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# Korean EFL Learners' Listening Anxiety, Listening Strategy Use, and Listening Proficiency

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This paper investigated the relationships among Korean EFL learners' listening anxiety, listening strategy use, and listening proficiency. One hundred and forty four Korean college students who were enrolled in the required practical English classes participated in this study. Questionnaires related to students' listening strategy use and listening anxiety were administered and a TOEIC listening comprehension test was given to measure the students' listening proficiency. The one-way ANOVA was used to analyze the data. The findings of this study are that the students' listening performance is positively correlated with their strategy use and negatively correlated with their anxiety level, and their strategy use is negatively correlated with their anxiety level. The results suggest that successful learning will occur when anxiety is reduced and when the use of strategies is encouraged more often. The pedagogical implications for EFL educators and teachers are described.

**[Listening strategy use/listening anxiety/ listening proficiency]**

## I. INTRODUCTION

Listening was considered one of the passive language skills until proponents of natural approach and cognitive approach acknowledged that it involves a complex and active comprehension process and functions as a primary vehicle through which learners can get access to more target language input. According to Krashen (1981, 1982), listening skills are one of the facilitating factors for foreign or second language learning since EFL/ESL learners, especially at their beginning stage, acquire FL/L2 by receiving language input through listening, and internalizing it. Rost (2001) claimed that any learning cannot simply occur without understanding input.

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In the language teaching field, the importance of listening comprehension in language learning has not been recognized until the mid-1960s and has not received much attention in Korean educational systems until the 1990s (Kyung Whan Cha, 2005). These days, listening skills are considered to be essential tools for Korean EFL learners to achieve their communicative competences. Besides, a listening comprehension test is an essential component of several standardized tests such as the College Scholastic Ability Test (CSAT), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL) and so forth. Moreover, according to recent news in Korea, Korean major companies require Korean university graduates to attain a minimum score of 724 in TOEIC for a minimum qualification. Based on these trends, it can be assumed that more emphasis needs to be placed on listening skills in the language instruction.

Importance of understanding how language learners construct meaning has become recognized by a number of studies (Lund, 1990; Vogely, 1995). The result of those studies revealed that the learner's language processing has muti-dimensional relationships between the learner and all of the internal and external influences (Vogely, 1995). They have also showed that anxiety that accompanies the listening comprehension tasks directly decreases motivation and has a negative influence on the foreign language learning (Gardner, Lalande, Moorcroft & Evers, 1987). Most of the research on foreign language learning anxiety has reported that speaking creates the most anxiety (Phillips, 1992; Young, 1990). However, listening comprehension anxiety has begun to be recognized as a problematic area for students since communication cannot be completed if input is incomprehensible (Young, 1992). According to Vogely (1998), the listening anxiety involved in the listening tasks is most easily ignored since most classroom activities aim to increase the speaking skills. Thus, closer examining and addressing the sources and effects of listening comprehension anxiety on foreign language listening comprehension are critical.

As main focus of recent education and studies has moved from teachers to learners, how our learners learn their target language has become one of the major concerns for educators and researchers. Cognitive theory claims that learner's use of various mental techniques is helpful for the learner to overcome limited information processing capacity, and language development is accelerated by learner attention to language and strategy use (MacIntyre, 1995; O'Malley & Chamot, 1990). The number of research has indicated that ideal language learners use more strategies and various types of strategies more appropriately (Bacon, 1992; Gi Pyo Park, 1997; Goh, 2002; Paterson, 2001; Wallace, 2001). Oxford (1990) defined, learning strategies are specific behaviors or thought processes that learners use to improve their target language. According to Oxford (1990), language learning strategies are factors that contribute to the

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development of learner's communication abilities. However, language learning strategy is not a clearly defined concept to Korean EFL learners. This can be attributable to the fact that English teachers in Korea have a tendency to instruct problem solving skills and testing tactics which may have helped students receive high scores on the tests. According to Jin (2002), it is doubtful that those instructions have helped enhance student's listening competence. As mentioned briefly above, listening is of assumingly great importance in foreign language learning environment since it functions as a primary vehicle to provide input for learners. In order to help learners improve their listening ability, it is necessary for educators to have a better understanding of which strategies Korean EFL learners employ to understand language input which they receive through listening. This will ensure that educators provide learners' language enhancement with better instruction.

This study aims to explore the relationships among learners' listening anxiety, listening strategy use, and listening proficiency. It also tries to find out which sub-categories of strategies and which factors of anxiety affect listening proficiency.

## II. REVIEW OF RELATED LITERATURE

### 1. Language learning strategies

Listening is considered a prerequisite for oral proficiency. As mentioned by Rivers (1981), speaking does not constitute communication unless what is said is comprehended by another person. In our daily life, listening is used far more than any other language skills. On average, we listen twice as much as we speak, four times more than we read, and five times more than we write (Rivers, 1981). Understanding how our learners apprehend the meaning of what is said around them will contribute to the development of teaching methods as well as to the enhancement of learner's listening skills. Oxford (1990) proposed six groups of language learning strategies that can be applied to four language skills. Those six groups of strategies are divided into two broad categories: direct and indirect strategies. Direct strategies include cognitive strategies which are highly helpful for understanding and recalling the language material, memory-related strategies which enable learners to connect one language item or concept with another, and compensation strategies that help learners to overcome knowledge gaps and continue to communicate naturally. Indirect strategies consist of metacognitive strategies which aid learners in regulating and managing the learning process overall, affective strategies which help learners to develop the self-confidence and perseverance necessary for learners to involve actively in language learning, and social strategies which aid in

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increasing interaction and understanding the target culture. According to Oxford (1990), the direct strategies function effectively when they are backed up by the indirect strategies. Alternative categories have been suggested by O'Malley and Chamot (1990).

The types of strategies learners use vary depending on the learner's different factors, such as degree of awareness, stage of learning, age, gender, ethnicity, learning style, personality traits, motivation, purpose for learning a language (Oxford, 1990). Of all the variables, learner's language proficiency is received considerable attention by numerous studies and is considered one of the primary ones which most affect the relationship between learner's strategy use and their success in mastering a second and foreign language (Rubin, 1987). Most studies indicate that students at a higher proficiency level have a tendency to use various strategies more efficiently than those at a lower level (Green & Oxford, 1995; Lan & Oxford, 2003; Oxford, 1993). Oxford (1993) claimed that successful language learners use a variety of strategies appropriately. MacIntyre (1995) asserted, when second language learners reach a certain proficiency level, they may use strategies which can enable them to communicate more effectively and informatively. Yang (1992) also mentioned that students' use of learning strategies is significantly affected by their perceived proficiency level. Chamot and Kupper (1989) claimed that high proficiency learners know better how to use strategies properly to achieve their learning goals than those who are at a lower proficiency level. Most studies showed strong, positive correlations between strategy use and language proficiency and indicated learners' language proficiency for a main factor of strategy use.

## 2. Language learning anxiety

It is not until the 1980s that learner's anxiety has been recognized as one of the most important affective variables which influence foreign language learning. Foreign language anxiety had been considered a very complex construct that can be defined in a number of ways before Horwitz, Horwitz, and Cope (1986) proposed a specified theory about second language learning anxiety (MacIntyre, 1995). They defined that foreign language anxiety is composed of not only other anxieties such as communication, apprehension, and social evaluative anxiety, but a complex of self –perceptions, beliefs, feelings, and behaviors related to classroom language learning process (Horwitz et al., 1986). More recently, MacIntyre and Gardner (1994), proposing a definition specific to language learning, referred language anxiety as the feeling of tension and apprehension specifically related to second language contexts, including speaking, listening, and learning.

A number of studies have tried to investigate the effects of anxiety on foreign language learning. The cognitive psychologists have tried to examine the effects of

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anxiety based on an information processing model and found that foreign language learning is interfered by a high level of language anxiety (Gardner & MacIntyre, 1991; Madsen, Brown & Jones, 1991). The subsequent studies have also revealed that anxiety seems to be one of the best predictors of foreign/second language achievement (Ehrman & Oxford, 1992; MacIntyre & Gardner, 1994; MacIntyre, Noels & Clement, 1997). Beebe (1983) mentioned that listening anxiety may function as an affective filter which prevents input from contributing to language acquisition and be the primary barrier for learner's listening improvement. MacIntyre et al. (1997) tried to measure correlations among L2 language anxiety, perceived L2 competence, and actual L2 competence. The results showed that learner's listening comprehension was negatively correlated with his/her language anxiety, which was consistent with the results by Gardner et al. (1987), Bacon (1989), Lund (1990) and Young (1992). They agreed that foreign language listening produces anxiety when the input is incomprehensible. Aneiro (1989), specifically interested in ESL learners, reported that listening anxiety may hinder ESL learners from comprehending the second language input when they participate in communication activities. Some studies have also tried to find out what causes such learning anxiety. Scarcella and Oxford (1992) reported that students' listening anxiety is mainly caused by their unfamiliarity with learning materials. Joiner (1986) asserted that learners' listening anxiety is derived from the low level of confidence in their listening ability. Oxford (1993) regarded the learning goals and beliefs of listeners as a source of anxiety since anxiety occurs when learners think they cannot handle an L2 listening task.

## III. Method

### 1. Participants

The participants in this study consisted of one hundred forty four students who registered for the fall semester of 2010 at a university located in the Gyunggi province. Participants were drawn from four of the required practical English classes of which instruction was mainly focused on TOEIC. There were 136 freshmen, 4 sophomores, 3 juniors, and 1 senior. They were divided into three proficiency groups, high-, mid-, or low-, according to their score of the TOEIC listening test. As seen in Table 1, the high-proficiency group consisted of 47 students whose scores ranged from 260-405; the mid-proficiency group consisted of 49 students whose scores ranged from 200-250; and the low-level group consisted of 48 students whose scores ranged from 30-195.

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**TABLE 1**

**Distribution of Participants by Proficiency Level**

| Level | N | Score Range |
|---|---|---|
| High | 47 | 260-405 |
| Mid | 49 | 200-250 |
| Low | 48 | 30-195 |

## 2. Instruments and Data Collection

The instruments used in this study consisted of a TOEIC listening comprehension test, a questionnaire for listening strategy use, and a questionnaire for listening anxiety. All the questionnaires were written in Korean.

### 1) Listening Comprehension Test

In order to examine the participants' English listening ability, students were asked to take a TOEIC listening comprehension test during the last week of the fall semester in 2010. The test consisted of 100 questions with four TOEIC listening parts, excerpted from *ETS TOEIC Test* (vol. 4), publish by YBM Sisa. The reason why students took the test at the end of the semester was that most participants have not been experienced with the TOEIC test and it was necessary for them to be familiarized with the TOEIC test. The participant's unfamiliarity with the test type might affect his/her questionnaire responses.

### 2) Questionnaires

Participants' responses were presented in a five-point Likert scale ranging from always or almost true to never or almost never true. The questionnaires were written in Korean to help understand clearly. During the last week of the fall semester in 2010, participants were surveyed in class right after they finished the TOEIC listening comprehension test.

#### (1) Questionnaire for listening strategy use

The questionnaire for listening strategy use was developed with reference to Oxford's (1990) Strategy Inventory for Language Learning (SILL). There were 46 question items: 25 for direct strategies and 21 for indirect strategies. After collecting the data, the cronbach's alpha coefficient analysis was conducted to measure the reliability of the

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items in the questionnaire. The result of the cronbach's alpha was .933, revealing a very high reliability.

(2) Questionnaire for listening anxiety

The questionnaire for listening anxiety was developed with reference to the Foreign Language Listening Anxiety Scale (FLLAS), which was used in Kimura's (2008) study and was originally created by Kim (2000). It consisted of 22 items categorized into three factors which were labeled *Confidence in Listening, Information Processing,* and *Input Related*. The cronbach's alpha coefficient analysis was conducted to measure the reliability of the question items as an instrument. The result of the cronbach's alpha was .941, revealing a very high reliability.

## IV. RESULTS AND DISCUSSION

### 1. Listening Strategy Use and Listening Proficiency

1) Overall Listening Strategies by Proficiency Level

In order to examine which relationship exists between the participants' strategy use and their listening proficiency, the collected data were submitted to a one-way analysis of variance (ANOVA). According to Oxford (1990), the mean scores of students' strategy use between 1.0 and 2.4 can be classified as "low" strategy use, 2.5 and 3.4 as "medium" strategy use, and 3.5 and 5.0 as "high" strategy use. As seen in Table 2, the mean score of the entire listening strategy use of the participants in this study displays a medium frequency ($M$=2.92).

As shown in Table 2, the ANOVA results revealed that learner's listening proficiency has a relationship with frequency of strategy use across the entire listening strategies ($p$=.001). In other words, the students with a higher listening proficiency used the listening strategies more frequently than the students with a lower listening proficiency did. The result is consistent with the majority of studies which showed that the higher listening proficiency students used more various types of listening strategies and more frequently than the lower listening proficiency students did (Buren, 2001; Chamot, Kupper & Impink-Hernandez, (1988); Green & Oxford, 1995; Griffiths, 2003; Moreira, 1996; Murphy, 1987; Unkyoung Maeng, 2006a, 2006b). The result suggests that the more frequently the students use listening strategies, the higher their listening proficiency is.

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**TABLE 2**

**ANOVA Results for Overall Listening Strategy Use by Proficiency Level**

| | Proficiency Level | N | *M* | *SD* | *p* |
|---|---|---|---|---|---|
| Overall Listening Strategies | High | 47 | 3.14 | 0.41 | .001** |
| | Mid | 49 | 2.91 | 0.41 | |
| | Low | 48 | 2.73 | 0.66 | |
| | Total | 144 | 2.92 | 0.53 | |

***p<.01*

In order to find out whether any significant differences exist among proficiency level groups, the Tukey's HSD test was used for making post hoc comparison analysis. As shown in Table 3, there was no significant difference between high and mid level groups and between mid and low level groups. Only the high listening proficiency level group showed a more significantly frequent use of listening strategies than the low listening proficiency group did

**TABLE 3**

**Tukey's HSD Test Results for Listening Strategy Use among Proficiency Level**

| | Proficiency Level | Proficiency Level | *p* |
|---|---|---|---|
| Overall Listening Strategies | High | Mid | .069 |
| | | Low | .000*** |
| | Mid | High | .069 |
| | | Low | .221 |
| | Low | High | .000*** |
| | | Mid | .221 |

****p<.001*

2) Differences of Each Listening Strategy use by Proficiency Level

The listening strategies are categorized as follows: direct-cognitive, memory, and compensation; indirect-metacognitive, affective, and social. The analysis of those categories showed that differences exist among proficiency level groups. Table 4 demonstrates that the high proficiency level students used both of the direct and indirect strategies more frequently than the mid and low proficiency level students did ($p$= .000, $p$= .007). The Tukey's HSD test result indicates that there was no significant difference between high and mid proficiency level groups and between mid and low proficiency

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level groups. Only the high listening proficiency level students showed a more significantly frequent listening direct and indirect strategy use than the low listening proficiency students did.

In terms of each category use, the students in this study, regardless of differences in their proficiency level, used the affective strategy most frequently and the social strategy least frequently, as seen in Table 4 and 5. The results showed that participants' use of cognitive, memory, compensation, metacognitive, and affective strategies have a significant relationship with their listening proficiency, except for the social strategy use. The result is quite different from other study results indicating that students in general use the metacognitive strategy more frequently than other strategies (Eun Hee Nam & Myeong Hee Seong, 2009; Hae Jin Jung, 2006; Mi Ran Lim, 2009; Min-Kyung Lim & Kyung Ae Cha, 2007; Vandergrift, 1997). Regarding the least frequently strategy use, the result is consistent with other study result in terms of students' least frequent use of the social strategy (Eun Hee Nam & Myeong Hee Seong, 2009; Min-Kyung Lim & Kyung Ae Cha, 2007). According to the Tukey's HSD test results, there was no significant difference between high and mid level groups and between mid and low level groups. Only the high listening proficiency level group showed a more significantly frequent use of listening direct and indirect strategies than the low listening proficiency group did. Based on the results, it can be assumed that Korean EFL learners are not familiar with working with other people or asking other people for help or clarification, but tend to control their affection which assists them to deal with a learning task by encouraging and relaxing themselves and focusing on what they are listening to.

**TABLE 4**

**Ranking Profile for Six Categories by Proficiency Level**

| Ranking | High Proficiency Level | Mid Proficiency Level | Low Proficiency Level |
|---|---|---|---|
| 1 | Affective | Affective | Affective |
| 2 | Compensation | Memory | Compensation |
| 3 | Memory | Compensation | Memory |
| 4 | Cognitive | Cognitive | Cognitive |
| 5 | Metacognitive | Metacognitive | Metacognitive |
| 6 | Social | Social | Social |

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**TABLE 5**

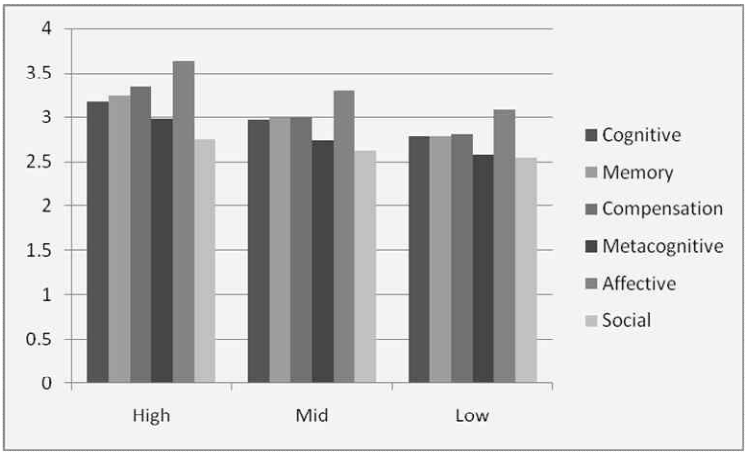
**ANOVA Results for Each Category by Proficiency Level**

| Category | Sub-Catagory | High(n=47) | | Mid(n=49) | | Low(n=48) | | |
|---|---|---|---|---|---|---|---|---|
| | | *M* | *SD* | *M* | *SD* | *M* | *SD* | *p* |
| Direct Strategy. | Cognitive | 3.18 | .524 | 2.96 | .434 | 2.78 | .633 | 002** |
| | Memory | 3.24 | .577 | 2.99 | .522 | 2.79 | .789 | .004** |
| | Compensation | 3.34 | .818 | 2.98 | .683 | 2.81 | .830 | .004** |
| Indirect Strategy | Metacognitive | 2.98 | .603 | 2.74 | .492 | 2.57 | .760 | .009** |
| | Affective | 3.63 | .727 | 3.30 | .650 | 3.09 | .913 | .004** |
| | Social | 2.75 | .762 | 2.63 | .632 | 2.54 | .923 | .419 |

***P<.01*

**FIGURE 1**

**Listening Strategy Use of Each Category by Proficiency Level**




## 2. Listening Anxiety and Listening Proficiency

### 1) Overall Listening Anxiety by Listening Proficiency

In order to examine which relationship exists between the participants' listening anxiety and their listening proficiency, the collected data were submitted to an analysis of variance (ANOVA). As shown in Table 6, the ANOVA test result revealed that the learner's level of listening anxiety has a significant effect on learners' listening proficiency ($p$= .010). The result indicated that the lower the students' listening anxiety,

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the higher their listening proficiency is. The study result supports previous studies reporting learner's anxiety interferes with L2 learning (Aida, 1994; Joo Hae Kim, 2000; MacIntyre & Gardner, 1994; Price, 1991).

**TABLE 6**

**ANOVA Results of Listening Anxiety by Proficiency Level**

| | Proficiency Level | N | *M* | *SD* | *p* |
|---|---|---|---|---|---|
| Overall Listening Anxiety | High | 47 | 3.15 | 0.59 | .010* |
| | Mid | 49 | 3.35 | 0.63 | |
| | Low | 48 | 3.57 | 0.75 | |
| | Total | 144 | 3.36 | 0.67 | |

**P<.05*

In order to find out whether any significant differences exist among proficiency level groups, the Tukey's HSD test was used for the post hoc comparison analysis. As shown in Table 7, the result of the Tukey's HSD test indicates that the low proficiency group students had listening anxiety more than the high proficiency group students did, but there was no significant difference between high and mid level groups and between mid and low level groups.

**TABLE 7**

**Tukey's HSD Results for Differences of Listening Anxiety among Proficiency Level**

| | Proficiency Level | Proficiency Level | *p* |
|---|---|---|---|
| Overall Listening Anxiety | High | Mid | .299 |
| | | Low | .007* |
| | Mid | High | .299 |
| | | Low | .239 |
| | Low | High | .007* |
| | | Mid | .239 |

**P<.05*

2) Factors of the Listening Anxiety and Listening Proficiency

The factor analysis was performed to identify the underlying dimensions of listening anxiety. Factors were categorized by grouping homogeneous items. The factors of listening anxiety were grouped into 3: confidence in listening, information processing,

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and input related. As seen in Table 8, the factors of information processing and input related increased more anxiety than the factor of confidence in listening did, regardless of learner's listening proficiency level. The results are different from those of Kim's study (2000), whose results revealed that the learners' lack of confidence in listening was the primary factor of students' poor listening performance. The analysis also showed that there were significant differences among listening proficiency level groups in confidence in listening ($p$= .029) and information processing ($p$= .008). However, there was no significant difference among groups in the input-related factor ($p$= .092), as seen in Table 8. Based on the results, it can be assumed that learners' confidence in listening and listening information processing function as the more probable predictors of listening proficiency than the factor of input related does. The result of this study suggests that providing comprehensible input and enough time to process input can be beneficial for decreasing L2 learners listening anxiety and improving listening proficiency.

**TABLE 8**

**ANOVA Results for Three Factors of Listening Anxiety by Proficiency Level**

| Fators | Proficiency Level | N | *M* | *SD* | *p* |
|---|---|---|---|---|---|
| Confidence in Listening | High | 47 | 3.04 | .58 | .029* |
| | Mid | 49 | 3.19 | .62 | |
| | Low | 48 | 3.39 | .72 | |
| | Total | 144 | 3.21 | .65 | |
| Information Processing | High | 47 | 3.16 | .72 | .008* |
| | Mid | 49 | 3.42 | .72 | |
| | Low | 48 | 3.65 | .79 | |
| | Total | 144 | 3.41 | .77 | |
| Input Related | High | 47 | 3.25 | .78 | .092 |
| | Mid | 49 | 3.36 | .85 | |
| | Low | 48 | 3.63 | .98 | |
| | Total | 144 | 3.41 | .88 | |

**P<.05*

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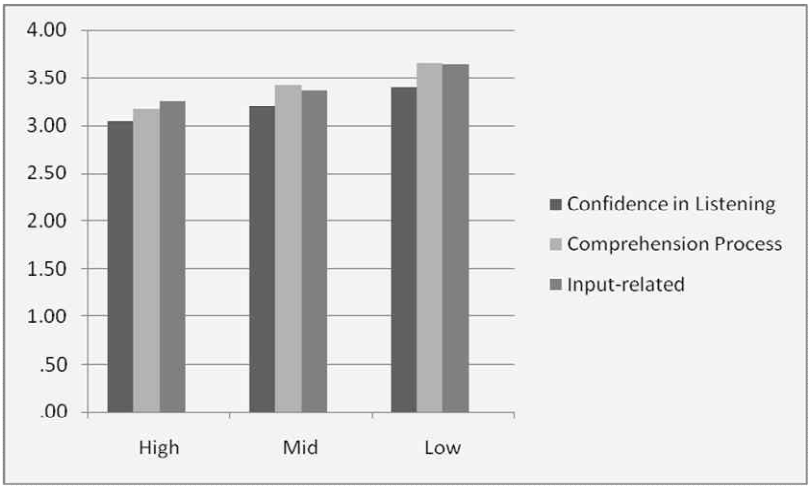
**FIGURE 2**

**Three Factors of Listening Anxiety by Proficiency Level**




### 3. Coefficients among Listening Anxiety, Listening Strategy use, and Listening Proficiency

The multiple regression analysis was conducted to examine the coefficients of correlation among three variables. As seen in Table 9, the result indicated that the student's listening performance is positively correlated with his/her strategy use and negatively correlated with his/her anxiety level, and the student's strategy use is negatively correlated with his/her anxiety level. Overall, the learner's anxiety does interfere with his/her strategy use and listening performance.

**TABLE 9**

**Coefficients among Three Variables**

| | Proficiency Level | Listening Strategy Use | Listening Anxiety |
|---|---|---|---|
| Proficiency Level | 1.000 | .285 (.000***) | -.334 (.000***) |
| Listening Strategy Use | .285 (.000***) | 1.000 | -.273 (000***) |
| Listening Anxiety | -.334 (.000***) | -.273 (000***) | 1.000 |

****p<.001,*

Dependent Variable: Listening Proficiency

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**TABLE 10**

**Model Summary (Variables Entered/ Removed[b])**

| Model | R | $R^2$ | Adjusted $R^2$ | Std. Error of the Estimate |
|---|---|---|---|---|
| **1** | .391 | .153 | .140 | 73.261 |

a. Predictors: (Constant) Listening Strategies, Listening Anxiety

b. Dependent Variable: Listening Proficiency

Coefficients [a]

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | p |
|---|---|---|---|---|---|
| | B | SE | Beta | | |
| Constant | 239,683 | 53.191 | | 4.506 | .000*** |
| Listening Anxiety | -32.209 | 9.367 | -.277 | -3.439 | .001** |
| Listening Strategies | 30.844 | 11.850 | .210 | 2.603 | .010** |

****p<.001, **p<.01,*

a. Dependent Variable: Listening Proficiency

According to the results of the multiple regression analysis as seen in Table 10, students' listening anxiety and strategy use significantly affect L2 listening proficiency. It can be assumed that students' anxiety level and their strategy use are the significant predictors of L2 listening proficiency.

## V. CONCLUSIONS AND SUGGESTIONS

So far, this study aimed to examine the relationships among learners' listening anxiety, strategy use, and listening proficiency and yielded the following major findings:

First, there was a positive relationship between students' listening strategy use and their listening proficiency. To be precise, the students with high listening proficiency tend to use listening strategies more frequently. In terms of overall listening strategy use, the students with high listening proficiency showed a more frequent use than those with mid or low listening proficiency. With regard to each category use of listening strategy, the students at all proficiency levels used the affective strategies most frequently, but used the social strategy least frequently. This result can be attributable to Korean EFL educational environment where students tend to be more competitive than corporative.

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Second, there was a negative relationship between students' listening anxiety and their listening proficiency. The finding indicated that learners' anxiety functions as one of the barriers to Korean EFL learners. In terms of individual factor which causes learner's anxiety, the students experienced more anxiety when they were faced with a matter of information processing and the unfamiliar inputs.

Third, the students' listening performance is positively correlated with their strategy use and negatively correlated with their anxiety level, and their strategy use is negatively correlated with their anxiety level. The findings indicate that the students' anxiety level and strategy use functions as the predictors of the learners' listening proficiency level.

This research will provide important information that it is necessary to encourage learners more frequent use of listening strategy and help lower the anxiety level of language learners when they deal with listening comprehension tasks. In other words, successful learning will occur when anxiety is reduced and the use of strategies is encouraged more often. More research is desired on Korean EFL learners' listening strategy training. In terms of listening anxiety, factors of information processing and input related are noticeable features of poor performance in L2 listening. It can be concluded that students in this study have a difficulty in managing or controlling the input and may be overloaded with unprocessed aural information. As MacIntyre (1995) mentioned, L2 learners, especially at a low proficiency level, may worry about misunderstanding or being incapable of understanding at all, resulting in poor outcomes; the participants in this study could be embarrassed with overloaded listening input when they were asked to take a TOEIC listening test. Thus, it can be summed that learner's anxiety definitely influences learner's listening comprehension and listening strategy use. Teachers need to provide students with various well-designed types of listening strategies, while students should have an ample opportunity to experience those strategies provided by teachers.

Some guidelines can be also suggested for reducing foreign language listening anxiety. In order to alleviate listening anxiety, it is necessary to provide learners with maximum opportunities for successful responses to comprehensible input (Nagle & Sanders, 1986). In terms of low-anxiety environment, Oxford (1993) suggested that the climate of listening classrooms be non-threatening and positive, and affective strategies, such as deep breathing, listening to music and positive affirmation, can be used. In Vogely's (1998) study, she mentioned that foreign language learners believe that it would be helpful in reducing their anxiety if they received more comprehensible input and understood the nature of the listening process in the language class. In addition, learners require their instructors to provide structured tasks with more visual supports and instruction of how to use background knowledge. They also ask teachers to become more responsive to how learners feel their listening tasks. By doing so, learners can

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increase confidence in listening, resulting in the decrease of listening comprehension anxiety. As Vogely (1995) asserted, in order for learners to become effective listeners, they should actively and strategically involve in the learning process. Thus, to promote learner's active participation, it is necessary to create a learner-centered, low anxiety learning environment.

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# APPENDIX A

An English Version of the Questionnaire for Listening Strategy Use

① Always or almost true ② Usually true ③ Somewhat true
④ Usually not true ⑤ Never or almost never true

| # | Statement | Response |
|---|---|---|
| 1 | I try to listen passages repeatedly until I understand. | ① ② ③ ④ ⑤ |
| 2 | I look up every new word while listening. | ① ② ③ ④ ⑤ |
| 3 | I try to take a note of the content I thing is important while listening. | ① ② ③ ④ ⑤ |
| 4 | I translate words and sentences into Korean to grasp overall meaning. | ① ② ③ ④ ⑤ |
| 5 | I try to understand the overall meaning by remembering the keywords while listening. | ① ② ③ ④ ⑤ |
| 6 | I make summaries of information I hear in English. | ① ② ③ ④ ⑤ |
| 7 | When the listening text is difficult, I just ignore the sounds that can't hear clearly and then I focus on the next. | ① ② ③ ④ ⑤ |
| 8 | I listen carefully and practice the English pronunciation, stress, or intonation. | ① ② ③ ④ ⑤ |
| 9 | I remember to practice new English words or phrases through the sentences or conversation where they are. | ① ② ③ ④ ⑤ |
| 10 | I study English grammar to enhance listening proficiency. | ① ② ③ ④ ⑤ |
| 11 | I practice dictating English texts to enhance my listening proficiency. | ① ② ③ ④ ⑤ |
| 12 | I try to find my weakness in English listening and overcome the weakness. | ① ② ③ ④ ⑤ |
| 13 | I try to understand the text using my background knowledge. | ① ② ③ ④ ⑤ |
| 14 | I try to find some clues from the context, when I don't understand the meaning by hearing. | ① ② ③ ④ ⑤ |
| 15 | I try to guess the overall meaning by skimming questions or pictures before listening. | ① ② ③ ④ ⑤ |
| 16 | I connect the sound of a new word with what I | ① ② ③ ④ ⑤ |

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| | | |
|---|---|---|
| | already know. | |
| 17 | I imagine context or situation of what I heard in my mind. | ① ② ③ ④ ⑤ |
| 18 | I use a glossary to remember new words or expressions. | ① ② ③ ④ ⑤ |
| 19 | I try to remember new words or phrases. | ① ② ③ ④ ⑤ |
| 20 | When I look up new English words, I also read them in a sentence so I can remember them. | ① ② ③ ④ ⑤ |
| 21 | I practice new words or phrases often. | ① ② ③ ④ ⑤ |
| 22 | I review English lessons often. | ① ② ③ ④ ⑤ |
| 23 | When the listening is difficult, I try to understand the meaning based on the context. | ① ② ③ ④ ⑤ |
| 24 | I don't linger on what I can't understand or hear but instead move to the next thing quickly. | ① ② ③ ④ ⑤ |
| 25 | I try to guess the overall meaning instead of interpreting every word or expression. | ① ② ③ ④ ⑤ |
| 26 | I make study plans and check up how much improvement I made. | ① ② ③ ④ ⑤ |
| 27 | I try to find and use as many ways (TV, radio programs, news, Internet) as I can enhance my listening proficiency. | ① ② ③ ④ ⑤ |
| 28 | I listen to pop songs and understand lyrics to enhance my listening proficiency. | ① ② ③ ④ ⑤ |
| 29 | I watch English movies or sitcoms in English to enhance my listening proficiency. | ① ② ③ ④ ⑤ |
| 30 | I use tapes for practicing English conversations to enhance my listening proficiency. | ① ② ③ ④ ⑤ |
| 31 | I have a clear goal for improving my listening proficiency. | ① ② ③ ④ ⑤ |
| 32 | I go to extra classes or go to private institutes in order to listening proficiency. | ① ② ③ ④ ⑤ |
| 33 | I look for opportunities to use English as much as possible. | ① ② ③ ④ ⑤ |
| 34 | I try to pay more attention to the important part while listening. | ① ② ③ ④ ⑤ |
| 35 | I try to concentrate on listening all the time. | ① ② ③ ④ ⑤ |
| 36 | I try to find out how to be a better listener of | ① ② ③ ④ ⑤ |

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| | English | |
|---|---|---|
| 37 | I try to have my desk clean and remove something that can distract me so that I can focus on listening. | ① ② ③ ④ ⑤ |
| 38 | I try to relax and calm down. | ① ② ③ ④ ⑤ |
| 39 | I give myself a reward of treat when I understand the meaning exactly. | ① ② ③ ④ ⑤ |
| 40 | I encourage myself to listen English while listening. | ① ② ③ ④ ⑤ |
| 41 | Even if I'm not confident in English, I make a challenge with confidence. | ① ② ③ ④ ⑤ |
| 42 | I talk to someone else how I make an effort to improve my English listening. | ① ② ③ ④ ⑤ |
| 43 | I ask friends or other people of questions I don't understand or I am wrong. | ① ② ③ ④ ⑤ |
| 44 | I ask for help from other people for improving my listening proficiency. | ① ② ③ ④ ⑤ |
| 45 | I try to have opportunities to meet English speakers to improve my listening proficiency and to learn about the culture of English speakers. | ① ② ③ ④ ⑤ |
| 46 | I ask to repeat or say clearly if I don't understand well when I communicate in English. | ① ② ③ ④ ⑤ |

## APPENDIX B

An English Version of the Questionnaire for Listening Anxiety

① Always or almost true ② Usually true ③ Somewhat true
④ Usually not true ⑤ Never or almost never true

| # | Statement | Response |
|---|---|---|
| 1 | I worry that I might not be able to understand when people talk too fast. | ① ② ③ ④ ⑤ |
| 2 | I worry that I might have missed important information if listening passages are too long. | ① ② ③ ④ ⑤ |
| 3 | I am worried when I cannot see the lips or facial expressions of the person. | ① ② ③ ④ ⑤ |
| 4 | It is difficult to understand people with English pronunciation that is different from mine. | ① ② ③ ④ ⑤ |

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| | | |
|---|---|---|
| 5 | I feel uncomfortable listening without a chance to read the transcript of the speech. | ① ② ③ ④ ⑤ |
| 6 | I get stuck with one or two unfamiliar words. | ① ② ③ ④ ⑤ |
| 7 | I feel uncomfortable when I am not familiar with the topic. | ① ② ③ ④ ⑤ |
| 8 | I get nervous if listening passages are read just once. | ① ② ③ ④ ⑤ |
| 9 | I get nervous when I miss the beginning part of listening passages. | ① ② ③ ④ ⑤ |
| 10 | I worry that I might have missed important information while I was distracted. | ① ② ③ ④ ⑤ |
| 11 | I am worried if I don't understand the meaning of the whole listening passages even though I understand every word. | ① ② ③ ④ ⑤ |
| 12 | The thought that I may be missing key words frightens me. | ① ② ③ ④ ⑤ |
| 13 | I often end up translating word by word without understanding what I'm listening to. | ① ② ③ ④ ⑤ |
| 14 | It often happens that I do not understand what English speakers say. | ① ② ③ ④ ⑤ |
| 15 | I feel tense when I think that other people understand the content well, but me. | ① ② ③ ④ ⑤ |
| 16 | I am not familiar with English stress and intonation patterns. | ① ② ③ ④ ⑤ |
| 17 | I am confident in my listening skills. | ① ② ③ ④ ⑤ |
| 18 | It is not easy to make guesses about the parts I missed. | ① ② ③ ④ ⑤ |
| 19 | I get worried when I cannot listen at the pace I'm comfortable with. | ① ② ③ ④ ⑤ |
| 20 | I get worried when I have little time to think about what I heard. | ① ② ③ ④ ⑤ |
| 21 | I often get confused that I cannot remember what I have heard. | ① ② ③ ④ ⑤ |
| 22 | Listening to new information makes me uneasy. | ① ② ③ ④ ⑤ |

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**Examples in: English**
**Applicable Languages: English**
**Applicable Levels: Secondary**

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