I

Dedication

To my beloved mother, who helped me to continue my study because of her everlasting

affection, support, love, encouragement, and patience. To my tender father. My deepest

appreciation and love to my brother Yakoub. To my dear sisters Sara and Maria and to my

sweet grandparents Meriem, Diamonta, Taib, Mohmed

I dedicate this work and wish them all the blessing.

To Asma,Hajer, and her little baby Iline, toAicha to my uncles and their wifes, Nadjet,

Koka, Fatima, and, special thanks to my uncle Madani.

To all my aunts

All My beloved friends

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For her ongoing guidance, invaluable comments, thoughtful advice and devotion of precious time to help me and supervise my work, I would very much like to express my deep gratitude and sincere gratefulness to my teacher and supervisor **Saliha CHELLI**

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In the end, special thanks go to my classmates and all my colleagues in the centre of languages at Mohamed Kheider University of Biskra .To all people who love me.

Abstract

Listening comprehension is the first step in learning English as a foreign language. It is one of the basic language skills in communication. However; learners have difficulties when listening to English, thus they become anxious. This study aimed at investigating the major causes that lead to foreign language anxiety in listening, and mainly focusing on how to reduce it through the use of some effective strategies. The method adopted in this study is the descriptive one. For this purpose, two questionnaires were administered to a sample of 60 first students of English and 10 teachers of the same Department at Biskra University to answer the following questions what are the main factors causing anxiety? What are the strategies that can reduce learners listening anxiety? The results obtained revealed that students suffer from listening anxiety due to their deficiency in listening comprehension and ignorance of the fact that listening strategies are useful. Eventually, a set of recommendations are suggested so that they might be implemented for successful teaching / learning of listening, stressing the need to train students using listening strategies in order to develop their comprehension and reduce anxiety.

List of abbreviations

EFL   English foreign language

FL   Foreign language

LC   Listening comprehension

L2   Second language

Q   Question

SL   Second language

%   Percentage

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Appendix 1

Students' Questionnaire

Dear students,

This questionnaire serves as a data collection tool for a master degree in applied linguistics. It investigates the main factors causing foreign language learners anxiety in listening. Your answers will be of great help for us. Would you please tick the appropriate answer (√) or give your own whenever it is necessary.

I. <u>Listening</u>

1. While listening which of the following processes do you use first:

   a. Bottom -up processing (use linguistic information) ☐

   b. Top-down processing (use background knowledge) ☐

2. When you listen to activities which stages do you follow most?

   a. Pre-listening (organizes, predict and monitor) ☐

   b. While listening (check and choose what is interesting to understand) ☐

   c. Post-listening (assess the comprehension) ☐

3. Which strategies do you use most to improve your own progress?

   a. Metacognitive strategies(plan ,check, monitor) ☐

   b. Cognitive strategies (control ,reasoning) ☐

   c. Socio-affective strategies (collaborate with others ,encourage oneself) ☐

4. Do you think that student's difficulties in listening are due to?

   Vocabulary ☐

   a. message ⟷ Grammar ☐

   ☐

Pronunciation and accent

Rate of delivery □

b. speaker → Noise □

Poor speaking performance □

c. Listener → Proficiency level □

Lack of motivation and confidence □
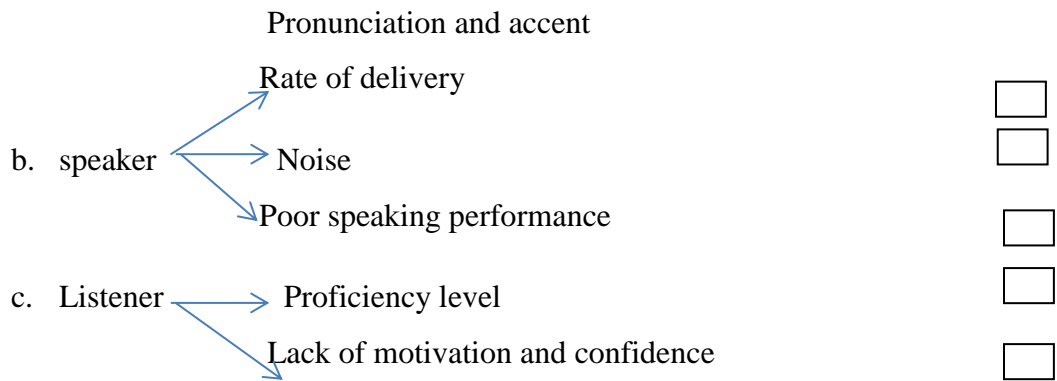
II.Anxiety as a hedge in listening

1. Do you feel anxious when listening to English?

   a. Yes □   b. no □

   If yes why?

   …………………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

2. Do you think that there is a relationship between listening comprehension and anxiety?

   a. Yes □   b. no □

3. Which of these anxiety sources do you have the most in class?

   a. Communication apprehension   □

   b. Fear of negative evaluation   □

   c. Test anxiety   □

4. Which of the following strategies do you prefer your teacher use to reduce your listening anxiety?

   a. Preparation   □

   b. Relaxation   □

   c. Positive thinking   □

   d. Peer seeking   □

   e. Resignation   □

   f. Visualization   □

   g. Build self confidence   □

   □

h. Background knowledge

i. Make group-work ☐

j. Practice ☐

Others,…………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………..

5. What do you think the teacher could do to help you to reduce anxiety?

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……………………………………………………………………………….……

Thank you very much for your help

Appendix II

I. Listening

1. Do you encourage your students through listening activities?
   a. always ☐
   b. often ☐
   c. Sometimes ☐
   d. Never ☐

2. How do you find the use of processes bottom- up and top-down in listening?
   a. Beneficial ☐   b. Not beneficial ☐   c. Don't know ☐

3. When you have listening activities in class which stages do your students use most?
   a. Pre-listening(organizes, predict and monitor) ☐
   b. While listening(check and choose what is interesting to understand) ☐
   c. Post listening(assess the comprehension) ☐

Why?..
....

4. Do you use listening strategies to ease your student's understanding and comprehension during listening?
   a. Yes ☐   b. No ☐

   if no, please ,explain why
   ....
   ....
   ....

5. Which strategies do you rely on most in your class?

a. Cognitive strategies(plan ,check, monitor) ☐

b. Meta-cognitive strategies(control ,reasoning) ☐

c. Socio-affective strategies(collaborate with others ,encourage oneself) ☐

6. Do you think that using cognitive, meta-cognitive and socio-affective strategies while listening can change the way students perceive listening?

a. Yes ☐   b. No ☐

   If yes, explain how ?..

   ....

7. Do you think that your student's difficulties in listening due to?

d. message → Vocabulary ☐
→ Grammar ☐
→ Pronunciation and accent ☐

e. speaker → Rate of delivery ☐
→ Noise ☐
→ Poor speaking performance ☐

f. Listener → Proficiency level ☐
→ Lack of motivation and confidence ☐
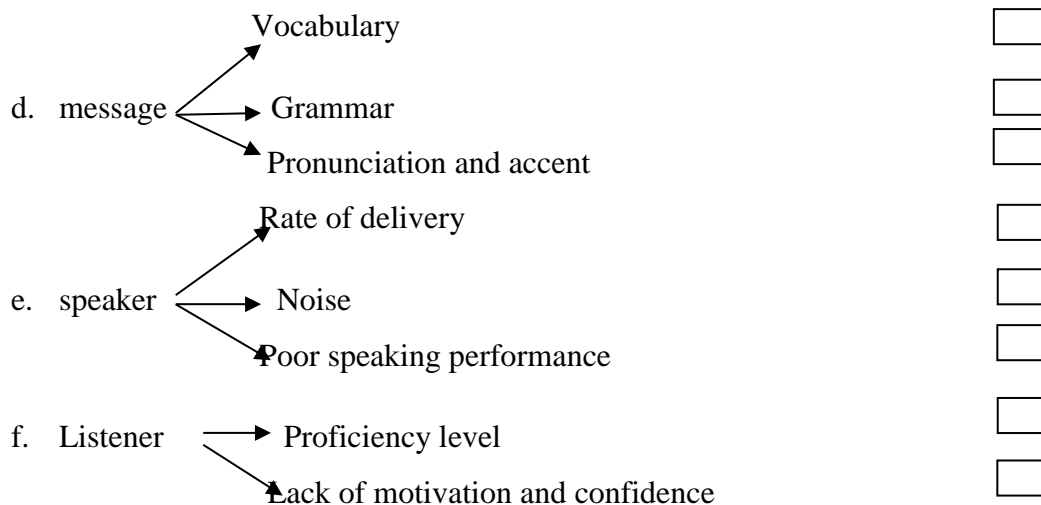
8. Can you give other suggestion to improve the teaching of listening in class ?..

....

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III. <u>Anxiety as a hedge in listening comprehension</u>

1. Do you have anxious learners in your class?

   a. Yes ☐   b. No ☐

2. Which of the following sources you have most in the class?

   a. Communication apprehension ☐

   b. Fear of negative evaluation ☐

   c. Test anxiety ☐

3. What are their attitudes like?

a. General avoidance(missing class, showing carelessness) ☐

b. Physical action(playing with hair or clothing nervously, moving objects) ☐

c. Physical symptom (headache, heartburn, breathlessness) ☐

4. How do you correct your students' mistakes when listening in class?

    a. Make corrections ☐

    b. Answer verbally ☐

    c. Give marks ☐

5. Do you think that there is a relationship between anxiety and listening?

    a. Yes ☐   b. No ☐

Why?..

....

6. Do you associate your student's listening anxiety to?

    a. Nature of listening input (speech rate, pronunciation…) ☐

    b. Lack of practice ☐

    c. listening comprehension test ☐

    d. Lack of comfortable and physical environment ☐

7. Which anxiety-reducing strategy do you think would help your students?

    a. Preparation ☐

    b. Relaxation ☐

    c. Positive thinking ☐

    d. Peer seeking ☐

    e. Resignation ☐

    f. Visualization ☐

    g. Build self confidence ☐

    h. Background knowledge ☐

    i. Make group-work ☐

    j. Practice ☐

Others ?...

....

8. Do you think there is a relationship between FL listening anxiety and the strategy used while listening in the target language?

    a. Yes ☐

    b. No ☐

Why?

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……………………………………………………………………………………………….

9. How can we reduce learners listening anxiety? What do you suggest?………………………………………………………………..………………………

…………………………………………………………..………………………………………………

………………...

Thank you for your cooperation

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1. Statement of the Problem

Students who are learning foreign language have to improve the four skills listening, reading, speaking, and writing. Listening comprehension is the first step in learning English as a second language. It is generally the way through teaching and learning a language.Despite having a good English grammar and vocabulary, learners listening proficiency is often weak. Nevertheless, anxiety is one of the major sources of frustration and confusion in the process of listening to English as a foreign language. Every one experiences anxiety in varying degrees. Feeling anxious in the classroom makes learners show negative reactions, emotions and behaviors. As well as, have poor listening comprehension due to many factors, thus anxiety can inhibit learners listening abilities.

The fact that teaching English at the Department of Foreign Languages is concerned most with reading and writing. Thus, first year LMD students of English cannot comprehend everything needed when they listen, they avoid listening due to, the difficulties faced in understanding the spoken language. Since, teachers do not train them to use efficient listening strategies that would help develop their listening comprehension; they become anxious. As a result, their understanding in English is not proficient which make them afraid.

2. Significance of the Study

This research helps to identify the main causes of EFL anxiety in listening. Besides, this study provides insights for both teachers and EFL learners of some appropriate strategies that might develop listening comprehension and reduce listening anxiety. Moreover, it makes teachers innovate their teaching techniques to help learners get rid of it.

3. Aim of the Study

This study aims at investigating the major causes of anxiety in listening. Furthermore, it also aims at identifying the problems and deficiencies these students encounter in listening, with an attempt to show how to reduce listening anxiety by using appropriate strategies.

4. Research Questions

This study attempted to answer the following questions:

1. Why are some of the first year students of English not able to understand well listening passages?

2. What are the main factors causing anxiety?

3. How is it important for teachers and student to use listening strategies in listening task?

4. What are the strategies that can reduce learners listening anxiety?

5. Research Methodology and Data Gathering Tools
1.5 Method

This research was conducted through the descriptive method to answer the research questions.

5.2 Population and Sample and Data Gathering Tools

Since the role of listening comprehension is very important to first year LMD students of English in Biskra University.The research needs to be conducted on two populations selected randomly from both teachers and students.The sample was composed of 60 participants selected randomly from 456 students. Another sample composed of ten teachers from the section of English at Biskra University was used in this study.In conducting this study, two questionnaires were administered to both samples.

6. Structure of the Study

This research is divided into three main chapters: Two descriptive chapters are concerned with reviewing the literature on listening and anxiety. The third chapter includes the analysis of the results obtained from both teachers and students' questionnaires, in which we gave comments on these results of the study, as well as interpretations, and some recommendations in the light of what we have analysed throughout the whole study.

The first chapter deals with listening in English, providing different definitions of listening and its importance in addition to its various types and insights into the information processes. Besides, this chapter shows the stages of listening process and highlights some of the problems and difficulties that are encountered in listening. Finally, the listening strategies to get better understanding when listening are presented.

The second chapter gives an overview on foreign language anxiety, with more details about its types, as well as, its characteristics some sources. This chapter sheds light on anxiety and listening relationship. Besides, foreign language listening anxiety and its causes will be mentioned in addition to the strategies used to reduce the foreign language anxiety in listening.

The third chapter of the present study includes the analysis of the results drawn from the questionnaires that were addressed to both teachers and students of English at Mohamed kheider University of Biskra during the academic year 2014-2015. Besides, this chapter provides comments on these results as well as interpretations. On the basis of the data obtained and analysed in the third chapter, some pedagogical recommendations were drawn from this research to reduce listening anxiety.

Chapter One

Listening

Introduction

1.1 Definition of Listening

1.2 Significance of Listening

1.3 Types of Listening

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Conclusion

Introduction

Listening is an essential skill in second or foreign languages.It plays a crucial part in communication and in language acquisition. Thus; it is a basic skill in language learning. Without listening skills learners will not learn to communicate effectively.In this chapter we will define listening skills as the key factor to improve the other skills, besides we will shed some light on the importance of listening comprehension in EFL classrooms, because it can facilitate English learning. In additionthe types, processes of listening will be presented. We will also show the basic steps and stages in listening activities with focus on the main difficulties faced by learners in listening.Finally, will mention the effective listening strategies.

1.1 Definition of Listening

Listening has been defined in different ways by many scholars and from different perspectives. According to (Rost , 2011) It is a very important component of the spoken language processing because from listening we speak .There is no spoken language without listening.Listening had being tested by the state of listening in FLT which observed a disagreement on the exact definition (Witkin, 1990,p.7 cited in Rost) gives reasons to claim this "No one theory about what listening is".

In the 1970s, the status of listening began to change from one of neglect to one increasing importance. According to(Abbs, Cook and Underwood cited in Field,2008,p.13) "First listening was in 1968.Listening component featured represent from 1970 in the Cambridge first certificate exam and until 1984 was only consisted of passages of written prose were read aloud". Therefore, listening is a basic skill in language learning. That is why; the task of listening comprehension has become one of the most important studies debated by many teachers.

According to Field "In the early days of English language teaching (ELT),Listening wasas a way of presenting new grammar "through model dialogues" (p.13).In the same context, Richard (2008) points out that "Listening as comprehension is the traditional way of thinking about the nature of listening." And "the main function of listening in second language learning is to facilitate understanding of spoken discourse" (p.3). He argued that the teaching of listening became more interested in the recent years than it did in the past,

"Earlier views of listening showed it as the mastery of discrete skills on micro skills and these skills should form the focus of teaching".Therefore, it means that the first appearance of listening was just to interpret and facilitate the message in order to speak. But, currently it is an active process. The listening becomes more concerned and common in the target language teaching.

The Oxford Dictionary (1993) defines listening as difficult to understand "Listening is a complex, problem solving skill, and it is more than just perception of sound. Listening includes comprehension of meaning, bearing words, phrases, clauses, sentences, and connected discourse"(p.206).Likewise, one might agree with Field (2008, pp34-35) that listening is a great knowledge "which an L1 listener possesses and which an L2 listener can be helped to acquire through targeted practice." He indicates, that the speaker does not fix an idea through message in the listeners mind but, the listener himself has to note the message trying to measure the speakers' purpose and intention. Thus, listening process is closely connected to all of us. It is an individual activity.

Everson in his definition stresses the fact that "listening is a vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating" (2009, p.29).In other words he focuses attention on listening as a receptive skill which open mind to receive the input.

 Another definition presented by (Garner, 2012) states that: "listening means trying to understand another person's perception" "We need to listen out for anything the other person says that shows awareness, acceptance, and willingness to change"(p.33). This means, listening is the enthusiasm which makes listeners integrate in the listening processes, and being participants. They intend to comprehend the speaker's speech i.e. to be conscious in the listening process.

In the same though (Schultz, 2003) illustrates that listening is developed on communication rather than only an act of receiving.It is the process which, enable us to keep attention, and in the same time pass over limit. "Relational, and interpretive process that is focused on making meaning" (p.8).On other words, the existing of the listening skill is as an active process, which lead the listener to progress his thinking.

Mendelssohn who says that listening is: "the ability to understand the spoken language of native speakers" (1984, p.64).This means that listening is the ability to recognise and realize the meaning of what the speaker is saying, by grasping the meaning and understanding the way of pronouncing the words and language that shows; accent,

pronunciation, grammar and vocabulary. Finally,we can say that listening is a necessary component in the oral communication.It is the active process from which the listener pays attention and decodes the hearing sounds, in order to understand what have been said to him. Thus, it interacts the listener through both verbal and non-verbal communication.

1.2 Significance of Listening

In the traditional approaches of language learning and teaching; the listening skill was disregarded in many classrooms. Special importance was mainly on reading and writing. (Richards & Rodgers, 2001) point out, that listening does not receive special emphasis, as much as reading and writing. Nowadays many second language learners give priority to listening, rather than all the other skills. Because speaking, reading, writing, can be mastered through the main skill listening. (Dunkel, 1991) considered listening, as the most micro skills in the field of learning second and foreign language. Thus, the most important role of listening is that leads to all efficient communication, that is to say it is the key to accurately receive messages.

Without the ability to listen we cannot make successful life because we require it in all what is surrounding us. It plays a major role as speaking, because we listen to learn and learn to speak. Consequently, listener has benefit not simply from hearing utterances but from understanding what has been said. Toni (2005cited in Lynch) describes listening as the starting of every good event "Listening is really where all good communication begins" (p.5). It seems that listening simplify the rules of the complicated language and make the appearance of the other skills easier.Accordingly, it is essential to give the importance to listening in language learning. It allows opportunities for the learners to develop, and improve their listening skill not only in the classroom but, outside the classroom as well.

Field (2008) states "we need to give prominence to listening in the language programs as the skill that will be of most use to learner in the world beyond the classroom" (p. 335). He argued that the teaching of listening has attracted a greater level of interest in recent years than it did in the past, reflecting the assumption that if listening is not tested, teachers will not teach it. Furthermore, he judged the importance of listening as speaking to work on successful L2 communication. Therefore, listening is the main pathway to obtain the knowledge in the target language. It is extremely an important skill that above all other skills.

Following the same row of thought (Rost,1994) recognize the importance of listening and its role that learning foreign language cannot start until learners in the language classroom gain the right knowledge and ideas through the basic skill. Hence we can say that, listening is very necessary and effective way to pick up vocabulary, grammar in order to build up knowledge and enhance speaking and language learning.

1.3 Types of Listening

Listening is a skill which impacts in specific ways upon the classroom. Since listening is a receptive skill, learners when receive it must understand it to be interpreted into productive skill (speaking, writing). Students should focus on listening in the classroom to comprehend the information, critique, evaluate a message, show empathy for the feelings expressed by others, and appreciate a performance. Therefore, Teachers need to teach their students how to listen in order to help them learn through listening. Researchers such as (Pearson, p.115) have identified certain types of listening which are five; active listening, empathic listening, critical listening, appreciative listening and discriminative listening.

Active listening is a conscious listening with an aim. Listener give attention to all the meaning 'senses', express what have being said and rephrase what is heard mentally and verbally. Thus; active listening examines the comprehension to ensure precision and using a part of the output (Pearson, p.115). "Active listening is a way of paying attention to other people so that they feel you understand what they are saying" (Teaching speaking and listening, 2007). Therefore; from that we may say, that active listening is to listen with a purpose includes; paraphrasing what have been said both emotionally and orally, checking the understanding to ensure correctness, then arrange for response. So, listeners interpret the listening process as an active participant.

The second type, empathic listening, listeners should listen carefully rather than talk, giving a particular purpose with attempting to understand the speaker's feeling and being supportive and sympathetic, by attracting attentiveness and empathy. Empathic listening "is the ability to perceive another person's worldview as if were your own" (Pearson, p.115).i.e. it is the understanding of another person's point of view. In other words the listeners seek to understand the other's beliefs, emotions and feeling in order to provide them with emotional support, so we need to show our empathy in our behaviour towards the speaker.

In the third one, critical listening, listener has to go deeply into the speaker before making a decision, whether to consider the message as convincing or trick. It is the ability to listen critically. But, it is important to critic in useful way; in the job, community, at service clubs….etc. Hence, critical listening is about how to evaluate, judge and analyses the others' opinion by making a judgment. This idea can be an effective and appropriate way to help students listen well.

In the fourth, appreciative listening, the listener obtains enjoyment and gets good feeling from listening for example to music, radio, and theater or film .It is the reaction of the listener "seeking out situations involving relaxing, fun, or emotionally stimulating information."(Pearson, p.115). Consequently, this type of listening always gets the listener to have entertainment from listening for pleasure such as listening to music, comedy movie….etc. which suit our needs and tendency.

The final type is discriminative listening; it is the most basic type of listening. The listener has to be aware of what the speaker is saying and able to understand other people for example ; when they make a very slight difference in meaning, sounds, rate, volume force, pitch. The listener here is sensing and distinguishes sounds that are required in the language. Hence, discriminative listening helps us to be consciously aware to understand certain responses from speakers.

1.4 Listening Processes

Foreign language listening comprehension intends to have a logical understanding of what someone has said. In order to understand and remember the listening input, listener needsknowledge in the listening processes. Many studies in teaching listening comprehension have yield learners how to go through the applied linguistic and non-linguistic knowledge processes. The former covers phonology, semantic, syntax, lexis, grammar and discourse structure. The latter is the knowledge about the topic, context and knowledge about the world (Buck, 2001). In other words, in the listening process the information is processed in two ways: top-down and bottom-up. (Anderson & Lynch, 1988;Vandergrift ,1999) claims these two substitute element in listening comprehension,which are using to help the listeners to understand what have been said.

1.4.1 Bottom up Processing

The bottom-up models work on the received information itself, decoding sounds, words, clauses and sentences. It works from smaller to larger units to get meaning and to

adjust the prior knowledge. The bottom-up model was developed by behaviorist researchers in the 1940s and 1950s Flowerdew& Miller illustrate (2005) this model:

> "Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them" (p. 24).

Therefore, the listener has to recognize and pick those spoken signals from the environment sounds, to divide the signals into familiar words, and examine the nature of additional meaning, then reply it in acceptable way (Buck, 2001). In other words ,the use of linguistic information (bottom-up) is to recognise the word and understand the meaning of the message moving from the lowest level of sounds, phonemes to the highest level of, grammatical…etc. Thus, we can say this process help listener to build up his understanding from decoding the sounds.

1.4.2 Top-down Processing

The top-down models is the use of background knowledge to solve a linguistic problem and help in understanding the message (Nunan, 1991). According to(Buck, 2001)the information process is to realize the meaning of the words not only decoding sounds. Hence, top-down process (non-linguistic), include knowledge of the world. Which means, the listener does not hear just utterances however, he must understand what has been expressed from the top (semantic aspect) to the down (linguistic aspect). So, we can use what we already have (our background knowledge) to facilitate the process in predicting the content of the text, and getting a general overall idea about the message.

Finally, Harmer (2001) gives reason to support the interaction between the two processes when he said: "Sometimes it is the individual details that help us to understand the whole; sometimes it is our overview that allows us to process the details" (p.18). As a result, achieving the process of listening should be included through both integration of bottom-up and top -down processes.

1.5 Stages of Listening Activities

Teachers can supply the appropriate practise for their learners. In order to help them simplify the listening activities and achieve it through doing listening activities in the classroom. According to Rost (2002) and *(*Jiang, January, 2009) it is helpful to divide a listening activity into three stages: pre-listening, while listening and post listening activity.

The first stage is a very important stage for listening activities in the class. The teacher in this stage could get the students ready to listen. Help them organize and make predictions about what will happen. Asking questions before they listen in order to refresh their prior knowledge. The teacher here is developing their expectations for the arrival information. Students are deciding whether to use top down or bottom up. Hence, listeners build up their background knowledge on the subject before listening and supply the needed context for the specific listening task Teachers in order to follow this instruction through simply three steps: (Rost, 2002).

- Put an aim in advance what to listen for: help students by background knowledge, given them a new vocabularies and grammar connected with the subject.
- Make group discussions for the students to help remember each other: Students' knowledge/experience with the subject
- Predict what they are going to hear to make the students have purpose for listening.

Therefore, pre-listening is an effective activity to plan for the listening task. It makes the students use their feedback about the topic, have a reason to listen, and a chance to discuss and predict what they are going to hear.

In the second stage; students need to verify predictions and revise it. By checking for inaccurate guesses and choose what is interesting to understand. Students while listening need, make pictures in their minds to make interpretations and judgments based on what they heard (Bashar lecture, 2015). In other words, while listening; is based on monitoring the comprehension and check for the accurate answer when facing difficult grammatical structures, expressions...etc. Hence, this activity guides the students to collect the necessary information from the listening task. Concerning the teacher; he should aims in this activity to make his students get the right information. It can be through asking them to fill in the gaps while they are listening; for example, to a song or conversation. So the students are

depicting the information that is not interested for them, and choose only what is important, then they order the event.

The last stage concerning post-listening activity. In this stage the student are assessing the comprehension when it is done at once. It makes them provide opportunities to clarify the understanding, extend the comprehension, and interpret what is heard. Finally, decide how to prepare an appropriate prediction next time (Dr. Bashar lecture). Thus, post listening is an activity used to evaluate the comprehension and the strategy use, whether it is suitable or correct for particular tasks, then adjust it if possible by resolve and think. This activity seems to be the effective one for student's listening skill. Because it gives them the opportunity to get more information about the topic. Concerning the teachers, they might give their students a multiple choices or true /false question. In order to reproduce the comprehension of the listening task. Also, ask them to take notes then summarise the passage. Motivate them to check the answer in groups or pairs. Lastly, discusses it with the whole class, for the reason that it is useful for them to know that they have been doing something very fruitful and important.

1.6 Listening Difficulties in English as a Foreign Language

Listening is the way of communicating in the society. Through this receptive skill we can produce (speak). Therefore, it is a very important to understand the spoken language in the language learning. However, learners have barriers when listening, they cannot decode and understand what have been said to them, this happens due to, a lot of difficulties such as; difficulties related to the message, speaker or listener.

1.6.1 Difficulties Related to the Message

In order to communicate in the target language foreign language learners must understand the spoken language.Among the difficulties related to the message we notice that our learners face problems when listening in foreign language due to vocabulary, grammar and pronunciation and accent. Therefore these causes make problems to the students.

Vocabulary plays a paramount crucial importance in listening, mostly for a foreign language learner. Lynch (2009) states "it would seem reasonable to assume that knowledge

of vocabulary play a significant role in second language comprehension" (p.37).However, a noticeable factor can influence the comprehension; in a spoken passage is the lack of vocabularies. Students have problems with listening because they have deficiency of vocabulary.As a result they cannot answer specific questions which needed knowledge of particular L2 words. That is why they must have lexical knowledge for the importance of vocabulary. In order to aid listener's vocabulary development in listening should involve and focus on training to get the natural form(s) of words in connected speech. "The word in the ear, rather than the word on the page" (p.37). That means listeners will have a good opportunity, in understanding what has been said, if they train themselves to listen more.

In other words, lack of vocabulary can make obstacles in listening comprehension. Hence, students will not be able to understand the target language when they do not have enough amounts of words. Therefore, in listening comprehension listener should be careful to the size of the new vocabulary they are listening to, and must have a sufficient vocabulary in a foreign language to understand what has been said.

Lack of comprehension in grammar can be the reason for listening difficulties. Listeners must be aware of their knowledge in grammar and the syntactic patterns. For example; to know that a verb requires an object and that the sentence will not be complete until the object has been mentioned. According to (Bowen, Madsen and Hilfert ,1985) "Listening is attending to and interpreting oral language. The student should be able to hear oral speech in English, segment the stream of sounds, group them into lexical and syntactic units (words, phrases, sentences), and understand the message they convey" (p. 73).

In other words, when the listeners cannot understand what they heard, it is because of their deficiency in grammar that is to say, their bad level in grammar. Hence, knowledge of the syntactic features can be a way to achieve proficiency in grammar such as words, phrases, clauses, and verb tenses.Listeners should have the knowledge of syntactic or grammatical rules in order to decode it into units (Field, 2008).That means familiarity with the grammatical rules and structures help the listener to get the meaningful units by split up the sound stream of the language. Consequently, having the ability to decode pieces of connected speech, word by word, make learners get rid of the difficulties in grammar.

Based on the fact that most of the time listener does not hear real life speech every time. He hears only the voice of the teacher. Thus, the opportunity to hear different voices and accents is often happened. Therefore, problems will be raised for EFL learners in

understanding different accents and pronunciation. Lynch discussed this issue "as second language listeners become more familiar with an individual speaker with particular accent, they gradually have less difficulty in understanding it" (2009, p.22). That means whenever, listeners deal with foreign accent, by degrees it will be easy to catch and understand such accents and as a result it became familiar for them when they hear for example; native speakers. Nevertheless, we should not lose sight that most information will be given through the voice of the teacher (Field, 2008). In addition, if the teacher's pronunciation is not clear, listeners cannot understand the spoken language completely. Thus, listeners should have the abilities to realize the meaning of words and language pronunciation in order to understand the speaker intends.

1.6.2 Difficulties Related To the Speaker

The second kind of difficulties in listening is related to the speaker such as; rate of delivery, noise, and poor speaking performance. Therefore; in this case listeners can clearly hear but unable to understand, this is due to these factors.

Speed is the most problem that hinders listening .Students when listening start searching for the meaning of a word and missed the thread of speech (Brown & Yule, 1983).Therefore, Speech rate can effect listening comprehension because it becomes ambiguous and too rapid for the listeners when listen to a spoken language at rate speech. Therefore, the comprehension gets down from a higher level to lower level as the speech rate increases (2009 lynch). This mean lack of control over the speaker appears, as the speech rate increases, and as a result the comprehension falls. Morley(1999) argue that expert speeches make learners improve their listening skills, and the main aspect to master in listening comprehension ,is to be very careful to speech delivery.

Furthermore, (Brown & Yule, 1983) give an advice that learners may accept the fact that it is not obligatory to understand every word. Hence, in order to be a good listener in a foreign language it is not necessarily to understand each and every word. Listener should just grasp the meaning of what the speaker meant from the changes of sound (pitch).In addition, listeners should be ready for genuine verbal communication to acquaint with the rate of delivery. Besides, teachers must speak at slow rate of speech to make their students understand and make them listen a lot in order to habituate and to inferring the meaning of unknown words from the passage.

Students in the classroom when the teacher talks may face obstacles occur with much noise. It can be found whether on the recording or environmental ones. This factor may prevent the learner the chance to listen and understand well. In addition, illegible sounds can consequent from poor quality equipment (Rost, 1994). Hence, learners have problems and difficulties in listening because of noisy environment for example; when the teacher is speaking and the class is too noisy, the student will not listen well so, this come from the noise in the classroom when the teacher is explaining.Otherwise, it prohibits the listening abilities to occur. Consequently, having difficulties related to the speaker from the noisy atmosphere.

Oral speaking performance plays a noticeable role in the learners' understanding (Lucas, 1998).It means speaking performance of the teacher, may influence on students whether, positively or negatively because, understanding the spoken language is a highly complex process especially when facing poor speaking performance by teachers. Therefore, speaking performanceshould be very clear in which the listener build up meaning of the information provided by the speaker. On the other hand, poor speaking performance get the students to neglect the speech and to avoid listening because they do not understand what the teacher or speaker is saying.Hence, weaknesses appear in listening and prevent students' abilities.Besides; listeners when they do not have the opportunity to ask for repetition the problems become worse.

1.6.3 Difficulties Related To the Listener

Among the difficulties that some learners face is when listening in foreign language is the student's proficiency level also, lack of motivation and confidence. Hence there are two reason beyond the difficulties related to the Listener.

Success of students depends on their proficiency in listening comprehension that is to say the ability to understand speech. According to (James, Jordan and Matthews, 1979 cited in Lynch, 2009) there are three reasons about, why students have difficulty in remembering words or sentences when listening due to, firstly; learners all the time do not recognize the signals which mean specific and important meaning. Secondly; learners take a time consuming when they need to follow more important point. Thirdly; it is necessary to give all their attention to take notes).Therefore, proficiency level related to utterance formulation which helps their understanding. It can be concerned as the reason of learner's difficulties in listening comprehension.The outcome becomes worst when the listener have low proficiency in foreign language. Thus, if listeners do not have the enough capacities

which affirm their proficiency level to engage in the target language, they will not able to understand the speaker when talking.

One may think why students have lack of confidence if we ask students about the difficulties they face, when learning English they will cite listening as the most one (Field, 2008) indicates that if listeners do not understood speech at the moment when it is heard it will be hard to recall it in memory, thus make them lose confidence and think that listening is too difficult.It means learners may feel unconfident about listening comprehension even if they totally understand the texts they do not feel at ease. They are anxious and worry about the listening task and its outcome. Hence, it may affect the listening ability. We can say that students must force themselves and feel motivated to fight their anxiety and distracting thoughts. Motivation is an influential factor for EFL learners especially in listening skill. Thus, teachers should involve their learners in the listening task, in order to do not make them give up or day dream in listening.Here comes the role of a good teacher to motivate them to listen carefully and effectively.

1.7 Listening Strategies

Students, who are facing difficulties in listening comprehension, must use such a good strategies in this process, in order to develop the listening comprehension and achieve it. (Lynch, 2009) draw a table which explained the effective listening strategies.

Cognitive	Metacognitive	Socioaffective
Predicting/ inferencing • from the text • from the voice • from the body language • between discourse parts	**Planning** • advance organization • self-management	**Questioning** (two -way tasks) • asking for clarification • asking for repetition • using comprehension check
Elaboration • from personal experience • From world knowledge • from academic learning from imagination	**Comprehension monitoring** • confirming comprehension • identifying words out understood	**Cooperation** • working with other learners
Contextualization	**Directed attention** Concerning Preserving despite problems	**Anxiety reduction** • Encouraging yourself • comparing yourself with others focusing on success
Imagery	**Selective attention** • Listening for familiar words • Listening for the overall message • Noticing repetition and reformulation • Listening to specific parts	**Relaxation** • using physical • techniques using visualization
Summarization • Mental • physical (notes)	**Evaluation** • checking interpretation against predictions • checking interpretation against knowledge • checking interpretation against context	
Fixation • Stopping to think about spelling • stopping to think about meaning • Stopping to memorize		

Table 1.1 Listening comprehension strategies (cited in lynch, 2009, p.80; Goh, 2002)

Listening Comprehension Strategies is picking up the input to translate the information the listeners receive in terms of what they already know. Listening strategies become useful for the listeners. Due to, it deals with listening difficulties in second language. According to (Mendelsohn , 1995) "A strategy- based approach teaches learners how to listen effectively by instructing them in the use of strategies" (p.134). Besides, to realize the meaning of the role of listening comprehension strategies, Oxford defines (1999): "Learning strategies for second or foreign language learners as specific actions, behaviors, steps or techniques that students use to improve their own progress, developing skills in a second or foreign language.These strategies can facilitate the internalization, storage, retrieval, or fuse the new language" (p.518).

Among many researchers who investigated the effectiveness of the use of listening strategies, we can mention (O'Malley &Chamot, 1990;Vandergrift ,1999,2006 ; Oxford 1990,1999 and Lynch ,2004). They found that people who are successful in listening to a foreign language tend to combine different strategies. These broad general strategies help learners to listen more effectively and improve their listening (Cohen, 1990). Hence, good listeners use a variety of metacognitive, cognitive and socio-affective strategies.

1.7.1 Meta-cognitive Strategies

It is a kind of self- regulated learning process. Include using mind from which the learners control the listening task via management of techniques to plan, check, monitor, select, revise and evaluate. Listeners arrange the complex speech or event to observe the comprehension then interpret the information (Chelli , Rubin, 1990 and Vandergrift, 1997). Therefore, it is a useful strategies which; combines pre-listening; planning strategies. While-listening; monitoring strategies and post-listening; evaluation strategies. The listeners summarise and find out indirectly something they already know. So we can see that it is better to associate strategies to achieve a good listening activity.

1.7.2 Cognitive Strategies

According to Buck (2001) Cognitive strategies are skills or actions used to control, reasoning andstoring the input in order to understand the language in some direct way. It facilitates the new learning task and the processing information. It is resided in the working memory or long-term memory, for later retrieval from the bottom-up strategies to the top-

down strategies. These strategies go through inference the meaning, organizing and mapping words, transfer and repetition, summarization, translation. Besides, using pictures in the mind, writing down ideas, outlining, using previous linguistic knowledge and elaboration. In other words, these strategies depend on the cognitive abilities of the learners that is to say; listeners who are most efficient in processing received information with an attempt to understand more.

17.3Socio-affective Strategies

The last type of indirect strategy includes the socio-affective strategies. It has been defined by (Vandergrift ,2003;1997;Oxford,1990; Lynch,2009) as the techniques used first; to collaborate with others , assist learning and verify the understanding to make sure that a learning activity having success. Second; to lower anxiety, promote oneself, and taking one's "emotional temperature". Thus, collaborate with others contains asking queries to get clarification and involving in doing the listening task together. And anxiety reduction is about how to use the emotional strategies to reduce the listening task anxiety by encouraging oneself, and comparing with the others focusing on success. Therefore, it is very crucial for the listeners to know how to integrate with the other learners. In order to reduce their anxiety through, trying to feel relaxed in doing the listening tasks. Besides, be motivated to get self-confidence and enhance the listening competence.

In conclusion, listening strategies (cognitive, meta-cognitive and the socio-affective) provide support to any listening comprehension activity. Listeners use their background knowledge to decode the speakers' intentions via these strategies. It makes learning strategies easier, rapid and interesting through using more changeable strategies (oxford, 1990). Consequently, listening strategiesis very important in the development of students' listening competence. Thus, teachers should help their learners improve their listening. By being able to use the appropriate listening strategies because, some EFL students' have difficulties in listening comprehension.

Conclusion

This chapter has discussed listening comprehension as an active process and its importance as a very crucial skill to master when learning a foreign language. The types of listening were mentioned and the information processes for better understanding the target language in addition, the stages which the learners follow most in listening. Finally, the

main obstacles that can hinder listening comprehension were presented, as well as the listening strategies that be used by learners in order to help them develop their listening abilities under.

Chapter Two

Foreign Language Anxiety

Introduction

2.1 Definition of Anxiety

2.2 Anxiety Types

2.3 Language Anxiety Sources

2.4 Common Features of Foreign Language Classroom Anxiety

2.5 Listening and Anxiety Relationship

2.6 Foreign Language Listening Anxiety

2.7 Causes of Listening Anxiety

2.8 Strategies Used to Cope with Foreign Language Anxiety in Listening

Conclusion

Introduction

Generally anxiety is the state of apprehension, fear and worry that affects both the nervous system and physical situation. Nowadays teaching listening to the EFL learners has been much needed. However, a main problem has been mentioned as listening anxiety which impacts learners' achievement. Therefore, this chapter is going to be about listening anxiety as a main obstacle for First year LMD learners. First, some definition of anxiety, its types and the sources will be presented. Then, these will be followed by common features of foreign language classroom anxiety as well as the relationship between listening and anxiety since EFL learners are the most affected. Finally, the main causes of listening anxiety will be mentioned in addition to, some strategies to reduce FL it in listening.

2.1 Definition of Anxiety

Since the mid-1960s many researchers have shown attention to anxiety which inhibits foreign language learning and presentation. In 1970-s language learning anxiety has been studied and the result of these studies has been difficult to show the precise outcome of anxiety on foreign language learning (Horwitz, Horwitz& Cope, 1986). Most scholars would agree that anxiety is quite difficult to understand and hard to express in simple sentences (Brown, 2007). It is almost impossible to define into a particular brief definition due to its psychological complexity and fluctuating concept, anxiety can be related with feelings of nervousness, frustration, self-doubt and lack of confidence (Brown, 1994; Sellers, 2000).

Anxiety has been defined differently by many scholars and from different perspectives. In fact, it includes physiological and psychological reactions like feeling of stress and emotions.Young (1991) stated that the definition of anxiety is changeable depending on the research purposes. Bootzin and Richard (1991, p.41) also propose that anxiety is "a feeling of dread, apprehension, or fear that is often accompanied by increased heart rate, perspiration, muscle tension, and rapid breathing".A similar definition was given by Sdorow in which he suggests that "anxiety is a feeling of apprehension accompanied by sympathetic nervous system arousal, which produces increases in sweating, heart rate, and breathing rate" (1998, p. 485).

However, Scovel (1978, p.134) states that "anxiety is associated with feelings of uneasiness". Heobserved, that "anxiety itself is neither a simple nor well-understood psychological construct" (p.132). However, the Oxford Dictionary describes the anxious emotion and nervousness as something not good which is going to occur (cited in Tóth, 2010). Moreover, (Arnold and Brown, 1999, p. 8, cited in Dörnyei, 2005) propose that "Anxiety is a quite possibly the affective factor that most pervasively obstructs the learning process."

According to Spielberger et al (2005) foreign language anxiety is the panic that a learner feels when he has to routine a second or a foreign language in which he is not totally skillful, they study language anxiety as an unchanging behavior related to the learners to respond apprehensively when speaking, listening, reading or writing in the second or foreign language. In other words, the learner feels anxious whenever he learns second/foreign language, consequently he is not ready enough to be skillful in that language.Another definition proposed by MacIntyre and Gardner (1991) confirm that anxious foreign language students are less prepared to participate in learning activities, and have worse performance than non-anxious students. According to MacIntyre (1995, p.28) "anxiety is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity". Similarly, Littlewood (1996) suggests that language anxiety can hinder learning, and it is considered as an unpleasant state evoking performances and defenses. Hence anxiety is another important factor in second/foreign language learning.

According to (Horwitz et al, 1986) they defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). That is to say, anxiety is linked to foreign language learning when having a negative self-concentrated and anxious reasoning during the learning course. Anxious students frequently have comparatively negative self-concepts; therefore, they may have difficulties in listening comprehension. Another definition which is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.125). This means that it is a kind of anxious personal sensation in the mind that may cause a negative feeling and hindrance for many EFL learners in class.Therefore, anxiety delays learner's abilities and affects him/her the psychologically in language learning.

As a result Kleinmann (1977 _ p. 126, cited in Horwitz, 1991) observes that throughout this period of apprehension the learner goes over mood of fear and horror, worry focused, perspiration, experience heart palpitations, and become forgetful. Thus, these psycho-physiological indications delay the language learning experience. Besides, we think a learner with high levels of anxiety has less hard grammatical structures than the less anxious learner did.

We deduce that language anxiety is a complicated psychological phenomenon related to language learning. It is linked between apprehension and confidence concerns, usually occurs in the progression of a second/ foreign language with a feeling of doubt, emotion of tension, sweating, heart rate, breathing rate. It is caused by the uselessness in communication with the language. Therefore, it can seriously inhibit the ability of concentration and performance, and students become anxious as a reaction from the outside pressures and factors.

2.2 Anxiety Types

Anxiety is a sensitive reaction originating from an insight of risk in the environment; similar to other emotional influences, for instance; tiredness, boredom, anger and emotional disorders. It is totally correlated to the psychology of the individual. It does not happen as a single issue. Many investigators distinguish between several types of anxiety and the majority classified them into three types; Trait Anxiety, State Anxiety and Situational Anxiety.

Trait anxiety is defined as an individual's possibility of becoming anxious in any situation usually viewed as a characteristic of individual personality (Spielberger, 1983). According to MacIntyre (1999, p.28), it is "a feature of an individuals' personality and therefore is both stable over time and applicable to a wide range of situations". Besides, learners a with high level of trait anxiety are generally worried, but while those having low trait anxiety are psychological stable, silent and relaxed, they tend to have an attitude and response which reflects their capacity to comprehend the nature of certain environmental stimuli and stressful positions. Consequently, learners of this type are expected to be highly apprehensive most the time and whatever the situation is. As a result, these individuals are more likely to present state-anxiety in some circumstances. Besides learners become anxious as a tendency no matter what the situation is.

The second type of anxiety is acknowledged as state anxiety which is the nervousness that a student experiences at a specific moment in time as a reply to a definite situation. It is aroused whenever students get stimulus or a situation as harmful, dangerous or threatening to them (Spielberger, et. al 2005), state anxiety is momentary and it relates to some individual event. According to MacIntyre (1995, p.28) state anxiety is "moment to moment experience of anxiety, it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity, state anxiety has an effort on emotion, cognition, and behavior". Therefore, it is a single emotional case characterised with feelings of suffering and tension it disturbs the individual's emotional balance. Moreover, it can even disable tendency towards classroom interaction. Hence, the learners may feel nervous and can easily react to external stimuli.

The third type is situation-specific anxiety. According to (MacIntyre& Gardner, 1991), it is associated to the overall orientation of anxiety and certain situations, this type of anxiety can be measured to be the possibility of becoming anxious in a specific type of situation, for example throughout examinations. In this content, situation-specific anxiety is built on the supposition that certain types of circumstances are more likely to yield anxiety than the others; however, there is separate difference between students as to what particular situations they observe as anxiety, the same students may feel anxious in one kind of situation and not in others (Ellis, 2008). In other words, it refers to the apprehension experienced by EFL learners in some learning contexts in which the EFL students find themselves not fully proficient to use the second or foreign language. It is repeated and often happens in frequent situations for example in the classroom.

Anxiety also has two sides in influencing the language learning learner's which are facilitative and debilitative forms Brown (2007, pp.162-163). The former which is facilitating anxiety or helpful anxiety is described as the positive power; it is a challenging task that may lead the learners to become more interested for language learning, better to be called as enthusiasm. It is considered as one of the most significant means that guide to achievement because it has positive effect on language learning. Brown (2000, p.381) stated that "helpful anxiety euphoric tension or the benefit effect of apprehension over a task to be accomplished". Thus, learners deal with the task in a more rational way. Since this type of anxiety helps learners to develop their performance, and simplify the way for obtaining a foreign language, through keeping prepared to gain knowledge and motivate to learning more.

The later, debilitating-anxiety,or harmful anxiety. It is based on negative feeling because it stimulates the student to make a sense of withdrawal from the language task, by reduce participation and enthusiasm. Thus, it has an undesirable outcome on the learning process,contains the unpleasant moods; for example, fear and dread that delay the knowledge process (Sellers, 2000). So, it harms learner's performance in different ways due to the relationship between anxiety and performance.

2.3 Language Anxiety Sources

Numerous sources of anxiety can be found anywhere. In this study we are going to analyse the sources caused in the classroom, primarily from the teacher and the learner. Feeling anxious could disturb the student's desire to improve the foreign language context even, when it is accompanied with the receptive skills; reading and listening, or the productive skills; speaking and writing. Language anxiety may be ascribed to several reasons. As far as sources on language anxieties are concerned, three of them appear to be most commonly indicated in parallel studies,Horwitz et al (1986) clarified the principal sources of language anxiety, which are communication apprehension, fear of negative evaluation and test anxiety. Therefore, a precise description of these sources will offer an insight of the reasons which may help in finding solutions.

As mentioned above, these sources deal with three models of language anxiety: communication apprehension, test anxiety and fear of negative evaluation.The first one, communication apprehension, is described as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" McCroskey (1977, cited in Aida, 1994, p. 156). It is related to the conceptualization of foreign language anxiety. Horwitz, Horwitz and Cope (1986, p.127) found that the appearance of communication apprehension may be elicited by situational settings ,for example, in listening to a spoken message (receiver anxiety).Likewise from psychological obstacles that obstruct their presentation, intimidate their confidence and consequently, lead to anxiety in the classroom (MacIntyre& Gardner,1991).

Learners frequently have trouble in communicating and understanding the foreign language. It happens when students do not understand or be understood by their teachers or classmates, particularly in relation to speaking and listening because of their narrow

understanding of the language, nervousness, fear and dread. Hence, they are not relaxed and show communication apprehension in the target language (Horwitz et al, 1986). Similarly MacIntyre& Gardner (1991) argue that the apprehension's produced over the increase of the student's negative self-perceptions and lack of capacity to comprehend. In other words, we can say that communication apprehension clearly shows a great influence in EFL learning which affects harmfully students' communication competence and learning progression, depending on the degree of apprehension sensed by students.

The second is the fear of negative evaluation. It is defined by Leary (1982, cited in MacIntyre, 1995, p.93) as "the prospect or presence of interpersonal evaluation in real or imagined social settings". That means the worry about other's (teachers or classmates) assessments and the prospect that others would evaluate negatively language ability. Therefore, it often generates a huge volume of anxiety. According to Aida (1994), learners with a fear of negative evaluation have tendency to "sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills" (p.157). As a result learners who have this type do not deliberate their errors, and disapprove to join in the language classroom activities, and skip class to avoid anxiety situations.

The last type is considered as a source of apprehension "it refers to a type of performance anxiety stemming from a fear of failure" (Horwitz et al; 1986, p.127). That means test anxiety is the outcome of fear of negative evaluation in which the learner feel that tests, puzzles, and other activities used to evaluate his competence, therefore; some learners do not do well in a test. As clarified bySarason (1984, cited in Aida, 1994, p.157), "the tendency to view with alarms the consequences of inadequate performance in an evaluative situation". Hence, test-anxious learners frequently feel that anything less than a perfect test performance is a failure, therefore; they think that they are going to be assessed negatively by others, these three types, communication apprehension, test anxiety, and fear of negative evaluation are all the time complicated in a language classroom. They do not certainly happen all at the same time, even though it is potential for all the types to arise their occurence depends on the lessons and purposes for each class.

2.4 Common Features of Foreign Language Classroom Anxiety

There are some common features across the different types of anxiety among EFL learners. It generally can be physical, emotional and behavioral appearances which can vary with each individual. However; it is very necessary for EFL teachers to know the anxious learners, since anxiety has great influence on different features of foreign language learning. But, behaviors differ across cultures and what might appear like anxious behavior in one culture might be usual behavior in another culture. The next are possible signs of language anxiety which Stated by Arnold; General avoidance, physical action symptoms (1999, p.66).Therefore, students who have foreign language anxiety they are characterised with such behaviors which express that they are suffering from anxiety.

First foreign language learners show different expression such as: missing class, delay their homework and studying. Students keep silent and refuse to speak; they always go to their class unprepared and if they are asked they just reply with short answer may be because they forget the answer. Hence, they show carelessness, cutting class, coming late, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest question. This is called general avoidance

Second, anxious learners can experience some physical actions which are common in our day life such as: squirming, shaking hands, hesitating, fidgeting, playing with hair or clothing nervously, moving objects, stammering, showing jittery behavior. Therefore, students will be unable to repeat the sounds or intonation of the target language even after repeated practice.

Third, anxious foreign language learners may express their feelings through physical symptoms which may appear as: dry mouth, heartburn, breathlessness, impaired hearing, blurred vision, sweat,palpitations (quick heart beat).And they always complain about headache,experiencing tight muscles,felling unexplained pain or tension in any part of the body. Furthermore, there are others that can be a sign of language anxiety for instance; conversation with drawl escaping eye contact, non-committal answers reactions, laughing, sleepy, joking and too much of self-criticism expression such as" I am stupid".

2.5 Anxiety and Listening Relationship

Listening is the basic process from which students learn to communicate effectively. With regard to anxiety, it is recognized by many investigators and instructors as a hindrance for those students to attain a good listening ability. Consequently, listening is a main skill in language learning but, it provokes anxiety feelings EFL classes. Similarly, the receptive skill has negative correlations with anxiety in the foreign language classrooms.

Foreign Language learning anxiety causes the students to escape the learning task in order to avoid the sources of anxiety (Ellis, 1994). That means it affects negatively in EFL. According to (Hussein, 2005 cited in Chang, 2008) students with advanced levels of anxiety tend to have advanced levels of listening anxiety. FL listening anxiety and foreign language anxiety are not the same they are different. They are related concepts (Hussein, 2005; Kim, 2000 and Vogely, 1998 cited in Chang, 2008). Therefore, anxiety has a negative effect on listening because of listening comprehension problems (Horwitz, 1991). To support this idea (Horwitz ,1991; Bailey ,1983; Kim ,2000 and Hussein ,2005 cited in Chang, June 2008) have found a negative relationship between foreign language learning anxiety and listening comprehension, they concluded that a high level of anxiety could have undesirable effects on student's performance and proficiency, students are most affected by their level of listening proficiency, followed by the amount of exposure to the foreign language and the overall language competence. Thus, when they focus only on speed speech, unfamiliar accent and topics, they will be anxious.

2.6 Foreign Language Listening Anxiety

Listening becomes more essential as students want to understand what is said to them for effective communication. It is the most problematic language skill for its fleeting nature and the limited amount of control by the listener on the stream of speech. It happens when students face a task and they feel that is too hard or unfamiliar (oxford, 1992 cited in Xu, December 2011). Foreign language listening comprehension (LC) anxiety was defined as "the fear of misinterpreting, inadequately processing or not being able to adjust psychologically to message sent by others" (Wheel, 1975, p.263; Cheng , 2003 cited in

Han, 2014). That means students become anxious when they are obliged to translate what have been said to them.

Moreover, when listeners do not have the suitable listening competence ,they might feel anxious while listening in the target language, due to some difficulties connected with FL listening. MacIntyre (1995) thoughts that listeners in L2 concern about misunderstanding while learning a foreign language. In addition to, they fear embarrassing outcomes, thus, it is usually anxiety provoking. In other words, listeners feel anxious because, they are not proficient enough while listening.

Listening comprehension contains expressions, connected discourse, meaning-bearing words, passages and sentences. The anxiety that arises throughout the listening process, frequently appears from negative "listening self-concept" namely, a low level of self-confidence in the part of listening (Joiner, 1986 cited in Xu, December 2011). Consequently, listening comprehension anxiety can weaken speech production because, in order to cooperate orally, the listener must first realize what is being said (Xu, December 2011). Nevertheless, anxiety is a challenging capacity for students like speaking.Besides, listening in a task for the reason that they have to understand in order to reply. Hence, tension and apprehension over English listening and lack of self-confidence causes anxiety in listening (Han, 2014). That means, listening is the first step to learn the language through translate the message then, send it (speak). The problems appear when there is a hindrance among this capacity. As a result, learner will suffer from listening anxiety.

Listening is a complex and hard skill to master. Since it is both fast and unclear, students feel anxious because they lack understanding the message and interpreting it correctly. Moreover, the major problem that learners have with listening is that the listening recording is only played once. Therefore, they fear losing some parts while listening. Listening anxiety may be due to undeveloped teaching practices, unsuccessful listening strategies, and students' lack of vocabulary.

2.7 Causes of Listening Anxiety

Anxiety is problematic for many EFL students because it seems to be the hardest feeling which EFL suffer from. Students need to communicate but they must first understand what is being said. However,there are several causes of LC anxiety in the foreign language class such as; the nature of listening input, lack of practice, listening comprehension test,comfortable and physical environment and lack of self- confidence (Xu ,December 2011).

First, students focus on the characteristics of the input such as speech rate, pronunciation, length, level of the text and vocabulary (Chang, June 2008). That means when students decode what they hear and recognize listening comprehension as word-for-word translating, they will miss the rest of the passage. Besides, some students worry that they will not understand what they are going to listen, and they will miss the key words such as when the speech is too fast or the teacher's pronunciation is not clear enough and the use of vocabulary is unfamiliar and difficult. Therefore, anxiety will become a fixed part of the listening comprehension process and impact negatively on their listening comprehension.

Second, listening anxiety can arise from lack of practice or lack of repetition. Students feel anxious when they do not have a lot of opportunities to practise the foreign language in listening activities. Maybe because of, lack of time, large class size and lack of chances to practise the foreign language listening outside the classroom. As a result, they will not answer immediately to the listening text when asked, because; the teacher do not give them sufficient time to practise so, they will express hindrance when the input is presented only once or twice. Therefore, lack of practise makes them feel useless and unprepared. Since repetition has a significant role in listening, teachers need to help their students by providing them with more practice.

Students become anxious maybe because it is a test, rather than an activity so they, cannot repeat the listening passage as many times as they need. Hence, anxiety in listening comprehension test occurs when the students must interpret the question to be answered, and then select the correct answer in a short period of time while concentrating with the speech input at the same time. Listening anxiety test causes cognitive interference while listening which leads to apprehension, and of loss self-confidence or feeling of inferiority to others.

Third, uncomfortable atmosphere in EFL classes is one of the main factors which cause listening comprehension anxiety. Physical surroundings effect on student's listening comprehension such as a classroom too hot or too cold. Besides, when the classroom is too noisy (they will not listen well), lacks oxygen, or is small and overcrowded. These factors hedge listening, and increase anxiety among EFL students. Therefore, teachers must create a relaxed language-learning environment that stimulates learners' attention, confidence and increase their motivation for listening to English.

Fourth students' lack self-confidence also hinders their listening comprehension because of their low ability when listening to English. As a result, they become definitely

anxious because, during the listening comprehension process the listeners are in a passive situation rather than active one. It is not easy to deal with incoming information immediately. Thus, they will be unable to be confident during the listening process. Lackof self-confidence usually happens when they do not understand well the speech input. Since, motivation is a vital way to build the students' confidence; they face lack of encouragement from the teacher and are unaware of the listening strategies. Therefore, students stop listening when they fear that they cannot understand what they listen to.

We deduce that anxiety is the factor that affects listening comprehension,therefore, students should know how to decrease listening comprehension anxiety by increasing self-confidence, practising listening comprehension activities, creating a relaxed atmosphere in the classroom and being motivated to overcome listening anxiety. Students who are interested to listen will have progressive outlook toward the foreign language.

2.8 Strategies Used to Cope with FL Anxiety in Listening

Learners should know that anxiety has a great role in impacting their listening comprehension. Therefore, good use of effective listening strategies may play a vital role in lowering listening anxiety. Teachers need to know what strategies they can employ to cope with listening comprehension anxiety and set strategy training into regular classroom activities in an obvious way. Kondo and Ling (2004) investigated the strategies used by foreign language learners in coping with their listening comprehension anxiety. The strategies were grouped into five groups of general strategies, namely: preparation, relaxation, positive thinking, peer seeking and resignation. They maintain that all these strategies are very useful for learners to help them reduce their FL anxiety. They further argue that learners need to know the causes of their FL anxiety and use suitable strategies to deal with them.

The first strategy, preparation, refers to the efforts by monitoring the coming warning, improving learner's efforts and overcome their feeling of anxiety or threat by learning and study strategies (Kondo &Ling, 2004). Moreover, teachers should explain to their learners the fact that listening anxiety is common by nearly everybody, and most of the other learners experience the same fear of failure. Therefore, teacher's sympathetic attitude towards the difficulties and anxiety of learners would encourage them to overcome their own nervousness (Xu, August 2013). In other words, preparation is the best way that

can help learners to reduce their anxiety. Since preparation mature EFL learners self confidence in listening skill, and reduce the level of their anxiety. They just should organize themselves to increase foreign language as much as they can because "good preparation makes perfect".

The second, relaxation, deals with ways to decrease the symptoms of anxiety. It intends at easing physical pressure related with sensitive stimulation (Kondo& Ling, 2004). Relaxation is the most important way that permits learners to overcome their anxiety. However, in order to make listening less stressful, English teachers need to do more exploration of facilitating anxiety level, especially of strategy training (Xu, 2013). Therefore, to be comfortable when listening, learners should relax because it is beneficial for them. In other words, EFL learners need to use this way before starting to listen in order to feel at ease. Thus, we can say that it is important for anxious students to take a deep breath before listening; this may help them feel more relaxed and quite. Also, they can relax by forgetting negative emotion and repeating the words" I am calm and relaxed" and "I take a deep breath".

The third strategy, positive thinking, simplify the meaning from difficult cognitive processes that cause students' anxiety to an easy one. Therefore, it is the method that EFL learners should follow to overcome their listening anxiety by creating positive thinking (Kondo &Ling, 2004). That is to say this strategy is planned to distract attention from the traumatic state to positive and enjoyable signals and get comfortable. According to Oxford (1999, p.67) positive thinking is "a kind of self-encouragement that helps learners get rid of emotional and negative ideas". This means that positive thinking is a way used to provide more support to anxious students in order to overcome their negative psychological problems.

The fourth strategy, peer seeking, is the effort to discover other learners who also feel anxious in their language class. Hence, the consciousness that others are having the similar problematic may help as a cause of expressive guideline by social evaluation. We can say from this strategy that the awareness of students that their classmates feel the same way they feel (anxiety) make them be comfortable and relaxed. Besides, they all together will be evaluated. Thus this strategy encourages them to overcome their listening anxiety if they seek that others have same fear.

The fifth, resignation, (giving up) refers to the unwillingness of learners to ease their language anxiety. It describes the performances of anxious learners in the language

classroom (Kondo & Ling, p. 262). Their purpose it is not doing whatever to ease their language anxiety and minimize its effect. They simply try to forget about their anxiety and move away. It seems to be a useful strategy.Instead of keeping thinking about sameproblem, they just let their fear go. Especially, when they do not have enough support to be adjust with their anxiety.

Chen Yanjun found that students who go through listening anxiety had a negative connection with listening strategies, mainly with cognitive strategies (2005 cited in Xu, August 2013). Likewise, some researchers have suggested other means of reducing listening anxiety, such as, teaching listening strategies and allowing learners to have further practise (Elkhafaifi, 2005). According to Arnold (1999), we can reduce anxiety in listening examination including two steps: relaxation and visualization. In listening practice, teachers should visualize the situation. Learners use this way in order to help them be at ease and reduce the rate of speech; this means that learners must imagine the picture to be confident and enjoy their listening with positive visualize, and relaxing images.

Building self-confidence is essential and considered as a supportive and useful way for EFL learners to reduce their listening anxiety. It allows individuals to have positive views of them and their abilities. Fujita (1984 cited in Xu, 2011) , points in his study that self-confidence was one of the major reasons affecting the listening comprehension ability of successful learners. Learners must know how to avoid their apprehension and dread. Listeners who are not self-confident depend extremely on the opinion of others. They tend to avoid taking risks for the reason that, they fear failure and usually do not think to be successful. Consequently, they have to bear in their minds that errors are not something unbecoming, but they are kind of language learning. Thus, from our faults we can acquire and achieve better. English teachers also have role to build up their self-confidence.

Activating background knowledge can be a supportive way to lower listening anxiety. This could be by presenting the lesson or task to get what is in the student's minds. Background knowledge is in the recall and they need to be activated. Teachers use the background knowledge to guide the listeners through short conversation about the subject. For example, say the first sentence and ask what they think the topic is going to be about. This awakens certain potentials and makes the students rationally ready for the topic. Besides it activates the hidden knowledge of vocabularies associated with the topic. Therefore, students will gather the knowledge consciously. They widen their sights

through the information process (using background knowledge). Furthermore, when listeners give the purpose for listening and be discriminating before the first hearing, they may involve concentrating on certain features.

Using group work is another supportive way to reduce anxiety. Each group member is encouraged to share his opinions or problems with others based on his comprehension of listening. For instance, the fear is reduced when the possibility of providing a right or satisfactory answer is increased ,and when students have the chance to test their contributions, exchange their knowledge, responses and give remarks to each other before being requested to the whole class. Altogether, they do it in a pleasant, comfortable, cooperative and harmonious atmosphere. In addition, time to think, opportunities to prepare and obtain feedback (Arnold, 1999). Group work, can lower anxiety and creates a more confident affective environment in the classroom. Besides, it adapts training and increases student's motivation and extended opportunities for the use of foreign language.

Another helping strategy is to train listening. Arnold claims that "training of this nature might help free energy previously used in worrying for the much more productive cognitive operations of language processing" (cited in Xu, 2013, p. 784). That is to say, learners who go through listen more make significantly less mistakes in listening than those who do not. Thus, teachers should use applicable practice exercises prepared for each activity, as a means of allowing learners to experience achievement and during the process, do not correct every error the learners make because it enable them to develop self-confidence. In other words, teachers should always make their learners listen more. In order to be familiar with the listening task and involved in the language learning process.

To sum up, FL anxiety generally needs to be reduced by using several strategies. EFL learners can reduce their listening anxiety. Therefore, they need to know and apply these effective strategies to help them to listen effectively. Preparation, relaxation, positive thinking, peer seeking, resignation, visualization, build self-confidence, activate background knowledge, make group work, and training are the most helpful and useful ways for EFL learners to overcome listening anxiety. Even if those ways may not completely reduce anxiety, they can at least help student to develop self-confidence. Teachers could also play their part to help reduce students' FL listening comprehension anxiety.

Conclusion

In the light of what has been discussed in this chapter, we come to the conclusion that anxiety is the feeling of uneasiness, apprehension linked with listening. It has a great impact on listening comprehension more than other things because through listening we learn how to speak. Trait anxiety, state anxiety and situation specific anxiety, were mentioned as the most types which appear in the learning process. In addition, the sources are various, we can mention fear of communication, fear of negative evaluation and test anxiety. Some characteristics were outlined from the students' reaction, such as behavior and emotion. In addition, listening anxietycannot be determined by only one precise cause, but by many causes. It affects the learners' comprehension such as the nature of listening input due to the lack of confidence and repetition. Therefore, using strategies may reduce listening anxiety and by creating a relaxed atmosphere, devising listening activities and using group work.

Chapter Three

Results Analysis

Introduction

3.1. The Students Questionnaire

3.1.1. Aim

3.1.2. The sample

3.1.3. Description of the Questionnaire

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3.1.7. Interpretation of the Results

3.2. The Teachers Questionnaire

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3.2.2 .The sample

3.2.3. Description of the Questionnaire

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3.2.5. Analysis of the Results

3.2.6. Interpretation of the Results

Conclusion

Introduction

The present research is about eliciting teachers and students' opinion about the impact of anxiety in listening, since they are the main variables of this study. Their views and opinions will be very fruitful for this research, and the most appropriate tool to investigate that is through addressing a questionnaire to both learners and teachers.

Examining teachers and students' questionnaires to check the validity of the questions that the present study is based upon. Therefore, this chapter is devoted to investigate views and attitudes towards listening and towards the use of listening strategies with the aim of identifying the main factors causing foreign language anxiety that first year LMD students of English at Mohamed Kheider University of Biskra have in listening. In addition, it also seeks to explore the difficulties that these students encounter in understanding the spoken language.

This chapter is also concerned with defining the chosen sample of this research paper and describing the teachers and students' questionnaires. The results obtained from these questionnaires are systematically examined, tabulated and analysed. Therefore, the results analysis will be summarised and discussed.

3.1. Students' Questionnaire

3.1.1. Aim of the Students' Questionnaires

The students' questionnaire aims at finding out the main factors causing foreign language anxiety and whether the learners give importance to the listening strategies in order to enhance their listening skill or not.

3.1.2. The Sample

The sixty (60) students who responded to the questionnaire were chosen randomly among the total number of the first year LMD students' population (456) at the University of Mohamed kheiderBiskra .The selection of such a sample was based on the consideration that first year LMD students suffer listening anxiety in the classroom. Moreover, those

students know some strategies to overcome their anxiety; therefore they will know how to develop the listening skill.

3.1.3. Description of the Questionnaire

This questionnaire consists of nine (9) questions which are arranged in a logical order. They are either, to pick up the appropriate answer from a number of choices or open questions requiring from the participants to give their own answers or, closed questions requiring from the students to choose "yes" or "no" answers and justify them. The questionnaire is divided into (02) major categories.

3.3.3.1. Section One: Listening

This section aims at measuring the students' interests in leaning listening comprehension and their tendency to use listening strategies. In this regard, this part composed of four (04) questions, concerns the students' perceptions about learning listening whether they know which information process to use first. Or they are aware of the stages and strategies of this process or not, also the difficulties that they have most in listening.

3.3.3.2. Section Two: Anxiety as a Hedge in listening

This section seeks to show how students perceive anxiety in spoken English and their attitudes and opinions concerning how to reduce it through strategies. Hence, this section is composed of five (05) questions to know if they are afraid or not, and if there is a relationship between listening comprehension and anxiety. Besides, sources of anxiety, and whether their teachers use strategies to reduce their listening anxiety or not.

3.1.4 Piloting the Questionnaire

In order for the research to be more accurate and for the questionnaire to be clear and direct to the point, we opted to pilot it before administering it to the whole sample. The pilot study testing tackled mainly issues as the clarity, validity, reliability of the layout, instructions, and check if all words used are understood by the students. It is also seeks to

know if there is a question or item which would be interpreted in a wrong way and if there is an item (s) which is irrelevant or there are some points which are ambiguous.

The pilot study was done four days before the main study with ten students (10) at the department of English at University of Mohamed kheiderBiskra and the time taken was twenty (20) minutes. The participants were asked to answer the questions using any language and to write any additional comments on the margus of the pages. Difficult vocabulary was explained orally, they were asked to seek clarification when they need it, from the researcher. After distributing the questionnaire to the (10) participants, comments were given by those students concerning the ambiguity of some listening strategies, and the information process of listening since they are beginners. Also they claim about the length the repetition of some questions.

After piloting the questionnaire, we have found that it is necessary to revise it and modify some questions in another manner such as; which strategies do you follow most to improve your own progress when listening, do you think that your difficulties in listening are due to: message, speaker, and listener. But, not all the questions because they were put on purpose, also we have omitted two questions. In the other hand, we have discovered that not only comments and/or complains have been obtained from the pilot testing of the questionnaire but also observations on the necessity and usefulness of the proposed research had been noticed. Some insightful comments were given by some participants on the value of this particular topic in helping to improve the listening skill and strategies.

3.1.5 Administration of the Questionnaire

Collecting data is an essential part of this study. The chosen tool for eliciting information from our target population is questionnaire .on Wednesday, April 15th, 2015 at 9:15 am the questionnaire was distributed of 60 questionnaires at the amphy. 45 questionnaires were given back by the respondents .15 questionnaires were not returned earlier from the respondents, because we gave them the questionnaire before the beginning of the session. The questionnaires were self-administrated and all in print .None of them was emailed.

They were filled in by the respondents in our presence and with some instructions we gave. By so doing, we help making data collected more accurate, and more reliable.

Our presence in the process of filling in the questionnaires was very important; to make sure that the participants clearly understood the questions on the one hand, and to stimulate these participants to answer all the questions on the same time.

3.1.6 Analysis of Student's Questionnaire

I.   Listening

Question one: While listening which of the following processes do you use first:

Option	N	%
a	8	13
b	52	87
Total	**60**	**100**

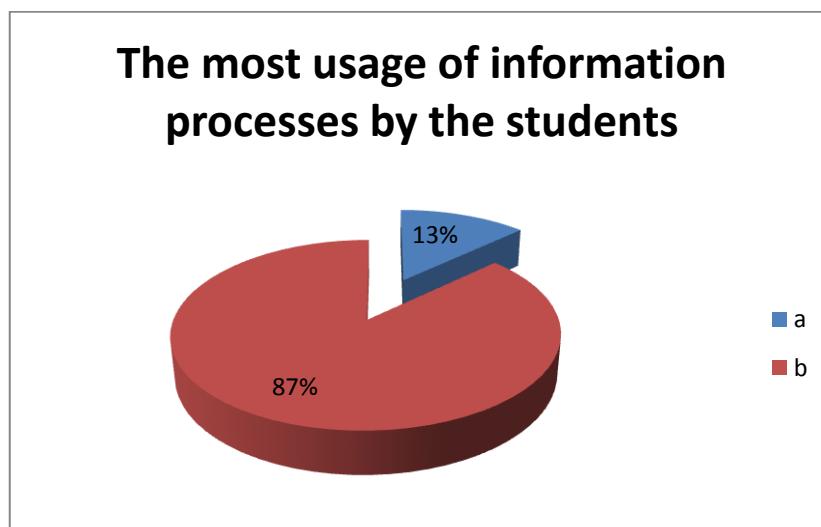**Table 3.1: usage of information processes**

Figure 3.1: usage of information processes

As shown in the table above, "a" (13%) of the participants use the bottom -up processing. It means using linguistic information. (87%) of the respondents use first "b" top-down processing that is to say, they help themselves by using first the background knowledge.

Question two: When you listen to activities which stage do you follow most?

41

Option	N	%
a	13	22
b	32	53
c	5	8
a-b	3	5
b-c	3	5
a-c	4	7
Total	**60**	**100**

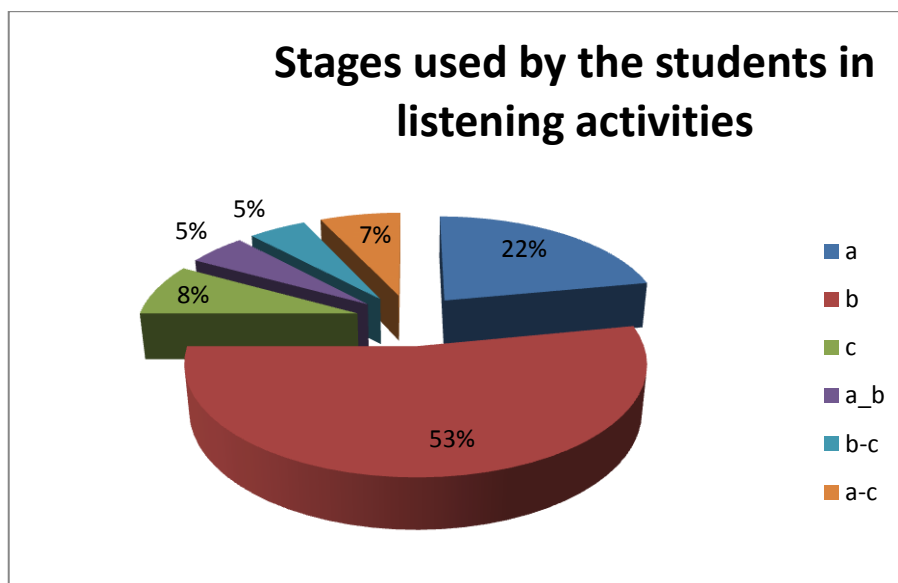**Table 3.2:stages used by the students in listening activities**

Figure 3.2:stages used by the students in listening activities

We can notice that the highest percentage of participants (53%) claims that their most usage of stages is "b" while listening to check and choose what is interesting to understand. Others (22%) show that they are using "a" pre-listening that is to say organize and predict. Some others (8%) say that they use "c" post-listening to assess the comprehension, and (7%) of the respondents say that they prefer to use both "a-c" pre- and post-listening .The least percentage (5%) of respondents show that their most usage is with both "a-b"(pre-and while listening) , and others (5%) use "b-c"(while and post-listening) together.

Question three : Which strategies do you use most to improve your own progress?

Option	N	%
a	33	55
b	10	17
c	7	12
a - b	3	5
b-c	5	8
a-c	2	3
Total	**60**	**100**

Table 3.3: the most used strategies by the students
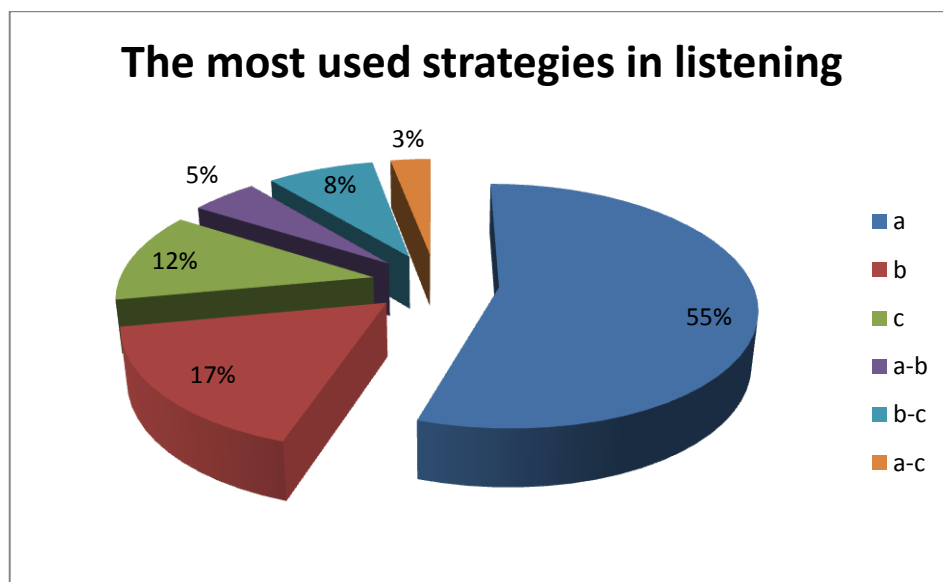

Figure 3.3:the most used strategies by the students

The results obtained denote that (55%) of participants state that they prefer to use "a" meta-cognitive strategies in order to plan, check and monitor .On the other hand (17%) of participants say that they use "b" cognitive strategies. (12%) use "c" socio-affective strategies to get others collaboration. And (8%) use both "b-c" cognitive and the socio-affective strategies. however some of the students (5%) also use "a-b" meta-cognitive and cognitive strategies. The least percentages (3%) choose "a-c" meta-cognitive and the socio-affective strategies to check and monitor with groups.

Question four: Do you think that the difficulties in listening are due to?

Option		N	%
a.Message	Vocabulary	24	40
	Grammar	6	10
	Pronunciation and accent	26	43
	All of them	1	2
	None of them	3	5
Total		60	100

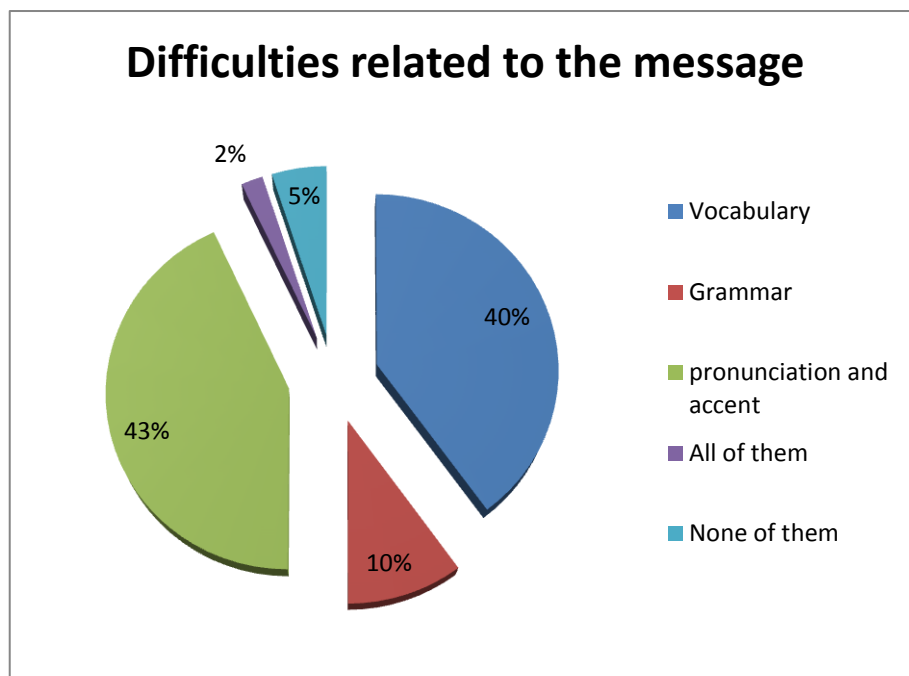**Table 3.4: student's difficulties with the message**

Figure 3.4: student's difficulties with the message

The majority of the participants (43%) stated that they found difficulties with a message especially in pronunciation and accent, and (40%) those who say that difficulties in a message are because of vocabulary. The other respondents (10%) stated that grammar is the problem with the message they receive. Nevertheless, three of the respondents say none of them have relation to the difficulty of a message (5%), and only one respondent (2%) says that all of them cause difficulties related to the message

Option		N	%
b.Speaker	Rate of delivery	8	13
	Noise	17	28
	Poor speaking performance	22	37
	All of them	7	12
	None of them	6	10
Total		**60**	**100**

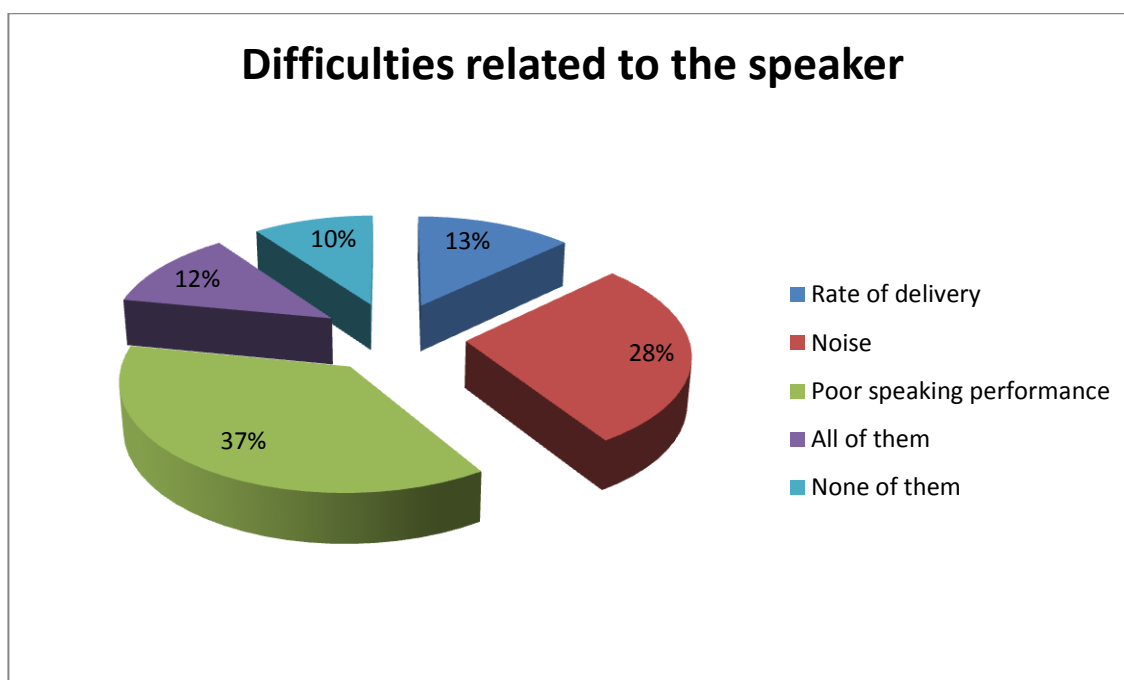**Table 3.5: student's difficulties with the speaker**

Figure 3.5: student's difficulties with the speaker

The majority of the respondents (37%) admit that they mostly find poor speaking performance as a cause in understanding the speaker speech when they listen. However, (28%) of the respondents say that noise may make difficulties when the speaker is talking. some other participants (13%) say that the difficulty is with the rate of delivery. On the other hand (12%) of them say that all of them are the reasons of listening difficulties.The

remaining respondents (10%) acknowledge that none of them can be the reason caused by the speaker.

Option		N	%
c.Listener	Proficiency level	15	25
	Lack of motivation	35	58
	Both of them	3	5
	None of them	7	12
Total		60	100

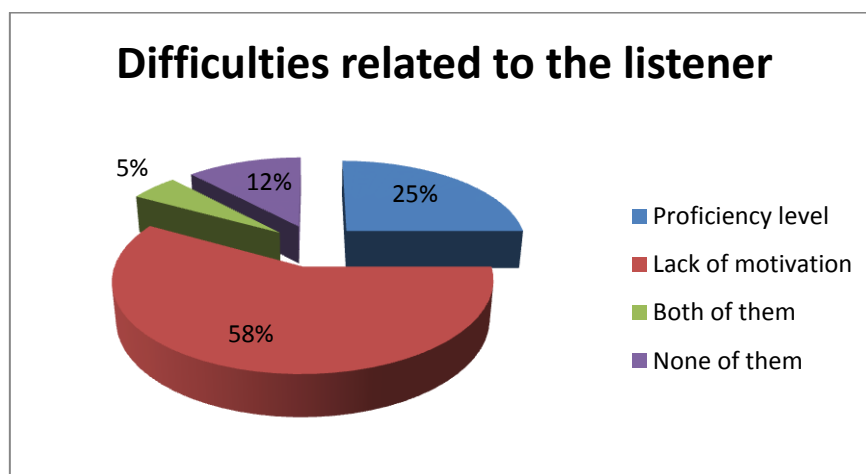**Table 3.6:student's difficulties with the listener**

Figure 3.6:student's difficulties with the listener

Regarding participants' answers (58%) of them stated "lack motivation" as the reason that lead to the weaknesses during listening comprehension. However, (25 %) say that the proficiency level hinders the listener abilities. Seven respondents (12%) say that none of them can make the listeners have problems. Low percentages (5%) of respondents say that both lack of motivation and proficiency level can cause difficulties to the listener.

II.   Anxiety as a hedge in listening

Question five: Do you feel anxiouswhile listening to English ?

Option	N	%
yes	46	77
no	14	23
Total	60	100

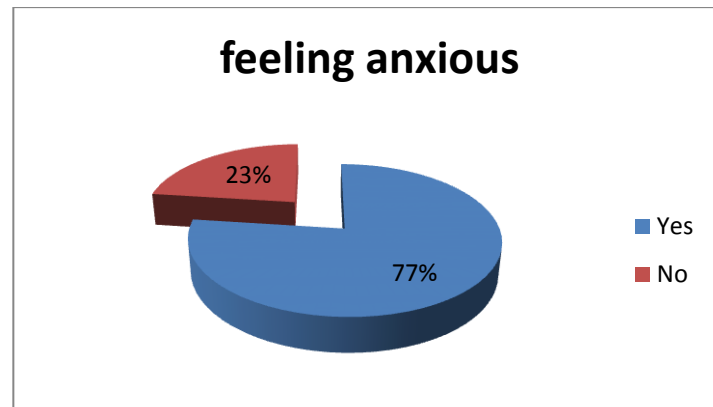**Table 3.7:student's feeling anxious**

Figure 3.7:student's feeling anxious

It is shown from the table above that most of the participants (77%) stated that they feel anxious while listening to English. However (23%) said no.

To justify their answers participants who said yes explain their choices because sometimes they feel afraid that they are not going to understand the speakers, especially if they are too fast. However, English foreign language has different rules and when the teachers use new vocabulary or use American accent it will be hard to understand

Question six: Do you think that there is a relationship between listening comprehension and anxiety?

Option	N	%
yes	31	52
no	29	48
Total	60	100

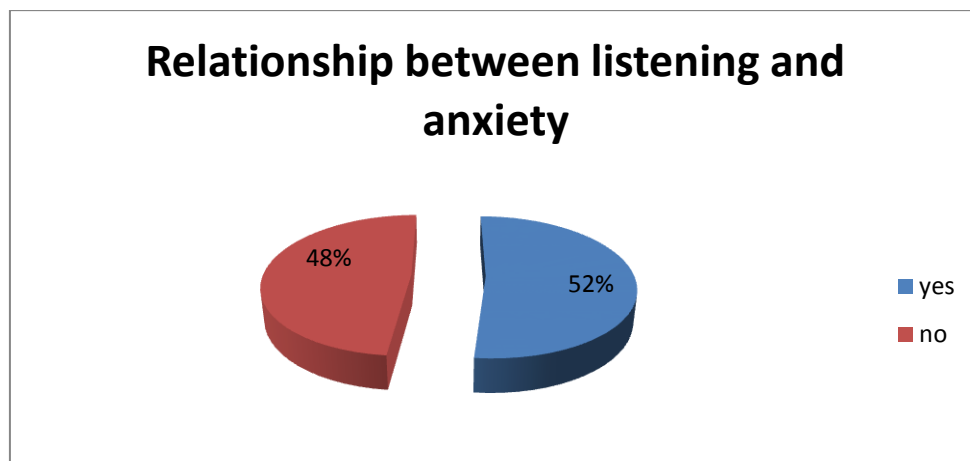**Table 3. 8: relationship btween anxiety and listening**

Figure 3. 8 :Relationship between Anxiety and Listening

Considering the statistics shown in table (2), we clearly notice that out of the thirty-one of the respondents(52%) answered question two by "Yes", By contrast twenty-nine of them (48 %) choose the option (b) "no" .

Question seven: Which of these anxiety sources do you have the most in class?

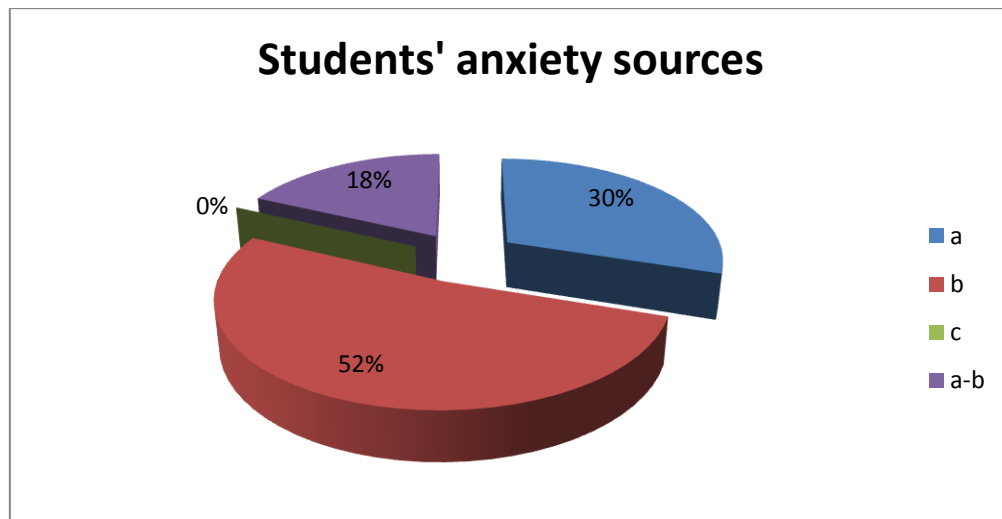| Option	N	%
a	18	30
b	31	52
c	0	0
a - b	11	18
Total	**60**	**100**

Table 3.9: sources of students' anxiety

Figure 3.9: sources of students' anxiety

The above tabulated results show that the majority of the respondents (52%) pay attention to the teachers and classmates evaluation, so they are afraid of negative evaluation "b". Others (30%) most sources have are communication apprehension "a" and (18%) of the remaining respondents have both "a, b" communication apprehension and fear of negative evaluation.

Question eight: Which of the following strategies do you prefer your teacher use to reduce your listening anxiety?

Option	N	%
A	10	17
B	5	8
C	5	8
D	0	0
E	0	0
a-b	10	17
F-d-i	12	20
g-h-j	18	30
Total	**60**	**100**

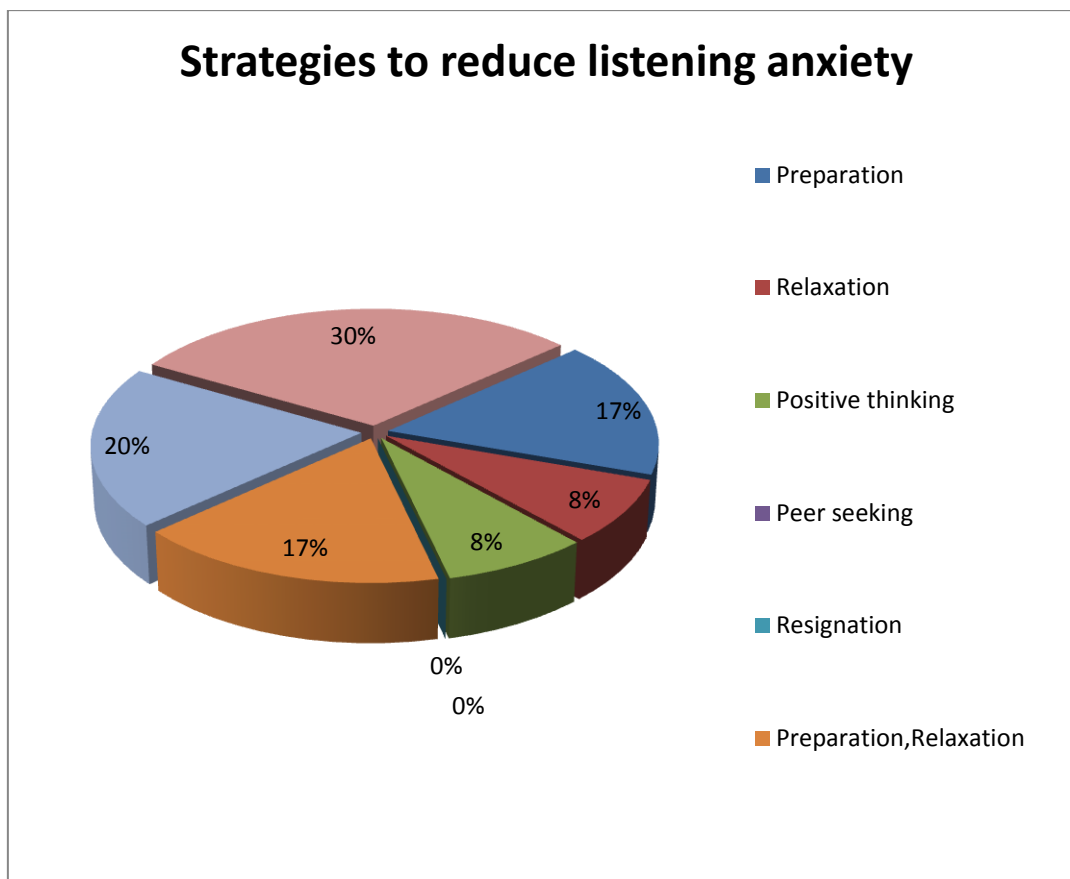**Table 3. 10: strategies to reduce listening anxiety**

Figure 3.10: strategies to reduce listening anxiety

It is clearly noticed in the above table that half (30) % of the respondents want their teachers to make them build self -confidence, background knowledge and practice (g, h, j). On the other hand (20%) of the respondents prefer to use "f, d, i "visualization, peer seeking and make group-work. Others (17%) prefer "a" preparation that is to say prepare before doing the listening activities, and other (17%) of the respondents choose "a, c" preparation, relaxation .Whereas a low percentage of the respondents (8 %) prefer " b" relaxation. The remaining respondents (8%) want from their teachers to use "c" positive thinking to decrease the listening anxiety.

Question nine: What do you think the teacher could do to help you to reduce anxiety?

Most of the participants suggested that their teachers should present the lesson in a simple way by give them a pre-background knowledge about the topic, motivate them to listen to him or her, give a new vocabularies to attract them with using high voice and encourage them to practice a lot by listening to native speakers and to watch movies. In addition others want their teachers to compliment them during evaluation; make them aware that making mistakes is acceptable and is part of the learning process

3.1.7 Interpretation of Students' Result Questionnaire

The findings obtained from the questionnaire filled in by participants have enlightened us about the weaknesses and the problems that these students encounter in learning listening. The results that we have obtained from the students' questionnaire and analysed, indictes that first year LMD students of English at Mohamed Kheider University in Biskra have difficulties in understanding the listening task and using adequate strategies as helpful way to develop and reduce anxiety. Those participants have different types and degrees of anxiety.

In this regard, we notice that the majority of the respondents (87%) in Q1 have been using top-down processing for information process.In Q2the majority of the students (53%) using while listening. This indicates that these students are not aware of the stages that they must follow in the listening activities because when listening should follow all the stages in order to achieve the comprehension through predicting, monitoring and interpreting what have been heard. In Q3 the majority of the participants are familiar with the different kinds of listening strategies. However, they should gather these strategies in order to transmit the information they receive.

Thus, use different strategies to achieve their own progress will help them to get clear comprehension. Thus, it seems to be good if the students always share that with groups this encourage their views and reduce the difficulties they may face. In Q5 it is obvious that most participants have listening anxiety. In the last questionthe majority of the participants, propose that their teacher should involve them in the learning process to be more confident by doing activities this indicate that students must be integrated to the listening process.

3.2 The Teachers Questionnaire

3.2.1 Aim of the Teachers' Questionnaires

The teachers' questionnaire is intended to investigate the teachers' opinions about student's sources of foreign language anxiety in listening and to discover the supporting using of these strategies as a pedagogical strategy to enhance the learners listening skill, in addition to the strategies they use to record information and a way to follow in order to overcome or reduce their anxiety, due to the importance of listening skill in the classroom.

3.2.2 Sample of the Teachers' Questionnaire

This study is conducted on a population of about 40 teachers belonging to the department of English at University of Mohamed KheiderBiskra during the academic year 2014-2015 .Ten teachers (10) who responded to the questionnaire were chosen randomly among the teachers of English language Department. Moreover, the selection of such sample have been chosen as a case of our study due to the fact that our teachers will insight us about the obstacles that students experience in the class when listening.

3.2.3 Description of the Teachers' Questionnaire

This questionnaire consists of seventeen (17) questions which are arranged in a logical order. They are either, to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers or, closed questions requiring from the teachers to choose "yes" or "no" answers and justify them. The questionnaire is divided into two (02) major categories

3.2.3.1 Section One: Listening

The first section, is composed of eight (08) questions, concerns how teachers' teach the listening skill and the awareness of using the listening strategies of this process or not ,and whether they encourage their students through listening activities or not with an intended to know the importance of using the information processes. In this regard, teachers are asked to choose the main reason of the students' problems with listening in the classroom. Finally, we give teachers an open question to give their own opinion about the effective strategies in listening.

3.2.3.2 Section Two: Anxiety as a Hedge in listening

The second section, is composed of nine (09) questions, it looks for how teachers observe students' anxiety in spoken English, and their attitudes and opinions concerns anxiety as a hedge in listening, and how they can deal with to reduce it through strategies. Therefore, it shows how teachers react to their students' mistakes. And to know the sources which lead learners to have listening anxiety. Besides, teachers are required to select the most useful anxiety-reducing strategy. The last question concerns teachers' opinions and suggestions to reduce their student's listening anxiety.

3.2.4 Administration of the Teachers' Questionnaire

Gathering data is a primary part of this study. The chosen tool for obtaining information from our target population is questionnaire. (10) Questionnaires were distributed to different teachers at English language Department.

On Thursday, April 16th, 2015. At 8:20 am. Only (2) questionnaires were given back by the respondents at the same time, it takes from them 15 min. Whereas (8) questionnaires were not returned, it takes two weeks to return them back from teachers one by one.

The questionnaires were all in print and none of them were emailed. And only the first two questionnaires were filled in by the respondents in our presence. However, the remaining respondents prefer to take time or to fill in at home.

3.2.5 Analysis of the teacher's result

Section one

Question one: How often do you encourage your students through listening activities?

Option	N	%
always	2	20
often	5	50
sometimes	3	30
Never	0	0
Total	**10**	**100**

Table 3.1: Teacher's frequency encouragement through listening activities
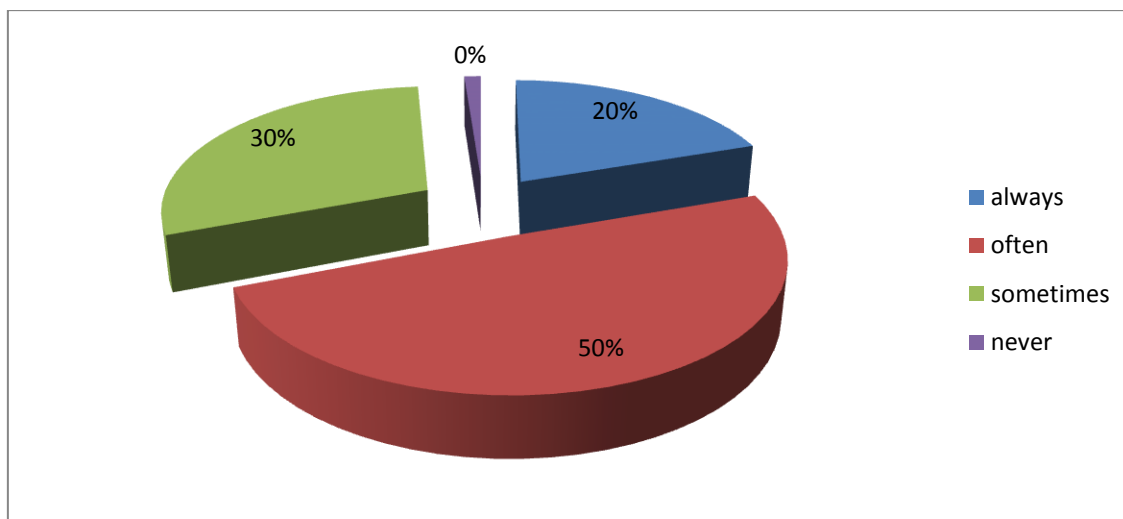
Figure 3.1: Teacher's frequency encouragement through listening activities

The table above illustrates that the majority of teachers (50%) claimed that they often encourage their students to interact with listening activities whereas (3) respondents (30%) sometimes encourage their students, on the other hand only (20%) who said that they always encourage them through doing listening activities.

Question two: How do you find the use of processes bottom- up and top-down in listening?

Option	N	%
Beneficial	7	70
Not beneficial	0	0
Don't know	3	30
Total	**10**	**100**

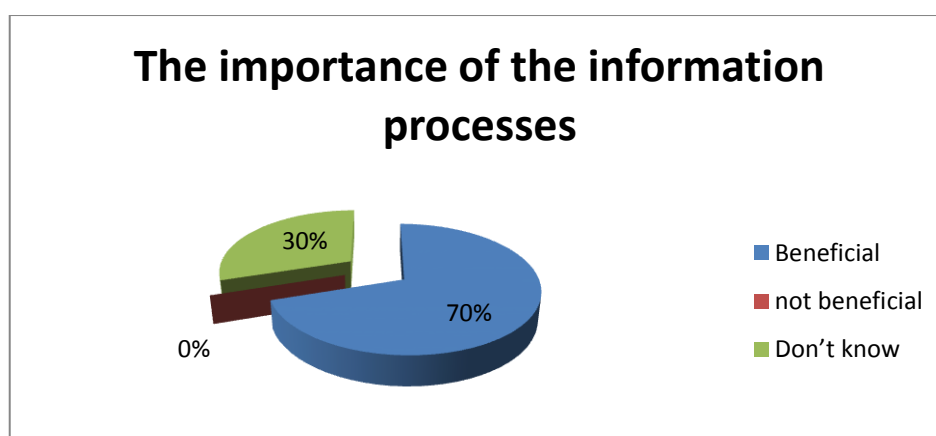**Table 3.2: The importance of the Information Processes**

Figure 3.2: The Importance of the Information Processes

The results obtained denote that the majority of the teachers found that the use of the information processes is beneficial in listening (70%). On the other hand, three teachers stated that they do not know (30%). Not surprisingly, no one of them has chosen the option "b" this means the crucial importance of the using these processes.

Question three: When you have listening activities in class which stages do your students use most?

Option	N	%
Pre-listening	2	20
While listening	5	50
Post listening	0	0
While listening -Post listening	3	30
Total	**10**	**100**

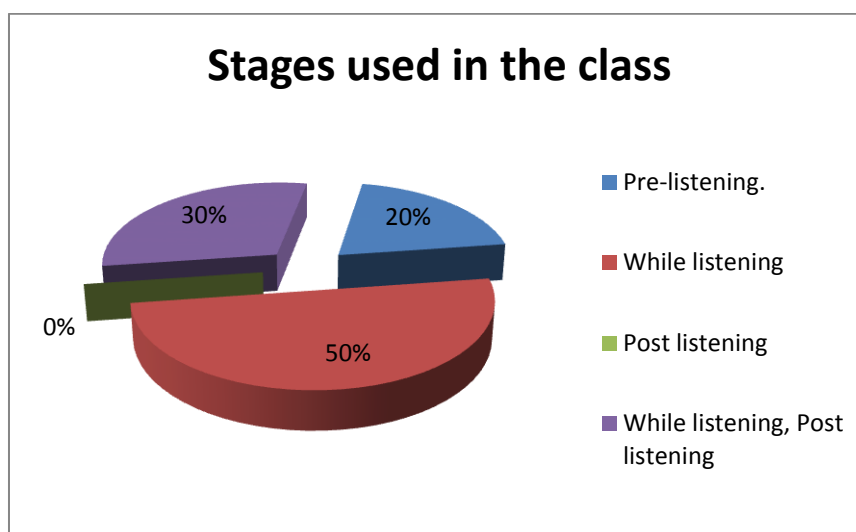**Table 3.3: stages used in class when listening**

Figure 3.3: Stages Used in Class When Listening

The majority of teachers (50%) said that their students use most "b" in listening activities .Because the student is actively participating in the process, and the activities are accessible to the learner, because they are of medium-level difficulty. Some other teachers, explain it as the students want to grasp the meaning of certain words, which in turn enrich their vocabulary. In addition to, most of the students want to check if they understand the listening passage while listening. However, (30%) of teachers said "a ,c" because their needs and ways differ in trying to learn, they focus more on "while listening" to grasp details and relevant information ,at the same time use "post-listening" to check their

55

understanding ,and take some time to remember what ,they listened to collect all the information and organize them. On the other hand, (20%) said "a" due to ,the students before listening prepare and predict the situation or the task is going to be about from introductory questions that are related to the task.

Question four: Do you use listening strategies to ease your student's understanding and comprehension during listening?

Option	N	%
Yes	8	80
No	2	20
Total	**10**	**100**

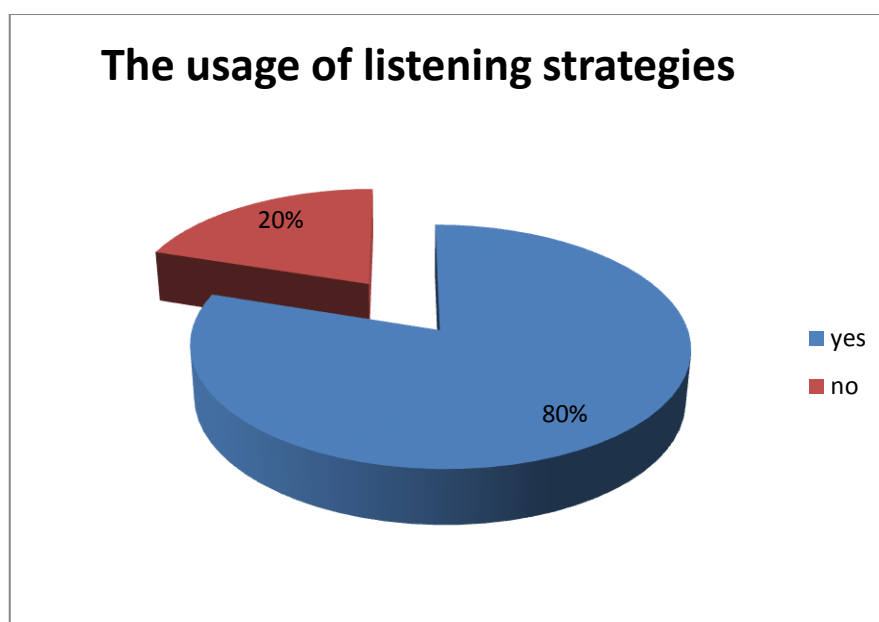**Table 3.4: The Usage of Listening Strategies**

Figure 3.4: The Usage of Listening Strategies

Regarding teachers' answers, about (80%) of them stated "yes" they use listening strategies to ease their student's understanding and comprehension during listening. However, (20 %) said "no", one teacher explained that some learners use learning strategies themselves and can manage to understand the activity or the topic by themselves and she acts just as a guide, another teacher does not use the listening strategies because he does not know these strategies he just gives his students question about the video and when they answer he asks them to summarize the content.

Question five: Which strategies do you rely on most in your class?

Option	N	%
Cognitive	3	30
Meta-cognitive	0	0
Socio-affective	2	20
Cognitive, Meta-cognitive	1	10
Cognitive ,Meta-cognitive, Socio-affective	4	40
Total	**10**	**100**

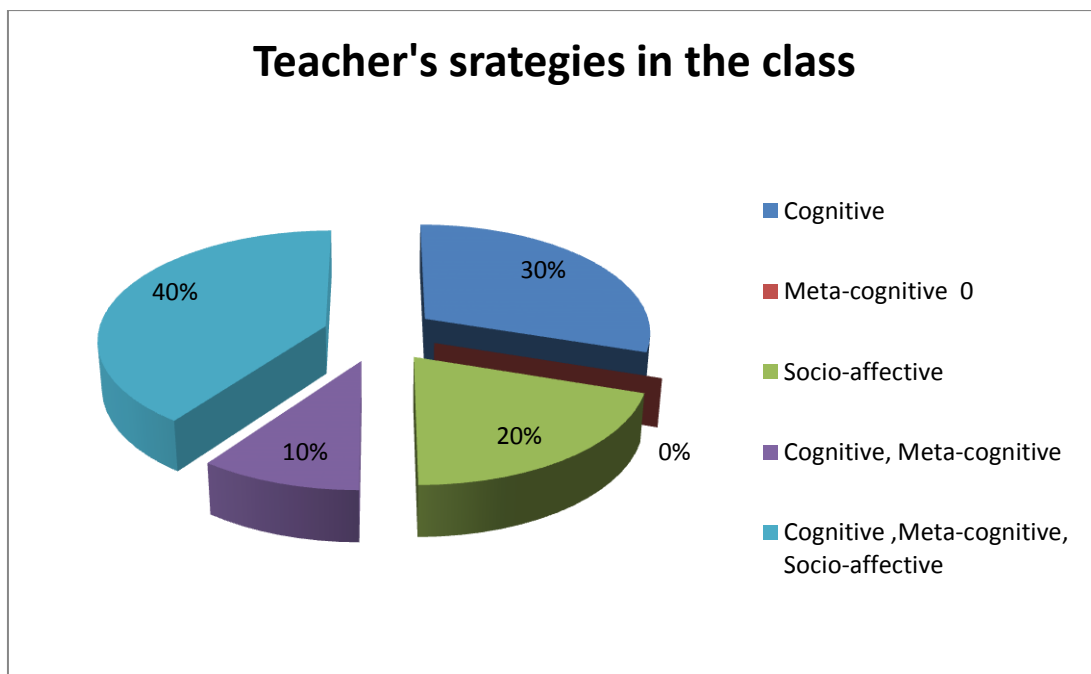**Table 3.5: teacher's strategies in the class**

Figure 3.5: teacher's strategies in the class

We can notice from the table above that the highest percentage of teachers use all the strategies "Cognitive, Meta-cognitive, Socio-affective" is (40%) in order to plan, control and collaborate with others and encourage oneself whereas (30%) use cognitive strategies to think and plan. However (20%) of the teachers use the socio-affective strategies to make students exchange more information in doing the listening task. And one teacher (10%) prefers to rely on both strategies Cognitive and Meta-cognitive.

Question six: Do you think that using cognitive, meta-cognitive and socio-affective strategies while listening can change the way students perceive listening?

Option	N	%
Yes	10	100
No	0	0
Total	**10**	**100**

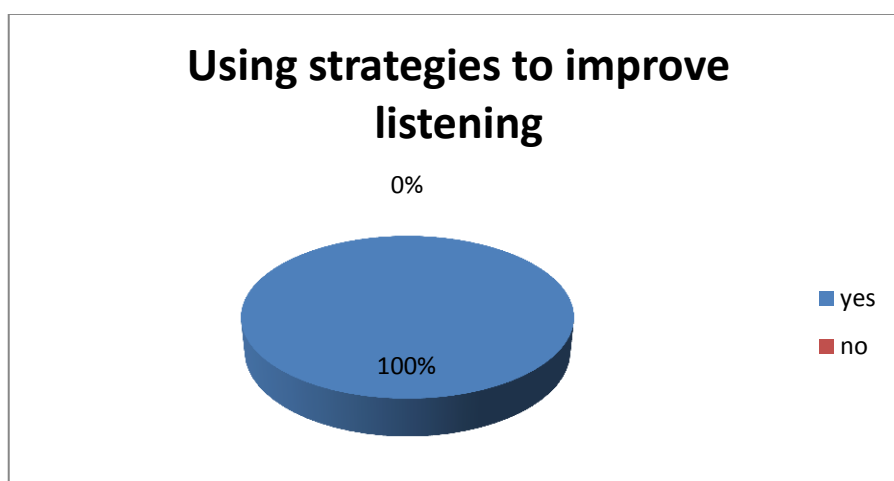**Table 3.6: Teacher's Use of Strategies to Improve Listening**

Figure 3.6: Teacher's Use of Strategies to Improve Listening

All the teachers agree the use of strategies is helpful for students to improve their level in listening (100%) because; these strategies incite the student to be an effective and dynamic participant in the process. Also these strategies help students to comprehend and perceive listening materials easily and it can be considered as first aid techniques for students to get engaged in the activity being listened to.

Question seven: Do you think that your student's difficulties in listening are due to?

	Option	N	%
	vocabulary	3	30
	Grammar	0	0
Message	pronunciation and accent	3	30
	vocabulary,pronunciation	3	30
	All of them	1	10
	Total	**10**	**100**

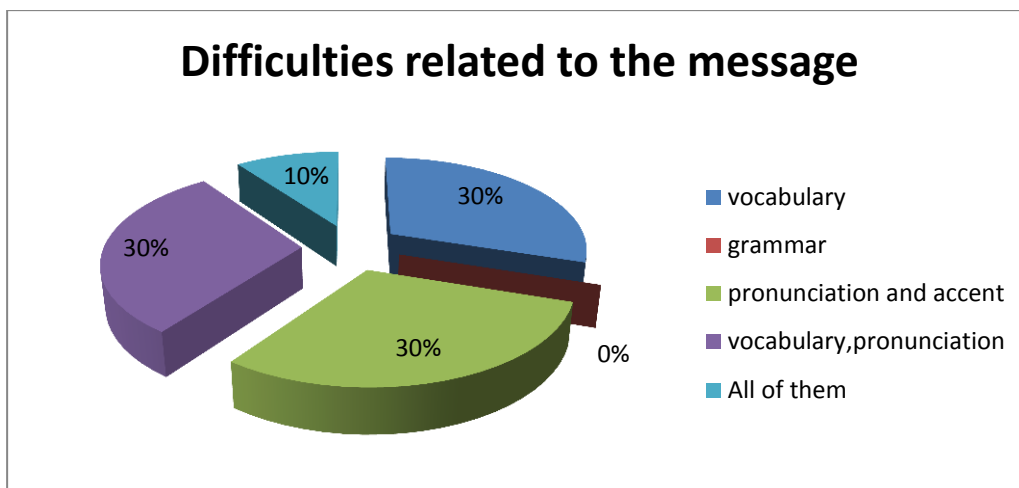**Table 3.7.1: difficulties related to the message**

Figure 3.7.1: difficulties related to the message

The answers tabulated above revealed that teachers response to the listening difficulties related to the message are equal; therefore they chose vocabulary about (30%) , (30%) for pronunciation and accent , and (30%) vocabulary and pronunciation. Whereas; one teacher (10%) think that all of them cause difficulties in listening.

	Option	N	%
	rate of delivery	8	80
	Noise	0	0
	poor speaking performance	1	10
Speaker	All of them	1	10
	Total	10	100

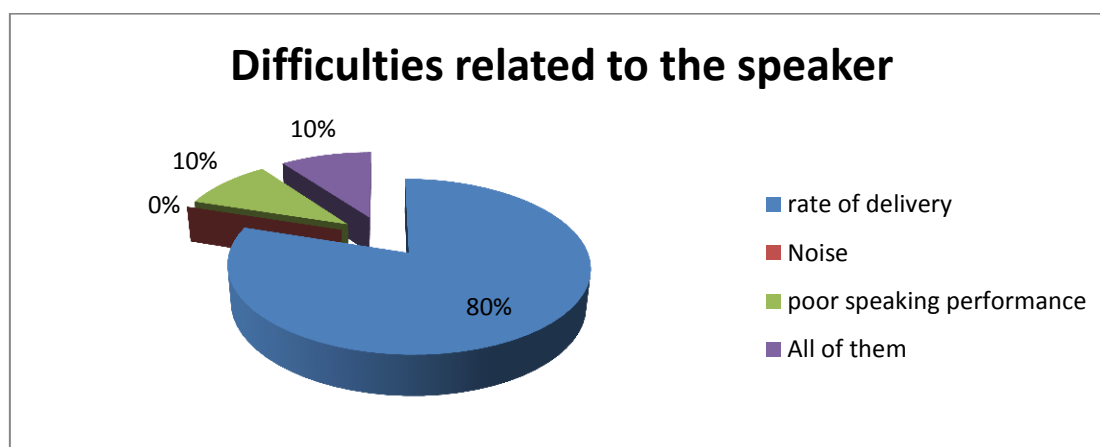**Table 3.7.2: Difficulties Related to the Speaker**

Figure 3.7.2: Difficulties Related to the Speaker

We notice that (80%) of the teachers consider that rate of delivery is the most causes result in poor listening. However, (10%) of the teachers stated that poor speaking performance also lead to barriers in listening activities, and (10%) of them choose the three options "rate of delivery , noise , poor speaking performance"

Option	N	%
proficiency level	5	50
lack of motivation and confidence	1	10
Both of them	4	40
Total	**10**	**100**

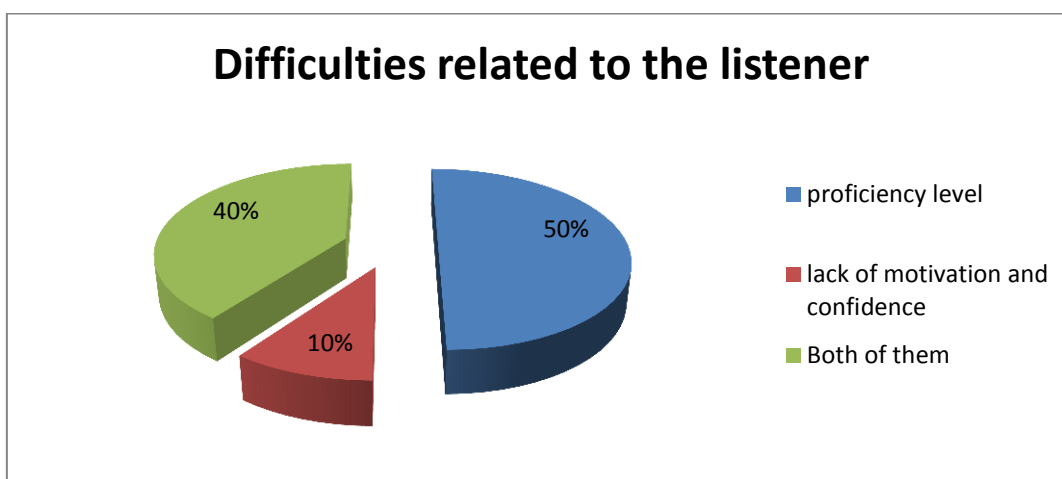**Table 3.7.3: Difficulties Related to the Listener**

Figure 3.7.3: Difficulties Related to the Listener

Most of the teachers (50%) think that the proficiency level plays a major role in listening but at the same time (40%) of the respondents chose both proficiency level and lack of motivation and confidence as causes of listening difficulties, however, the remaining respondent (10%) think that lack of motivation and confidence alone cause difficulties.

Question eight: Can you give other suggestion to improve the teaching of listening in class?

Most of teachers suggested that, should always keep learning funny and involving, through listening for pleasure (songs, plays, stories) including gap activities, setting related task, vocabulary box activity, and make a lot of practice using audio aids (nature speakers recordings), teach adequate strategies and activities suit the learner's level thus; the use of

ICT namely authentic materials can be an effective factor in enhancing and improving on the teaching of listening.

Section two

Question nine: Do you have anxious learners in your class?

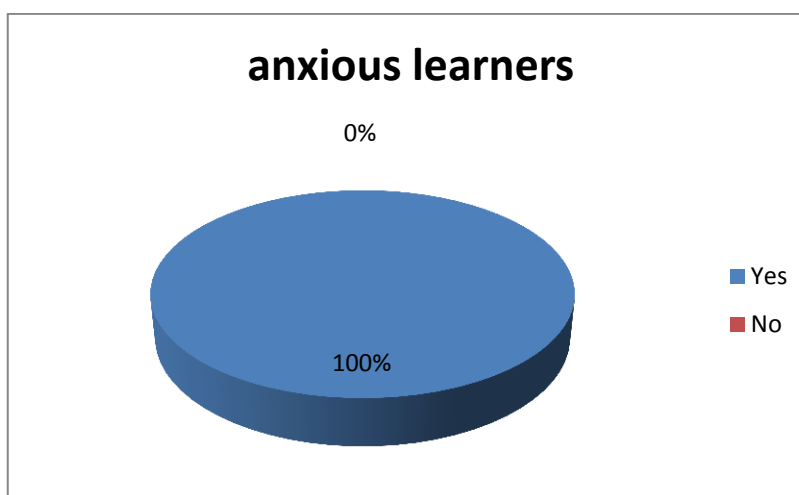| Option	N	%
Yes	10	100
No	0	0
Total	**10**	**100**

Table 3.8: Anxious Learners in the Class

Figure 3.8: Anxious Learners in the Class

From the table above we can notice the highest percentage of teachers (100%) claimed that they have anxious learners in their classes. This indicates that anxiety is too common in the classroom.

Question ten: Which of the following sources you have most in the class?

Option	N	%
Communication apprehension	2	20
Fear of negative evaluation	5	50
Test anxiety	2	20
Communication apprehension , Fear of negative evaluation, test anxiety	1	10
Total	**10**	**100**

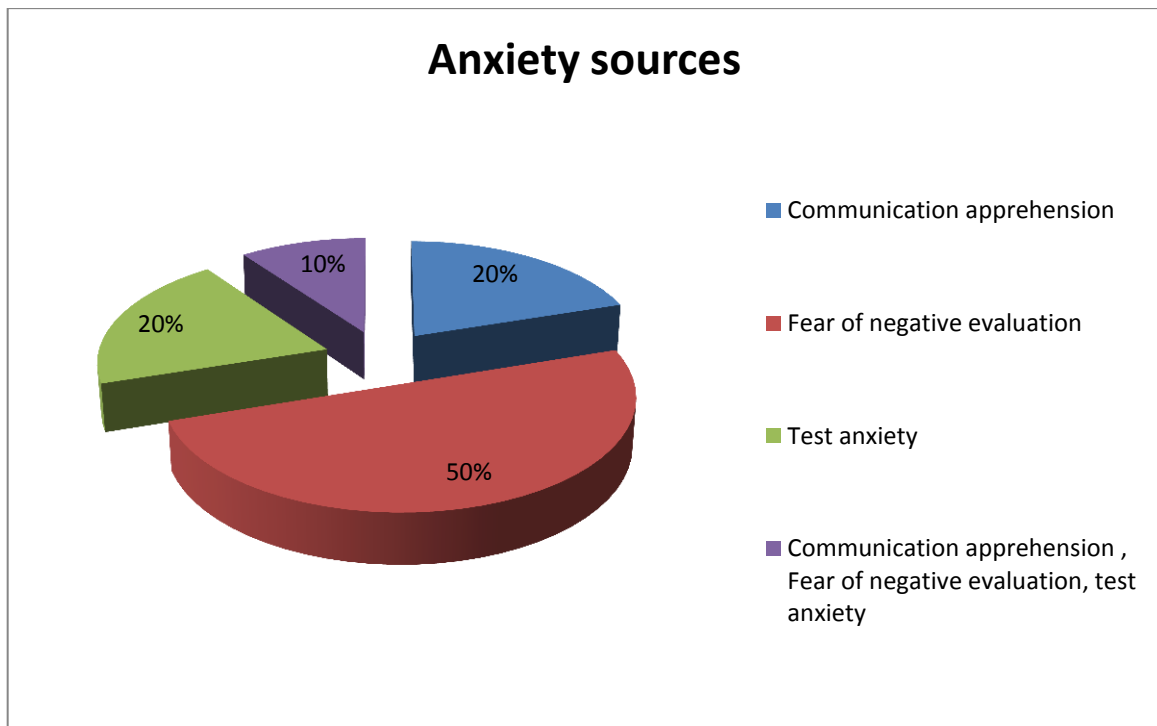**Table 3.9: The Most Common Sources in the Class**

Figure 3.9: The Most Common Sources in the Class

The answer tabulated above revealed that half of the teachers (50%) responded by ticking Fear of negative evaluation this means the worry about other's evaluation so the students become more confused in the class, however (20%) of them tick communication apprehension such as having trouble in communicating and understanding the foreign language, and (20%) of the respondents their students fear of making test and the outcome of this assessment "Test anxiety". The remaining respondent (10 %) his students have the three sources "Communication apprehension, Fear of negative evaluation, test anxiety".

Question eleven: What are their attitudes like?

Option	N	%
General avoidance	4	40
Physical action	2	20
Physical symptom	0	0
General avoidance, Physical action	3	30
Physical action ,Physical symptom	1	10
Total	**10**	**100**

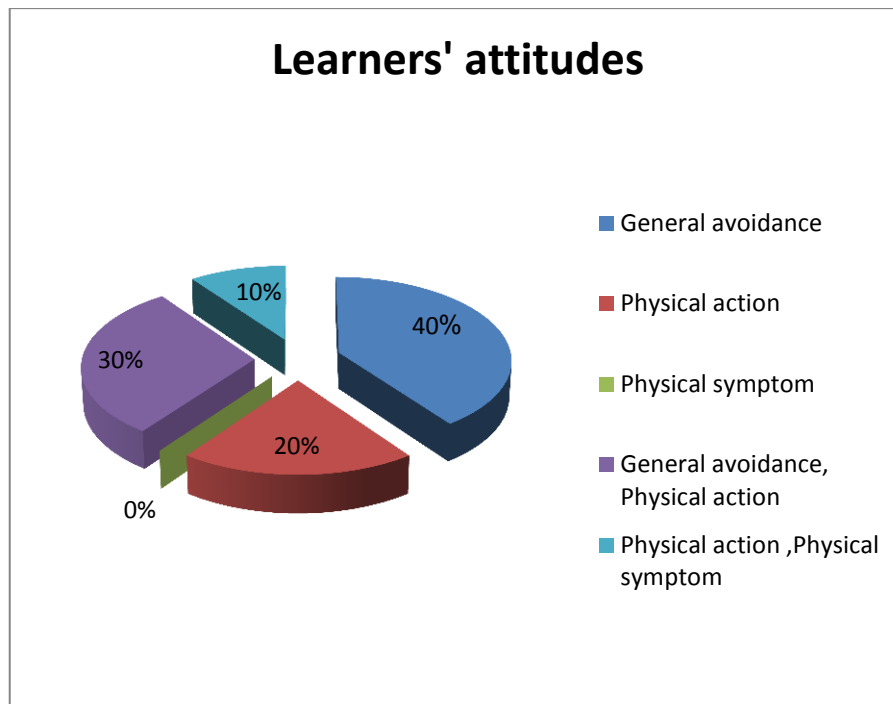**Table 3.10: Learners' Attitudes in the Class**

Figure 3.10: Learners' Attitudes in the Class

The majority of the teachers (40%) have general avoidance in the class that is to say coming late to class and unprepared, lack of participation and so on and so forth .The remaining teachers responded are as the following: (30%) of them said that their students show both general avoidance and physical action like playing with hair or clothes nervously. (20%) tick physical action as the most behaviour from their students, and a low percentage of the respondents (10 %) says that physical action and physical symptom appear most in his classroom; we mean by physical symptom like complaining about headache low vision…

Question twelve: How do you correct your student's mistakes when listening in class?

Option	N	%
Make corrections	4	40
Answer verbally	2	20
Make corrections, Answer verbally	2	20
Make corrections, Answer verbally,Give marks	1	10
Total	**10**	**100**

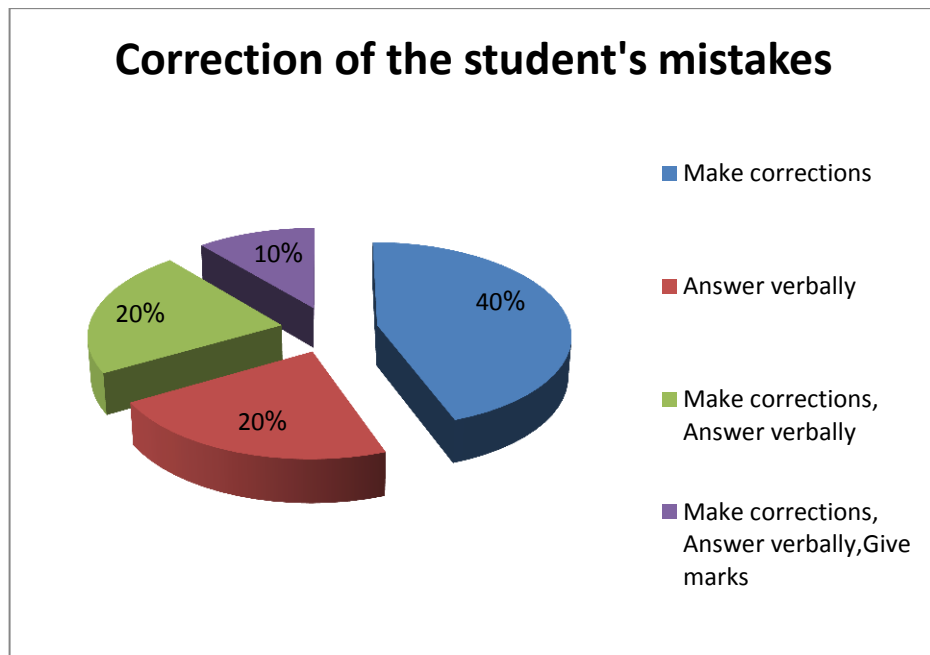**Table 3.11: Teachers' Attitudes towards Correcting Students mistakes**

Figure 3.11: Teachers' Attitudes towards Correcting Students mistakes

It is obvious from the table above that most of the teachers (40%) prefer to correct their students' mistakes. Some others (20%) correct verbally. Another two teachers (20%) prefer to correct in both ways through writing corrections or answer verbally. One of the teachers (10%) likes to use all of them by writing corrections answer verbally and gives marks.

Question thirteen: Do you think that there is a relationship between anxiety and listening?

Option	N	%
Yes	9	90
No	1	10
Total	**10**	**100**

Table 3.12: Relationship between Anxiety and Listening

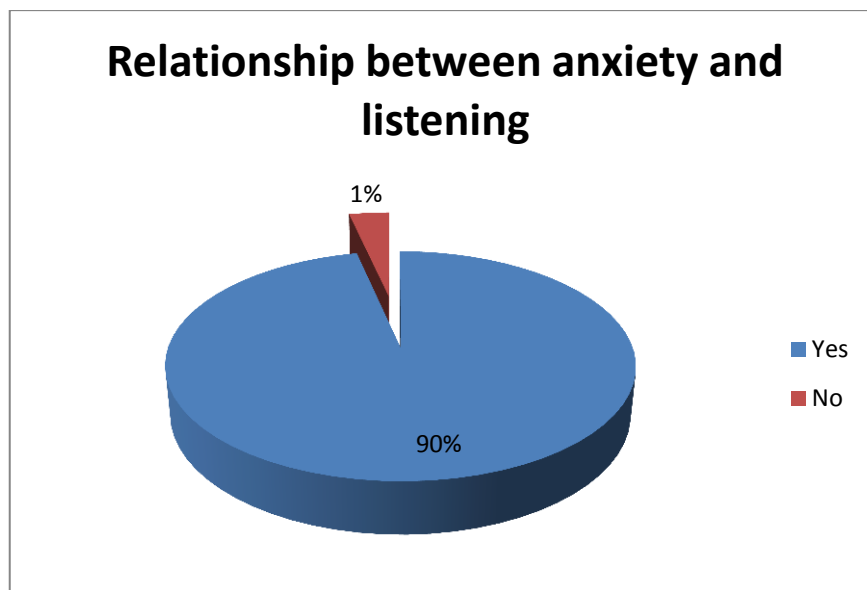**Relationship between anxiety and listening**

1%

90%

■ Yes
■ No

Figure 3.12: Relationship between Anxiety and Listening

The results obtained denote that (90%) of the teachers found that there is a relationship between anxiety and listening "yes". However, (10%) of the teachers stated "no "that there is no relationship between them. (9) Teachers among those who say "yes" explain that if the student is anxious not at ease, his mental capacities are "blocked" and do not function well, so he will be frustrated and would lose concentration to listen well. His fear would prevent him to pay attention and to catch the necessary information. While one teacher who says "no" explain that listening being the most important skill to master right after speaking in her view listening has no relation with anxiety in learning a language. It is a self -directed skill, she thinks that it does not lead to the developing of anxiety.

Question fourteen: Do you associate your student's listening anxiety to?

Option	N	%
a	2	20
b	1	10
c	0	0
d	1	10
a-d	3	30
a-b-c-d	3	30
Total	**10**	**100**

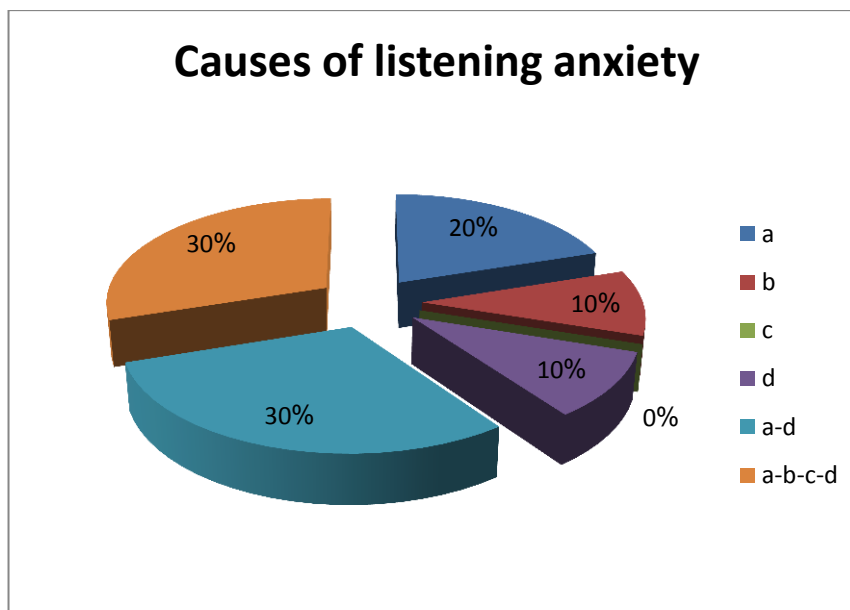**Table 3.13: Causes of Listening Anxiety**

Figure 3.13: Causes of Listening Anxiety

Table (06) indicates that the causes of listening anxiety are as the following: a high percentage of the respondents (30%) point out nature of listening input "a", lack of comfortable and physical "d". However, (30%) of them stated all of them "a, b, c, d" .And two respondents(20%) think that "a" nature of listening input is the main cause. Then the remaining respondents answer equally with a low of percentage (10%) chooses lack of practice "d". And (10%) tick "d" lack of comfortable and physical environment.

Question fifteen: Which anxiety-reducing strategy do you think would help your students?

Option	N	%
a-b-c	3	30
e	0	0
d-f	2	20
g-i-j	4	40
h	1	10
Total	**10**	**100**

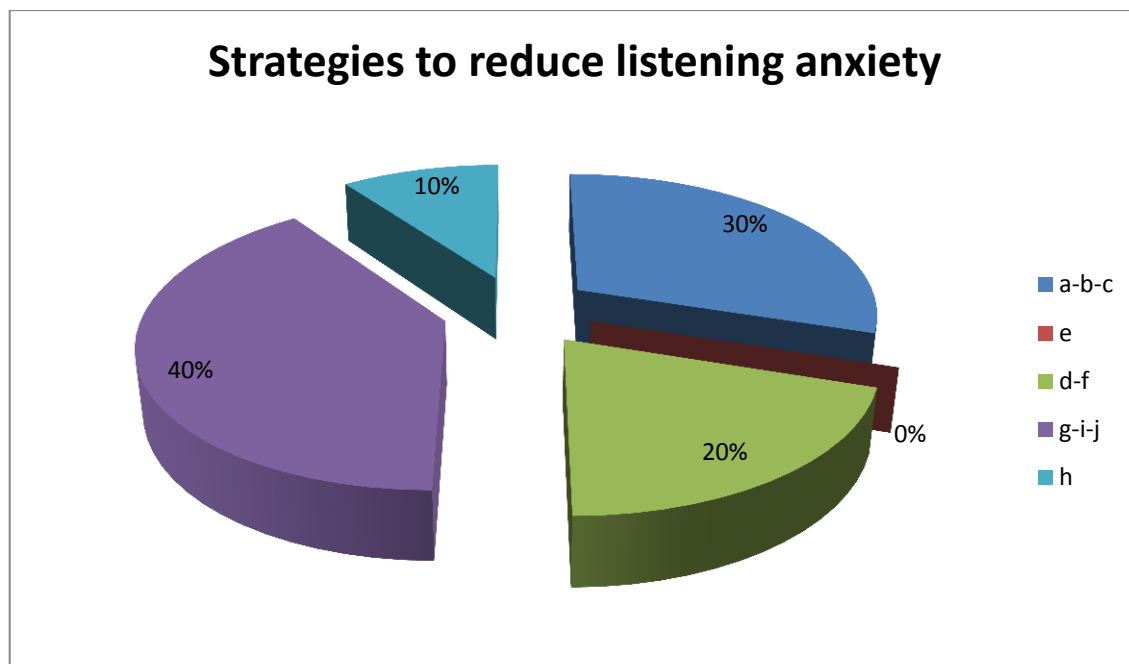**Table 3.14: Anxiety-reducing Strategy**

Figure: 3.14: Anxiety-Reducing Strategy

As the results table (15) reveals that the majority of the respondents (40%) admit that they prefer to use "g-i-j" build self- confidence, make group, practice. A quarter of the respondents (30 %) recount that they think that "a-b-c" preparation, relaxation and positive thinking can be helpful for their students. However, (20%) of teachers prefer to use "d-f" peer seeking and visualization. The remaining respondent answers with "h" back ground knowledge.

Question sixteen: Do you think there is a relationship between FL listening anxiety and the strategy used while listening in the target language?

Option	N	%
Yes	8	80
No	2	20
Total	**10**	**100**

Table 3.15: Relationship between FL Listening Anxiety and the Use of Strategies
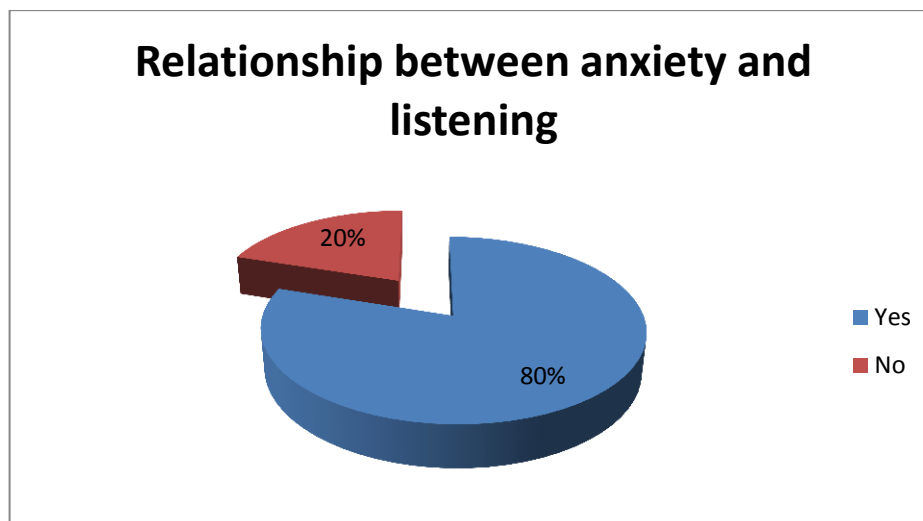
Figure3.15: Relationship between FL Listening Anxiety and the use of Strategies

Table (9) reveals that the majority of the respondents (80 %) admit by ticking "yes" there is a relationship between FL listening anxiety and the use of strategies. A quarter of the respondents (20 %) said "no". (8) Teachers among those who say "yes" explained that the appropriate strategy helps reducing anxiety and thus promoted motivation and listening. And (2) teachers who "no" said that not particularly, because student's anxiety can occur in all foreign language skills .It is up to the language teacher to choose the appropriate and effective strategies.

Question seventeen: How can we reduce learners listening anxiety? What do you suggest?

Most of the teachers suggested that they can help them reducing it by using motivational strategies, and letting them engaged in the learning process. Through creating comfortable environment and informing them that participation in class is very important even if the answer is wrong. Designing groups and pairs also can help them effectively and enormously. Besides, encouragement on the part of the teacher; classroom activities , setting a scene before starting the listening lesson, creating enjoyable atmosphere and breaking the ice between the teacher and students.

3.2.6. Interpretation of the Teachers Result Questionnaire

In the light of the results that we have gained from the teachers' questionnaire and analysed in the aforementioned, it is obvious that teachers of English language Department do not always encourage their students to listen to be more precise, this kind of motivation

has to be through train them how to use listening strategies in order to develop the comprehension. However, the main problems that these teachers experience in their classrooms are student's fear of negative evaluation. Therefore, the results obtained from the teachers' questionnaire helped us a lot to deduce that anxiety differs from one student to another. Teachers pointed that nature of listening input, lack of comfortable and physical environment are the main sources of anxiety in listening. Thus, the majority (90%) denoted that there is an existence of listening anxiety. Due to; the proficiency level plays a major role in listening. Hence the results have proved that all teachers agree that build self-confidence, and reducing anxiety strategy in listening might help the students' listening comprehension and proficiency. Regarding the obtained result most of the teachers use listening strategies to ease their student's understanding and comprehension during listening. Therefore, involving the students in the classroom make them get proficiency in listening. Finally, we can deduce that using the appropriate strategy helps reducing anxiety and thus promoted motivation and listening well.

Conclusion

To sum up, the questionnaire through which we collected data from the subject was designed to investigate teachers and students' views and attitudes towards listening anxiety and the use of strategies to reduce it, with the aim of identifying the main factors causing foreign language anxiety that first year LMD students of English at university of Mohamed KheiderBiskra have in listening. According to the analysis of the data it is obvious that anxiety, to some extent is a frightening aspect of reaching proficiency in listening. Nevertheless, students are somewhat contradiction about the listening strategies, but they still have difficulties and incomplete understanding of the listening skill and this is because of the factors we have seen. In other words, first year LMD students of English at BiskraUniversity are not completely aware of the effective strategies that reduce listening anxiety. Thus, we should not lose sight of the fact that the non-use of these strategies will mislead students to grasp the different meanings in listening. Thus, the failure to master the listening skill and becoming anxious are attributed to both students and teachers' deficiency in using effective strategies. As a result, we conclude that to reach listening proficiency and overcome anxiety, teachers need to train students using listening strategies to develop their comprehension and reduce anxiety.

General Conclusion

Listening as an active process in learning a foreign language is of great importance. However, it hinders communication if a learner lacks competence in this skill. The ultimate aim of the current study is to find out the listening difficulties faced by first year LMD students of English at the Department of Foreign Languages at the University of Mohamed Kheider Biskra, and show how to reduce listening anxiety through using the appropriate strategies.

This investigation was undertaken using students' and teacher's questionnaires, through which we have collected data about the topic and probed students' and teachers' views and attitudes towards the use of listening strategies. The analysis of the results reveals that anxiety is a frightening aspect while listening to English. Although first year LMD students have been studying English for more than seven years, they still have deficiency in using listening strategies and understanding spoken language. Furthermore, the results of this study also show that these EFL learners are unaware of using the right strategies to reduce their listening anxiety.

On the basis of exploring such difficulties and analysing the main causes leading to listening anxiety, the questions that have been stated earlier in the introduction of the study are all answered, that being unable to understand well listening is attributed to the students' deficiency in this skill and their wrong use of the listening strategies also, due to factors causing their anxiety such as, nature of listening input, lack of self-confidence, lack of comfortable and physical environment.

Besides, this study has given approaches and ways for both teachers and students of the appropriate strategies that strength and builds up listening comprehension and reduces listening anxiety. Moreover, it makes teachers innovate their teaching techniques to help learns get rid of anxiety in listening.

In an attempt to find out solutions to such students' difficulties and anxiety in listening, a set of pedagogical recommendations are suggested as to be applied for successful teaching and learning of listening comprehension. Hence, it is very useful for teachers and students to use the listening strategies when listen. Besides, use the strategies that can reduce learners listening anxiety; for example building self-confidence, activating back ground knowledge, relaxed atmosphere. Consequently, it is paramount to consider

using the adequate listening strategies; this would facilitate the listening process in the appropriate way, as well as overcoming the anxiety in general.

Our study is limited to the analysis of students' questionnaire, due to the fact that listening tasks are often introduced in the curriculum. In other words, listening comprehension is not taught in each session. This leads us to say that investigating listening anxiety from students' point of view will not be as detailed. Besides, the common attitudes of EFL students towards anxiety are in general very common with speaking not listening and, since most of them do not consider anxiety with listening, their motivation on the questionnaire to be answered may be ignored. As a result, may outcome on the quality of the information we obtained. Another point to consider is that the present study is also limited at exploring the teachers' views and opinions. However, answering the questionnaire was somewhat missing, for the reason that there is no time to answer it.

Since our students, to a great extent, are not able to understand well while listening to English, a similar relevant investigation could be done to probe EFL learners' awareness of using listening strategies. As well, a related study could be benefit in order to, answer the question of what are the main causes of foreign language listening anxiety and how to lower this anxiety through reducing strategies.

Pedagogical Recommendation

Listening is one of the most important skills for acquiring a foreign language. Incomplete mastery of listening comprehension or tendency to avoid listening, results from foreign language anxiety. Hence, in the light of the results we have obtained in this research, we can draw some pedagogical recommendation.

Since increasing the students' listening abilities can be said to be the basic skill in learning and teaching, it is worthwhile introducing the topic that is to say what they are going to listen rather than directly listen to the task. In other words, make them understand the listening speech entails thinking and predicting with background knowledge in order to recognize the meaning. Therefore, the reason behind learners find listening so difficult is because they do not understand the meaning and recognize the words, sounds, then missed the rest of the task.

Besides, due to the fact that the most common difficulty in listening among students is their unawareness of using the right listening strategies, we would recommend that students need to be training in using efficient listening strategies. In addition, they need to enrich their vocabulary, so building vocabulary exercises can be designed. Moreover, it is important to attract their attention to grammar, pronunciation, and rate of delivery to help be proficient.

An effective way of introducing new listening task is to use teaching strategies. These could be done by presenting it with the right listening stages. Thus, teaching listening become more interesting for students. It is also worthwhile to motivate the students to be collaborate with others which allow them to overcome anxiety.

Using the effective strategies to reduce listening anxiety may help to encourage students to reduce their anxiety. Encourage focusing on recording can enhance the students' abilities to listen more and get the meaning with variety of words by make them train a lot for listening focusing on the listening tasks; recordings, video, songs this make them remember more such vocabularies. Besides, useful exercise could be present the listening task through visual means like cartoons, animation, songs which attract the students' attention, as it can also reduce the dull atmosphere of teaching and learning. Additionally, checking students' listening comprehension can be desirably done though flash cards, vocabulary box and questions asked about the topic.

Keeping in mind that listening should be viewed as the most focused part when presenting the lesson, this can present significant information about the topic. In addition, teachers need to allocate more time to listening, in order to feel more confident through the use of effective listening strategies. As a result, avoid the noise in classroom because, students' attention is related to comfortable environment. This latter is best done by creating good atmosphere, for the purpose of preventing the negative self-confidence.

Another point to add is that when it comes to the pronunciation of the teacher, students may have difficulties understanding such pronunciation and accent, so if the teachers find their students have low level of understanding the spoken language must simplify it to the learners, also the use of British or American accent. Then it would be worthwhile to make sure that students are aware of the fact that English language has two accents. Hence, they will always carry the variety of accents; this is a useful starting point. A helpful exercise for that would be rhythmic pronunciation, in which the teachers talk as they read sentences. This encourages the students to notice pronunciation and accent.

Teachers should be friendly, relaxed, and patient in the classroom; they should give much importance to the listening. Also provide relaxed atmosphere with the best learning environment that is suitable for all students, so that they can listen well. As well, EFL teachers need to know how to provide students with motivation to reduce their anxiety. By making group works in order to exchange ideas from each other and get benefit when correcting mistakes. Teachers must be creative in the classroom to enhance the listening task.

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The Main Factors Causing Foreign Language Learners Anxiety in Listening

A Case Study of First Year LMD Students of English at Mohamed kheider Biskra University

Dissertation Submitted to the Department of Foreign Languages as partial fulfilment for the Master's Degree in Sciences of Languages

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ملخص

تعتبر طريقة الاستماع و الفهم الخطوة الاولى في تعلم اللغة الانجليزية كلغة اجنبية. انها واحدة من المهارات الاساسية للغة فيما يتعلق بالتواصل، رغم أن المتعلمين لديهم صعوبات عند الاستماع للإنجليزية، لذلك نجدهم قلقين. تهدف هذه الدراســـة غلى البحث عن اهم الاسباب التي تؤدي الى القلق في اللغة الانجليزية في مهارة الاستماع. ركزنا بالأساس على كيــــفية تقليصها من خلال استعمال بعض الاستراتيجيات الفعالة. ان المنهجية التي تم تبنيها في هذه الدراسة هي المنهجية الوصفية. و من اجل هذا العرض تم توزيع استجوابين على ستتين (60) عينة من طلبة السنة الاولى انجليزية و عشر (10) اســـاتذة من نفس القسم بجامعة بسكرة للإجابة عن الاسئلة التالية:

ما هي أهم الاسباب(العوامل) التي تتسبب في القلق.

ما هي اهمية استعمال الاساتذة و الطلبة للاستراتيجيات الاستماع في مهارة الاستماع.

ما هي الاستراتيجيات التي يمكن ان تقلل من قلق المتعلمين عند الاستماع.

كشفت النتائج المتحصل عليها ان الطلبة يعانون من قلق الاستماع و هدا راجع الى القصور في الاستماع و الفهم و الجهل بحقيقة ان استراتيجيات الاستماع مفيدة.

في النهاية تم اقتراح مجموعة من التوصيات التي يمكن ان تطبق من اجل تعليم ناجح. تعلم الاستماع التشديد على الحاجة التدريب الطلبة على استعمال استراتيجيات الاستماع من اجل تطوير في فهم و تقليص القلق.