

**The Influence of Listening Anxiety on the
Conversational Proficiency of Iraqi EFL
Secondary School Students**

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**تأثير قلق الاستماع على الكفاءة الحوارية لدى طلاب
المرحلة الثانوية العراقيين المتعلمين للغة الإنجليزية كلغة
أجنبية**

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**الكلمات المفتاحية: الاستماع، قلق الاستماع، اللغة الإنجليزية كلغة
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المستخلص

يعد قلق الاستماع لدى متعلمي اللغة الإنجليزية لغة اجنبية أحد العوامل النفسية المهمة التي تعيق مشاركتهم في المحادثات ومن خلال التحدث يجعل هذا القلق المتعلم يشعر بالخوف وعدم الارتياح والقلق مما قد يؤثر في تحصيل الطلبة. سعت هذه الدراسة الى اكتشاف مصادر قلق الاستماع وتأثيره على قدرة طلبة المدارس الإعدادية من متعلمي اللغة الإنجليزية لغة اجنبية على اجراء المحادثة، بالإضافة الى هدف اخر يتمثل في فحص الفروق بين أربع مستويات من قلق الاستماع، وهي: قلق الاستماع في الصف، والخوف من سوء الفهم، وقلق الاستماع في الاختبارات، والثقة في الاستماع. ولتحقيق هذه الأهداف، تم تطوير استبانة لقياس مستوى ومصادر القلق التي يواجهها الطلبة عند اداءهم لمهام الاستماع باللغة الإنجليزية، والتي تشمل مواقف الصف والاختبارات والمحادثة. تكون مجتمع الدراسة الحالية من طلبة المرحلة الأولى حيث يمثلون ٥٥% من المجتمع الأصلي لقسم اللغة الإنجليزية في كليه التربية للعلوم الإنسانية للعام الدراسي ٢٠٢٤-٢٠٢٥. وظهرت نتائج الدراسة ان قلق الاستماع يعيق بالفعل الفهم والمشاركة في المحادثات وكذلك مهارات التواصل بشكل عام. ويشكل أكثر تحديدا، فان الابعاد الأربعة المحددة لقلق الاستماع هي: قلق الاستماع في الصف (القلق المرتبط بالاستماع في السياقات الاكاديمية عندما يشعر المتعلمون بعدم الراحة والتوتر)، الخوف من سوء الفهم (القلق المرتبط بالخوف من عدم فهم الرسائل المنطوقة بشكل صحيح)، قلق الاستماع في الاختبارات (القلق الذي يظهر على شكل زيادة في التوتر اثناء جزء الاستماع في التقييمات)، الثقة في الاستماع (فقرات عكسية) (كلما انخفضت ثقة المستمع بنفسه، زاد مستوى القلق المتوقع). وتوصي هذه الدراسة بان يعمل المعلمون على توفير بيئة تعليمية اقل اثارا للقلق، من اجل تحسين كفاءة الطلبة في المحادثة وفي هذه المجالات.



Abstract

English as a Foreign Language (EFL) learners' listening anxiety is one of the important psychological factors that hinder them from participating in conversations. Through speaking, it makes you feel the anxiety, fear, discomfort and worry that it would influence students' achievement. The research sought to discover the sources of listening anxiety and its effect on EFL university students' conversation ability, with an additional aim to examine the difference among the four levels of listening anxiety (Classroom Listening Anxiety, Fear of Misunderstanding, Test/Exam Listening Anxiety and Confidence in Listening) To obtain these objectives, a questionnaire has been developed to measure the quantity and sources of anxiety students face when performing on English listening tasks which include classroom, test and conversation situations. Students in the fifth secondary grade at Uqbah Ibn Nafi secondary school for boys are selected to represent the sample of the study. The total number is (89) students excluding the repeaters in each section. Results points out that listening anxiety does indeed stifle comprehension and participation in conversations and overall communication skills. More specifically, the four identified dimensions of listening anxiety are: Classroom Listening Anxiety (anxieties related to listening in academic contexts when learners are uncomfortable and anxious about listening), Fear of Misunderstanding (anxieties associated with the fear of misunderstanding spoken



messages), Test/Exam Listening Anxiety (anxieties that evidenced itself in an increased stress during listening part of assessments, and

Confidence in Listening (reverse items) (the lower the self-confidence in a listener, the more anxiety was expected). This study recommends that teachers establish a less anxiety-provoking environment to improve the conversational competence in these areas.

1. Introduction

Listening is one of the major language skills, and an important aspect in communication. Nevertheless, listening anxiety, which is detrimental for the EFL learners to comprehend the spoken English and participate in conversation, is one of the most common issues faced by many EFL learners. There are many reasons for listening anxiety such as fear of misunderstanding, lack of vocabulary and unfamiliar accent. Another example is listening anxiety, which is the anxiety that learners feel towards their listening comprehension of the spoken language in a foreign language context (Vogely, 1998). Second language speaking anxiety is a type of language anxiety that also includes anxiety related to writing and listening.

Listening anxiety is a psychological hurdle that comes about when university students cannot comprehend spoken English because of fast speech, strange accents, or anxiety about misunderstanding. When having to converse in English, this anxiety might be detrimental to their ability to speak, especially in oral production-focused activities. Although



the most important foundation for successful speaking is listening (Chan et al., 1991), little is known about how listening anxiety prevents students from performing well in conversational English (Lui, 2016).

Thus, the present study seeks to: Hence, the current study aims to:

1. find out the causes of listening anxiety and its influence on EFL secondary school students' conversation proficiency
2. find out the differences among the students' responses on the four levels of listening anxiety (Classroom Listening Anxiety, Fear of Misunderstanding, Test/Exam Listening Anxiety and Confidence in Listening).

These aims are supposed to be achieved through answering the following questions:

1. What are EFL learners' perceptions of listening anxiety, its causes, and its influence on their conversation proficiency?
2. Are there statistically significant differences among EFL students' responses across the four dimensions of listening anxiety: Classroom Listening Anxiety, Fear of Misunderstanding or Misinterpretation, Test/Exam Listening Anxiety, and Confidence in Listening (reverse-coded items)?"

The present study is limited to:

1. Fifth preparatory school male students in Tikrit city (Uqbah Ibn Nafi) during the first course of the academic year 2025–2026

2. Listening Anxiety of the EFL Secondary School students and Their Achievement in conversation.

2. Literature Review

2.1 Notion of Listening Anxiet

Anxiety is a mental health disorder that affects anyone, anywhere, anytime in his life. According to Kılınç (2015), people gradually become aware of their inner turmoil as anxiety. According to Melanlıoğlu (2013), it is defined as "emotional responses such as tension feeling, and anxiety, fear and irritation, unpleasant thought (concerns) and physiological changes. According to Horwitz (2001, p. 112) anxiety is "an instigated response under the impact of forces repressed in the mind against something not yet sensed. Human activities are greatly affected by this anxiety as well– and learning is no exception. The relationship between anxiety and learning is often believed to be negative, but it is not always so. Mild anxiety will even bring out your best performance at times.

It is well known that learning is not just a cognitive process but also an affective process and that anxiety affect this affective dimension (Horwitz,2001). Arslan (2017) divided anxiety into two as debilitating and facilitating anxiety due to the type of effect it has. According to them, facilitating anxiety is facilitating the process of learning by meaningfully involving students in the subject and debilitating anxiety is negatively influencing student achievement by reducing involvement in



the process and absenting students from the listening activity. Affective Status positively and negatively influences language skill development.

Anxiety, one of these affective states, is a potent deterrent to the listening skill which is the largely mental and psychological process (Richard & Schmidt, 2010). Listening anxiety is the condition where the listener feels anxious worried panicked afraid and annoyed towards the activity of listening because things do not seem to make sense to him or her during the listening.

Similar to Kim (2000), the recommendation was to assess listening anxiety at three phases; at the pre listening stage, the while listening stage and the post listening stage. He explains also that if in the before listening stage distracted attention and novel situation are likely not to let the process occur comfortably and in the after listening stage high anxiety level will hinder the process if the previous knowledge cannot be mapped with the newly perceived information. The type of anxiety that arises – especially during occasions of compulsory listening, for instance, in-class listening or exam– hinders and negatively affects the listening process of the individual.

Melanlioğlu (2013) stated that listening anxiety is experienced when students do a difficult work with the unknown. Burdening students with the listening practice, allowing students to do the listening activity and in the classroom in a very oppressive atmosphere (the teacher asks the students to do it without making any sound)—such activities make

the listening practice futile, and anxiety finds its way to the ears of the students, so students also develop negative attitudes towards listening (Khalil 2017). Furthermore, students panic at the thought of being assessed at the end of the process.

There are several studies, in literature which showed that the anxiety state effects on the writing skill speaking skill and reading skill. It is discovered about these studies that with the increasing anxiety level, there is decrease in success level (Horwitz (2001).

There has been a big relationship between anxiety and language skills and the anxiety-causing psychological properties are powerful on speaking and listening (Horwitz, 2001). Psychological aspects of listening suggest that if the effect of anxiety on the listening is avoided, one can form positive attitudes towards listening as well as incremental listening comprehension the subject.

2.2 Causes of Listening Anxiety

According to Dalman (2016), EFL students face listening anxiety, which is a global phenomenon affecting their language learning and communication process, frequently. Below are some of the prominent reasons which trigger listening anxiety in EFL learners.



1. Limited Vocabulary Knowledge

If there is not enough vocabulary possessed by the students, they will not be able to get the meaning of spoken English and it will start the frustration and anxiety during listening tasks (Dalman,2016).

2. Speed of Speech

Given that native speakers do often speak fast or utilize reduced shapes, it tends to be overwhelming for the students who are not familiar with the normal taking note of pace of the spoken Language (Horwitz,2001).

3. Accent Identification or Diction Discrepancy

Comprehension may be hard bringing so many different accents, intonation patterns, and styles of pronunciation (Lui,2016), particularly if students have been merely exposed to conventional text book English.

4. Fear of Misunderstanding

The fear of not being able to catch content or misunderstanding the speaker fosters tension and anxiety in students especially in high-stakes settings (exams/conversations) (Lui,2016).

5. Lack of Confidence

Dalman (2016) elaborated that students who doubt their listening ability would feel anxious or intimidated while listening to English which hampers their understanding.



6. Difficulty Processing Information in Real–Time

Unlike reading, listening is a synchronous process. They may feel nervous and bow out from the conversation if they cannot keep pace with the stream of information (Lui,2016).

7. Test Anxiety

The nature of tests, such as time limitations, fear of failure, or lack of familiarity with formats, may provoke anxiety in the listening sections of language tests (Dalman, 2016).

8. Limited Exposure to Real Listening Materials

According to Dalman (2016), students who only know scripted or straight–forward English in class may feel anxious when confronted with real spoken English.

9. Cultural Differences

For example, listening materials can have unfamiliar topics, idioms or cultural references that confuse the learners and make them feel out of their depth (Dalman, 2016).

10. Classroom Environment

Listening anxiety could, on the other hand, be increased by a stressful or a highly competitive classroom environment where the students are worried their answer may be wrong and might be judged or when they asked their teacher to repeat the information (Lui, 2016).



2.3 Effect of Listening Anxiety on Conversation

Studies show that listening anxiety can negatively impact conversation skills in a few different pathways:

1. Reduced Participation

The anxiety aspect leads to avoidance of the speaking opportunities because of the fear of being misunderstood or embarrassed (Horwitz et al., 1986). The results of the studies indicate that students with high listening anxiety take part in the classroom activities as much as 30% less than their low-anxiety peers (Zhang, 2019).

2. Poor Comprehension

Working memory becomes a casualty of anxiety and processing spoken input is also more difficult (MacIntyre & Gardner, 1994). Vandergrift (2007) reports that there is a high cognitive load on high anxious learners which results in the misinterpretation of questions or inappropriately responding.

3. Lower Confidence and Fluency Issues

Anxiety also leads to more pauses, repetition and self-repairs among speakers, which once again disrupts the flow of conversation (Woodrow, 2006). According to a study by Liu (2016), 60% of EFL learners with listening anxiety mentioned feeling "unprepared" although they knew the vocabulary.



4. Negative Emotional Responses

Because then you enter this negative feedback loop of frustration and stress: bad performance → more anxiety → less practice. Worsening performance is not only caused by anxiety-related behavioral avoidance (e.g., lack of participation); physiological symptoms (e.g., sweating, fast heartbeat) also aggravate performance (Gregersen & Horwitz, 2002) and (Oxford, 2017).

3. Methodology

3.0 An Introductory Note

This section highlights a thorough explanation of the visualization techniques employed in practice in our study. This includes population and sampling details, questionnaire development, reliability, content and face validation, and administration methods.

3.1. Study Population and Sample

all Iraqi EFL preparatory school The study population is composed of male students of fifth grade in Tikrit city–Salahaddin Governorate during the academic year 2025–2026. The total number is (525). Students in the fifth secondary grade at Uqbah Ibn Nafi secondary school for boys are selected to represent the sample of the study. The total number is (89) students excluding the repeaters in each section.



3. 2 Construction of the Listening Anxiety Questionnaire

A questionnaire sets of questions that a respondent will answer usually explores then the respondents' attitudes, beliefs, perceptions, views, etc. Therefore, it is a versatile and flexible instrument of this research (Sharp, 2009:61). A critical issue is having a questionnaire that is valid, reliable and clear/without ambiguity. This questionnaire aims to recognize, identify, quantify, and analyze the anxiety that students feel in listening to English, particularly to those situations like in class situations and in test equipment.

More specifically, it aims to:

- Diagnose: Identifying a student who is listening–anxious, and identifying how serious the problem is.
- Identify Sources: Get Specific on What This Anxiety is Triggered From (i.e., too fast while speaking, Exam fear, unknown words).
- Discriminate: Differentiate among types of listening anxiety a student may experience. A training collegian might be quiet in category however develop panic whereas having examination or vis decent.
- Alert Intervention: Give meaningful data to the instructors and educational institutions to create focused instruction, materials, and supports to reduce this anxiety and develop focused skills in listening comprehension.



The questionnaire has been developed in a systematic way and based on the educational psychology and psycholinguistics principles. It is meant to be complex and multilayered.

A. General Information

Gender and Educational Level are both fields that enable the researchers or teachers to relate the anxiety levels of respondents to demographic variables. This can help with identifying whether anxiety is more common at certain stages of learning, or between groups.

B. The Four-Part framework (The Dimensions of Anxiety)

This questionnaire makes one of the main strengths as it decomposes the general concept of "listening anxiety" into four specific type of anxiety dimensions. This enables a more detailed, accurate picture, rather than just a single generic score.

- Part 1: Classroom Listening Anxiety: It deals with anxiety caused by the classroom environment itself and actual spoken communication, such as the teacher speaking too quickly, or teacher not answering a question. Items: 1, 2, 3.
- Part 2: Fear of Misinterpretation: Concentrates on the cognitive (worry about wrong interpretation) aspect of anxiety. And this is less about the situation but more about fear of doing something wrong by going wrong. Items: 5, 7, 8.



- Part 3: Test/exam listening anxiety: a fear of the perceived performance pressure, evaluation, and the formal conditions of testing (timed condition, lost answers = lost points, etc.) Items: 9, 10, 11, 12.
- Part 4: Confidence in Listening: this is a key feature of the design of the book. Reverse-coded for items 4 and 6. Reverse Coding is performed so that you cannot be (unintentionally) biased by a participant who agrees (or disagrees) with each and every statement without actually reading the statement itself. This makes the respondent think a bit more with each item

C. Likert Scale

A typical offer in psychometric testing is a 5-point Likert scale (Strongly Disagree to Strongly Agree) It turns what should be suspicious feeling into numbers that can be compared statistically, compared to other blocks and tracked over time. The questionnaire is used to obtain as much relevant information as possible in the most reliable and valid way Accordingly, the validation of questionnaire is one of the crucial concerns related to research methodology and the validity of the results (Tavakoli, 2012:513). In order to create legitimate questionnaires for Arabic text and then to test the face valid of the made-up questionnaire and therefore exposed for jury of specialists in linguistics and methodology. In all other respects they have approved that the questionnaire areas and items are appropriate, other than minor



changes to some items which were addressed pre pilot administration of the questionnaire.

3.3 Pilot Administration of the Questionnaire

A pilot test of the questionnaire is very essential prior to full – scale implementation, to detect deficiencies needing modification, to determine the ease, clarity and understanding of the items, and to measure the time needed to fill the questionnaire (L and Jr., 2005:123) and (Healy,2012:156). So, the questionnaire of students applied on a few experts in English methodology and linguistics. The follow-up feedback received tells us that the items are very clear and that the entire questionnaire is easy to complete (it takes between 25 and 30 minutes). Cronbach's Alpha = Formula for Finding Out Reliability Coefficient of Questionnaire, A Measure of Internal Consistency The reliability coefficient of the questionnaire obtained is 0.90 therefore this questionnaire is reliable.

3.4 Final Administration of the Questionnaire

Participants in the current study are receiving the intended questionnaire. The researcher explained to all the respondents what the study is about, its importance, rationale and objectives. In addition to this, they were also assured that the questionnaire they adopt is mainly for a scientific investigation and that their responses would help find out how, why, and what factors contribute (the most) to improve, identify, measure, and explain why students experience this anxiety when



listening to English as a foreign language in academic and test situations. Thus, the respondents have been advised to read the entire questionnaire thoroughly and to express their opinions freely, whether they strongly agree or strongly disagree with the evaluative statements by marking the (√) in the column of their choice, and for each statement. This will help provide a greater awareness of the criteria that are included or satisfied in the created the Listening Anxiety Questionnaire.

4. Analysis of Data and Discussion of Results

4.0 Introductory Note

This section illustrates the statistical analysis of the collected data in the light of the questions related to the current study. It also sheds light on the discussion of results.

4.1 Analysis of Data

4.1.1 Results Related to the First Question

To answer the first question of the present research, "What are the EFL learners' perceptions of listening anxiety, its causes, and its influences on their conversation proficiency?" and to determine the outcomes of the students' listening anxiety, the answers on each question based on the 5–point Likert scale were computed. The overall scores were then divided into four levels: classroom listening anxiety, fear of misunderstanding, test/exam listening anxiety, and confidence in

listening (reverse items). Table 1 shows how the students' listening anxiety relates to their conversational skills.

Table 1 Categories of students' Listening Anxiety

Score	Category
$X < 40$	Very Low
$40 \leq x \leq 50$	Low
$50 > x \leq 65$	Average
$65 > x \leq 80$	High
$x > 80$	Very High

illustrate the sample's The Likert Scale 5-point intervals are used to listening *anxiety* based on the obtained mean scores, as shown in table 2. Table 2 The Interval and Description of Students' listening anxiety on conversation proficiency by using the 5-Points Likert Scale

Likert Scale	Interval	Description
1	1.00–1.79	Strongly disagree
2	1.80–2.59	Disagree
3	2.60–3.39	Neutral



4	3.40-4.20	Agree
5	4.21-5.00	Strongly agree

3 by using the SPSS version 26 The results are described in table programmer.

Table 3 The Results of the Students' Listening Anxiety

N	Items of Listening Anxiety	No. of frequencies					Mean	S.D.	Percent	Scale
		S. Agree	Agree	Neutral	Disagree	S. Disagree				
Part 1: Classroom Listening Anxiety										
1	I feel nervous when the teacher speaks too fast in English	9	13	7			4.06	0.75	45	Agree
2	I become anxious when I cannot follow what is being said during a lecture	3	22	4			3.96	0.49	76	Agree
3	I feel embarrassed when I fail to understand a question asked orally in class.	10	16	3			4.24	0.63	55	Agree



Average		7	17	5	0	0	4.08	0.623	59	
Part 2: Fear of Misunderstanding										
4	I got worried when I cannot catch every single word in the listening task	19	10				5.65	0.48	66	S.Agree
5	I worry about misunderstanding what I hear in English	16	10	3			4.44	0.68	55	S.Agree
6	I feel uncomfortable when the words in the listening text are unfamiliar	13	13	3			4.34	0.66	45	Agree
Average		16	11	2	0	0	4.81	0.60	55	
Part 3: Test/Exam Listening Anxiety										
7	I am afraid of misinterpreting the speakers' intended meaning.	3	16	6	1	3	3.51	1.08	55	Agree
8	I become anxious when I am not sure	4	18	6	1		3.86	0.69	62	Agree



	whether I understand the message correctly.									
9	I feel more anxious in listening tests than in other types of language tests.	4	15	9		1	3.72	0.84	51	Agree
	Average	4	16	7	1	1	3.69	0.87	56	
Part 4: Confidence in Listening (reverse items)										
10	<i>I get nervous when I miss part of the listening passage and cannot answer the questions</i>	11	9	9			4.06	0.84	38	S. Agree
11	I feel stressed when the time limit is short in a listening test	16	10	3			4.44	0.68	55	S. Agree
12	I panic when I cannot reply the listening passage during an exam	12	13	4			4.27	0.71	45	Agree



	Average	13	11	5	0	0	4.25	0.74	46	
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Part 1: Classroom Listening Anxiety

In the first statement (I feel uneasy when the instructor talks too quickly in English), 45% of students agree. According to the findings of the second statement (I am nervous when I cannot follow what is being said during a lecture), 76% of students agree that they become uneasy when they cannot understand what is being said during a lecture.

Regarding the third statement (I feel ashamed when I fail to comprehend a question delivered orally in class), 55% of students agree.

Part 2: Fear of Misunderstanding

The fourth statement, "I got worried when I couldn't catch every single word in the listening task," demonstrates that (66%) of students strongly agree that they feel worried when they can't catch every single word in the listening job. According to the fifth statement (I worry about misunderstanding what I hear in English), 55% of students strongly agree. The sixth assertion (I feel uneasy when the words in the listening text are unfamiliar) is agreed upon by 45 percent of the pupils.

Part 3: Test/Exam Listening Anxiety

In the seventh statement (I am fearful of misinterpreting the speaker's intended meaning), 55 percent of students agree. According to the findings of the eighth statement (I am uncomfortable when I am unsure if I comprehend the message properly.), 62% of students agree



that they become anxious when they are unsure whether they understand the message correctly. In response to the ninth statement (I feel more apprehensive in listening examinations than in other forms of language assessments), 51% of students agree.

Part 4: Confidence in Listening (reverse items)

The tenth statement, "I get nervous when I miss part of the listening passage and cannot answer the questions," indicates that (%38) of students agree with feeling uncomfortable when they miss part of the listening passage and are unable to answer questions. The eleventh statement (I feel stressed when the time restriction is short in a listening exam) reveals that 55% of students strongly agree with feeling pressured when the time limit is short in a listening test. In the twelfth statement (I fear when I can't respond to the listening passage during an exam), (%45) of the students agrees.

Table 4 The Mean Scores, Percentage, Scale and Category of Students' Listening Anxiety on Conversation Proficiency

Levels	Mean	Percentage	Scale	Category
Part 1: Classroom Listening Anxiety	4.08	59%	Agree	Average
Part 2: Fear of Misunderstanding	4.81	55%	Strongly agree	Average



Part 3: Test/Exam Listening Anxiety	3.69	56%	Agree	Average
Part 4: Confidence in Listening (reverse items)	4.25	46%	Strongly agree	Low

The results suggest that students' Classroom Listening Anxiety has a mean score of 4.08, which is evaluated as average and recoded by 59% of students as agree. Fear of Misunderstanding receives mean ratings of 4.81, which are regarded as average and recoded by 55% of students as strongly agreeing. Test/Exam Listening Anxiety receives mean values of 3.69, which are evaluated as average and recoded by 56% of students as agreeing. Confidence in Listening (reverse items) had a mean score of 4.25, which is regarded as poor and recoded by 46% of students as strongly agree.

4.1.2 Results Related to the Second Question

Comparison of Mean Scores of Students on: Part 1: Classroom Listening Anxiety, Part 2: Fear of Misunderstanding, Part 3: Test/Exam Listening Anxiety, and Part 4: Confident Listening (reverse items). To confirm the second query, namely, "Are there statistically significant differences among EFL students' responses across the four dimensions of listening anxiety: Classroom Listening Anxiety, Fear of Misunderstanding or Misinterpretation, Test/Exam Listening Anxiety, and Confidence in Listening (reverse-coded items)?" A one-way ANOVA is performed to determine if there are any significant differences in the



mean scores of the students' replies on the four levels of Listening Anxiety, as shown in Table 4 below.

Table 5 One–Way Analysis of Variance (ANOVA) Among the Four levels of Listening Anxiety

	Sum of Squares	DF	Mean Square	F–value		Sig.
				Calculated	Tabulated	
Between Groups	85.543	3	28.514	11.150	3.5	0.05
Within Groups	286.414	112	2.557			
Total	371.957	115				

Table 5 shows that the Calculated F–value is 11.150 which is higher than the tabulated F–value 3.5 at 0.05 level of significance and DF = 3–12. This indicates that there are statistically significant differences between EFL students' responses in the four levels of listening anxiety.

Table 6 Comparisons of Means Among the Four parts of Listening Anxiety (Scheffe^a)

Groups	N	Subset for alpha = 0.05
		Mean scores

		1	2
Test/Exam Listening Anxiety	29	11.10	
Classroom Listening Anxiety	29	12.27	12.27
Confidence in Listening (reverse items)	29		12.79
Fear of Misunderstanding	29		13.44
Sig.		.056	.056
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 29			

According to table (6), the students' mean scores in Test/Exam Listening Anxiety are 11.1034, Classroom Listening Anxiety is 12.2759, Confidence in Listening (reverse items) is 12.79, and Fear of Misunderstanding is 13.44, with a harmonic mean sample size of 29. These findings suggest that the majority of students are concerned about misunderstandings.

4.2 Discussion of the Results

A breakdown of mean scores of the first question indicates valuable information about the level of listening anxiety experienced by EFL students on four dimensions of listening anxiety which are



Classroom Listening Anxiety, Fear of Misunderstanding, Test/Exam Listening Anxiety, and Confidence in Listening (reverse items). The scores show how much anxiety there is, which can help teachers understand what underlying factors affect students' listening comprehension difficulties.

1. Classroom Listening Anxiety (Mean = 4.08)

The mean scores of curious 4.08, which is construed as moderate, with 59% of students agreeing, indicates a considerable degree of anxiety in the classroom. The implication of this then is that most of the students may feel stressful in listening activities because they have an immediate evaluation, social judgment. It asserts the importance of less daunting, more supportive classrooms.

2. Fear of Misunderstanding (Mean = 4.81)

This dimension identified a state of mind occupying a large portion of student concern with a mean score of 4.81, and contains 55% of students answering that they strongly disagree. The anxiety of not being understood can become a stumbling block to having a powerful conversation and learning from people whose perspectives differ from yours. This suggests that if this anxiety is not addressed, they may avoid listening altogether or not actively participate in exercises to improve listening skills.



3. Test/Exam Listening Anxiety (Mean = 3.69)

Mean scores of 3.69 which fell under the value of low average, thus it can be inferred that 56% of students agreed with assertion of anxiety towards test and exams. This score is a significant concern that may cause performance issues, though it is slightly lower than the other dimensions. Educators may want to implement those strategies that calm those nerves and allow students to practice in as close to a high-stakes setting as possible without the high stakes.

4. Confidence in Listening (Reverse Items) (Mean = 4.25)

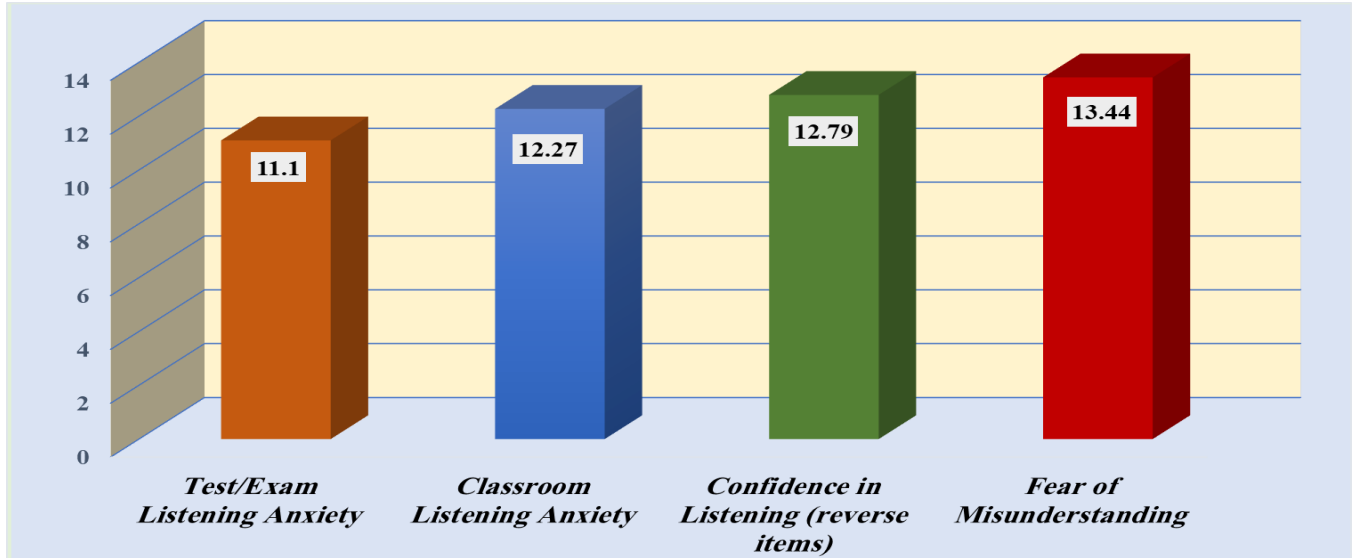
The mean score of 4.25, assessed as poor, with 46% of students agreeing, indicates that many pupils lack confidence in their listening skills. The reverse scoring suggests that a greater score signals decreased confidence, which is worrisome. This research emphasizes the need of developing listening skills via positive reinforcement and constructive criticism to boost students' self-efficacy.

The results of the second question's one-way ANOVA show significant differences in the mean scores of EFL students across four dimensions of listening anxiety: Classroom Listening Anxiety, Fear of Misunderstanding, Test/Exam Listening Anxiety, and Confidence in Listening (reverse items). The estimated F-value of 11.150 above the threshold F-value of 3.5 at the 0.05 significance level, suggesting that the observed differences are statistically significant. Fear of Misunderstanding (mean: 13.44). This dimension has the highest mean



score, indicating that students are concerned about misunderstandings. This finding is consistent with the usual anxiety encountered in language learning environments, when students are concerned about misinterpreting spoken language, which may lead to misinterpretation and eventually damage their performance. Confidence in Listening (Reverse Items) (mean = 12.79) The comparatively high mean scores indicate that, although students may have some confidence, it is outweighed by their concerns. Because this dimension is reversed, lower scores indicate more confidence. As a result, pupils may continue to feel inadequate about their listening abilities. Classroom Listening Anxiety (mean = 12.2759). This average score suggests mild anxiety in classroom situations. This might be due to the stress of being assessed in a classroom setting, when students may dread being judged by their classmates and professors. Test/Exam Listening Anxiety (Mean = 11.1034). Despite having the lowest mean values, this dimension nonetheless suggests a high level of anxiousness. This might mirror the pressure kids experience during official evaluations, which is frequent in educational contexts. Figure 1 shows the differences in mean scores.

Figure 1 Mean Scores Among the Four Levels of Listening Anxiety



5. Conclusions

Based on the results obtained, the following conclusions can be made.

1. The fundamental cause that creates anxiety is the fear of misinterpretation. The highest mean scores (4.81 out of 5 in the first analysis, 13.44 in the second analysis) were found in this dimension, indicating the most important concern for students. One of the most common and more stronger fears among students is misinterpreting the spoken words, which leads them to avoid and thus make the learning process very difficult.
2. Low Confidence in Listening Abilities. The reverse-scored items (Confidence in Listening) have been found to show extremely low self-



efficacy among students (Mean = 4.25; higher scores indicate lower confidence). Many students feel inadequate and doubt their listening skill.

3. Classroom–Related Presence of Worry. More than half the students — 59% — show moderate level of anxiety (Mean = 4.08) when listening in–class. This anxiety is perhaps due to the immediate assessment and judgment from peers and instructors.

4. Test Stress. present but, more mild – While test/exam anxiety was rated the lowest of the dimensions (3.69), it still reflects a relatively high level of concern, in that 56% of students agreed with this (a score of 4 or 5). The formal assessments which many students are required to sit can continue to create tensions which have an effect on how well students perform.

5. Significant Differences Between Anxiety Dimensions. Results of one–way ANOVA showed that the differences in mean scores on four anxiety dimensions were statistically significant (F -value = 11.150 > critical value = 3.5). Noting that these dimensions cause significantly different levels of anxiety provides further validation that they are distinct constructs: Fear of Misunderstanding, Classroom Anxiety, Test Anxiety, and Low Confidence.



Given the results obtained and the conclusions made through it, the following recommendations are given:

1. Help develop a classroom climate free from social threat, which threatens the child with an immediate evaluation.
2. Strategies to directly tackle the strategy called "Fear of Misunderstanding" (e.g., predicting the words) is important and compensatory listening strategies should also be taught.
3. Positive reinforcement, constructive feedback, and properly levelled listening tasks can build confidence in students.
4. Practicing test taking strategies will help reduce anxiety over what performance on the actual test will be.

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The Appendix

Listening Anxiety Questionnaire for Assessing Students in Conversation

General Information (Optional):

Gender: Male Female

Educational Level: High School University Postgraduate

Part 1: Classroom Listening Anxiety

Part 2: Fear of Misunderstanding

Part 3: Test/Exam Listening Anxiety



Part 4: Confidence in Listening (reverse items)

No.	Statement	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
1	I feel nervous when the teacher speaks too fast in English.					
2	I become anxious when I cannot follow what is being said during lecture.					
3	I feel embarrassed when I fail to understand a question asked orally in class.					
4	I got worried when I cannot catch every single word in					



	the listening task.					
5	I worry about misunderstanding what I hear in English.					
6	I feel uncomfortable when the words in the listening text are unfamiliar					
7	I am afraid of misinterpreting the speakers' intended meaning.					
8	I become anxious when I am not sure whether I understand the message correctly.					



9	I feel more anxious in listening tests than in other types of language tests.					
10	I get nervous when I miss part of the listening passage and cannot answer the questions.					
11	I feel stressed when the time limit is short in a listening test					
12	I panic when I cannot reply the listening passage during an exam.					