



Reducing speaking anxiety among the NDI students in Abubakar Tatari Ali Polytechnic, Bauchi, Bauchi state, North-Eastern, Nigeria

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Abstract

Speaking is the delivery of language production of sound through an individual mouth. This is due to the fact that for every speak can create some sound by using many parts of human organs and these includes; lungs, vocal track, tongue, teeth, lips and vocal chords. A research was carried out to determine the reducing speaking anxiety among National Diploma one (ND I) students of Abubakar Tatari Ali Polytechnic, Bauchi, Bauchi State, Nigeria. The total of four hundred (400) structural questionnaires were distributed to various ND I students within the study area at random. Moreover, the data generated from the distributed questionnaires revealed that majority of the respondents with the percentage of 52.5 recommended that lack of practice affect their frequent communication in English, while 23.5 percent recommended that lack of awareness and dedication affect their communication in English language thereby affecting their performance in academics. This is to clearly demonstrated that constant practice and dedication can make a smooth perfection in frequent communication in English language among ND I students in the study area. However, constant speaking of native language plays a key role towards speaking anxiety among the general students. Members of the academic and non-academic staff should strictly adhere to rules and regulations in speaking English language during registration, sports activity interactions, library and lectures.

Keywords: Anxiety, speaking english language, communication

Introduction

In an attempt to provide answers to the socio-economic Speaking has been severally defined by many language scholars, education and philosophers across the globe. Many of them have centered on speaking as the delivery of language production of sound through mouth. This is because the speak we need to create some sound by using many part of our organs of speech including the lungs, vocal track, tongue, teeth, lips and vocal chords. Carol., 1998 observes that speaking as a productive skill in the oral mode just like other languages skills, but found more complicated than it is seem at the first place. This is because it involves more than just pronouncing words according to socio-linguistic situation.

Moreover, they also considered speaking as a tool of driven by different view of many societies, that is why in order to speak a language perfectly, efficiently and completely, one need to learn the vocabulary and grammar of the language but also need to learn the context used in speaking the language. On the other hand, Ogliary (2005) sees anxiety as a feeling of worrying about the future event that is more related to fair of reaction to the current event which resulted to a lot of symptoms. This is the types of symptoms that increase the heard beating rate, body shaking and red eyes in color and so on.

Barber (2002) describes that, language speaking anxiety has a linkage towards second language learning disability. This is because second language learning anxiety has a direct or indirect debilitating effect on the oral performance of many speakers of the second users. Smith (2018) realizes that moderate feelings of speaking anxiety are second language learning in some cases might help to learn the language. Moreover, suggestion were made base on the responses by the selected students towards speaking English in the

classroom situation. Jamilah (2018) also worked on anxiety in English language in the Saudi Arabia.

English language speaking anxiety

This is a subjective English speaking feeling of tension, that is more related to the apprehension, nervousness and worry that associated with an arousal of the autonomic nervous system that link with the fear of speaking English in public place or communication apprehension. Some of the analysis indicated that second language speaking anxiety to be a significant predictor of oral achievement that might directly or indirectly affecting the second language in Nigeria.

Statement of problem

There are quite number of works on language speaking anxiety, but very few of these works were based on English language reducing speaking anxiety among the university students within and outside Nigeria. Most of these studies either failed to address the reducing speaking anxiety among the polytechnic students in Nigeria, which is the immediate higher institution after secondary school.

In view of the above, this study intend to carefully analyze the major causes of English language speaking anxiety among the ND I students in Abubakar Tatari Ali Polytechnic, Bauchi, Bauchi state, North-Eastern, Nigeria.

Research methodology

The research adopted quantitative research design using survey method in data collection. The method was guided through the adaption from the foreign language classroom anxiety scale originally by Horwitz (1986)^[4]. The structural questionnaires were distributed at random within the study area which were purely dominated by ND I students. The data generated were statistically analyzed using simple statistical descriptive analysis.

Results

The results obtained are as follows;

Table 1: Shows the sex of the respondents

Sex of the respondents	No. of respondents	Percentage %
Male students	230	57.5
Female students	170	42.5
Total	400	100

Table above indicated that majority of the respondents were males with the highest percentage of 57.5 followed by females with the percentage of 42.5 respectively.

Table 2: Shows the courses/schools of the respondents

Course/school	No. of respondents	Percentages %
Science and technology	110	27.5
General studies	125	31.25
Environmental studies	35	8.75
Management studies	130	32.5
Total	400	100

The Table above demonstrated that majority of the respondents were for school of management studies with the percentage of 32.5 followed by school of general studies with the percentage of 31.5 and lastly school of environmental studies with the percentage of 8.75 respectively.

Table 3: Shows Factors Affecting the Frequent Communication in English Language Among ND I Students.

Factors responsible	No. Of respondents	Percentage %
Lack of practice	210	52.5
Lack of awareness	95	23.75
Lack of dedication	95	23.75
Total	400	100

The Table above described that majority of the respondents with the percentage of 52.5 recommended that lack of practice affect their frequent communication in English, while 23.5 percent recommended that lack of awareness and dedication affect their communication in English language thereby reducing the speaking anxiety among them.

This is to clearly demonstrated that constant practice and dedication can make a smooth perfection in frequent communication in English language among ND I students in the study area. However, constant speaking of native language plays a key role towards speaking anxiety among the general students. Members of the academic and non-academic staff should strictly adhere to rules and regulations in speaking English language during registration, sports Activity interactions, library and lectures.

Conclusion

English language speaking anxiety becomes a great challenge in higher institution of learning in Nigeria. The study revealed that most students develop phobia and anxiety when it comes to communication in English as official language of communication. So many factors were critically identified as the fundamental causative agent in relation to English language speaking anxiety among ND I students in the study area.

Recommendations

- The management of most tertiary institutions of learning within Nigeria should ensure that English language remains an official language of communication within the campus.
- All academic staff should ensure that speaking English language during lectures delivery is mandatory.
- All other services within the campus, speaking English language is necessary in order to reduce the phobia among students.
- Constant practice in communication with official language is paramount.
- Awareness should be created through various channels such as social media, campus radio among others.
- Class oral presentations and interactions should be encourage in order to reduce speaking anxiety among ND students.

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