

The Relationship between Listening Anxiety among
Iraqi EFL University Students' and their
Performance in Listening Comprehension

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Abstract

The present research is concerned with the relationship between listening anxiety among Iraqi EFL university Students' and their performance in listening comprehension. Listening anxiety is considered an influential factor in foreign language learning and plays a crucial role in foreign language listening comprehension skill.

The present research aims at developing the EFL Listening comprehension skill which is necessary for the Iraqi EFL University Students and find out anxiety problems

The sample of the present research consists of ١٣١ male and female students from the first and third stages at English Department / College of Education for Humanities university of Tikrit during the academic year ٢٠١٨/٢٠١٩ .

To achieve the aims of the research, two instruments have been constructed: a listening anxiety scale and a listening comprehension skill. Result shows that Iraqi EFL students' have a high degree of listening anxiety and they low performance in listening comprehension .

Key words: Iraqi EFL Students, Anxiety, Listening Anxiety Performance, Listening Comprehension.

الملخص

تهتم الدراسة الحالية بالعلاقة بين قلق الاستماع لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة أجنبية وأدائهم في فهم الاستماع. يعتبر قلق الاستماع عامل مؤثر في تعلم اللغة الأجنبية ويلعب دور مهم في فهم الاستماع إلى اللغة الأجنبية.

تهدف الدراسة الحالية إلى تطوير مهارات فهم الاستماع لدى طلابي اللغة الانكليزية كلغة أجنبية والكشف عن مشاكل قلق الاستماع لديهم. تتتألف عينة هذه الدراسة من (١٣١) طالباً وطالبةً من المرحلة الأولى والثالثة في قسم اللغة الانكليزية كلية التربية للعلوم الإنسانية خلال السنة الدراسية ٢٠١٩/٢٠١٨ . لتحقيق أهداف هذه الدراسة بنيت أداتين ، مقياس قلق الاستماع والفهم والاستماع. حيث تشير النتائج إلى وجود درجة عالية من قلق الاستماع لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة أجنبية و أداء منخفض في فهم الاستماع.

Section One: Introduction

١.١ Statement of the Problem

Nowadays, English considered as an important language all over the world as it is the language of commerce, science, technology communication. So using this language for learning as well as communication is a factor at developing the English language skills. To master English language, as well as our native language, a great attention must be paid to the four language skills that we need to complete communication, listening, speaking, reading and writing (Mubarokah, ٢٠١٦:٣٥).

Listening plays an important role in daily life and an crucial skill for students who study foreign language. In general, listening is a pervasive problem facing both native speaker and non-native speaker.

Therefore, there are many sources lead to increase students anxiety in listening such as, pronunciation, insufficient vocabulary, lack of concentration, accents, speed of speech, different accent of the students and lake of self-confidence (Nuifer, ٢٠١٨:١٤٦).

Listening problem is barrier for the students who are learnt language. Listening text can be the main source of listening comprehension . Specifically, complex grammatical, complexity of sentences, lake of focus and attention, and unfamiliar words . All these factors causes problem for listening comprehension(ibid).

Arnold (٢٠٠٠) finds out that language anxiety among university students is ‘alarming’ and estimates that up to one half of all language students experience debilitating levels of language anxiety.

Anxiety is an important issue which requires attention to increase success in education, the student with high anxiety could recall less content of the article. Anxiety has been seen as a major obstacle in foreign language learning that learners need to overcome and it is one of the most effective factors influencing one’s success and achievement in the target language(Sheu, ٢٠١٧:١٧٥).

١.٢ Aims of the Research

The current research aims at the following;

١. Developing the EFL Listening comprehension skill which is necessary for the Iraqi EFL University Students.
٢. Find out the Iraqi EFL University Students listening Anxiety problems.

١.٣ Hypotheses of the Research

In order to achieve the aims of this research the following hypotheses are put forward :

- ١- There is no statistically significance difference in the relationship between EFL students' listening anxiety and their performance in listening comprehension skill.
- ٢-There is no statistically significant difference between first and third stage students.

١.٤ Limits of the Research

This research is limited to the following items :

- ١- The sample of the present research consists of (١٣١) male and female students from the first and third stages at English Department / College of Education for Humanities during the academic year ٢٠١٨/٢٠١٩ .
- ٢-Anxiety components in Listening skill.

١.٥ Value of the Study

The findings of this research are hoped to be useful in strengthening the students' stability and getting rid of anxiety. This research has a pedagogical value to teachers in that it can provide insights into the problematic areas concerning teaching listening skill . This research can also be of some help to syllabus designers as it can serve for the preparation of remedial teaching programmers.

١.٦ Procedures

To achieve the aims of the research, the following procedures are followed :-

- ١- selecting a random sample of Iraqi EFL university students.
- ٢- Constructing a scale of listening anxiety..
- ٣- Constructing a listening comprehension test.
- ٤- Applying the test to the sample.

- ٥- Applying the scale to the sample .
- ٦- Finding out the relationship between the students' listening anxiety and listening comprehension.
- ٧- Presenting results, conclusions, recommendations and suggestions for further studies.

١.٧ Definitions of Basic Terms

١.٧.١ Iraqi EFL students

Al-Shboul (٢٠١٣:٦) defines EFL as " An English materials which is taught as a school subject to give students a foreign language competence which they may use for communication and for some other purposes".

١.٧.٢ Anxiety

Anxiety is "a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill". Students who experiencing academic anxiety often feel apprehensive over academic tasks. So, anxiety may relate to everyday academic task or may relate to test taking or other specific tasks (Capan & Karaca ,٢٠١٣:٧٠).

١.٧.٣ Listening Anxiety

It defines as" a psychological process affect of the message that involves fear or anxiety of misinterpretation connects with listening opportunity" (Harrison, ٢٠١٣:١٥).

١.٧.٤ Performance

Auslander (٢٠٠٣:١) defines performance as "the process of assessing individual job performance and comprehension of speech by language users".

١.٧.٥ Listening Comprehension

It is" a process combining bottom-up and top-down, the process bottom-up refers to the use of incoming data as a source of information about the meaning of a message, whereas top-down on the other, refers to the use of background knowledge in understanding the meaning of a message" (Richards, ١٩٩٠:٥٠-٥١).

Section Two: Theoretical Background

٢.١ Listening and Listening Comprehension Skills

Listening is one of the four basic skills for learning a language i.e

listening, reading, speaking and writing. Some linguists a few years ago had classified listening as a psychological process of receiving , attending to construct meaning and responding to spoken (Housel, ٢٠٠١:٧-٨).

Listening includes identifying the sounds of processing and speech them into words, phrases and sentences. When students listen, they use their ears to hear individual sounds like stress, rhythm, pauses and letters (ibid).

Shortly, listening is a term in which the listener listens to the one who produced the sound to be listened. Listening in any language involves attention and focus. Students need to work harder at listening skill than other skills, EFL students at this skill requires greater attention and focus. If students want to become a fluent speaker, they need to develop listening skill. Listening not only helps students to understand what others are said to them , but it helps students to speak obviously to the others , also it helps students learn how to use intonation and how to pronounce words correctly and to place stress in words, phrases and sentences(ibid).

Otherwise, listening is the ability to precisely interpret and receive message in the communication process. This skill is the key to all of the effective communication . Without the ability to listen effectively, messages are difficulty understood (Miller & Flowerdew, ٢٠٠٥:٧٢).

Metcalfe (٢٠٠٩:٥٢) defines listening as" a physical Psychological process that includes e, construct meaning and interpret messages in the communication process" Watson (٢٠١٤:١٨٧) states that "listening is an active skill that requires pay attention and focus with the intention of respond and understand appropriately"

According to Palmer(٢٠١٤:١٣٧) "Listening skill includes more than hearing the words that are directed at us. Listening is an active process by which students make sense of respond of what students hear and assess".

There are five stages of listening skill such as:

A-receiving

B- understanding

C-evaluating

D-remembering

E-responding

For example in this stages, listener must hear and recognize the speech sounds directed toward them, understand the message of those sounds, also assess or evaluate that message , remember what's been said, and respond the information students have received.

Holden (٢٠٠٤:٢٥٧) defines listening comprehension as an active process in which listeners select information from sounds, understand the meaning of words or the syntax of sentences, interpret intonation and process information gathered in their memory to comprehend and understand what they hear.

٢، ١، ٢ -Kinds of Listening

According to Battell (٢٠٠٦:٣) & Lynch (٢٠٠٤:١٢٣) there are many types of listening such as:

- ١-Comprehensive listening : means to learn or interpret of the words and ideas ,e.g. listening to classroom lectures.
- ٢-Appreciative listening : means for pleasure or enjoyment of sounds ,e.g. listening to music.
- ٣-Defensive listening : means to find out arguments for oneself and against a speaker, e.g. If you had a pretty hard day at work, you may tend to perceive attacking message where's' these is none.
- ٤- Active listening : this type defines as a willing act of attending to and explaining with an open mind thee words and feelings a speaker express, e.g. listening to understand .
- ٥-Empathic or empathetic listening: this types means to understand , if someone's feelings or point of view.
- ٦- Critical listening :means to assess the value or validity of a message or make decisions ,e.g. when one listens to political debate , listening to an argument.
- ٧-Dichotic listening : when hear to two things at once, e.g. when two ears are hear different message at once and asked an observe pay attention to one of two different messages.
- ٨-Discriminative listening :to discriminate the significance of one sound from another , e.g. listening recognition and interpretation of accents.
- ٩-Informational listening : to acquire knowledge e.g. listening to instructions.

١٠-Reflective or responsive listening to summarize, paraphrase and clarify, e.g. Hello Suha, and welcome, please have a seat. Piling another chair over to face Mary's , he settled himself, alert and receptive .

١١-Selective listening :to what one wants to hear, e.g. listening for specific things and ignoring others.

١٢-Therapeutic listening :to help someone talk through a problem(ibid).

٢،١،٣ Ways to Develop Listening Skills

There are many ways to improve listening skills such as ,

١-Analyzing different sources and kinds of listening ,

٢-Considering students' advice on practicing listening to English ,

٣-Performing a critique of the suggestions offered by a teacher of English

٤- Reviewing What you have acquire from this listening course,

٥-Assessing on which area of listening student need to focus (Battell, ٢٠٠٦:٣).

٢،١،٤ Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system, (Spielberger, ١٩٨٣:٣). Not only is it intuitive to many people that anxiety negatively influences learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of

psychology and education. Psychologists distinguish several categories of anxiety.

Typically, anxiety as a personality trait is differentiated from a transient anxiety state. In other words, trait anxiety is conceptualized as a relatively stable personality characteristic while state anxiety is seen as a response to a particular anxiety-provoking stimulus such as an important test. More recently the term situation-specific anxiety has been used to emphasize the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, ١٩٩١b: ١١٤.).

Anxiety is a complex psychological term covering many variables. In its simplest form, anxiety can be defined as "a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating" (Kelly, ٢٠٠٢:٥٤).

٢،١،٥ Theories of Anxiety

There are five theories of anxiety that explained as follows:

١. Psychoanalytic Theories ٢. Learning Behavioral Theory

٣. Physiological Theory ٤. Phenomenological/ Existential Theories

٥. Cognitive Theory(Maclntyre & Gardner, ١٩٩٤a:٢٩١)

٢,١,٦ Types of Anxiety

Anxiety may fall into different types. These includes:

١.General Anxiety and Academic Anxiety

٢ . State Anxiety and Trait Anxiety

٣ . Situation-Specific Anxiety

٤ . Facilitating Anxiety and Debilitating Anxiety

٥ . Test Anxiety

٦ . Social and Communicative Anxiety(Horwitz et al., ١٩٨٦:١٢٩). (Spielberger, ١٩٦٦:١٦).

٢,١,٧ Factors Predicting Foreign Language Anxiety

Onwuegbuzie et al. (١٩٩٧:٣٥) examine the factors that predict foreign language anxiety. These factors include;

- Gender,
- Age,
- Academic achievement
- Semester course load
- Prior history of visiting foreign countries
- Prior high school experience with foreign languages
- Expected overall average of current language course,
- Perceived intellectual ability
- Perceived scholastic competence
- Perceived self-worth
- Cooperativeness and
- Value placed on competitive learning.

٢,١,٨ Factors Related with the Language Learners

The factors that are related with the language learners are:

١-Self Confidence

٢- Preparation.

٣- Fear of Negative Evaluation

٤- Communication Apprehension

◦ Linguistic Difficulty

a. Pronunciation b. Grammar c. Vocabulary d-Fluency

◦ Self Perception ◦ Language Testing ◦ Negative Attitude.

◦ Previous studies

◦◦ Yuh-Show (٢٠٠٥)

This study aims at:

◦-investigate the source of, and changes in, learners L² listening comprehension anxiety. In addition, the ways in which listening comprehension is related to both actual course performance and self-perceived listening competence.

◦-understand the relationship of anxiety to L² listening performance and the role of self-perceived competence.

The aims were achieved through using the following procedures:

◦-selecting a ٢٣ participants ٩ male and ٢٤ female,

◦-constructing an open-ended questionnaire, and

◦-drawing results of the questionnaire through using Person's Correlation Coefficient Formula.

Results of this study indicates the following :

◦-the learners' listening comprehension anxiety level was relatively stable, and

◦- the anxiety was negatively associated with both course grades and self-perceived competence.

◦◦ Hussein, Elkhafaifi (٢٠٠٥)

The aim of this paper is to present the sources and solutions of listening comprehension anxiety as reported by foreign language students.

This aim is achieved through using the following procedures :

◦-selecting ٢٣٣ post secondary students of Arabic as a FL

◦-constructing the questionnaire, and

◦-drawing results of the questionnaire through using Person Correlation Coefficient.

Results of this study revealed that:

◦-FL learning anxiety and listening anxiety are separated but related phenomena that both correlate negatively with achievement,

◦-significant negative correlations among FL learning anxiety , listening anxiety, and selected demographic variables, these results suggest that reducing students anxiety and providing a less stressful classroom environment might enable teachers and

Arabic programs to help students improve both their listening comprehension proficiency as well as their overall course performance.

Section Three: Procedures and Methodology

٣.١ Population and Sample Selection

The population of the present research is the students of first and third stages , English Department / Colleges of Education for Humanities at Tikrit University

The number of the students at the first and third stages in the English Department/ Tikrit University is ١٩٣ students (٨٧ first stages students and ١٠٦ third stage students). The distribution of the students is illustrated in Table (٣.١)

Table (٣.١)
١st and ٣rd stages students.

Stage	Sections	Male	Female	Total
١ st	A	١١	١٧	٢٨
	B	١١	١٨	٢٩
	C	١٠	٢٠	٣٠
٣ rd	A	١٤	٢٤	٣٨
	B	١٥	٢١	٣٦
	C	١٢	٢٠	٣٢
Total		٧٣	١٢٠	١٩٣

Sections A and B from each grade are selected to be the sample of the study. Accordingly the sample consists of (٥٧) first stage students (٢٢ male and ٣٥ female) and (٧٤) third stage students (٢٩ male and ٤٥ female) as shown in Table (٣.٢)

Table (٣.٢)

Sample Selection

Grade	Sections	Male	Female	Total
١ st	A	١١	١٧	٢٨
	B	١١	١٨	٢٩
	Total	٢٢	٣٥	٥٧
٣ rd	A	١٤	٢٤	٣٨
	B	١٥	٢١	٣٦
	Total	٢٩	٤٥	٧٤

As displayed in Table(٣.٢) , the total number of the sample is (١٣١) , (٥١ male and ٨٠ female).

٣.٢ Instruments of the Research

To achieve the aims of the research, an appraised instrument (Listening anxiety scale) and a listening comprehension have been constructed .

٣,٢,١ The Listening Anxiety Scale

A scale is one of the appraised instruments that could be used in some educational and psychological studies (Van Dalen , ١٩٧٣:٣٣٤).

To construct the Listening Anxiety Scale , the following procedures have been implemented .

٣,٢,١,١ Identifying Foreign Language Listening Anxiety Factors

In order to identify the factors that lead to students' listening anxiety , the researcher

١-Conduct an open questionnaire to ٢٠ EFL teachers and ٤٠ EFL students

They are asked to list the main factors that cause students' listening anxiety .

However , after collecting the answers , the main factors that have been mentioned by teachers and students are : poor confidence ; negative attitudes ; poor- self image ; fear to communicate orally ; poor preparation ; linguistic difficulties ; fear to be judged ; class size ; difference in culture ; and teachers' method;

٢-Consult specialists in the field of ELT , Linguistics and Psychology;

It is clear that Foreign Language anxiety is most clearly associated with the oral performance aspects of language use: listening, reading, and speaking (Aida, ١٩٩٤:١٥٥).

The researchers identified the factors that cause students' foreign language listening anxiety : Comfortableness with the foreign language , fear of negative attitude, language difficulties and teacher's behavior. Based on that, the researchers have reached to construct (FLRAS) to be the instrument of collecting results to the present study.

٣,٢,١,٢ Constructing Listening Anxiety Scale

After identifying the factors that causes students' listening anxiety and after surveying the literature , the researcher has reached to the following definition :

Listening anxiety refers to a personality trait which can affect the process of learning. Listening anxiety is connected with frustration, apprehension and fear, also connected with second language context involving reading, writing, speaking and listening. The internal factors are those factors that are related to the learner himself / herself. The external are the factors that are concerned with the teacher , socio – culture , and classroom physical environment factor.

The scale comprises (٤) main factor, three of them internal related to the learner

and one external related to the teacher.

Each factor consists of (٤) items, so the total will be (٢٤) items as follows

١- Self-confidence	٦ items
٢- Fear of Negative attitude	٦ items
٣- Language Difficulties	٦ items
٤- Teacher's behavior	٦ items

To be answered according to a three- point Likert scale, ranging from Agree, Neutral to Disagree.

The scores that are given to each response are:

Agree	٣ scores
Neutral	٢ scores
Disagree	١ scores

٣,٢,١,٢ Validity of the Scale

Instrument Validity is a reflection of how well it measures what it is designed to measure (Bergman , ١٩٨١ : ١٥٠). Face validity is the best type of validity in case of self-rating (Nunnally , ١٩٧٢ : ٣٥٣).

According to Harmer (٢٠٠١:٣٢٢), validity means that the test should measure what it is supposed to measure.

Accordingly , the initial form of the scale has been exposed to ١٥ experts in the field of ELT and Linguistics to decide its face validity .

By using percentage of agreement , the validity and suitability of the items is ١٠٠٪ except for some modifications in wording the items.

٣,٢,١,٤ Reliability of the Scale:

According to Nitko (١٩٨٣: ٣٩٥) stats that a reliable measure is one that provides consistent and stable indication of the characteristic being investigated. The researchers assumed that reliability referred to extend the test was consistent in score and gave an indication of how accurate the test score.

Alpha Cronbach Formula is used to obtain the internal consistency among the factors of the scale. The reliability of the listening anxiety scale was .٧٦ and this indicate considerably as high reliability level.(See table ٣,٣).

Table (٣,٣)

Reliability of the Listening Anxiety Factors of the Scale

Listening Anxiety Factors	Reliability
	In Alpha Cronbach
Self-confident	.84
Fear of Negative Attitude	.81
Language Difficulties	.78
Teacher's Behavior	.79
Total Scale	.76

٣,٢,١,٥ Pilot Administration of the Scale.

The Pilot administration of the scale has been conducted to:

- ١-Check the clarity of the items.
- ٢-Compute the time allotted for responding to the scale. and
- ٣-Compute the reliability of the scale.

Accordingly , a sample of EFL ٣٠ students (١٥ first year and ١٥ third year) at the Department of English / College of Education / University of Tikrit has been randomly selected for the sake of conducting the pilot administration of the scale. However , no ambiguity is found in the items of the scale .It has been found that the time required for answering the scale is ٥ minutes.

٣,٢,١,٦ Item Discrimination.

After scoring the sample answers on the scale items , the scored items have been arranged in order of scores , from high to low .Two subgroups of scores have been separated , an upper (٣٠) students consisting of ٢٧ percent of the total group who received highest scores , and the lower group (٣٠) students consisting of ٢٧ percent who received lowest scores.

The t-test for two independent samples has been used to calculate the differences between the two groups.

However , it has been found that all the items have been discriminated since the computed t-test value for each item is found to be higher than the tabulated t-value ٢ at (.٠٠٥) level of significance and under ٦٨ degree of freedom.

٣,٢,١,٧ The Final Administration of Listening Anxiety-Scale and the Scoring Scheme

In order to compute the clarity of the items, the allocated time for answering the test is ٢٥ minutes. The testees are instructed to read carefully the factors and their items and give their reaction to each statement and mark an answer for every statement .

This scoring scheme consists of three components to be rated and series of rating which have numerical values and as the following : Agree ٣, Neutral ٢, Disagree ١. The scoring scheme has allocated ٣ marks for each component. Thus, the highest mark the students could get ٧٢ while the lowest mark is ٢٤.

٣.٢.٢ Listening Comprehension

In order to find out students' listening comprehension performance , a structured listening comprehension has be constructed .

Accordingly , two texts have been selected and a list of guiding questions have been developed for each text.

٣.٢.٢.١ Scoring Scheme

For the purpose of objectivity and reliability the researcher has adopted an analytical scoring scheme .

This scoring scheme consists of five components to be rated and a series of rating which have numerical values and as the following : Poor ١ , Fair ٢ , Good ٣ , Excellent ٤ . The scoring scheme has allocated ٤ marks for each component. Thus, the highest mark the students could get is ٢٠ while the lowest mark is ٥ (See Table ٣.٤).

Table (٣.٤)

An Analytical Scoring Scheme for Conversation Performance

Clarity	Poor All questions and answers were awkward and Incomprehensible	Fair Questions and Answers were awkward and incomprehensible to understand at times.	Good Questions or answers were awkward at times but always understandable.	Excellent Questions and answers were clear and comprehensible
Pronunciation	Poor Student was pronunciation was incomprehensible.	Fair Student's pronunciation inhibited understanding	Good Student's pronunciation WAS understandable	Excellent Student's pronunciation was like a native speaker

			some error.	
Fluency	Poor Unable to Answer	Fair Student took a long time to produce and respond to questions	Good Students were able to ask and answer the questions with little difficulty.	Excellent Students were able to communicate clearly with no difficulty
Comprehension	Poor No sign of comprehension.	Fair The student showed little to no comprehension of questions	Good The student understood most of what is asked of them	Excellent The student fully understood the questions asked and answered correctly.
Content	Poor Did not ask appropriate question for information, no response to question	Fair Asked some inappropriate questions for information or answered question with very limited answers.	Good Gave appropriate questions for survey information but responses were limited in content	Excellent Gave appropriate questions and good content in responses to questions.

٤،٢،٢،٢ Validity and Reliability of the Test

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure". (Bynom, ٢٠٠١:١٣). There are two important types of validity : face validity and content validity. The final form of the test is given to a jury of specialists in order to obtain its face validity. The jurors have approved the appropriateness of the items of the test and put forward some modifications which have been considered.

Reliability refers to the consistency of the results when the researchers give the same test to the same group of testees on two different occasions(Brown, ٢٠٠٤:٢٠). The test of the study is considered reliable because the calculated coefficient is .٨١ which is considered an acceptable according to the formula of Cronbach's Alpha test.

٤،٢،٢،٣ Pilot Administration of the Test

The pilot administration of the test has been carried out in order to:

- ١-check the clarity of the topics and the questions,
- ٢-estimate the time allotted and

٣-compute the reliability of the listening comprehension.

However, the same pilot sample of the Listening Anxiety scale (١٣١) students has been listening to the texts and then answered to the questions. Consequently, no serious ambiguity is found concerning the topics and the questions. Concerning the time allotted for completely each question, it has been found that students need ١٠ – ١٥ minutes to complete the listening comprehension.

Section Four: The Analysis of the Results, Conclusions, Recommendations, and Suggestions

٤.١ The Analysis of the Results

٤.١.١ Results Related to the First Hypothesis.

In order to achieve the first aim which refers to identifying the degree of EFL students' listening anxiety and according to the study stage; the listening anxiety scale has been applied to the sample of the study. The results indicate that the arithmetic mean of the sample is (٢٤١,٢٢٩) with a standard deviation of (٥٧,٦٧٠٢). To identify the significant difference, one sample t-test has been used. The computed t-value ($t = ٧,٧٨٦$) is found to be higher than the tabulated t-value ($t_{tab} = ١,٩٦$) at (0.05) level of significant and under (١٢٠) degree of freedom. Thus, it has been found that there is a significant difference between the arithmetic mean of the sample and the hypothetical mean of the scale (٢٠٢) and in favor of the arithmetic mean of the sample (see Table ٤.١). According to this result , Iraqi EFL students' are found to have a high degree of listening anxiety.

Table (٤.١)

Results of One Sample t-test to Identify Students' listening anxiety.

Variable	Sample N o.	Arith metic Mean	Standard Deviation	Hypothetical Mean	T. Values		Level of Significance
					Com p	Tab	
listening Anxiety	Whole Sample ١٣	٢٤١,٢ ٢٩٠	٥٧,٦٧٠٢٢	٢٠٢	٧,٧٨	١,٩٦	.,٠٥
	First stage ٥٧	٢٧٤,١ ٩٣٠	٤٧,٠٧٨٧٥		٧		

						٧٧		
Third stage	٧٤	٢١٥,٨ ٣٧٨	٥٢,١٥٨٣٥			٢,٢٨ ٢	٢	.٠٠

To identify the degree of EFL students' listening anxiety according to the study stage, one- sample t-test has been used. The arithmetic means of the first and third stage students has been calculated and then compared with the hypothetical mean of the scale. As illustrated in Table ١, the arithmetic mean of the first and third stage students are (٢٧٤, ١٩٣٠) and (٢١٥, ٨٣٧٨) respectively which are found to be higher than the hypothetical mean of the scale (٢٠٢). As for the first stage students, the computed t-value (١١,٥٧٧) is found to be higher than the tabulated t-value (٢) at (.٠٠٠) level of significance and under ٥٦ freedom. Concerning the third stage students, the computed t-value (٢,٢٨٢) is also found to be higher than the tabulated t-value (٢) at .٠٠٠ level of significance and under ٧٧ degree of freedom. The above results indicate that first and third stage students have a high degree of listening anxiety. The first hypotheses is rejected.

٤,١,٢ Results Related to the Second Hypothesis

In order to identify the significant difference in the relationship between EFL students' listening anxiety and their performance in listening comprehension according to the study stage (١st, ٣rd) T- test for the significance of correlation coefficients has been used. It has been found that the computed T-value (.٠,١٤٥) is lower than the tabulated T-value (١,٩٦) at .٠٠٠ level of significance (see Table ٤,٢).

Table (٤,٢)

T-test for the Significance of Correlation

Study Stage	No. of Students	Correlation Coefficient Values	Fisher Value	T- Values		Level of Significance
				Computed	Tabulated	
First	٥٧	-٠,٣٣٤	٠,٣٤٧	٠,٤١٥	١,٩٦	.٠٠٠
Third	٧٤	-٠,٣٩٨	٠,٤٢٢			

The results indicated in Table (٤,٢), reveal that there is no significant difference in the relationship between EFL students' listening anxiety and their

performance in listening comprehension for the first and third stage students. The second hypotheses is accepted.

٤،٢ Summary of Findings

The major findings of this study are the following:

١-Iraqi EFL students are found to have a high degree of listening anxiety. Both first and third stage students possess a high degree of listening anxiety.

٢-The listening anxiety factors (self confidence, preparation, fear of negative evaluation, communication apprehension, linguistic difficulties, self-perception, language testing, negative attitude, teachers' behavior, classroom procedures, and socio-cultural) cause listening anxiety for the first stage students more than for the third stage students.

٣-First stage students are found to have a higher degree of listening anxiety than the third stage students.

The results of this study reveals that most Iraqi EFL university students' lack self-confidence and have negative attitudes toward listening English. These factors affect the students performance in listening comprehension.

٤،٣ Conclusions

In the light of the study findings, the following conclusions are drawn:

It is clear that EFL Listening anxiety existed in the Iraqi classrooms and could become a learning obstacle for English- major students. As a result, students may not be able to learn effectively .

This study found that a dual conceptualization of foreign language listening anxiety as measured by the language listening anxiety scale was relevant to students studying English in Iraq. The results indicate that the instrument is reliable and valid and thus it could be used to measure Iraqi EFL listening anxiety. It would be interesting to use this instrument with foreign language listeners of a lower linguistic level and also with students after they have finished their university courses to investigate contextual influences on second language listening anxiety.

The study also provided support for the notion of stages of anxiety.

٤،٤ Recommendation

- ١- teachers should try to establish a friendly relationship with the students so that their students feel free to express themselves at their presence.

- ٢- Lowering down the competitive atmosphere in class and encouraging a cooperative one instead can contribute a lot in helping students perform more easily.
- ٣- Giving enough time –sometimes even more than needed to perform, especially at earlier stages of learning can help a lot. Some students are afraid of being in short time and not being able to complete the task in due time.
- ٤- Universities should adopt innovative approaches to minimize apprehension and maximize students' performance.

٤،٥ Suggestions for Further Studies

The following studies can be suggested for further work:

- ١-The relationship between language anxiety and reading comprehension performance.
- ٢- The relationship between language anxiety and EFL students' writing performance.

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Appendix A

Listening Anxiety Scale

Directions: Each of the following statements refers to how you feel about your English language class. Please indicate whether you:

- Agree = A -Neutral = N Disagree = D

Indicate your feelings by checking the appropriate box next to each statement. Please give your first reaction to each statement. Please mark an answer for EVERY statement.

Factors	No	Items			
١- Self-confidence	١	I do not feel quite confident when I am listening English in the class.			

	٢	I forget things because of shyness when I am listening English.		
	٣	I feel anxious when I know that the other students are better in listening comprehension than me.		
	٤	I get annoyed when I do not have enough vocabularies to express thoughts		
	٥	Unfamiliarity with the topic makes me confused.		
	٦	I feel anxious about my listening classes over if I am well prepared.		
٧-Fear of Negative Attitude	٧	The idea of getting low marks makes me upset.		
	٨	I like writing and reading more than listening.		
	٩	I am afraid that the other students in class will laugh at me when I answer the listening comprehension.		
	١٠	I feel scared when my teacher or colleagues talk to me in English.		
	١١	I am afraid that the mother tongue effects on my English translation.		
	١٢	I feel bored when I listen to others while they speak English.		
Language Difficulties	١٣	I get annoyed when I come across new words		
	١٤	I feel anxious when I do not know which derivations of words would be appropriate.		
	١٥	I feel confused which tense I have to use to express my thoughts.		
	١٦	I find difficulties to join sentences using linking words.		
	١٧	I feel upset when I have to choose suitable vocabularies to produce correct sentence.		
	١٨	I feel anxious when I have to choose the suitable article .		
Teacher's Behaviour	١٩	I am afraid that the teacher will not provide me with enough time to think .		
	٢٠	I am afraid that the teacher will jump immediately to other students when I hesitate in answering after listening.		
	٢١	I feel anxious because the teacher criticizes some students more often when they make mistakes.		
	٢٢	I get nervous when the teacher is not cheerful.		
	٢٣	I get upset because teachers rarely express personal interest in low achieving students.		
	٢٤	I feel disappointment when the teacher corrects every mistake .		

Appendix B**Listening Comprehension Tests(١)****Q١: Listen to the following story and answer the questions:**

"Brrr ! This damp air makes me shiver," said Peg-Leg Pete. "I sure do hope we spot Wilma soon". It was a clear morning and captain Cork was wide awake as he looked through his spyglass. He and his brave crew had been sailing for many weeks. They were hoping to see their friend , Wilma the Whale. The trip was getting pretty dull with nothing but ocean to look at. The Captain knew they were on the correct course because they had seen Wilma many other times.

Suddenly there was a loud splash. It was Wilma ! As everybody cheered, Wilma made a fancy flip in the water as if to say hello. It was great to see here again.

- a-When do you get damp and shiver?
- b-When are mornings not clear?
- c-Why was the captain wide awake?
- d-Why was the trip getting dull?
- e-Why was their courses correct?

Listening Comprehension Tests(٢)**Last Day**

It was the last day of summer and Jack had a big plans ! First, his mom was making pancakes for breakfast, and she said he could pour his own syrup today. He did not like it When he did not get to pour it himself because he never felt like he got quite enough. In Jack's opinion, every pancake bite needed to have syrup.

After breakfast, he was going to finish building his pirate ship. He was building it out of Legos and he was extremely proud of himself because he was not looking at a box. The entire design was from his own brain ! Jack's grandpa was always saying how creative he was , and that he was going to grow up to be something amazing . Jack was pretty sure his grandpa was right.

The rest of the day was going to be spent at his best friend's birthday party. Jack's best friend was Peter. Peter was seven years old and celebrating with a Laser Tag party. Jack could not wait to go!

It was definitely going to be the perfect way to spend his last day of summer. Jack got out of bed and headed to the

Kitchen.

There was no time to waste!

١-Who is the main character? a-Grandpa b-Jack c-Mom d-Peter	٢- What was Jack's first plane? a-build a pirate ship b- go to a party c-eat pancakes d-sleep in
٣-What do you think Jack will do the next day? a-sleep in b-go to a party c-go to school d- stay at home all day	٤-How old do you think Jack is? a-three b-seven c-sixteen d-twelve

(Ginsberg, elt, ١٩٩٢:١٥)