



INFLUENCE OF STUDENTS' PHOBIA IN SPEAKING ENGLISH ON LEARNING ENGLISH LANGUAGE IN SULE LAMIDO UNIVERSITY KAFIN HAUSA, JIGAWA STATE.

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ABSTRACT

This research was carried out to examine influence of phobia of speaking English Language on Learning English Language among Sule Lamido University students Kafin Hausa, Jigawa State. Two objectives and two hypotheses were formulated to guide the study. The research design employed was ex-post-facto survey design. The population of the study was three hundred level Education students of 2021/2022 session. There are two hundred and sixty nine (269) students in the Faculty of Education; this consists of 175 male

INTRODUCTION

Speaking is the ability to say articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated. Through speaking, students can give opinions, suggestions, and ask questions to someone or listeners verbally. Speaking is a very important skill that must be learned by students, students are asked to practice speaking English in everyday life, especially in class. Learning to speak will help students to get habits and fluency so that they can improve their speaking skills, because by getting used to speaking will contribute greatly to improving students' ability to speak English. Human Speech has always remained under the discussion of the speech therapist and the language teachers.

English language is no longer the language of native speakers. It has become a tool to use effectively in various arenas than just a medium of language for individual reasons. English language has dominated the world of media, mass communication, education and internet of the whole world. It is widely uses in the educational institutions of Nigeria both as official and second language for communicative purposes due to increasing significance of the English language. English is the medium of instruction in education organization from primary level to tertiary level including various professions. Consequently, good and effective communication skills are required



and 94 female students. The researcher used one hundred and twenty two (122) students as sample of the study. The sample selection is guided by The Research Advisor (2006). The researcher used simple random sampling technique in sampling the respondents. Questionnaire was used as instrument for data collection. The researcher adapted the questionnaire developed by Muhammad (2020), it contains Likert Scale of five items namely strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). The researcher used Test-Retest method of reliability in finding the reliability of the instrument, which found to be 0.75. The statistical tools used in analyzing the data were t-test and analysis of variance (ANOVA). The findings of the study revealed that there is no significant difference in the influence of phobia among students of education departments of Sule Lamido University Kafin Hausa, Jigawa State, the result also found that there is no significant gender difference in the influence of phobia in speaking English language on learning English language among students of Sule Lamido University Kafin Hausa, Jigawa State. Among the recommendations raised by the researcher were: the students should make conscious efforts and seizing every possible opportunity to speak; whether it is on a formal or informal occasion. Lecturers, especially those who teach English Language and Communication Skills, should endeavor to create a friendly and supportive and non-threatening learning atmosphere to encourage students to speak English in and outside the classroom. They should intensify their research in communication apprehension to come out with training strategies that would significantly reduce students' phobia to speak before the public.

KEY WORDS: Phobia, Learning English Language, Sule Lamido University, Level three Hundred, Speaking English Language.

for academic purposes and afterward for professional proposes and to keep pace with the modern world.

A phobia is an irrational fear of something that's unlikely to cause harm. The word comes from the Greek word Phobos, which means fear or horror. Phobia is a feeling of fear, anxiety or hesitation in speaking. In the teaching and learning process, many students experience anxiety when they give opinions, answer questions and speak in learning English.

Phobia is defined (within the construct of "stage fright") as any emotional condition in which emotion overcomes intellect to the extent that communication is hampered, either in audience reception or in speaker self-expression, where the immediate objective or stimulus of the emotion is the speech audience situation.

According to Swenson (2011), Gloss phobia or speaking anxiety is one of prevalent world fears, affecting approximately 75% of the population. People with fear in speaking are known as gloss phobic. Gloss phobic may feel panic, nervousness, and fear when they must speak in public and tend to avoid public speaking. Related to Raja (2017) he states that people who feel anxiety while speaking generally tend to avoid situations where they have to perform but when they encounter



such situations, they suffer intense distress and anxiety. Thus, it feels by every speaker of every language including English.

English is the major language of science and the profession and the official language of many international and professional organizations, University is not an exception. It can be concluded that, English is the most spoken language which is really important, especially to students of tertiary institutions. According to Januariza and Hendriani (2016), students' phobia of making mistake in speaking English has been common issue especially in an ESL context like in Nigeria. It can be concluded that, students are afraid to speak because they worry about making mistake, being laughed at by others, incomprehensible input, teachers-student trust, lack of preparation, nature of the environment, socio cultural background shyness, incompetence and many other factors.

Learning to speak in the foreign language is the most challenging and phobia producing activity for most students. Students experience high levels of phobia while speaking both in educational and social contexts. Campbell and Ortiz (1991) reported phobia among university students is alarming. Speaking is an activity which exposes students' weaknesses in front of others, therefore, their phobia increase when they have to speak in front of the teacher and class fellows. Furthermore there are feelings of inhibition, the fear of making mistakes, lack of confidence, and competence. It has been confirmed by Horwitz, Horwitz, and Cope (1986) that phobia affects the foreign language learning particularly speaking skills. It is claimed by Meng and Wang (2006) language learning is adversely affected by negative emotion.

According to Zhipping and Paramasivam (2013), phobia is an irrational fear of something that's unlikely to cause harm. The word itself comes from the Greek word Phobos, which means fear or horror. Hydrophobia, for example, literally translates to fear of water. When someone has a phobia, they experience intense fear of a certain object or situation. Phobias are different than regular fears because they cause significant distress, possibly interfering with life at home, work, or school. People with phobias actively avoid the phobic object or situation, or endure it within intense fear or anxiety. Phobias are a type of anxiety disorder (Aida, 1994).

A phobia is an irrational fear, a kind of anxiety disorder in which the sufferer has a relentless dread of a situation, living creature, place or thing. Individuals with a phobia go to great lengths to avoid a perceived danger which is much greater in their minds than in real life. If confronted with the source of their phobia, the person will suffer enormous distress, which can interfere with their normal function. It can sometimes lead to total panic. For some people, even thinking about their phobia is immensely distressing (Price, 1991). A phobia starts when a person begins organizing her/his life around avoiding the object of their fear. A phobia is much more serious than a simple fear. This state of mind gradually creates anxiety. In the subsequent discussion I will attempt to explore the term 'anxiety' as it is a vital component of phobia (Young, 1990).

According to Bourne (2010) phobia is physiological, behavioral, and also psychological reaction all in one. On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. On a behavioral case, it can sabotage the ability to act. Psychologically, phobia is a subjective state of apprehension and uneasiness. In its most extreme form, it can cause people to feel detached from themselves and even fearful of dying or going crazy. Besides that, problems associated with phobia in language learning have been well proved. For example, in Horwitz and Cope (1986) observed that in foreign language



classes, anxious learners had difficulty in speaking and indiscriminating the sounds and structures of a target language message. Phobia has been considered a very negative factor in learning a foreign language especially in learning to speak the language. Horwitz et al (1986) said phobia is a major obstacle to be overcome in learning to speak another language". Speaking is a problem because the spontaneity allows the speaker no preparation time in which to monitor and correct what he or she wants to say, thus the risk of being wrong in an oral class is high (Horwitz & Young, 1991). Students with phobia will have difficulty concentrating and processing input in class and consequently the output of the language is negatively affected. They tend to withdraw from voluntary participation and are unwilling to take risks. They are apprehensive, worried and even fearful in the classroom (Macintyre & Gardner, 1991) such conditions interfere with learning and anxious students are thus deprived of many opportunities to practice the target language. Phobia is therefore considered a major obstacle to developing language skills, and particularly speaking skills. When students are nervous, they tend to make more mistakes. From some statement above, one could understand that the feelings of students in English speaking classroom can lead to confidence and concentration of students becomes lost, so that when students are nervous or anxious, they tend to make more mistakes. The more mistakes they make, the more nervous they are, and the less likely they are to do well in speaking skills.

Phobia disorders are very common. They're estimated to affect more than 30 percent of world adults at some time in their lives. In the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), the American Psychiatric Association outlines several of the most common phobias. Agoraphobia, a fear of places or situations that trigger fear or helplessness, is singled out as a particularly common fear with its own unique diagnosis (Osborn 2019). Social phobias, which are fears related to social situations, are also singled out with a unique diagnosis. Specific phobias are a broad category of unique phobias related to specific objects and situations. Specific phobias affect an estimated 12.5 percent of world adults. Phobias come in all shapes and sizes. Because there are an infinite number of objects and situations, the list of specific phobias is quite long. According to the DSM, specific phobias typically fall within five general categories: fears related to animals (spiders, dogs, insects) fears related to the natural environment (heights, thunder, darkness) fears related to blood, injury, or medical issues (injections, broken bones, falls fears related to specific situations (flying, riding an elevator, driving) other (choking, loud noises, drowning) These categories encompass an infinite number of specific objects and situations. There's no official list of phobias beyond what's outlined in the DSM, so clinicians and researchers make up names for them as the need arises. This is typically done by combining a Greek (or sometimes Latin) prefix that describes the phobia with the -phobia suffix. For example, a fear of water would be named by combining hydro (water) and phobia (fear). There is also such a thing as a fear of fears (photophobia). This is actually more common than you might imagine. People with phobia disorders sometimes experience panic attacks when they're in certain situations. These panic attacks can be so uncomfortable that people do everything they can to avoid them in the future. For example, if you have a panic attack while sailing, you may fear sailing in the future, but you may also fear panic attacks or fear developing hydrophobia (Osborn, 2019)

Common phobias list

Studying specific phobias is a complicated process. Most people don't seek treatment for these conditions, so cases largely go unreported. These phobias also vary based on cultural experiences, gender, and age. A 1998 survey of more than 8,000 respondents published in the British Journal of Psychiatry Trusted Source found that some of the most common phobias include: acrophobia, fear



of heights. Aerophobia, fear of flying. Arachnophobia, fear of spiders. Astraphobia, fear of thunder and lightning. Auto phobia, fear of being alone. Claustrophobia, fear of confined or crowded spaces. Homophobia, fear of blood. Hydrophobia, fear of water. Ophidiophobia, fear of snakes. Zoophobia, fear of animals. Gamphobia Fear of marriage. Gynophobia Fear of knees. Glossophobia Fear of speaking in public, etc. (Osborn, 2019)

Many studies have been conducted on fear of public speaking evaluating mainly symptoms and definition. University students, College students and population in general suffered frequently from glossophobia. Katz, (2000). The public speaking anxiety is related with fear or verbal agitation. The chaos caused by this fear in a person is reflected by physical symptoms such as increased heartbeat, respiratory rate, discomfort of the neck and shoulder muscles, trembling of hands and legs, etc.

Causes of phobia in speaking English language.

There are many factors that cause students' fear or anxiety in using English language to communicate. Some of these factors are caused by internal factors while others are caused by external factors which could include the environment, the culture, the people, the peer group, motivation etc. Some of these causes are;

1. Fear of Mistake

Robby (2010), fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom or outside classroom. With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity by Hieu, (2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. From some of the opinions above, one could understand that, when students experience fear of making mistakes, it is caused by feelings of students who are negative about things like they make mistakes when learning a language. Their friends will laugh and berate, so students lose enthusiasm to produce good language and prefer to be silent.

2. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.



The feeling of ashamed by students when speaking English in class was very much experienced. This problem is very dangerous in producing language especially for students who are learning English language.

3 Lack of Confidence

According to cubukeu (2007), an anxious' students will performance unsuccessfully in his/her foreign language learning. In other way those who are good in language class are those with little anxiety. It means lack of self-confidences is one of important factors needed to be concerned, because it is determined to one successful learning. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students have lack of confidence to communicate. In response to this, Tsuen cited Nunan (1999) says that student who lack confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence. In the opinion above, one could concluded that the problem of lack of confidence in students could result in students becoming easily frightened when told to come forward by the teacher and causing students to just be silent not to dare to produce language. This factor is very dangerous to improve student language performance; teachers must also play an important role in overcoming this problem.

4. Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

The above opinion can be concluded that, the lack of motivation of students also influences performance in learning English in students. Student learning motivation greatly influences student performance in producing language, the weakness of student learning motivation results in the weak language produced by students, while high motivation will cause students to be enthusiastic to learn English more actively, especially speaking in class.

5. Embarrassment

In learning second language, embarrassment becomes one of the factors contributing to students' phobia. The expert explained that learning speaking a second language entails possibility of embarrassment (Kessler, 2010). Thus embarrassment factors need to be alarmed in learning language. With this, one can concluded that embarrassment makes students not feel comfortable when speaking in class. This can make the concentration of students disturbed so they cannot produce the correct language. In the world of education to be able to communicate fluently, students must be confident in any situation.



6. Limited vocabulary

Those sentences showed one's difficulty in regarding vocabulary (Tanveer, 2007). However limited vocabulary might hindered the process of learning language. Thus limited vocabulary should be noted as one of the factors contributing to phobia.

We can understand that the lack of vocabularies in learning English interfered in the process of speaking English, because a student, who had no vocabulary, would have difficulty in communicating, because vocabulary is the first key in mastering English. People who don't have a lot of the vocabulary will have difficulty in producing language.

7. Grammatical error

According to Richard (1971) a grammatical category is a set of syntactic features that express meanings from the same conceptual domain occur in contrast to each other, and are typically expressed in the same fashion. The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than that can be imagined previously.

The statement above can be concluded that, the occurrence of a grammatical error in communication can be caused by the habit of using the first language so that when trying to use a second language will result in a person's concentration is low and because communication performance using a second language becomes stiff. In the world of education, especially in Nigeria, there are often grammatical errors experienced by students where English becomes their second language.

8. Learners' Beliefs about Language Learning

As language learning poses a threat to learners' self-concept, in response learners may generate some particular beliefs about language learning and its use. Research on language phobia suggests that certain beliefs about language learning also contribute to the student's tension and frustration in the class by Horwitz et al, (1986). Such beliefs have been found to cast a considerable influence upon the ultimate achievement and performance in the target language. The researchers use terms such as erroneous or irrational to indicate certain widely held beliefs about language learning which can be a source of phobia Gynan, 1989 cited (in Onwuegbuzie., et al 1999). Horwitz 1988 cited in (Ohata, 2005) noted that a number of beliefs derived from learner's irrational and unrealistic conceptions about language learning, such as:

- 1) Some students believe that accuracy must be sought before saying anything in the foreign language,
- 2) Some attach great importance to speaking with excellent native or first language like accent,
- 3) Others believe that it is not ok to guess an unfamiliar second/foreign language word,
- 4) some hold that language learning is basically an act of translating from English or any second/foreign language,
- 5) Some view that two years are sufficient in order to gain fluency in the target language,
- 6) Some believe that language learning is a special gift not possessed by all. These unrealistic perceptions or beliefs on language learning and achievement can lead to frustration or anger towards students' own poor performance in a second/foreign language.

According to Young (1991) erroneous beliefs about language learning can contribute greatly to creating language phobia in students. In his review of literature on language phobia, Ohata (2005)



explained that unrealistic beliefs can lead to greater phobia and frustration, especially when the beliefs and reality clash. He elaborates that if the learners start learning second or foreign language with the belief that pronunciation is the single most important aspect of language learning, they will naturally feel frustrated to find the reality of their poor speech pronunciation even after learning and practicing for a long time. These beliefs are most likely to originate from learners' perfectionist nature. The perfectionist learners like to speak flawlessly, with no grammar or pronunciation errors, and as easily as the native speaker – these high or ideal standards create an ideal situation for the development of language anxiety.

This shows that students are more confident in using the first language than using a second language (ESL) in the learning process of speaking English. Students have high phobia when they use a foreign language that is not controlled by them. What they think is that foreign language skills that are less likely to have a negative impact on their peers who have a higher ability than them

Ways of Overcoming Phobia in Using English Language.

1. Need to Determine the Audience

Bailey (2012) asserts that students' public speaking skills need to be improved upon so that they can achieve greater levels of respect from colleagues and earn more promotions and life successes in general. To achieve this, a number of recommendations based on research findings have been made. Beebe and Beebe (2021), for instance, speak highly of the importance of an audience-centered approach to speech making. Audience analysis refers to the identification of the demographic variables of an audience and adapting a speech to their age, gender, ethnicity, interests, and levels of understanding, educational or professional backgrounds, their attitudes, and beliefs. This approach is deemed important because it helps improve a speaker's effectiveness by creating and delivering a presentation in an appropriate manner.

2. Need to Analyze the Occasion and Context.

This involves determining the purpose of the occasion: Is it for social, educational, religious or political purpose? The speaker's ability to determine the occasion along these lines is very important, as that has a direct relationship with the kind of audience to expect at the function and how formal or informal the language should be. It also helps determine if the occasion calls for a regular ritual (BJU, 1991). The speaker must check to make sure where they are coming on the situation; if there are other speakers on the program; how much time they are expected to use and helps them become familiar with the entire program. Each communication event involves several dimensions but the four most commonly used ones are: physical, temporal, social-psychological, and cultural (DeVito, 2009). The physical dimension of communication involves "the real or touchable environment where communication occurs." A student may find themselves speaking in a classroom, a students' seminar or a large conference hall. Each of these settings can have impact on the student's ability to interact with their audience. The student should be encouraged to understand that though they may have little or no control over their physical environment; they need to factor that into the planning and delivery processes of their speeches (Lumens Learning, 2017).

The temporal dimension "has to do not only with the time of the day and moment in history but also with where a particular message fits into the sequence of communication events" (DeVito,



2009). Aside the time of the day, students can face temporal dimensions related to how their speeches would be interpreted within the context of social events. Students should also be encouraged to consider how their message could fit into what happens immediately before it and also bear in mind the need to be sensitive to previous topics and be ready to subtly reiterate that into their message if the need arises. According to DeVito (2009), the social-psychological dimension of context refers to “status relationships among participants, roles and games that people play, norms of the society or group, and the friendliness, familiarity or gravity of the situation.” Students should take into account the types of people in their audience and their possible reactions to a wide range of messages. Each of DeVito’s four contextual dimensions can affect the context of a student’s speech. Training students on how they might address the challenges posed that each would go a long way to help them overcome communication apprehension and enable them get their message across more effectively to the audience.

Concept of speaking skill

Speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. It is the most essential way in which the speaker can express himself through the language. Brown, 1994 cited in Florez, M. A. C (1999) also states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Brown & Yule (1983) there are three functions of speaking, three parts of the expanded version of Brown and Yule’s framework (after Jones 1996 and Burns 1998):

1. Talk as interaction

It is an interactive communication which is done spontaneously by two or more person. This is about how people try to convey the message to other people. The main intention in this function is social relationship.

2. Talk as transaction

Talk as transaction is more focus on message that is conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, speaker 1 and speaker 2 usually focus on meaning or talking what their way to understanding.

3. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. The function of speaking as performance is happened at speeches, public talks, public announcements, retell story, telling story, classroom presentation and so on. All the above three divisions have direct link to students’ speaking English language and students may encounter phobia in any three above.

Phobia in speaking is a kind of troubled feeling in the mind and has both negative and positive effect and which motivated and facilitates learning. Furthermore, McIntyre and Gardner (1999) defined language phobia as the feeling of tension and apprehension specifically associated with second language context including, speaking, listening, and learning.

Speaking is considered as the most important skill that helps students to get a foreign language in general, and the way of ideas communicating as oral messages, because speaking is one of the elements of communication (Richards & Renandya, 2002). Moreover, speaking is considered as a crucial part of the language learning process, so it helps to expand knowledge of the language and their confidence in using it. Additionally, the aim of English language teaching is to give learners ability to use English language effectively and correctly in communication (Davies & Pearse, 2000).



Speaking is a good aspect of developing English language skills for foreign languages because the habit of speaking in a foreign language will make it easier to memorize foreign languages. Speaking is a skill that worthy of attention both in the first and second languages (Leong & Ahmadi, 2016). Learning speaking skills is the most important aspect of learning a second language or a foreign language and success are measured based on the ability to have conversations in language (Nunan, 1991). While speaking skill is one of the skills that has to be mastered by students in learning English. It is important because speaking is to express the needs- request, information, and service (Brown & Yule, 1999).

Speaking is an interactive process of conducting out meaning that involves producing, receiving and processing information. According to Brown (2001), speaking is a communication tool to each other where the speaker can convey ideas, opinions, and feelings through verbal skills to listeners. Speaking is the important skill for English language students, because oral speaking skill is a big part to do in a language class (Harmer, 2001). For foreign language students, they need to actively communicate and bravely express their opinion in social settings. It helps to improve the ability of foreign language students in speaking. According to Richards and Renandya (2002), English language speaking is difficult, especially for English foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking is one of the four basic competencies that the students should gain well; it has an important role in communication. Speaking can be found in the oral cycle, especially in the Construction of Text Together stage. Speaking has many different aspects including two main categories - accuracy, which involves the correct use of vocabulary, grammar and language pronunciation practiced through guided and guided activities, and eloquence considered the ability to keep walking while speaking spontaneously (Harmer, 2007). Speaking performance or oral production is a popular research target and has been assessed in many fields. Speaking performance is defined as actual instances of producing oral language in real time (McNamara, 1996).

The purpose of this study is to investigate how far does phobia influence students' learning of English language in Sule Lamido University Kafin Hausa.

Statement of the problem

Many observations have come up with outcome that most of the students in Sule Lamido University Kafin Hausa use their native language in communicating. The small number of students that are using English to communicate are either engaging in code mixing or code switching. The problem has gone to the climax that even the students who are studying English are using it only in classroom if necessity warrants it while outside the classroom they engage in speaking with mother tongue.

Phobia in speaking English may be seen as main cause of students' constant use of mother tongue in communicating among themselves. Many studies have indicated that one can only learn any language by practicing the language. The phobia of using English language is caused by many factors which may include anxiety, stage fright, and lack of confidence, shyness, socio cultural background and many more.

In Light of these, this research is designed to investigate the problem of phobia in speaking English language among the students of Sule Lamido University Kafin Hausa.



Objectives of the Study

The objectives of this study are to identify:

1. The influence of students' phobia in speaking English on learning English language in Sule Lamido University Kafin Hausa Jigawa State.
2. The gender differences of phobia in speaking English Language among students of Sule Lamido University Kafin Hausa, Jigawa State.

Research hypotheses

This study will test the following null hypotheses:

1. There is no significant difference in the influence of students' phobia in speaking English on learning English language in Sule Lamido University Kafin Hausa Jigawa State.
2. There is no significant gender difference of phobia in speaking English language on learning English language among students in Sule Lamido University Kafin Hausa, Jigawa State?

Methodology

This research is designed to investigate students' phobia in speaking English and its influence on learning English language in Sule Lamido University Kafin Hausa, the researcher employed survey design for this study. The target population of this study consist all the level three hundred students of Faculty of Education 2021/2022 session. There are two hundred and sixty nine (269) students in the Faculty of Education, this consists of 175 male and 94 female students. The researcher used one hundred and twenty two (122) students as sample of the study. The sample selection is guided by The Research Advisor (2006). The researcher used simple random sampling technique in sampling the respondents. Questionnaire was used as instrument for data collection. The researcher adapted the questionnaire developed by Muhammad (2020), it contains Likert Scale of five items namely strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). The instrument was presented to the expert in Psychology and Tests and Measurement in order to ensure its content and face validity. The researcher used Test-Retest method of reliability which involves the repeated administrations of the instrument to the same respondents on two occasions; PPMC was used in finding the reliability of the instrument, which found to be 0.75. The data was collected personally by the researcher with aid of research assistants. The statistical tools used in analyzing the data were t-test and analysis of variance (ANOVA).

Results

Test of Hypothesis One

H₀₁. There is no significance difference in the influence of phobia on speaking English language among students of difference departments of Sule Lamido University Kafin Hausa, Jigawa State.

Table 1. Analysis of Variance (ANOVA)

	Sum of Square	df	Mean Square	F	Sig
Between Groups	165.819	4	41.455	.723	.541
Within Groups	7343.181	117	62.762		
Total	7509	121			

In order to test the null hypothesis that there is no significant difference in the influence of phobia on speaking language among students of different departments of Sule Lamido University Kafin



Hausa, Jigawa State, a one way analysis of variance (ANOVA) was performed. Result from the Analysis of Variance table above shows that there was no significant difference in the influence of phobia across the departments of Sule Lamido University Kafin Hausa, Jigawa State. This was based on the obtained F statistics value of .723 at $P=.541$ level of significance. Thus obtained p value is > 0.05 . Based on the obtained p value of .541, no significant differences exist in the mean scores of test taking strategies of students in different programmes. Based on the obtained result, the null hypothesis that there is no significant difference in the influence of phobia among students of different departments of Sule Lamido University Kafin Hausa, Jigawa State was upheld. The finding revealed that no statistically significant difference exist in the influence of anxiety among students from different departments of Sule Lamido University Kafin Hausa, Jigawa State.

Test of Hypothesis two

Hypothesis 2: This state that there is no significant gender difference in the phobia on speaking English language between male and female students of different departments of Sule Lamido University Kafin Hausa, Jigawa State..

Table 2. Gender difference in the influence of phobia among students of SLU.

Gender	N	Mean	SD	t-value	df	p-value
Male	75	95.77	8.51	.709	120	.815
Female	47	94.80	11.36			

In order to test the null hypothesis that there is no significant difference in the influence of phobia by male and female students of departments of Sule Lamido University Kafin Hausa, Jigawa State, an independent sample t-test was performed. From table the mean on phobia for each group was $M=95.77$ for male students and $M=94.80$ for female students. The results revealed that the mean score phobia for male students of departments in Sule Lamido University Kafin Hausa, Jigawa State ($M =95.77$, $SD= 8.51$) is not significantly different from that of the mean score on test taking strategies for female students ($M=94.80$, $SD=11.36$) at t-value ($t=.709$, $df=120$, $p=.815$). Thus, our P value .613 is $> .05$.

Based on the obtained result, the stated null hypothesis that there is no significant difference in the influence of phobia in speaking English Language by male and female students of departments in Sule Lamido University Kafin Hausa, Jigawa State was upheld. The result revealed that no statistically significant difference exist in the influence of phobia due to gender among students of departments in Sule Lamido University Kafin Hausa, Jigawa State.

Discussion of findings

This section discussed the finding of two hypotheses. As predicted that there is no significance difference in the influence phobia on learning English language among students of different departments of Sule Lamido University Kafin Hausa, Jigawa State. Analysis of Variance (ANOVA) and t-test independent sample were used as tools for analysis, and the entire null hypothesis were upheld. This indicated that there is no significant difference in the influence of phobia among education students of departments of Sule Lamido University Kafin Hausa, Jigawa State. This



finding is not corroborates with other studies confirming the detrimental effects of phobia, the studies include that of Faber and Spence (2013), who classified their subject as high phobia and low phobia, and concluded that students with high test phobia learn simple tasks more quickly but have trouble with more complicated learning. In another study Ganther (2008) reported that people who are high in test anxiety perform poorly at learning tasks when they are being watched, subjects that low in anxiety actually perform better when they had an observer. Spielberger compared high and low college students' grades, and found that the students who were low anxiety made significantly better grades than high anxious students.

Furthermore, other findings supported that test anxiety is an experience face by students during testing situations, albeit at different levels. It can be defined as feelings of tension and anxiety that interfere with the ability to communicate what one knows in a test situation (Austin & Wadlington 2005). Swetnam (2003) opined that test anxiety affects all students regardless of their achievement levels, for both high and low achievers are affected in the same way. It almost leads to poor achievement in tests. Test anxiety is a learned condition which begins to appear in third grade, finally affecting about fifty percent of all students. It can lead to school failure, poor esteem and stress related physical ailments (Craig (1988). Anxiety such as wrong and cognitive self-concern interferes with information processing in the particularly loop of the working memory system (Aluede, 2006). While a reasonable level of anxiety is useful in motivating students to perform better in a tests, a high level of test anxiety may interfere with how students perform (Strnad,2003).

Conclusion

Based on the result generated from the analysis of the data, it was concluded that there is no significant difference in the influence of phobia among students of difference departments in Sule Lamido University Kafin Hausa, Jigawa State. The result also found that there is no significant gender difference in the influence of phobia in speaking English language on learning English language among students of Sule Lamido University Kafin Hausa, Jigawa State.

Recommendations

- The students should make conscious efforts at seizing every possible opportunity to speak; whether it is on a formal or informal occasion.
- Lecturers, especially those who teach English Language and Communication Skills, should endeavor to create a friendly and supportive and non-threatening learning atmosphere to encourage students to speak English in and outside the classroom. They should intensify their research in communication apprehension to come out with training strategies that would significantly reduce students' phobia to speak before the public.
- ESL users should also realize that the mistakes made while practicing English language are normal and part of learning process since that is their second language. Mistakes once realized and rectified are ultimately going to add in their English language proficiency.
- Lecturers should also adopt student-centered techniques to teach so that the students can do all the talking, with lecturers only intervening when they think students need explanation.



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