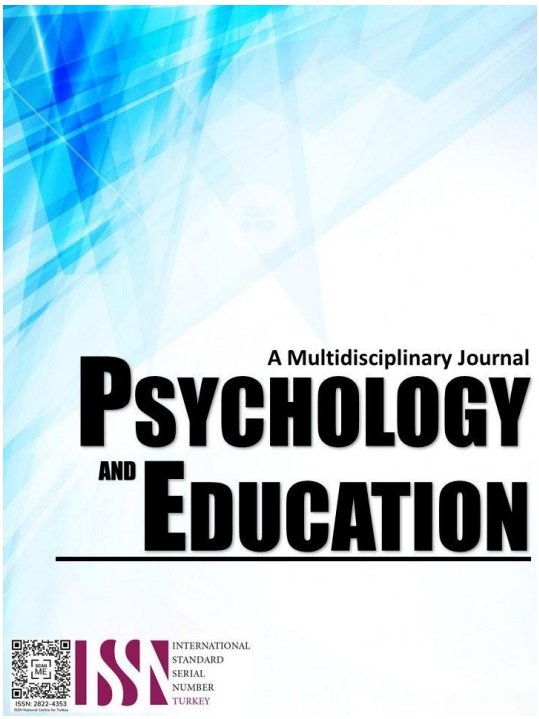
A MIXED METHOD STUDY ON THE SOCIAL SUPPORT AND LANGUAGE ANXIETY AMONG ENGLISH MAJOR STUDENTS



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Research Article

A Mixed Method Study on the Social Support and Language Anxiety among English Major Students

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Abstract

The study aimed to investigate the social support and its contribution to the language anxiety of English major students in the teacher education program at Kapalong College of Agriculture Sciences and Technology. The researcher utilized a mixed-method design using the convergent parallel approach. Participants were English major students across all year levels at the college institution, with 185 students randomly selected for the quantitative phase and approximately 10 students purposively selected for the qualitative phase: 5 for in-depth interviews and 5 for focused group discussions. The results indicated that both the level of social support and language anxiety were high; the findings were rejected, which reveals that there is significant relationship between them. Further, the findings from both the quantitative and qualitative phases largely converged however, there was one divergent indicator. The study confirmed that social support significantly impacts the management of language anxiety among English major students, fostering confidence and reducing stress in communication. It is recommended that language learners actively seek support from adults, even though this aspect showed the lowest mean in the results, as it can provide reassurance and guidance in overcoming anxiety. Furthermore, to strengthen emotional resilience, students should engage in supportive interactions within their academic and social circles, creating a more encouraging environment that helps alleviate apprehension and promotes ease in expressing themselves in various situations.

Keywords: *social support, language anxiety, mixed methods, English major students, Philippines*

Introduction

In general, language anxiety became a barrier to the academic achievement of many individuals. Many learners felt uncomfortable invoking communication in English as a result of poor confidence and hesitant language experience. Their fear of speaking the language was shaped by psychological factors such as the fear of failure, being misunderstood, and making grammatical mistakes. Although there were many reasons for this anxiety, the impact of social support from peers, teachers, or family was often overlooked. Without a clear understanding of how social support could help reduce language anxiety, students struggled to engage confidently in discussions, which was essential for their language learning and future teaching careers. However, supportive classroom environments, particularly those where students received encouragement from peers and instructors, significantly reduced levels of language anxiety and increased learners' willingness to communicate (MacIntyre & Gregersen, 2021).

In a global setting, particularly in China, it was highlighted that the psychological syndrome arising from chronic stress in academic environments had caught a lot of media attention in the last two decades and was seen as a major problem in higher education, especially in China. Students in higher education, in particular, faced multiple challenges and pressures, such as adapting to university life, managing courses, and dealing with interpersonal, financial, or life pressures related to study participation, work, extracurricular activities, and expectations of success. The needs of EFL learners in China were strong, as learning English as a foreign language was a mandatory course during the first two academic years in college. Moreover, social support was considered a critical factor in forecasting the success of EFL learners in China, as it had a strong impact on students' academic performance, psychological health, and overall well-being (Mishra,2020).

In the Philippines, anxiety among college students was a growing concern, according to Tambag et al. (2018), since it affected their learning, academic performance, and social functioning. Academic pressure, poverty, and family expectations raised anxiety levels, which were detrimental to an individual's mental and emotional state. Emotionally, the pressure for academic excellence and the desire to meet family and societal expectations led students to feel lonely and stressed and unable to balance studies and friends. All of these had an impact on their academic performance and social relations in the long run. Social support was a valuable resource for maintaining stability and well-being, especially in the context of Filipino culture, which highly regarded the community and family. Students who felt supported to a large extent coped with stress more easily, performed better academically, and were more resilient in facing the many challenges of university life.

As such, studying the impact of social support on language anxiety in learning a language was crucial due to the increasing need for effective language acquisition in a globalized world. This negatively affected students' participation and performance due to high levels of language anxiety and, in the long run, caused a decrease in students' confidence and learning outcomes. Opinions and research on this theme were explored because the communicative competence of students was accommodated by teachers in educational institutions, so students' ability to manage anxiety and discuss was necessary for students. Secondly, creating an encouraging classroom environment was also important to promote students' self-assurance, which led to successful education with a positive ending. Given the pressures of learning a language in the modern classroom, the prioritization of having social support was critical to fulfilling the emotional and educational needs of students at that time.

Thus, the researcher observed that a lot of studies had already been conducted that focus on the language anxiety of students regarding the English language. However, most of these studies had been conducted in global and national settings, and only a few studies have been conducted in the local setting. As a matter of fact, there had been studies conducted, such as the study of Dr. Sonia Sharma (2023) entitled "Social Support, Well-Being, and Academic Achievement Among Adolescents: A Review of Literature " and MacIntyre, P. D., & Gregersen, T. (2019) entitled "Emotions and Instructed Language Learning: Proposing a Second Language Emotions and Positive Psychology Model", which focused on emotional regulation strategies for language learners, suggesting that support systems are essential for managing anxiety, but their research did not focus on English major students. Moreover, these studies are different from the present study as the study focuses on the social support received by English major students in accordance with their language anxiety by a convergent parallel study highlighting its effect on their performances in language learning. Hence, the present study filled the gap that previous studies failed to examine and explore, making new results and findings essential and significant in the field of teaching.

This research study intends to disseminate the findings of a mixed-methods study on the social support and language anxiety among English major students through publication and hardbound copies. The study will be published in a peer-reviewed journal, ensuring it reaches a broad academic audience. Additionally, physical copies of the research will be made available through hardbound editions, strategically distributed within the academic community to encourage engagement and further discussion. The publication will be formally presented in collaboration with the research office, offering an opportunity to distribute hardbound copies to faculty, staff, and students during the event. Copies will also be prominently available in the library, making the research easily accessible to students and researchers interested in the topic of social support and language anxiety.

Research Questions

This study investigated social support and language anxiety among English major students using a convergent parallel research approach, gathering both quantitative and qualitative data concurrently. This design leverages the strengths of each method to offset their limitations, providing a comprehensive understanding to the problem using combined analysis.

1. What is the level of social support and language anxiety among English major students?
2. Is there a significant relationship between social support and language anxiety in English major students?
3. What are the lived experiences and coping mechanism of English major students with regards to social support in their language anxiety?
4. What are the insights of English major students with regards to the effectiveness of social support in dealing with language anxiety?
5. To what extent do the quantitative data corroborate with the qualitative data?

Methodology

Research Design

This research utilized a mixed methods approach, combining both quantitative and qualitative methods as stated by Battista and Torre (2023). A mixed methods research design requires obtaining and assessing both qualitative and quantitative data, integrating findings, and framing procedures within theoretical perspectives to appropriately accomplish the goal of the study.

In this study, a mixed methods approach was used, incorporating both quantitative and qualitative research methods. The quantitative phase involves the use of a custom survey questionnaire to evaluate the social support and language anxiety of English major students within the premises of a local college. In the qualitative phase, the researcher explores participants' viewpoints regarding the significant findings from the quantitative phase through in-depth interviews and focus group discussions.

The chosen research design for this study was a convergent parallel mixed/triangulation design. In this approach, both types of data are collected simultaneously, with equal importance given to each. The survey data are collected first, followed by focus groups or one-on-one interviews. These two sets of data are analyzed independently and then combined and interpreted. This design is suitable for the study as it seeks to investigate the alignment, disparities, discrepancies, or connections between the two data sources, as described by Hanson et al. (2005).

In the context of this study, it ensured a comprehensive investigation of social support and language anxiety among English major students in a local college. The quantitative and qualitative data collected independently offer a multifaceted view, and when merged during interpretation, they provide a holistic understanding of English major students' social support in relation to their language anxiety. This design allows for a strong analysis of the research problem and its nuanced aspects.

Moreover, this study utilized a descriptive correlational design, in which it sought to provide static pictures of situations and establish the relationship between different variables. It provides information about the strength and direction of these relationships, helping to understand patterns and trends. This design is non-experimental, as it observes and measures variables as they naturally occur. While it can indicate associations, it cannot establish causal relationships (McBurney & White, 2009).

In the context of the study, the descriptive correlational research design examines the two variables: social support and language

anxiety. This design helps identify patterns and relationships between social support and language anxiety. Hence, by analyzing these associations, insights can be gained into which social support mechanisms are potentially more effective for addressing the students' language anxiety. However, the design does not establish causation, only correlation.

Furthermore, this study incorporated a phenomenological investigation to enhance the qualitative aspect. This method aided in uncovering and comprehending the intricacies of the participants' experiences within their unique environment. Phenomenology centers on identifying shared experiences within a specific group, typically involving interviews with individuals who have direct knowledge of a particular event, situation, or experience. Additionally, other data sources like documents and observations may be employed (Creswell, 2013).

In the context of this study, this approach was suitable for revealing and understanding the complex details within participants' experiences. Phenomenology focuses on identifying shared aspects of lived experiences within a specific group. It entails conducting interviews with individuals who have firsthand knowledge of the events, situations, or experiences being studied, providing insights into the underlying factors of social support affecting the language anxiety of English major students.

Presented below in Figure 2 was the convergent parallel mixed-method design used in this research. It demonstrates how quantitative data are gathered and examined independently of qualitative data. However, the researcher combines the two databases and examines the data's convergence and divergence in more detail.

Participants

In this section, the distribution and profile in gathering quantitative and qualitative data from the participants and informants as well as respondents of this study was being discussed. Specifically, participants were included if they were regular English major students enrolled during the first semester of the academic year 2024–2025, had taken English-related subjects, and were willing to participate in the study. Conversely, students were excluded if they were classified as irregular, belonged to other academic programs, or declined to provide informed consent.

Quantitative Phase

The respondents of this study were English major student from all year levels in Kapalong College Agriculture, Sciences and Technology during the second semester of S.Y. 2024-2025. They were chosen as the respondents because the study was about social support and language anxiety among English major students in a local college. The inclusion criteria will guarantee a representation from enrolled students in Bachelor of Secondary Education major in English Program who will maintained regular student status, were enrolled in the first semester of the academic year 2024–2025, and were enrolled in their respective courses, which will be open to participants of any gender who will demonstrate a willingness to participate. Conversely, the irregular students of the said program on the first semester of the academic year 2024–2025 will be the exclusion criterion due from their hectic schedule inside the campus. Specifically, forty-one (41) first-year students, fifty-nine (59) second-year students, fifty-three (53) third-year students and thirty-two (32) fourth-year students were selected across all year levels of English major students, totaling one-hundred eighty-five (185) participants for the first semester of the academic year 2024-2025.

Since the study involves students in the English major program at a local college, it is fitting and valid to include English major students from Kapalong College of Agriculture Sciences and Technology. Furthermore, the respondents are determined through sampling, specifically stratified random sampling, to establish randomness and maintain scientific rigor in the study. This method divides the population into smaller groups, or "strata," and randomly selects a sample from each stratum. The per-stratum samples are then combined to create an overall stratified random sample. As an alternative to simple random sampling, stratified random sampling ensures that each stratum is represented in the sample and provides more accurate results when analyzing subgroups within the population (Nguyen et al., 2020).

This sampling method was particularly appropriate for this study because the respondents, who were English major students, were selected randomly based on strata. In this case, all year levels of the English major education program at Kapalong College of Agriculture, Sciences, and Technology were included. This ensured that all respondents in the population had an equal chance of being selected. The researcher wrote a formal request letter to the College Registrar and gained access to the population of English major education students from all year levels. The researcher gathered data from the population of English major education students to compute the sample. After collecting the data, the researcher sent the information to the statistician for computation of the study sample. The study was conducted among students enrolled in the English teacher education program from all year levels. Participants were assigned codes to protect their identities and ensure confidentiality.

Table 1.1. *Distribution of Respondents*

Year Level	*Population*	*Sample*	*Percentage*
First Year	78	41	11.58%
Second Year	133	59	16.78%
Third Year	101	53	14.99%
Fourth Year	61	32	9.06%
TOTAL	353	185	52.41 %

Qualitative Phase

In contrast, subject selection in qualitative research is purposeful. In this phase, non-probability sampling, specifically the purposive sampling technique, is utilized. Participants are selected who can best inform the research questions and enhance the understanding of the phenomenon under study (Kuper et al., 2008). The inclusion criteria ensure representation from enrolled students in the Bachelor of Secondary Education Major in English who maintain regular student status, are enrolled in the first semester of the academic year 2024–2025, and are enrolled in each course. Participants of any gender who demonstrate a willingness to participate are included. Conversely, irregular students of the said program in the first semester of the academic year 2024–2025 are excluded due to their hectic schedules inside the campus. Only 10 participants from the English major students are chosen for the qualitative phase: five (5) for in-depth interviews and another five (5) for focus group discussions. All of them are English major teacher education students at KCAST, and they are 1st year, 2nd year, 3rd year, or 4th year students. It should be noted that participants in the qualitative phase do not participate in the data collection of the quantitative phase.

Table 1.2 *Profiles of the Participants*

Assigned Code	*Sex*	*Year-Level*
IDI-01	Female	First Year
IDI-02	Male	Third Year
IDI-03	Female	Second Year
IDI-04	Female	Third Year
IDI-05	Female	Third Year
FGD-01	Male	First Year
FGD-02	Female	Second Year
FGD-03	Female	Third Year
FGD-04	Male	Third Year
FGD-05	Male	Fourth Year

Instrument

In this section, the research tools used to gather quantitative and qualitative data from the participants, informants, and respondents of this study are being discussed.

Quantitative Phase

In the quantitative phase, the researcher utilizes adopted questionnaires from published studies on social support from Gordon-Hollingsworth et al. (2015) and language anxiety from Hidayati (2018). These questionnaires are then contextualized

to align with the focus and context of the current study. After contextualizing the research questionnaire, particularly the constructs of each item under each variable, the tool is further validated and evaluated by external validators who are experts in the field of research. The suggestions and recommendations of the evaluators are followed thoroughly to enhance the reliability of the research tool. Additionally, the researcher ensures that the questions in the questionnaire use basic English to enable respondents to understand and answer each question effectively, as well as to comprehend the purpose of the research.

Further, these questionnaires have a Five-point Likert Scale, and participants are only required to rate and tick one box among five (always) to one (rarest) for each question. Moreover, the Likert Scale is good for measuring constructs, attitudes, and stimuli that are not readily perceivable by human senses. Despite the questionnaire being adapted, it is subjected to expert validation. To interpret the perception of organizational commitment, the range of means, descriptions, and interpretations are presented below.

Social Support. The questionnaire for this variable was adopted from the study of Gordon-Hollingsworth et al. (2015).The reliability test conducted using Cronbach's alpha coefficient. The reliability gained on the test reaching, .94 which makes the questionnaire reliable. Moreover, this tool is intended to determine the various social support. It has 25 items distributed unevenly to five indicators, parent, relative, adult, sibling, and peer. Moreover, the tool used to conduct from this study was being validated by the research panels making it appropriate for the participants. The five ordered gradations of SS, along with their respective ranges of means and descriptions, are as follows:

Language Anxiety. The questionnaire for this variable was adopted from Hidayati (2018), which has four indicators: communication apprehension, test anxiety, fear of negative evaluation, and English classroom. The reliability test is conducted using Cronbach's alpha coefficient. The reliability of the test reaches .93, making the questionnaire reliable. The tool is a 20-item construct divided unevenly among the four stated indicators. For this variable, the respondents answer the given questions based on the following four ordered gradations of LA, with their respective range of means and descriptions.

Qualitative Phase

In the qualitative phase, an interview guide containing the grand core questions, along with probing and supporting questions, was used for both in-depth interviews and focus group discussions. This guide is validated by external validators to ensure that the questions effectively measure what they intend to measure and gather the necessary data for the study. Additionally, in this phase, the researcher used the validated interview guide to corroborate the results found in the quantitative phase of the study. Lastly, the

interview guide consists of two parts: the first is a letter of permission for the participants, and the second is for the interview proper.

Procedure

There are several steps in the data collection process. The following procedures was followed during the conduct of the study:

Quantitative Phase

In the quantitative phase, adapted questionnaires were used for social support and language anxiety among English major students. It will be administered to a group of English major students who are in classroom set-up. In addition, the researcher will write a letter of request to the school administrator, asking an approval to conduct the study to their respective school and students. The results will be tally, compute and analyze to corroborate with the results of the qualitative data. The qualitative and quantitative phases of the study will be done simultaneously.

Qualitative Phase

For the qualitative phase, a one-on-one interview was conducted to the identified participants in order to gather the lived experiences of these English major students with regard to their language learning strategies and language competence. An interview guide was used both for the in-depth interview and focus group discussion. Hence, to ensure authenticity of selection, the researcher invited through personal contact the informants and they informed of the tasks to be and that includes the time set for everyone's convenience (Creswell, 2013). The focus group discussion will be center on the exploration of individual's opinions, experiences, concerns, and desires regarding the specific issues at hand.

According to Traynor (2015), this method typically involves bringing together a group of individuals who share a common characteristic, facilitated by a researcher, to engage in group interactions, exchange perspectives on a specific topic, discuss personal experiences, and provide suggestions. It is important to note that the methodology of focus group research explicitly emphasizes the use of interaction. The discussions takes various forms, including one-on-one sessions, and will be recorded through audio recording, with additional notes taken. Furthermore, in-depth or one-on-one interviews will be conducted to provide a valuable opportunity for exploring the perceptions of English major students regarding their experiences of having social support in reducing their language anxiety. Ten (10) students will purposively selected for these interviews, which will be conducted by the researcher. The in-depth interviews will be done face to face, lasting from 10 to 20 minutes.

Data Analysis

In this section, the data analysis, sequence, emphasis, and mixing procedures, as well as the figures of procedures, anticipated methodological issues, trustworthiness of the study, validity of instruments, and ethical considerations in gathering quantitative and qualitative data from the participants, informants, and respondents of this study, are being discussed.

Quantitative Phase

The quantitative data was analyzed using descriptive statistics and Pearson-r. Here are the discussions for each of the statistical tools: (1) The mean was used to determine the level of social support and language anxiety of English major students to answer research question or problem number 2; (2) Pearson-r was used to determine the significant relationship between social support and language anxiety of English major students; (3) The standard deviation was used to measure how spread out the responses of the respondents are; (4) The survey data, which are collected, serve as the basis for in-depth analysis. Upon retrieval of the questionnaires, the data are tallied and treated accordingly. The survey data are further analyzed using the Statistical Package for the Social Sciences (SPSS) for both descriptive and inferential statistics. These statistical treatments are applied to ascertain the status of English major students.

Qualitative Phase

In the qualitative phase, the data collected during the conduct of the interview was analyzed, leading to conclusions that affirm and support the findings in the quantitative phase. As explained, the analysis of data in research involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features of the study (Harding, 2013).

In the study, data analysis was done after transcribing the results of the in-depth interview and focus group discussion among the participants. The researcher uses coding and thematic analysis to analyze the collected data. Furthermore, in displaying and presenting the data, it was organized into different categories that contain similar responses from the various participants. This process was called thematic analysis.

Regarding the qualitative data analysis, the researcher employed coding and thematic analysis. According to Braun & Clarke (2013), thematic analysis was a flexible data analysis plan that qualitative researchers use to generate themes from interview data. This involves examining the patterns and themes that emerge from the utterances or statements of the participants/informants during the one-on-one and focus group interviews. The themes are formulated with the purpose of analyzing the lived experiences of English major students' social support and language competence. The data are carefully analyzed to identify and extract relevant themes that shed light on the research objectives and provide insights into the participants' experiences in this context.

To familiarize with the data, the researcher listens to and transcribes the recorded interviews of the participants and continues to read them to identify similar answers given by the participants. After familiarizing with the data, coding begins, and the researcher uses coding to categorize the data, generating themes, ideas, and categories. Similar passages of text are marked with a code label so that they can easily be retrieved later for further comparison and analysis.

Once the codes are clustered together, the researcher will labels the clusters based on the meaning or relationships shared among the codes. Naming the codes follows, utilizing the labels created for the theme and providing a comprehensive name that describes the relationship or meaning conveyed in that specific theme.

Lastly, to strengthen the reliability of the data, the researcher taps the data analyst, an expert in the field, and the research adviser for further verification of the data. The researcher then presents the findings and interpretation of the data through tabular forms for better understanding and elaboration.

Ethical Consideration

These principles guided the conduct of the study in both qualitative and quantitative research in a responsible and respectful manner, prioritizing the rights and well-being of the participants (Mack et al., 2005). Hence, measures were taken to ensure that these ethical considerations were carefully addressed throughout the course of the mixed-method study. Further, the research of the study adhered to the elements of ethics outlined in the International Ethical Guidelines for Health-Related Research Involving Humans (2016). These included social value, informed consent, vulnerability of the research participants, justice, transparency, qualifications of the researcher, adequacy of facilities, community involvement, risk, benefits, safety, privacy, and confidentiality of information. Before this study was conducted, the Research Ethics Committee validated the manuscript multiple times to ensure that the study adhered to the ethical principles.

Social Value. The researcher of the study aimed to address the social problems pertaining to social support in reducing the language anxiety of English major students in Kapalong College of Agriculture Sciences and Technology. Through this study, it sought to address the challenges encountered by English major students in implementing social support in language learning that suited their personal preferences, helping to reduce their language anxiety. This also served as the basis for the institution in adhering to developments needed for the program, concerning the needs of English major students solely for the purpose of managing their language anxiety. Additionally, this could have been an advantage for English major students as they could have gained insights related to different forms of social support to help them manage their language anxiety. Furthermore, the study served as an embodiment of knowledge, including presentations and publications in scientific forums or journals to share the study's findings, contributing to the broader body of knowledge within their field of study.

Moreover, the researcher of the study was comprehensively explained the overall procedure needed in order to get the full participation of the English major students across all year levels, particularly to the main purpose of the study as well as the procedure in data collection. Hence, the results of the study were shown for them and disseminated to other possible audiences who could benefit from the study. More importantly, the researcher adhered to social value in research by being truthfully committed to the rigor of convergent parallel mixed method design as utilized in the study.

Informed Consent. To ensure the ethical conduct of the study, the researcher provided the participants with letters of permission and consent in both qualitative and quantitative formats that outlined the details of the study, including the methods, design, and procedures. These letters helped the participants understand the nature of the study and make informed decisions about whether to participate. Participants who decided not to participate were allowed to leave without providing any explanations and were assured that their data remained confidential. By following these ethical guidelines, the researcher ensured that the study was conducted in a responsible and respectful manner.

Vulnerability of the Research Participants. The research of the study fully took into consideration the vulnerability of the participants. Further, the conduction of both qualitative and quantitative data was addressed with consents stipulated by their signatures, signifying their agreement to participate in the data gathering. Hence, English major students were less vulnerable in the study. Additionally, the interview and the dissemination of survey questionnaires were scheduled based on the convenience of the participants. Lastly, participants were given tokens for their efforts in participating to ensure the success of the study.

The Risks, Benefits and Safety. As an ethical principle, the researcher emphasized the commitment to minimizing risks and maximizing the well-being of research participants. In this study, efforts were made to ensure the safety and protection of the participants. The anonymity of the interviewees was maintained to prevent any potential risks to their privacy and confidentiality. All files of information were properly secured and not left unattended or unprotected. Additionally, the data gathered during this research study was exclusively utilized for the specified research objectives. The outcomes of the study could also be disseminated through various means, including presentations within the institution, publication in scientific forums or journals, and presentations at conferences, whether on a local, national, or international scale. The researcher was intent on sharing the findings of the study and contributing to the broader body of knowledge within their field of study.

Privacy and Confidentiality of Information. Towards the data, results, and findings, including the safeguard of participants, different

techniques were used. Conversely, all personal identities of the participants were hidden and not shown, including audio records, encoded transcripts, notes, soft and hard copies of data, and others, which were eliminated right after the data was analyzed. Further, to protect the participants' identity and ensure compliance with the Data Privacy Act of 2012, the researcher used discrete coding to denote each participant's responses. This measure involved carefully phrasing any information that could potentially identify the participants in terms of their name, gender, ethnicity, or employment/location to avoid violating their anonymity. By using proper coding and other measures, the researcher protected the participants' identity and ensured that their privacy was respected.

Justice. In this study, the researcher ensured the rights of the participants who identified themselves as English major students. Given that the study aimed to explore social support and language anxiety, no rights of minor students were violated. In recognition of their contribution, participants were duly credited for their involvement in the research, contributing to the overall success of the study. To ensure fairness and equal opportunity for participation, the researcher used random sampling and purposive sampling techniques. Additionally, English major students were not coerced into participating and were given the freedom to decline if they so chose. In recognition of their contribution, tokens were provided to the participants, and they were duly credited for their involvement in the research, contributing to the overall success of the study. Also, justice was ensured by including only relevant utterances of the participants related to the research objectives and accurately transcribing them.

Transparency. The study adheres to the principles of transparency as the researcher fully informs the participants, ensuring they are aware that the study focuses solely on the experiences and insights of English major students regarding their social support and language anxiety across all year levels at the Kapalong College of Agriculture Sciences and Technology. Moreover, the researcher has no connection to the identified participants, as the study uses purposive sampling, and only identified English major students across all year levels are selected without subjectivity or biases regarding their statuses. Additionally, the interview notes and transcribed notes are presented to the participants for their confirmation and approval. The results are also shared with the participants by the researcher.

Qualifications of the Researcher. The research of the study was credible to undertake as a mixed design investigation of social support and language anxiety among English major students. The researcher was a third-year student of Bachelor of Secondary Education Major in English and was enrolled in the course Language Research 2 to fulfill the requirement. Furthermore, the study underwent multiple validations, starting from the researcher's adviser to the panelists, ensuring that it was appropriate and met the standards of thesis writing. Additionally, the interpretation of the statistical data was credible as the researcher had completed a Statistics subject. Lastly, the choice of the municipality and the college institution where the English major students were enrolled was justified, as the researcher currently resided in the nearby municipality.

Adequacy of Facilities. The adequacy of facilities was addressed by the researcher, as the study only utilized resources that were already available, such as bond papers for the questionnaires, a cellphone for audio recording and tracking responses, as well as a laptop and printer, which were the primary facilities used to successfully conduct the study. Furthermore, the source of funds was supported by the parents of the researcher, including the resources used for disseminating survey questionnaires for the quantitative part, tokens and snacks for the interviewees in the qualitative part, and the research fee, which was used to cover the outline defense and final defense. After gathering the significant data, the researcher directly consulted the data analyst for guidance on corrections and improvements for the themes. Additionally, the researcher consulted a certified statistician for the correct interpretation of the data. These steps were taken to avoid any delays in producing immediate results and completing the required publication from the institution.

Community Involvement. The study involved a community of English major students across all year levels in the institution, which was the sole focus of the study and should be presented. These students shared their experiences with diverse support, particularly in social support and managing their language anxiety. Further, the results gathered insights for future endeavors, serving as an instrument in acquiring knowledge and solving problems in the field from this study. Lastly, the beneficiaries of the study were part of the community within the college institution where the study was conducted.

Results and Discussion

This section presented the results from both the quantitative and qualitative phases of the study. The first phase focuses on the quantitative aspect, displaying the status of English major students' language learning strategies and the variables that significantly predict their language competence. The second phase presents qualitative data in a matrix format, which outlines participants' responses about their lived experiences related to their language learning strategies and English language competence. The matrix includes the issues explored, core ideas, codes or categories, essential themes, and supporting theoretical perspectives. Additionally, another matrix integrates the key quantitative and qualitative findings.

Status of Social Support

Presented in the Table 2 was the status of Social Support of Bachelor of Secondary Education Major in English students across all year levels who were classified as students of Kapalong College of Agriculture Sciences and Technology. Also, the table presented the items that has the highest and the lowest mean rating in each indicator. Moreover, items on each indicator were given a description

level from very high to low. On the other hand, each description was given an interpretation which depend upon the level on how English major students certainly manifested social support across all year levels. To support understanding, the study provided an overall illustration from a comprehensive examination based from data being collected from the participants.

Shown in the Table 2 was the overall mean rating of social support which obtained an overall mean rating of 3.90 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. Additionally, the variable of the study which is the social support which have five indicators such: parent, relative, adult, sibling, and peer.

Table 2. *Status of Social Support*

Variables and Indicators	*Mean*	*Description*
A. Parent		
1. Spending time with my parent to show my appreciation for their love and support	4.30	Very High
2. Treasuring the moments when my parent shows me affection	4.33	Very High
3. Being supported by a parent who help me cope with my problems	4.22	High
4. Having an appreciation to a parent who is helping me feel good about myself	4.25	High
5. Learning from a parent who is showing me how to do things.	4.28	Very High
Category Mean	4.27	
B. Relative		Very High
1. Receiving helpful advice from a relative about my studies in English	3.79	High
2. Having a relative who supports me when I feel anxious about learning English	3.77	High
3. Learning to improve my English skills with the guidance of a relative	3.69	High
4. Feeling confident in my English abilities because of the encouragement of a relative	3.71	High
5. Overcoming my language anxiety with the help of a relative	3.65	
Category Mean		High
C. Adult	3.72	High
1. Receiving help from an adult with my schoolwork	3.65	High
2. Talking to an adult who helps me feel less anxious about learning English	3.66	High
3. Learning about teamwork or leadership from an adult	3.75	High
4. Being supported by an adult in my decisions	3.70	High
5. Feeling encouraged by an adult to overcome language anxiety in my English studies	3.65	High
Category Mean	3.68	
D. Sibling		High
1. Having an enjoyment spending time with a sibling	3.91	High
2. Appreciating a sibling praising me when I do something well	3.88	High
3. Valuing a sibling who is encouraging me	3.99	High
4. Relying on a sibling who is helping me when I need it	3.85	High
5. Listening to a sibling who is giving me good advice	3.91	High
Category Mean	3.91	
E. Peer		High
1. Having an enjoyment of spending time with a peer	4.04	High
2. Experiencing affection from a peer through gestures like hugs and pats on the back	3.91	High
3. Feeling encouraged by a peer to overcome my language anxiety in English studies	3.89	High
4. Receiving calls from a peer just to check on how I am doing	3.75	High
5. Talking to a peer who listens to my concerns about learning English	3.85	High
Category Mean	3.89	High
Overall Mean	3.90	High

Parent. In the first indicator, it obtained an overall mean rating of 4.27 with a descriptive equivalent as very high. This means that, it is always manifested by the English major students. Shown in the result that item no. 2- treasuring the moments when my parent shows me affection obtained the highest mean rating of 4.33 with a descriptive equivalent as very high. This means that, it is always manifested by the English major students across all year levels. While, item no. 3- being supported by a parent who help me cope with my problems obtained the lowest mean 4.22 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Relative. Moreover, the second indicator obtained an overall mean rating of 3.72 with a descriptive equivalent as high. This means, that it is oftentimes manifested by the English major students across all year levels. Shown in the result that item no. 1- receiving helpful advice from a relative about my studies in English obtained the highest mean rating of 3.79 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. While, item no. 5- overcoming my language anxiety with the help of a relative obtained the lowest mean of 3.65 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Adult. Further, the third indicator obtained an overall mean rating of 3.68 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students. Shown in the result that item no. 3- learning about teamwork or leadership from an adult obtained the highest mean rating of 3.75 with a descriptive equivalent as high. This means that, it is oftentimes

manifested by the English major students. While, item no. 1- receiving help from an adult with my schoolwork and item no. 5- feeling encouraged by an adult to overcome language anxiety in my English studies obtained the lowest mean rating of 3.65 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Sibling. Furthermore, the fourth indicator obtained an overall mean rating of 3.91 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students. Shown in the result that item no. 3- valuing a sibling who is encouraging me obtained a highest mean rating of 3.99 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. While, item no. 4- relying on a sibling who is helping me when I need it accumulated the lowest mean rating of 3.85 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Peer. Lastly, the fifth indicator obtained an overall mean rating of 3.89 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students. Shown in the result that item no. 1- having an enjoyment of spending time with a peer obtained the highest mean rating of 4.04 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students. While, item no. 4- receiving calls from a peer just to check on how I am doing obtained the lowest mean rating of 3.75 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Status of Language Anxiety

Presented in the Table 2.1 is the Status of Language Anxiety of Bachelor of Secondary Education Major in English students across all year levels who were classified as students of Kapalong College of Agriculture Sciences and Technology. Also, the table presented the items that has the highest and the lowest mean rating in each indicator. Moreover, items on each indicator were given a description level from very high to low. On the other hand, each description was given an interpretation which depend upon the level on how English major students certainly manifested language anxiety across all year levels. To support understanding, the study provided an overall illustration from a comprehensive examination based from data being collected from the participants.

Shown in the Table 2.1 is the overall mean rating of language anxiety which obtained an overall mean rating of 3.75 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. Additionally, the variable of the study which is language anxiety has four indicators such as: communication apprehension, test anxiety, fear of negative evaluation, and english classroom.

Table 2.1. *Status of Language Anxiety*

Variables and Indicators	*Mean*	*Description*
A. *Communication Apprehension*		
1. Feeling self-conscious about speaking English in front of other students	3.93	High
2. Getting nervous and confused when speaking in my English class	3.86	High
3. Starting to panic when speaking without preparation in language class	3.80	High
4. Feeling unsure of myself when speaking in English class	3.78	High
5. Feeling nervous when I do not understand every word my English teacher says	3.72	High
Category Mean	3.82	High
B. *Test Anxiety*		
1. Worrying about facing the consequences of failing in my English class	3.84	High
2. Feeling anxious during tests in my English class	3.86	High
3. Being afraid that my English teacher is ready to correct every mistake I am making	3.65	High
4. Finding that the more I am studying for an English test, the more confused I am becoming	3.74	High
5. Making mistakes in English class without worrying too much	3.66	High
Category Mean	3.75	High
C. *Fear of Negative Evaluation*		
1. Thinking that the other students are better in English than I do	3.89	High
2. Getting upset when not understanding what the teacher is correcting	3.60	High
3. Worrying about getting left behind when English class moves so quickly	3.78	High
4. Trembling when I know that I am going to be called on in English class	3.66	High
5. Fearing that the other students will laugh at me when I speak English	3.71	High
Category Mean	3.73	High
D. *English Classroom*		
1. Thinking about things that have nothing to do with the course during English class	3.76	High
2. Getting so nervous in English class that I forget things I know	3.70	High
3. Feeling anxious about English class even if I am well-prepared for it	3.73	High
4. Feeling more tense and nervous in my English class than in my other classes	3.68	High
5. Feeling overwhelmed by the number of rules I must learn to speak English	3.70	High
Category Mean	3.71	High
Overall Mean	3.75	High

Communication Apprehension. In the first indicator, it obtained an overall mean rating of 3.82 with a descriptive equivalent as high. This means that, it is manifested by the English major students across all year levels. Shown in the result that item no. 1- feeling self-conscious about speaking English in front of other students obtained the highest mean rating of 3.93 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students. While, item no. 5- feeling nervous when I do not understand every word my English teacher says obtained the lowest mean rating of 3.72 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Test Anxiety. The second indicator obtained an overall mean rating of 3.75 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. Shown in the result that item no. 2- feeling anxious during tests in my English class obtained the highest mean rating of 3.85 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students. While, item no. 3- being afraid that my English teacher is ready to correct every mistake I am making obtained the lowest mean rating of 3.65 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Fear of Negative Evaluation. Furthermore, the third indicator obtained an overall mean rating of 3.73 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. Shown in the result that item no. 1- thinking that the other students are better in English than I do obtained the highest mean rating of 3.89 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students. While, item no. 2- getting upset when not understanding what the teacher is correcting obtained the lowest mean rating of 3.60 with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

English Classroom. Lastly, the fourth indicator obtained an overall mean rating of 3.71, with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. Shown in the result that item no. 1- thinking about things that have nothing to do with the course during English class obtained the highest mean rating of 3.76, with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels. While, the indicator item no. 4- feeling more tense and nervous in my English class than in my other classes, got the lowest mean of 3.69, with a descriptive equivalent as high. This means that, it is oftentimes manifested by the English major students across all year levels.

Significant Relationship Between Social Support and Language Anxiety of English Major Students

Presented in the Table 3 below were the results of the study which aimed to examine the significant relationship between social support and language anxiety.

A thorough examination of data revealed the social support which obtained a category mean of 3.90 with a descriptive equivalent of high in terms of its overall mean rating and Language Anxiety which obtained a category mean of 3.75 with a descriptive equivalent of high in terms of its overall mean rating. The Pearson-r illustrates the relationship of social support and language anxiety. The researcher measured two parameters in this study. Since the researcher estimated two relationships, the degree of freedom corresponds to the sample size (185) minus 2.

Therefore, the r (183) = .406 indicates a negative correlation between the two variables. This means that as one variable increases, the other variable tends to decrease, but the relationship is not perfect. The closer the value to 1, the stronger the correlation between the variables. This can be interpreted that 69% of the variance of social support and language anxiety and the remaining 31% is due to other variables not covered in the study. Since, the P-value is less than the significance level of 0.05, which leads to the rejection of the null hypothesis, supporting the conclusion that there is a significant relationship between social support and language anxiety.

Table 3. *Significant Relationship Between Social Support and Language Anxiety of English Major Students*

Variable	*Mean*	*R-Value*	*P-Value*	*Decision @=0.05*
Social Support	3.90	.406	<.001	H_o Rejected
Language Anxiety	3.75			

The Lived Experiences and Coping Mechanisms of English Major Students with Regards to their Social Support and Language Anxiety

There are four essential themes which are created based from the in-depth interviews and focus group discussion of the participants on the first research question. The Table represents the participants' profiles for the qualitative selected purposively following the inclusion criteria: he or she must be a 1st year, 2nd year, 3rd year, or 4th year English major students in KCAST. Based on the table, the profiles are divided into participants' year level.

Further, Table 4 deals on the lived experiences and coping mechanisms of the English major students regarding on their social support to their language anxiety. The essential themes which emerged from the transcriptions of the participants' responses for the research question number one are consisted of overarching themes which are summarized in the said table.

Table 4. *The Lived Experiences and Coping Mechanism of English Major Students on Social Support and Language Anxiety*

Issue Probed	*Core Ideas*	*Code/Categories*	*Essential Themes*	*Theoretical Support*
Dynamics of Social Support in Managing Language Anxiety Among Students Learning English	● Having support from parents with English challenges. ● Appreciation boosts motivation. ● Mother's advice eases speaking anxiety.	Parental Support and Academic Motivation	Overcoming Language Anxiety through Social Support	Social Support Theory (Cobb, 1976)
	● Cousins ease anxiety through support. ● Their feedback improves skills. ● Family bonding boosts motivation.	Familial Support in Language Learning		
	● Seniors boost confidence in English. ● Senior mentors support eases anxiety. ● Teachers inspire and reassure.	Support and Encouragement from Adults Mentors		
	● Struggles in English but bonds with older sister. ● Siblings' support brings motivation. ● Sister's help builds confidence.	Sibling Support in Language Learning		
	● Friends ease anxiety with support. ● Peer help boosts confidence and enjoyment. ● Study groups reduce pressure in learning.	Peer Support Reduces Language Anxiety		
Impact of Language Anxiety in Language Learning	● Became selective with support, knowing strengths and weaknesses. ● Hesitates to open up due to fear in class. ● Struggles with expression from fear of mistakes and judgment.	Communication Apprehension in Academic Settings	The Influence of Anxiety on English Language Learning	The Social Support Deterioration Deterrence Model (Barrera,1986)
	● Struggles with complex words from limited explanations. ● Faces support barriers like judgment and social anxiety. ● Learns English through mistakes and resilience.	Comprehension & Judgment Anxiety		
	● Fear of mistakes hinders class participation. ● Corrections cause embarrassment but aid learning. ● Comparing skills sparks self-doubt and anxiety.	Fear of Negative Evaluation in English Language Learning		
	● Overthinking distracts and prevents help-seeking. ● Fear of judgment stops speaking, despite ideas. ● Friends' encouragement eases anxiety and improves focus.	The Impact of Anxiety on Student Participation in English Class		
Barriers In Accessing Social Support and Challenges in Developing Effective Coping Strategies for Language Anxiety.	● Limited friend availability affects support for anxiety. ● Conflicting schedules hinder study group formation. ● Inconsistent support and lack of discipline slow learning.	Challenges in Accessing Peer Support Due to Availability Issues	Barriers to Seeking Social Support	Social Cognitive Theory (Bandura, 1986)
	● Shyness prevents seeking support.	Shyness as a Barrier to Seeking Social Support		

	● Lack of support and motivation hinders growth.			
Coping Strategies in Managing Language Anxiety	● Boosting vocabulary with books and movies. ● Improving skills with public speaking videos and shadowing. ● Practicing through reading, movies, and online calls.	Reading Books and Watching Movies to enrich vocabulary	Harnessing Support and Resources for Holistic Language Development	Self-Determination Theory (Deci & Ryan, 1985)
	● Social support reduces anxiety with motivated peers. ● Help-seeking depends on need and availability, often turning to relatives. ● Ask friends or board mates when classmates aren't available.	Seeking Help from Family and Friends		
	● Following advice reduces public speaking anxiety. ● Critical feedback promotes growth and learning. ● Friends' encouragement boosts speaking confidence.	Utilizing Feedback for Personal and Academic Growth		
	● Mind conditioning reframes mistakes as growth opportunities. ● Embracing mistakes builds confidence and resilience.	Learning and Growth Through Mistakes		

Overcoming Language Anxiety through Social Support. In the context of language learning, English major students' experiences highlight the importance of social support in building their confidence and reducing anxiety when using the language. It was mentioned by the participants that receiving encouragement from peers, teachers, and family members significantly helps in alleviating their fears and enhancing their communication skills. Engaging in supportive interactions fosters a sense of comfort, allowing students to practice English more effectively and develop their language competence.

Parental Support and Academic Motivation. This is the first code of the first probed issue. Some participants shared that parental support plays a crucial role in fostering academic motivation. Encouragement from parents instills a sense of responsibility and perseverance, helping students stay focused on their studies. Emotional and financial support from family reduces stress, allowing learners to concentrate on their academic goals. When parents actively engage in their children's education, students feel valued and driven to perform better. This nurturing environment cultivates self-discipline and a strong work ethic, empowering learners to achieve academic success.

Similarly, Participant 1 acknowledged the significant role of parental motivation in their English language journey, especially during challenging moments. They believed that the encouragement provided by their parents fostered perseverance, enabling them to persist despite difficulties. Furthermore, with continuous support, they developed resilience and a stronger commitment to improving their language skills. Thus, the participants recognized that parental motivation plays a crucial role in sustaining their determination and progress in language learning. The participant stated that:

"My parents always motivates me labi na sa mga panahon na gikapoy na kaayo ko ug sabot aning uban English subjects. Ma feel jud nako ilang pagcare sa akoa every time na gina encourage ko nil ana mupadayon lang sa pagtuon kay puhon ako rad aw gihapon ang maka benefits ani ." (IDI-001)

(My parents always motivate me, especially during times when I feel extremely exhausted trying to understand some of my English subjects. I can truly feel their care for me every time they encourage me to keep studying because, in the future, I will be the one who benefits from it.)

Also, a participant highlighted the crucial role of parental appreciation in their motivation to learn English. They believed that receiving recognition and encouragement from their parents significantly enhanced their enthusiasm for language learning, making the experience more fulfilling. Furthermore, they acknowledged that parental support fostered a sense of achievement and confidence, allowing them to approach challenges with a more positive mindset. Hence, the participant recognized parental appreciation as a key factor in sustaining their motivation and engagement in English learning. When Participant 2 stated that:

"…Also, my parents always appreciate my efforts which encourage me to do better in learning English language. Gaan jud kaayo

sa paminaw if ma appreciate sa ginikanan ang efforts nato, ilaha tang I motivate na kaya ra kaayo ug mag padayon lang kay mulabay ra tanan pagsulay, ang importante daw wala ta ni surrender." (IDI-002)

(Also, my parents always appreciate my efforts, which encourages me to do better in learning the English language. It feels really good when our parents appreciate our efforts. They motivate us by saying that we can handle it as long as we keep going because all challenges will eventually pass. What's important, they say, is that we never give up.)

The participant recognized that seeking a mother's advice helps alleviate anxiety when speaking English publicly. They believe that this support not only boosts their confidence but also provides them with a sense of reassurance. Additionally, it gives them clarity in overcoming language-related challenges, not only in speaking English but also in academics in general. The participant also acknowledged that a mother's guidance fosters meaningful connections, further enriching their learning experience. As what Participant 4 stated that:

"To help reduce my language anxiety as an English major student, I usually go to my mother for her to give me an advice about speaking English in front of others." (IDI-004)

(To help reduce my language anxiety as an English major student, I usually go to my mother for advice on speaking English in front of others.)

Familial Support in Language Learning. This is the second code of the first probed issue. The participants imparted statements that encouragement from family members plays a crucial role in language learning, easing anxiety and fostering a supportive environment. Emotional and practical support from parents and siblings enhances confidence, making learners feel more secure in practicing the language. Family engagement in learning activities, such as conversations or corrections, helps develop fluency and reduces the fear of making mistakes. This sense of reassurance and motivation empowers individuals to persist in their language-learning journey, ultimately improving their communication skills.

In connection, Participant 1 recognized that having supportive cousins helps ease English learning anxiety by providing emotional support and encouragement. This support not only boosts their confidence but also enables them to assist others in their learning journey. They believe that such encouragement enhances their knowledge while giving them a sense of peace. Additionally, it offers clarity in understanding the struggles of others, not only in learning English but in academics as a whole. The participant also acknowledged that having strong familial support fosters meaningful connections, further enriching their learning experience. The participant stated that:

" Labi na pod if I appreciate sa akong mga ig.agaw ang akong efforts towards learning English subjects, lami kaayo sa paminaw. Naa poy times na mamali ko then matimingan na makakita sila, ilaha sad kong hatgan ug advice na next time ing.ani na ang buhaton, dapat dli ni nimo gamiton na words if ing.ani ang sentence na imong I construct, usahay pod if mamali ko ug pronounce sa word kay ilaha kong tabangan to correct that pronounciation. I can say that ang existence sa akong mga ig.agaw is a great help jud towards aning journey nako karon." (IDI-001)

(Especially when my cousins appreciate my efforts in learning English subjects, it feels really good. There are also times when I make mistakes, and if they happen to notice, they give me advice, like what to do next time, which words to use or avoid in certain sentences. Sometimes, when I mispronounce a word, they help me correct it. I can say that the presence of my cousins is truly a great help in my journey.)

Furthermore, a participant acknowledged that receiving feedback and advice from others helps improve their skills and minimize errors. They believe that this guidance not only enhances their learning but also instills a sense of confidence in their abilities. Additionally, it provides them with reassurance, allowing them to navigate challenges more effectively. The participant also acknowledged that constructive feedback fosters a supportive environment, further enriching their personal and academic growth. When Participant 9 stated that:

"So the social support that I have utilized to reduce my language anxiety is the help from my classmates, friends, and relatives their encouragement to boost my self-esteem and language." (FGD-004)

(The social support I have utilized to reduce my language anxiety comes from my classmates, friends, and relatives. Their encouragement has helped boost my self-esteem and improve my language skills.)

Likewise, a participant also recognized that bonding with cousins and aunt's plays a significant role in reducing anxiety and increasing motivation. They believe that these relationships provide emotional support, creating a sense of belonging and comfort. Additionally, they find that such connections encourage them to stay engaged and persistent in their studies. The participant also acknowledged that strong familial ties contribute to a positive learning environment, allowing them to thrive both academically and personally. As what Participant 3 stated that:

"…I remember those days na I am suffering language anxiety, my cousins and titas help me to feel better. We've bond together, sharing happy moments, having road trips, their presence lift my energy to manage stress in learning." (IDI-003)

(I remember the days when I was suffering from language anxiety. My cousins and aunts helped me feel better. We bonded, shared happy moments, and went on road trips. Their presence lifted my energy and helped me manage the stress of learning.)

Support and Encouragement from Adults Mentors. This is the third code of the first probed issue. The participants highlighted that support and encouragement from adult mentors play a crucial role in alleviating language anxiety. Guidance from experienced mentors provides reassurance, fostering a sense of security in language learning. Their constructive feedback helps build self-confidence, allowing learners to take risks and practice without fear of judgment. The presence of supportive mentors creates a motivating environment where learners feel valued and understood, reinforcing their commitment to improving their language skills.

Moreover, a participant highlighted that encouragement from seniors plays a crucial role in boosting their self-esteem and confidence in using English. They believe that receiving support from experienced peers not only enhances their language skills but also reassures them in their academic journey. This encouragement provides them with a sense of security and motivation, allowing them to overcome self-doubt and engage more actively in learning. Additionally, they acknowledged that such support fosters a sense of belonging, strengthening their connections with others and enriching their overall educational experience. As what Participant 6 stated that:

"…Also, our seniors encourage us na kaya ra kaayo ang English subjects kay Nakaya gani daw nila, how much more na kami na mas bright daw mi nila, padayon lng gyud daw sa pagtuon since through learning the subject will boost our confidence sad daw. This encouragement boost my self-esteem and reduce my language anxiety." (FGD-001)

(Also, our seniors encourage us by saying that the English subjects are very manageable. They say that if they were able to handle them, then we, who they consider even brighter than them, should have no problem. They remind us to keep studying because learning the subject will also boost our confidence. This encouragement boosts my self-esteem and reduces my language anxiety.)

Likewise, a participant also acknowledged that guidance and encouragement from senior mentors play a crucial role in alleviating language anxiety. They believe that this support system not only boosts their confidence but also motivates them to persist in their language-learning journey. Additionally, it fosters a sense of reassurance, making them feel understood and less isolated in their struggles. The participants also acknowledged that having experienced mentors allows them to gain insights into effective learning strategies, further enriching their academic growth. As what Participant 2 stated that:

"…Labi natong mga seniors nako na gina pangayoan nako ug help everytime naa koy questions regarding English language, tapos I motivate pajud ko nila na kaya ra kaayo nako tun.an basta magkugi lang jud daw, basta naa daw koy dli kaayo masabtan pwede radaw ko maka ask sa ilaha ug help. That availability ang words of encouragement is a help to reduce my language anxiety." (IDI-002)

(Especially my seniors, whom I ask for help whenever I have questions about the English language. They also motivate me, saying that I can learn it easily as long as I put in the effort. If there's something I don't fully understand, they assure me that I can always ask them for help. Their availability and words of encouragement help reduce my language anxiety.)

Further, a participant states that teachers' stories and encouragement serve as a source of inspiration, instilling confidence and reducing anxiety. They believe that hearing about their teachers' experiences helps them feel more connected and motivated, reinforcing the idea that challenges in learning English are surmountable. Additionally, this form of support creates a more positive learning environment, where students feel safe to make mistakes and improve. The participants also acknowledged that teachers' guidance fosters a sense of trust, further strengthening their commitment to learning. As what Participant 8 stated that:

"… Labi na ug mag chika mi sa mga kaila nako na teachers, gina story man nila ilang kaagi sa akoa ba na same ra pod ang kalisod na naagian nila sa akoa pero Nakaya ug gikaya jud daw nila maong kayahon sad daw pod nako kay naa daw koy potential na muhawd jud in language learning. Pinaagi sa ilang story ug encouragement, ma boost akong self-confidence to learn more and through it ma lessen akong language anxiety." (FGD-003)

(Especially when I had a casual talk with teachers I know, they share their experiences with me, saying that they went through the same struggles as I did. However, they managed to overcome them, so they believe I can do the same because they see my potential to excel in language learning. Through their stories and encouragement, my self-confidence is boosted, motivating me to learn more and, in turn, reducing my language anxiety.)

Sibling Support in Language Learning. This is the fourth code of the first probed issue. The participants shared that support from siblings plays a crucial role in language learning, helping them feel more at ease and reducing anxiety. Encouraging interactions between siblings not only enhances confidence and fluency but also strengthens emotional bonds, creating a supportive learning environment. Constructive feedback and shared learning experiences boost motivation, making language practice more engaging and effective. This sense of familial encouragement empowers learners to persist in their language journey, fostering both skill development and self-assurance in communication.

Similarly, Participant 3 expressed facing challenges in English becomes more manageable through the support of an older sister during study sessions. They believe that these shared learning experiences not only enhance their understanding of the language but

also strengthen their bond. This support system provides them with motivation and reassurance, making the learning process less daunting. Additionally, they acknowledge that such meaningful connections contribute to their overall academic growth and emotional well-being. The participant stated that:

"…Kuan sad naay times na maglisod jud ko ug tuon sa uban nakong subject sa English but luckily naa akong ate na maduolan nako to ask for guidance and support, nahimo nasad namo siyang bonding since naay time na wala siyay lingaw kaya tabangan ko niya." (IDI-003)

(There are times when I struggle to study some of my subjects in English, but luckily, I have my older sister whom I can turn to for guidance and support. It has also become a bonding experience for us since there are times when she is free and helps me with my studies.)

Furthermore, a participant shared that supportive siblings play a crucial role in maintaining motivation, especially during challenging times. They believe that this support not only strengthens their resilience but also provides emotional stability. Additionally, it reinforces their determination to overcome difficulties and pursue their goals with greater confidence. When Participant 8 stated that:

"…There are times also na my siblings highly appreciate my achievements, makita kaayo nako na proud kaayo ug nalipay kaayo sila sa akong mga nakab.ot sa tanang aspects sa akong journey. Makagana kaaayo if naay mga taong naga supporta sa atoa ilabi na ug naa sila sa panahon na we're struggling. " (FGD-003)

(There are also times when my siblings deeply appreciate my achievements I can clearly see how proud and happy they are for everything I have accomplished in every aspect of my journey. It's incredibly motivating to have people who support us, especially when they are there for us during our struggles.)

The participant recognized that while language anxiety poses a significant challenge, the encouragement of an older sister helps build their self-assurance. They believe that this support not only boosts their confidence in using English but also fosters a sense of security, allowing them to navigate academic and social interactions more effectively. As what Participant 7 stated that:

"…Like atong times na nagstruggle ko through learning language kasi I am afraid of judgement sa uban tao sa akoa but naa jud nagpabilin sa akong side si ate para I motivate ko, gihatagan ko niya ug advice on how to handle it para dli nako mahadlok. Throught these supports, it reduces the feeling of isolation in which it makes me more confident sa akoang learning process and it also pushes me to keep improving kay they do have their support when it comes to this kind of struggles." (FGD-002)

(Like during the times when I struggled with learning a language because I was afraid of being judged by others, but my older sister stayed by my side to motivate me. She gave me advice on how to handle it so that I wouldn't be scared. Through this support, my feelings of isolation were reduced, making me more confident in my learning process. It also pushed me to keep improving because I knew I had their support in facing these kinds of struggles.)

Peer Support Reduces Language Anxiety. This is the fifth code of the first probed issue. Some participants shared that peer support and encouragement play a crucial role in managing language anxiety. Having supportive classmates fosters a sense of comfort, making language use less intimidating. Encouraging interactions boost self-esteem, enhance fluency, and create meaningful connections that alleviate feelings of isolation. Positive reinforcement from peers strengthens morale, motivating learners to practice consistently. This sense of belonging and encouragement empowers individuals to develop confidence and improve their language proficiency.

The participant recognized that that encouragement from peers and friends plays a crucial role in reducing language anxiety. They believe that having a strong support system boosts their confidence, making them feel more comfortable in using the language. This encouragement not only alleviates their fears but also motivates them to improve their skills. Additionally, they acknowledged that peer support fosters a sense of belonging, helping them navigate challenges in learning English while strengthening their overall academic experience. As what Participant 3 stated that:

"For me the kind of social support that I have utilized and used to help reduce my language anxiety as an English major student involves the encouragement and motivation coming from my peers and friends." (IDI-003)

(For me, the type of social support I have utilized to help reduce my language anxiety as an English major student includes the encouragement and motivation I receive from my peers and friends.)

Similarly, Participant 6 acknowledged that having supportive friends makes academic tasks more enjoyable and boosts their confidence. They believe that this support not only enhances their motivation but also provides them with a sense of encouragement. Additionally, it gives them the reassurance needed to face academic challenges with a more positive mindset. The participant also acknowledged that having a strong support system fosters meaningful connections, which further enrich their overall learning experience. The participant stated that:

"So the support that I have now is my friends, since they are also in my major and they are the ones who have prior knowledge when it comes to studying linguistics, especially in the English major and they are the ones who could help me enhance my understanding

and would enlight me more to the subject matter..." (FGD-001)

(The support I currently have comes from my friends, as they are also in my major and have prior knowledge of studying linguistics, particularly in the English major. They can help enhance my understanding and further enlighten me on the subject matter.)

Also, a participant highlighted that participating in study groups and discussions helps ease language learning by reducing pressure. Learners believe that engaging in collaborative learning not only enhances their understanding but also provides them with a sense of comfort and encouragement. Additionally, it allows them to gain clarity on their own challenges while fostering empathy toward others who may also struggle with language acquisition. The participants acknowledged that such interactions create meaningful connections, further enriching their overall learning experience. When Participant 8 stated that:

"So for me naman is the peer support which can lessen any tension is kanang mag English nata then samot na'g ma una tong mga bagtik kayo mang English so ma-low atoang self-esteem then ang confidence nato ,but if naa jud ang peer support ma lessen nato ang tension then maka boost pud siya ug confidence." (FGD-003)

(Also, my parents always appreciate my efforts, which encourages me to improve in learning the English language. It feels really good when our parents recognize our hard work. They motivate us by reminding us that we can handle any challenge as long as we keep going because all difficulties will eventually pass. What's important, they say, is that we never give up.)

The Influence of Anxiety on English Language Learning. In the context of English language learning, anxiety plays a significant role in shaping students' ability to acquire and use the language effectively. Many learners experience fear of making mistakes, low self-confidence, and pressure to meet academic expectations, which hinder their willingness to participate in language-related activities. Additionally, some students may struggle with performance anxiety or negative past experiences that reinforce their fear of speaking English. These challenges create barriers to language development, making it difficult for learners to build proficiency and confidence in using the language.

Communication Apprehension in Academic Settings. This is the first code from the second probed issue. It seems that the participants expressed that communication apprehension in academic settings hinders their ability to express themselves confidently. Feelings of nervousness and fear of negative evaluation make it difficult for them to participate in discussions and presentations. However, a supportive learning environment, including encouragement from teachers and peers, helps alleviate anxiety. Constructive feedback and understanding from others foster a sense of security, enabling learners to gradually build their confidence and improve their communication skills.

In connection, a participant recognized the importance of being selective with social support, understanding that different individuals offer varying strengths and weaknesses. They believe that identifying the right support system allows them to maximize personal growth and emotional well-being. This awareness helps them seek guidance from those who can provide meaningful encouragement while also setting boundaries to avoid unhelpful influences. Additionally, they acknowledged that being intentional in choosing their support network enables them to cultivate deeper, more meaningful relationships that contribute to their academic and personal development. As what Participant 3 stated that:

"Being selective to different social supports and I assess nko kung asa akong strength and weakness,then kung dati dali rako ma confuse if tama ba or mali akong gina explain during my reportings tungod sa akong kakulba,karon kay ma handle na jud nako siya and siguro dha ko makaingon na i effectively manage my language anxiety." (IDI-003)

(Being selective about different types of social support, I assess where my strengths and weaknesses lie. Before, I would easily get confused about whether what I was explaining during my reports was correct or not because of my nervousness. But now, I can handle it better, and I believe that's how I can say I effectively manage my language anxiety.)

Further, a participant highlighted that fear and self-consciousness hinder their willingness to speak English in class, leading them to avoid opening up. They acknowledged that these feelings stem from concerns about making mistakes or being judged. However, they also believe that overcoming this anxiety with the help of a supportive environment could encourage them to participate more actively, ultimately enhancing their confidence and communication skills. As what Participant 4 stated that:

"... Unlike sauna na dili ko ganahan mag open sa ilaha kay maulaw ko and mahadlok since conscious jud ko sa akoang self in terms of speaking ,labi na ug English ang medium of instruction most especially kung naa miy reportings,ma conscious jud ko always in front sa akoang classmates." (IDI-004)

(Unlike before, when I didn't want to open up to them because I felt shy and afraid, as I was very self-conscious when it came to speaking—especially when English was the medium of instruction. I would always feel anxious, especially during reporting's, whenever I had to speak in front of my classmates.)

Consequently, a participant highlighted that difficulty in expressing oneself arises from the fear of making mistakes, being judged, or corrected, especially during oral recitations and reportings. This fear hinders confidence and fluency, making communication more challenging. Participants recognize that these anxieties can impact their overall learning experience, leading to hesitation in actively engaging in academic discussions. When Participant 6 stated that:

"…In managing naman my language anxiety ,you'll be practicing also how to communicate kasi sometimes we find it difficult to express ourselves because we do not know how to communicate with others, we always felt unsure towards ourselves labi na sa atoang oral recitations or reportings kasi mahadlok ta permi mamali, ma judge and usahay mahadlok ta macorrection'an …" (FGD-001)

(In managing my language anxiety, I also practice how to communicate. Sometimes, we struggle to express ourselves because we don't know how to communicate effectively with others. We often feel unsure of ourselves, especially during oral recitations or reportings, because we are afraid of making mistakes, being judged, or sometimes even being corrected.)

Comprehension & Judgment Anxiety. This is the second code of the second probed issue. The participants stated that difficulties in understanding texts and fear of being judged hinder their language learning progress. Struggling with comprehension creates frustration and discourages learners from actively engaging in language practice. Additionally, the anxiety of making mistakes in front of others leads to reluctance in speaking or participating in discussions. These challenges contribute to self-doubt, making learners hesitant to use the language. Without proper support, the fear of judgment can limit opportunities for improvement, slowing down language development and affecting overall confidence in communication.

In connection, a participant shared that the lack of instructor explanations made it difficult for them to understand complex words. They recognized that without proper guidance, grasping intricate vocabulary became a challenge, which in turn affected their overall comprehension. They believe that clearer instruction would not only enhance their language proficiency but also provide them with a stronger foundation for academic success. As what Participant 9 stated that:

"So the challenges that I faced as an English major kay nay mga lisod sabton na mga words,samot na ang mga laglom mga hifalutin words and because of it maglisod ko ug sabot ,at the same time mahadlok ko if dili kaayo ko makasabot dayun sa discussion kay basig ma mabagsak ko ,samot na ug mag gamit na atong mga instructors ug lisod na word siya na sabton unya dili nila pa lawman ug understanding ana,kung unsa jud ang concept ana na specific na word…" (FGD-004)

(The challenges I faced as an English major include encountering difficult words, especially deep and highfalutin ones. Because of this, I struggle to understand the material, and at the same time, I feel anxious that if I don't grasp the discussion quickly, I might fail. This becomes even more challenging when our instructors use complex words without further explaining their meaning or providing a deeper understanding of the concept behind those specific terms.)

Also, a participant recognized specific barriers that hindered them from receiving social support in managing language anxiety. Factors such as the availability of peers, fear of judgment, teacher corrections, cultural differences, and social anxiety can hinder students from seeking or receiving the support they need. These challenges create feelings of isolation and hesitation, making it difficult for learners to fully engage in language learning. Despite these obstacles, addressing them can help foster a more inclusive and encouraging environment, allowing students to gain confidence, reduce anxiety, and build meaningful connections that enhance their overall learning experience. When Participant 2 stated that:

"As an English major, I face challenges in accessing social support to overcome language anxiety, such as limited peer availability, fear of judgment, fear of being corrected by my teacher because of my mistakes in my grammar and pronunciation, cultural differences, and social anxiety …" (IDI-002)

(As an English major, I face challenges in accessing social support to overcome language anxiety. These challenges include limited peer availability, fear of judgment, fear of being corrected by my teacher due to mistakes in grammar and pronunciation, cultural differences, and social anxiety.)

Similarly, Participant 6 explained that earning English is a gradual process that requires making mistakes, embracing self-acceptance, and developing emotional resilience. Learners understand that these challenges are essential for growth, allowing them to build confidence and persevere in their studies. Additionally, they acknowledge that overcoming difficulties in language learning fosters a deeper sense of self-awareness and determination, which extends beyond English acquisition to personal and academic development. The participant stated that:

"…In terms of learning English man gud,dili jud na siya like unang sabak pa lang,the first time that you have the session with your friends or during your class, you would be able to acquire the needed knowledge na dayun when it comes to understanding linguistics and it's okay to have mistakes jud,it's okay to complain about it,so it is always important to acknowledge our feelings pod…."(FGD-001)

(When it comes to learning English, it's not something that you can instantly grasp the first time you engage in a session with your friends or attend a class. You don't immediately acquire all the necessary knowledge, especially in understanding linguistics. And that's okay. It's okay to make mistakes, and it's okay to feel frustrated about it. What's important is that we acknowledge our feelings as part of the learning process.)

Fear of Negative Evaluation in English Language Learning. This is the third code of the second probed issue. The participants expressed a fear of negative evaluation when using English, leading to heightened anxiety and reluctance to engage in conversations.

The pressure to avoid mistakes often discourages learners from practicing, hindering their language development. However, a supportive learning environment can help ease this fear, as constructive feedback and encouragement from peers and educators build confidence. By fostering a culture of acceptance and growth, learners become more willing to take risks, ultimately enhancing their communication skills and fluency.

In connection, a participant shared that the fear of being laughed at, judged, or making grammar mistakes leads to a reluctance to participate in class. This apprehension hinders students from engaging in discussions and expressing their thoughts freely. Additionally, it creates anxiety that affects their confidence in using the English language. As what Participant 1 stated that:

"… Another thing is that, I'm afraid na basin kataw-an ko sa akoang mga classmates once mali ang akoang grammar if I do speak in English,mahadlok ko ma judge nila and that's the reason why much better if dili na lang ko mag participate during our class discussions unless tawgon ko during oral."(IDI-001)

(Another thing is that I'm afraid my classmates might laugh at me if I make grammar mistakes when speaking in English. I fear being judged by them, which is why I prefer not to participate in class discussions unless I'm called on during oral recitations.)

Likewise, a participant initially felt hindered in their understanding due to the embarrassment caused by instructor corrections. However, they later recognized that these corrections played a crucial role in fostering their learning. Over time, they perceived these moments of discomfort as opportunities for growth, allowing them to refine their knowledge and improve their language skills. Through this process, they developed resilience and a deeper appreciation for constructive feedback, ultimately enhancing their overall learning experience. As what Participant 3 stated that:

"… Same last time, akoang instructor, she corrects me sa akoang grammar during my report and nag interrup man gud siya kaya medjo na ulaw ko and because sa kaulaw na akoang na feel, medjo naglisod ko ug grasp sa iyahang gina ingon kaya I just felt disappointed na lang sa akoang self after,but later on,I just realize and understand naman her point and it's okay kasi part man sad to sa process to be a future English teacher…" (IDI-003)

(Same as last time, my instructor corrected my grammar during my report, but she interrupted me while I was speaking, which made me feel embarrassed. Because of that, I struggled to fully grasp what she was saying, and I ended up feeling disappointed in myself. However, later on, I realized and understood her point. In the end, I accepted that it's okay because it's all part of the process of becoming a future English teacher.)

Also, a participant recognized that comparing their English skills with those of their classmates often leads to self-doubt and heightened anxiety. They believe that this tendency not only undermines their confidence but also creates barriers to effective learning. Additionally, they acknowledged that such comparisons can make them more aware of their own perceived shortcomings, further intensifying their anxiety. However, they also noted that understanding this pattern allows them to develop healthier coping strategies and shift their focus toward personal growth rather than competition. When Participant 8 stated that:

"…Most of the time man sad gud kay always sad nako gina huna-huna na mas better jud akoang mga classmates in speaking English kaysa sa akoa..." (FGD-003)

(Most of the time, I keep thinking that my classmates are much better at speaking English than I am.)

The Impact of Anxiety on Student Participation in English Class. This is the fourth code of the second probed issue. The participants revealed that anxiety significantly affects their participation in English class, often making them hesitant to speak or engage in discussions. Fear of making mistakes and negative evaluation heightens their anxiety, leading to avoidance behaviors. However, when students receive encouragement and reassurance from teachers and peers, they feel more at ease, allowing them to participate more actively. Creating a supportive and nonjudgmental environment fosters confidence, helping learners overcome anxiety and develop stronger communication skills.

Moreover, a participant shared that overthinking during class diverts their attention from the course material, leading to hesitation in seeking help. They recognized that this mental burden not only disrupts their focus but also affects their confidence in engaging with instructors and peers. Additionally, they noted that this hesitation creates a barrier to effective learning, making it difficult to address academic concerns in a timely manner. As what Participant 2 stated that:

"… One thing sad is dili ko ingon ato ka focus like ga overthink ko, I'm always ended up thinking unnecessary things that are not related sa akoang course during the class which somehow make me want to stop from reaching out for help." (IDI-002)

(Another thing is that I struggle to focus because I tend to overthink. I always end up thinking about unnecessary things that are not related to my course during class, which sometimes makes me hesitant to reach out for help.)

Also, a participant recognized that the fear of making mistakes or being judged hinders students from speaking in English class, even when they have valuable ideas to share. This anxiety discourages them from participating, limiting their ability to practice and express themselves. Consequently, they may struggle to develop confidence in using the language, affecting both their academic performance and overall learning experience. When Participant 6 stated that:

"… Well at first,naay mga instances na tungod sa atoang kakulba to speak about our thoughts related sa topic nato sa English class in front sa atoang classmates kay makalimot na lang ta maskig kabalo ta, like sayang ang opportunity nga naa tay idea and chance to speak but nawala lang because kay mahadlok ug maulaw ta na basig mali atong idea or basig i-judge ta tungod satong answer." (FGD-001)

(Well, at first, there were instances when, because of our nervousness about speaking our thoughts on a topic in English class in front of our classmates, we would suddenly forget what we were about to say—even if we actually knew the answer. It's frustrating because we miss the opportunity to share our ideas and speak up, all because of fear and self-doubt. We worry that our answer might be wrong or that others might judge us for it.)

Further, a participant states that encouragement from friends helps alleviate nervousness in English class, preventing anxiety from affecting their focus and comprehension. They believe that having supportive peers not only eases their struggles in learning but also boosts their confidence. Additionally, this support fosters a sense of reassurance, allowing them to engage more effectively in class discussions and academic activities. The participant also acknowledged that social support strengthens interpersonal connections, creating a more positive and enriching learning environment. As what Participant 9 stated that:

"… . In doing such things like for reportings like mga encouragements from my friends na dapat dili ko makulbaan ,like dapat same sa uban nako subjects ba,dili dapat ko ma tense sa or mahadlok dayun sa akoang English class kasi the more man gud na maka feel ko ana,the more na mawala sad ko sa focus maong maglisod nasad ko ug sabot..." (FGD-004)

(When it comes to activities like reporting, the encouragement I get from my friends helps me manage my nervousness. They remind me that I shouldn't feel too anxious just like in my other subjects. I shouldn't be too tense or afraid in my English class because the more I feel that way, the more I lose focus, making it even harder for me to understand the lesson.)

Barriers to Seeking Social Support. In the context of accessing social support, individuals highlighted that seeking social support can significantly impact an individual's ability to manage language anxiety effectively. Participants highlighted several obstacles that hinder their willingness or ability to seek help, including fear of judgment, low self-confidence, and limited access to supportive networks. Cultural expectations and past negative experiences also contribute to hesitation in reaching out for assistance. These barriers not only restrict students from accessing the encouragement they need but also make it more challenging for them to develop their English proficiency and confidence in communication.

Challenges in Accessing Peer Support Due to Availability Issues. This is the first code of the third probed issue. Some participants expressed that while peer support plays a crucial role in managing language anxiety, access to it is often hindered by availability issues. Busy schedules, differing commitments, and a lack of consistent peer interaction limit opportunities for support. As a result, some learners struggle to find encouragement when they need it most, making it harder to build confidence in using the language. The absence of readily available peer support can contribute to feelings of isolation, reinforcing anxiety rather than alleviating it.

In connection, a participant highlighted that the limited availability of friends poses a challenge in accessing social support, making it more difficult to overcome language anxiety. They recognized that without a reliable support system, they may struggle with confidence and experience heightened anxiety when using English. Additionally, they noted that the absence of strong social connections can hinder their ability to seek guidance, share experiences, and develop coping strategies, ultimately affecting their overall learning experience. As what Participant 7 stated that:

"So one of the challenges that I've faced as an English major in language anxiety is finding a study group that naa'y parehas og schedule kay sometimes naa'y uban nako nga classmate nga wala kaayo'y interest when it comes to practicing in a language or in English language. So it's very hard to find a good group and also it is challenging kung wala'y proper communication so naa'y times na maglisod ko ug access sa support that I needed." (FGD-002)

(One of the challenges I've faced as an English major student in accessing social support to overcome language anxiety is the availability of my friends. There are times when they are not available in situations where I really need their presence.)

Moreover, a participant states that conflicting schedules and a lack of interest from classmates create challenges in forming study groups, which in turn limits opportunities for practicing English. They acknowledged that these barriers hinder their ability to engage in collaborative learning, making it difficult to enhance their language skills. Additionally, they believe that the absence of study groups reduces their motivation and access to peer support, further affecting their confidence in using English. As what Participant 7 stated that:

"So one of the challenges that I've faced as an English major in language anxiety is finding a study group that naa'y parehas og schedule kay sometimes naa'y uban nako nga classmate nga wala kaayo'y interest when it comes to practicing in a language or in English language. So it's very hard to find a good group and also it is challenging kung wala'y proper communication so naa'y times na maglisod ko ug access sa support that I needed." (FGD-002)

(One of the challenges I've faced as an English major in dealing with language anxiety is finding a study group with the same schedule as mine. Sometimes, some of my classmates are not very interested in practicing the language, especially English. This

makes it difficult to find a good group. Additionally, it becomes even more challenging when there is a lack of proper communication, making it hard for me to access the support I need.)

Further, a participant recognized that inconsistent support from friends and a personal lack of self-discipline pose challenges in learning English. They believe that unreliable encouragement from peers can lead to feelings of discouragement, making it harder to stay motivated. Additionally, they acknowledged that self-discipline plays a crucial role in language acquisition, as a lack of it results in difficulties maintaining study habits and practicing consistently. These factors contribute to slower progress and increased frustration in their English learning journey. As what Participant 10 stated that:

"So the challenge that I have faced as an English major student in accessing social support is that not all the time is our friends is available jud,dili nato sila ma tap dayun whenever we need help from them. For me ,kalaban pud nako akong self in practicing or something mag learn sa English language because I have thise personality naman na tamadon gani mag study." (FGD-005)

(The challenge I have faced as an English major student in accessing social support is that our friends are not always available, we can't reach out to them immediately whenever we need help. For me, another struggle is myself when it comes to practicing or learning the English language because I tend to be lazy when it comes to studying.)

Shyness as a Barrier to Seeking Social Support. This is the second code of the third probed issue. The participants expressed that shyness hinders their ability to seek social support, making it difficult to manage language anxiety. Feelings of self-consciousness and fear of judgment prevent them from reaching out to peers and instructors for help. This reluctance limits opportunities for constructive feedback and practice, reinforcing their anxiety and hesitation in using the language. Overcoming shyness through a supportive and understanding environment can encourage students to seek assistance, build confidence, and enhance their language proficiency.

In connection, a participant is highlighting that being shy and hesitant prevents seeking social support, making it difficult for individuals to reach out for help even when they need it. This reluctance limits their opportunities to gain reassurance, guidance, and encouragement from others. As a result, they may struggle with feelings of isolation and self-doubt, which can negatively impact their confidence and academic performance. The participant also recognized that overcoming this hesitation is essential in fostering meaningful connections that contribute to both personal and educational growth. As what Participant 4 stated that:

"One of the challenges no kay kanang mag seek ug social support. Kanang maulaw gani ka namangayo ug support o advice from other people." (IDI-004)

(One of the challenges is seeking social support, especially when you feel shy or embarrassed to ask for help or advice from others.)

Likewise, a participant also shared that that experiencing extreme shyness, struggling to find a supportive peer group, and being surrounded by unmotivated peers, along with a lack of personal motivation, can severely hinder academic growth. They believe that these challenges create barriers to progress, making it difficult to fully engage in the learning process. The participant also acknowledged that overcoming these struggles would require not only a supportive environment but also the cultivation of personal drive to push through academic difficulties and achieve success. As what Participant 8 stated that:

"So for me naman, isa sa mga specific barriers nga naga hinder sa akoa to receive social support is ulawon kayo ko,dili ko kabalo ug kinsa ang tama na grupo ang I-join kay mura'g mali ang akoang grupo na na-join'an ,dili sila hilig mag study, then para pod sa akoang sarili na mag improve is wala pod ko,depende lang sa panahon kung kanus'a ko ganahan na mag study para maka toun .Mao sad na ang isa nako ka kalaban sa akong sarili,like akoang sarili ang isa sad sa mga barriers." (FGD-003)

(For me, one of the specific barriers that hinder me from receiving social support is my shyness. I don't know who the right group to join is because it feels like the group I joined isn't focused on studying. Also, when it comes to improving myself, I struggle because I only study when I feel like it, which makes it hard to stay consistent. This is also one of the battles I face with myself—my own attitude is one of the barriers.)

Harnessing Support and Resources for Holistic Language Development. In the context of English language learning, fostering holistic language development, accessing and utilizing social support and resources plays a crucial role. However, many individuals encounter barriers that hinder their ability to seek and receive the necessary help. For instance, participants highlighted that feelings of insecurity, fear of being judged, and a lack of confidence limit their willingness to engage with support networks. Moreover, cultural expectations and past negative experiences may further discourage students from reaching out for assistance. These obstacles not only impede students' access to crucial resources but also create a challenging environment for the comprehensive development of their language skills. Consequently, overcoming these barriers is essential for fostering a more supportive and nurturing environment that enhances students' language competence and confidence in using English.

Reading Books and Watching Movies to enrich vocabulary. This is the first code of the fourth probed issue. Some participants mentioned that reading books and watching movies expose them to new words and expressions, helping them enrich their vocabulary. These activities provide contextual understanding of language, enhancing comprehension and retention. Through books, learners encounter a range of writing styles and vocabulary, while movies introduce colloquial language and cultural references. Both

mediums offer an immersive experience that improves vocabulary usage in real-life contexts. The combination of reading and watching movies creates a well-rounded approach to language learning, encouraging continuous growth and helping learners feel more confident in their language abilities.

In connection, a participant recognized that exposure to books and movies plays a significant role in enhancing vocabulary. They believe that through these mediums, their understanding of language expands, providing them with diverse ways to express themselves. Additionally, they see how books and movies offer context to new words, making them easier to remember and apply in different situations. This approach not only enriches their vocabulary but also improves their overall comprehension and communication skills, contributing to a deeper understanding of language and culture. As what Participant 7 stated that:

"So the coping mechanisms that I have do dealing with the challenges especially in the language anxiety in addressing the social support is I do set a personal practice time were I could read English books or mag watch ko ug mga movie which is English and also I do have other groups pod na we do online call in where I can ask questions about the language learning and most importantly is I tried to remind myself na it takes time to learn something and I know that everyones learning is that they do have their own ways." (FGD-002)

(The coping mechanisms I use to deal with challenges, especially language anxiety, in addressing social support include setting a personal practice time where I can read English books or watch English movies. I also have other groups where we do online calls, allowing me to ask questions about language learning. Most importantly, I remind myself that learning takes time, and I understand that everyone learns in their own way.)

Similarly, a participant also stated that studying smarter by watching public speaking videos and using the shadowing technique reflects the participant's awareness that effective learning goes beyond traditional methods. They recognize that by utilizing resources like public speaking videos, they can enhance their speaking skills and gain insights into how to effectively communicate. The shadowing technique, in which learners mimic the speech patterns and intonation of speakers, is seen as a way to internalize effective communication strategies. This approach not only improves their language skills but also builds their confidence, allowing them to articulate themselves more clearly and competently. Through these methods, they also gain a deeper understanding of the nuances of language, which empowers them to better connect with others and share knowledge in an impactful way. As what Participant 1 stated that:

"To study smarter not harder. I watched public speaking videos & shadowing technique like having a conversation with yourself by facing the mirror ." (IDI-001)

(To study smarter, not harder, I watch public speaking videos and use the shadowing technique, which involves having a conversation with myself while facing the mirror.)

Further, a participant shared that Reading and watching movies play a significant role in enhancing one's vocabulary and language comprehension. Just as individuals with strong social support feel more confident and equipped to assist others, engaging with diverse reading materials and films enables individuals to broaden their linguistic knowledge. This exposure not only improves their understanding of language but also provides a deeper sense of connection to the cultures and contexts in which the language is used. Additionally, just as social support fosters meaningful relationships, the act of engaging with literature and film allows individuals to build a richer, more nuanced understanding of the language and its applications. As what Participant 9 stated that:

"So my coping mechanism in dealing challenges with language anxiety is mostly jud pag maglisod ko ug sabot sa usa ka butang or sa specific na language is akong ginahimo is mgbasa ko,mostly kay akoang mga vocabulary is nag gikan jud na siya sa wattpad and movies na akoang gina watch kay because of it ma enlighten ang akong knowledge na naa diay mga ingon ani na mga words na same thoughts lang siya sa mga words na akoang na andan and because of it diri nako mas nasabtan nga naa man diay mas better pa na words na gamiton." (FGD-004)

(My coping mechanism in dealing with language anxiety, especially when I struggle to understand something or a specific language, is to read. Most of my vocabulary comes from Wattpad and the movies I watch. Because of this, my knowledge is broadened, and I realize that there are words I can use that are better or more appropriate. This helps me understand that there are better alternatives to the words I'm used to, expanding my language skills.)

Seeking Help from Family and Friends. This is the second code of the fourth probed issue. The participants shared that seeking help from family and friends provides a valuable source of emotional support and comfort when facing language anxiety. The presence of a trusted support system reduces stress, creating a safe space for learners to practice and improve their language skills without fear of judgment. Encouragement from loved ones boosts confidence and promotes perseverance, allowing individuals to overcome challenges and take risks in language use. By sharing experiences and seeking advice, learners not only enhance their linguistic abilities but also strengthen their sense of self-worth, making language learning a more positive and rewarding experience.

Further, a participant recognized that social support plays a vital role in alleviating language anxiety by offering a reassuring environment created by knowledgeable and motivated peers. The presence of such support boosts individuals' confidence, encouraging them to engage more actively in learning. This positive influence not only enhances their language skills but also

provides a sense of emotional stability. Furthermore, it helps them to empathize with the challenges others face, not just in learning English, but in academic pursuits as a whole. Through these connections, the participant recognized that social support nurtures a collaborative learning environment, enriching their overall academic experience. As what Participant 1 stated that:

"So first, in having that social support, you need to know what standards you need to get first, and in order for that to be resolved, you should also be surrounded with people who are going to improve your language anxiety ,and as an English major student , I would like o be surrounded with people who are knowledgeable and who are eager to learn when it comes to studying language." (FGD-001)

(First, in gaining social support, you need to understand what standards you need to achieve. To resolve this, you should surround yourself with people who can help reduce your language anxiety. As an English major student, I want to be surrounded by people who are knowledgeable and eager to learn, especially when it comes to studying language.)

Likewise, a participant also shared that when individuals seek help, it is often determined by how necessary the help is and whether it is readily available. In many cases, they are more likely to turn to a relative for support rather than a classmate, implying that family members might be seen as more accessible or reliable sources of assistance in certain situations. As what Participant 8 stated that:

"Then in terms sa social support kay naga depende lang jud kung when ug kinsa ang mag una sa amoa ug ask nga magpatabang kay wala man gud sa akoang vocabulary na kinahanglan anytime na mag communicate mi,depende lang jud kung kinsa ang kinahanglang ,depende kung kanus-a pod kay ang availability man gud sa tao,basig naa sad sila'y lahi na ginabuhat and dili pod ko gusto na maka samok sa ilaha. Pero dili pod ko sa akoang mga classmates it's either akong tita akoang gina ask pag dili na jud nako masabtan kay busy akong friends." (FGD-003)

(When it comes to social support, it really depends on when and who will be the first to offer help. I don't always have the vocabulary I need to communicate effectively, so it depends on who is available and when. The availability of people is a factor, as they might be busy with other things, and I don't want to be a burden. However, I don't always turn to my classmates. Instead, I usually ask my aunt for help when I really can't understand something, especially when my friends are too busy.)

Further, a participant stated that seeking assistance from a friend or boardmate when classmates are unavailable highlights the importance of having a reliable social support system. They recognized that this kind of help not only ensures that they stay on track with their studies but also strengthens their bond with others. This support serves as a source of reassurance and comfort, especially in times of academic difficulty. The participant also noted that it provides a sense of security, allowing them to navigate challenges with more confidence. Furthermore, this social interaction fosters a deeper understanding of others' struggles and promotes a collaborative learning environment. As what Participant 9 stated that:

"Ang coping mechanism pod nako is mangutana ko sa akoang friend or ka boardmate kay even though dili mi same ug course na gikuha but naa man sad siyay prior knowledge and bright man sad to siya so diha ko mangutana sa iyaha pag mag lisod nako ug sabot labi na ug dili dayun nako ma tap akoang mga friends or classmates na lagyo kaayo tungod kay busy sila." (FGD-004)

(So, my coping mechanism in dealing with challenges related to language anxiety is mostly reading. When I struggle to understand something or a specific language, I read. Most of my vocabulary comes from Wattpad and the movies I watch.)

Utilizing Feedback for Personal and Academic Growth. This is the third code of the fourth probed issue. Several participants highlighted that constructive feedback from peers and instructors plays a crucial role in their academic and personal development. Receiving feedback allows learners to identify areas for improvement, build on their strengths, and refine their language skills. It also fosters a growth mindset, where students view challenges as opportunities for growth. Regular, supportive feedback creates an environment where learners feel valued and motivated to strive for academic excellence, ultimately contributing to their confidence and overall success. Through this process, feedback becomes a powerful tool for both personal and academic growth.

In connection, a participant recognized that following advice from others helps alleviate anxiety during public speaking by promoting a sense of calmness and mental clarity. They believe that this guidance not only aids in reducing nervousness but also improves their ability to communicate effectively. The participant highlighted that receiving such advice fosters a clear understanding of how to approach public speaking challenges, thus providing a sense of confidence and readiness. Additionally, they pointed out that applying the advice enhances their overall speaking performance, making the experience less stressful and more focused. As what Participant 10 stated that:

"So I applied those strategies based from them is that akoa siyang gina apply like ilahang mga advices gani ,so kung i-advice nil ana dapat dili ka makulbaan ani,dapat dili ka makulbaan kung mag storya ka sa atubangan so gina push nako akong self na dili makulbaan,and then sa akoa pod kung i-manage nako akoang problem in terms sa anxiety kay gina huna-huna na lang nako na ang akong thought is masabtan gihapon." (FGD-005)

(The challenges I faced as an English major include encountering difficult words, especially deep and highfalutin ones. Because of this, I struggle to understand the material, and at the same time, I feel anxious that if I don't grasp the discussion quickly, I might fail. This becomes even more challenging when our instructors use complex words without further explaining their meaning or

providing a deeper understanding of the concept behind those specific terms.)

Also, a participant stated that critical feedback from knowledgeable individuals plays a significant role in the process of learning and development. The participant recognized that receiving insightful critiques from experts not only helps them identify areas for improvement but also pushes them toward growth. They believe that such feedback serves as a guide, providing them with a clearer understanding of their strengths and weaknesses. Moreover, it offers opportunities for reflection and refinement, ultimately enhancing their skills and confidence. The participant acknowledged that this kind of constructive criticism fosters personal development and a deeper comprehension of their work. When Participant 8 stated that:

"…Pero na learn nako nga dapat jud diay ginapaminaw nimo usahay samot na ug mga knowledgeable ang mga tao nga nagahatag og feedbacks sa imoha then bisa'g sakit siya na feedback ,dapat imoha jud syang dawaton kay sa kana man gud na pamaagi maka learn jud ka." (FGD-003)

(But I've learned that it's important to really listen, especially when knowledgeable people give feedback. Even if the feedback is difficult to hear, you should accept it because, through that process, you'll truly learn and improve.)

Similarly, Participant 9 explained that friends' evaluation and encouragement are essential in boosting confidence in public speaking. The participant shared that receiving positive feedback and support from friends reinforces their self-assurance, making them feel more capable of speaking in front of others. They believe that this encouragement helps them overcome any nervousness or doubts, allowing them to perform better in public speaking. Furthermore, the participant highlighted that such support fosters a sense of trust and belonging, motivating them to continuously improve their communication skills. This dynamic not only builds their confidence but also strengthens their social bonds, making them more comfortable in public speaking settings. The participant stated that:

"…Aside ana is sa akoang reportings,ginapa evaluate nako akong friends if dili ko paspas ra kaayo pag mag report kay pag makulbaan man gud ko ma paspas na kaayo nako ug report but because of them, sa ilahang mga encouragement ,mga good feedback,mas ni boost ang akoang self confidence in doing reporting in front of so many people."(FGD-004)

(Aside from that, during my reportings, I ask my friends to evaluate me if I tend to rush through my presentation. When I get nervous, I end up speaking too quickly, but because of their encouragement and positive feedback, my self-confidence has greatly improved, and I'm now more comfortable doing reports in front of many people.)

Learning From Mistakes. This is the fourth code of the fourth probed issue. Several participants mentioned that understanding errors as part of the learning process reduces the fear of making mistakes. When students are encouraged to see mistakes as opportunities for growth, they are more willing to take risks and experiment with language. This approach not only improves linguistic proficiency but also fosters resilience. By receiving constructive feedback, learners gain insights into their weaknesses and strengths, enabling them to refine their skills and build confidence. Embracing mistakes, therefore, becomes a powerful tool in developing competence and fluency in language learning.

In connection, a participant shared that mind conditioning encourages a positive approach to learning by helping individuals view mistakes as opportunities for growth. It emphasizes the importance of empathy and understanding, allowing learners to connect with others' experiences and struggles. This mindset also promotes peer support, where individuals are motivated to help one another, strengthening their collective learning environment. By reshaping how challenges are perceived, mind conditioning fosters a more compassionate and supportive community that enhances the overall learning experience. As what Participant 6 stated that:

-…Pero ang pinaka main jud diri is mind conditioning,like dapat atoang i-condition ang atong huna-huna that sometimes it always starts with mistakes and later on those mistakes turn to lessons and aside from that, mas ma-enhance podang atoang pagsabot sad sa ubang tao ,how they are also dealing with difficulties when it comes to acquiring English and dili man pod sad perpekto sila so ikaw pod as a person na mas fortunate pa sa ilaha tabangan sad nimo sila to understand or to get through what they are dealing with."(FGD-001)

(But the main thing here is mind conditioning. We need to condition our minds to understand that sometimes it starts with mistakes, and those mistakes eventually turn into lessons. Besides that, it also enhances our understanding of others, how they deal with their own difficulties in acquiring English. They're not perfect either, so as someone who might be more fortunate, we should also help them understand or support them in overcoming what they're dealing with.)

Likewise, a participant stated Embracing mistakes helps individuals build confidence and resilience, as they learn to view challenges as opportunities for growth. The process of acknowledging and learning from errors enables them to develop a stronger sense of self-belief, allowing them to bounce back from setbacks more easily. This attitude towards mistakes encourages a mindset that sees failures not as defeats but as valuable lessons, fostering continuous personal and academic development. By accepting imperfections, individuals can cultivate resilience that propels them toward success, both in their studies and personal lives. As what Participant 3 stated that:

"By applying this strategies is I become more confident in my ability to handle language anxiety and I am able to accept my mistakes and learn from them instead of being afraid of them and it makes feel stronger and more resilient because I know that I'm actively

working and overcoming this challenges." (IDI-003)

(By applying these strategies, I have become more confident in my ability to handle language anxiety. I've learned to accept my mistakes and use them as opportunities to grow, rather than being afraid of them. This approach has made me feel stronger and more resilient because I know I'm actively working through and overcoming these challenges.)

Insights Shared of English Major Students with Regards to the Effectiveness of Language Learning Strategies to their Language Competence

Table 5. *Insights of English Major Students with Regards to the Effectiveness of Social Support in Dealing with Language Anxiety*

Issue Probed	*Core Ideas*	*Code/Categories*	*Essential Themes*	*Theoretical Support*
Effects of Social Support in Dealing with Language Anxiety	● Social support reduces anxiety through encouragement and safety. ● Peer, mentor, and family support boosts motivation. ● External support builds confidence and manages anxiety.	Impact of Social Support on Language Anxiety	Having Social Support in Managing Language Anxiety	Social Support Theory (Cobb, 1976)
	● Supportive environments reduce judgment fear. ● Social support eases fear of mistakes. ● Support eliminates fear, enabling free expression.	Role of Social Support in Reducing Fear and Judgment		
	● Social support builds confidence and manages anxiety. ● Supporters reassure, reducing mistake fears. ● Social support creates a comforting environment for overcoming anxiety.	Social Support as a Foundation for Overcoming Anxiety		
Effects of Fostering Social Support as Driving Force and Emotional Aid	● The drive to improve fuels the need for social support. ● Social support motivates and inspires in managing anxiety. ● Family and friends'	Social Support as Motivation and Encouragement	Having Social Support as a Motivational and Coping Resource	Stress and Coping Theory (Lazarus & Folkman, 1984)
	encouragement reduces anxiety. ● Social support breaks challenges into manageable steps. ● It helps understand oneself and manage anxiety. ● It offers a non-judgmental foundation for coping with anxiety.	Social Support as a Coping Mechanism		
	● Sensitivity affects feedback perception. ● Feedback is mixed but helpful for growth. ● Peer support helps manage emotional reactions.	Emotional Impact of Social Support		
Impact of Social Support on Learning and Personal Growth	● Social support offers advice for managing anxiety. ● It aids in learning and improving language skills. ● It motivates improvement and helps others.	Social Support in Learning and Improvement		Vygotsky's Sociocultural Theory (Vygotsky, 1978)
	● Peer encouragement boosts confidence in sharing ideas. ● Social support raises self-esteem in recitations. ● Support from peers and family helps overcome judgment fear.	Social Support in Building Confidence	Social Support in Learning and Personal Growth	
	● Social support fosters growth and confidence.	Personal Growth and		

	● The desire to grow motivates seeking support. ● Social support aids in achieving goals and communication.	Social Support		
Obstacles in Social Support Seeking	● Choose supportive people who help you grow. ● Selective support reduces language anxiety. ● Hesitance in seeking help due to judgment fear as an English major.	Choosing Social Support Wisely	Being mindful in Seeking Social Support	Theory of Planned Behavior (Ajzen, 1991)
	● Difficulty seeking support due to fear of judgment. ● No challenges seeking support, preferring solitude. ● Overcoming self-doubt with positive thinking.	Challenges in Seeking Social Support		
	● Social support feels like a burden, increasing anxiety. ● Fear of criticism makes social support seem unnecessary. ● Fear of judgment prevents seeking support.	Lack of Need or Desire for Social Support		
	● Peers, mentors, and family help reduce anxiety. ● External factors offer advice and language guidance. ● They contribute to growth through feedback.	External Factors in Social Support		

Presented in Table 5 are the responses of the participants regarding to their insights into their social support to their language anxiety. There are four essential themes which are drawn out from the in-depth and focus group discussion of the participants for the second question. The essential themes consisted codes based from the issues being probed which are summarized in the table.

Having the Role of Social Support in Managing Language Anxiety. The insights of English major students highlight the significance of social support in managing language anxiety. Participants emphasize that encouragement from peers, mentors, and family serves as a key factor in reducing anxiety and fostering motivation. Support systems provide reassurance and create a safe learning environment where students can develop confidence in their language abilities. By receiving external encouragement, students become more comfortable expressing themselves, which ultimately helps them manage their language anxiety and improve their communication skills.

Impact of Social Support on Language Anxiety. This is the first code of the first probed issue. With the presence of social support, learners develop a sense of reassurance in their language learning journey. They become more confident in expressing their thoughts, reducing the fear of making mistakes. Participants recognize the value of encouragement and assistance from peers, mentors, or family, which fosters a supportive environment for language development. This support system enables learners to navigate their anxiety, enhancing their ability to communicate effectively. Thus, having this aspect as a learner cultivates emotional security, allowing them to engage in conversations with greater ease, fostering meaningful interactions, and promoting linguistic growth.

In connection with that, a participant underscores the crucial role of social support in alleviating language anxiety, emphasizing how encouragement, understanding, and practical assistance foster a safe and conducive environment for language learning. They highlight that such support enables them to practice with confidence, ultimately enhancing their proficiency and communication skills. Consequently, by receiving consistent support, they develop greater ease in using

the language, leading to improved fluency and overall linguistic competence. As what Participant 2 stated that:

"They plays a significant role in providing no,the social support that helps reduce language anxiety. Their encouragement, understanding, and practical assistance create a safe environment for me to practice and gain confidence in using the language." (IDI-002)

(They play a significant role in providing social support that helps reduce language anxiety. Their encouragement, understanding, and practical assistance create a safe environment for me to practice and gain confidence in using the language.)

The participant believes that peers, mentors, and family play an important role in providing social support, which plays a crucial part in reducing language anxiety. They emphasize that these individuals serve as sources of motivation and encouragement, offering constructive feedback and affirmations that boost their confidence in using the language. By receiving support in the form of guidance and reassurance, they feel more motivated to improve their skills, ultimately fostering a more positive and less anxious language

learning experience. As what Participant 3 stated that:

"Actually dako sila uga gamit, ang àkong peers, mentors, and family kay sila man gud ang naga simulate sa akong social support so whenever i have strong social support is makareduce sya sa akoang language anxiety kay sila may muingon na ay dapat kani i kuan nimo ni, hawd ka ani na language, hawd ka ana dapat i improve pa nimo na sya, so through that, in a form of motivation, in a form of encouragement dako jud sila ug tabang katong mga external factors ." (IDI-003)

(My peers, mentors, and family play a significant role because they provide the social support I need. Whenever I have strong social support, it helps reduce my language anxiety. They guide me by saying things like, "You should work on this," "You're good at this language," or "You need to improve that." Through their motivation and encouragement, they greatly help me, especially as external factors that influence my confidence.)

Furthermore, the participant perceives external factors as significant contributors to their language anxiety, particularly in a positive way. They emphasize that the support from peers, mentors, and family not only boosts their confidence but also helps them overcome self-doubt in their English language learning journey. Through advice and constructive feedback, these external influences play a crucial role in their continuous improvement, ultimately aiding in the reduction of language anxiety and the enhancement of their communication skills. As what Participant 7 stated that:

"So I do perceive my external factors as a very great contributor to my language anxiety because they do help me to boost my confidence and they do also help me overcome those doubts that I've encountered and in my English anxiety. As they give me advices or the feedback , which can help me improve and develop my language anxiety..." (FGD-002)

(I perceive external factors as significant contributors to my language anxiety because they help boost my confidence and overcome the doubts I encounter. They provide me with advice and feedback that aid in improving my English skills and reducing my language anxiety.)

ole of Social Support in Reducing Fear and Judgment. This is the second code of the first probed issue. The presence of social support provides learners with a sense of safety, helping to ease their fear of being judged. They feel more comfortable expressing themselves, knowing they are in a supportive space where mistakes are viewed as opportunities for growth rather than shortcomings. Participants recognize that encouragement from peers, mentors, and family creates a positive learning environment that reduces self-doubt and fosters resilience. Thus, having this support as a learner boosts confidence, enabling them to communicate freely, accept feedback constructively, and engage more actively in language learning.

Moreover, a participant recognized the importance of a supportive environment in managing language anxiety. They highlight that being able to express their ideas freely, without fear of judgment, significantly contributes to their confidence and comfort in using the language. This sense of security fosters a positive learning experience, allowing them to engage more actively in language practice and gradually reduce their anxiety. As what Participant 2 stated that:

"Having a supportive environment where I could share my ideas without fear of judgment made all the difference in managing my language anxiety." (IDI-002)

(Having a supportive environment where I can share my ideas without fear of judgment has made a significant difference in managing my language anxiety.)

Similarly, a participant highlighted that having encouraging friends who provide constructive feedback boosts their confidence and motivates them to speak in class. Knowing they have support when they make mistakes helps ease their fear of speaking, as they receive guidance for improvement. This underscores the importance of social support in creating a positive and less anxiety-inducing language learning experience. As what Participant 7 stated that:

"The role of social support is crucial especially when expressing my ideas in English kay if I do have my friends with me na mag support they give me their feedback that could help me boost my confidence and if I do speak up sa klase and I do made mistakes is they are there to help me improve it and it makes me feel less afraid to speak up because I know that they do support me if I do need it and I think that it really essential to have a social support." (FGD-002)

(The role of social support is crucial, especially when expressing my ideas in English. When my friends support me, they provide feedback that helps boost my confidence. If I speak up in class and make mistakes, they are there to help me improve. This makes me feel less afraid to speak because I know they have my back when I need them. I believe that having social support is truly essential.)

Consequently, a participant emphasizes the essential role of social support in expressing ideas. They highlight that having a strong support system eliminates the fear of speaking, knowing that they are encouraged regardless of any mistakes they might make. Even if their thoughts are not perfectly structured, the reassurance that they are heard and supported gives them the confidence to express themselves freely. This underscores the importance of having a supportive environment in fostering effective communication and reducing language anxiety. As what Participant 8 stated that:

"The role of social support is very vital in expressing our ideas ,and it is vital para sa imohang sarili kay wala naman gud ka'y

kahadlok kung kabalo ka nga gina supportahan ka nila no matter what happen ,no matter that nagka bunga-bunga naka dihaa sa imohang gina yaw-yaw as long as na deliver nimo, nahuman ka ug share sa imohang thought, basta naa lang jud ang supporta . ." (FGD-003)

(The role of social support is extremely vital in expressing our ideas. It is also essential for oneself because there is no fear when you know that you are being supported no matter what happens. Even if you stumble over your words while speaking, as long as you are able to deliver your message and finish sharing your thoughts, having that support truly makes a difference.)

Social Support as a Foundation for Overcoming Anxiety. This is the third code of the first probed issue. Social support serves as a crucial foundation in helping learners overcome anxiety in language learning. When surrounded by encouraging peers, mentors, and family, individuals feel a sense of reassurance that reduces their fear of making mistakes. Participants acknowledge that having a strong support system fosters emotional stability, allowing them to focus on communication rather than self-doubt. Thus, this aspect strengthens learners' confidence, enabling them to express themselves more freely, embrace challenges, and develop resilience in their language-learning journey.

In connection with that, a participant emphasizes that external factors serve as a strong foundation of support in overcoming language anxiety. They acknowledge that while judgment from others cannot always be avoided, having a reliable support system provides reassurance. These supportive individuals, who understand their journey and efforts toward self-improvement, offer encouragement rather than criticism. This sense of acceptance and understanding helps them navigate their anxiety and build confidence in expressing themselves in English. As what Participant 10 stated that:

"So given these indicators of external factors ,in general they are the foundation as your number one supporter since we cannot assume that others might not judge you,so as of them ,you will know na dili ka nila i-judge because they know you very well at the beginning and then how you strive to improve yourself in overcoming your anxiety." (FGD-005)

(Given these indicators of external factors, they serve as the foundation and your number one supporters. Since we cannot assume that others won't judge us, having people who truly know you from the beginning and understand your journey in overcoming anxiety provides a sense of security. With their support, you can be confident that they won't judge you but will instead recognize your efforts to improve.)

Further, a participant highlights the essential role of social support in building their confidence. They emphasize that knowing they have a strong support system reassures them, allowing them to express their thoughts more effectively without fear of making mistakes. This encouragement fosters a sense of security, enabling them to communicate more freely and confidently in English. As what Participant 10 stated that:

"So the role of social support is that it is essential for me because they give confidence sa akoa kasi I know that they are the number one supporter for me, and it helps me to express sa akoang thoughts effectively and dili ko mahadlok mamali." (FGD-005)

(The role of social support is essential for me because it gives me confidence, knowing that they are my number one supporters. It helps me express my thoughts effectively, and I am not afraid of making mistakes.)

Moreover, the participant emphasizes that self-improvement is their top priority, followed by their life goals, both of which drive their motivation to enhance their communication skills. They highlight that by continuously striving for growth, they can better articulate their ideas and confidently express themselves in front of an audience. This commitment to improvement reflects their determination to overcome language anxiety and develop strong language proficiency. As what Participant 10 stated that:

"So for me ,number one is that to improve ,second is my goals in life so that I can be better and I can better deliver my ideas in front of many." (FGD-005)

(For me, the first priority is self-improvement. Second, my life goals motivate me to become better and to confidently deliver my ideas in front of many people.)

Having Social Support as a Motivational and Coping Resource. From the perspective of students, social support plays a crucial role in both learning and personal growth. It serves as a foundation for academic success and emotional well-being, providing learners with motivation and confidence. Through the encouragement of peers, teachers, and family, students develop resilience and a positive mindset, which enhances their ability to overcome challenges. In this context, social support contributes significantly to shaping a learner's capacity to adapt, engage, and thrive in both academic and social settings.

Social Support as Motivation and Encouragement. This is the first code of the second probed issue. Social support plays a vital role in motivating and encouraging learners in their language-learning journey. With the presence of supportive peers, mentors, and family, individuals gain the confidence to persevere despite challenges. Participants recognize that words of encouragement and a positive learning environment inspire them to improve their communication skills and overcome self-doubt. Thus, having this aspect as a learner fosters a sense of determination, enabling them to stay engaged, take risks, and develop a more positive attitude toward language learning.

Similarly, the participant recognizes that collaboration and encouragement play a crucial role in enhancing their language skills, as having a supportive environment helps them overcome their fear of speaking English. This highlights the importance of social connections in building confidence and fostering continuous language development. As what Participant 2 stated that:

"My strong desire to learn and improve motivates me to seek social support, even when I'm struggling with my fear of speaking English language, as I recognize that collaboration and encouragement can significantly enhance my language skills." (IDI-002)

(My strong desire to learn and improve motivates me to seek social support, even when I struggle with my fear of speaking English. I recognize that collaboration and encouragement can significantly enhance my language skills.)

In connection with that, a participant emphasizes the importance of social support in managing language anxiety, as it serves as a key source of motivation and inspiration. They highlight that having supportive individuals provides reassurance and encouragement, helping them gain confidence in using the language. This support system plays a crucial role in reducing anxiety and fostering a more positive language learning experience. As what Participant 4 stated that:

"Social support is very important in managing language anxiety because sila man gud imong source of motivation and inspiration." (IDI-004)

(Social support is very important in managing language anxiety because it serves as a source of motivation and inspiration.)

Additionally, a participant recognized the significant role of external factors, such as peers, mentors, and family, in helping them overcome challenges in speaking and using the English language. They emphasize that these individuals provide valuable advice and guidance, teaching them how to communicate effectively. This support system plays a crucial role in building their confidence and improving their language skills. As what Participant 9 stated that:

"These external factors paras sa akong peers, mentors, and family kay dako kaayo sila ug tabang when it comes to my problem in speaking or Using language especially English kay ilaha jud kong ginahatagan ug advice ug ginatudloan ko nila unsaon pag storya ug tarong." (FGD-004)

(These external factors, such as my peers, mentors, and family, play a significant role in helping me with my difficulties in speaking or using a language, especially English. They give me advice and teach me how to speak properly.)

Social Support as a Coping Mechanism. This is the second code of the second probed issue. Social support serves as an essential coping mechanism for learners dealing with language anxiety. The presence of understanding peers, mentors, and family provides emotional reassurance, helping individuals manage stress and frustration. Participants recognize that having a support system allows them to express their struggles, seek guidance, and receive encouragement, making challenges feel more manageable. Thus, this aspect fosters resilience, enabling learners to navigate difficulties with greater confidence, reduce anxiety, and maintain a positive outlook on their language-learning journey.

In connection, a participant recognizes that making mistakes is a natural part of the learning process and focuses on progress rather than perfection. Additionally, they highlight the crucial role of social support, as seeking encouragement from friends and family helps boost their confidence and provides reassurance. By sharing their feelings and experiences, they find effective ways to overcome their fears and improve their language skills. As what Participant 2 stated that:

"When faced with language anxiety, I try to be kind to myself and break down the process into manageable steps, reminding myself that it's okay to make mistakes and that progress is what matters. I also reach out to friends, and family for support and encouragement, knowing that sharing my feelings with others can help me build confidence and find ways to overcome my fears." (IDI-002)

(When dealing with language anxiety, I practice self-compassion by breaking the process into manageable steps and reminding myself that mistakes are part of learning and progress is what truly matters. I also seek support and encouragement from friends and family, knowing that sharing my feelings with them helps me build confidence and overcome my fears.)

Similarly, the participant perceives their support system as valuable helpers in overcoming challenges, including language anxiety. They acknowledge that people draw inspiration from different sources, and for them, the encouragement and understanding of their peers, mentors, and family play a crucial role in boosting their confidence and self-trust. These individuals provide a safe space for expression, allowing the participant to better understand themselves. Additionally, they emphasize that managing language anxiety involves practicing communication, as difficulties in self-expression often stem from a lack of confidence in interacting with others. By actively expressing themselves, they develop new ways to articulate their thoughts and present themselves more effectively. As what Participant 6 stated that:

"I perceived them as helpers. In dealing with different difficulties in life man gud,lahi lahi man gud ta ug mga pinanghuhugutan or source of inspiration and sila diria is that they could help me to be more confident,to trust myself, they are the persons that would listen to me and diri pod nako mas mapabuti ang akoang pagsabot when it comes of understanding myself. In managing naman my language anxiety ,you'll be practicing also how to communicate kasi sometimes we find it difficult to express ourselves because we

do not know how to communicate with others, and in managing language anxiety you could also use the concept of expressing yourself pod sa iba para naman yung sarili mo could generate new ideas on how will you present yourself with others." (FGD-001)

(I perceive them as helpers. When dealing with different challenges in life, we all have different sources of inspiration, and for me, they play a crucial role in helping me become more confident and trust myself. They are the ones who listen to me, and through them, I gain a better understanding of myself.In managing my language anxiety, I also get to practice communication. Sometimes, we struggle to express ourselves simply because we don't know how to communicate with others. By managing language anxiety, we also learn how to express ourselves to others, which, in turn, helps us generate new ideas on how to present ourselves more effectively.)

Furthermore, a participant emphasizes that external factors serve as a strong foundation of support in overcoming language anxiety. While judgment from others cannot always be avoided, they find reassurance in the support of those who truly know them. These individuals understand their journey from the beginning and recognize their efforts to improve. This sense of acceptance and encouragement helps them build confidence, allowing them to navigate their anxiety and continue developing their language skills. As what Participant 10 stated that:

"So given these indicators of external factors ,in general they are the foundation as your number one supporter since we cannot assume that others might not judge you,so as of them ,you will know na dili ka nila i-judge because they know you very well at the beginning and then how you strive to improve yourself in overcoming your anxiety." (FGD-010)

(Given these indicators of external factors, they serve as the foundation and your strongest supporters. Since we cannot assume that others won't judge us, having people who truly know you from the beginning and understand your efforts to overcome anxiety provides a sense of security. With their support, you can be confident that they won't judge you but will instead recognize your progress and growth.)

Emotional Impact of Social Support. This is the third code of the second probed issue. The presence of social support deeply influences learners emotionally, giving them a sense of comfort and inclusion. Encouragement and reassurance from peers, mentors, and family help ease anxiety and prevent feelings of isolation, making the learning process more positive. Participants acknowledge that emotional support boosts their confidence, allowing them to communicate more freely without fear of criticism. Thus, having this aspect as a learner enhances emotional well-being, fosters self-assurance, and cultivates a supportive atmosphere that promotes both language development and personal growth.

Similarly, the participant expresses mixed feelings about the role of mentors in their language learning journey. While they acknowledge that some feedback from mentors may feel discouraging or difficult to accept, they still choose to view it positively. They recognize that their mentors have firsthand experience and that their critiques, though sometimes harsh, are meant to guide them toward improvement. Although they initially struggle with coping, especially during reportings, they ultimately see these challenges as opportunities for growth. Despite the emotional difficulty, they acknowledge that facing such criticism has, in some way, contributed to reducing their language anxiety over time. As what Participant 9 stated that:

"…Then sa mentors naman,ambot ug matawag ba nako siya ug encouragement kay murag kalain ramn jud ang akoang na feel ,pero bisan kalain siya ,akoa gihapon siyang gina take as a positive kay kabalo man ko na ilaha na nang na experience,first hand experience na nila and siguro akoa lang siyang gina huna huna as a bad ilhang mga ginahatag na mga criticisms such as maglisod ko ug cope up sa akoang mga reportings and naa koy madunggan na medjo need pa nako i-improve tapos in a bad way kaayo nako siya madunggan,siguro hina lang jud ko ug emotional but despite of that ,medjo na reduce sad nako akoang language anxiety." (FGD-004)

(As for my mentors, I'm not sure if I would consider their approach as encouragement because, honestly, it sometimes feels discouraging. However, despite that, I still choose to take it positively because I know they have firsthand experience in what they are teaching. Maybe I just tend to perceive their criticisms negatively, especially when I struggle to keep up with my reports or hear feedback that I need to improve. Sometimes, I take it the wrong way, possibly because I'm emotionally sensitive. But despite that, I have still managed to reduce my language anxiety to some extent.)

In connection with that, the participant views external factors, particularly peers, mentors, and family, as valuable contributors to their growth and development. They emphasize the importance of feedback in improving their language skills, as it provides guidance for self-improvement. While they acknowledge that support from their family in reducing language anxiety is limited, they find significant encouragement from their peers and mentors. Some instructors provide constructive feedback on their performance, which, although sometimes difficult to hear, ultimately helps them progress. Despite the challenges, they remain determined to push forward and embrace the learning process. As what Participant 8 stated that:

"For me gina take nako siya as a good contribution , mostly sa mga external factors such as peers , mentors and family kay sila man gud ang nagahatag ug feedback and then kanang feedback is makatabang sa atoa for the growth and development . Actually sa family,wala kaayp kud ko'y nakuha na support in terms of reducing my language anxiety ,pero sa peers and mentors naa jud ,as some of the instructors ,nagahatag jud sila og feedback sa akoang performance even usahay sakit jud ang feedback pero laban..."

(FGD-003)

(For me, I see it as a valuable contribution, especially from external factors such as peers, mentors, and family, since they are the ones who provide feedback. That feedback helps in our growth and development. Honestly, I haven't received much support from my family in terms of reducing my language anxiety, but I have found it in my peers and mentors. Some of my instructors give me feedback on my performance even though, at times, it can be harsh but I take it as part of the learning process and keep pushing forward.)

Furthermore, a participant acknowledges the significant role of social support in managing their language anxiety. They highlight that receiving encouragement from peers and family helps boost their self-esteem, particularly when expressing ideas in class. They admit to feeling intimidated during recitations, especially with highly knowledgeable instructors such as doctors, fearing judgment on their grammar and communication skills. However, the support from their peers and family allows them to shift their perspective, enabling them to view feedback whether positive or critical as a tool for growth rather than a source of discouragement. As what Participant 9 stated that:

"I consider the role of social support as a big help in managing my language anxiety, so when expressing my ideas it boost my self esteem in a way in for example in our recitation is naa jud ko'y kahadlok when doing our recitations samot na kay mga doctors na ang amoang instructors ,kay feel na nako kay grabe na sila ka bright unya basig ilahang i-judge ang akoang way of expressing my ideas the akoang mga grammar ,but because of my peers and family ,sa ilahang mga support,ginawala na nako na siya kay akoa na siyang gina take as positive way na bisan unsa man ang feedback nila ,I'll just accept it." (FGD-004)

(I consider social support a great help in managing my language anxiety. When expressing my ideas, it boosts my self-esteem. For example, during recitations, I often feel nervous especially since our instructors are doctors, and I see them as highly intelligent. I sometimes worry that they might judge the way I express my ideas or my grammar. However, because of the support from my peers and family, I try to let go of that fear. I choose to take their feedback positively, no matter what it is, and simply accept it as part of my growth.)

Social Support in Learning and Personal Growth. In the context of social support in learning and personal growth, especially for learners who rely on it for academic and emotional development, it explores how this support brings significant changes to their overall progress. Hence, it is crucial for learners to seek and utilize different forms of social support to enhance their confidence and resilience in facing challenges. In this phase, participants shared their insights on how social support significantly contributed to their personal and academic growth, fostering motivation, emotional well-being, and improved learning outcomes.

Social Support in Learning and Improvement. This is the first code of the third probed issue. With the presence of social support, it is identified that it is essential in fostering learning and ongoing progress. Encouragement and guidance from peers, mentors, and family inspire learners to develop their language skills and overcome obstacles. Participants recognize that a supportive environment creates a sense of belonging, enabling them to actively participate, embrace feedback, and improve their communication abilities. Thus, having this aspect as a learner enhances growth, builds confidence, and nurtures a positive attitude toward language development.

Moreover, the participant emphasizes the importance of seeking social support as a way to gain valuable advice, not only for managing language anxiety but also for personal growth in a broader sense. They recognize that guidance from others plays a crucial role in their development, helping them navigate challenges and improve both their language skills and overall well-being. As what Participant 1 stated that:

"I seek social support to remind myself that I need also advices from those individuals; advices helpful for my language anxiety and other holistic aspects." (IDI-001)

(I seek social support to remind myself that I need advice from others advice that is helpful not only for managing my language anxiety but also for my overall growth.)

Similarly, a participant recognized that their strong desire for learning and self-improvement motivates them to seek social support, even when faced with the fear of speaking English. They recognize that collaboration and encouragement play a crucial role in enhancing their language skills. The determination to overcome challenges and achieve their goals, along with the reassurance from their support system, pushes them to move past their anxiety and continuously strive toward becoming a more confident and proficient language user. As what Participant 2 stated that:

"My strong desire to learn and improve motivates me to seek social support, even when I'm struggling with my fear of speaking English language, as I recognize that collaboration and encouragement can significantly enhance my language skills. The prospect of overcoming challenges and achieving my goals, combined with the support of others, drives me to push past my anxiety and continue working towards becoming a more confident and proficient language user." (IDI-002)

(My strong desire to learn and improve motivates me to seek social support, even when I struggle with my fear of speaking English. I recognize that collaboration and encouragement can greatly enhance my language skills. The drive to overcome challenges and

achieve my goals, along with the support of others, pushes me to move past my anxiety and continue striving to become a more confident and proficient language user.)

Consequently, a participant emphasizes that seeking improvement is their primary motivation when turning to social support. They recognize that asking for help is essential in managing language anxiety and developing their communication skills. Additionally, they highlight the importance of using the support they have received to help others in return. By offering guidance and encouragement, they not only contribute to others' growth but also help boost their confidence, demonstrating the positive impact of social support in both personal and collective development. As what Participant 6 stated that:

"It is mention in the question no so of course you seek improvement and that is my first motivation when seeking social support ,you are asking for help to improve your language anxiety and another thing that motivates me is to be a better person when it comes to helping others ,it is another way of showing an effect of the social support that you have acquired before and with helping others ,you could also boost their confidence..." (FGD-001)

(It is mentioned in the question, so naturally, seeking improvement is my first motivation when looking for social support. I seek help to manage my language anxiety and improve my skills. Another motivation for me is becoming a better person, especially in helping others. This, in turn, reflects the positive impact of the social support I have received. By supporting others, I can also help boost their confidence.)

Social Support in Building Confidence. This is the second code of the third probed issue. Social support is crucial in enhancing learners' confidence in language learning. Encouragement from peers, mentors, and family offers reassurance, helping individuals overcome self-doubt and the fear of making mistakes. Participants recognize that a supportive environment enables them to express themselves more openly and take communication risks. Thus, having this aspect as a learner builds self-assurance, encourages active participation, and nurtures a positive mindset toward language development.

In addition, the participant highlights the importance of a supportive environment in managing language anxiety. They emphasize that being able to share their ideas without fear of judgment significantly contributes to their confidence. The encouragement and constructive feedback from peers and instructors not only strengthen their self-assurance but also help them reframe challenges as opportunities for growth and learning. This supportive atmosphere fosters continuous improvement in their language skills and overall communication abilities. As what Participant 2 stated that:

"Having a supportive environment na where I could share my ideas without the fear of judgment made all the difference in managing to my language anxiety. When peers and instructors offered encouragement and constructive feedback, it not only boosted my confidence but also helped me see challenges as valuable opportunities to grow and learn." (IDI-002)

(Having a supportive environment where I can share my ideas without fear of judgment has made a significant difference in managing my language anxiety. When my peers and instructors offer encouragement and constructive feedback, it not only boosts my confidence but also helps me see challenges as valuable opportunities for growth and learning.)

In connection with that, a participant recognized that the encouragement and reassurance from supportive individuals help build their confidence, making it easier for them to overcome their fears and improve their language skills. This sense of support fosters a more positive and empowering learning experience. As what Participant 4 stated that:

"Social support is very important in managing language anxiety because sila man gud imong source of motivation and inspiration." (IDI-004)

(Social support is very important in managing language anxiety because it serves as a source of motivation and inspiration.)

Furthermore, the participant expresses their fear during recitations, especially when presenting in front of highly knowledgeable instructors, such as doctors. They feel intimidated by the possibility of being judged for their grammar and way of expressing ideas. However, the support from their peers and family helps them overcome this fear. With their encouragement, the participant learns to embrace feedback whether positive or critical as a tool for growth, allowing them to shift their mindset and gain confidence in their communication skills. As what Participant 9 stated that:

"...for example in our recitation is naa jud ko'y kahadlok when doing our recitations samot na kay mga doctors na ang amoang instructors ,kay feel na nako kay graben a sila ka bright unya basig ilahang i-judge ang akoang way of expressing my ideas the akoang mga grammar ,but because of my peers and family ,sa ilahang mga support,ginawala na nako na siya kay akoa na siyang gina take as positive way na bisan unsa man ang feedback nila ,I'll just accept it." (FGD-004)

(For example, during recitations, I often feel nervous, especially since our instructors are doctors. I see them as highly intelligent, and I sometimes worry that they might judge the way I express my ideas or my grammar. However, because of the support from my peers and family, I try to overcome this fear. I choose to take their feedback positively, no matter what it is, and simply accept it as part of my learning process.)

Personal Growth and Social Support. This is the third code of the third probed issue. In the aspect of personal growth, social support

plays a vital role in shaping an individual's confidence and overall well-being. The presence of a strong support system fosters resilience, motivation, and self-improvement, enabling individuals to navigate challenges effectively. Additionally, social support serves as a foundation for emotional stability and personal development, allowing individuals to thrive in various aspects of life. Hence, this will help individuals build meaningful connections, enhance their self-awareness, and cultivate a sense of belonging in both academic and social environments.

In connection with this, the participant emphasizes that another motivating factor is their desire to become a better person by helping others. They view this as a reflection of the social support they have received in the past. By offering assistance and encouragement, they not only boost others' confidence but also create a space where individuals can openly discuss their own struggles in learning a language. This highlights the reciprocal nature of social support, where both giving and receiving help contribute to personal growth and language development. As what Participant 6 stated that:

"… Another thing that motivates me is to be a better person when it comes to helping others ,it is another way of showing an effect of the social support that you have acquired before and with helping others ,you could also boost their confidence and aside from that you could also bring up the issue of their own difficulties or struggles when it comes to learning language ." (FGD-001)

(Another thing that motivates me is becoming a better person, especially in helping others. It is a way of demonstrating the impact of the social support I have received. By supporting others, I can also help boost their confidence. Additionally, it provides an opportunity to address their own difficulties and struggles in learning a language.)

Additionally, a participant recognized that that their motivation stems from a strong desire to improve and overcome their fear of speaking. They recognize that seeking support plays a crucial role in their growth, as it helps reduce anxiety and build confidence. Rather than remaining stuck in fear, they actively engage in practice with others and seek encouragement, knowing that these experiences contribute to their language development. Their motivation is deeply rooted in their commitment to continuous improvement and enhancing their communication skills. As what Participant 7 stated that:

"My motivation is the desire to improve and to overcome the fear of speaking .When I seek support I know that it helps me grow and reduce my anxiety and I don't want to be stuck in fears which I know that practicing with others and getting their encouragement will help me gain confidence in expressing myself so my motivation is the desire of mine jud na mag improve and to develop my language skills." (FGD-002)

(My motivation comes from my desire to improve and overcome the fear of speaking. I know that seeking support helps me grow and reduces my anxiety. I don't want to be stuck in fear, so I believe that practicing with others and receiving their encouragement will help me gain confidence in expressing myself. That's why my motivation is deeply rooted in my determination to improve and develop my language skills.)

Furthermore, a participant highlights that their primary motivation is self-improvement, followed by their long-term goals in life. They emphasize that enhancing their skills not only allows them to grow personally but also enables them to communicate their ideas more effectively in front of others. By striving for continuous development, they aim to gain confidence and competence in expressing themselves, ultimately achieving both personal and professional success. As what Participant 10 stated that:

"So for me ,number one is that to improve ,second is my goals in life so that I can be better and I can better deliver my ideas in front of many ." (FGD-005)

(For me, the first priority is self-improvement. The second is achieving my goals in life so that I can become better and effectively deliver my ideas in front of others.)

Being Mindful in Seeking Social Support. This is one of the essential themes derived from the participants' responses in the in-depth interviews and focused group discussions, categorized under the awareness of seeking support and the impact of selective social interactions on language learning. The participants highlighted the importance of being mindful in choosing sources of social support, as not all forms of assistance contribute positively to their language development. They emphasized how seeking support from encouraging and knowledgeable individuals fosters confidence and enhances their learning experience.

Choosing Social Support Wisely. This is the first code of the fourth probed issue. In this aspect, social support plays a crucial role in fostering emotional resilience and confidence in language learning. By selecting appropriate support systems, learners can navigate challenges more effectively, reducing language anxiety and enhancing their overall competence. Hence, making informed choices about social support enables learners to build a positive learning environment, facilitating meaningful interactions and improving communication skills across diverse social and academic settings.

Similarly, the participant is referring to the importance of carefully choosing their social circle. They recognize that surrounding themselves with supportive and uplifting individuals plays a crucial role in their personal growth and success. By staying close to those who encourage and guide them, rather than those who bring them down, they can stay motivated, build confidence, and work towards achieving their goals. As what Participant 1 stated that:

"Always choose your circle. Those individuals will help you achieve the things you really want not those who will help you go down."

(IDI-001)

(Always choose your circle wisely. Surround yourself with people who will help you achieve your goals, not those who will bring you down.)

In connection with that, a participant highlights the importance of being selective when choosing social support. They emphasize that having the right people in their support system is essential, as these individuals contribute to reducing language anxiety. By surrounding themselves with those who offer genuine encouragement and constructive feedback, they can build confidence and improve their communication skills in a supportive and non-judgmental environment. As what Participant 3 stated that:

"Be selective when choosing social support. Dapat makaingon ka ba na kana imong social support na gipili kay tama na sya for you kay mao manay maka reduce sa imong language anxiety." (IDI-003)

(Be selective when choosing your social support. You should be able to say that the support system you've chosen is right for you because it plays a key role in reducing your language anxiety.)

Consequently, the participant expresses the difficulty of seeking social support due to feelings of embarrassment, particularly when asking for help with language-related concerns. As an English major, they feel the weight of others' expectations, assuming they should already be highly proficient. This perception makes it challenging for them to reach out for assistance, despite recognizing the importance of support in overcoming language anxiety and improving their skills. As what Participant 4 stated that:

"Nagkalisod ko ug seek ug support because mainly maulaw jud ko sa other people na mangayo'g tabang, especially when it comes to language because English major man gud ko and ilang pagtuo kay hawd ko ..." (IDI-004)

(I struggle to seek support because I often feel shy about asking for help, especially when it comes to language. Being an English major, people assume that I am already proficient, which makes it even harder for me to reach out for assistance.)

Challenges in Seeking Social Support. This is the second code of the fourth probed issue. In this context, seeking social support can be challenging, as certain factors may hinder learners from fully benefiting from it. Concerns about judgment, limited access to support networks, and cultural differences can create obstacles to reaching out for help. Consequently, these difficulties may heighten language anxiety, affecting learners' confidence and communication abilities. To overcome these barriers, it is essential to cultivate an inclusive and supportive environment that encourages learners to seek and effectively utilize social support in their language-learning process.

In connection with that, the participant is referring to the difficulty in seeking social support due to feelings of embarrassment, particularly in language-related matters. As an English major, they feel the pressure of others' expectations, assuming they should already be highly proficient in speaking English. This perception makes it even more challenging for them to ask for help, as they fear that seeking assistance might contradict the belief that they are already skilled in the language. Despite this struggle, they recognize the importance of overcoming such hesitation to improve and grow in their language proficiency. As what Participant 4 stated that:

"Nagkalisod ko ug seek ug support because mainly maulaw jud ko sa other people na mangayo'g tabang, especially when it comes to language because English major man gud ko and ilang pagtuo kay hawd ko and ilang pagtuo kay hawd ko when it comes to speaking a language especially English tapos mangayo pajud ko ug tabang sa ila." (IDI-004)

(I find it difficult to seek support because I often feel shy about asking for help, especially when it comes to language. As an English major, people assume that I am already proficient in speaking, particularly in English, so asking for their help makes me feel even more self-conscious.)

Moreover, a participant clarifies that seeking social support is not particularly challenging for them because, in the first place, they do not actively seek it to reduce their language anxiety. Instead, they tend to spend most of their time alone, implying that they rely more on self-driven efforts rather than external support when dealing with their language-related concerns. As what Participant 5 stated that:

"Actually dli sya challenging for me kasi in the first place wala ko ga seek ug social support para lang ma reduce akong language anxiety kasi nga i tend to spend my time alone." (IDI-005)

(Actually, it's not challenging for me because, in the first place, I don't actively seek social support just to reduce my language anxiety. I tend to spend most of my time alone.)

Furthermore, a participant emphasizes the importance of self-reflection in assessing their progress in seeking help. They highlight that through thorough evaluation and taking necessary actions, they can determine what needs improvement. A key approach they adopt is maintaining a positive mindset, recognizing that challenges and failures are meant to be faced. They view failures as benchmarks anchors for identifying necessary steps for growth. By relating these benchmarks to new actions they take in seeking and utilizing social support, they believe they can ultimately reach their goal of reducing language anxiety and improving their confidence. As what Participant 6 stated that:

"First is I would ask myself ,how far I've come with my ways of seeking help and aside sa akoang naingon gaina na through thorough assessment and acting upon what is needed to be act upon .One is to think positively kasi all of the challenges are meant to be faced and I may face with failures ,so with those failures akoa siyang i-act as an anchor didtoa nako siya i-benchmark ,akoang mga kinahanglan buhaton and pag mahuman na nako siya ug benchmark is didto na nako siya i-relate sa akoang mga new actions that I have conducted ,so with those new actions na akoang nabuhat in seeking ang utilizing social support ,I would be able to find myself at the goal na to have myself reduce my language anxiety ." (FGD-001)

(First, I would ask myself how far I have come in seeking help. As I mentioned earlier, this involves thorough assessment and taking action on what needs to be addressed. One important step is to think positively because all challenges are meant to be faced. I may encounter failures, but I choose to use them as an anchor a benchmark for what I need to improve. Once I have established that benchmark, I relate it to the new actions I take. Through these new efforts in seeking and utilizing social support, I can work toward my goal of reducing my language anxiety.)

Lack of Need or Desire for Social Support. This is the third code of the fourth probed issue. In this aspect, some learners may not perceive social support as necessary or desirable in their language-learning journey. Factors such as personal preference, self-reliance, or past experiences may lead them to believe they can overcome challenges on their own. As a result, they may be less likely to seek help, which can either strengthen their independence or limit opportunities for collaborative learning. Understanding this perspective emphasizes the need to balance autonomy with the advantages of social interaction in enhancing language proficiency.

Similarly, the participant expresses that external factors, such as peers, mentors, and family, do not necessarily contribute positively to reducing their language anxiety. Instead, they perceive social support as a burden, as increased involvement from others tends to heighten their anxiety rather than alleviate it. They feel that having more people engaged in their learning process intensifies their pressure, making it more difficult for them to cope. This perspective highlights the individuality of coping mechanisms, where some may find comfort in solitude rather than external support. As what Participant 5 stated that:

"External factors such as peers, mentors, or family in contributing to social support that helps reduce language anxiety, For me, it is a burden kasi the more nga naay taong ma involved, the more na maglala akong anxiety. That's why ginatawag nako sya as a burden, dli sya makahelp sa akoa to be honest." (IDI-005)

(External factors such as peers, mentors, and family contribute to social support that helps reduce language anxiety. However, for me, it feels more like a burden. The more people get involved, the more my anxiety worsens. That's why I see it as a burden rather than a source of help, to be honest.)

Additionally, a participant asserts that social support is not essential for them in managing their language anxiety and expressing their ideas. They explain that the more people get involved, the more their anxiety increases due to the pressure of possibly making mistakes. They fear being criticized for their words, which further heightens their apprehension. Instead of finding comfort in external support, they perceive it as a source of stress, preferring to handle their language anxiety in a more independent manner. As what Participant 5 stated that:

"Social support is not essential for me in terms of managing my language anxiety and expressing my ideas kasi the more nga naay mga laing taong involved, the more nga magtaas akong anxiety kasi ma pressure ko basin mali akong ma storya unya ma pressure ko sa ilang mga ipang ingon, mahadlok ko basin ilaha kong i criticize sa akong mga ipang sulti." (IDI-005)

(Social support is not essential for me when it comes to managing my language anxiety and expressing my ideas. The more people get involved, the higher my anxiety becomes because I feel pressured. I worry that I might say something wrong and feel even more anxious about their reactions. I'm also afraid of being criticized for how I express myself.)

Consequently, a participant recognized that they have no motivation to seek social support, even when dealing with language anxiety. Their reluctance stems from a deep fear of criticism, which makes them hesitant to reach out for help. Rather than finding reassurance in external support, they associate it with potential judgment, leading them to manage their struggles independently. This perspective highlights their preference for self-reliance in coping with language-related challenges. As what Participant 5 stated that:

"Nothing motivates me to seek social support even when facing challenges with language anxiety kasi I'm scared of their criticism." (IDI-005)

(Nothing motivates me to seek social support, even when facing challenges with language anxiety, because I'm afraid of being criticized.)

External Factors in Social Support. This is the fourth code of the fourth probed issue. In this context, several external factors can affect the accessibility and effectiveness of social support in language learning. Cultural expectations, institutional regulations, socioeconomic conditions, and the presence of supportive communities can either promote or restrict a learner's ability to seek and receive assistance. As a result, these influences can shape language confidence and overall learning experiences. Acknowledging the impact of external factors underscores the need for inclusive and accessible support systems to foster learners' communication skills and academic growth.

In connection, the participant acknowledges the significant role of their peers, mentors, and family in providing social support. They recognize that having a strong support system helps reduce their language anxiety, as these individuals offer motivation and encouragement. Through positive reinforcement, such as acknowledging their strengths and pointing out areas for improvement, external factors contribute to boosting their confidence. This support system serves as both a source of guidance and reassurance, helping them navigate their language learning journey more effectively. As what Participant 3 stated that:

"Actually dako sila uga gamit, ang àkong peers, mentors, and family kay sila man gud ang naga simulate sa akong social support so whenever i have strong social support is makareduce sya sa akoang language anxiety kay sila may muingon na ay fapat kani i kuan nimo ni, hawd ka ani na language, hawd ka ana dapat i improve pa nimo na sya, so through that, in a form of motivation, in a form of encouragement dako jud sila ug tabang katong mga external factors. " (IDI-003)

(They play a significant role my peers, mentors, and family because they provide the social support I need. Whenever I have strong social support, it helps reduce my language anxiety. They encourage me by saying things like, "You're good at this language," or "You just need to improve this part." Through their motivation and encouragement, these external factors greatly help me build confidence.)

Furthermore, a participant emphasizes the significant role of external factors, such as peers, mentors, and family, in helping them with their challenges in speaking and using the English language. They acknowledge that these individuals provide valuable advice and guidance, teaching them how to communicate effectively. Through their support, the participant gains the necessary skills and confidence to improve their language proficiency, highlighting the importance of a strong support system in language learning. As what Participant 4 stated that:

"These external factors paras sa akong peers, mentors, and family kay dako kaayo sila ug tabang when it comes to my problem in speaking or Using language especially English kay ilaha jud kong ginahatagan ug advice ug ginatudloan ko nila unsaon pag storya ug tarong." (IDI-004)

(These external factors my peers, mentors, and family play a huge role in helping me with my struggles in speaking or using language, especially English. They give me advice and guide me on how to communicate properly.)

In addition, a participant views external factors, such as peers, mentors, and family, as valuable contributors to their growth and development. They recognize that the feedback provided by these individuals plays a crucial role in their improvement. Rather than perceiving criticism negatively, they take it as a constructive element that helps them enhance their skills and confidence, particularly in language learning. This perspective highlights their openness to learning and self-improvement through social support. As what Participant 8 stated that:

"For me gina take nako siya as a good contribution , mostly sa mga external factors such as peers , mentors and family kay sila man gud ang nagahatag ug feedback and then kanang feedback is makatabang sa atoa for the growth and development ." (-003)

(For me, I see it as a positive contribution, especially from external factors such as peers, mentors, and family. They provide feedback, which helps in my growth and development.)

Data Integration of the Salient Quantitative and Qualitative Findings

The present study on the social support and language anxiety among English major students in a local college carries out a mixed methods approach employing convergent parallel approach. The fifth research question of the study involves the corroboration of the findings from quantitative and qualitative phase. The table 6 on the salient quantitative and qualitative findings presents the focal points in the first column which contains the aspect or focal points of the study followed by the quantitative and qualitative findings in the second and third column. The findings from the quantitative phase are usually the indicators with the highest mean rating while, the qualitative findings which display the identified responses show confirmation or disconfirmation to the quantitative results. The fourth column is the nature of the data integration and the fifth column contains the axiological implications made based on the data described in preceding columns.

Social Support. In the quantitative phase, under the indicator of parent, the specific item was rated by the participants as high, being supported by a parent who help me cope with my problems. This result is connected with the qualitative findings, which is categorized as complex role of peer support in managing language anxiety , specifically in the core idea, seeking a mother's advice reduces anxiety in speaking English publicly, under the essential theme of overcoming language anxiety through social support. It is safe then to say that the qualitative and quantitative data merge, which further entails that the very high rating for parental support indicates that students recognize the crucial role of their parents in helping them cope with academic challenges, especially in learning English, fostering perseverance and motivation.

Moreover, in the quantitative phase under the relative indicator which was rated as high- receiving helpful advice from a relative about my studies in English. This result is connected with the qualitative result categorized as familial support in language learning specifically in the core idea, cousins give feedback and advice, improving skills and reducing errors under the essential theme of overcoming language anxiety through social support. It is safe then to say that the qualitative and quantitative data merge, which

further entails that the high rating for relative support indicates that students recognize the valuable role of their relatives, particularly in providing helpful advice in English studies, which aligns with the idea that cousins' feedback enhances language skills and minimizes errors.

Additionally, in the quantitative phase under the indicator of adult, which was rated as high by the participants, talking to an adult who helps me feel less anxious about learning English. The result is connected with the qualitative phase which categorized as support and encouragement from adult mentors specifically in the core idea, teachers' stories and support inspire confidence and reduce anxiety under the essential theme of overcoming language anxiety through social support. Thus, this can be viewed as the quantitative and qualitative merge ,which further entails that the high rating for adult support indicates that students recognize the important role of adults in easing their language anxiety, which aligns with the idea that teachers' stories and encouragement boost confidence and reduce anxiety in learning English.

Table 6. *Joint Display of Salient Quantitative and Qualitative Findings*

Aspect Or Focal Point	*Quantitative Findings*	*Qualitative Findings*	*Nature Of Data Integration*	*Axiological Implications*
Social Support of Students	On Table 2 under the indicator *parent* with an overall mean of 4.27 specifically in item number 3 – *being supported by a parent who help me cope with my problems (4.22; High)*	On table 4 under the essential theme of *overcoming language anxiety through social support,* in the category of *parental support and academic motivation* specifically in core idea 1 - *parents motivate learners, especially during challenges in English, fostering perseverance.*	Merging-Converging	The very high rating for parental support indicates that students recognize the crucial role of their parents in helping them cope with academic challenges, especially in learning English, fostering perseverance and motivation.
	On the table 2 under the indicator of *relative* with an overall mean of 3.72 specifically in item number 1 - *receiving helpful advice from a relative about my studies in English(3.79; High)*	On table 4 under the essential theme of *overcoming language anxiety through social support,* in the category of *familial support in language learning* specifically in *core idea 2- cousins give feedback and advice, improving skills and reducing errors.*	Merging-Converging	The high rating for relative support indicates that students recognize the valuable role of their relatives, particularly in providing helpful advice in English studies, which aligns with the idea that cousins' feedback enhances language skills and minimizes errors.
	On the table 2 under the indicator of *adult* with an overall mean of 3.68 specifically in the item number 2- *talking to an adult who helps me feel less anxious about learning English(3.66; High)*	On table 4 under the essential theme of *overcoming language anxiety through social support,* in the category of *support and encouragement from adults mentors* specifically in core idea 3- *teachers' stories and support inspire confidence and reduce anxiety.*	Merging-Converging	The high rating for adult support indicates that students recognize the important role of adults in easing their language anxiety, which aligns with the idea that teachers' stories and encouragement boost confidence and reduce anxiety in learning English.
	On the table 2 under the indicator of *sibling* with an overall mean of 3.91 specifically in the item number 5- *having a clear goal for improving my English skills (4.40; Very High)*	On table 4 under the essential theme of *overcoming language anxiety through social support, in the* category of *sibling support in language learning* specifically in the core idea 1- *embracing mistakes could help oneself in improvements*	Merging-Converging	The high rating for sibling support indicates that students recognize the role of siblings in fostering their language development, aligning with the idea that embracing mistakes contributes to continuous improvement in learning English.
	On the table 2 under the indicator of *peer* with an overall mean of 3.89 specifically in the item number 3- *feeling encouraged by a peer to overcome my language anxiety in English studies(3.89; High)*	On table 4 under the essential theme of *overcoming language anxiety through social support* in the category of *peer support reduces language anxiety* specifically in the core idea 1- *social support comes from peers and friends who provide encouragement and motivation, helping reduce language anxiety.*	Merging-Converging	The high rating for peer support indicates that students recognize the vital role of their peers in encouraging them to overcome language anxiety, aligning with the idea that social support from friends provides motivation and helps reduce anxiety in English studies.
Language Anxiety of	On the table 2.1 under the indicator *communication apprehension* with	On table 4 under the essential theme of *the influence of anxiety*	Merging-Converging	The high rating for communication apprehension

the Students	an overall mean of 3.82 specifically in the item number 1- *feeling self-conscious about speaking English in front of other students (3.93;High)*	*on english language learning* in the category of *communication apprehension in academic settings* specifically in the core idea 2- *avoiding speech due to fear peaked during reportings.*		indicates that students often feel self-conscious when speaking English in front of others, aligning with the idea that fear of speaking peaks during academic reportings, leading to speech avoidance.
	On the table 2.1 under the indicator *test anxiety* with an overall mean 3.75 specifically in the item number 1-*worrying about facing the consequences of failing in my English class (3.84,High)*	On table 4 under the essential theme of *the influence of anxiety on english language learning* in the category of *comprehension & judgment anxiety* specifically in the core idea 1- *the main challenge as an English major is understanding complex words, leading to fear of failing due to comprehension struggles.*	Merging-Converging	The high rating for test anxiety indicates that students often worry about the consequences of failing their English class, aligning with the idea that difficulties in understanding complex words contribute to their fear of failure in language learning.
	On the table 2.1 under the indicator *fear of negative evaluation* with an overall mean of 3.73 specifically in the item number 5- *fearing that the other students will laugh at me when I speak English (3.71,High)*	On table 4 under the essential theme of *the influence of anxiety on english language learning* in the category of of *fear of negative evaluation in english language learning* specifically in the core idea 1- *fearing judgment for grammar mistakes leads to reluctance in class participation.*	Merging-Converging	The high rating for fear of negative evaluation indicates that students worry about being laughed at when speaking English, aligning with the idea that fear of judgment for grammar mistakes leads to reluctance in class participation.
	On the table 2.1 under the indicator *English classroom* with an overall mean of 3.75 specifically in the item number 3- *feeling anxious about English class even if I am well-prepared for it (3.73, High)*	On table 4 under the essential theme of *the influence of anxiety on english language learning* in the category of of *the impact of anxiety on student participation in english class* specifically in the core idea 3- *fearing mistakes or judgment prevents students from speaking, despite having ideas.*	Merging-Converging	The high rating for English classroom anxiety indicates the diverging result that students feel anxious even when well-prepared, aligning with the idea that fear of mistakes or judgment hinders their participation in English class.
Experiences and Coping Of English Major Students	On the table 2 under the indicator *adult* specifically in the item number 5- *feeling encouraged by an adult to overcome language anxiety in my English studies (3.65; High)* and indicator *peer* specifically in the item number 3- *feeling encouraged by a peer to overcome my language anxiety in English studies (3.89; High)*	On the table 4 under the essential theme of *overcoming language anxiety through social support*	Merging-Converging	In items number 5 under the indicator adult, and item number 3 under the indicator peer support indicate that social support plays a crucial role in overcoming language anxiety in learning English.
	On the table 2.1 under the indicator *communication apprehension* specifically in the item number 2- *getting nervous and confused when speaking in my English class* (*3.86; High)* and indicator *test anxiety* specifically in the item number 2- *feeling anxious during tests in my English class (3.86; High)*	On the table 4 under the essential theme *influence of anxiety on English language learning*	Merging-Converging	In items number 2 under the indicators of communication apprehension and test anxiety, indicates that students experience significant anxiety when speaking and taking tests, highlighting the impact of language anxiety on their learning experience.
	On the table 2.1 under the indicator of *fear of negative evaluation* specifically in the item number 5- *fearing that the other students will laugh at me when I speak English (3.71; High).*	On the table 4 under the essential theme of *barriers to accessing social support*	Merging-Converging	The high rating of item number 5 in fear of negative evaluation indicates that students experience anxiety about being laughed at when speaking English, highlighting a significant barrier to accessing social support.

	On the table 2 under the indicator of *adult* specifically in the item number 2- *talking to an adult who helps me feel less anxious about learning English (3.66; High)* and indicator of *sibling* specifically in the item number 5- *listening to a sibling who is giving me good advice (3.91; High)*	On the table 4 under the essential theme of *harnessing support and resources for holistic language development*	Merging-Converging	In items number 2 under the indicator adult and item number 5 under the indicator sibling, indicate that receiving guidance and advice from adults and siblings contributes to reducing language anxiety and promoting holistic language development.
Insights of English Major Students	On the table 2 under the indicator of *peer* specifically in the item number 2- *experiencing affection from a peer through gestures like hugs and pats on the back (3.91; High)* and *sibling* specifically in the item number 5- *Listening to a sibling who is giving me good advice (3.91; High)*	On the table 5 under the essential theme of *having social support as a motivational and coping resource*	Merging-Converging	In item number 2 under the indicator peer, and item number 5 under the indicator sibling indicate that encouragement, affection, and guidance from social support systems play an essential role in helping students manage language anxiety.
	On the table 2 under the indicator of relative specifically in the item number 1- *receiving helpful advice from a relative about my studies in English (3.79; High)* and peer specifically in the item number 3- *feeling encouraged by a peer to overcome my language anxiety in English studies (3.89; High)*	On the table 5 under the essential theme of *social support in learning and personal growth*	Merging-Converging	In items number 1 under the indicator relative and in item number 3 under the indicator peer indicates that receiving advice, guidance, and encouragement from relatives and peers serves as a vital pathway for students' growth and development in learning English.
	On the table 2 under the indicator of adult specifically in the item number 5- *feeling encouraged by an adult to overcome language anxiety in my English studies (3.65; High)* and relative specifically in the item number 4- *feeling confident in my English abilities because of the encouragement of a relative* (3.71; High)	On the table 5 under the essential theme of *being mindful in seeking social support*	Merging-Converging	In item number 5 under the indicator *adult* and item number 4 under the indicator *relative*, the findings indicate that encouragement from adults and relatives contributes to strengthening social support, which helps alleviate language anxiety in students by boosting their confidence in English leaning.
	On the table 2 under the indicator of relative specifically in the item number 3- Learning about teamwork or leadership from an adult (3.75; High) and indicator peer specifically in item number 5- talking to a peer who listens to my concerns about learning English (3.85; High)	On the table 5 under the essential theme of *having social support in managing language anxiety*	Merging-Converging	In items number 3 under the indicator relative, and item number 5 under the indicator peer, the results highlight how social interactions, such as receiving affection and having peers who listen, contribute to strengthening social support.

Furthermore, in the quantitative phase under the indicator of sibling which was rated as very high, having a clear goal for improving my English skills . The result is connected with the qualitative findings which is categorized as, sibling support in language learning in the core idea, embracing mistakes could help oneself in improvements under the essential theme of overcoming language anxiety through social support. This can be viewed that both quantitative and qualitative merge ,which further entails that the high rating for sibling support indicates that students recognize the role of siblings in fostering their language development, aligning with the idea that embracing mistakes contributes to continuous improvement in learning English.

Consequently, in the quantitative phase under the indicator peer, which was rated as high, feeling encouraged by a peer to overcome my language anxiety in English . The result is connected with the qualitative phase which is categorized as, peer support and encouragement in managing language anxiety specifically in the core idea, social support comes from peers and friends who provide encouragement and motivation, helping reduce language anxiety under the essential theme of

overcoming language anxiety through social support. Therefore, it is evident that the quantitative and qualitative merge, which further entails that the high rating for peer support indicates that students recognize the vital role of their peers in encouraging them

to overcome language anxiety, aligning with the idea that social support from friends provides motivation and helps reduce anxiety in English studies.

Language Anxiety. In the quantitative phase, under the indicator of communication apprehension which was rated as high, feeling self-conscious about speaking English in front of other students. The result is connected with the qualitative phase which is categorized as communication apprehension in academic

settings , specifically in the core idea, avoiding speech due to fear peaked during reportings. under the essential theme of the influence of anxiety on English language learning. Hence, this can be stated that the quantitative and qualitative merge, which further entails that the high rating for communication apprehension indicates that students often feel self-conscious when speaking English in front of others, aligning with the idea that fear of speaking peaks during academic reportings, leading to speech avoidance.

Similarly, in the quantitative phase, under the test anxiety indicator which is rated as high, worrying about facing the consequences of failing in my English class. This result is connected with the qualitative phase which is categorized as challenges in comprehension and fear of judgment in language learning specifically in the core idea, the main challenge as an English major is understanding complex words, leading to fear of failing due to comprehension struggles, under the essential theme of the influence of anxiety on English language learning. This can be viewed that the quantitative and qualitative merge, which further entails that the high rating for test anxiety indicates that students often worry about the consequences of failing their English class, aligning with the idea that difficulties in understanding complex words contribute to their fear of failure in language learning.

Moreover, in the quantitative phase, under the fear of negative evaluation indicator, which was rated as high by the participants, fearing that the other students will laugh at me when I speak English. The result is connected with the qualitative phase under the category of fear of negative evaluation in English language learning specifically in the core idea, fearing judgment for grammar mistakes leads to reluctance in class participation, under the essential theme of the influence of anxiety on English language learning. This can be stated that the quantitative and qualitative merge, which further entails that the high rating for fear of negative evaluation indicates that students worry about being laughed at when speaking English, aligning with the idea that fear of judgment for grammar mistakes leads to reluctance in class participation.

Consequently, in the quantitative phase, under the English classroom indicator with a high rating, feeling anxious about English class even if I am well-prepared for it. The result is similar from the qualitative phase under the category of the impact of anxiety on student participation in English class, specifically in the core idea, fearing mistakes or judgment prevents students from speaking, despite having ideas under the essential theme of the influence of anxiety on English language learning. Thus, the quantitative and qualitative data merge , which further entails that the high rating for English classroom anxiety indicates the diverging result that students feel anxious even when well-prepared, aligning with the idea that fear of mistakes or judgment hinders their participation in English class.

Experiences and Coping Mechanisms of English Major Students. In the quantitative phase under the indicators adult and peer which are rated as high, feeling encouraged by an adult to overcome language anxiety in my English studies and feeling encouraged by a peer to overcome my language anxiety in English studies. The result is connected with the qualitative phase under the essential theme of overcoming language anxiety through social support. Hence, quantitative and qualitative merge, which further entails that in items number 5 under the indicator adult, and item number 3 under the indicator peer support indicate that social support plays a crucial role in overcoming language anxiety in learning English.

Similarly, in the quantitative phase under the indicator of communication apprehension and test anxiety, which have been rated as high, getting nervous and confused when speaking in my English class and feeling anxious during tests in my English class. The result is connected with the qualitative phase under the essential theme of influence of anxiety on English language learning. Thus, it can be inferred that quantitative and qualitative merge, which further entails that in items number 2 under the indicators of communication apprehension and test anxiety, it indicates that students experience significant anxiety when speaking, taking tests, and participating in English class, highlighting the impact of language anxiety on their learning experience.

In addition, in the quantitative phase under the indicator of fear of negative evaluation which have a high rating, fearing that the other students will laugh at me when I speak English. The result is connected with the qualitative phase under the essential theme of barriers to seeking social support. Hence, it can be viewed that quantitative and qualitative merge, which further entails that the high rating of item number 5 in fear of negative evaluation indicates that students experience anxiety about being laughed at when speaking English, highlighting a significant barrier to accessing social support.

Consequently, in the quantitative phase under the indicator of adult and sibling which have rated as high, talking to an adult who helps me feel less anxious about learning English and listening to a sibling who is giving me good advice . The result is connected with the qualitative phase under the essential theme of harnessing support and resources for holistic language development. Thus, this can be stated that the quantitative and qualitative merge, which further entails that in items number 2 under the indicator adult, item number 5 under the indicator sibling, indicates that receiving guidance and advice from family members and adults contributes to reducing language anxiety and promoting holistic language development.

Insights of English Major Students. In the quantitative phase under the indicator of peer and sibling which was rated as high, experiencing affection from a peer through gestures like hugs and pats on the back and listening to a sibling who is giving me good advice. The result is connected with the qualitative phase under the essential theme of having social support as a motivational and coping resource. This can be concluded that quantitative and qualitative merge, which further entails that in item number 2 under the indicator peer, and item number 5 under the indicator sibling, indicate that encouragement, affection, and guidance from social support systems play an essential role in helping students manage language anxiety.

Furthermore, in the quantitative phase under the indicator of relative and peer which was rated as high, receiving helpful advice from a relative about my studies in English and feeling encouraged by a peer to overcome my language anxiety in English studies. The result is connected with the qualitative phase under the essential theme of social support in learning and personal growth. Thus, it can be inferred that quantitative and qualitative merge, which further entails that in items number 1 under the indicator relative and item number 3 under the indicator peer, indicates that receiving advice, guidance, and encouragement from relatives and peers serves as a vital pathway for students' growth and development in learning English.

Moreover, in the quantitative phase under the indicator of fear of negative evaluation and test anxiety which are rated as high, fearing that the other students will laugh at me when I speak English and being afraid that my English teacher is ready to correct every mistake I am making. The result is connected from the qualitative phase under the essential theme of being mindful in seeking social support. Thus, the quantitative and qualitative did not meet hence, it is diverging, which further entails that in item number 5 under the indicator adult and item number 4 under the indicator relative, the findings indicate that encouragement from adults and relatives contributes to strengthening social support, which helps alleviate language anxiety in students by boosting their confidence in English leaning.

Consequently, in the quantitative phase under the indicator of relative and peer which was rated as high, learning about teamwork or leadership from an adult and talking to a peer who listens to my concerns about learning English. The result is connected with the qualitative phase under the essential theme of having social support in managing language anxiety. Hence, this can be viewed that quantitative and qualitative merge, which further entails that in items number 3 under the indicator relative, and item number 5 under the indicator peer, the results highlight how social interactions, such as receiving affection and having peers who listen, contribute to strengthening social support.

Conclusion

Based on the findings of the study, the following conclusions were drawn: First, the status of social support is high in terms of parent, relative, adult , sibling and peer. Also, the status of language anxiety is also high in terms of communication apprehension, test anxiety, fear of negative evaluation and English classroom. Hence, this indicate that the indicators of social support and language anxiety are always manifested by the English major students.

Second, the findings revealed the significant relationship of social support and language anxiety among English major students using the Mean, R-Value and P-Value. It was revealed that both variables were rejected hence, there is significant relationship between social support and language anxiety among English major students.

Third, the thematic analysis of the qualitative data was done based from the responses gained through the conduct of in-depth interview (IDI) and focus group discussion (FGD). The results gave more information about the side of in terms of their lived experiences and coping mechanism of English major students in having social support to deal with their language anxiety. Qualitatively, English major students have been experiencing different situations that contribute to their social support in the pursuit of reducing their language anxiety. The following themes were emerged: Overcoming Language Anxiety through Social Support, The Influence of Anxiety on English Language Learning, Barriers to Accessing Social Support and Harnessing Support, and Resources for Holistic Language Development.

Fourth, from the participants responses, other themes are identified which show the insights shared of English major students with regards to the effectiveness of having social support on their language anxiety. The following are the themes: Essential Role of Social Support in Managing Language Anxiety, Having Social Support as a Motivational and Coping Resource, Social Support in Learning and Personal Growth, and Being Mindful in Seeking Social Support.

Lastly, to better understand the impact of having social support on the language anxiety of the English major students, the responses were analyzed thematically to confirm the qualitative results of the study. Both the findings from the two phases are integrated based on the nature plan. The status of social support (SS) and language anxiety (LA) of the participants were based on the quantitative results, showed that it converged to the data gained from the qualitative phase. Both of the quantitative and qualitative results confirms that social support significantly impacted the student's language anxiety in all aspects, thereby enhancing their ability to build confidence in language learning and use language effectively across various communication situations.

Based on the findings of the study, the following recommendations were being drawn:

Since the status perceived by English major students is the social support, the findings reveal that among the five indicators, adult

support has the lowest mean. This suggests that students are less likely to rely on adult support in reducing their language anxiety. Therefore, it is recommended that students recognize the value of seeking guidance from adults, such as teachers, mentors, or family members, to enhance their language learning experience. Encouraging open communication with supportive adults can provide students with constructive feedback, motivation, and reassurance, helping them build confidence in using the language. Additionally, fostering mentorship programs or study sessions with experienced individuals may create a more supportive learning environment. By actively engaging with adult support, students can gain valuable insights, strengthen their language skills, and develop a more positive approach to overcoming language anxiety.

Additionally, the status perceived by English major students the language anxiety, the findings reveal that among the four indicators of language anxiety, the English classroom has the lowest mean, suggesting that students may struggle to progress in their learning within this setting. To address this, it is recommended that practical application of learned concepts be incorporated into classroom activities, aligning with students' real-life contexts. Emphasizing authentic learning experiences can help students engage more meaningfully with the language, fostering better comprehension and confidence in using English. Additionally, creating a supportive and interactive classroom environment can enhance students' ability to understand and respond effectively in various academic and professional situations. Improved language proficiency within the classroom setting also aids in developing adaptability to different communication contexts, ultimately supporting students' overall academic and career readiness.

Furthermore, in the qualitative phase, the results highlight the lived experiences of English major students regarding the role of social support in managing their language anxiety. Students must identify the forms of social support that align with their personal needs, ensuring a more comfortable and encouraging learning environment. Understanding and utilizing appropriate sources of support can enhance students' confidence and motivation, fostering a more positive and sustainable learning experience. Additionally, consistent encouragement and interaction with supportive individuals can strengthen their emotional resilience, particularly in academic and social settings. Direct experiences of receiving social support contribute to a deeper sense of security and belonging, helping students navigate challenges more effectively. The findings suggest that students are actively exploring the types of support that best suit their needs, allowing them to develop coping mechanisms that enhance their overall well-being and academic performance.

Moreover, in the phase of coping mechanisms among the English major students with regard to accessing social support to deal with their language anxiety, this may help students address the challenges and difficulties they face in their academic journey. Overcoming language anxiety may require extended support, motivation, and guidance from individuals who can provide encouragement and reassurance, particularly in fostering confidence and emotional well-being. It is also crucial for students to maintain optimism, as it reinforces their willingness to engage actively in learning and personal growth. On the other hand, in the process of learning, mistakes present opportunities for self-improvement, as students should refrain from feeling discouraged and instead embrace these experiences, as they contribute to overall emotional resilience and academic success. Thus, enabling these attributes will pave the way for students to effectively manage language anxiety, leading to a more positive and enriching learning experience.

Consequently, those shared insights from English major students regarding the effectiveness of social support may help them address their needs in managing language anxiety. Furthermore, gaining perspectives and awareness may assist students in navigating their language learning experiences with greater confidence and ease. This might allow learners to make informed decisions and seek support tailored to their specific needs and preferences. Students could also highlight their resilience, growth, and development as individuals in society by fostering meaningful interactions, which contribute to building strong relationships and achieving success in various fields. Moreover, embracing mistakes in language learning promotes a growth mindset, encouraging learners to perceive errors as opportunities for progress rather than obstacles. By actively engaging with and learning from their mistakes, students develop resilience, confidence, and a more positive outlook on their learning journey. These perspectives reinforce the value of greater possibilities and a supportive environment in the learning process, ultimately leading to a more productive and successful experience in overcoming language anxiety.

In addition, the researcher recommends fostering a supportive learning environment through collaborative activities and peer-assisted learning, as these approaches differ from traditional individualistic methods. Utilizing these support mechanisms provides a more encouraging atmosphere that helps students develop their language competency while addressing diverse learning styles and needs. Additionally, engaging in mentorship programs and study groups can enhance students' confidence in using the English language by providing emotional and academic support. Furthermore, broadening one's understanding of the role of social support in language learning fosters motivation and resilience, reinforcing the willingness to overcome language anxiety. Recognizing the opportunities that arise from effective language use encourages learners to maximize their potential, ultimately contributing to their personal growth and the broader social landscape.

Lastly, consider the factors that contribute to effectively managing language anxiety. Having a support system that provides encouragement, and motivation is essential for overcoming challenges and maintaining confidence in communication. Engaging with supportive individuals creates a safe and reassuring environment where one can express oneself without fear of judgment, reducing anxiety and fostering a sense of ease in using the language. Furthermore, being open to feedback and guidance from others helps in recognizing personal challenges and strengths, allowing for personal growth and increased comfort in conversations. Thus, emotional and social support fosters a sense of belonging and accountability, making it easier to navigate and overcome language anxiety.

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