Cognizing Language Anxiety of EFL Learners: A Study of Dell Hymes Model of Speaking

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Abstract. Language is primarily a spoken phenomenon. It is practical and highly instrumental for communication. When we regard English as a Foreign Language, we tend to develop language skills so the learners may be able to communicate through the target language. The current study aims at investigating the causes of language anxiety of EFL learners, and how the causes of language anxiety prevent achieving the communicative competence proposed by Dell Hymes. A quantitative research approach was utilized in the present study. A structured questionnaire method was adopted to collect data from the learners of the foreign languages. Likert scale was used to analyze the feedback of the EFL learners on the study. The output of the data through SPSS was evaluated on the set standard concerning the null hypothesis and the aim of the study. In the survey, 93.25% staunch opinion evinces that EFL learners are overpowered by language anxiety.

Keywords: Communicative Competence, Language Anxiety, EFL Learners, Target Language

Introduction

Language is primarily a spoken phenomenon. It is the most useful tool for communication. When we take English as a Foreign Language, we tend to develop language skills so much so the learners may be able to communicate through the target language. Nevertheless, all four skills are given full attention in the classroom environments in Pakistan. Reading and writing are the focus of learning; other two skills are altogether ignored. There are certain factors responsible for the present situation (Aziz, 2009):

i. Large size classes;
ii. Poor training of the teachers;
iii. System of examination: focused on reading and writing;
iv. Few possibility of exposure to the target language culture;
v. Lack of motivation to us English orally.

Language Anxiety

In the current study, it has been made clear that the psychological factors greatly affect the competence level of the learners. Anxiety is one of these factors, which hinder the flow of success. Trait anxiety and State anxiety are further two types of anxiety. The former one is exposed to a specific situation while the latter one in certain situations (Phillips, 1992). It is due to global nature, trait anxiety has not been very influential in second language achievement. (McIntyre & Gardner, 1991). Brown (2000) claims that language anxiety is the offshoot of state anxiety. On the other hand, Philip is of the view that test is the state of anxiety. Horwitz, Horwitz, and Cope (1986) considered language anxiety and general anxiety are at pole apart and they put forward three points on language anxiety.

i. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas;
ii. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and
iii. Test anxiety or apprehension over academic evaluation.

Statement of Problem

In Pakistan, learners of English as Foreign Language are lacking in speaking. Large size classes, inability of teacher to speak English, reading and writing centered system of examination, lack of exposure, motivation and confined cause the leaners inability to speak English fluently.

Need of the Study

Language is the foremost instrument of communication in a human society where people need to interact for various purposes. It is unique possession of man. It also a social product. According to Sapir (1921), "Language is a purely human and non-instinctive method of communicative ideas, emotions and desires by means of voluntarily produced symbols. As English has become an International language and the language of technology and internet. The entire world being the global village required the people to be well aware of English language if they want to be well know and interconnect with the world".

Limitations of the study

Out of the four skills of language, the focus of the present study was on speaking skill only.

Aims of the study

The present study aims at investigating the causes of language anxiously by EFL Learner and how the causes of language anxiety prevent to achieve the communicative competence by Dell Hymes.

Theoretical Framework: Dell Hymes Model of SPEAKING

Socio-linguistics, SPEAKING Model is a model of socio-linguistic study developed by Dell Hymes. In the present study Dell Hymes SPEAKING Model was use as theoretical frame. To facilitate the application of this model, Dell Hymes constructed the acronym SPEAKING elaborated as (Hymes, 1974):

S for Setting and Scenes
P for Participants
E for Ends
A for Acts Sequence
K for Key
I for Instrumentalities
N for Norms
G for Genre

Dell Hymes SPEAKING model fits in the physical setting of the college boys which comes from different strata of the society and by intermingling with one another share their dialectical vibrations. It is quite fitting in the setting of The Hope College of Science & Management where the students belonging to different strata come and they not only get education but share their ideas of their own cultural bends.

Hypothesis

H_0 = Language Anxiety does not hinder the flow of speaking English among EFL Learners.

H_1 = Language Anxiety hiders the flow of speaking English among EFL Learners.

Review of Literature

In several studies (e.g. Aida, 1994; Elkhafaifi, 2005; Philips, 1992; Steinberg & Horwitz, 1986), it has been manifested that language anxiety spoils the performance of speakers. However, some reformatory measures have been taken to alleviate the apprehension that hinders the performance and makes the learners weak and fragile. (Brown, 2000). In some studies, anxiety has been very hand and supportive in learning (F.Sc. Ly, 1983; Kleinmann, 1977; Macintyre & Gardner, 1994; Tobias, 1986).

Horwitz (1990) does not believe in facilitative anxiety in the environs of learning; rather he does believe in anxiety to be debilitative. Conversely, Oxford and Ehrman (1995) claim the relationship between anxiety and learning strategies. They added that self-reported anxiety is very helpful for the learners in the classroom environment. Therefore, it confirms Brown's (2000) view that facilitative anxiety exists, too.

Macintyre and Gardner (1989) championed the contradictory views mentioned before as state or anxiety can be applied in multifarious contexts but not actually in the context of learning. Gardner (1985) favored the scales directly related to the language and differed with the general anxiety scales developed by Horwitz et al. (1986) who propounded that language anxiety is not the same as general anxiety. Aida investigated the aftereffect on language competence. His finding proved the language anxiety affects negatively the competence of the learners: Japanese. Philips also did so on students' oral performance. He proved the moderate relationship between language anxiety and oral test performance.

Liu and Jackson (2008) examined the unwillingness and anxiety of the Chinese learners and reached the conclusion that despite willing participation in the conversation most of the learners were found to be unable to speak. They further added that the student was shy speaking on the classroom premises. Marcos-Llinás and Garau (2009) measured competence on three levels. They concluded that advanced learners were at a higher level of anxiety and further added anxiety affect the negative on the performance in the classroom. They also correlated the performance of males and females; females were found to be more anxious on the scale (Zheng, 2008).

Some of the researchers have elaborated anxiety as a "special case of general anxiety consisting of phenomenological, physiological, and behavioral responses related to a fear of failure and to the experience of evaluation or testing" (Sieber, 1980). Shastain (1975) showed the negative and moderate behavior of anxiety in French audio-lingual classes: the beginners. Test anxiety level was positive in Germans and Spanish classes. Horwits (1986) did the same in the case of introductory level students and proved the negative relationship between anxiety and performance. Joy (2013) examined the level of test anxiety related to pre-, during-, and post-test stages of second language learners.

Based on the indecisive obtained in previous studies, the research gap is still there to be filled in. this area. It is the need of the hour to measure the level of language anxiety on the EFL learner through the communicative competence by Dell Hymes. This study was conducted to fill this gap.

Research Methodology

Research methodology is the theory that you need to know in order to understand the aspect of the research. What is hypothesis, types of hypothesis, what is the significance of the study, what are the objectives and so on? Quantitative research approach was utilized in the

present study. The present study was conducted on 114 students of F.SC. level. Students of F.Sc. standard from the Hope College of Science & Management were taken for the present study. Slovin's Formula was used to take the sample size. Slovin' Formula (n = N / 1 + Ne^2) where Capital "N" is the total number of students, small "n" is the sample size and small "e" is the margin of errors. By applying the formula, the sample size was "n = 144". Questionnaire tool was implemented to collect data from the learners of foreign language. 5-point Likert Scale was use gather the attitude of the students. In the table, SA stands for strongly agree, A for agree, N for neutral, D for disagree and SD for strongly disagree. Data was collected in numeral forms through questionnaire and data collected was processed in SPSS software to significant value and reliability of the test. The output of the data through SPSS was evaluated on the set standard in relation to the hypothesis and the aim of the study.

Data Analysis

Chi Square Test was run in the SPSS to evaluate the questionnaire assumptions. Underlying are the outcomes processed in SPSS. In the outcomes, "Crosstab tables" show the total number of males and females and their options about the assumption was presented. Next, "Chi-Square Tests" tables show the significance values which manifest the reliability of the opinion about the assumptions. In the interpretations Assumptions have been coded as A1, A2, A3……

Assumption No. 1 You are fluent in speaking English.

Crosstab Count

		You are fluent in speaking English			Total
		DA	N	A	
Gender	Male	5	13	39	57
	Female	6	14	37	57
Total		11	27	76	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.181[a]	2	.914
Likelihood Ratio	.181	2	.914
Linear-by-Linear Association	.179	1	.673
N of Valid Cases	114		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.50.

In the A1, 11 respondents (5 males and 11 females) clicked on disagree, 27 (13 males and 14 females) remain neutral and 76 (39 males and 37 females) showed their agreement on "You are fluent in speaking English". Anyhow, the significant value P= .914 flagged the retention of the assumption.

Assumption No. 2 You don't feel nervous while speaking English.

Crosstab Count

		You don't feel nervous while speaking English.			Total
		SD	DA	A	
Gender	Male	1	4	52	57
	Female	0	0	57	57
Total		1	4	109	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.229[a]	2	.073
Likelihood Ratio	7.161	2	.028
Linear-by-Linear Association	5.010	1	.025
N of Valid Cases	114		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .50.

In A2, 109 respondents (52 males and 57 females) showed their agreement on 'You don't feel nervous while speaking'. P-value .073 manifests the reality that the assumption is minutely accepted.

Assumption No. 3 You don't feel stress very often.

Crosstab Count

		You don't feel stress very often.				Total
Count		Count	D	N	A	
Gender	Male	1	5	7	44	57
	Female	0	4	5	48	57
Total		1	9	12	92	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.618[a]	3	.655
Likelihood Ratio	2.006	3	.571
Linear-by-Linear Association	1.024	1	.312
N of Valid Cases	114		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

In A3, Probability Value in. 655 which means the assumption is strongly accepted where 92 votes (44 males and 48 females) in agreement showed positive opinion.

Assumption No. 4 The stress doesn't affect positively.

Crosstab Count

		The Stress doesn't affect negatively.		Total
		N	A	
Gender	Male	15	42	57
	Female	18	39	57
Total		33	81	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.384[a]	1	.536		
Continuity Correction[b]	.171	1	.680		
Likelihood Ratio	.384	1	.535		
Fisher's Exact Test				.680	.340
Linear-by-Linear Association	.380	1	.537		
N of Valid Cases	114				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.50.

b. Computed only for a 2x2 table

In A4, 81 respondents (42 males and 39 females) biggled in positive on 'The stress doesn't affect negatively'. P-value .536 clarified the unreliability of the assumption.

Assumption No. 5 The stress is always positive.

Crosstab Count

		The Stress is always positive.				Total
		SD	D	N	A	
Gender	Male	2	8	10	37	57
	Female	1	6	12	38	57
Total		3	14	22	75	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.814[a]	3	.846
Likelihood Ratio	.822	3	.844
Linear-by-Linear Association	.333	1	.564
N of Valid Cases	114		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.50.

Out of 114, agreement of 75 respondents (37 males and 38 males) in A5 show the positive response on 'The stress is always positive'. Sig. Value .846 is the evidence acknowledgement of the assumption.

Assumption No. 6 You are very keen learner how to speak.

Crosstab Count

		You are very keen learner how to speak.				Total
		SD	D	N	A	
Gender	Male	2	8	12	35	57
	Female	2	8	10	37	57
Total		4	16	22	72	114

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.237[a]	3	.971
Likelihood Ratio	.238	3	.971
Linear-by-Linear Association	.047	1	.828
N of Valid Cases	114		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.00.

In A6, 76 positive opinions of respondents (35 males and 37 males) and Sig. Value .971 strongly accepted the assumption.

Assumption No. 7 You willingly participate in the class.

Crosstab Count

		You willingly participate in the class.			Total
		D	N	A	
Gender	Male	6	21	30	57
	Female	6	20	31	57
Total		12	41	61	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.041[a]	2	.980
Likelihood Ratio	.041	2	.980
Linear-by-Linear Association	.019	1	.890
N of Valid Cases	114		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.00.

In A7, 61 respondents (30 males and 31 females) the acceptance on 'You willingly participate in the class'. P-Value .980 the strongly acknowledgement of the assumption.

Assumption No. 8 You often recommend other persons to speak.

Crosstab Count

		You often recommend other persons to speak.			Total
		D	N	A	
Gender	Male	6	14	37	57
	Female	6	15	36	57
Total		12	29	73	114

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.048[a]	2	.976
Likelihood Ratio	.048	2	.976
Linear-by-Linear Association	.019	1	.891
N of Valid Cases	114		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.00.

In A8, 73 respondents (37 males and 36 females) showed their agreement while 29 remained neutral and 12 respondents strongly disagreed. Sig. Value .976 retained the assumption.

Assumption No. 9 The role of a teacher doesn't matter in learning fluent speak.

Crosstab Count

		The role of a teacher does not matter in learning fluent speaking.			Total
		D	N	A	
Gender	Male	2	19	36	57
	Female	2	20	35	57
Total		4	39	71	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.040[a]	2	.980
Likelihood Ratio	.040	2	.980
Linear-by-Linear Association	.028	1	.868
N of Valid Cases	114		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.00.

In A9, only 71 respondents (36 males and 35 females) remained positive in their opinion and 39 respondent kept their opinion hidden, consequently the reality couldn't be revealed. Probability value .980 manifested the improbability of eh assumption.

Assumption No. 10 You think that it is not imperative to take part in the class mastering speaking.

Crosstab Count

		You think that it not imperative to take in the class mastering speaking.				Total
		SD	D	N	A	
Gender	Male	2	2	10	43	57
	Female	2	2	8	45	57
Total		4	4	18	88	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.268[a]	3	.966
Likelihood Ratio	.268	3	.966
Linear-by-Linear Association	.069	1	.793
N of Valid Cases	114		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.

In A10, 88 (43 males and 45 females) barged in 'You think that it not imperative to take part in the class mastering speaking'. P-Value =.966 clarified the acceptance of the assumption.

Discussion

In all the 10 assumptions, the response of the respondents (males and females) is almost the same only with the slight difference in opinion. The clicks on the agreement showed the responses of respondents (males and females respectively) as 39 and 37, 52 and 55, 44 and 48, 42 and 39, 37 and 38, 35 and 37, 30 and 31, 37 and 36, 36 and 36 and 43 and 45. Significant values in all the 10 assumptions structured in the questionnaire are .914, .073, 655, 536, 846, 971, .980, .976, 980 and .966. In case of the retention of the assumptions, all these value should have less than .05 as .05 is critical value, which shows the margin of error. Consequently, it can be said that all the assumptions are retained. This retention as a whole clarifies the acknowledgement of null hypothesis of the study that language anxiety hinders the flow of speaking English among EFL learners as they are highly overwhelmed by the language anxiety.

Conclusion

There certain factors responsible for the present conditions. Firstly, houseful class rooms; secondly, non-trained or poorly trained teachers for speaking purpose; thirdly, system of examination is faulty which focuses reading and writing and does not pay any attention to listening and speaking; fourthly, lack of exposure to the target language and lastly, lack of motivation to speak English.

Suggestions

i. Training for the teachers should be conduction for speaking purposes
ii. There should be check and balance if the trained teachers are making the environment feasible for speaking.
iii. The teachers should create speaking friendly in the classroom.

iv. If the teachers are model speakers for the students, they will definitely follow the suit.
v. Examination system need necessary modulation in relation with listen and speaking skill.

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Appendix

Questionnaire

Assumptions	SA	A	N	D	SD
1. You are fluent in speaking English.					
2. You do not feel nervous while speaking English.					
3. You do not feel stress very often.					
4. The tress does not affect negatively.					
5. The stress in always positive.					
6. You are very keen learner how to speak.					
7. You willingly participate in the class.					
8. You often recommend other learners to speak.					
9. The role of a teacher does not matter in learning fluent speaking.					