their age, however, was not found to influence their affective filter.
2. The respondents exhibit a high affective filter, which shows in behaviors such as trembling, panicking, and sweating during English class discussions, particularly when they are required to speak in English. It is also reflected in how they participate and contribute to class discussions. Despite this, the respondents remain motivated to learn the English language and sustain that motivation through perseverance in studying and using it.
3. Most of the respondents regard themselves as having mastery of the English language and therefore use it with ease. Their study habits are varied and are carried out with autonomy and perseverance, and they use the language effectively by practicing the necessary skills. They also show a high level of adaptability in using English in the 21st-century classroom. Thus, they are able to use the English language effectively even with the presence of an affective filter.
4. The demographic profile of the junior high school students does not affect their affective filter.
5. The demographic profile of the learners does not affect their utilization of the English language, except for gender, which affects their level of adaptability in the 21st-century classroom.
6. The learners' affective filter affects their utilization of the English language, except in terms of their study habits and behavior in class.
7. The findings carry several implications for language education. Teachers may develop more innovative and personalized teaching strategies that accommodate learners' diverse learning styles and backgrounds.



English language learners may gain greater awareness of their own affective filters, enabling better self-assessment and more positive attitudes toward learning. Instructors may become more attentive to students' affective filters and language adaptability in today's globalized context. Greater awareness of varying affective filter levels may spread across language education communities, which may reduce prejudice against learners with high affective filters. Finally, language education specialists may design improved teaching materials, training programs, and curriculum modifications that advance both the teaching and learning of the English language.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest regarding the publication of this article.

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