

ABSTRACT

This study sought to identify the factors influencing foreign language anxiety among fourth-year education students at Capiz State University Burias Campus, as such anxiety can impede academic performance by reducing focus and increasing errors. Employing a mixed-method research design, data were gathered from 94 randomly selected students, with 14 highly anxious participants chosen for interview based on their questionnaire scores. Descriptive statistics, including frequency count, percentage, mean, and standard deviation, were used to analyze data, while T-test, ANOVA, and Pearson Moment of Correlation were employed for inferential analysis. The findings revealed a high level of foreign language anxiety with five key factors identified: unfamiliarity with the language, mispronunciation, embarrassment in speaking, low self-esteem, and lack of practice opportunities. Anxiety levels differed by course but showed no significant differences based on sex, parents' educational attainment, or employment status. These insights aim to inform educators in creating a more supportive language-learning environment.