Language Mindset and Willingness to Communicate as Predictors of Perceived English Language Proficiency among Senior High School Learners

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ABSTRACT

This study examined the relationships of language mindset and willingness to communicate with perceived English language proficiency among 255 Grade 11 and Grade 12 learners from three public secondary schools in the Schools Division of Valencia City, Philippines. The study used a cross-sectional descriptive-correlational design. Data were collected using three adapted questionnaires that underwent expert review and pilot testing. Responses were analyzed using means, Pearson product–moment correlations, and exploratory stepwise multiple regression.

Learners showed a growth-oriented language mindset (M = 3.48) and were moderately inclined to communicate in English (M = 3.40), with greater reported willingness in interpersonal than in public communication contexts. Learners reported high perceived English language proficiency (M = 3.49), rating reading highest (M = 3.59) and speaking lowest (M = 3.38). Language mindset (r = .506) and willingness to communicate (r = .727) were positively associated with perceived proficiency (both $p < .001$). The final regression model retained public communication, interpersonal communication, general language intelligence beliefs, and second language aptitude beliefs. Together, these predictors accounted for 61.8% of the variance in perceived proficiency within the sample ($R^2 = .618$, $p < .001$). Public communication had the largest standardized coefficient ($\beta = .490$). The findings suggest that learners' readiness to communicate and beliefs about language development are relevant to how they assess their English capabilities. The study recommends providing supported speaking opportunities and complementing learner self-assessments with performance-based evidence.

Keywords: language mindset, willingness to communicate, perceived English language proficiency, senior high school learners, stepwise regression

INTRODUCTION

Senior high school learners use English to understand lessons, exchange ideas, deliver presentations, and complete written tasks. Their willingness to use English can vary across these situations. A learner may readily share an idea with a classmate but hesitate to express it before the class. Learners may also assess their abilities differently across listening, reading, speaking, and writing. Examining these differences alongside learners' beliefs about their ability to improve can help explain variation in how they perceive their English proficiency.

Perceived English language proficiency refers to learners' judgments of what they can do in English. It provides a perspective that can complement performance assessments. Winke et al. (2023), for example, found that speaking self-assessments were positively related to standardized oral proficiency scores and that the two measures captured somewhat different aspects of speaking proficiency. Examining learners' self-assessments can therefore help teachers understand how learners view their capabilities across language tasks.

Two factors may help explain differences in these self-assessments. The first, language mindset, concerns beliefs about whether the ability to learn languages can develop. It includes beliefs about the development of general language intelligence and second language aptitude, as well as beliefs about the role of age in language learning. Billington et al. (2025) found that these dimensions captured distinct beliefs among university learners in Finland, supporting the value of examining them separately. The second factor, willingness to communicate, refers to learners' readiness to use a language when an opportunity arises. Li et al. (2024) found that willingness varied during a group communication task depending on factors such as the topic, the people involved, and the group atmosphere. Their findings provide a basis for distinguishing interpersonal exchanges from communication before an audience.

Previous research has linked language beliefs, communication readiness, and perceived proficiency through different pathways. Ho et al. (2025) found that a growth language mindset was positively related to willingness to communicate, with metacognitive strategies and language-learning self-efficacy serving as sequential mediators in their model. Kim (2024) found that the relationship between growth language mindset and perceived proficiency among Korean university students was mediated by self-efficacy. Together, these studies suggest that believing one can improve, feeling capable of using English, and being willing to communicate are related experiences that may contribute different information about learners' self-assessments.

The studies reviewed leave open two questions relevant to Filipino senior high school learners. First, which beliefs about language intelligence, aptitude, and age are associated with perceived English proficiency when considered together with willingness to communicate? Second, how do interpersonal and public communication compare in their associations with perceived proficiency? Examining these dimensions together can show whether broad scores conceal differences that matter in the classroom. For example, a general willingness score may give teachers little information about whether learners feel more ready to speak with classmates or before a larger audience.

To address these questions, the present study examined language mindset, willingness to communicate, and perceived English language proficiency among 255 Grade 11 and Grade 12 learners from three public secondary schools in the Schools Division of Valencia City, Philippines. Using a cross-sectional descriptive-correlational design, the study assessed learners' scores across the three constructs, examined their relationships, and explored which dimensions of language mindset and willingness to communicate statistically predicted perceived proficiency within the sample.

By examining beliefs and communication settings separately, the study can help teachers distinguish between learners' doubts about their ability to improve and their hesitation to use English in particular situations. This distinction may guide the choice of classroom support, such as feedback that makes progress visible, pair rehearsal before class presentations, and opportunities for learners to compare their self-assessments with evidence from classroom performance.

Objectives

This study examined the relationships of language mindset and willingness to communicate with perceived English language proficiency among senior high school learners. Specifically, it aimed to:

1. assess the learners' language mindset in terms of:
   1.1 General Language Intelligence Beliefs
   1.2 Second Language Aptitude Beliefs
   1.3 Age Sensitivity Beliefs
2. determine the level of willingness to communicate among learners in terms of:
   2.1 Interpersonal Communication Context; and
   2.2 Public Communication Context.

3. gauge the level of perceived English Language Proficiency of senior high school learners in terms of:
   3.1 Overall English Proficiency
   3.2 Listening

3.3 Reading
3.4 Speaking
3.5 Writing

4. examine the relationships of language mindset and willingness to communicate, including their respective dimensions, with perceived English language proficiency among senior high school learners.
5. identify which dimensions of language mindset and willingness to communicate, singly or in combination, best predict perceived English language proficiency among senior high school learners.

Hypothesis

The subsequent null hypotheses were developed and examined using a 0.05 significance level.

H_{01}: Language mindset and willingness to communicate, including their respective dimensions, have no significant relationships with perceived English language proficiency among senior high school learners.

H_{02}: The dimensions of language mindset and willingness to communicate do not significantly predict perceived English language proficiency among senior high school learners.

METHODOLOGY

This study employed a quantitative, non-experimental, cross-sectional descriptive-correlational design to examine the relationships among language mindset, willingness to communicate, and perceived English language proficiency. Data were collected in October 2026 from 255 Grade 11 and Grade 12 learners in three public secondary schools in the Schools Division of Valencia City, Philippines. Schools were conveniently selected based on accessibility and permission to conduct the study. Learners were recruited nonrandomly based on enrollment, willingness to participate, and submission of the required consent and assent forms. School names were withheld to protect institutional confidentiality. The findings were interpreted primarily in relation to the participating sample.

Data were gathered using three adapted questionnaires, with permission obtained from the respective authors. Language mindset was measured using the 18-item Language Mindsets Inventory of Lou and Noels (2017), comprising six items each for general language intelligence beliefs, second language aptitude beliefs, and age sensitivity beliefs. Statements were simplified and contextualized to English learning, and the original six-point response scale was replaced with a five-point agreement scale. The three fixed-mindset statements in each dimension were reverse-scored using 6 minus the original response, ensuring that higher scores indicated stronger growth-oriented beliefs.

Willingness to communicate was measured using 18 items adapted from Ma et al. (2019). The researcher grouped the contextualized items into interpersonal and small-group communication (11 items) and public classroom communication (seven items), conceptually informed by McCroskey's (1992) communication contexts and MacIntyre et al.'s (1998) situational perspective. This grouping represented an adaptation for the present study. Perceived English language proficiency was assessed using 37 items adapted from Kaewwichian and Jaturapitakkul (2018), originally used with Thai lower-secondary English teachers. Items were contextualized to Filipino learners' academic and everyday experiences and covered general proficiency (10 items), listening (five), reading (six), speaking (10), and writing (six). Scores represented self-assessed capability rather than demonstrated proficiency or standardized CEFR levels.

Language mindset and perceived proficiency items used agreement ratings from strongly disagree (1) to strongly agree (5), with neutral (3) as the midpoint. Willingness-to-communicate responses ranged from always unwilling (1), sometimes willing (2), willing half of the time (3), usually willing (4), to always willing (5). For each participant, dimension scores were calculated by averaging the corresponding items after applicable reverse-scoring. Composite scores were calculated by averaging the dimension scores within each questionnaire, giving equal weight to each dimension. Researcher-defined intervals guided descriptive interpretation, as shown below.

Mean Range	Language Mindset	Willingness to Communicate	Perceived Proficiency
1.00–1.80	Strong Fixed Mindset	Not Inclined to Communicate	Very Low Perceived Proficiency
1.81–2.60	Fixed Mindset	Slightly Inclined to Communicate	Low Perceived Proficiency
2.61–3.40	Mixed Mindset	Moderately Inclined to Communicate	Moderate Perceived Proficiency
3.41–4.20	Growth Mindset	Inclined to Communicate	High Perceived Proficiency
4.21–5.00	Strong Growth Mindset	Highly Inclined to Communicate	Very High Perceived Proficiency

These categories summarized reported beliefs, willingness, and perceived capability; they were not treated as validated diagnostic classifications or measures of actual communication frequency.

Experts in English language teaching reviewed the adapted instruments for suitability. Pilot testing involved 30 respondents from a separate school in the Schools Division of Bukidnon. Cronbach's alpha coefficients were .857 for language mindset, .888 for willingness to communicate, and .967 for perceived proficiency, providing preliminary evidence of internal consistency.

Before data collection, permission was obtained from the principal of each participating school. Participation was voluntary. Learners below 18 years old provided assent alongside informed consent from their parents or guardians, while those aged 18 or older provided their own informed consent. Only learners who willingly participated and submitted the required forms were included.

Data were analyzed using SPSS. Mean scores summarized learners' language mindset, willingness to communicate, and perceived English language proficiency. These scores were interpreted using the researcher-defined descriptive ranges, while Pearson product–moment correlations examined their associations. Exploratory stepwise multiple linear regression considered the three language mindset dimensions and two communication contexts as candidate predictors of perceived proficiency. Probability-of-F criteria were $\leq .05$ for entry and $\geq .10$ for removal. Model fit and predictor contributions were summarized using R^2, and unstandardized and standardized coefficients. Statistical significance was evaluated at .05, with SPSS values displayed as .000 reported as $p < .001$. Regression findings were interpreted as within-sample statistical associations rather than causal effects or independently validated predictions.

RESULTS AND DISCUSSION

Table I. Language Mindset of Senior High School Learners by Dimension

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Second Language Aptitude Beliefs	3.54	Agree	Growth Mindset
Age Sensitivity Beliefs	3.49	Agree	Growth Mindset
General Language Intelligence Beliefs	3.39	Neutral	Mixed Mindset
Language Mindset	3.48	Agree	Growth Mindset

Table I presents the learners' language mindset in terms of general language intelligence beliefs, second language aptitude beliefs, and age sensitivity beliefs. The composite mean of 3.48 was descriptively rated as Agree and interpreted as Growth Mindset. Second language aptitude beliefs obtained the highest mean of 3.54, followed by age sensitivity beliefs at 3.49, both classified as Growth Mindset. General language intelligence beliefs yielded a mean of 3.39, corresponding to Neutral and interpreted as Mixed Mindset. These findings indicate a tendency toward growth-oriented language beliefs, although this orientation was not equally evident across the three dimensions.

The higher mean for second language aptitude beliefs suggests greater endorsement of the view that language-learning aptitude can develop. Similarly, the classification of age sensitivity beliefs indicates a tendency to regard language development as possible despite age-related constraints. By comparison, the neutral rating for general language intelligence beliefs suggests less definite endorsement of the malleability of language intelligence. The difference between the highest and lowest means was only .15, however, indicating a relatively narrow spread despite the different qualitative classifications. Moreover, the group mean classified as Mixed Mindset does not establish that every learner held mixed beliefs; it may reflect uncertainty within individuals, differences among learners, or both.

This pattern suggests that learners may accept the possibility of improving language abilities while remaining less certain about whether language intelligence itself can change. Such a distinction has implications for instruction: encouraging effort may be insufficient unless learners also recognize how effective strategies, feedback, and sustained practice contribute to development. Teachers could make progress visible through comparisons of earlier and revised work and through feedback that identifies specific improvements. These implications arise from the reported beliefs; the descriptive results do not establish learners' persistence, strategy use, or responses to failure.

Recent research supports treating language mindset as a differentiated construct. Billington et al. (2025), in a validation study involving university students in Finland, found that general language beliefs, second language beliefs, and age-sensitive beliefs represented distinct constructs, further differentiated by growth and fixed orientations. Their findings support examining the dimensions separately and qualify the use of a single composite score: in their sample, the evidence did not support combining the subscales. This does not establish that the present composite is invalid, but it emphasizes the need for measurement evidence supporting its interpretation in the current population.

The coexistence of growth-oriented and less definite beliefs also accords with Lou et al. (2022), who identified growth, fixed, and mixed mindset-system profiles among 234 university foreign-language learners. The mixed profile was the most common, while learners in the growth profile showed the greatest engagement and highest grades. Their findings support the possibility that language beliefs are not uniformly growth-oriented or fixed. However, their individual-level profiles are not equivalent to the mean-based classifications used in Table I; the comparison provides conceptual support rather than evidence that the same proportions or profiles occurred among the present learners.

Table II. Level of Willingness to Communicate Among Senior High School Learners by Communication Context

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Interpersonal Communication Context	3.50	Usually Willing	Inclined to Communicate
Public Communication Context	3.29	Willing Half of the Time	Moderately Inclined to Communicate
Willingness to Communicate	3.40	Willing Half of the Time	Moderately Inclined to Communicate

Table II presents learners' willingness to communicate in interpersonal and public communication contexts. The composite mean of 3.40 corresponded to Willing Half of the Time and was interpreted as

Moderately Inclined to Communicate. Interpersonal communication obtained a mean of 3.50, descriptively rated as Usually Willing and interpreted as Inclined to Communicate. Public communication yielded a mean of 3.29, corresponding to Willing Half of the Time and Moderately Inclined to Communicate. These results indicate greater reported readiness to communicate interpersonally than publicly.

The .21-point difference between the two dimensions suggests that willingness to communicate varied according to the communication context. Learners expressed greater readiness for interpersonal exchanges, while their readiness for public communication was less pronounced. Nevertheless, this difference is descriptive; the table does not establish whether it is statistically significant. The composite mean also lies close to the boundary between the moderate and higher categories, making it appropriate to interpret the numerical results alongside their qualitative labels.

Furthermore, Willing Half of the Time represents a questionnaire category and should not be interpreted as direct evidence that learners participated in exactly half of the communication opportunities available to them.

One possible explanation for the pattern is that interpersonal exchanges provide a more manageable setting for expressing ideas, seeking clarification, and responding to another person. Public communication may involve greater exposure to evaluation and more demanding expectations for sustained speech. These conditions could influence learners' readiness to speak, although audience-related anxiety and perceived task difficulty were not measured in this descriptive table. The findings suggest the value of preparing learners for public communication through pair rehearsal, small-group discussion, and progressively more extended speaking tasks. Such activities could provide opportunities to practice before addressing a larger audience.

Comparable evidence was reported by Estrada-Chichón et al. (2023), who examined classroom-situated willingness to communicate among EFL student teachers in Spain. Their findings indicated higher willingness for pair work than for group or whole-class work in the virtual teaching condition. This partially supports the higher interpersonal communication mean in the present study, while also demonstrating that the pattern depends on the learning setting. Pair work and whole-class interaction are not identical to the present questionnaire dimensions, but they provide relevant evidence that interactional arrangements can shape willingness to communicate.

Li et al. (2024) further demonstrated the contextual nature of willingness to communicate through an intensive study of four Chinese EFL learners completing a group communication task. Their analysis identified fluctuations associated with linguistic, motivational, and affective factors, as well as the teacher, interlocutors, topic, and group atmosphere. These findings support interpreting the moderate composite mean as a summary of context-sensitive readiness rather than a fixed disposition to avoid communication. They also suggest that instructional responses should consider the conditions under which learners become more or less willing to participate, rather than attributing limited participation solely to insufficient language ability.

Table III. Level of Perceived English Language Proficiency among Senior High School Learners

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Overall English Proficiency	3.45	Agree	High Perceived Proficiency
Listening	3.58	Agree	High Perceived Proficiency
Reading	3.59	Agree	High Perceived Proficiency
Speaking	3.38	Neutral	Moderate Perceived Proficiency
Writing	3.47	Agree	High Perceived Proficiency
Perceived English Language Proficiency	3.49	Agree	High Perceived Proficiency

Table III indicates learners' perceived English language proficiency across the general proficiency dimension and the four language skills. The composite mean of 3.49 corresponded to Agree and High Perceived

Proficiency. Reading obtained the highest mean of 3.59, closely followed by listening at 3.58. Writing registered a mean of 3.47, while the general English proficiency dimension obtained 3.45; all four were classified as High Perceived Proficiency. Speaking yielded the lowest mean of 3.38, corresponding to Neutral and Moderate Perceived Proficiency. The findings therefore indicate favorable self-assessments of English proficiency, with a comparatively less favorable assessment of speaking.

The pattern shows that learners rated their receptive skills—reading and listening—more highly than their productive skills—writing and speaking. Reading and listening differed by only .01, suggesting nearly equivalent mean self-ratings. The largest difference was between reading and speaking at .21. Although speaking fell within a different interpretation category, the numerical differences remained modest and were not tested for statistical significance in this table. The composite classification should consequently be understood as a summary of learners' perceptions rather than evidence of equally high confidence across all skills.

The lower speaking mean may reflect uncertainty about producing language spontaneously, retrieving appropriate vocabulary, organizing ideas, and maintaining speech in interaction. Reading may permit learners to revisit information, while writing may allow time for planning and revision. These differences offer possible explanations for the pattern, but the descriptive statistics do not identify its causes. The findings suggest that speaking warrants closer attention through supported practice and specific feedback, while the favorable ratings in other areas should be examined alongside performance evidence. A high self-rating does not independently establish mastery of the corresponding language skill.

Kim (2024) provides relevant evidence concerning the interpretation of perceived proficiency. In a study of 257 Korean university students, self-efficacy fully mediated the relationship between growth language mindset and perceived proficiency. This finding indicates that learners' judgments of their proficiency are connected with their beliefs about accomplishing language tasks. It supports interpreting the present means as subjective appraisals of capability, while qualifying any assumption that these scores directly represent tested competence. Kim's study does not establish the same ranking of reading, listening, writing, and speaking; its relevance lies in clarifying the psychological character of perceived proficiency.

Winke et al. (2023) offer further support for treating self-assessment and performance assessment as complementary sources of evidence. Their study of 807 university learners of Spanish found that higher oral proficiency test scores tended to accompany higher speaking self-assessments, but the two assessment methods captured somewhat different aspects of language capability. Although their participants and target language differed from those in the present study, the findings demonstrate that self-assessments can provide useful information without being interchangeable with standardized performance measures. Accordingly, the moderate speaking rating identifies an area of perceived difficulty that merits investigation through oral tasks; it does not, by itself, establish a corresponding level of demonstrated speaking proficiency.

Table IV. Correlations of Language Mindset, Willingness to Communicate, and their Dimensions with Perceived English Language Proficiency

Independent Variables	Pearson Coefficient (r- value)	Probability (p-value)
Language Mindset	0.506	0.000**
General Language Intelligence Beliefs	0.485	0.000**
Second Language Aptitude Beliefs	0.443	0.000**
Age Sensitivity Beliefs	0.375	0.000**
Willingness to Communicate	0.727	0.000**
Public Communication Context	0.720	0.000**
Interpersonal Communication Context	0.646	0.000**

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

Table IV shows the relationships of language mindset and willingness to communicate with perceived English language proficiency among senior high school learners. Language mindset was positively and significantly correlated with perceived English language proficiency ($r = .506$, $p < .001$). Significant positive correlations were also observed for general language intelligence beliefs ($r = .485$, $p < .001$), second language aptitude beliefs ($r = .443$, $p < .001$), and age sensitivity beliefs ($r = .375$, $p < .001$). Willingness to communicate demonstrated a positive and significant relationship with perceived English language proficiency ($r = .727$, $p < .001$). Its dimensions, public communication context ($r = .720$, $p < .001$) and interpersonal communication context ($r = .646$, $p < .001$), likewise yielded significant positive correlations. All relationships were statistically significant at the .01 level.

These coefficients indicate that learners with higher language mindset scores tended to report higher perceived English language proficiency. Among the mindset dimensions, general language intelligence beliefs exhibited the largest correlation, followed by second language aptitude beliefs and age sensitivity beliefs. This pattern suggests that beliefs concerning the development of language intelligence and aptitude were more closely associated with learners' assessments of their English proficiency than beliefs concerning age-related limitations in language learning. Nevertheless, the smaller coefficient for age sensitivity beliefs does not imply that this dimension was unrelated to perceived proficiency; its association remained positive and statistically significant.

Compared with language mindset, willingness to communicate exhibited a larger correlation with perceived English language proficiency. At the dimensional level, public communication context also showed a larger coefficient than interpersonal communication context. Learners' readiness to use English, particularly in public communication situations, was therefore closely associated with how they evaluated their language abilities. These comparisons describe the relative magnitudes of the observed coefficients but do not establish that the correlations differed significantly from one another. Furthermore, the bivariate correlations do not identify the independent contribution of each variable when the other variables are considered simultaneously.

The association between language mindset and perceived proficiency suggests that learners who regard language ability as developable tend to evaluate their English capabilities more favorably. Believing that language intelligence and aptitude can improve may encourage learners to interpret difficulties as part of learning rather than as evidence of permanent inability. The relationship involving age sensitivity beliefs similarly suggests that learners who perceive fewer age-related constraints on language development tend to report greater proficiency. These explanations are consistent with the observed relationships, although the processes underlying them were not directly examined in the correlation analysis.

A related interpretation concerns the connection between willingness to communicate and learners' judgments of their language capabilities. Learners who consider themselves proficient may feel more prepared to express ideas, respond to others, and participate in public situations. Communication experiences may also provide opportunities for learners to reassess their capabilities through successful interaction and feedback. However, the findings do not establish the direction of these relationships. Because proficiency was measured through learners' perceptions, the results concern self-assessed ability and should not be interpreted as evidence of equivalent performance on an objective English proficiency assessment.

Evidence from previous research supports the association between language beliefs and perceived capability. Zarrinabadi et al. (2021), in a study of 392 Iranian university EFL learners, found that learners who perceived greater teacher autonomy support were more likely to endorse growth language mindsets, feel more communicatively competent, and express greater willingness to use English. Their findings are consistent with the positive relationship between language mindset and perceived proficiency in the present study, although perceived communicative competence is related to, rather than identical with, perceived English language proficiency.

This relationship requires further consideration in light of Kim's (2024) findings among 257 students from three Korean universities. Growth language mindset did not directly predict perceived proficiency in the path model; instead, the relationship was fully mediated by self-efficacy. This finding suggests that beliefs about the malleability of language ability may be associated with perceived proficiency through learners' confidence in accomplishing language tasks. It does not contradict the positive bivariate correlation in Table IV, since a

significant correlation can coexist with a nonsignificant direct path when a mediating variable is included. The present findings establish an association without determining whether self-efficacy or another variable accounts for that relationship.

The close association between willingness to communicate and perceived proficiency also accords with the meta-analysis of Elahi Shirvan et al. (2019). Their findings indicated that perceived communicative competence, language anxiety, and motivation were moderately associated with second-language willingness to communicate, with perceived communicative competence exhibiting the largest effect among the three correlates. The positive relationship in Table IV is consistent with this evidence that learners' perceptions of their communicative abilities are closely connected with their readiness to use the language. However, the meta-analysis does not establish that public communication should consistently have a stronger association with perceived proficiency than interpersonal communication. The ordering of these coefficients remains specific to the present results unless confirmed through further analysis.

Table V. Regression analysis of variables that best predict perceived English Language Proficiency among senior high school learners.

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.072	0.204	-	0.351	0.726
Language Mindset					
General Language Intelligence Beliefs	0.208	0.070	0.166	2.975	0.003
Second Language Aptitude Beliefs	0.203	0.072	0.155	2.830	0.005
Willingness to Communicate					
Public Communication	0.433	0.054	0.490	7.957	0.000
Interpersonal Communication	0.163	0.056	0.180	2.932	0.004
R= 0.786	R^2= 0.618	F= 101.109		p-value= 0.000	

Table V presents the multiple regression results identifying dimensions of language mindset and willingness to communicate that statistically predict perceived English language proficiency. The model yielded a multiple correlation coefficient of .786 and an R^2 of .618, indicating that the four predictors jointly accounted for 61.8% of the variance in perceived proficiency within the sample. The model was statistically significant ($F = 101.109$, $p < .001$), providing evidence against the null hypothesis that all regression slopes were zero.

Within language mindset, general language intelligence beliefs ($B = .208$, $\beta = .166$, $t = 2.975$, $p = .003$) and second language aptitude beliefs ($B = .203$, $\beta = .155$, $t = 2.830$, $p = .005$) significantly predicted perceived proficiency. Within willingness to communicate, public communication ($B = .433$, $\beta = .490$, $t = 7.957$, $p < .001$) and interpersonal communication ($B = .163$, $\beta = .180$, $t = 2.932$, $p = .004$) also contributed significantly. All coefficients were positive, indicating that higher scores on each predictor were associated with higher perceived proficiency when the other predictors were held constant.

Using the unstandardized coefficients, the fitted prediction equation was:

$$\mathbf{Y= Y=B_0 +B_1X_1 +B_2X_2 +B_3X_3 +B_4X_4}$$

$$Y=0.072+0.208X_1+0.203X_2+0.433X_3+0.163X_4$$

where:

Y = perceived English language proficiency;

X_1 = general language intelligence beliefs;

X_2 = second language aptitude beliefs;

X_3 =public communication; and

X_4 = interpersonal communication.

The equation indicates that a one-point increase in general language intelligence beliefs was associated with a .208-point increase in predicted perceived proficiency, holding the other predictors constant. Corresponding increases were .203 points for second language aptitude beliefs, .433 points for public communication, and .163 points for interpersonal communication. These coefficients represent differences in predicted questionnaire scores rather than percentage increases. The constant was not statistically significant (B = .072, p = .726), although this does not negate the significant contributions of the predictors.

Public communication had the largest standardized coefficient (β = .490), identifying it as the strongest statistical predictor in the fitted model. Interpersonal communication followed (β = .180), together with general language intelligence beliefs (β = .166) and second language aptitude beliefs (β = .155). This ordering describes the observed coefficient magnitudes; it does not establish statistically significant differences between their strengths.

The findings suggest that learners who were more willing to communicate publicly and interpersonally tended to assess their English capabilities more favorably. Growth-oriented beliefs about language intelligence and aptitude were also positively associated with perceived proficiency beyond the contributions of communication willingness. The combined results point to the relevance of both communication readiness and beliefs about language development in understanding learners' self-assessments.

For classroom practice, these associations suggest the value of examining learners' language beliefs alongside their readiness to participate in communication activities. Supported presentations, paired exchanges, and feedback that makes improvement visible may be considered as instructional approaches whose effectiveness requires evaluation. The regression does not establish that increasing willingness or strengthening growth beliefs will cause proficiency to improve. Its findings concern self-reported capability within the participating sample rather than demonstrated English performance.

The contribution of public and interpersonal communication is consistent with Elahi Shirvan et al. (2019), whose meta-analysis found that perceived communicative competence, language anxiety, and motivation were associated with second-language willingness to communicate. Perceived communicative competence showed the largest association among these factors. This supports the connection between learners' readiness to communicate and their judgments of language capability. However, perceived communicative competence is related to, rather than identical with, the broader perceived proficiency measured in this study. The meta-analysis also does not establish that public communication contributes more strongly than interpersonal communication; that ordering remains specific to the present fitted model.

The significant contributions of general language intelligence beliefs and second language aptitude beliefs also align with Zarrinabadi et al. (2021). Among 392 university EFL learners in Iran, growth language mindsets mediated the relationships of perceived teacher autonomy support with perceived communicative competence and willingness to communicate. Their findings support considering language beliefs alongside communication readiness when examining learners' perceptions of capability. Nevertheless, their study examined a different population and analytical model and therefore does not independently confirm the separate contributions of the two mindset dimensions retained in the present regression.

Kim (2024) further highlights the relevance of examining language mindset together with other psychological factors. In a study involving 257 students from three Korean universities, Kim examined the

relationships among language mindsets, self-efficacy, engagement, and perceived proficiency and emphasized the mediating role of self-efficacy. This suggests that the mindset coefficients in the present model should be interpreted in relation to the variables included in the analysis. Other factors, particularly self-efficacy, may help explain the relationships between growth-oriented beliefs and perceived proficiency. Taken together, these studies provide related evidence for connections among language beliefs, communication willingness, and perceived capability, while leaving the direction and mechanisms of the present associations open to further investigation.

CONCLUSION

Based on the findings from 255 senior high school learners in three participating schools in the Schools Division of Valencia City, the following conclusions were drawn:

Learners' responses reflected a growth-oriented language mindset, particularly in their beliefs that second language aptitude can develop and that language learning is possible across ages. The group mean for general language intelligence beliefs, however, fell within the Mixed Mindset range, indicating less definite endorsement of the view that general language intelligence can develop.

Learners are moderately inclined to communicate in English, with greater willingness in interpersonal exchanges than in public communication contexts. Their readiness to communicate varies by setting, suggesting that willingness to engage with others does not necessarily extend to speaking before an audience.

Learners report high perceived English language proficiency, with reading and listening receiving the most favorable self-assessments, followed by writing and general English proficiency. Speaking remains an area of comparatively lower perceived capability. These findings describe learners' judgments of their abilities rather than proficiency established through performance-based assessment.

Language mindset and willingness to communicate are positively and significantly associated with perceived English language proficiency. Learners with stronger growth-oriented beliefs and greater readiness to communicate tend to assess their English abilities more favorably. Willingness to communicate exhibits the stronger observed association, although these relationships do not establish causation.

Public communication is the strongest single predictor of perceived English language proficiency among the factors examined. In combination with general language intelligence beliefs, interpersonal communication, and second language aptitude beliefs, it accounts for 61.8% of the variance in perceived proficiency within the sample. Age sensitivity beliefs do not provide a significant additional contribution after these four predictors are considered. The findings identify a combination of communication readiness and language-related beliefs that statistically predicts learners' self-assessed proficiency.

RECOMMENDATIONS

Based on the conclusions drawn from this study, the following recommendations are proposed:

Strengthen Growth-Oriented Language Beliefs. English teachers may incorporate reflection activities, learning portfolios, and feedback that demonstrate how language abilities develop through effective strategies, practice, and revision. Particular attention may be given to general language intelligence beliefs, in which learners exhibited a mixed mindset. Feedback should identify specific improvements and actionable next steps to help learners recognize their capacity for development.

Provide Progressive Opportunities for Communication. Teachers may structure communication activities from paired exchanges and small-group discussions to classroom presentations and public contexts. Preparation time, peer rehearsal, and clear expectations may help learners approach more demanding communication situations. A respectful classroom environment that treats errors as opportunities for learning may support participation without placing unnecessary pressure on hesitant learners.

Prioritize Speaking Development and Assess Demonstrated Proficiency. English teachers may provide regular speaking activities, including role-plays, interviews, oral explanations, and debates, with feedback on clarity, organization, fluency, and language use. Since speaking received the lowest self-assessment, learners' perceptions may be examined alongside rubric-based oral performance. Listening, reading, and writing assessments may likewise complement self-reports to identify specific instructional needs.

Address Language Beliefs and Communication Readiness Together. School heads and English teachers may design classroom initiatives that combine reflection on language-learning beliefs with meaningful opportunities to communicate. Learners may set achievable goals, document progress, and reflect on successful communication experiences. Monitoring changes in both self-perceptions and performance may help determine whether these initiatives address the needs identified in the study.

Give Particular Attention to Supported Public Communication. Given its prominence in the regression findings, teachers may provide sustained opportunities for prepared presentations, group reporting, storytelling, and other public communication tasks. These activities may be combined with interpersonal practice and feedback that reinforces the development of language intelligence and aptitude. Their effectiveness may be evaluated rather than assumed, since the predictive relationship does not establish that increasing public communication will cause higher proficiency.

Extend and Validate the Findings through Future Research. Future researchers may include more schools and use probability sampling to improve the basis for generalization. Longitudinal or intervention studies may examine the direction of the relationships among language mindset, willingness to communicate, and perceived proficiency. Researchers may also combine self-reports with performance-based assessments, investigate factors such as self-efficacy and language anxiety, account for differences among schools, and validate the regression model in an independent sample.

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