

# Factors of Listening Anxiety among the Second Language Learners of Grade 5 in Pakistan

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## ***Abstract***

*In second language acquisition, affective factors such as anxiety are being foregrounded. The importance of listening to anxiety has led to many types of research and discussions from various perceptions. In the present era, it is the main hindrance to the acquisition of a second language. Its study can open up future vistas for young learners. Studies on listening anxiety in Pakistan are scant in number. Currently, some English medium schools have prescribed listening in their curriculum; still, it is not being taught and tested seriously and causes listening anxiety among students. The current research investigated students' anxiety in English listening comprehension by using a quantitative method. Participants of this research were 100 students of grade 5 in two private schools in Pakistan. Kim (2000) developed a valid tool (FLLAS) Foreign Language Learning Survey as an instrument for data collection. A careful analysis of data findings showed that a high level of anxiety is faced by students due to inadequate listening practice, content knowledge and lack of input. The highlighted areas may have some implications and suggestions for further future teaching of second language listening comprehension to L2 students.*

**Keywords:** *Second language acquisition, foreign language listening anxiety scale FLLAS, second language L2*

## **I. Introduction**

Educators and researchers have identified a significant impact of foreign language anxiety on language learning and acquisition for a long time. According to (Kimura, 2008) listening anxiety impacts considerably in the classes of a foreign language. Many researchers, for example, (Arslan, 2017; Sparks, Ganschow & Javorsky, 2000) enunciated if learners' high anxiety filter causes low performance in language.

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Difficult and unfamiliar context of classroom listening activities generates anxiety among learners (Arslan, 2017; Scarcella & Oxford, 1992).

Young (1992) argued that the listening skills in accordance to the listening comprehension provoke anxiety specifically when the learners are unable to understand the text material. Listening in target language makes students anxious due to many factors like unfamiliarity, incomprehensibility, and difficulty of vocabulary, different accents. Gonen (2009) said that the lack of confidence in learners and most of all the lack of input (Dunkel, 1991).

Vogely (1998) claimed that “anxiety in listening comprehension in the second language classroom is connected with the input types and the process of listening they experience, such as time management, classroom assignments and instructions”.

Fang (2011) suggested that effective and active listening strategies in a low listening anxiety classroom minimize listening anxiety. Nevertheless, the effect of listening anxiety on language performance is still not measured (Zhang, 2013). Resultantly, it is essential to research listening anxiety for effective teaching to the learners of the second language. The current study explored the feelings, level of anxiety in listening and overall performance of students while undergoing a listening comprehension practice. This research will help the primary school teachers to plan their lessons and to support pupils in class for effective teaching and learning where students will learn without any fear of negative marking. The study is practical because it can inform ESL teachers about the strategy used for different levels of anxiety, factors of anxiety and related strategies to lower down anxiety to enhance performance.

Listening comprehension is a neglected skill in schools in Pakistan. Though some private schools have endorsed it in the curriculum, it is still not being practiced in classes regularly. The lack of practice generates listening anxiety among students which in turn slows down the process of language acquisition and lowers down their performance. Considering the rationale discussed above, the researcher conducted a study for the “Factors of Listening Anxiety among the Second Language Learners of Grade 5 in Pakistan”.

The following objectives guided the study

- i. The assessment of factors of listening anxiety among the SLL through experimental research
- ii. To determine the listening anxiety among the learners of Grade 5.

The research questions are

- i. Do learners of L2 face listening anxiety in L2 classrooms?
- ii. Which factors cause more anxiety for L2 learners?

The present research was only confined to the listening anxiety among the learners of Grade 5 students of private schools in Lahore.

## II. Literature Review

Although listening comprehension gained its prominence in language skills after a long time, it is finally considered equally important like reading, writing, and speaking and is no more considered a passive skill. Consequently, many types of research are focusing on different teaching approaches and factors affecting listening comprehension. Educationalists have identified the presence of foreign language anxiety for a long time which has a significant influence on learning of language. In 1986, Horwitz & Horwitz and Cope clarified FLA as “a distinct complex of self-observations, feelings, principles, and manners related to teaching space language learning which arise from the uniqueness of the language education process” (p. 128).

Gardner and Macintyre (1993) elaborated upon anxiety in a foreign and second language as "the anxiety experienced when a situation requires the use of a second language with which the individual is not fully proficient"(p.184). Observations have shown that students who are the victims of anxiety show a chain of emotional responses such as anxiety of tests, defensiveness or impoliteness, and are prone to assume a inactive role in-class events. Resultantly, they are unable to use learning strategies effectively (Gregersen & Horwitz, 2002).

The crucial part of listening anxiety while learning a second language is acknowledged very well in the modern educational paradigm. Apart from cognitive factors, the impact of affective factors in language learning in classrooms has been under debate for a long time (Tahsildar & Yusoff, 2014). The arousal of L2 listening anxiety has generated various studies; though, serious consideration has been paid by researchers to the detrimental effects of anxiety on the gaining of second language and its skills (Kimura, 2008). According to (Chang & Read, 2008) anxiety and performance have a negative relationship which has been established in several succeeding studies involving all four linguistic skills.

Some renowned researchers for example (Sparks et al., 2000) claimed that anxiety of higher level causes below-average performance in language. Anxiety is encountered during a specific activity which is quite problematic for them (Scarcella & Oxford, 1992). Young (1992) enunciated that listening understanding arouses anxiety particularly when the text is incomprehensible to the learner. They usually become nervous when they pay attention to texts in the target language (Christenberry, 2003). Other given reasons include challenges in texts and unfamiliarity with vocabulary (Yung, 1992) factors that are environmental might add to lack of comprehension (Gonen, 2009) and above all the lack of confidence on part of the learner o their ability to learn another language (Dunkel, 1991).

It was observed by Vogely (1998) that use of certain strategies add to the anxiety of learners when it comes to inputs the learners receive. Use of active strategies help listening strategies in teaching space and develop effective listening skills (Fang, 2011).

Chastian (1979) attributes interpretation as the main factor in learning to listen as is the ability and confidence of the listener adds to the difficulty in skill level (Dunkel, 1991). The time period taken by the

listener to receive and decode the message is an important aspect of listening skills and the anxiety arises is due to the difficulty the listener faces in these processes. These can be attributed to the background of the learners, their ability to process information and the use of active strategies for language processing.

Goh (2000) tried to discover the relationship between L2 listening ability and listening anxiety; a less proficient listener is often anxious due to a limited range of strategies, lack of vocabulary and background knowledge. According to (Chang, 2008) the use of listening approaches for operative and unproductive listening has been extensively studied. Murphy (1987; Chien & Li, 1998; Goh, 2002; Chao & Chin, 2005) cited by Chang (2008) claimed that proficient and advanced listeners' strategies differ from that of less advanced listeners.

Vandergrift (1997) claims that learners can enhance their language proficiency by the use of metacognitive strategies; (Vogely, 1995) and (Bacon, 1992) discovered that bottom-up strategies are used when the text is difficult. (Rost and Ross's, 1991) and (Vandergrift's, 1997) studies illustrated that competent learners possess background linguistic knowledge. Advanced learners and native speakers make use of semantic knowledge (Conrad, 1985).

Kimura (2011) in her study gives a thorough reference of two types of research about the presence of listening anxiety. (Kim, 2002) as cited in (Kimura, 2011) conducted another study that was descriptive in order to find the reactions and emotions of L2 listeners. Twenty Korean university undergraduates of English were requested to complete listening comprehension leading to retrospective interviews. The students claimed that listening to the text in English made them feel irritated, worried, agitated, confused and tensed. The reasons shared were the processing of thoughts and underdeveloped language skills. According to (Field, 2004) without appropriate strategies, listening comprehension practice can generate a desperate sense of failure among incompetent listeners.

As per Dornyei and Skehan (2003) listeners' aptitude, emotions, motivation and listening strategies during listening comprehension are those individual variables that influence the process of L2 listening. For example, emotion can either facilitate or hamper learning (Dirkx, 2001) and these effect learners' motivation for acquiring language (Woldkowski, 1999). Fang (2011) enunciated that anxiety being an affective factor makes the learning process very complex. Moreover, (Chang and Read, 2008) asserted that students in the scenario of the second language learn English daily only in formal settings which limits their ability of spoken language. Besides, anxiety which affects their performance diminishes. This situation emphasizes the need to examine factors that influence L2 classrooms.

This study is related to an experimental study that investigated the impact of listening comprehension and widespread understanding on second language gaining, this study aimed at investigating L2 students' listening anxiety. The current study was conducted to investigate the factors and effects of listening anxiety on language presentation. This area of research has gained very little importance and attention in Pakistan since listening is rarely practiced in the classrooms.

### **III. Methodology/Materials**

According to Brown (2006), research methodology is a framework within which any research is conducted. The current research is a part of a study that adopted a positive paradigm.

#### **3.1 Population of the study**

All private schools of Lahore, Pakistan where the population of the study

#### **3.2 Sample of the study**

For the purpose of the current study, 100 students of grade 5 were selected, and five intact classes were used of private sector schools in Lahore, Johar Town, Pakistan.

#### **3.3 Research Methodology**

It was quasi- experimental research though for experimental research randomization is important, however, in this research, it was not possible because classes had their different time tables for the rest of the subjects and were taught by different subject teachers. Moreover, in second language researches randomization is usually not possible (Mackey, & Gass,2015). In such circumstances, where randomization is not possible due to time constraints and some other institutional policies with regards to the time table of students and teachers, the researcher needs to work with an established class called an intact group. An intact group allows the researcher to provide any evidence to support any links between variables (Hatch and Lazarton, 1991). The students' age ranged between 10-11 years.

#### **3.4 Instrumentation**

The instruments used consisted of a foreign language listening anxiety scale (FLLAS) developed by (Kim, 2000) from his unpublished doctoral thesis and authentic Placement Key tests for young learners developed by Cambridge for Second language learners.

#### **3.5 Procedure of Data Collection**

The data collection process was preceded by a pretest using the scale FLLAS that has been utilized in various studies and is shown to be effective (Zhang, 2013). This scale measures the anxiety of learners and listening skills (Kimura, 2008). The scale is tested for reliability and validity in the study of Kim (2000) with Cronbach Alpha of 0.928.

#### **3.6 Data analysis**

The questionnaire consisted of three sections with 33 items in total rated on a 5 point Likert scale. The items revolved around three themes i.e. characteristics of students; 17 items, knowledge and background; 8 items, listening strategies; 8 items.

#### IV. Results and Findings

Table 1

*Summary of listening anxiety levels*

Levels of listening anxiety	No/items	Percentage
The anxiety of High Level	26	79%
The anxiety of Moderate Level	2	6%
The anxiety of low Level	5	15%
Total	33	100

Table No: 1 presents the partakers who selected Agree and Strongly Agree (SA) for 26 items (79%) of the items in FLLAS proposed anxiety of higher level. Otherwise, only 2 items were replied with a neutral response which was (6%). However, only 5 items, the partakers displayed anxiety of low level (15%).

#### Listening Anxiety Components

For question 2, “Which factors cause anxiety among L2 Learners”, the collected data was divided into the following themes: background related knowledge, strategies and listening text, finally personal characteristics of listeners. The collected data for each theme is shown in three tables. Results in Table 2 illustrate theme 1(items in survey 1-8), these scrutinized the participants’ anxiety with regards to the background related knowledge they had.

Table 2

Listening Anxiety in relation to background related knowledge						
No.	Statements/Themes	5	4	3	2	1
		SA	A	N.N	D	S.DS
1	“I usually get stuck in some unknown words while listening to English”.	52	34	2	9	3
		52%	34%	2%	9%	3%

2	“Unfamiliar topics in English Listening exercises make me nervous”.	53	33	-	11	3
		53%	33%	0%	11%	3%
3	“Guessing missed parts in English Language listening is not easy”.	41	19	9	21	10
		41%	19%	9%	21%	10%
4	“Losing concentration while listening to English, worries me about missing important content”.	69	28	3	-	-
		69%	28%	3%	0%	0%
5	“Lack of comprehension while taking English listening tests, makes me very confused”.	33	38	10	12	7
		33%	38%	10%	12%	7%
6	“I worry listening in English if I feel that my background topic-related knowledge is inadequate”.	34	28	11	17	10
		34%	28%	11%	17%	10%
7	“Unfamiliar information in English language listening upsets me”.	32	21	2	33	12
		32%	21%	2%	33%	12%
8	“I become agitated while listening when I don’t understand words”.	33	29	7	18	13
		33%	29%	7%	18%	13%

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Notes: 1 SD = Strongly Disagree, 2 D = Disagree, 3 Neutral, 4 A = Agree, 5 SA = Strongly Agree

Table No: 2 shows figures for the theme (background knowledge), partakers showed high anxiety levels for statement 4 (97%), as agree and strongly agree. Statement 1 and 2, 86 respectively (86%), statement 5, 71 (71%), statement 6 and 8, 62 (62%), and statement 7, 53 (53%) and statement 3 was 60 (60%). This examination displays that statements 4, 1, 2, 3, 6, and 8 show the maximum level of anxiety responses and 97 % of entrants consider having inadequate background, therefore, they must pay full attention to the material. Moreover, 86% of entrants become nervous due to unacquainted words which are due to their lack of English language background which is important for English listening comprehension. Statement 5 and statement 6 clearly display the nervousness due to low vocabulary and understanding. Statement 7 is 53% which confirms that new material made them distressed, anxious and nervous due to low-frequency words which caused

anxiety of higher level for statements 8, 5 and 1. Scarcity of vocabulary knowledge provoked nervousness and higher level of anxiety while undergoing a listening task, evidence of which is statement 2. This makes up for the importance of contextual knowledge for listening comprehension as research advocates that suitable background linked knowledge advances the listening process (Chang & Read, 2008; Othman & Vanathas, 2004); moreover, addition of activities to augment learners' background acquaintance is significant (Brown, 2006). Table 3 illustrates the answers for the statements (9 to 16) that made an examination of the listeners' anxiety relating to text strategies.

Table 3

Text and strategies related to listening anxiety. Strategies n (%) 100 students						
No.	Items/Themes	5	4	3	2	1
		SA	A	N.N	D	S.DA
9	“If a listening comprehension passage is not repeated during tests, I become nervous”	49 49%	31 31%	12 2%	6 4%	2 2%
10	“Different pronunciation than that of mine, makes understanding difficult”.	49 49%	40 40%	- 0%	6 6%	5 5%
11	“Whenever someone speaks English very fast, I fear not understanding it as I cannot apply strategies”.	37 37%	25 25%	8 8%	14 14%	6 6%
12	“If facial expressions of the speaker are not visible, I become upset”.	24 24%	25 25%	28% 28%	13 13%	10 10%
13	“Differentiation of the words from one another is difficult for me during listening”	19 19%	11 11%	20 20%	45 45%	5 5%
14	“Listening to English is difficult for me if I do not have written text”.	27 27%	31 31%	32 32%	7 7%	3 3%
15	“I usually need translating each word without as I do not understand the content”	33 33%	30 30%	23 23%	5 5%	9 9%



16	“Sometimes I understand phrases but can’t clearly understand the meaning of the speake”.	23	31	25	13	8
		23%	31%	25%	13%	8%

Notes: 1 SD = Strongly Disagree, 2 D = Disagree, 3 Neutral, 4 A = Agree, 5 SA = Strongly Agree

Table No: 3 displays high level of anxiety for statement10, 89 (89%) followed by statement 9,80(80%) statement 15,63(63%) 11,62(62%). These queries clearly demonstration that learners face anxiety related to text and approaches. For example, if learners do not know the approaches of handling pronunciation and retaining the material of the listening passages it increases their anxiety levels. For statement 14, 58(58%) learners were not conscious of the approaches of dealing with listening assessments without transcribed material which means that they did not know to relate cognitive and meta-cognitive approaches. A lower level of anxiety was revealed in statement 13 where 50% of learners agreed that they can distinguish between several words in English though listening comprehension. These findings corroborated the studies on listening done by (Brindley & Slatyer, 2002; Buck, 2001; Goh, 2008) which have put forth the idea that implementing certain strategies facilitate listening comprehension In some other studies conducted by (Kim, 2000; Othman & Vanathas, 2004; Vandergrift, 2004) gave same findings.

Field (2008) highlighted that students were motivated when they were provided with the text which was age and level appropriate. (Kim, 2000) as cited by (Kimura, 2008) also found that the most common factors of listening anxiety were aroused by the characteristics of the texts. (Ishler, 2010) pointed out the need for teaching metacognitive strategies that ease out the listening process; these were also suggested by (Goh, 2008). Moving on to Table 4 which demonstrates the data results third last theme (statement 17-33) which made an examination into the category of anxiety which is provoked by the characteristics of the learners.

Table 4

Characteristics of Listeners		Characteristics n (%) 100 students				
No.	Items/Theme	5 SA	4 A	3 N.N	2 D	1 S.DS
17	“It is difficult for me to understand oral instructions in English”.	49 49%	27 27%	15 15%	4 4%	5 5%
18	“Without knowing the English speakers well, I cannot concentrate”.	11 11%	14 14%	26 26%	28 28%	21 21%

19	“I feel confident while listening in English”	10	8	7	35	40
		10%	8%	7%	35%	40%
20	“While listening to English, I sometimes become very confused therefore I forget the content after hearing”	46	28	9	10	7
		46%	28%	9%	10%	7%
21	“Listening to some important information in English makes my thoughts jumbled”.	49	21	7	13	10
		49%	21%	7%	13%	10%
22	“Time constraints to think about the information that I listen to in English makes me confused”.	61	17	-	12	10
		61%	17%	-	12%	10%
23	“I prefer not to listen to those people who speak English”.	3	6	11	16	64
		3%	6%	11%	16%	64%
24	“When I do not listen to English according to my own pace, I cannot understand”.	36	25	17	19	3
		36%	25%	17%	19%	3%
25	“I keep comparing my understanding of English with that of the other listeners and think they understand better than me”	23	31	11	23	12
		23%	31%	11%	23%	12%
26	“I become upset when I do not comprehend what I hear”.	29	27	10	18	16
		29%	27%	10%	18%	16%
27	“If an English speaker's volume is low, I worry about understanding”.	8	1	65	20	6
		8%	1%	65%	20%	6%
28	“As a part of a wide audience, I do not fear to listen to the English language”	38	31	10	10	11
		38%	31%	10%	10%	11%
29	“Conversation with an English speaker on the phone can make me nervous”.	56	31	-	7	6
		56%	31%	-	7%	6%

30	“As a part of social gathering listening to English makes me tense”.	13	7	65	10	5
		13%	7%	65%	10%	5%
31	“Even a little bit of noise in the background makes it difficult to understand”.	57	30	-	3	10
		57%	30%	-	3%	10%
32	“I have familiarity with English stress and intonation”.	33	21	27	4	15
		33%	21%	27%	4%	15%
33	“If I do not understand key ideas because the speaker does not pause, I become frightened”.	41	39	13	6	1
		41%	39%	13%	6%	1%

Notes: 1 SD = Strongly Disagree, 2 D = Disagree, 3 Neutral, 4 A = Agree, 5 SA = Strongly Agree

Table No: 4 shows the analysis listener’s characteristics, for most of the statements the partakers depicted anxiety of higher level which depicts that learners’ characteristics play a vital part in listening comprehension anxiety. The statements which presented anxiety of higher levels were statement 31, 87 (87%), followed by statement 33,80 (80%), statement 22, 78 (78%), statement 20, 74 (74%), statement 21, 71 (71%), statement 27, 69 (69%), statement 29(87%) statement 19,68 (68%), and statement 24, 61 (61%). The statements which presented moderate anxiety were statement 27,65(65%) statement30, 65(65%).For the lower level of anxiety, entrants responded to statement 18,49(49%) maintained that even if they do not distinguish the English speaker, the can focus, statement 23,80(80%) disagreed and preferred English language which displays lower anxiety, statement 28, 69(69%)showed lower anxiety as learners said they are not afraid if they pay attention to English language as a part of broader audience. For statement 32(54%) said that they do not fear as they are acquainted with English intonation. Statement 27 and 30% displayed moderate anxiety where 65% of learners neither agreed nor disagreed with statements related to anxiety throughout listening when the volume is lower and listening to English as an audience in a large crowd. They did not regulate if they become anxious or not. The statistics shows that partakers believed that their individualities and affective filter influences listening comprehension and provokes anxiety which subsequently had a detrimental effect on listening comprehension (Elkhafaifi, 2005; Mills, Pajares & Herron, 2006).

#### 4.1 Discussion

This research aimed to determine whether or not L2 learners faced anxiety during listening comprehension the major context of the study was to explore all those factors which produce listening anxiety in L2 students. The data and its examination suggest that learners undeniably face a higher level of anxiety

throughout completing listening tasks. The themes were highlighted for a better conclusion and to focus on the domains which provoke a high level of listening anxiety. The statistics examination very clearly showed the anxiety that was confronted by learners in numerous statements.

#### **4.2 Background Knowledge**

The primary topic was foundation information on the audience members, for example, new words, articulation. These variables caused a significant level of uneasiness which hampered their comprehension and execution while endeavoring listening cognizance. Distinctive social literary information and quick speed which they can't identify with their own experience made them befuddled, irritated and focused. Henceforth it is a lot of clear that the feeble semantic information, for example, the shortage of jargon, the method of discussing the local speakers and the substance itself caused nervousness among the students of evaluation 5.

#### **4.3 Strategies of Learners**

In this topic, quick speed and taking care of the data without composed writings were the primary wellsprings of tension. They became on edge when the content was not in the composed structure and the speed was quicker than the standard verbally expressed pace. The present examination can help language professionals to show different systems to manage listening understanding. Students confronted tension since they didn't have the foggiest idea of the approaches to focus on the various pieces of the listening content.

#### **4.4 Listeners' Characteristics**

Nervousness originated from students' own character characteristics too, for example, being stressed over the listening content and elocution, the volume and speed, and being uncertain about the comprehension of the listening entry. These further stimulated an absence of certainty and self-question since they didn't have legitimate techniques to manage the content and the uneasiness created during the listening procedure. (Tooth, 2011) discovered the comparative outcomes in his investigation which were identified with the info attributes of the audience members, for example, speed, the trouble level and absence of training stimulated listening tension. In addition, (Kimura, 2008) found self and task anxiety. The first type of anxiety caused by the characteristics of listeners such as low confidence, lack of input and the second type of anxiety generated from the lack of input and the background knowledge they had according to which they used and misused strategies. Hence the findings of the present study support the previous findings of various researches that L2 listeners face anxiety during listening comprehension.

#### **4.5 Suggestions for Teaching**

According to Fang (2011) suggested that active listening is very important for the success of listening comprehension and only an anxiety-free classroom can create an atmosphere for active listening. Without the identification of the sources and factors of listening, it is impossible to establish classrooms that are anxiety-free. Below are the findings for future teaching practices to support teachers to help their students.

According to Brown (2006) language, instructors are supposed to use activities that are related to students' background and they must keep increasing the level of the background knowledge to support their pupils. Moreover, studies by (Chang & Read, 2008; Othman & Vanathas, 2004) claimed that appropriate background knowledge eases out the process of listening comprehension. The current study validates the fact that students faced anxiety at a very high level due to their weak and insufficient background knowledge. Therefore, it is vital to make use of activities that will strengthen the students' background knowledge and help them to enhance their content-related information and vocabulary bank.

Field (2008) suggested that providing level-appropriate listening text will increase proficiency and lower down the anxiety filter of students; therefore, it is suggested that instructors use authentic material that is appropriate for their level. The present study found out that fast speed, difficult words and content added on to the anxiety level of students.

Another factor which was found out during the current study was the low confidence level of the students. That was one of the factors which generated a high level of anxiety. According to (Miller, 2011) creating a positive and safe classroom environment can curb the anxiety by boosting the confidence level of students. A classroom that will be a safe learning zone for students where they can interact in the second language without the fear of embarrassment and peer pressure, listening anxiety can be minimized. Therefore, L2 instructors are suggested to create a positive and healthy classroom environment.

Gonen (2009) claims that appropriate strategies for listening comprehension can alleviate listening performance and minimize listening anxiety. Absence and ineffective use of listening strategies was another major source of listening anxiety according to the findings of current research. Note-taking, use of memory and metacognitive strategies must be taught to the learners to facilitate their listening process.

## **V. Conclusion**

The findings of the present study support the idea that anxiety of high levels is faced by learners due to many sources such as background knowledge, inappropriate strategies, low confidence level, and self-doubt. These three major factors do not allow the learners to be proficient in second language learning neither these help them acquire the second language. However, in second language classrooms, it is vital to help and support learners to acquire language in a safe environment. Therefore, it is vital to curb down the levels of listening anxiety as listening is the first step towards learning a second language. The anxiety can be minimized in L2 classrooms by the use of a level and age-appropriate activities. These activities will help learners to listen and understand the text. They will be able to concentrate if the content and vocabulary will be understandable. Secondly, the use of effective strategies can create a positive classroom environment. The use of appropriate strategies will help the learners to concentrate on the content and to deal with the text in general. Strategies like bottom-up and top-down will allow them to decode the meaning of listening comprehension. Most of all the repetition of the task is one of the most important areas which must not be

neglected in second language listening comprehension classrooms. The listening activities must be practiced in class each week and the language instructors are supposed to help pupils devising certain strategies that will help them in handling the listening comprehension texts which can minimize their anxiety.

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