

## The Impact of Anxiety on Listening in a Foreign Language and the Ways to Overcome Its Negative Effects

Rauf Avci\*

### Abstract

Anxiety in listening and learning a foreign language is bound to be present when one has one has, on the one hand, insufficient knowledge of the target language, and, on the other hand, does not have a relevant environment to master it. Teachers have a great role to help students overcome language anxiety. Teachers provide efficient learning and help the learning outcomes boost, they contribute to creating the target language environment, friendly to the student. If a teacher believes (and reveals that belief to students) that students can learn a foreign language successfully, this triggers students' increased self-confidence and decreased debilitating anxiety (the so-called Pygmalion effect). In this research, two hypotheses were suggested, based on literature review: 1. The suggested teacher's beliefs (student-centered, participatory, communicative, etc.) and behavior (creating a positive learning environment, establishing authoritative relations, application of pair and group work, etc.) would decrease students' listening anxiety levels. 2. The drop in the listening anxiety would help increase students' academic achievement in listening. An experiment to test these two hypotheses was held with 50 Iraqi university students (25 in the experimental group and 25 in the control group). The experimental group was taught emphasizing Pygmalion effect, while the control group – without this purposeful intervention. A pre- and post-experimental questionnaire was held to find out whether the experimental group would demonstrate lower anxiety and higher listening skill level than the control group. The results showed that the experimental group performed better than the control in listening comprehension and reported lower levels of anxiety compared to the control group. Thus, the application of Pygmalion effect can be recommended to teachers.

**Keywords:** teacher's beliefs, teacher behavior, student behavior, Pygmalion effect, foreign language listening anxiety

### 1. Introduction

Foreign researchers and scholars (Arnold, 1999; Harmer, 1998; Krashen, 1981; Spolsky, 1989) have always been in the quest to find out certain factors that create a productive environment for foreign language learning,

---

\* Ishik University, Erbil, Iraq  
rauf.avci@ishik.edu.iq

especially for listening in a foreign language. These studies then led to certain variables, namely: anxiety, perceived competence, motivation, and attitude. In this research, foreign language listening anxiety is emphasized.

Psychological literature defines anxiety as an emotional state analogous to fear (Sweeney & Pine, 2004). It is normally a reaction to a real threat, but sometimes the threat may be vague and even imaginary. People feel anxiety when they face a fearful or panicky in their perception situation in their lives (Kay & Kletskin, 2012). Consequently, anxiety is usually a state that can have both positive (facilitating anxiety) and negative effects (debilitating anxiety), depending on its degree (Chastain, 1975; Kimura, 2008; Spielberger, 1966).

Anxiety, among other types, may involve learning anxiety (feeling anxious in the process of learning) and second/foreign language anxiety (connected with the application of a second/foreign language) (Brown, 2000; MacIntyre & Gregersen, 2012). Among other types of language anxieties, listening anxiety has been found a distinctive type, however, closely related to general language anxiety (Elkhafaifi, 2005).

If the degree of listening anxiety is too low, students do not purposefully concentrate their attention while listening. On the other hand, if they are too anxious, they are unable to concentrate. This impedes their ability to apply the knowledge of language they possess in order to hear distinctly what is being said and to reach comprehension (debilitating anxiety). Reasonable anxiety helps students be attentive, use knowledge and strategies and, consequently, understand well. According to earlier scholars, anxiety plays different role in learner's first experience with a foreign language motivation and attitude (Zhou, 2003; Lazzari, M. 2009).

## **2. Overcoming debilitating foreign language (listening) anxiety**

Foreign language listening anxiety as discussed by different scholars and different experiments have been dedicated to the study of the ways of decreasing it (Yuan, 2006). Culture and environment have a special impact on it (Kramsch, 1993). In cultures, where there is a negative attitude towards any foreign language or the given target language, students usually have lack of desire to master the language. In the environment, where the target language listening input does not exist beyond the classroom, students will naturally have difficulties dealing with it.

In a case of teacher-student interaction, teachers suggest different ways and strategies to deal with the foreign language anxiety. From the teacher's perspectives, students should have: friends' support, school's support and family encouragement. Essentially, there are strategies that help to improve the foreign language listening and understanding; first, a student should have the willingness and positive attitude for seeking support from other students, seeking teacher support and including family and friends (Robinson, 1981; Zhou, 2009). The first rule in overcoming the foreign language listening anxiety is the encouragement and the motivation one has in their quest to understand this language. If a student fails to receive encouragement in learning a foreign

language, she/he is bound to give up the language. Both students and teachers believe that encouragement matters a lot for the improvement of foreign language proficiency. However, this would not completely free students willing to learn a language from anxiety; it is just an effective way to reduce the negative effects of foreign language anxiety and the effects that come with anxiety (Toth, 2010).

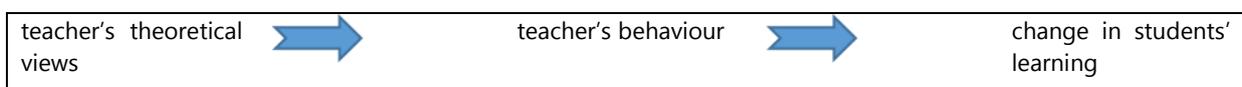
Students experiencing challenges in connection with listening in a foreign language are often reluctant to admit the unpleasant feelings that they have due to them. If difficulties related with speaking and writing are normally obvious for the teacher, the cognitive processes dealing with listening are hidden from the teacher, that is why she/he will often be unable to help the student, unless the latter is able and willing to describe the problems. Students should not conceal their weaknesses so that they learn from their own mistakes and misunderstandings. It is important for students to feel that their teacher views them as able to master the language. Students' listening anxiety will be reasonable, if they feel teacher's positive regard. This will increase their self-confidence, motivation to learn and decrease the debilitating effect of anxiety (Song, 2005). This phenomenon is called the Pygmalion effect; this effect helps one want to achieve something regardless of the challenges. Although overcoming the debilitating effects of foreign language listening anxiety is not easy at such, it is important that a well thought of procedure is followed and embraced by the involved parties and the results should be ultimately promising (Lei, 2000).

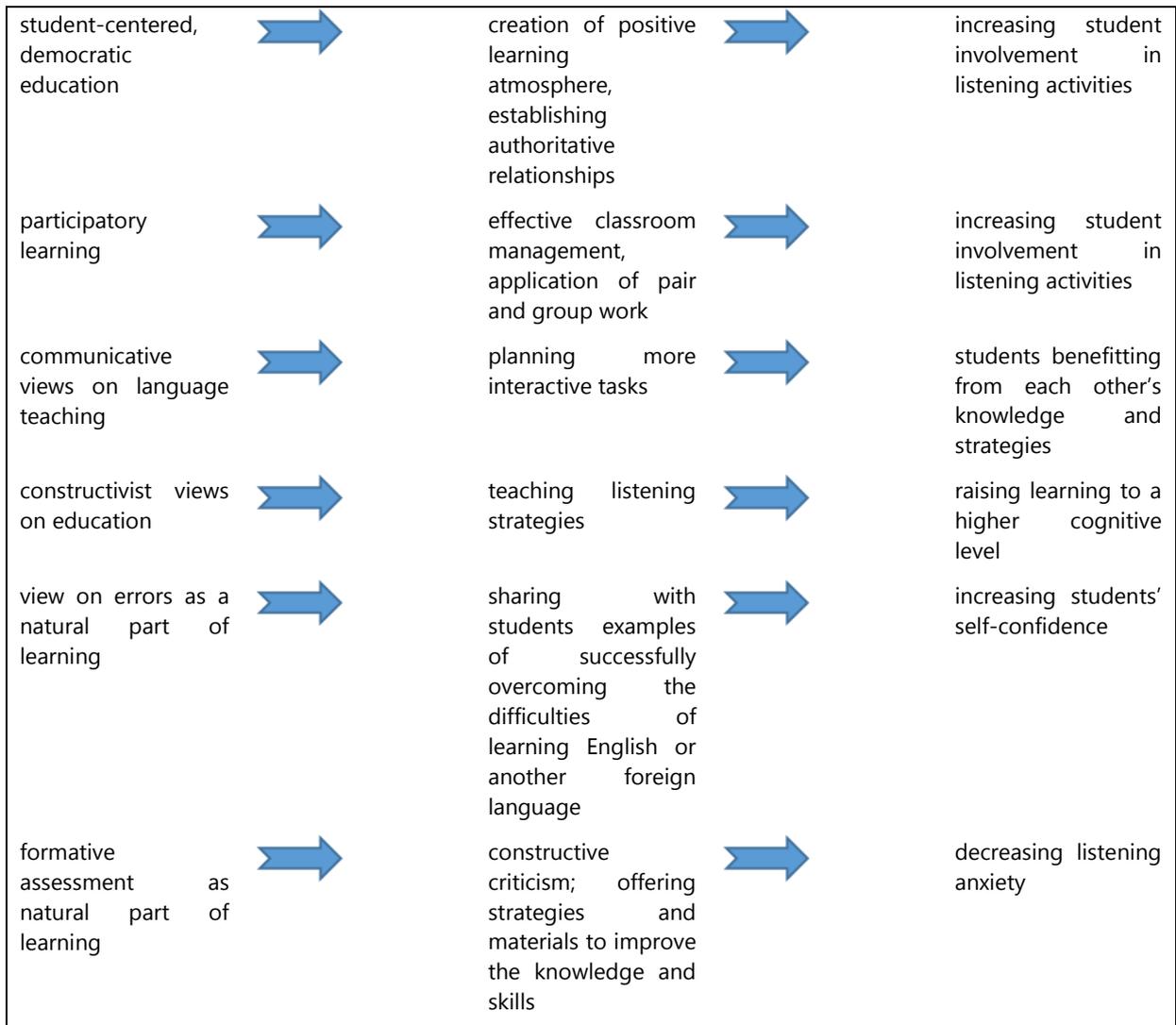
Based on literature analysis (Horwitz, 1988; Kunt, 1997; Lockhart, 1996; Mori, 1999; Truitt, 1995; Vibulphol, 2004; Wang, 1996), the following tables were developed, which describe how a teacher can decrease students' foreign language listening anxiety.

**Table 1. Positive teacher beliefs revealed to students and their impact on student learning** (designed by the researcher)

Teacher's positive regard on the target language		Student motivation to listen in a target language increases
Teacher's positive regard on the listening materials and activities		Student involvement in listening activities increases
Unconditional positive regard on students' abilities to improve their FL listening skills		Creation of positive learning atmosphere, increase of students' self-efficacy, decrease of learning anxiety

**Table 2. Teacher views, behavior and their impact on the development of student's listening skills** (designed by the researcher)





These two tables describe the model, according to which the students in the experimental group in the research below were treated. An English as a foreign language (EFL) teacher in general and in particular while developing students' EFL listening skills needs first of all to possess / change to a positive regard on the language taught, the listening activities and his/her students' ability to tackle with them. These views will be 'translated' into teacher's following behavior: establishing authoritative (i.e. democratic) relations with students, effective (student-centered) classroom management, based on pair and group work, organizing interactive activities, teaching learning strategies, sharing with students his/her experiences of success, failure and strategy application, and providing constructive feedback.

### 3. Research questions

- Would the suggested approach decrease the listening anxiety levels of the target group (25 Iraqi undergraduate students compared to the group in which this approach wouldn't be used?)
- Would the decrease in listening anxiety improve the students' level of listening skills?

### 4. Hypotheses

Based on the research questions, two hypotheses were suggested, based on literature review:

1. The suggested teacher's views (student-centered, participatory, communicative, etc.) and behavior (creating a positive learning environment, establishing authoritative relations, application of pair and group work, etc.) would decrease students' listening anxiety levels.
2. The drop in the listening anxiety would help increase students' academic achievement in listening.

### 5. Method

An experimental study was designed, with an experimental group (25 students) taught according to the described approach and a control group taught without such intervention. The independent variable was the Pygmalion-Effect-based approach, while the dependent variables were levels of listening anxiety and listening skills.

The same teacher worked with both group, to avoid the human factor. The teacher was given a plan according to which he had to teach both groups and explanations dealing with Pygmalion effect. The same educational materials were applied and the time dedicated to teaching listening was identic in both groups, to control all other variables.

To assess the level of foreign language listening anxiety in an Iraqi university, a pre-experimental questionnaire survey was held to 51 English freshman students majoring in English philology. Faculty freshman students were announced that they can take part in research on teaching methods, however, it was not known for them which method would be applied in which group. The respondents were selected at random among the volunteers, to make the survey ethical and the results more reliable. Among the subjects there were 27 females and 24 males, whose age ranged from 16 to 25.

Then, for the purpose of the experimental study, to see what effect the suggested teacher behavior would have on students' listening comprehension, they were at random split into the control (25 students) and experimental (26 students) groups, providing gender balance. Then, a post-experimental questionnaire was applied to students, to see whether the changes in the control (traditional) and experimental (students treated in the suggested way) would differ.

The instrument used to measure students' anxiety was the questionnaire devised by Horwitz (1986) in relation to foreign language anxiety scales. Horwitz's questionnaire has a series of 30 questions which should be answered in a Likert scale as strongly agree (1 point) to strongly disagree (5 points). While calculating the mean grades of anxiety, it was necessary to reverse the points for the items claiming low anxiety, e.g.

1. I keep thinking that the other students are better at listening than I am.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

2. I am usually at ease during listening tests in my language class.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	2	3	4	5

As the main purpose of this study was to assess the degree and the scope of students' foreign language listening anxiety and not language anxiety on the whole, the researcher modified Horwitz's questionnaire, obtaining the questionnaire presented in the appendix (16 items).

The points above three reveal the existence of anxiety. Points equal to or higher than 4 indicate to a high, probably debilitating degree of anxiety.

The experimental group was taught, using the recommendations given in tables 1 and 2, while no special measures to decrease students' listening anxiety were taken in the control group. The experiment was conducted for a semester.

The students of the experimental and the control groups, to assess their listening comprehension skills, were given three listening comprehension tests (pre-, while and post-test). The listening comprehension tests included three short (2 minutes each) dialogues and two relatively long monologues (5 minutes each), with the multiple choice comprehension tasks. The comprehension tasks dealt with: participants' roles / interrelationships, place where the communication occurred, new information and the communicative goals (dialogue); topic of the text, ideas expressed, conclusions made (monologue).

## 5.1. Results and discussion

**Table 3. Control group results**

student	Pre-test	While-test	Post-test	change
1	53	60	64	+11
2	49	56	68	+19
3	54	60	71	+17
4	49	72	60	+11
5	52	72	54	+2
6	51	60	48	-3
7	54	64	50	-4
8	66	70	75	+9
9	34	60	50	+16
10	45	48	49	+4
11	52	48	70	+18
12	60	52	65	+5
13	38	56	65	+27
14	60	65	81	+21
15	49	64	76	+25
16	41	60	69	+28
17	90	75	100	+10
18	56	55	70	+14
19	60	61	59	-1
20	56	72	84	+28
21	89	80	100	+11
22	70	75	88	+18
23	78	56	70	-8
24	62	60	62	0
25	45	54	52	+7
Mean results	56.52	62.20	68.00	+11
Standard deviation	13.84	8.61	14.55	-

In the control group many students have a certain improvement, which reveals the satisfactory quality of teaching and learning. The mean increase is 11 points, which is not so bad. Some (students 14, 15, 16, and 20) of

them even have a significant enough increase (by 21-28 points). However, some students (see students 4, 5, and 9) first increase their results and then decrease them, while others (students 11, 17, and 21) first decrease the results or keep them at practically the same level (student 18), but eventually improve them, so it is possible to speak about the instability of their success. One student (#24) neither increased, nor decreased his results. And there are some students who insignificantly, but still decreased their results (student 6, 7, 19). The mean results have been increasing from measurement to measurement, but not too impressively ( $56.52 \rightarrow 62.20 \rightarrow 68.00$ , totally by 11.48 or 20.4%). The standard deviation reveals that the group is not too homogenous by achievements in the beginning and in the end of the experiment (13.84 and 14.55), while in the middle of the experiment it was rather homogenous.

**Table 4. Experimental group results**

student	Pre-test	While-test	Post-test	change
1	45	66	83	+38
2	58	74	83	+25
3	82	88	100	+18
4	53	78	86	+33
5	76	74	87	+11
6	86	91	100	+14
7	70	80	84	+14
8	64	82	87	+23
9	64	84	100	+36
10	70	88	89	+29
11	44	67	72	+28
12	46	61	70	+24
13	38	65	70	+32
14	86	89	100	+14
15	53	71	82	+29
16	41	65	81	+40
17	82	92	100	+18
18	62	73	85	+23
19	42	56	66	+24
20	56	71	80	+24
21	42	56	72	+30

22	37	62	76	+39
23	48	77	80	+32
24	62	79	84	+22
25	50	75	87	+37
Mean results	58.63	74.54	84.16	+ 26.28
Standard deviation	15.77	10.89	10.11	-

Initially, as mentioned above, there were 26 students in the experimental group, but one student’s results were dropped, as he missed some classes and the while-assessment. All students in the experimental group improved their results from pre-experimental to while-experimental (a month and a half later) tests as well as from while-experimental to post-experimental tests (at the end of the semester). The mean improvement by the end of the semester was 26.28. The majority of the students had a very substantial increase (by 30-40 points), and only few has a relatively minor increase (by 11-18 points). The mean results were increasing fast and impressively enough (58.63 → 74.54 → 84.16 - by 25.53, or by 43.5%).

To show that the obtained results have statistical significance, a Paired T-test was carried out, with the help of SPSS 16 software.

**Table 5. Summary of results**

Listening Assessments	Experimental Group	Control Group
Pre	58.63 (15.77)	56.53 (13.84)
Post	84.16 (10.11)	68.00 (14.55)

**Table 6. Paired Samples Statistics**

	mean	n	st. dev.	st. error mean
Pair 1				
before	57.0000	2	1.41421	1.00000
after	76.0800	2	11.42685	8.08000

**Table 7. Paired Samples Correlations**

	n	correlation	Sig.
Pair 1: before and after	2	1.000	0.000

From table 7 we can see that there is a very high correlation between the approach and the result (correlation is 1).

**Table 8. Paired Samples Test**

	Paired differences					t	df	Sig (2-tailed)
	mean	std. dev.	std. error mean	95% confidence interval of the difference				
				lower	upper			
Pair 1: Control and exp. group	-1.90800E1	10.01263	7.080000	-109.03993	70.87993	-2.695	1	0.226

From table 8 we see that t value is -2.695, which reveals that the difference between the two groups' results is statistically significant.

Thus, comparing the results, it is possible to conclude that the experimental group did tangibly better than the control group. Not only their mean results increased significantly, but also every student was improving stage by stage. The control group on the whole did improve the results, however, less impressively. Besides, some students' achievement was unstable.

As the goal of this article was to see how the anxiety levels of the students changed, depending on the traditional and the experimental approach to teaching, pre- and post-questionnaires were applied to both groups. To calculate the mean questionnaire results, answers to all questions were summed up and divided by their number (16). See the results in table 5 and 6.

**Table 9** Control group results of anxiety level questionnaire held in Likert scale format

student/	Pre-questionnaire	Post-questionnaire	change
----------	-------------------	--------------------	--------

<b>points</b>	<b>mean</b>	<b>mean</b>	
1	2.75	2.56	-0.19
2	3.43	3.63	+0.2
3	3.81	3.50	-0.31
4	4.63	3.94	-0.69
5	3.50	3.50	0
6	3.69	3.00	-0.69
7	2.75	2.81	+0.06
8	3.56	4.13	+0.57
9	3.19	3.38	+0.19
10	3.44	3.19	+0.25
11	4.13	4.13	0
12	3.63	3.56	-0.07
13	3.50	3.19	-0.31
14	4.0	4.13	+0.13
15	3.69	3.06	-0.63
16	4.0	3.25	-0.75
17	3.25	2.94	-0.31
18	2.88	3.19	+0.31
19	3.44	3.44	0
20	3.38	3.06	-0.32
21	3.50	3.38	-0.12
22	3.93	3.13	-0.80
23	2.69	3.19	+ 0.50
24	3.31	3.88	+0.57

25	3.56	3.38	-0.18
mean	3.20	3.38	-

According to pre-questionnaire results, only four students (# 1, 7, 18, and 23) in the control group did not have listening anxiety. The majority of students have an average level of anxiety, while four students (# 4, 11, 14, and 16) have it on a high level. The mean level of anxiety in the group was 3.20.

There are still only 4 students who have no anxiety (# 1, 6, 7, and 17), however, two of them (#1 and 7) are the same students, while two of them had had anxiety, but (most probably, due to training) have decreased its level. Now three students (# 8, 11, and 14) have a high level of anxiety, but two of them are the same students, one decreased his level of anxiety to norm, while one student's anxiety level, vice versa, increased from average to high. The anxiety level change in the group was various: few students (# 5, 11, and 19) preserved the same level, while approximately the same number of students (13) decreased their level of anxiety, while some (19) – increased their level of anxiety. Thus, the mean level of anxiety in the group increased insignificantly (3.20 → 3.38 or by 0.18 points = 5.6%).

**Table 10** Experimental group results of anxiety level questionnaire held in Likert scale format

student/ points	Pre-questionnaire mean	Post-questionnaire mean	change
1	3.25	3.13	-0.12
2	3.25	3.0	-0.25
3	3.38	2.19	-1.19
4	2.25	2.25	0
5	2.50	1.69	-0.81
6	3.44	2.25	-1.19
7	4.19	2.56	-1.63
8	3.56	2.50	-1.06
9	3.06	2.44	-0.62
10	3.19	3.13	-0.06

11	3.19	3.13	-0.06
12	3.75	2.88	-0.87
13	3.75	3.19	-0.56
14	3.88	3.38	-0.50
15	4.06	3.25	-0.81
16	3.13	2.94	-0.19
17	3.44	2.44	-1.00
18	3.81	1.75	-2.06
19	3.69	2.13	-1.56
20	3.06	2.44	-0.62
22	2.63	2.56	-0.07
23	4.06	3.19	-0.87
24	2.63	2.63	0
25	4.06	2.38	-1.68
mean	3.12	2.44	-

In the pre-questionnaire only four students (#4, 5, 22, and 24) in the experimental group had no anxiety. Four students (# 7, 15, 23 and 25) had a high level of anxiety, the rest had an average level of anxiety. The mean level of anxiety was 3.12. Thus, the initial levels of anxiety in the group are very similar, although the situation in the experimental group was a little bit worse.

The pre-questionnaire results are quite inspiring. First of all, there are no students with high level of anxiety left. Second, only two students (#4 and 24) preserved the same level of anxiety, all others have decreased it. The mean level of anxiety has dropped from 3.12 to 2.44 or by  $0.68=21.8\%$ . And, finally, only 7 students or 28% (# 1, 2, 10, 11, 13, 14, and 15) were left with average level of anxiety, all others have lost their anxiety.

The obtained results support the hypotheses of the study and are in congruence with much of the research on the issue (Robinson, 1981; Song, 2005; Toth, 2010; Zhou, 2009). So, although the obtained results are limited in time (one semester), place (one university in Iraq) and scale (50 students), they may be viewed as worth being taken into consideration.

## 6. Conclusions and recommendations

Listening foreign language anxiety is an important factor decreasing students' ability to communicate in the target language. However, this kind of anxiety is largely ignored by researchers. This brings the study to conclusion that deeper and larger-scale research has to be carried out to show that listening anxiety constitutes a grave problem. Also, suggestions have to be made how to overcome the debilitating effects of foreign language listening skills.

This research claims that the so-called Pygmalion effect has a positive impact on the reducing of the anxiety levels in the experimental group (the mean level of anxiety in the experimental group where the Pygmalion effect was applied has dropped from 3.12 to 2.44 or by 0.68=21.8%; besides, 92% have reduced their anxiety levels, while 72% have reached no-anxiety level). The control group reaches a certain success in improving students' listening skills (by 11.48 or 20.4%), which means that teacher and students were doing a good enough job. However, the results in the experimental group increased more impressively (by 25.53, or by 43.5%). This means that the suggested teacher behaviours and the students' decreased anxiety levels cause a better development of listening skills.

Thus, we would recommend teachers to change their views (unless already such):

- To have a positive regard on the subject they teach, the materials they apply and their students' ability to master them;
- To follow student-centered, democratic, communicative, participatory, and constructive views;
- To view language errors as natural part of learning a language and to emphasize the formative assessment with constructive feedback.

This will enable them to apply effective ways of teaching:

- To create positive learning atmosphere and establish authoritative relationships with students;
- To apply effective classroom management, based on pair and group work;
- To plan more interactive tasks;
- To teach students effective listening strategies;
- To share with students examples of successfully overcoming the difficulties of learning English or another foreign language.

This, in turn, will enable them to reach the following changes in students' behavior:

- Student involvement in listening activities will increase;
- Students will benefit from each other's knowledge and strategies;

- Students' self-confidence will increase, thus, reducing the anxiety levels;
- Learning will be raised to a higher cognitive level;
- Eventually students' foreign language listening skills will be improved.

## References

- Arnold, J. (1999). *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching* (4th edition). Englewood Cliffs, NJ: Prentice Hall Regents.
- Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language Learning*, 25, 1, p. 153-161.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *Modern Language Journal*, 89, p. 206-220.
- Harmer, J. (1998). *How to Teach English*. London: Longman.
- Horwitz, E.K. (1989). Recent research on second language learners: Beliefs and anxiety. In Koike, D.A. & Simoes, A.R.M. (Eds.). *Negotiating for Meaning: Papers on Foreign Language Teaching and Testing*, p. 51-60. Texas Papers in Foreign Language Education, Special Edition.
- Horwitz, E.K. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, p. 125-132.
- Kay, R., & Kletschin, I. (2012). Evaluating the use of problem-based video podcasts to teach mathematics in higher education. *Computer & Education*, 59, p. 619-627.
- Kimura, H. (2008). Foreign language listening anxiety: Its dimensionality and group differences. *JALT Journal*, 30, p. 137-196.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. New York: Oxford University Press.
- Krashen, S.D. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Kunt, N. (1997). *Anxiety and Beliefs about Language Learning: A study of Turkish speaking university students learning English in North Cyprus*. Ph.D. Dissertation. Austin: The University of Texas.
- Lei, X. (2000). A survey of English learning anxiety in undergraduates and its implications for English teaching. *Foreign Language Research in Fujian*, 1, p. 46-51,
- Macintyre, P.D. & Gregersen, T. (2012). Emotions that facilitate language learning: The positive – broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2, p. 193-213.



Robinson, G. L. (1981). *Issues in Second Language and Cross-Cultural Education: The Forest through the Trees*. Boston: Heinle & Heinle.

Song, Y. (2005). Effects of anxiety on listening performance and suggestions for improving listening teaching. *CELEA Journal (Bimonthly)*, 28, 1, p. 11-17.

Spielberger, C.D. (1966). *Manual for the State-Trait Anxiety Inventory*. California: Consulting Psychologists Press.

Spolsky, B. (1989). *Conditions for Second Language Learning*. Oxford: Oxford University Press.

Sweeney, M., & Pine, D. (2004). Etiology of fear and anxiety. In Ollendick, T.H. & March, J.S. (Eds.). *Phobic and Anxiety Disorders in Children and Adolescents: A Clinician's Guide to Effective Psychosocial and Pharmacological Interventions*, p. 34-60. Cary, NC: Oxford University Press.

Toth, Z. (2010). *Foreign Language Anxiety and the Advanced Language Learner*. Newcastle: Cambridge Scholars Publishing.

Yuan, H. (2006). Listening comprehension anxiety: Students' reported sources and solutions. *CELEA Journal (Bimonthly)*, 5, 100-104, p. 115.

Zhou, D.D. (2003). Listening anxiety and affective strategies in second language classroom. *Foreign Language Teaching*, 3, p. 22-27.

Zhou, X.L. (2009). Causes of listening anxiety in English class and the relationship with listening scores in CET-4. *Journal of Chongqing Jiaotong University (Social Science Edition)*, 1, p. 137-141.

**Appendix (Questionnaire)**

Foreign Language Listening Anxiety Scale, based on

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

1. It frightens me when I don't understand what the teacher is saying in the foreign language.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

2. I keep thinking that the other students are better at listening than I am.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

3. I am usually at ease during listening tests in my language class.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	2	3	4	5

4. While listening in a foreign language, I can get so nervous I forget things I know.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

5. I am not nervous listening in the foreign language in authentic situations.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	2	3	4	5

6. Even if I am well prepared for the lesson, I feel anxious while listening.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

7. I feel confident when I listen to recordings in foreign language class.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	2	3	4	5

**8.** I feel confident when I listen to my teacher and classmates in foreign language class.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	2	3	4	5

**9.** I always feel that other students understand while listening in the foreign language better than I do.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

**10.** I feel very self-confident when listening in the foreign language in class.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	2	3	4	5

**11.** The speakers in recordings speak so quickly that I worry about getting left behind.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

**12.** When the speakers do not speak very clearly, I worry about not being able to understand them.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
----------------	-------	---------------------------	----------	-------------------

5	4	3	2	1
---	---	---	---	---

**13.** When the speakers use complicated language, I worry about not understanding them.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

**14.** When the topic is not very familiar, I worry about not understanding the text.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

**15.** I feel more tense and nervous listening than while speaking, reading or writing.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1

**16.** I get nervous when I don't understand every word the language teacher / the speakers in the recording say.

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5	4	3	2	1