

The effect of Foreign Language Anxiety on listening comprehension Tunisian EFL students as a case study

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The centrality of listening in language learning and teaching came to light in the mid-1960s and early 1970s (Morely, 2001, p. 70). That is, “the status of listening began to change from one of neglect to one of increasing importance” (Ibid, p. 69). However, only when learning a new language, do the intricacies of listening become apparent. In this context, Vandergrift and Goh (2012) contend that “[FL/L2] listener ability to maximize comprehension efforts can be influenced by a number of affective factors [...] [as anxiety] that will thereby influence listening success (p. 70). The present study purports to evaluate the sway of a seven-month intervention on 69 Tunisian EFL students at the Faculty of Letters and Human Sciences of Sfax during their first year of undergraduate English studies, the factors contributing to this type of anxiety, and the potential strategies to cope with it. The mixed methods experimental (or intervention) design represented the design type in this study. The quantitative phase involved the administration of the Likert scale ‘Shortened Foreign Language Listening Anxiety Scale’ (SFLLAS), designed by Kimura (2017). Applying the pre-experimental design in this study, the researcher “studies a single group and provides an intervention during the experiment” (Creswell, 2014, p. 219). The quantitative collected data were analyzed using Statistical Package for Social Sciences (SPSS, version 20). In this phase, the degrees of FLA in listening among research participants would be measured and compared before and after the trial. An in-depth investigation of the research problem was made by means of two qualitative measures; interviews and observations. The investigator introduced the qualitative phase as before, during, and after the trial to meet the research project goals. Results yielded worthwhile implications for numerous stakeholders, offering valuable teaching strategies to assist Tunisian EFL students in their listening classes.

References

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