



English Language Anxiety in Relation to Oral Competence Among Senior High Students

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ABSTRACT

This study aimed to assess the English Language Anxiety among Senior High School students in relation to Oral Competence. Based on the findings, the study hypothesized that there is no significant degree of correlation between the students' English language anxiety and Oral Presentation in English Language Oral Competence as well as there is no significant degree of variance among the four dimensions in oral competence and there are no significant relationships among the three types of speeches according to delivery. Moreover, the composite mean is 2.86 rated as Moderately Agree which means that students moderately agree that they experience English language anxiety. These results are supported with the theory of foreign language anxiety where students feel anxious about learning and using the foreign language. These anxieties occur from the uniqueness of the nature of the learning process. In addition, on the level of oral competence in English based from the four dimension the overall composite mean is 2.34 rated as "Some Extent", which means that students were on the good level in their oral competence in English language. This implies that students mostly felt difficult in terms of non-verbal communication skills. Further, the result in this particular test implies that oral competence varies with sex. Specifically, it shows that the female participants were performing well compared to the males. This implies that female participants are more competent in their communication skills in English compared to the males. However, this may be due to different factors.

Keywords: Anxiety, English Language Competence, Oral competence

1. Introduction

English is a profoundly universal language. It is a recognized language in a total of 34 countries distributed across four continents (Africa, Asia, the Americas, Europe, and the Pacific Islands). 80% of the world's intelligence is processed in English is used in pageants, career searches, and interviews. Most of spoken or written language is analytic, while the rest is synthetic (Lule, 2021). We use language to focus our attention and to remember, and to problem-solve, but it is used for the main purpose of communicating. Interacting with others via language structures of representation is a skill specific feature that is hard to grasp (Stohl, 2001).

Despite many difficulties in learning and mastering English, the Philippine educational system must maintain its role in educating Filipino students as this language is the second medium of instruction in the country. Because the predominant role of education is to reach its goal into eliminating illiteracy among individual which is essential in life development and growth, therefore cooperation and determination should be undertaken between the school and the students itself. The total advancement and success could be realized through the collaborative efforts of both the students and the teachers in school. The teacher who is the mold of learners' knowledge and wisdom, a proactive builder of skills and habits supports the learner to achieve the learning aims. The students who are the most essential part of educational system, need guidance and motivation in order to become a productive and valuable citizen in the society.

The Philippines has put together the K to 12 Basic Education Curriculum. To make the best use of this period when science and technology are available, English has become indispensable to Filipino students.

To attain literacy, one has to learn and master English, like other languages. However, there are factors that could hinder students from learning a second language particularly English. Anxiety serves as one factor because it could create fears and pessimistic feedback on learner's attribute as it intimidates the learner's self-perception and world outlook. Language anxiety, a type of anxiety specifically associated with learning the second language (L2), can arise from many kinds of sources (Skehan, 1989; Young, 1991 as cited in Ohata, 2005). For instance, the language classroom naturally presents itself as an anxiety-causing situation to some English language learners, as it involves regular and sporadic assessment of the learners' performance and competence.

Other factors that could contribute to the learners' anxiety are: difficulty in coping in a mainstream English classroom, lack of teacher engagement (Verplaetse, 1998 as cited in Pappamihel, 2002), and limited cognitive in English (Cummins, 1984).

Anxiety can lead to loss of self-confidence, feelings of worth, lack of self-esteem, and problematic engagement in the English classroom. In order to generate a successful pupil, evaluate the grade 11 students' level of anxiety in relation to oral competence. It is the researcher's intention to develop the oral communication skills of the students in this sample.

2. Background of the Study

Anxiety is a crucial in studying a second language, which means the real difficulty is communicating with English students. There is more than one cause of concern about the state of the English language among educators and scholars, which is complicated by other factors as well. The experiment was anchored on Bandura's socio-cognitive theory in operant conditioning, the behaviorist ideas of classical and operant conditioning, Bandura (1977) concurs. On the other hand, he expands on the other two points as follows: Mechanisms that exist between inputs and responses are called mediators. A 2. Action is taught through study of one's surroundings. Horwitz and Cope's hypothesis on foreign language anxiety. This hypothesis holds that language development is a dynamic construct comprised of self-perceptions, attitudes, emotions, and actions. There were almost 2,000 inmates on the ship at the time, so much overcrowding was inevitable. Students who have difficulty with a foreign language may have a different source of anxiety compared to those who struggle with another subject; however, it is possible that only those who struggle with another subject will have foreign language anxiety.

Second language acquisition as espoused by Dr. David K. Krashen. This hypothesis claims that people do not need explicit grammatical rules but meaningful contact to learn languages.

A new research by Reinhard Pehruss and others named "Control-Value Theory of Achievement Emotions. Activities and achievement results are believed to be closely linked to feelings. Achievement can be defined as the trait of activities or their successful results to which a certain degree of excellence is added (Heckhausen, 1991). Students' academic feelings contribute to actions and results are by extension to their self-evaluation, as most are evaluated based on their own expectations.

Professor Richard C. Gardner's theory of social and educational development. Unlike every other subject, this theory holds that second languages must be seen as a central to social psychology. This view is based on the belief that other school subjects, especially languages, often focus on cultural awareness and identity elements which are already part of the student owned. This is not the case with second languages.

acquiring components of an ethnolinguistic community's symbolic process" Specific features: Vocabulary, syntax, spelling, and structural characteristics. By adopting these cultural ideas, the learner adopts another's worldview. In this phase, it is necessary to bear in mind the learner's aptitude for learning in relationship to his cultural culture and the ways in which he maintains peace with others.

Several researchers have been conducted on English language anxiety among students. Anxiety as a clear factor that can hamper students' performance and achievement and can degrade willingness to participate classroom activities; is an issue that deserves depth in investigation.

According to Horwitz and company (1986), academic self-study is separate from academic self-expression. The subject increases the amount of foreign language anxiety in the world of academia. There are studies that show that students who suffer from generalized anxiety may be having Foreign language anxiety (FLA).

In other words, students who suffer from high levels of anxiety would have pessimistic thoughts during language class could not allow themselves to think confidently, or be unable to talk, and the worst thing they could do is just walk out of the session. For certain students, language learning is excruciating because it threatens their face and personality. Brown and Levinson's (1987) politeness conceptualization of politeness refers to a person's ability to remain unimpeded (expressive face) (positive face).

This may be a dilemma that students sometimes face when they have English classes: They are fearful of being mistaken or being disciplined if they get a response incorrect answer. Alternatively, if the students think their instructor will empathize with their emotions, students feel less anxious about attending class.

Anxiety is common to all. Many sources of anxiety can occur. Adults may be anxious because of their career, but students are often pressured and preoccupied with course work before a crucial exam or assignment, for instance. English language learners, as well as all other pupils, feel anxiety when confronted with class tasks that demand speaking in front of the audience, and writing tests in a different language other than their first language (L1). There are some peculiar difficulties that English speakers do not face (Synder, 2011, p.1).

3. Objective of the Study

This study aimed of to assess the English Language Anxiety among in Relation to Oral Competence among Senior High School students of Concepcion National High School, Concepcion, Mabini, Bohol for the school year 2016-2017 with the end view of proposing intervention program. The researcher considers the following data in order to understand the nature of the problem: Profile of the students, level of English Language Anxiety, and level of oral competence in English.

4. Research Methodology

To achieve the purpose of this study, the researcher employed the normative descriptive survey method making use of a questionnaire patterned after a standardized tool measuring the students' English Language Anxiety and standardized rubrics in measuring the students' Level of Oral Competence. The

researcher used the purposive and universal sampling technique considering that only Grade 11 under General Academic Strand students were considered as participants of the study. The locale of this investigation was Concepcion National High School which has one school head and 18 faculty and staff. The tools utilized to gather pertinent data to this study were the following: 1) a questionnaire patterned after a standardized tool called, "Foreign Language Anxiety Scale (FLCAS)" developed by Horwitz, Horwitz, and Cope; and 2) a tool patterned from the Rubric for the Assessment of Oral Presentation with the components of four categories namely; the organization, content, verbal and non-verbal dimensions and the scoring criteria; 4 stands for to a very great extent (VGE), 3 stands for to a great extent (GE), 2 stands for to some extent (SE) and 1 stands for a little extent (LE), from Oral Communication in Context for Senior High School, Published in 2016 by C & E Publishing, Inc. pp. 114, 124, 132-133.

5. Results and Discussion

Table 1. Age and Gender

Items	F	%	Rank
Age			
16	13	59.09	1
17	6	27.27	2
18	3	13.64	3
Sex			
Male	5	22.73	2
Female	17	77.27	1

Table 1 shows the data in terms of the age and gender of the participants. Based on the findings, among 22 participants of Concepcion National High School, 13 students or 59.09% were at the age of 16, 6 students were at the age of 17 or 27.27% and three students were at the age of 18 or 13.64%. Meanwhile, of the 22 participants, 5 or 22.73% were males while 17 or 77.27% were females. From the data, it can be gleaned that there were more female participants than the males. Majority were at the age of 16 years old which is an appropriate age for a grade eleven student.

Table 2. English Language Anxiety of the Participants

Behaviors, Beliefs, Feelings and Perceptions	WM	VD	Rank
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.05	MA	10
2. I worry about making mistakes in foreign language class.	3.14	MA	7
3. I tremble when I know that I'm going to be called on in language class.	2.68	MA	22
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.09	MA	8
5. It bothers me to take more foreign language class.	2.77	MA	18
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.36	LA	28
7. I keep thinking that the other students are better at language than I am.	3.05	MA	10
8. I am usually not at ease during tests in my language class.	2.59	MA	25
9. I start to panic when I have to speak without preparation in language class.	3.41	HA	1
10. I worry about the consequences of failing my foreign language class.	3.27	HA	2
11. I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.27	HA	2
12. In language class, I can get so nervous I forget things I know.	3.09	MA	8
13. It embarrasses me to volunteer answers in my language class.	2.50	MA	27
14. I would be nervous speaking in the foreign language with native speakers.	3.27	HA	2
15. I get upset when I don't understand what the teacher is saying.	2.73	MA	20
16. Even if I am well prepared in my language class, I feel anxious about it.	2.82	MA	17
17. I often feel like not going to my language class.	1.86	LA	30
18. I don't feel confident when I speak in foreign language class.	2.68	MA	22
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.68	MA	22
20. I wouldn't probably feel comfortable around native speakers of the foreign language.	3.18	MA	6
21. The more I study for a language test, the more confused I get.	2.73	MA	20
22. I feel pressured to prepare very well for language class.	2.91	MA	15
23. I always feel that the other students speak the language better than I do.	3.00	MA	12
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.00	MA	12
25. Language class moves so quickly that I worry about getting left behind.	3.00	MA	12
26. When I'm on my way to language class, I don't feel very sure and relaxed.	2.59	MA	25
27. I feel drained by the number of rules you have to learn to speak a foreign language.	2.91	MA	15
28. I am afraid that the other students will laugh at me when I speak the foreign language.	2.23	LA	29
29. I feel drained by the number of rules you have to learn to speak a foreign language.	2.77	MA	18
30. I am afraid that the other students will laugh at me when I speak the foreign language.	3.27	HA	2
Composite Mean	2.86	MA	

The composite mean is 2.86 assessed as “Moderate Anxiety” or MA. This means that students agreed that they experienced English moderate anxiety. Among the 30 statements, there were 5 statements rated as SA by the students. Arranged from highest to lowest mean were as follows: Statement No. 9, which says about one’s feelings, “I start to panic when I have to speak without preparation in language class” has 3.41 weighted mean while statement No. 10, which states that “I worry about the consequences of failing my foreign language class” and No. 11, “I get nervous when the teacher asks questions which I haven’t prepared in advance”, also with statement No. 14, “I would be nervous speaking in the foreign language with native speakers” and statement No. 30, “I am afraid that the other students will laugh at me when I speak the foreign language”, have the same weighted mean of 3.27. The table shows that there were 22 statements rated as MA. Arranged from highest to lowest based on their weighted mean, these statements were as follows: Statement No. 20, “I wouldn’t probably feel comfortable around native speakers of the foreign language” has the weighted mean of 3.18 while statement No. 2, “I worry about making mistakes in foreign language class”, has 3.14. In statement No. 4, “It frightens me when I don’t understand what the teacher is saying in the foreign language” and No. 12, “In language class, I can get so nervous I forget things I know”, has the same weighted mean of 3.09. Statement No. 1, which states that “I never feel quite sure of myself when I am speaking in my foreign language class” and No. 7, “I keep thinking that the other students are better at language than I am” has the same weighted mean of 3.05 while statement No. 23, “I always feel that the other students speak the language better than I do”, statement No. 24, “I feel very self-conscious about speaking the foreign language in front of the other students” and statement No. 25, “Language class moves so quickly that I worry about getting left behind” have the same weighted mean of 3.00. Also moderately anxiety in statement No. 22, which states that “I feel pressured to prepare very well for language class” and No. 27 “I get nervous and confused when I am speaking in my language class” has the same weighted mean of 2.91. Weighted mean of 2.82 in statement No. 16 which states that “Even if I am well prepared in my language class, I feel anxious about it.” Furthermore, statement No. 5 “It bothers me to take more foreign language class” and No. 29, “I feel drained by the number of rules you have to learn to speak a foreign language.” Also moderately anxiety on statement No. 15, “I get upset when I don’t understand what the teacher is saying”, and statement No. 21, “The more I study for a language test, the more confused I get” has the same weighted mean of 2.73 while statement No. 3, states that “I tremble when I know that I’m going to be called on in language class”, No. 18, “I don’t feel confident when I speak in foreign language class”, and statement No. 19, “I am afraid that my language teacher is ready to correct every mistake I make”, have the same weighted mean of 2.68. Statement No. 8, “I am usually not at ease during tests in my language class”, and No. 26, “When I’m on my way to language class, I don’t feel very sure and relaxed”, has the same weighted mean of 2.59 while No. 13, “It embarrasses me to volunteer answers in my language class”, has 2.50. The table also shows that there were three statements rated as “Slightly Agree”. Arranged from highest to lowest based on their weighted mean, these statements are as follows: Statement No. 6, which says one’s perception, “During English class, I find myself thinking about things that I have nothing to do with the course” got the highest mean of 2.36. It is followed by a statement of feeling and behavior No. 28, “I am afraid the other students will laugh at me when I speak the foreign language” and statement No. 17, which states about one’s feeling, “I often feel not going to my language class. The composite mean is 2.86 rated as “Moderate Agree”, which means that students agreed that they experienced English language anxiety. They are assessed as having “Moderately Anxious”.

Table 3. Oral Competence in English of the Participants

Items	Extemporaneous Speech			Impromptu Speech			Memorized Speech			Average		
	WM	DV	R	WM	DV	R	WM	DV	R	WM	DV	R
A. Organization												
A.1. Ideas are arranged logically.	2.95	GE	1	2.68	GE	1	2.95	GE	1	2.86	GE	1
A.2. Appropriate organizational pattern is observed.	2.82	GE	2	2.59	GE	2	2.68	GE	2	2.70	GE	2
A.3. Transitions are smooth.	2.68	GE	3	2.41	SE	3	2.55	GE	3	2.55	GE	3
Composite Mean	2.82	GE		2.56	GE		2.73	GE		2.70	GE	
B. Content												
B. 1. Topic is relevant and well-developed.	2.73	GE	1	2.45	SE	1.5	2.55	GE	1.5	2.58	GE	1
B. 2. Purpose is well-defined.	2.55	GE	2.5	2.45	SE	1.5	2.55	GE	1.5	2.52	GE	2
B. 3. Main points are stated clearly.	2.55	GE	2.5	2.36	SE	3	2.50	GE	3	2.47	GE	3
B.4. Arguments are sound and supported with valid evidence.	2.41	SE	5	2.27	SE	4	2.50	GE	3	2.39	GE	4
B.5 Introduction captures listener’s attention.	2.45	SE	4	2.23	SE	5.5	2.32	GE	5	2.33	SE	5
B.6. Speech is ended effectively with a review of the main points.	2.32	SE	6	2.23	SE	5.5	2.18	SE	6	2.24	SE	6
Composite Mean	2.50	GE		2.33	SE		2.43	SE		2.42	SE	
C. Verbal												
C. 1. Speech is not delivered in a monotone voice; voice is well-modulated.	2.27	SE	2	2.18	SE	3	2.09	SE	6	2.18	SE	4
C.2. Fillers are avoided.	2.14	SE	4.5	2.32	SE	1	2.14	SE	5	2.20	SE	3
C. 3. Volume is well-adjusted to audience size.	2.14	SE	4.5	2.14	SE	4	2.23	SE	3	2.17	SE	5
C. 4. Rate or speaking is varied.	2.05	SE	6	2.05	SE	6.5	1.95	SE	7	2.02	SE	6
C. 5. Audible and pleasant voice is used.	2.23	SE	3	2.23	SE	2	2.23	SE	3	2.23	SE	2
C. 6. Pauses are effectively used.	2.00	SE	7	2.05	SE	6.5	1.91	SE	8	1.98	SE	8

C. 7. Words are pronounced and enunciated well.	1.95	SE	8	1.82	SE	8	2.23	SE	3	2.00	SE	7
C. 8. Eye contact is established and maintained.	2.36	SE	1	2.09	SE	5	2.27	SE	1	2.24	SE	1
Composite Mean	2.14	SE		2.11	SE		2.13	SE		2.13	SE	
D. Non-verbal												
D. 1. Speaker is prepared and confident.	2.23	SE	2	2.00	SE	3	1.91	SE	4	2.05	SE	2
D. 2. Distracting movements or mannerisms are avoided.	1.95	SE	4.5	1.91	SE	5.5	1.82	SE	5	1.89	SE	6
D. 3. Facial expressions are appropriate to the message.	1.95	SE	4.5	1.91	SE	5.5	1.95	SE	3	1.94	SE	4
D.4. Gestures, postures, and facial expressions are expressive, dynamic, and natural.	1.95	SE	4.5	1.95	SE	4	2.00	SE	2	1.97	SE	3
D. 5. Attire is appropriate.	2.82	GE	1	2.86	GE	1	2.68	SE	1	2.79	SE	1
D. 6. Mastery of the speech is evident.	1.95	SE	4.5	2.09	SE	2	1.77	SE	6	1.94	SE	4
Composite Mean	2.14	SE		2.12	SE		2.02	SE		2.10	SE	
Overall Composite Mean	2.40	SE		2.28	SE		2.33	SE		2.34	SE	

Table 3 shows the summary results of the oral competence of the participants/ respondents. In terms of organization. All three-oral competence in English in this dimension were rated Great Extent by the teacher-researcher. Arrange from highest to lowest were as follows: Extemporaneous speech with 2.82 weighted mean, Impromptu speech with 2.56 and Memorized speech with 2.70. The composite mean was 2.70 Great Extent, which means that the students presented the oral presentation better in terms of organizing ideas. Content. Out of three oral competence in English of the participants, Extemporaneous speech got the highest weighted mean of 2.50, followed by Memorized speech with 2.43 while Impromptu speech with 2.33 weighted mean. The composite mean was 2.42, Some Extent. The students performed in good level in terms of content in their oral competence performance. Verbal. All three oral competence were rated as Some Extent. Extemporaneous speech with highest weighted mean, 2.14, Memorized speech with 2.13 and Impromptu speech with the lowest weighted mean of 2.11. The composite mean was 2.13, Some Extent. This implied that participants bit performed well in their verbal ability in performing the oral competence in English. Non-verbal. In this dimension, all three oral competence were at Some Extent level. Extemporaneous speech with 2.14, Impromptu speech with 2.12 and Memorized speech with 2.10 weighted mean. The overall composite mean was 2.34, Some Extent. The participants were assessed on good level in their oral competence in English on the three types of speeches according to delivery based on the four dimensions in rating the oral presentation.

Table 4. Correlation between Students Age and English Language Anxiety

Students	Age		Level of Anxiety		XY
	X	X ²	Y	Y ²	
1	17	289	2.73	7.4711	46.47
2	17	289	2.70	7.2900	45.90
3	17	289	3.10	9.6100	52.70
4	16	256	2.90	8.4100	46.40
5	16	256	3.17	10.0278	50.67
6	16	256	2.43	5.9211	38.93
7	18	324	3.10	9.6100	55.80
8	16	256	3.37	11.3344	53.87
9	17	289	2.83	8.0278	48.17
10	17	289	3.27	10.6711	55.53
11	17	289	2.27	5.1378	38.53
12	16	256	2.80	7.8400	44.80
13	16	256	2.73	7.4711	43.73
14	16	256	3.13	9.8178	50.13
15	16	256	2.30	5.2900	36.80
16	16	256	2.60	6.7600	41.60
17	16	256	2.93	8.6044	46.93
18	16	256	2.90	8.4100	46.40

19	18	324	3.93	15.4711	70.80
20	16	256	2.47	6.0844	39.47
21	18	324	2.30	5.2900	41.40
22	16	256	3.03	9.2011	48.53
Sum	364	6034	63.00	183.7511	1043.57
Mean	16.55		2.86		
SD	0.7385		0.3989		

The obtained Pearson r is 0.19444 which is lesser than the critical value of 0.4227 at 20 df and 0.05 level of significance, thus accepting the null hypothesis. The result is there is no significant degree of relationship between the age and level of anxiety of the participants. The study implies that age has no direct influence on the participants' level of anxiety towards the learning of the English language.

Table 5. Correlation Between Age and Oral Competence in English

Students	Age		Oral Competence		XY
	X	X ²	Y	Y ²	
1	17	289	2.51	6.2848	42.62
2	17	289	2.14	4.5897	36.42
3	17	289	2.55	6.5131	43.39
4	16	256	3.08	9.5069	49.33
5	16	256	2.74	7.5053	43.83
6	16	256	2.79	7.7740	44.61
7	18	324	2.21	4.8921	39.81
8	16	256	2.75	7.5625	44.00
9	17	289	2.71	7.3351	46.04
10	17	289	2.56	6.5664	43.56
11	17	289	2.83	8.0278	48.17
12	16	256	2.39	5.7234	38.28
13	16	256	3.04	9.2306	48.61
14	16	256	2.29	5.2358	36.61
15	16	256	2.63	6.9089	42.06
16	16	256	2.68	7.1854	42.89
17	16	256	2.61	6.7998	41.72
18	16	256	1.70	2.8829	27.17
19	18	324	1.45	2.0965	26.06
20	16	256	1.31	1.7227	21.00
21	18	324	1.29	1.6594	23.19
22	16	256	1.15	1.3129	18.33
Sum	364	6034	51.41	127.3160	847.70
Mean	16.55		2.34		
SD	0.7385		0.5854		

The obtained Pearson r is -0.31260 which is lesser than critical value of 0.4227 at 20 df and 0.05 level of significance, thus accepting the null hypothesis. The result shows that there is no significant degree of relationship between the age and oral competence of the participants. The age does not significantly affect their oral competence in English language.

Table 6. Relationship Between Sex and Level of Anxiety among Students

Level of Anxiety	Sex		Total
	Male	Female	
High	0.6818 1 0.0000	2.3182 2 0.0000	3
Moderate	3.1818 2 0.4390	10.8182 12 0.1291	14
Low	1.1364 2 0.6564	3.8636 3 0.1930	5
Very Low	0.0000 0 0.0000	0.0000 0 0.0000	0
Grand Total	5	17	22
Chi sq.	1.0953	0.3222	$x^2 = 1.4175$
	Critical value @ 2 df (0.05) = 5.991	Result: Insignificant	Ho: Accepted

The obtained chi-square ratio is 1.4175 which is lesser than the critical value of 5.991 at 2df and 0.05 level of significance, thus accepting the null hypothesis. The result shows that there is no significant degree of relationship between students' sex and the English language anxiety. The sex insignificantly affects their anxiety towards the language.

Table7. Relationship between Sex and Oral Competence Level in English among Students

Oral Competence	Sex		Total
	Male	Female	
Very great extent	0.0000 0 0.0000	0.0000 0 0.0000	0
Great extent	2.9545 0 2.9545	10.0455 13 0.8690	13
Some extent	0.9091 0 0.9091	3.0909 4 0.2674	4
Little extent	1.1364 5 0.0000	3.8636 0 0.0000	5
Grand Total	5	17	22
Chi sq.	3.8636	1.1364	$x^2 = 5.000$
	Critical value @ 1 df (0.05) = 3.841	Result: Significant	Ho: Rejected

The obtained chi-square ratio is 5.000 which is greater than the critical value of 3.841 at 1 df and 0.05 level of significance, thus rejecting the null hypothesis. The result shows that there is a significant degree of relationship between the sex and the oral competence of the participants. The sex significantly affects their oral competence in English language. The results in this particular test implies that oral competence vary with sex. Specifically, it shows that the female participants were performing well compared to the males. This implies that female participants are more competent in their communication skills in English compared to the males. However, this may be due by different factors.

Table 8. Correlation between level of Anxiety and Oral Competence in English

Students	Level of Anxiety		Oral Competence		XY
	X	X ²	Y	Y ²	
1	2.73	7.4711	2.51	6.2848	6.85
2	2.70	7.2900	2.14	4.5897	5.78
3	3.10	9.6100	2.55	6.5131	7.91
4	2.90	8.4100	3.08	9.5069	8.94
5	3.17	10.0278	2.74	7.5053	8.68
6	2.43	5.9211	2.79	7.7740	6.78
7	3.10	9.6100	2.21	4.8921	6.86
8	3.37	11.3344	2.75	7.5625	9.26
9	2.83	8.0278	2.71	7.3351	7.67
10	3.27	10.6711	2.56	6.5664	8.37
11	2.27	5.1378	2.83	8.0278	6.42
12	2.80	7.8400	2.39	5.7234	6.70
13	2.73	7.4711	3.04	9.2306	8.30
14	3.13	9.8178	2.29	5.2358	7.17
15	2.30	5.2900	2.63	6.9089	6.05
16	2.60	6.7600	2.68	7.1854	6.97
17	2.93	8.6044	2.61	6.7998	7.65
18	2.90	8.4100	1.70	2.8829	4.92
19	3.93	15.4711	1.45	2.0965	5.70

20	2.47	6.0844	1.31	1.7227	3.24
21	2.30	5.2900	1.29	1.6594	2.96
22	3.03	9.2011	1.15	1.3129	3.48
Sum	63	183.7511	51.41	127.3160	146.66
Mean	2.86		2.34		
SD	0.3989		0.5854		

The obtained correlation coefficient was -0.11125 which was lesser than critical value of 0.4227 at 20 df and 0.05 significance, thus accepting the null hypothesis. The result showed that English language anxiety is insignificantly correlated to their oral competence delivery. In this particular test, the result shows that English language anxiety does not directly affect to poor oral competence delivery. This could imply that having anxiety does not necessarily end up having poor oral communication skills in English language. Oral communication skills can be gained and sharpened amidst having anxiety towards the language. Motivation and self-determination can help students perform well amidst anxiety.

6. Conclusions

Based from the findings, the following conclusions are considered necessary:

The students all agreed that they do experienced English Language Anxiety as revealed by the composite mean of 2.86 rated as Moderately Agree or assessed as Moderately Anxious. In terms of students' oral competence in English of the participants based from the four dimensions, Organization dimension, got the highest weighted mean of 2.70. It is followed by Content dimension with 2.42 while Non-verbal got 2.34 and Verbal dimension got the lowest rating of 2.13 weighted mean. While, in terms of the relationship, the age does not significantly affect their anxiety towards the language. This implies that English language anxiety are not affected by the age of the students. It is also being shown on the degree of relationship between students age and oral competence towards English language. In this study, the age does not significantly affect their oral competence in language.

In the degree of relationship in terms of sex, the data shows that the student's sex insignificantly affects their anxiety towards the English language. However, their sex significantly affects their oral competence in English language. In this study, the females performed better than males. While, in terms of the Degree of Correlation, the data showed that there is no significant relation between English language anxiety and their oral competence in English language thus accepting the null hypothesis.

7. Recommendations

From the given findings and subsequent conclusions, the following recommendations are provided:

1. Students and activities centered lessons should be the focus in the classroom setting for the students to lessen the English language anxiety.
2. The involvement of the students in school's extracurricular activities for the growth and development of their oral competence in English language.
3. The re-visitation and determination on the English curriculum on "What to teach". Further the strict implementation of the innovation regarding the curriculum should be observed.
4. The implementation of "Speak English Policy" in their daily communications inside the school campus. This is for them to put into practice their communicative skills in English language.
5. Encourage parents' involvement and stakeholders to find means and ways in assisting the students to become more confident and learn better by incorporating English in their day to day living.
6. All English teachers should be the model in speaking the English language and should entail the Speaking English drive and likewise should dare to correct whatever errors they encounter regarding the uses of the language.
7. The implementation of the proposed intervention program is sincerely desired by the research

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