ISSN 1799-2591
Theory and Practice in Language Studies, Vol. 15, No. 6, pp. 1753-1765, June 2025
DOI: https://doi.org/10.17507/tpls.1506.04

Exploring EFL Listening Anxiety and Its Correlation With Learners' Perceived Listening Proficiency, Interest, and Practice

Linh Tran
University of Foreign Languages and International Studies, Hue University, 57 Nguyen Khoa Chiem, Hue, 49000, Vietnam

Trang Thi Bao Nguyen
Faculty of English, University of Foreign Languages and International Studies, Hue University, 57 Nguyen Khoa Chiem, Hue, 49000, Vietnam

Dung Thi Xuan Do*
Hue University, 03 Le Loi, Hue, 49000, Vietnam

***Abstract*—This study investigated the listening anxiety experienced by Vietnamese tertiary English-majored students, and its relationships with students' perceived listening proficiency, interest in listening, and frequency of listening practice. A mixed-methods approach was employed, collecting data through questionnaires from 160 English-major students at a university in central Vietnam and in-depth interviews with 15 of them. The findings identified four major sources of listening anxiety: learner-related factors (such as fear of missing key words and lack of linguistic knowledge); material itself (including fast-paced speech, abstract content, and unfamiliar accents; particularly low-quality audio devices, which caused the highest level of anxiety); instructional factors (primarily focused on pre-listening stages and lack of teacher feedback); and task-related factors (such as listening for specific details or summarizing tasks). Significant negative correlations were found between students' anxiety levels and their perceived proficiency, interest in listening, and frequency of practice, indicating that higher proficiency, interest, and practice are associated with lower anxiety levels. Based on these findings, the study offers practical implications for educators and students regarding EFL listening teaching and learning and calls for further research to explore additional teacher- and learner-related factors that might affect levels of EFL listening anxiety in different educational settings.**

***Index Terms*—listening anxiety, listening proficiency, EFL listening teaching and learning**

I. Introduction

Listening comprehension is a foundational yet complex skill in English language learning, particularly for tertiary students majoring in English. Goh and Vandergrift (2021) highlight that listening comprehension requires the integration of linguistic, pragmatic, and discourse knowledge, making it one of the most challenging skills for learners to master. Unlike speaking or reading, where learners have more control, listening often involves real-time processing of language, which can be overwhelming, especially in academic settings. For EFL students in any language program, strong listening skills are crucial for both academic success and future career opportunities, the need to understand their experienced listening anxiety and its causes is essential to inform instruction and learning, thus warranting further research.

While much research has been outlined on how anxiety influences language learning (Elkhayma, 2020; MacIntyre, 2012), the correlation between listening anxiety and comprehension remains underexplored and, to some extent, incompatible (Bang & Hiver, 2016; Kim & Baek, 2017; Liu, 2016; Naghadeh et al., 2014; Vafaee & Suzuki, 2020). In Vietnam, however, it is reported that limited research has focused on discrete challenges of listening anxiety. There exists a knowledge gap about how listening anxiety impacts learners in this setting because previous studies on language anxiety in Vietnam (Tran et al., 2012; Tran & Moni, 2015) have mostly focused on general language skills or speaking anxiety.

This study aims to fill that gap by investigating the sources of listening anxiety among Vietnamese English-majored tertiary students and how this anxiety correlates with factors such as listening proficiency, interest in listening, and frequency of listening practice. The following research questions (RQs) are addressed:

RQ1. What are the sources of listening anxiety reported by Vietnamese English-majored tertiary students, and to what extent do they cause anxiety?

RQ2. Is there any correlation between students' listening proficiency, the level of interest in listening, and the

* Corresponding Author.

frequency of listening practice with their listening anxiety?

II. Theoretical Framework

A. Listening Comprehension and Listening Anxiety in Second Language Acquisition

Listening comprehension is a complex process that requires learners to not only decode explicit linguistic elements but also infer implicit meanings (Buck, 2001). This places a real cognitive strain on listeners, requiring them to use inferential reasoning and understand spoken language. This cognitive burden is heavier for EFL learners since they cannot see the audio text in print like reading. The distinct features of spoken texts, including redundancy, reduced forms, rhythm, intonation, colloquial language, and delivery rate, as well as interaction between speakers, such as negotiation, clarification and confirmation (Brown & Lee, 2015), further intensify the difficulties.

The proficiency in listening comprehension, however, is influenced by individual learner differences such as vocabulary knowledge (Bonk, 2000; Cheng & Matthews, 2018; Du & Man, 2022; Stæhr, 2009; Wallace, 2021), deployment of listening strategies (Bozorgian & Shamsi, 2022; Graham et al., 2010), working memory capacities (Shipstead et al., 2014), and listening anxiety (Elkhafaifi, 2005; Kim, 2000; Vogely, 1998; Wang & Cha, 2019). Goh and Vandergrift (2021) propose a theoretical model for second language (L2) listening comprehension drawing on Imhof and Janusik's (2006), in which the role of both cognitive and affective domains is highlighted, thereby reiterating the impact of anxiety on L2 learners' listening comprehension.

Foreign Language Listening Anxiety (FLLA) represents a significant concern in the field of Second Language Acquisition (SLA), impacting learners' ability to process and comprehend spoken language effectively. FLLA is traditionally defined by Spielberger (1983) as the subjective feeling of tension, apprehension, and worry. Listening, as an integral component of language acquisition, has been identified as a source of anxiety for L2 learners, with concerns over misunderstanding or misinterpreting content leading to anxiety (Serraj, 2015). Research by Chang (2008) and Marzec-Stawiarska (2013) further explored FLLA and its sources.

FLLA is defined using a combination of psychological, social, and situation-specific approaches. The psychological perspective, as discussed by Kim (2000), conceptualizes FL listening anxiety as the tension and worry learners experience while listening, which is often accompanied by a lack of confidence in their listening abilities. As Kimura (2008) describes, anxiety encompasses emotionality, worry, and anticipatory fear that learners experience in relation to foreign language listening tasks.

B. Sources of Listening Anxiety

Prior research has reported broad groups of factors contributing to EFL listening anxiety. The first major source of anxiety is concerned with learners themselves. Learners' listening abilities and anxiety levels are closely tied to learners' linguistic knowledge, including vocabulary, syntax, and grammar (e.g., Marzec-Staw, 2013; Pan, 2016; Prastiyowati, 2019; Yamauchi, 2014), as well as their confidence (Wang & Cha, 2019; Zhang, 2013). Additionally, inappropriate use of listening strategies, for example, focusing too much on word-for-word translation (Serraj, 2015), as well as low English proficiency further exacerbates anxiety experienced by Iranian EFL learners (e.g., Dalman, 2016; Golchi, 2012; Otair & Aziz, 2017). Buck (2001) particularly found that a lack of listening skills, such as the ability to catch key words or predict upcoming information, also heightens anxiety levels. Inadequate practice leaves learners unprepared for listening tasks, which further increases their stress levels (Graham, 2006; Serraj, 2015; Xu, 2011).

Listening anxiety also has its source in the listening material itself. The speech rate, length and topic of the audio text as well as the number of speakers in it have been found to impact anxiety levels (e.g., Bekleyen, 2009; Kim, 2000; Pan, 2016; Yamauchi, 2014). For example, some research (e.g., Fanandi, 2022; Zhang, 2013) found that fast-paced English audio was a major contributor to listening anxiety for EFL learners in Indonesia and China, besides their lack of confidence due to limited vocabulary. The genre of the listening text also plays a role; for instance, monologues or dialogues, formal speeches, or casual conversations vary in complexity and require different cognitive processes that could allay or aggravate anxiety (Ginther, 2002; Kilic & Uckun, 2013; Lu, 2016; Wagner, 2008). Unclear pronunciation, unfamiliar accents, and challenging intonations have additionally been reported to increase comprehension difficulty and thus anxiety levels (e.g., Elkhafaifi, 2005; Derwing & Munro, 2001; Pan, 2016; Zhang, 2013). Moreover, the complex linguistic features of the audio passage, such as challenging vocabulary and grammar, can overwhelm learners (e.g., Niimoto, 2021; Serraj, 2015; Yamauchi, 2014).

The third group of anxiety inducers involves instructional factors. Activating prior knowledge and providing context are also essential for reducing anxiety (Prastiyowati, 2019; Vogely; as cited in Pan, 2016). Pan (2016) emphasizes that teachers' planning significantly influences students' anxiety. Teachers activate prior knowledge through pre-listening activities, which include top-down processing and bottom-up processing (Richard, 2008). The top-down process, as described by Richard (2008), involves using background knowledge to interpret the meaning of a message and consists of providing context of the listening text and discussions about the topic. In a bottom-up strategy during the pre-listening session, teachers assist students in identifying key vocabulary, grammar, and pronunciation that are essential for understanding the conversation in the audio they will listen to.

Finally, anxiety might result from task features (Ozcelik et al., 2023). According to Brown (2006), different listening purposes, such as listening for details, understanding main ideas, and making inferences, shape the design of these tasks. Listening assessments can be categorized by response type: selective response, which includes formats like multiple-choice, true or false, and matching; and constructed response, which requires students to provide summaries or complete information based on what they hear (Ockey, 2020).

The study adopts the FLLA theory for three major reasons. Firstly, its multidimensional conceptualization allows researchers to examine a wide range of factors triggering listening anxiety. Secondly, it has been used in prior research on foreign language listening anxiety (e.g., Ozcelik et al., 2023; Serraj, 2015; Yamauchi, 2014; Zhang, 2013), thus ensuring the reliability and validity of the research. Finally, aspects of FLLA are culturally close to the Vietnamese culture. This is important as cultural resonance is also critically viewed in research on FLLA (Ji et al., 2022).

In sum, previous studies have largely focused on the factors that could induce FL listening anxiety, and the question of whether there is a link between learners' listening anxiety and their self-reported language proficiency, interest, and frequency of listening practice has not been examined. The specific issue of listening anxiety among Vietnamese English-majored tertiary students has remained underexplored, though some studies have addressed language anxiety in general (e.g., Le, 2023; Tran & Moni, 2015; Pham, 2017). The current study thus aims to extend existing literature by investigating the different sources of listening anxiety experienced by Vietnamese EFL learners, and its correlation with learner-related variables such as proficiency, interest, and listening practice.

III. Methodology

A. Participants

In total, 198 Vietnamese second-year English-majored students at a university in central Vietnam were recruited to participate in the questionnaire on a voluntary basis (with formal consent). Due to invalid responses, the questionnaire data from 160 of these respondents were analyzed. The sample was selected using a convenience sampling method, with all participants willing to take part in the study. Fifteen of the respondents who had completed the questionnaire volunteered to be interviewed.

B. Data Collection

This study employed a mixed-method approach, combining questionnaires with in-depth interviews for deeper insights into students' listening anxiety levels and their personal experiences. Firstly, the questionnaire was designed based on Yamauchi's (2014) revised version of Kim's Foreign Language Listening Anxiety Scale (FLLAS), which has been widely used for assessing foreign language listening anxiety thanks to the cultural proximity between Vietnam and Korea, also reported by Ji et al. (2022). It examined listening anxiety and identified its sources (e.g., learner-related, material, instructional, and task-related) in a 5-point Likert-scale format and in both Vietnamese and English. Next, the interviews were conducted to obtain a more in-depth understanding of the students' personal experiences, thoughts, and emotions on the sources of listening anxiety, why these cause anxiety and how listening anxiety might affect their overall learning experience.

The questionnaire, designed in the Google Form format, was piloted with 20 students to inform revision and then officially administered online via a Google Form link sent to prospective students through the institution's course website, which remained active for three weeks until a target of 200 respondents was achieved. After the conclusion of the questionnaire, semi-structured interviews were conducted individually and recorded via Google Meets with 15 volunteer students to ensure flexibility in scheduling as the participants wished. Each interview lasted about 30 minutes and was conducted in Vietnamese.

C. Analysis

Of the 198 responses to the questionnaire, 160 were valid because 38 involved large parts of identical answers that indicated random, unthoughtful selection, and as such, they were removed. The questionnaire demonstrated high internal consistency as tested by the Cronbach alpha analysis, with all values being well above the acceptable threshold of 0.70. The overall reliability was very high ($\alpha = 0.956$), with learner-related factors ($\alpha = 0.902$), the material itself ($\alpha = 0.892$), instructional factors ($\alpha = 0.910$), and task-related factors ($\alpha = 0.903$) all indicating very high reliability.

The questionnaire responses were analyzed using the Statistical Package for Social Sciences (SPSS) (26.0 version) for the descriptive statistics such as frequencies, percentages, minimum (min) and maximum (max) values, means (M), standard deviations (SD) to summarize the students' self-reported levels of anxiety related to each target group of factors. The mean scores were interpreted following Khorsheed's (2018) guideline (1.0-2.339: low, 2.34-3.669: medium, 3.67-5.0: high).

Additionally, since the data were normally distributed as verified by the Shapiro-Wilk test (Field, 2018), a series of Pearson correlation tests were conducted to examine the relationships between the perceived levels of listening anxiety and the different learner variables. The strength of the correlation coefficients was classified based on Rumsey's (2011) framework: very weak or weak ($r = 0.0$ to < 0.3), moderate ($r = 0.3$ to below 0.5), strong ($r = 0.5$ to below 0.7), and very strong for r values between 0.7 and 1.0.

The recorded interviews were transcribed and analyzed in the original interview language of Vietnamese. Thematic analysis (Braun & Clarke, 2006) was scrutinized in the interview transcripts. This process involved open coding to identify recurring themes and sub-themes (Cohen et al., 2018) related to students' experienced listening anxiety and perceived factors contributing to heightened anxiety. Each emerging theme was labeled a code and inputted into an Excel spread sheet (see Table 1 for some examples) and analysis continued in an iterative manner for new themes that surfaced. The identified themes included the emotional impact of missed key words, unfamiliar accents and pronunciation, and background noise; poor audio quality; and fast speech, among others that impact upon listening comprehension. The interviewees' real names were not employed to protect their privacy and data confidentiality. Instead, name codes were assigned (S1, S2, S3 …. standing for Student 1, Student 2, Student 3, … respectively).

TABLE 1
EXAMPLES OF INTERVIEW CODING

Interview extracts	Missing key words	Unfamiliar accents	Background noise	Fast speech	Unfamiliar topic	Lack of vocabulary
The moment I miss a word; it's like everything else disappears. information. I'm worried about listening to a topic I don't know well. An unfamiliar topic makes it difficult for me to understand the content of the listening text	√				√	
Background noise distracts me. I can't focus on what's important, and it stresses me out. I once listened to a listening material that had the sound of thunder. It startled me, so I lost my concentration and even forgot what I had heard earlier. I'm afraid my poor vocabulary makes me not understand what I'm listening to.			√			√
When the speaker talks too fast, I can't catch everything, and it makes me nervous. I get lost because I can't keep up. It is *challenging for me to understand a speaker with British accent, which sounds unfamiliar to me.*		√		√		

IV. RESULTS

A. RQ1. Listening Anxiety Level of Vietnamese English-Majored Tertiary Students and Its Sources

TABLE 2
LISTENING ANXIETY (N = 160)

Cluster	Min	Max	M	SD
Learner-related factors	1	5	3.92	0.99
Material-related factors	2	5	4.00	0.94
Instructional factors	1	5	3.45	1.02
Task-related factors	2	5	3.86	0.96

Table 2 presents the overall mean scores for listening anxiety related to the various factors among Vietnamese English-majored tertiary students. Most of the means (> 3.67) indicate students' agreement, meaning they are reported to cause listening anxiety.

(a). Listening Anxiety Stemming From Learner-Related Factors

Table 3 shows the listening anxiety experienced by Vietnamese English-majored tertiary students, focusing on learner-related factors. Overall, linguistic issues (items 4-7) triggered intense anxiety with high mean scores from 4.14 to 4.26. For example, anxiety associated with missing key words was experienced by 84.4% of the students (M=4.26, SD=0.83). Similarly, 82.5% and 79.4% reported heightened anxiety originating from not comprehending the spoken text (M = 4.33, SD = 0.79) and a lack of linguistic knowledge (M = 4.19, SD = 0.87), respectively. Furthermore, there were major concerns about using inappropriate strategies (M = 3.96, SD = 1.00), inadequate practice (M = 4.11, SD = 0.91) and prior experience (M = 3.94, SD = 0.98), as reported by 71.9%, 78.1% and 72.5% of the respondents, respectively. Additionally, a lack of confidence in their listening ability also provoked anxiety for 69.4% of the respondents (M= 3.94, SD = 1.05).

The results further revealed that listening to English caused students' moderate anxiety (M = 3.52, SD = 1.13) (<3.67), though with individual variation. Attending English listening classes received quite mixed responses (M = 3.11, SD=1.14), while sitting an English test was a felt worry for more than half of the respondents (58.7%).

TABLE 3
LISTENING ANXIETY STEMMING FROM LEARNER-RELATED FACTORS (N=160)

	Strongly disagree N (%)	Disagree N (%)	Neutral N (%)	agree N (%)	Strongly agree N (%)	M	SD
1. I am nervous whenever I listen to English.	8 (5.0%)	19 (11.9%)	53 (33.1%)	42 (26.3%)	38 (23.8%)	3.52	1.13
2. I feel tense when I have to attend English listening classes.	14 (8.8%)	34 (21.3%)	52 (32.5%)	41 (25.6%)	19 (11.9%)	3.11	1.14
3. I am frightened when I have to take an English listening test.	7 (4.4%)	21 (13.1%)	38 (23.8%)	48 (30.0%)	46 (28.7%)	3.66	1.15
4. I get upset if I cannot understand all the English I hear.	1 (0.6%)	6 (3.8%)	21 (13.1%)	56 (35.0%)	76 (47.5%)	4.25	0.87
5. When I'm listening to English, I get so confused that I can't remember what I've heard.	1 (0.6%)	4 (2.5%)	30 (18.8%)	61 (38.1%)	64 (40.0%)	4.14	0.85
6. The thought that I may be missing key words necessary for comprehension frightens me.	2 (1.3%)	2 (1.3%)	21 (13.1%)	62 (38.8%)	73 (45.6%)	4.26	0.83
7. Lack of linguistic knowledge makes me worried when listening to English.	1 (0.6%)	5 (3.1%)	27 (16.9%)	57 (35.6%)	70 (43.8%)	4.19	0.87
8. Lack of prior listening experience makes me worried when listening to English.	5 (3.1%)	6 (3.8%)	33 (20.6%)	65 (40.6%)	51 (31.9%)	3.94	0.98
9. Lack of practice makes me worried when listening to English.	1 (0.6%)	9 (5.6%)	25 (15.6%)	61 (38.1%)	64 (40.0%)	4.11	0.91
10. I am worried I may use inappropriate listening strategies.	3 (1.9%)	11 (6.9%)	31 (19.4%)	59 (36.9%)	56 (35.0%)	3.96	1.00
11. Lack of confidence in my listening ability makes me nervous when listening to English.	4 (2.5%)	12 (7.5%)	33 (20.6%)	51 (31.9%)	60 (37.5%)	3.94	1.05

Among the fifteen interviewees, eleven described the anxiety caused by missing key words as a stressful experience. Some students narrated:

> *"The moment I miss a word, it's like everything else disappears."* (S6)
>
> *"I'm scared that if I don't catch that one word, I won't understand the whole sentence, and then I'll just panic."* (S4)

This shows how a single missed word can affect the whole listening process. For these learners, information loss led to a growing feeling of worry (e.g., *I try so hard to listen, but when I miss something, my mind just shuts down, and I can't focus anymore.).* A related source of anxiety, described by more than half of the interviewees, is inadequate vocabulary:

> *"I can't catch the listening content because of my limited vocabulary, and it makes concentrating really difficult."* (S10)
>
> *"When I come across unfamiliar words, I feel lost, and it's hard to keep up with the rest of the conversation."* (S9)

Clearly, new vocabulary and ensuing loss could affect both comprehension and the ability to concentrate on tasks.

(b). Listening Anxiety Stemming From the Listening Material

The listening material was another source of anxiety felt by the respondents. As shown in Table 4, fast speech rate (M= 4.33, SD = 0.79), abstract content/topics (M = 4.31, SD = 0.79), background noise (M = 4.29), poor quality devices (M= 4.58, SD= 0.70), and limited thinking time (M= 4.28, SD= 0.81) caused most intense anxiety. In addition, when the listening text is lengthy (M = 3.93, SD = 1.02) and when multiple speakers appear in the listening recording (M= 3.97, SD = 0.97), students further suffered anxiety. Additionally, unfamiliar topics were anxiety-inducing for 71.9% of the students. The genre novelty of the listening text received mixed responses, provoking anxiety for 54.3% of the participants while not doing so for 22 students (13.8%), while the remaining (31.9%) had no idea.

Language-related concerns such as unfamiliar accents (M = 3.71, SD = 1.04), intonation (M =3.71, SD = 0.95), and failure to pronounce text-related words (M = 3.9, SD = 0.97) further caused listening apprehension as reported by 62.5% and 69.4% of the students. Vocabulary and grammar in the listening material contribute to listening anxiety, with 60.6% and 57.5% of the students reporting negative emotions when encountering new words (M = 3.76, SD=1.08) and unfamiliar grammar structure (M = 3.6, SD =1.07).

TABLE 4
LISTENING ANXIETY STEMMING FROM THE LISTENING MATERIAL ITSELF (N=160)

	Strongly disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly agree N (%)	M	SD
1. I get nervous when the listening text is too long.	2 (1.3%)	11 (6.9%)	43 (26.9%)	44 (27.5%)	60 (37.5%)	3.93	1.02
2. I get confused when many speakers appear in the listening material.	4 (2.5%)	7 (4.4%)	33 (20.6%)	62 (38.8%)	54 (33.8%)	3.97	0.97
3. I worry that I might not be able to understand when people talk too fast.	1 (0.6%)	2 (1.3%)	20 (12.5%)	57 (35.6%)	80 (50.0%)	4.33	0.79
4. I feel nervous when listening to abstract content or topics.	1 (0.6%)	3 (1.9%)	17 (10.6%)	63 (39.4%)	76 (47.5%)	4.31	0.79
5. I am nervous when I'm not familiar with the topic.	1 (0.6%)	6 (3.8%)	38 (23.8%)	56 (35.0%)	59 (36.9%)	4.04	0.90
6. I am worried that I might not understand someone speaking English with an unfamiliar accent.	6 (3.8%)	13 (8.1%)	42 (26.3%)	60 (37.5%)	39 (24.4%)	3.71	1.04
7. It bothers me to encounter words I can't pronounce while listening to English.	2 (1.3%)	11 (6.9%)	36 (22.5%)	59 (36.9%)	52 (32.5%)	3.93	0.97
8. I am worried I might not understand when someone speaks English with unfamiliar intonation.	2 (1.3%)	13 (8.1%)	50 (31.3%)	59 (36.9%)	36 (22.5%)	3.71	0.95
9. I get annoyed when I come across new words.	7 (4.4%)	9 (5.6%)	47 (29.4%)	49 (30.6%)	48 (30.0%)	3.76	1.08
10. I get confused whenever I hear unknown grammar while listening to English.	7 (4.4%)	16 (10.0%)	45 (28.1%)	57 (35.6%)	35 (21.9%)	3.61	1.07
11. I feel nervous when I listen to a new listening text genre.	7 (4.4%)	15 (9.4%)	51 (31.9%)	51 (31.9%)	36 (22.5%)	3.59	1.07
12. I find it difficult to listen to English when there is background noise in the listening text.	1 (0.6%)	3 (1.9%)	22 (13.8%)	57 (35.6%)	77 (48.1%)	4.29	0.82
13. I find it difficult to listen to English with a low-quality audio device.	1 (0.6%)	0 (0.0%)	13 (8.1%)	38 (23.8%)	108 (67.5%)	4.58	0.70
14. I get worried when I have little time to think about what I have heard.	0 (0.0%)	3 (1.9%)	27 (16.9%)	52 (32.5%)	78 (48.8%)	4.28	0.81

The interview findings corroborate what was found in the questionnaires with students' experienced stress and worry. For example, background noise and poor audio quality were the top concerns voiced by students:

> *"Background noise distracts me. I can't focus on what's important, and it stresses me out. I once listened to a listening material that had the sound of thunder. It startled me, so I lost my concentration and even forgot what I had heard earlier."* (S14)

Furthermore, 12 out of 15 interviewees experienced anxiety due to fast-paced speech:

> *"When the speaker talks too fast, I can't catch everything, and it makes me nervous. I get lost because I can't keep up."* (S15)

This fear of falling behind added up anxiety, leading to ineffective listening. Unfamiliar or complex listening topics were another felt source of intense anxiety:

> *"I feel anxious when the topic is too abstract, like philosophy or politics. These topics require a lot of background knowledge, and I just don't have it, so I end up not understanding anything."* (S13)

Clearly, a lack of topical knowledge in the listening was cognitively demanding and caused intense negative emotions as students were not able to achieve comprehension.

(c). Listening Anxiety Stemming From Instructional Factors

Table 5 presents the listening anxiety experienced by Vietnamese English-majored tertiary students, focusing on instructional factors. Top-down teaching strategies (items 1-2) reportedly caused a moderate level of listening anxiety ($M > 2.34$ and < 3.67). To be specific, 60% and 55.6% of the students felt anxiety that stems from insufficient contextual information and no opportunities to activate schematic knowledge, respectively prior to listening. Bottom-up instruction that does not target teaching new lexical, grammatical, and pronunciation items before listening received more divided responses, with quite a substantial proportion (about 38%) reporting neutral opinions, 38.8% -52.5% experiencing anxiety while about 18.4% -23.8% reporting no anxiety.

TABLE 5
LISTENING ANXIETY STEMMING FROM INSTRUCTIONAL FACTORS (N=160)

	Strongly disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly agree N (%)	M	SD
1. I feel anxious when the teacher does not provide sufficient contextual information for the listening task.	2 (1.3%)	11 (6.9%)	61 (38.1%)	51 (31.9%)	35 (21.9%)	3.66	0.94
2. I feel anxious if I am not allowed to discuss background knowledge about the topic before listening.	5 (3.1%)	11 (6.9%)	55 (34.4%)	57 (35.6%)	32 20.0%)	3.63	0.98
3. I feel worried when my teacher does not teach new words before listening.	7 (4.4%)	26 (16.3%)	61 (38.1%)	41 (25.6%)	25 (15.6%)	3.32	1.06
4. I feel worried when my teacher does not teach new grammatical structures before listening.	8 (5.0%)	30 (18.8%)	60 (37.5%)	39 (24.4%)	23 (14.4%)	3.24	1.07
5. I feel worried when my teacher does not teach difficult pronunciation points before listening.	6 (3.8%)	25 (15.6%)	61 (38.1%)	39 (24.4%)	29 (18.1%)	3.38	1.07

The interview data point to the role of context and prior knowledge in listening comprehension. For nine out of 15 interviewees, inadequate contextual information before the listening task caused anxiety:

> *"I feel anxious when the teacher doesn't provide context in the pre-listening stage because that makes me confused and uncertain about what to listen for."* (S10)

A sense of being unprepared and uncertain about what they were going to hear further intensified the challenge to follow the listening material. One major theme that emerged from the interviews, but is not covered in the quantitative findings, is the anxiety caused by an absence of post-listening activities and teacher feedback. Several students recounted a sense of uncertainty and anxiety when teachers did not review or correct the answers:

> *"I feel anxious when the teacher doesn't correct and explain the answers after listening. That makes me not know how to improve my listening."* (S5)

These comments further underscore the role of post-listening instructional activities to assist students in making progress and reduce anxiety.

(d). Listening Anxiety Stemming From Task-Related Factors

The results (Table 6) revealed considerable anxiety induced by the different listening tasks. To start with, answering open-ended questions (item 7), and summarizing information (item 10) received more unanimous agreement (about 78% each). Identifying true-false statements, matching information, and filling gaps were anxiety-provoking too (with mean values being around 3.80). Similarly, students also reported a considerable level of anxiety when listening for main ideas (M=3.67, SD=1.03), making inferences about the speaker's attitudes (M= 3.74, SD=1.04), identifying the meanings of words in context (M =3.69, SD=1.03) as well as selecting among provided answer options (M= 3.65, SD =0.99). Generally, quite a majority of the students in the present study experienced anxiety associated with all types of listening responses, though with differing levels.

TABLE 6
LISTENING ANXIETY STEMMING FROM TASK-RELATED FACTORS (N=160)

	Frequency (%)					M	SD
	Strongly disagree	Disagree	neutral	agree	Strongly agree		
1. I am anxious when I have to listen for detailed or specific information from the listening text.	2 (1.3%)	14 (8.8%)	44 (27.5%)	57 (35.6%)	43 (26.9%)	3.78	0.98
2. I am anxious when I have to listen for general information or main ideas.	3 (1.9%)	21 (13.1%)	39 (24.4%)	60 (37.5%)	37 (23.1%)	3.67	1.03
3. I feel worried when listening to make inferences about the speaker's attitudes.	3 (1.9%)	18 (11.3%)	40 (25.0%)	55 (34.4%)	44 (27.5%)	3.74	1.04
4. I feel worried when listening to identify the meanings of words in contexts.	3 (1.9%)	17 (10.6%)	47 (29.4%)	52 (32.5%)	41 (25.6%)	3.69	1.03
5. I feel nervous when listening to an English text and decide whether the statements are true or false.	2 (1.3%)	10 (6.3%)	38 (23.8%)	71 (44.4%)	39 (24.4%)	3.84	0.91
6. I feel nervous when listening to an English text and choose the correct answer.	4 (2.5%)	16 (10.0%)	44 (27.5%)	64 (40.0%)	32 (20.0%)	3.65	0.99
7. I feel nervous when listening to an English text and answer open-ended questions.	0 (0.0%)	3 (1.9%)	33 (20.6%)	53 (33.1%)	71 (44.4%)	4.20	0.83
8. I feel nervous when listening to an English text and match information.	3 (1.9%)	6 (3.8%)	45 (28.1%)	61 (38.1%)	45 (28.1%)	3.87	0.93
9. I feel nervous when listening to an English text and fill in the missing information.	4 (2.5%)	11 (6.9%)	40 (25.0%)	53 (33.1%)	52 (32.5%)	3.86	1.03
10. I feel nervous when listening to an English text and summarise it.	1 (0.6%)	6 (3.8%)	28 (17.5%)	51 (31.9%)	74 (46.3%)	4.19	0.90

The interviews additionally point to the anxiety arising from the types of listening responses students are engaged in. Ten students expressed heightened anxiety when listening for the main ideas of the listening text:

> *"Listening for main ideas is difficult because you have to focus on everything, and if you miss something early on, it feels like you've lost the entire message."* (S7)

Other selective response tasks, such as multiple-choice, true-false questions contribute to students' listening anxiety:

> *"I get anxious during multiple-choice tasks because I can't decide which is correct."* (S9)
>
> *"True-false tasks make me anxious because I worry about missing important details and then answering incorrectly."* (S9)

The process of understanding complex textual information and summarizing it intensified the challenge:

> *"Summarizing is hard because I have to understand the whole text, and that becomes harder when the listening material is long or complicated."* (S11)

B. RQ2. Correlations Between Learners' Listening Anxiety and Their English Proficiency, Interest in Listening and Practice

The learners' perceptions of their listening proficiency, interest in listening and listening practice are presented in Table 7. A majority (68.8%) rated their listening proficiency as "average" (M =2.02, SD = 0.58) while a majority expressed neutrality in terms of interest in English listening (M= 3.27, SD= 0.97) and more than half (59%) reported occasional listening practice (M= 3.11, SD =0.63).

A series of Pearson correlation tests were conducted to examine the relationship between their listening anxiety from different sources and these factors. The results (Table 8) reveal overall negative correlations between them. In particular, there was a strong negative correlation between listening proficiency and self-reported anxiety associated with learner-related factors ($r = -0.540$, $p < 0.001$). Meanwhile, interest in listening to English and listening practice showed moderate negative correlations with reported anxiety ($r = -0.331$, $p < 0.001$ and $r = -0.278$, $p < 0.001$, respectively).

In addition, the listening material itself, instructional factors as well as factors related to the listening tasks significantly correlated with the three variables of listening proficiency, interest, and listening practice, all with small to moderate effect sizes (r values ranging from -.211 to -.345, p values <.001 for associations with proficiency and >=.001 for the others).

TABLE 7
LEARNER-RELATED VARIABLES (N=160)

Listening proficiency	N (%)	Interest in listening to English	N (%)	Frequency of listening practice	N (%)
1 (poor)	22 (13.8%)	1 (not at all)	8 (5%)	1 (never)	0 (0%)
2 (average)	110 (68.8%)	2 (not very much)	17 (10.6%)	2 (seldom)	24 (15%)
3 (good)	27 (16.9%)	3 (neutral)	77 (63.7%)	3 (sometimes)	95 (59.4%)
4 (excellent)	1 (0.6%)	4 (somewhat)	40 (25%)	4 (usually)	41 (25.6%)

TABLE 8
CORRELATION BETWEEN LEARNER-RELATED VARIABLES AND THEIR REPORTED ENGLISH LISTENING ANXIETY (N=160)

Listening Anxiety		Listening proficiency	Interest in listening to English	Frequency of listening practice
Learner-related factors	Correlation coefficient	-0.540	-0.331	-0.278
	Sig. (2-tailed)	0.000	0.000	0.000
The material itself	Correlation coefficient	-0.294	-0.224	-0.211
	Sig. (2-tailed)	0.000	0.004	0.007
Instructional factors	Correlation coefficient	-0.316	-0.30	-0.265
	Sig. (2-tailed)	0.000	0.000	0.001
Task-related factors	Correlation coefficient	-0.345	-0.251	-0.231
	Sig. (2-tailed)	0.000	0.001	0.003

V. DISCUSSION

The present study aimed to explore the self-reported listening anxiety among Vietnamese English-majored tertiary students, the various factors causing anxiety, and the correlations between students' listening proficiency, interest in listening to English, and frequency of listening practice with their listening anxiety levels. The results indicate that factors related to learners themselves, materials, listening tasks, and teachers' instructions contribute to students' listening anxiety to varying extents. Overall, the results have provided empirical insights into listening as an interactive process between the listener and the audio text with its distinct features (Brown & Lee, 2015; Goh & Vandergrift, 2021). The findings also align with the theoretical framework of FLLA (Kim, 2000; Serraj, 2015; Yamauchi, 2014), reaffirming that listening anxiety is a complex psychological and emotional state that stems from many factors.

Firstly, of the learner-related factors, limited grammatical and lexical knowledge, missing key lexis, incomprehension, prior listening experience, and low confidence were reported to cause the most intense anxiety for students. These findings generally resonate with those of prior research (e.g., Marzec-Staw, 2013; Pan, 2016; Prastiyowati, 2019; Wang & Cha, 2019; Yamauchi, 2014). Fear resulting from self-reported insufficient practice further echoes previous studies (e.g., Graham, 2006; Serraj, 2015; Xu, 2011) further points to the complex process of deriving comprehension from audio texts, which are ephemeral in nature (Brown & Lee, 2015), thus exacerbating anxiety. All these suggest listening in a foreign language is both cognitively and affectively taxing for learners (Goh & Vandergrift, 2021; Wilson, 2012). The participants in this research also reported lacking confidence in their ability to comprehend and retain information during listening tasks, which led to increased anxiety. The fear of losing comprehension streaming reported by students reflects the cognitive load that listening imposes on learners, as noted by Goh and Vandergrift (2021). This finding also reinforces the assumption of a possible correlation between learners' linguistic competence and listening anxiety, as reported by Marzec-Staw (2013) and Pan (2016). Besides, it is proved through this study that when learners experience challenges in handling the speed, complexity, or lexico-grammar aspects of a listening text, they may feel overwhelmed and thus, increase anxiety, which does not stem only from the fear of poor performance but also from the pressure of peers' or instructors' judgement. This finding could also be linked to the cognitive aspect of language anxiety, where cognitive functions like attention, information processing, and retrieval are believed to relate closely to the levels of anxiety in learning languages, as noted by Imhof and Janusik (2006).

Secondly, the students experienced intense anxiety stemming from material-related factors such as poor audio quality and background noise, fast speech rate, text length and topic, number of speakers… are consistent with findings from previous studies (e.g., Bekleyen, 2009; Fanandi, 2022; Kim, 2000; Pan, 2016; Yamauchi, 2014b; Zhang, 2013). Similarly, Al-Furaiji's research also affirms that environmental and technical distractions exacerbate listening anxiety by diverting attention away from the content and forcing learners to allocate cognitive resources toward simply hearing the audio clearly. In the present study, students felt their anxiety increased when distracting factors from outside made it more difficult to comprehend the listening material. Physical impediments or distractions apparently hinder the process of processing information, as claimed by Craik (2014), because they add more complexity to already challenging tasks, and thus, compounding more anxiety.

Next, it is worth our attention that a lack of both top-down and bottom-up pre-listening instructional intervention as well as of appropriate post-listening feedback caused heightened anxiety for students. While this is understandable given

that listening is an interactive process between the listener and the text (Wilson, 2012), where relevant schema and linguistic assistance aid comprehension, the findings suggest appropriate listening pedagogy should need to be in place.

Besides, task-related factors like listening for details, summarizing, and answering open-ended questions are claimed as contributing to learners' anxiety, have reinforced the cognitive aspect of these tasks. Mental processing of information in the listening tasks like summarising or devising answers for open-ended questions really make learners frustrated, given limited time allowance and real-time processing, as discussed by Nushi (2020).

Notably, the present study uncovered the negative correlations between listening anxiety and learners' proficiency, interest, and frequency of practice in listening. That is, higher proficiency, increased interest, and more frequent practice each was associated with less anxiety. This aligns with research by Lou and Noels (2020) who found that learners with higher language competence experienced less anxiety due to their ability to handle more challenging linguistic tasks with greater ease. In addition, the finding that increased interest in listening correlates with lower anxiety, as supported by Otair and Aziz (2017), suggests that intrinsic motivation and personal investment in listening activities could significantly reduce anxiety as they help make the listening tasks likely less burdensome and more approachable.

Moreover, the frequency of listening practice was found to have a significant inverse correlation with anxiety since regular practice may assist students to build familiarity with various accents, speech speeds, and vocabulary, gradually reducing their fear of the unknown words and increasing their ability to predict and process spoken language more effectively. This claim reflects similar findings by Kiany and Shiramiry (2002), Yến and Thao (2021), and Le and Pham (2020). Frequent exposure also allows students to develop strategies for dealing with difficult listening tasks, which contributes to lowering anxiety over time. This connection underscores the importance of creating a learning environment that encourages consistent, meaningful practice.

VI. Implications and Conclusion

Based on the findings of this research on listening anxiety among Vietnamese English-majored tertiary students, several implications can be drawn for EFL listening instruction.

First, the notable finding that the different aspects of the listening material could contribute to heightened anxiety suggests careful selection of the material that suits students' proficiency levels and interest. It is critical to consider the issue of authenticity given that while background noise or multiple speakers adds authenticity to the listening material, they might cause comprehension issues and negative emotions. It could also be pedagogically useful for the teacher to introduce the context of the aural text to assist the activation of schemata or topical knowledge. Anticipating trouble spots in the material, such as unfamiliar lexical items, intonation, or accents, would help teachers plan their pre-listening activities to alleviate the cognitive burden and thus aid comprehension and retention.

Another implication involves listening strategy instruction to assist students in regulating their anxiety levels. Instructing students to develop a repertoire of listening strategies via training that targets cognitive and metacognitive as well as top-down and bottom-up techniques could enhance their listening abilities. Equally, training the decoding of aural texts via lexeme, word and syntactic processing could play a significant role in enhancing comprehension. Indeed, research has demonstrated the role of listening strategy instruction in enhancing learners' listening comprehension performance (e.g., Fathi et al., 2020).

As listening is an active process that involves the listener's interaction with the text to facilitate comprehension (Wilson, 2012), it is crucial to adopt a process approach to teaching listening that essentializes the central role of learners in listening comprehension (Field, 2009). Active listening techniques, such as note-taking, highlighting, and visualization could aid comprehension of auditory texts (e.g., Irgin & Erten, 2020) and thus should be explicitly introduced in instructional practices to support students' understanding.

It is worth noting that the present study found a negative correlation between self-reported listening anxiety and the different learner variables. This suggests students incorporate regular listening practice into their study routine, focusing on diverse materials in terms of accents, speeds, and topics to enhance their overall listening proficiency. Notably, the fact that students' proficiency levels and interest in listening were also strongly linked to their listening anxiety points to the need to help them alleviate stress and fear associated with English listening. Instructors may also encourage extensive listening through multiple sources such as TikTok, YouTube or popular game to motivate students. Weekly listening assignments that incorporate students' favorite listening materials could expose students to authentic input and increase listening fluency. In this way, students will derive joy and develop positive emotions that have been found to aid learning (Zhang et al., 2022).

Given some limitations of the study regarding the sample of participants (e.g., English majors, predominantly female), the instructional factors related to the pre-listening stage only and the self-reported data at one time point, future research could explore the correlation between L2 listening anxiety and listening performance measured by listening tests/tasks or how gender can influence L2 listening anxiety in different settings with different groups of learners.

Acknowledgements

This research receives funding from Hue University, Vietnam via project number DHH2024-08-17.

REFERENCES

[1] Al-Furaiji, W. L. F. (2022). Exploring the Causes of Listening Comprehension Anxiety from EFL Iraqi students. *Journal of Positive School Psychology*, *6*(4), 9997 – 10002.

[2] Bang, S., & Hiver, P. (2016). Investigating the structural relationships of cognitive and affective domains for L2 listening. *Asian-Pacific Journal of Second and Foreign Language Education*, *1*, 1-19. https://doi.org/10.1186/s40862-016-0013-8

[3] Bekleyen, N. (2009). Helping teachers become better English students: Causes, effects, and coping strategies for foreign language listening anxiety. *System*, *37*(4), 664-675. https://doi.org/10.1016/j.system.2009.09.010

[4] Bonk, W. J. (2000). Second language lexical knowledge and listening comprehension. *International Journal of Listening*, *14*(1), 14-31. https://doi.org/10.1080/10904018.2000.10499033

[5] Bozorgian, H., & Shamsi, E. (2022). Autonomous use of podcasts with metacognitive intervention: Foreign language listening development. *International Journal of Applied Linguistics*, *32*(3), 442-458. http://dx.doi.org/10.1111/ijal.12439Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*, 77–101. http://dx.doi.org/10.1191/1478088706qp063oa

[6] Brown, S. (2006). *Teaching listening* (Vol. 7). Cambridge University Press.

[7] Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson.

[8] Buck, G. (2001). *Assessing listening*. Cambridge University Press.

[9] Chang, A. C. S. (2008). Sources of listening anxiety in learning English as a foreign language. *Perceptual and Motor Skills 106*(1), 21–34. https://doi.org/10.2466/pms.106.1.21-34

[10] Cheng, J., & Matthews, J. (2018). The relationship between three measures of L2 vocabulary knowledge and L2 listening and reading. *Language Testing*, *35*(1), 3-25. https://doi.org/10.1177/0265532216676851

[11] Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education.* Routledge.

[12] Craik, F.I.M. (2014). Effects of distraction on memory and cognition: a commentary. *Frontiers in Psychology 5:*841. https://doi.org/10.3389/fpsyg.2014.00841

[13] Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage.

[14] Dalman, R. M. (2016). The Relationship between listening anxiety, listening comprehension strategies, and listening performance among Iranian EFL university students. *International Journal of Modern Language Teaching and Learning*, *1*(6), 241-252.

[15] Derwing, T., and M. J. Munro (2001). What speaking rates do non-native listeners prefer? *Applied Linguistics*, *22*(3), 324-337. https://doi.org/10.1093/applin/22.3.324

[16] Du, G., & Man, D. (2022). Person factors and strategic processing in L2 listening comprehension: Examining the role of vocabulary size, metacognitive knowledge, self-efficacy, and strategy use. *System*, *107*, 102801. http://dx.doi.org/10.1016/j.system.2022.102801

[17] Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal*, *89*(2), 206-220. https://doi.org/10.1111/j.1540-4781.2005.00275.x

[18] Elkhayma, R. (2020). Affective factors in foreign language education: The role of anxiety. *International Journal of English Literature and Social Sciences*, *5*(4), 853-860. https://dx.doi.org/10.22161/ijels.54.4

[19] Fanandi, F. B. (2022). The EFL students internal factor causing critical listening anxiety at IAIN Palangka Raya. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *10*(1), 489-508. http://dx.doi.org/10.24256/ideas.v10i1.2700

[20] Fathi, J., Derakhshan, A., & Torabi, S. (2020). The effect of listening strategy instruction on second language listening anxiety and self-efficacy of Iranian EFL learners. *Sage Open*, *10*(2). https://doi.org/10.1177/2158244020933878

[21] Ginther, A. (2002). Context and content visuals and performance on listening comprehension stimuli. *Language Testing*, *19*(2), 133-167. http://dx.doi.org/10.1191/0265532202lt225oa

[22] Goh, C. C., & Vandergrift, L. (2021). *Teaching and learning second language listening: Metacognition in action*. Routledge.

[23] Golchi, M. M. (2012). Listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. *International Journal of English Linguistics*, *2*(4), 115. https://doi.org/10.5539/ijel.v2n4p115

[24] Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, *34*(2), 165-182. http://dx.doi.org/10.1016/j.system.2005.11.001

[25] Graham, S., Santos, D., & Vanderplank, R. (2010). Strategy clusters and sources of knowledge in French L2 listening comprehension. *Innovation in Language Learning and Teaching*, *4*(1), 1-20. http://dx.doi.org/10.1080/17501220802385866

[26] Imhof, M., & Janusik, L. A. (2006). Development and validation of the Imhof-Janusik listening concepts inventory to measure listening conceptualization differences between cultures. *Journal of Intercultural Communication Research*, *35*(2), 79-98. http://dx.doi.org/10.1080/17475750600909246

[27] Irgin, P., & Erten, I. H. (2020). Exploring the role of strategy instruction: Young learners' listening performance and strategy use. *Eurasian Journal of Applied Linguistics*, *6*(3), 415-441. https://doi.org/10.32601/ejal.834676

[28] Ji, S., Qin, X., & Li, K. (2022). A systematic review of foreign language listening anxiety: focus on the theoretical definitions and measurements. *Frontiers in Psychology*, *13*, 859021. https://doi.org/10.3389/fpsyg.2022.859021

[29] Khorsheed, A. (2018). *How we can find the cut off score of the scale tool?* Retrieved on 15 September 2024 from https://www.researchgate.net/post/How_we_can_find_the_Cut_off_score_of_the_Scale_tool

[30] Kilic, M. & Uçkun, B. (2013). Listening text type as a variable affecting listening comprehension anxiety. *English Language Teaching*, *6*(2), 55-62. http://dx.doi.org/10.5539/elt.v6n2p55

[31] Kim, J. H. (2000). *Foreign language listening anxiety: A study of Korean students learning English*. The University of Texas at Austin. http://dx.doi.org/10.35771/engdoi.2017.30.3.016

[32] Kim, M. and Baek, S. (2017). The structural relationship of factors in Korean fifth graders' L2 listening proficiency. *English 30*, 337–364. http://dx.doi.org/10.35771/engdoi.2017.30.3.016

[33] Kiany, G & Shiramiry, E. (2002). The Effect of Frequent Dictation on the Listening Comprehension Ability of Elementary EFL Learners. *TESL Canada Journal 20*. https://doi.org/10.18806/tesl.v20i1.938
[34] Kimura, H. (2008). Foreign language listening anxiety: Its dimensionality and group differences. *JALT Journal*, *30*(2), 173-196. http://dx.doi.org/10.37546/JALTJJ30.2-2
[35] Le, H. T. T. (2023). The impacts of foreign language anxiety on Students in English-medium instruction lasses in the central region universities, Vietnam. *Vietnam Journal of Education*, *7*(2), 103-113. https://doi.org/10.52296/vje.2023.265
[36] Le, Thinh & Pham, Sa. (2020). The effects of extensive listening on Vietnamese students' listening skills. *Indonesian TESOL Journal*, *2*, 1-14. http://dx.doi.org/10.24256/itj.v2i1.1246
[37] Liu, M. (2016). Interrelations between foreign language listening anxiety and strategy use and their predicting effects on test performance of high- and low proficient Chinese University EFL learners. *Asia Pac. Educ. Res.*, *25*, 647–655.
[38] Lou, N. M. & Noels, K. A. (2020). Breaking the vicious cycle of language anxiety: Growth language mindsets improve lower-competence ESL students' intercultural interactions. *Contemporary Educational Psychology*, *Vol.61*(2020), pp. 1-17. https://doi.org/10.1016/j.cedpsych.2020.101847
[39] MacIntyre, P., & Gregersen, T. (2012). Affect: The role of language anxiety and other emotions in language learning. In *Psychology for language learning: Insights from research, theory and practice* (pp. 103-118). Palgrave Macmillan. http://dx.doi.org/10.1057/9781137032829_8
[40] Marzec-Stawiarska, M. (2013). Causes and symptoms of foreign language listening anxiety: A case study of proficient students about to graduate with an MA in teaching EFL. *Linguistica Silesiana*, *34*, 336-356.
[41] Naghadeh, M. A., Naghadeh, N., Kasraey, S., and Maghdour, H. (2014). The relationship between anxiety and Iranian EFL learners' narrative writing performance**.** *Int. Res. J. Manag. Sci. 3*, 602–609.
[42] Niimoto, S. (2021). Shadowing to alleviate listening anxiety and facilitate the development of bottom-up skills. *Studies in English Language Teaching*, *44*, 101-109.
[43] Nushi, M. & Orouji, F. (2020). Investigating EFL Teachers' Views on Listening Difficulties Among Their Learners: The Case of Iranian Context. *SAGE Open. 1-12*. https://doi.org/10.1177/2158244020917393
[44] Ockey, G. J. (2020). Assessment of listening. In C. A. Chapelle (Ed.), *The encyclopedia of Applied Linguistics* (pp. 1-7). John Wiley & Sons.
[45] Otair, I., & Abd Aziz, N. H. (2017). Exploring the causes of listening comprehension anxiety from EFL Saudi learners' perspectives: A pilot study. *Advances in Language and Literary Studies*, *8*(4), 79-84. http://dx.doi.org/10.7575/aiac.alls.v.8n.4p.79
[46] Ozcelik, H. N., Van den Branden, K., & Van Steendam, E. (2023). Listening comprehension problems of FL learners in a peer interactive, self-regulated listening task. *International Journal of Listening*, *37*(2), 142-155. https://doi.org/10.1080/10904018.2019.1659141
[47] Pan, Y. E. (2016). Analysis of listening anxiety in EFL class. *International Journal on Studies in English Language and Literature*, *4*(6), 12-16. http://dx.doi.org/10.20431/2347-3134.0406002
[48] Pham, T. N. A. (2017). *Emotion in English as an additional language oral communication: Vietnamese English language teachers and students* (Doctoral dissertation, The University of Waikato).
[49] Prastiyowati, S. (2019). Anxiety on students' listening comprehension in university students in Malang. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *6*(1), 65-77. http://dx.doi.org/10.22219/CELTICUMM.Vol6.No1.65-77
[50] Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35). Cambridge university press.
[51] Serraj, S. (2015). Listening anxiety in Iranian EFL learners. *International Journal of Scientific and Research Publications*, *5*(6), 1-8.
[52] Shipstead, Z., Lindsey, D. R., Marshall, R. L., & Engle, R. W. (2014). The mechanisms of working memory capacity: Primary memory, secondary memory, and attention control. *Journal of Memory and Language*, *72*, 116-141. http://dx.doi.org/10.1016/j.jml.2014.01.004
[53] Spielberger, C. D. (1983). *State-trait anxiety inventory for adults*. Mind Garden.
[54] Stæhr, L. S. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *Studies in Second Language Acquisition*, *31*(4), 577-607.
[55] Tran, T. T. T., & Moni, K. (2015). Management of foreign language anxiety: Insiders' awareness and experiences. *Cogent Education*, *2*(1), 992593. http://dx.doi.org/10.1080/2331186X.2014.992593
[56] Vafaee, P., & Suzuki, Y. (2020). The relative significance of syntactic knowledge and vocabulary knowledge in second language listening ability. *Studies in Second Language Acquisition*, *42*(2), 383-410. https://doi.org/10.1017/S0272263119000676
[57] Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, *40*(3), 191-210. https://doi.org/10.1017/S0261444807004338
[58] Vogely, A. J. (1998). Listening comprehension anxiety: Students' reported sources and solutions. *Foreign Language Annals*, *31*(1), 67-80. http://dx.doi.org/10.1111/j.1944-9720.1998.tb01333.x
[59] Wagner, E. (2008). Video listening tests: What are they measuring? *Language Assessment Quarterly*, *5*(3), 218-243. http://dx.doi.org/10.1080/15434300802213015
[60] Wallace, M. P. (2021). Exploring the relationship between L2 listening and metacognition after controlling for vocabulary knowledge. *Journal of Language and Education*, *7*(3), 187-200. https://doi.org/10.17323/jle.2021.12685
[61] Wang, S.-Y., & Cha, K.-W. (2019). Foreign language listening anxiety factors affecting listening performance of Chinese EFL learners. *The Journal of Asia TEFL*, *16*, 121–134. https://doi.org/10.18823/asiatefl.2019.16.1.8.121
[62] Wilson, J. (2012). *How to teach listening*. Pearson.
[63] Xu, F. (2011). Anxiety in EFL listening comprehension. *Theory & Practice in Language Studies*, *1*(12), 1709-1717.http://dx.doi.org/10.4304/tpls.1.12.1709-1717

[64] Yamauchi, Y. (2014). Revised version of the foreign language listening anxiety scale: precise description of subordinate concepts' influence on learners. *ARELE: Annual Review of English Language Education in Japan*, *25*, 143-158. https://doi.org/10.20581/ARELE.25.0_143
[65] Yến, T.T., & Thao, T.T. (2021). The effects of extensive listening on EFL learners' listening comprehension. *VNU Journal of Foreign Studies*, *37*(4), pp. 182-189.
[66] Zhang, X. (2013). Foreign language listening anxiety and listening performance: Conceptualizations and causal relationships. *System*, *41*(1), 164–177. https://doi.org/10.1016/j.system.2013.01.004

Linh Tran is a Master graduate of TESOL from University of Foreign Languages and International Studies, Hue University. He is currently working as an English language teacher in Hue, Vietnam. Email: tranlinh92@gmail.com

Trang Thi Bao Nguyen teaches TESOL and Applied Linguistics at the Faculty English, University of Foreign Languages and International Studies, Hue University, Vietnam. She has published in different journals such as Language Teaching Research, System, TESOL Journal, RELC Journal, Writing Assessment, and Electronic Journal of Foreign Language Teaching. Email: ntbtrang@hueuni.edu.vn ORCID iD: https://orcid.org/0000-0002-5285-7255

Dung Thi Xuan Do (corresponding author) is a senior lecturer of English, TESOL and Linguistics at Hue University, Vietnam. She earned a master's degree in education (TESOL) from the University of Sydney, Australia, and a Doctoral degree in Linguistics from Hue University, Vietnam. She has fulfilled 6 national research projects and has more than 45 publications in international and national journals. Her teaching and research interests include linguistics (discourse analysis, functional grammar…) and applied linguistics (ELT/TESOL), cross-cultural communication, and ESP. Email: dtxdung@hueuni.edu.vn ORCID iD: https://orcid.org/0000-0003-0424-0469