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Examining Secondary School Students' Listening Anxiety in Terms of Different Variables and Determining the Causes of Anxiety *

Research Article

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ABSTRACT

This study aims to identify the listening anxiety levels and causes of secondary school students; to detect the differentiation status of anxiety in terms of various variables. An open-ended mixed-method model, which is a way of both quantitative and qualitative research methods, is used in this research. The scale of Listening Anxiety for Secondary School Students and the Frequency of Use of Listening/Monitoring Strategies is utilized to get quantitative data. A structured Interview Form is conducted to get qualitative data. Parametric tests were used to analyze quantitative data, and Content analysis was performed to analyze qualitative data. The study sample consists of 400 students in 5,6,7, and 8th grades in Malatya Yeşilyurt in the second period of the 2019-2020 educational term. Interviews with thirty-two students having high listening anxiety at different class levels and genders constitute the research's qualitative dimension. Findings of the study revealed that secondary school students differed in their listening anxiety based on gender, class level, parental educational status, the time listening materials at home, materials used in listening texts, use of listening strategies. No significant difference in the type of listening material has been identified. This study highlighted that secondary school students' listening concerns are mostly family-related problems, environmental problems, listening materials-related problems, attention deficit-related problems, psychological problems, problems due to lack of listening strategy knowledge.

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Keywords:
Listening, listening anxiety, secondary school students

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Introduction

The communication process is a building block of human life content. What they know, what they want to learn, and humanity's desire to convey their happiness and sorrow puts the process of communication at the center of life. At the center of the communication process are the language and the possibilities offered by the language. A framework has been drawn to the multifaceted structure of the language with the skill area classification. Skill areas are grouped as comprehension and expression skills. Comprehension skills are listening and reading, whereas the expression skills are speaking and writing. Listening is an activity that is first gained and carried out through the auditory way before the individual is born. It forms the basis for the development of other language skills. According to Y. Doğan(2020), listening has a featured situation among the four basic language skills. It is a key skill in gaining other language skills. "Listening is perhaps the most critical element in language and language learning, for it is the key to speaking, and beyond that, reading and writing" (Grognet & Van Duzer, 2002, p. 1). (2010, p. 17) interprets listening structure from physiological, psychological, sociological, and communication perspectives and defines how listeners behave or should behave in their communication processes.

Ignoring that listening skill is a skill that can be developed based on the idea that it is innate may prevent the individual from being an active listener by using strategic listening ways. This process, in which the student has difficulty being an active listener, may also trigger the formation of negative attitudes towards listening, which may pave the way for the formation of anxiety. "Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process" (Xu, 2011, p. 1709). "Listening anxiety corresponds to the feeling that the content of the oral text cannot be understood" (Yıldız, 2021, p. 33). Listening anxiety may affect the motivation of the individual in the listening process. Anxiety is one of the most important factor that hinder students‟ listening capacity and performance in classroom (Pan, 2016).

Ateş (2018) states that the listener's anxiety level is a factor that affects listening. The high anxiety experienced by the individual during listening will negatively affect concentrating his attention on the listening content and using the individual's energy. According to Çalıcı and Aytan (2020), like anxiety, which can be effective during listening, increases, the desire of the student to take part in listening activities decreases, and it becomes more difficult for the student to achieve the listening goals expressed in the curriculum.

It is believed that the competence for the physical abilities to listen through spiritual and emotional support can be achieved by controlling the listening anxiety. Identifying the causes of listening anxiety will facilitate the control of anxiety. Being able to cope with anxiety depends on knowing the source and type of anxiety (Kemiksiz, 2022: p.32).

The question "Do secondary school students' listening anxiety levels vary in terms of various variables, and what are the situations that cause this anxiety" constitutes the problem sentence of this research. Within the framework of the main problem statement, answers were sought to certain sub-problems:

In terms of secondary school students;

1. Is there a significant difference in listening anxiety levels by gender?

2. Is there a significant difference in listening anxiety levels according to grade levels?

3. Is there a significant difference in listening anxiety levels according to the parent's education level?

4. Is there a significant difference in listening anxiety levels in listening to texts with different tools?

5. Is there a significant difference in listening anxiety levels depending on their listening/watching time to technological devices at home?

6. Is there a significant difference in listening anxiety levels regarding the listening/watching materials they use at home?

7. Is there a relationship between the level of listening anxiety and the use of listening strategies?

8. What are the reasons and possible solutions for listening anxiety?

Methodology

Research Model

The data in this study were interpreted with an explanatory design based on mixed methods. The mixed explanatory method offers the researcher the opportunity to consider quantitative and qualitative data together in understanding and interpreting the problem and sub-problems determined in the research. Associating qualitative data with quantitative data allows the researcher to present an objective basis for the qualitative data obtained. The missing points in the quantitative and qualitative approaches can be mutually completed.

Working Group

Research participants are selected from a secondary school in one of the central districts of a city in the west of Eastern Anatolia and have a group of students with diverse socio-demographic characteristics. First of all, official permission was obtained from the ethics committee and the Provincial Directorate of National Education to carry out studies at the school (Appendix 1). The quantitative aspect of this study was conducted on 400 high school students studying in the second semester of the 2019-2020 academic year at the school. According to the Listening Anxiety Scale for secondary school students, among male and female students from each grade level, a qualitative study was conducted by identifying eight students, four girls, and four boys, with the highest level of anxiety, a total of 32 students. Personal information about the participants who collected the quantitative data for the study is given in Table 1.

Table1. Personal Data of Secondary School Students Participating in the Study

Class Level	**Frequency (f)**	**Percentage (%)**
5th grade	100	25
6th grade	100	25
7th grade	100	25
8th grade	100	25
Total	400	100

Gender	**Frequency (f)**	**Percentage (%)**
Female	197	49,25
Male	203	50,75
Total	400	100

Mother's Educational Status	**Frequency (f)**	**Percentage (%)**
Primary school	44	11
Secondary School	77	19,25
High School	146	36,5
University	109	27,25
Master	24	6
Total	400	100

Father's Educational Status	**Frequency (f)**	**Percentage (%)**
Primary school	19	4,75

Secondary school	42	10,5
High school	102	25,5
University	193	48,25
Master	44	11
Total	400	100

Looking at Table 1, we see that the same number of students in each grade participate in this survey. 49.25% of the students are girls, and 50.75% are boys. 36.5% of the participants' mothers had a high school degree, and 6% of the mothers had a master's degree. 48.25% of the participants' fathers had a university degree, and 4.75% of the fathers had a primary school degree. In addition, of the secondary school students who participated in the interview, 16 were girls, and 16 were boys. Four female and four male students with high anxiety levels were identified at the 5th, 6th, 7th, and 8th-grade levels. Students were coded with a letter and a number between S1 and S32. Accordingly, S1-G means "Student 1 Girl".

Data Collection Process

In this research, Melanlıoğlu's (2013a) Listening Anxiety Scale (LAS) for Secondary School Students and B.Doğan and Erdem's (2017) Frequency of Use of Listening/Monitoring Strategies Scale (FULMSS) were used as quantitative data collection tools. Melanlıoğlu's (2013a) Listening Anxiety Scale for Secondary School Students comprises 37 items whose validity and reliability have been determined and five options for each item. The options are listed as: I'm definitely not worried, I'm a little worried, I'm worried, I'm very worried, I'm extremely worried. The students were asked to mark the one for each item. B.Doğan and Erdem's (2017) Listening/Monitoring Strategies Usage Frequency Scale comprises 19 items whose validity and reliability have been determined. For each item, five factors are included. The factors are listed as never, rarely, sometimes, usually, and always. The students were asked to choose the factor that suits them for each item. A Structured Interview Form comprising 21 open-ended questions was used to get qualitative data.

Table 2. Descriptive Statistics Regarding the Sampling

Scale	N	$\bar{X}$	Median	Mod	BK	ÇK
LAS Total	400	85,89	86	68	.10	.35
FULMSS Total	400	86	62	64	-.19	-.23

Examining Table 2 reveals that the skewness and kurtosis scores for hearing anxiety measures and listening strategies are in the ± 1 range. Therefore, we assumed that the data were normally distributed, taking into account the assumption that the skewness and kurtosis values of the variables must be between +1 and 1 to assume normality (Büyüköztürk et al., 2013). In addition, the internal consistency coefficient (Cronbach alpha) of the listening anxiety scale was .92, and the internal consistency coefficient (Cronbach alpha) of the frequency of use of listening strategies scale was .87. Therefore, it can be stated that the scales used in the research are quite reliable. However, in the qualitative aspect of the research, the interview form comprising 21 open-ended questions prepared by the researcher in line with the expert opinion on determining the causes of students' listening anxiety was used as another data collection tool in the study (Appendix 2).

Data Analysis

Quantitative data obtained from students were analyzed using SPSS 25.00. Since the data showed a normal distribution, parametric tests were utilized in analyzing the findings. While providing information about students, "percentage, frequency, arithmetic mean, and standard deviation (sd)" values were used. A "t-test" was used in paired groups in the data analysis, and a one-way analysis of variance (ANOVA) was used in groups with more than two. Pearson Correlation test was used to determine whether there is a linear relationship between the two numerical measurements. The qualitative data (Interviews) from the students

were first transferred to the Word document by the researchers, following the question number and order separately for each student. The answers given by the students were coded as S-1 and S-32 under the principle of confidentiality. After the data were coded, the emerging concepts were organized under certain headings. The content analysis technique was used in interpreting the data. While performing the content analysis, first, the headlines related to the data were determined, then the sub-headings were created, each of which was coded to cover each other. Headings and subheadings were coded by two researchers about the data obtained after the interviews with the students.

The data were analyzed by taking into account the direct sentences of the randomly identified students and the titles agreed upon by the two researchers. While transferring the sample data obtained from the interview forms, the abbreviation "S" for students, "B" for male students, and "G" for female students was used at the beginning of quotation sentences.

Ethics Committee Approval: This study was found ethically appropriate by the Education Sciences Ethics Committee of İnönü University with the letter dated 2020 and numbered 2020/5-8.

Findings

Findings Related to Listening Anxiety of Secondary School Students

Listening Anxiety Levels by Gender Variable

The first sub-problem of the study is "Does the listening anxiety levels of secondary school students differ significantly according to the gender variable?" The results are given in Table 3.

Table 3. T-Test Results on Whether Students' Listening Anxiety Levels Differ Significantly According to Gender Variable

	Gender	N	$\bar{X}$	SS	sd	T	p	Eta square (η^2)
Listening Anxiety	Female	197	89,02	23,42	398	2,74	.00*	.01
	Male	203	82,86	21,45				

* p≤.05

Table 3 shows that there are statistically significant differences in student listening anxiety by gender (t=-2.74, p<.05). For the mean scores, it is seen that the mean scores of girls ($\bar{X}$=89.02) are higher than the mean scores of boys ($\bar{X}$=82.86). However, the effect size calculated from the test (η2 =.01) shows that this difference is small. Therefore, although there is a small difference, it can be concluded that the anxiety levels of girls are higher than boys.

Listening Anxiety Levels by Grade Level

The second sub-problem of the study is "Do students' listening anxiety levels differ significantly according to the class variable?" The results are given in Table 4.

Table 4. One-Way ANOVA Test Results on Whether Students' Listening Anxiety Levels Differ Significantly According to Grade Variable

	Level	N	$\bar{X}$	SS	F	p
Listening Anxiety	5nd Grade	100	89,58	22,35	1.73	.15
	6nd Grade	100	86,93	23,79		
	7nd Grade	100	82,91	23,48		
	8nd Grade	100	84.16	20.48		
Total		400				

Examining the values in Table 4 reveals that there is no statistically significant difference between the student's grade level and the level of listening anxiety (F=1.73 and p= .15> .05).

Listening Anxiety Levels by Parent Educational Status

The third sub-problem of the study is "Do students' listening anxiety levels differ significantly according to the parent education level variable?" The results are in Table 5.

Table 5. One-Way ANOVA Test Results on Whether Students' Listening Anxiety Levels Differ Significantly According to Mother's Educational Status

	Mother's Educational Status	**N**	**X̄**	**SS**	**sd**	**F**	**p**
Listening Anxiety	Primary school	44	88,15	19,65	4	1.92	.10
	Secondary school	77	89,47	24,74	395		
	High school	146	87,03	21,89	399		
	University	109	82,56	22,78			
	Master	24	78,54	22,58			
Total		400					

Examining the values in Table 5 reveals that there is no statistically significant difference between the student's mother's educational variables and listening anxiety (F=1.92 and p= .10> .05).

Within the third sub-problem of the study, a One-Way ANOVA test was conducted to determine whether there was a significant difference between the father's education levels and the student's listening levels. The results are in Table 6.

Table 6. One-Way ANOVA Test Results on Whether the Listening Anxiety Levels of the Students Differ Significantly According to the Educational Status of the Fathers

	Father's Educational Status	**N**	**X̄**	**SS**	**sd**	**F**	**p**
Listening Anxiety	Primary school	19	99,01	20,50	4	1.78	.13
	Secondary school	42	85,81	24,39	395		
	High school	102	85,95	22,01	399		
	University	193	84,53	23,18			
	Master	44	86,17	19,61			
Total		400					

In Table 6, there is no statistically significant difference between the educational status variables of the student's father and hearing anxiety (F=1.78 and p= .13> .05).

Listening Anxiety Levels in terms of Listening to Texts with Different Tools

The fourth sub-problem of the study is "Do students' listening anxiety levels differ significantly according to the variable of listening to texts with different tools?" For this purpose, a One-Way ANOVA test was conducted. The results are in Table 7.

Table 7. One-Way ANOVA Test Results on Whether Students' Listening Anxiety Levels Differ Significantly According to the Variable of Listening to Texts with Different Tools

	Different Tools	N	X̄	SS	sd	F	p
Listening Anxiety	reading him/herself	30	83,05	27,10	4	.50	.73
	Phone	84	85,01	21,60	395		
	Smart board or projector	243	86,39	22,03	399		
	passing without processing	27	83,82	22,73			
	Other	16	91,81	28,51			
Total		400					

Examining the values in Table 7 reveals that there is no statistically significant difference between the variables of students listening to audio text using various aids and the level of anxiety (F=.50 and p= .73> .05).

Listening Anxiety Levels in Terms of Listening/Watching Time to Technological Devices at Home

The fifth sub-problem of the study is "Do students' listening anxiety levels differ significantly depending on the listening/watching time they spend at home using technological devices?" For this purpose, a One-Way ANOVA test was conducted. The results are in Table 8.

Table 8. One-Way ANOVA Test Results on Whether Students' Listening Anxiety Levels Differ Significantly According to the Variable of Listening/Watching Technological Devices at Home

	Listening/ Watching	N	X̄	SS	Sd	F	p	Difference (Sidak)	Eta square (η^2)
Listening Anxiety	None	104	80,79	21,86	3	3.63	.01*	3>1	.026
	0-1 hour	180	86,68	22,84	396				
	1-2 hour	85	91,31	21,75	399				
	3-5 hour	31	83,57	23,34					
Total		400							

* p≤.05

When the values in Table 8 are evaluated, it is seen that there is a statistically significant difference between the listening/watching time variable at home and the listening anxiety levels of the students (F=3.63 and p<.05). Looking at the average scores, we can see that the group listening and watching for 1-2 hours a day with a score of X̄=91.31 has the highest level of listening anxiety. The students who watch for 0-1 hours a day follow them with a score of X̄= 86.68, and the lowest level of anxiety is in the students who do not listen/watch at all with a score of X̄=80.79. According to the Sidak test performed to find the source of the difference, the difference between the group that listens/watches 1-2 hours a day and the group that doesn't listen/watch at all is in favor of students who listen/watch for 1-2 hours a day. It is reported that the effect size calculated as a result of the test (η2 =.026) is at a small level. Although it is at a small level, it can be said that those who spend 1-2 hours a day at home with technological devices have higher listening anxiety than those who never spend time at home.

Listening Anxiety Levels in terms of Type of Materials Listening/Watching at Home

The sixth sub-problem of the study is "Do students' listening anxiety levels differ significantly according to the type of materials they listen to/watch at home?" In this context, the One-Way ANOVA test was conducted. The results are in Table 9.

Table 9. One-Way ANOVA Test Results on Whether Students' Listening Anxiety Levels Differ Significantly According to the Variable of the Type of Materials Watching/Listening at Home

	Material type	**N**	**X̄**	**SS**	**Source of Variance**	**Sum of Squares**	**Sd**	**Squares Avg.**	**F**	**p**
Listening Anxiety	EBA (course contents)	177	85,16	22,20	between groups	357,5	2	178,7	.348	.70
	Youtube Channels (for fun)	161	87,04	22,04	within groups	203892,2	397	513,6		
	Youtube Channels (for lesson purposes)	62	84,99	25,42	Total	204249,8	399			
Total		400								

Examining the values in Table 9 reveals that there is no statistically significant difference between the type of material a student listens to or watches at home and their listening anxiety levels (F=.348 and p= .70> .05).

Listening Anxiety Levels in Terms of Use of Listening Strategies

The seventh sub-problem of the study is "Is there a significant relationship between students' listening anxiety levels and the use of listening strategies?" In this context, the Pearson Correlation Test was performed. The results are given in Table 10.

Table 10. Pearson Correlation Test Results on Whether There is a Relationship Between Students' Listening Anxiety Levels and the Use of Listening Strategies

	X̄	**SS**	**1**	**2**
Listening Anxiety Levels	85,89	22,63	1	
Use of Listening Strategies	60,84	13,85	.113	1

Examining the values in Table 10 highlights that there is no statistically significant association between students' listening anxiety levels and the use of listening strategies (r=0.113, p>.05).

Student Views on Causes and Solutions for Listening Anxiety

One of the sub-objectives of the research, "What are the reasons for listening anxiety and solutions?" According to the interview data obtained regarding the question, the reasons for secondary school students' anxiety and their views on these reasons were grouped under six themes.

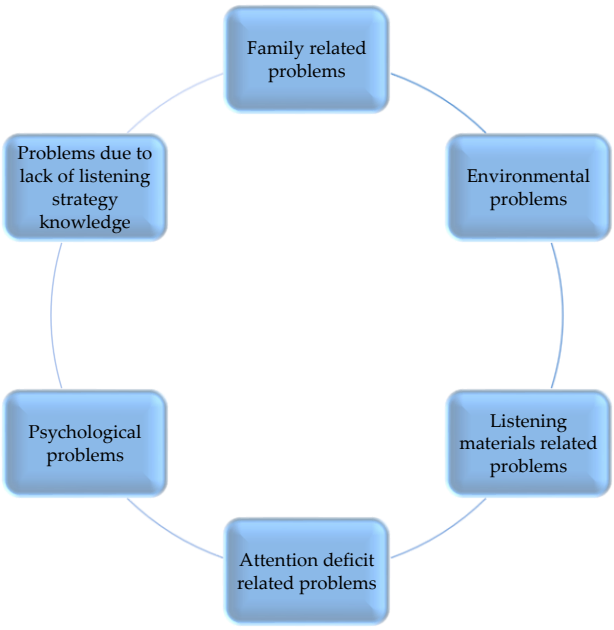


Figure 1. Reasons for listening anxiety according to student opinions

In Figure 1, it is depicted that secondary school students' listening concerns are mostly "family-related, environmental, listening materials-related, attention deficit related and psychological problems, also the problems due to lack of listening strategy knowledge." This section provides the findings obtained from interviews with thirty-two secondary school students under these themes and their interpretations.

Family-Related Problems

When the students' opinions were evaluated, it was noticed that the students cared about being able to talk with their families by making eye contact. The student thinks that their family members do not listen to them when they end eye contact. In the process of listening to and speaking to a family member using electronic devices, the child feels that what they are saying is not important. Students think that family communication problems stem from their speech because family members do not listen to their children for reasons like concentrating on work-related activities or prefer to spend their free time watching television and dealing with other technological devices. Making the student feel he does not have a say in some matters discussed in the family and being interrupted. At the same time, speaking affects the individual's perspective on listening and speaking skills and communication within the family. It has been determined that students with family-related problems are among the first fifteen students with high anxiety levels among the students interviewed. It is seen that the negative approach of the family to the listening process and making feel the insignificance of this process are effective in the formation of high anxiety in the student. The frequency of opinions about family-related problems is given in Table 11.

Table 11. Family-Related Problems

Theme	Frequency
Family-Related Problems	7

In Table 11, it is listed that the number of students who have family-related problems is seven among the interviewed students. Some examples of the views of students who experience anxiety because of family-related problems are:

"I don't think my family is listening to me because I'm not fluent and can bore the other person." (S1-G)

"I don't think my family is listening because they have technological tools in their hands. They ask me again what I told them." (S2-G)

"My parents sometimes interrupt me when I'm talking, and they say, "Okay, I got it." I say, "What did you understand?" They say nothing, so a fight breaks out between us." (S5-B)

Environmental problems

It was also observed that environmental factors were among the reasons for the listening anxiety of the interviewed students. During listening activities, sounds from the environment interfere with the student's listening process. Since the students cannot hear the sound due to the sounds coming from the environment, they state that they move away from the listening process. Among the interviewed students, the frequency of students experiencing environmental problems is given in Table 12.

Table 12. Environmental Problems

Theme	Frequency
Environmental Problems	14

In Table 12, it is reported that the number of students interviewed who have problems arising from the environment is 14. Some examples of the views of students who experience anxiety because of environmental problems are:

"If the environment is noisy, and the speaker is low, I have nothing to do with the text." (S10-G)

"If the speaker does not sound good, if there is noise, I cannot listen well." (S12-G)

"I run into problems with surrounding noise and not being able to hear the speaker's voice fully." (S15-B)

Listening Material-Related Problems

Among the reasons for the listening anxiety of the interviewed students, it identified the problems arising from the listening material. These problems are grouped into three themes. The frequency of opinions gathered around the themes is given in Table 13.

Table 13. Listening Materials Related Problems.

Themes	Frequency
The subject is not interesting	15
Unknown words	8
Lack of visual support for listening texts	28

In Table 13, it is seen that the statements of the students who were interviewed who had problems with the listening material were grouped under the headings that the subject was not interesting, unknown words, and lack of visual support for listening texts. In addition, it was stated in the Table that 15 students experienced listening anxiety because the subject was not interesting, eight students were because of unknown words, and 28 students were due to a lack of visual support for listening scripts.

The non-interestingness of subject (nonsubject)

Some students show that the subject is not interesting as the reason for moving away from the act of listening. When some students realize that the subject they listen to is not related to their interests, it was identified that they are distracted from the listening process. Not being able to focus on what is being listened to, having difficulty in fully understanding what is being said, and not being able to remember the understood parts trigger anxiety in students.

Some examples of the views of the students who experienced anxiety because the subject is not interesting are:

"If the subject interests me, I do not get bored while listening, but if it does not interest me, I get bored and try to get away from it. For example, if football is being discussed, I try to change the subject or my place." (S12-G)

"When I get bored with the subject, I dive into thoughts." (S23-B)

"When I get bored with the subject, I think of different things than I listen to." (S24-B)

Unknown Words

Some students state that they have difficulty making sense of the whole text when faced with words whose meaning is unknown in the listening process. In fact, some students think that the only problem in the listening process is the presence of unknown words in the text they listen to. In addition, some students believe that even a word whose meaning is unknown during listening will cut off the interest in the text.

Some examples of the views of students who experience anxiety because of unknown words are:

"There are some words I don't know. I only encounter this problem when listening to the text." (S3-G)

"The unknown words confuse me when I listen to them at school." (S6-B)

"When the unknown words are mentioned in the text, I am surprised and break away from the text." (S11-G)

Lack of visual support (visual presentation, video, animation, etc.) for listening texts

Approximately 88% of the interviewed students stated that they preferred visual support for listening scripts. Students argue that the presence of visual support about the events described in the listening texts they listen to in the lesson will increase the understanding and recall of the listened text. Some students report that audio texts can remain abstract in their heads, and those visual elements effectively embody the topic heard. Some of the students believe that they will make inferences because they watch some places that they cannot hear while listening.

Some examples of the views of students who experience anxiety because of the lack of visual support for listening scripts are:

"I want visuals in the listening text. Because sometimes I forget what I have set up in my head. I think they will stay in my mind with the images." (S11-G)

"We only listen to the text. It would be more memorable if there were videos, not just listening. Sometimes I miss while listening, if I watched, I could watch the points I missed listening to." (S12-G)

"It would be better if it was visual because when I listen to it, I can't imagine." (S13-B)

Attention deficit related problems

Among the reasons for the listening anxiety of the interviewed students, problems arising from lack of attention were identified. These problems are grouped under two themes. The frequency of opinions gathered around the themes is given in Table 14.

Table 14. Attention Deficit Related Problems.

Themes	Frequency
Focus problem	8
The concentration of the mind in a different direction	19

In Table 14, the problems of the students who had attention deficit problems were grouped under the headings of focusing problems and concentrating the mind in a different direction. In addition, it is seen that

eight students, due to focusing problems, and 19 students, due to mind concentrating in a different direction, have listening anxiety.

Focusing Problem

Some of the students surveyed found it difficult to focus their attention on the listening process during their listening activities. They gave this situation because they think about things independent of the listening process, the objects around them, or the sounds around them.

Some examples of the opinions of students who experience anxiety due to focusing problems are:

"Sometimes I can think of things independent of the text because I have trouble focusing." (S1-G)

"Yes, I encounter problems while listening. My problem is not being able to focus. I can't concentrate on the text, and my mind wanders." (S4-G)

"I have a problem focusing at school while listening to the text." (S5-B)

The concentration of the mind in a different direction

An unremarkable subject has been shown as a reason for the mind to focus in a different direction. Experiences, dreams, and future anxiety cause the mind to move away from the listening focus, creating an environment of anxiety.

Some examples of the views of students who experience anxiety because their minds focus on a different direction are:

"My mind may be elsewhere because I'm thinking about over one thing, or it just didn't grab my attention very much." (S6-B)

"Sometimes I focus in a different direction when looking at another object or event." (S7-B)

"My mind can go in different directions if there is a subject that does not interest me; I listen attentively when there is a subject that interests me." (S12-G)"

Psychological factors

It was observed that psychological factors were among the reasons for the listening anxiety of the interviewed students. Psychological factors can be expressed as feelings, thoughts, and self-efficacy perceptions about the listening process. The psychological factors gathered under four themes, in general, are given in Table 15.

Table 15. Psychological Factors.

Themes	Frequency
Not thinking that a good listener	10
The prejudice that the heard subject cannot be understood	10
Fear of making mistakes	20
Inability to concentrate on the listening process in an unhappy mood	28

In Table 15, the issues of interviewed students due to psychological factors were grouped under the headings as follows: "not thinking that they are good listeners," "prejudice that the listening topic cannot be understood," "fear of making mistakes," and "inability to concentrate on the listening process in an unhappy mood." In the table, we can see that there are ten students who feel uneasy because they are not good listeners, ten students who have prejudices, who don't understand the topic of listening, 20 students who are afraid to

make mistakes, and 28 students who think that they feel unhappy and unable to concentrate on the listening process.

Not thinking that a good listener

It is seen that the students who can list the characteristics of a good listener have self-criticism that they do not have these characteristics. The self-criticism of the students focuses on the inability to pay attention, boredom in the listening process, and lack of vocabulary. It is noticed that some students are also hesitant to evaluate themselves as being good listeners.

Some examples of the views of students who experience anxiety because they do not think they are good listeners are:

"A good listener visualizes the event and understands it in detail. I consider myself a normal listener, not a good listener." (S5-B)

"Vocabulary memory should be extensive, he should keep in mind the events in the text, he should have a visual memory. I don't think I have these qualities." (S11-G)

"Good listener should not interrupt, listen well, make eye contact, and not engage in other work. I don't know, I may not have these. I don't want to evaluate myself." (S19-G)

The prejudice that the heard subject cannot be understood

It was observed that before the listening process begins, some students have conditioned themselves about not being able to understand what they will listen to. Students were afraid that they would not understand the listening text correctly; they were worried about not understanding what would be said in the lesson and not being able to make sense of what a person was saying while listening. They had reflected this perception in their social and academic lives. Some students reported that the anxiety they felt from the fear of not understanding before listening continued while listening.

Some examples of the views of students who have anxiety because of the prejudice that the subject heard cannot be understood are:

"I worry I will not understand the text correctly. I get anxious while listening to the text because I think I might miss something." (S1-G)

"I am worried that I will not understand what is being said during the lecture." (S5-B)

"I get anxious when I listen to someone because it creates a fear of understanding." (S9-G)

Fear of making mistakes

It is seen that the students worry about answering the questions at the end of the listening process. Some students reported experiencing mental confusion while trying to understand what they heard in the text because they were pondering their post-listening questions.

Some examples of the views of students who experience anxiety because of the fear of making mistakes are:

"The thought of not being able to answer questions in class worries me." (S4-G)

"I'm worried. I'm worried that I'll give the wrong answer." (S18-G)

"I feel anxious for not being able to answer questions about what I've heard worries me." (S26-G)

Inability to concentrate on the listening process in an unhappy mood

It was noticed that most of the interviewed students when they experienced a negative event, reflected the emotional effects of this event on the listening process. Some students report that it is difficult to focus on what they hear when they are unhappy. Some students have stated that they cannot stay away from difficult processes by focusing on different negatives rather than the negatives they are experiencing.

Some examples of students' opinions experienced anxiety because of the inability to concentrate on the listening process in an unhappy mood are:

"Due to my unhappiness, I cannot focus too much on the listening activity. I can't forget what makes me unhappy." (S2-G)

"When I am unhappy, I feel bad. I am in a bad situation. I don't want to listen to anyone." (S6-B)

"When I experience an unhappy event, I get sad, but I try not to let it show. I look like I'm listening." (S11-G)

Listening strategy knowledge based problems

It turns out that some of the reasons for students' anxiety about listening are based on their knowledge of listening strategies. These factors, gathered under four themes, are given in Table 16.

Table 16. Listening Strategy Knowledge Based Problems

Themes	Frequency
Lack of mental preparation	20
Problems when using note-taking strategy	29
Questions asked during listening	9
Concerns about post-listening questions	13

In Table 16, listening strategy knowledge-based problems are grouped under the headings of lack of mental preparation, problems when using note-taking strategy, questions asked during listening, and concerns about post-listening questions. It is seen that 20 students have listening anxiety due to lack of mental preparation, 29 students because of problems when using note-taking strategy, nine students because of questions asked during listening, and 13 students because of concerns about post-listening questions.

Lack of mental preparation

It was determined that approximately 63% of the interviewed students were content with only physical preparation and ignored the mental preparation within the framework of the mental and physical preparations that should be made before listening. Therefore, it can be interpreted that conducting the pre-listening preparation focusing on sitting arrangement and material preparation and not spending time on mental studies triggers anxiety in the listening process.

Some examples of the views of students who experience anxiety due to a lack of mental preparation are:

"I put my book and notebook in front of me. If there's a mess on my desk, I fix it." (S3-G)

"I fix the way I sit in a queue or on a couch." (S5-B)

"I take a pen and paper to take notes, and I sit back." (S8-B)

Problems when using note-taking strategy

It was determined that some students did not find it necessary to take notes, which is one of the listening process strategies. Students who do not find it necessary to take notes while listening argues that what is heard will be remembered without being written. Students who could not hear some parts during the note-taking process stated they were worried that something important was definitely missed, and instead of trying to

complete the missing part later, they could not hear the next parts by making negative projections that a question would come about the missed part.

Here are some examples of student opinions that were worried about the problems during the use of the note-taking strategies:

"I get anxious when I can't hear parts of the text because it creates a fear of understanding." (S9-G)

"Missing some parts while listening to them makes me anxious because I think I will be asked questions from that part." (S11-G)

"When I missed a place while listening, I think that was important and missed it." (S15-B)

Questions asked during listening

When the recording was interrupted at some point in the text, and a question was asked while listening, some students reported that they got excited, distracted from focusing on the text, and were worried, leading to difficulty understanding the text.

Here are some examples of opinions from students who experienced anxiety because of the questions asked while listening:

"One gets excited when a question comes up. He suddenly forgets what he is trying to say, which is more worrisome." (S5-B)

"I get anxious when asked a question because I get bored when asked frequently." (S6-B)

"The questions worry me because I am confused." (S11-G)

"I worry when I'm asked a question because I can't understand the text when it's cut off." (S14-B)

Worry about post-listening questions

It is seen that some students are worried when asking questions that will measure the level of understanding of the text after the listening text. It turns out that the idea of not being able to answer when asked after listening also raised concerns that the question might not be understood if the text was not fully understood.

"The questions asked after listening can be stressful because it worries me as I have a bit of a hard time understanding the listening texts." (S2-G)

"After listening to the text, when I don't understand the text, it becomes anxiety when I move on to the questions." (S13-B)

"I am worried because of questions asked after the listening." (S26-G)

Discussion and Conclusion

There was a statistically significant difference in the listening anxiety of the secondary school students in the study according to the gender variable. It has been determined that the average anxiety level of female students is higher than the average anxiety level of male students. However, the effect size calculated from the test showed that this difference is insignificant. Uçgun (2016) explored listening anxiety according to the gender variable and found that reading and listening anxiety differed according to the gender variable. Consequently, female students had higher reading and listening anxiety levels than male students. According to Kılınç (2018), the listening anxiety of female students learning Turkish as a foreign language is higher than male students. Various studies have identified that the general anxiety level of female students higher than that of male students (Girgin, 1990; Varol, 1990; Alisinanoğlu & Ulutaş, 2000). It is argued that female students

have an intense emotional structure compared to male students. As a result of engaging their emotions in the listening process, they distract their thoughts from the focus of listening and cause listening anxiety.

However, contrary to the results of this study, some studies do not have a significant relationship between listening anxiety and gender (Selam, 2019; Ateş, 2018).

It was evaluated that there was no statistically significant difference between the grade levels and listening anxiety levels of the secondary school students who took part in the study. On average, it was found that the 5th-grade students had the highest level of anxiety; the anxiety level of 6th-grade students was higher than that of 7th and 8th-grade students. It has been reported that the anxiety level of 8th-grade students is higher than that of 7th-grade students, but there were no significant differences. Selam (2019) also stated that there was no statistically significant difference between the listening anxiety of secondary school students and their grade level. As indicated by Ateş (2018), the grade level had a significant effect on the listening anxiety of the students. The listening anxiety of the 5th-grade students was identified as significantly higher than that of the 6th and 8th-grade students. Fifth graders may feel uneasy about the new environment after graduating from elementary school. The high level of listening anxiety in these students may be due to the fact that in Turkish middle school classes, after listening to both visual and auditory texts in elementary school, they are trying to understand the Turkish lesson texts based solely on hearing.

According to the results of this study, it was found that there was no statistically significant difference between the educational status of the students' parents and their listening anxiety levels. In line with our findings, Ceyran (2016) concluded no significant relationship exists between children's listening skills and their parents' education level. Ateş (2018) stated that students' listening anxiety did not differ according to the educational status of their fathers but that listening anxiety was related to the educational status of the students' mothers. Uçgun (2016), on the other hand, determined that there was a significant difference between the students' listening anxiety and the education level of their parents. It is argued that the educational status of the parents does not trigger listening anxiety since many specialists in the society do not have an awareness of the fact that listening is an area of skill that can be developed, and the effort to raise awareness of the need for the development of this skill to be planned, and the fact that the listening skill has been discussed in detail in the curriculum in the recent past.

It was concluded that there was no statistically significant difference between the variable of students listening to the listening texts with different tools and their listening anxiety levels. Furthermore, there is no significant difference between the student listening to the listening text from the teacher or listening on a smartboard, projector, and mobile phone tools. However, Melanlıoğlu (2013b) stated that the means of listening to the text is important in teachers' listening education and that the teachers usually read the texts themselves; although getting support from technological equipment will increase the quality of education, teachers rarely do it. Furthermore, it is reported that a significant part of the listening texts at the end of each theme in Turkish textbooks did not make a difference in the point of listening with different tools since they had aural intensity. However, this assumption is believed to make a significant difference if the listening texts appeal not only to the sense of hearing but also to the sense of sight.

Our results showed a statistically significant difference between the variable of listening/watching devices, such as television, computer, and tablet at home and the listening anxiety levels of the students. When the average anxiety scores are examined, it is observed that the group (listens/watches 1 to 2 hours a day)'s listening anxiety level has the highest score. The second group of students who listened/watched non to 1 hour a day was the second, and the students who did not listen at all had the lowest score. Some students stated that their time at home during the distance education process increased, and they could not create self-control in using technological devices. The increase in their time on television, computers, and tablets triggered attention deficit. Kocaman and Ersoy (2021) found that during the distance education process, students were

not able to get efficiency from online courses and experienced feelings of anxiety and stress. It has been highlighted that students' exposure to multiple daily stimuli affects their attention and perception level, making it difficult to focus on the listening process and triggering anxiety.

It is demonstrated that there was no statistically significant difference between the variable of the type of listening/watching materials at home and the listening anxiety levels of the students taking part in the research. The effect of watching EBA course content, entertaining YouTube channels with educational content, or other YouTube channels on listening anxiety has not been explored. This situation is thought to be because the listening activities carried out during the day in class or extracurricular subjects were not carried out with metacognitive awareness. Kılınç (2021) found a positive and moderately significant relationship between students' listening metacognitive awareness and their listening comprehension skills.

According to research findings, it is revealed that there is no statistically significant relationship between students' listening anxiety levels and the use of listening strategies. Movahed (2014) making use of metacognitive strategies can improve students' listening performance, metacognitive awareness and listening anxiety. Harmankaya (2016) stated that the listening activities of metacognitive strategy education in the conducted courses according to the Turkish curriculum were not effective in students' listening anxiety. Li (2022) our study reports the high correlations between listening strategy and language listening anxiety. It is asserted that the inability to detect a significant difference between the level of listening anxiety and the use of listening strategies is due to the ignorance of listening strategies. Kurudayıoğlu and Kiraz (2020) argued that students need to automate when using listening strategies. This was possible by learning and internalizing the basic strategies required to be implemented in the listening process.

In this study, the reasons for listening anxiety were gathered under six main themes (family-related problems, environmental problems, listening materials-related problems, attention deficit-related problems, psychological problems, and problems due to lack of listening strategy knowledge) from the interviews conducted with the secondary school students.

Seven of the students who had problems arising from their families thought their families did not listen to them while they were talking. Students complained that family members did not make eye contact with them while talking, which did not create a feeling of listening. It has been reported that the thought that the family listeners' interest in technological tools devalues what they said while they were speaking, damaging their self-efficacy perceptions regarding their speaking skills. Considering that the family is a role model in the growth of an individual, it has been asserted that the negative effects of these behaviors observed in the family on speaking skills trigger listening anxiety by preventing them from being effective listeners. Cihangir Çankaya (2015) stated that the first step of families' social support to their children is effective listening. However, children can create negative emotions toward listening when families have difficulty being listeners for a long time and get distracted by external stimuli or react to them negatively while listening.

It has been determined that the sounds from the environment during the listening activity worry students with environmental problems. All fourteen students who had environmental problems stated that the sounds coming from the environment disturbed them during the listening process. The fact that the surrounding noise prevents the speaker's voice from being heard fully affects the understanding of the text negatively. It can also be deduced that the inability to understand the text and the distraction of the mind from the listening focus trigger listening anxiety. According to Başkan and Deniz (2015), one of the listening problems in the classroom is environmental factors, and the noise in the classroom negatively affects students' listening in the classroom.

Fifteen students who had issues with listening materials said the problem was that the topic was not interesting. It has been noticed that uninteresting subject distracts the students from focusing on the listening

process. This situation caused them to get bored and worried during the listening process. Aşılıoğlu (2009) states that students are not attracted to the problems that are not tied to their lives, that meet the needs of their age, and that they are unable to create the need to listen; he argues that students should be interested in the subject to be active listeners.

Eight students stated they had difficulty listening to the text because of unknown words. They state that while trying to find the meaning of the words whose meaning is unknown in the text, they stray from the main topic described in the listening passage, and this situation makes them uneasy and increases their anxiety. Yalçın (2012) argues that an effective listener who does not know the words of the listening material will have a hard time understanding the topic.

Twenty-eight of the students stated that the lack of visual support for the listening text negatively affected the listening process. It can be said that the fact that the listening texts at the end of each topic in the Turkish course textbooks are primarily auditory in nature spurred these students' concerns.

It is expected that the audio heard in the coursebook will be completed with the visuals related to the listening texts. However, this situation is not considered sufficient by the students, and they expressed that they want to listen to the text not only auditorily but also in visual and auditory combinations. It has been concluded that the text appealing to the listening/watching skills will cause a better and permanent understanding of the listening text. Moreover, it has been demonstrated that listening to texts that appeal only to the sense of hearing increases the anxiety in students. Karasakaloğlu and Bulut (2012) stated that if the studies on listening carried out in schools are limited to listening texts only, they will be insufficient in developing the skill. In addition, they emphasized that the materials that appeal to both the eye and the ear, which are created by supporting the listening texts with pictures and photographs, might be more beneficial.

Eight of the students included in the study who had attention deficit disorder declared that they had difficulty focusing in the listening process. They stated that the students had problems concentrating on the text while listening, the fact that the topic was not interesting or the mood during the listening process influenced this situation. Nineteen of the students stated that they thought about other things while listening and focused on the topic in their head instead of understanding what they were listening to. It has been determined that the mind's concentration on different thoughts by moving away from the listening focus causes anxiety by taking students out of the context of the text. In a listening-based activity, when the topic is out of the listener's interest and the listening time increases, it is found that the listener has difficulty concentrating their attention on the topic and finds it more attractive to deal with other things rather than what is told (Aşıklıoğlu, 2009). Underwood (1989) and Chen (2005) argued that successful listening depends on many factors and is adversely affected by reasons such as lack of prior knowledge about the content of the listening material, lack of attention, and lack of motivation (as cited in Melanlıoğlu, 2016).

Ten of the students who had problems due to psychological factors stated that they were not good listeners. Students said they think this way because they think their vocabulary is not enough to understand and interpret what is heard. It has been observed that the prejudice formed before listening affects the entire listening process, increasing the student's anxiety level. It was determined that ten students who thought they would not understand what to hear before starting began listening activities with prejudice. It is identified that prejudice before a listening activity increases the student's anxiety level by addressing the entire listening process. Twenty of the students stated that they were afraid of making mistakes in the studies to be carried out during and after listening. Due to the prejudice that they will not understand the listening text and the problems in the comprehension of the text as a result of the lack of concentration of attention created fear of making mistakes throughout the listening process. Twenty-eight of the students expressed they could not focus on the subject they were listening to in an unhappy mood and could not make sense of what was said due to this situation. It is observed that the students include their emotions arising from the negative situations

that they experience in their lifestreams into the listening process. Considering that the physical, mental, social, and psychological dimensions of listening are intertwined, as normal, a problem that will arise in one of these dimensions will affect other dimensions. Karadüz (2010) reported that listening is affected by many affective elements along with cognitive elements; when positive affective readiness is achieved, more attentive, motivated, and permanent listening is achieved. But listening in a sad and stressful mood will be unproductive.

Twenty of the students who have problems related to listening strategy knowledge think that the physical preparation required before listening is sufficient, and no activities related to mental preparation are needed. Twenty-nine of the students expressed that they had problems using the note-taking strategy. The feeling of being unable to complete the missing parts in the text while taking notes worries the student. Nine of the students became anxious by getting away from the listening process because of the questions posed during listening. Thirteen of them are distracted from the listening process due to the question-answer activity after listening. It was determined that question studies triggered the fear of making mistakes and caused anxiety. It is considered that a lack of knowledge of listening strategies and the purpose of using these strategies triggers listening anxiety. Uğur (2019) found that teaching listening strategies increased students' listening self-efficacy perceptions and listening success.

It is observed that the focal point of the issues that cause anxiety during listening is the prejudice of not being able to understand the listened subject and the continuation of the state of inability to make sense of it after listening. It can be asserted that the problems experienced in the transition to the understanding dimension in the listening process cause anxiety and reduce listening efficiency.

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