

Sources of Listening Anxiety in Learners of German as Foreign Language

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Overview

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2. Review of the literature
3. Research questions
4. Methodology
5. Results

Terminology

FLA – foreign language anxiety

FLLA – foreign language listening anxiety

Review of the literature

- FLA is the negative emotional reaction associated with foreign language learning and expression (Horwitz, 2001).
- Listening is a highly anxiety-provoking activity, because the listener is not in control of the situation as much as the speaker is (Kimura, 2008).
- A significant correlation has been found between the level of listening proficiency and FLLA (Mills, Pajares & Herron, 2006).
- Students who use listening strategies to a significantly low extent have higher levels of listening anxiety (Mohammadi Golchi, 2012; Zhai, 2015).

Research questions

- What are the sources of FLLA among different proficiency-level learners of German as FL?
- What anxiety-reducing strategies do learners of German as FL use for the receptive skill of listening?

Methodology

- *Participants*

Learners of German as FL from the University of Essex

Beginner (A1/A2)	Intermediate (B1/B2)	Advanced (C1/C2)
6-7 participants	6-7 participants	6-7 participants

- *Procedure*

In the study, the participants are asked a set of questions (20), relating to their FLLA in German. They are also asked to rate their levels of anxiety and explain what listening strategies they use.

- *Instruments*

Audio-recorded, semi-structured interviews

Results

As of yet, there are results only from the *advanced* level group
(6 participants)

- Difference between C1 and C2 → learners in C2 level are more confident in their knowledge of German.
- Generally all participants are satisfied with their listening comprehension.
- Participants claim that their FLLA levels are low/medium.
- On average, learners agree that their FLLA has decreased with increase of proficiency.

Results (continued)

- Most participants claim that they find *writing* to be the hardest skill, with *speaking* coming second.
- The setting does not make much of a difference unless the learner is expected to reply (real-life conversations, discussions).
- *Less anxiety in class* because the learner can guess what is being talked about.
- Situations in which unfamiliar vocabulary is used are more anxiety inducing.
- The speed and the accent of the speaker can cause anxiety in learners.
- Compound words and verbs with prefixes cause learners a lot of stress when listening.
- Discussions on complicated topics make learners more anxious.

Strategies used by learners

- Positive reinforcement
- Concentration
- Understanding the verb of the sentence
- Picturing the words
- Dissecting most words in the sentence

**THANK YOU
FOR THE
ATTENTION!**

References

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