ISSN 1798-4769
Journal of Language Teaching and Research, Vol. 14, No. 6, pp. 1710-1721, November 2023
DOI: https://doi.org/10.17507/jltr.1406.30

Does the Use of Web-Based Extensive Listening Activities Affect Foreign Language Listening Anxiety and Foreign Language Anxiety?

Tahani M. Alshahrani*
Department of English Language and Literature, Imam Mohammad Ibn Saud Islamic University, Riyadh, Saudi Arabia

Manar M. Almanea
Department of English Language and Literature, Imam Mohammad Ibn Saud Islamic University, Riyadh, Saudi Arabia

***Abstract*—Building on previous research revealing that extensive reading is as effective and efficient as formal instruction in acquiring English as a foreign language and with longer treatment duration, this study examined the effect of using two types of extensive listening activities, teacher-directed group (TD) and self-directed group (SD) on anxiety levels of EFL learners concerning gender to improve listening comprehension of EFL learners over a one year study program (2 semesters). Data were collected using a foreign language listening anxiety (FLLA) questionnaire, a foreign language classroom anxiety (FLA) questionnaire, and an English listening test. The results showed a statistically significant positive relation between FLA and FLLA while there was a statistically significant high negative relation between the test results in and both FLA and FLLA in all semesters. The results of the questionnaires showed that both anxiety levels were high in the first semester and then reduced significantly in the second semester with significant increase in the listening posttest scores. As for gender differences, results showed no statistically significant differences between gender in the TD group, but it was found that female were more anxious in both types in the SD group while male in the SD group attained higher scores in both tests. This showed that using extensive listening successfully reduced both FLA and FLLA for EFL learners. In the end, some pedagogical implications and recommendations were offered.**

***Index Terms*—technology, Extensive Listening, Foreign Listening Anxiety, Foreign language Anxiety, web-based activities**

I. Introduction

Listening is a critical skill in foreign language learning that requires complex processes. EFL researchers are constantly investigating the different types of classroom activities, approaches, methodologies, and strategies that negatively or positively affect EFL learners' psychological state (Bekleyen, 2009). Some researchers support using English as the medium of communication in the classroom and extensive activities to improve learners' listening skills and the factors that positively or negatively affect the process of listening comprehension (Botes et al., 2020). Renandya and Farrell (2011) stated that extensive listening is one of the most widely known approaches that improve the listening comprehension of EFL learners. Sufficient evidence from previous research claims that a comprehensive listening approach must be included in any EFL program.

For the past 20 years, considerable research has been devoted to exploring speaking anxiety, which researchers called the most anxiety-provoking activity (Horwitz et al., 1986). Liu and Xu (2021) confirmed that although other kinds of anxiety, such as listening and reading anxiety, are being researched these days (e.g., Elkhafaifi, 2005; Liu & Thondhlana, 2015), more evidence should be investigated relative to other factors such as the type of approach adopted and the teaching strategy used. Liu and Xu also stated that listening is a challenging task that sometimes causes a heavy burden for EFL learners. When it comes to reading, learners can pause, reread parts of the text they did not understand, and skip some of the words, sentences, or even a whole paragraph. In speaking, they can simply ask the speaker to repeat the sentence. However, this is not the case with listening; learners have little control over what they hear and the speed of speech. These elements pose a stressful problem for EFL learners in the classroom.

Researchers interested in listening anxiety have begun to probe into the influence of some approaches and circumstances on listening comprehension. That is, while previous research focused on the broader concept of language anxiety and its relation to listening anxiety, more recent studies should be conducted to associate foreign language listening anxiety (FLLA) and foreign language anxiety (FLA) with a more beneficial approach as extensive listening (Chang, 2010). Thus, this study examines the effect of two types of extensive listening activities, self-directed (SD) and teacher-directed (TD), on anxiety levels of EFL learners and improving listening comprehension learners with its

* Corresponding author: tmalshahrani@imamu.edu.sa

relation to other variables such as academic levels and gender. According to the researchers, no study has examined such an issue in the foreign language field.

II. Literature Review

A. Theoretical Background

The input hypothesis is one of the most influential theories that value the role of comprehensible input. Language learners develop a language when they receive language input slightly more advanced than their current level (Krashen, 1982). This hypothesis encourages extensive exposure to language, in which learners will benefit more. Hadley (2001) argued that communication in a foreign language is the best way to improve learners' listening skills. This can be best achieved by adopting the communicative approach to language teaching. Teachers model listening strategies in this method and offer extensive listening practice in authentic situations. The exposure to meaningful and comprehensible extended listening exercises in authentic contexts outside and inside the classroom is one of the important elements of this study.

B. Extensive Listening

Based on previous research on extensive reading and its marvelous role in improving EFL learners' reading comprehension, the same idea and conclusions can be best applied to listening comprehension. Renandya and Farrell (2011) commented, "The key idea behind extensive listening is very much like that of extensive reading. Learners become better at listening when they do a lot of listening" (p. 12). The findings from extensive reading research are solid in the literature; it improved recognition skills, vocabulary, reading comprehension, fluency, and general language proficiency. The authors define extensive listening as "all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input" (p. 56). The fundamental idea behind extensive listening is that students listen to many enjoyable listening activities and do a lot of meaningful practice in the target language over an extended period. As stated by Renandya and Farrell (2011), these activities can be "teacher-directed dictations or readalouds or self-directed listening for pleasure that can be done outside the classroom" (p. 56). For them, extended listening comprehension can be carried out in class using teacher-directed practice or outside the classroom in the form of self-directed listening for pleasure.

Although EFL researchers advocate the application of extensive listening to improve listening comprehension (Chang & Millett, 2014; Renandya & Farrell, 2011; Ridgway, 2000; Stephens, 2010), very few studies can be found in the literature (Dixon, 2017). For example, Chang (2011) explored the effect of listening to 244 graded readers on seven EFL learners during 26 weeks. When comparing the results to the group not involved in the intervention, the experimental group scored highly in general vocabulary knowledge and listening comprehension. Such results encourage the researcher to conduct another study with a larger population (Chang, 2012). Thirty-one students participated in this study to listen to level-one and seven level-two graded readers over a two-semester period. The improvement of EFL learners in such a study was relatively small compared to the previous one. The reason can be attributed to the number of materials. Students studied an average of only 0.6 books per week, and the intervals between books were too far apart. Similarly, Chang et al. (2019) investigate the aspects that improve EFL learners' listening fluency development. Sixty-nine students participated in the study and were divided into three groups: listening only (LO), reading only (RO), and reading while listening plus listening only (RLL) during 13 weeks. The results of the pre-post-tests of the learners' comprehension of the practiced texts revealed that both the LO and RLL groups could process the more difficult texts at faster speech rates with higher levels of comprehension. As for the unpracticed texts, the RLL group could perform as well as they did on the practiced texts. However, the LO group could process the more difficult texts at faster speech rates. The RO group's scores were very low compared to other groups.

In a recent study, Rohim and Fitariana (2022) used websites to practice extensive listening for EFL students. This quantitative study employed one group of pre-tests and post-tests as a tool for collecting data. The data analysis result indicated a significant difference in students' tests before and after being taught by using extensive listening. In another comparative study, Binarkaheni et al. (2022) explored the perceptions of 10 students about using extensive listening through using YouTube. The tools for collecting data were a questionnaire and a semi-structured interview. The results showed that using extensive listening via YouTube improved the students' listening fluency, the pronunciation of new vocabulary and grammar, and the ability to extract the meaning of vocabulary. Similarly, Hakobyan (2023) explored the relationship between vocabulary growth and extensive listening and found that extensive listening is a powerful tool for increasing vocabulary.

C. Foreign Language Anxiety and Listening Anxiety

FLA is an important psychological and affective variable that has been expansively studied in foreign language research. MacIntyre and Gardner (1994, p. 5) defined it as "apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient." It refers to being uncomfortable and anxious while learning essential language skills. The issue of FLA was discussed in the early 1970s in different contexts, either in the traditional classroom or online learning situations, and results revealed that EFL learners experience FLA during

the learning process (Botes et al., 2020; Hasan & Fatimah, 2014; Horwitz et al., 1986; Gregersen, 2020; Xiangming et al., 2020; Liu, 2022; Tsui & Cheng, 2022).

While speaking is considered the most researched skill regarding anxiety, listening is another skill most learners struggle with when learning. Liu (2006) pointed to the problematic nature of listening and confirmed that it is a challenging area to teach; thus, it is likely to cause anxiety. Vogely (1998) demonstrated that one of the most ignored types of anxiety is the anxiety associated with listening comprehension. Liu (2006) believed that listeners face psychological problems such as worry about misunderstanding and fear of embarrassing outcomes. Sources of listening anxiety include the speaker's speed rate, the listening material's incomprehensibility, and some external environmental factors like noise and inaudibility. In'nami (2006) listed other factors related to the nature of input as speech rate, level of difficulty, lack of clarity, lack of visual support, and lack of repetition.

Research about anxiety and its relation to learning a foreign language falls into four basic categories: language competence (Horwitz, 2001; Hasan & Fatimah, 2014), learners (Hasan & Fatimah, 2014; Tsui & Cheng, 2022; Liu, 2006), issues related to teachers (Liu, 2016; Vogely, 1998), and classroom activities (Horwitz et al., 1986; Liu, 2022; Gregersen, 2020; Xiangming et al., 2020). Although these studies, and many others, explored anxiety and its relation to general foreign language learning, very few studies examined anxiety concerning specific language skills. Most of these studies concluded that anxiety is negatively correlated with language proficiency. They indicated that language learning proficiency improved when anxiety was reduced and vice versa. Chriswiyati and Subekti (2022) claimed that anxiety-related specific language skills should be investigated. Nowadays, researchers in FLA and FLLA are becoming more aware of the issue and its relation to language proficiency.

D. Related Studies

Compared to the bulk of research on anxiety and its relationship with other skills, specifically speaking, the number of studies on FLLA is far from satisfactory (Elkhafaifi, 2005). Only a few researchers have investigated FLLA (Liu & Thondhlana, 2015; Mills et al., 2006; Yamauchi, 2014; Zhang, 2013). One of the earliest studies that explored test anxiety on listening performance is that of Elkhafaifi (2005). The study examined the relationship between FLLA, FLA, and students' performance in listening comprehension courses. The researcher used a questionnaire of FLLA as a tool to measure the FLLA of 233 EFL students of Arabic as a foreign language. The findings revealed that FLA and FLLA are separate but interrelated phenomena that correlate negatively with achievement. Moreover, the relation between FLLA and demographic variables showed negative correlations. To be specific, negative relationships between FLLA and years in school in which the more years, the less anxiety. Also, no correlation was found between gender and FLLA. The study indicated that reducing FLLA will enable EFL learners to perform better in listening comprehension proficiency.

Capan and Karaca (2013) investigated the relationship between gender, education level, and LA and reading anxiety of 159 EFL learners. Data were gathered from Foreign Language Reading Anxiety Scale and FLLA scale. The results showed identified positive correlations between reading and listening anxiety. Moreover, results revealed moderate correlations between education level and reading anxiety. In a recent study by Liu and Xu (2021), the researcher investigated how FLLA impacted FFL learners' listening test performance. Also, they examined other factors, such as gender and proficiency level, to FLLA. The sample included EFL students from two universities who took a listening comprehension test, FLLA questionnaire, and demographic questionnaire. The results revealed five factors underlie FLLA and showed that English proficiency level, gender, and FLLAS2 (proficiency in English listening) significantly predicted students' English listening test performance. In addition, Chriswiyati and Subekti (2022) investigated the interrelations between foreign language listening anxiety and strategy use and their effects on the test performance of high- and low-proficient 1160 EFL learners. The data was gathered through questionnaires and a listening test. The results showed that low level students were more anxious in the FLLA questionnaire and less active in listener strategy use than high level students. Also, FLLA was significantly correlated with FLLSU for both high- and low-level groups. As for FLLSU, it was found to be a good predictor for English listening test performance for both low- and high-level students. Li (2022) explored the relationship between FLLA and listening performance in another comparative study. The researcher administered the FLLA scale and IELTS test twice with an interval of three and a half months to three hundred EFL learners. Results revealed that FLLA impacted FL listening performance but not the opposite.

As for the relation between extensive listening and FLLA, very few empirical data in the literature investigated the effect of extensive listening approach and gender on FLLA. In a study by Chang (2010), the researcher explored the role of extensive listening in improving listening comprehension performance and reducing listening anxiety in an over one year experiment. The researcher compared the extensive listening group to the formal instruction group. The participants (N=92) in the experimental group underwent listening anxiety and listening comprehension tests before and after the experiment. Results showed that the extensive listening group developed significantly in listening competence. Also, their anxiety score increased, and the researcher noted that it should be considered a tool to accelerate learning.

This study aims to emphasize the significance of addressing the issue of FLLA and FLA appropriately. It also examines the impact of various factors like the adopted approach and demographic factors such as gender and academic level on the issue, making it a crucial topic in the foreign language field. The literature mentioned above reported a paucity of research in this area. This article contributes to the literature on extensive listening and its relation to FLA and FLLA by posing the following questions:

1) Is there a significant relationship between foreign listening comprehension achievement and FLLA?
2) Is there a significant relationship between foreign listening comprehension achievement and FLA?
3) Is there a significant relation between FLLA and FLA and academic level for the TD groups and the SD groups?
4) Does the use of self-directed and teacher-directed extensive listening comprehension activities affect improving male and female EFL learners' foreign listening comprehension?
5) Is there a significant relationship between FLLA and FLA?

III. Methodology

A. Research Design

The present study explored the effect of using two types of extensive listening activities on the anxiety levels of EFL learners and the role of these activities in improving the listening comprehension of EFL learners. Four experimental groups participated in the study: male and female teacher-directed groups (TD) and male and female self-directed groups (SD) over two semesters. Each group received the FLLAS, FLCAS, and English Listening performance tests at the experiment's beginning and end.

B. Participants

The participants of this study were 212 college students in Saudi Arabia, aged 19 to 23 years, majoring in English language and translation. Participants were exposed to English from 9 to 13 years. The participants were all underwent placement tests (STEP) before admitted to the college with a minimum STEP grade of 50 to 5 and were randomly distributed into four classes by the college. All participants studied the same textbooks, the same materials, and the same time allotted for the extended listening activities. Under such circumstances, it is reasonable to assume that any differences in the results between the groups would be mainly attributed to the different comprehensive listening activities. Along with the pretest and posttest, some demographic questions and background information about participants were required. The first meeting with students revealed that none had the experience of taking (partial or full) control of their learning, meaning they depended totally on teachers' directions. The demographic characteristics of the participants are summarized in the following table (Table 1). A total of 212 participants applied to the two surveys and exams. 112 were the SD group, and 100 were TD group. A total of 51.8% of the SD group was male, while 48.2% was female. 55% of TD's group were male, while 45% were female. See Table 1.

Table 1
Demographic Characteristics of the Participants (N=212)

			Gender		Total
			Male	Female	
Group	SD	Count	58	54	112
		% within Group	51.8%	48.2%	100.0%
	TD	Count	55	45	100
		% within Group	55.0%	45.0%	100.0%
Total		Count	113	99	212
		% within Group	53.3%	46.7%	100.0%

C. Procedures

Before starting the experiment, the researchers introduced the concept of "extensive listening" to the two groups, how and why the approach would be implemented, and the results of related studies in extensive listening. Then, the participants signed a consent form to participate in the study and received the FLLA, FLA questionnaires, and the pretest. They were informed that all personal information would be kept confidential. The university's Institutional Review Board approved this study (638229514588414155).

After that, they were first directed to subscribe to the collection of English language podcasts offered by the researchers (Appendix A) to receive weekly authentic listening materials. The students had to listen to assigned materials weekly (no less than 15 minutes) and summarize their aural input (50-100 words). All groups were given the same materials and amount of time to practice their listening skills. The difference is in the way they implemented the activities. The TD groups were told to follow the researchers' instructions. The teachers guided them in discussing the content of the materials, practicing the activities, summarizing what they learned from the book, and assessing their comprehension inside the classroom. As for SD groups, they were given the instructions the same as the other group, but they had to manage their learning outside the classroom. They listen to the listening materials and answer the related questions, and the role of the teachers is to follow up with them. To check students' anxiety levels, the two groups received the FLLA scale, FLA scale, and English Listening performance test at the end of the experiment.

D. Tools of the Study

(a). Foreign Language Listening Anxiety Questionnaire

This study employed the FLLA scale as the primary tool. Elkhafaifi (2005) was used in this study to detect the FLLA of EFL learners. The first part of the questionnaire included basic demographic information, gender, and number of

years of English study. All the 20 items in the questionnaire are used in the study with a change in only one word to better suit the study. The word "English" is used instead of "Arabic." This questionnaire used a 5-point Likert scale. Each FLLAS item had five choices, ranging from "strongly disagree" to "strongly agree," with values of 1–5 assigned to the choices, respectively. The higher the score, the more anxious the learner was. The instrument was found to have a high internal consistency when measured N = 0.96 (Elkhafaifi, 2005), and in his study was 0.842, indicating that it was a highly reliable instrument.

(b). Foreign Language Classroom Anxiety Questionnaire

The study employed the Foreign Language Classroom Anxiety Scale (FLCAS) to measure students' anxiety levels in their FLA. Horwitz et al. (1986) designed 33 questionnaire items to measure the FLCAS of EFL learners. Djafri and Wimbarti (2018) modified the original version used in this study to be 34 items with item-total correlation coefficients ranging from 0.303 to 0.696 and an alpha reliability coefficient of 0.933. The respondents of the study will be asked to give a response to every statement given. The score ranged from "strongly disagree" to "strongly agree," with values of 1–5 assigned to the choices, respectively. The higher the score, the more anxious the learner was.

(c). English Listening Test

The instruments incorporated in this research were a pretest and a posttest. Both of these tests comprise guidelines for who is eligible to complete them, demographic questions about participants' universities, genders, and academic levels, and questions designated for listening skills adopted from TOEFL internet-based test. Also, the listening questions were based on four audio lectures (24 questions) and three audio conversations (15 questions), corresponding to one score for each, with a total score of 39. Finally, these tests were transferred to electronic versions using Google Forms. These tests examined the predicted effects of extensive listening activities on EFL learners' English listening proficiency. The reliability of the pretest and posttest are shown in Table 3.

E. Data Analysis

To analyze and compare results, the SPSS program was used to establish tables. The descriptive statistics (means, standard deviation, percent, frequencies, and correlations) were used to investigate the effect of extensive listening on anxiety levels concerning gender and the different groups of extensive listening, SD, and TD. The qualitative interpretation of 5-point Likert scale measurements is based on the following: strongly disagree in the point range of 1.00-1.80, disagree 1.81-2.60, neutral 2.61-3.40, agree 3.41-4.20, and strongly agree 4.21-5.00 (Pimentel, 2010).

TABLE 2
THE QUALITATIVE INTERPRETATION OF 5-POINT LIKERT SCALE MEASUREMENTS

Likert-Scale Description	Likert-Scale	Likert-Scale Interval
Strongly disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neutral	3	2.61-3.40
Agree	4	3.41-4.20
Strongly agree	5	4.21-5.00

IV. RESULTS

A. Reliability

To calculate the reliability of the previously mentioned tools, a pilot sample size of (30) students was employed to calculate Cronbach's Alpha. The result of the FLAS (34 items) was (0.842), the FLLAS (20 items) was (0.743), the listening comprehension pretest (39 items) was (0.896), and the listening comprehension posttest (39 items) was (0.887). These results indicate good reliability for all the tools. Cronbach's alpha ranges from r = 0 to 1, with r = 0.7 or greater considered sufficiently reliable (Nunnally & Bernstein, 1994). This information is summarized in Table 3.

TABLE 3
RELIABILITY RESULTS (N=30)

Tools	K of Items	Cronbach's Alpha
Foreign Language Anxiety Scale	34	0.842
Foreign Language Listening Anxiety Scale	20	0.743
Listening comprehension Pretest	39	0.896
Listening comprehension Posttest	39	0.887

B. Descriptive Analysis

Table 4 shows the descriptive statistics of all groups in the study (n=212). In the first semester, the SD group's highest mean score for the FLAS was (3.8284±.30630). Also, the highest mean score for the FLLAS scale was (3.8362±.32813) for the SD group in the first semester, while the highest mean score for the exam was (30.1400±6.88435) for the TD group in the second semester (posttest).

TABLE 4
DESCRIPTIVE STATISTICS FOR ALL GROUPS (N=212)

Level	Group	Statistics	Foreign Language Anxiety Scale	Foreign Language Listening Anxiety Scale	Test (Pre-Post)
Level 1	SD	N	112	112	112
		Mean	3.8284	3.8362	20.1071
		Std. Deviation	.30630	.32813	8.12000
		Minimum	3.06	2.95	9.00
		Maximum	4.56	4.50	33.00
		Range	1.50	1.55	24.00
	TD	N	100	100	100
		Mean	3.6207	3.8010	21.8800
		Std. Deviation	.21909	.34326	7.99404
		Minimum	3.09	2.65	10.00
		Maximum	4.29	4.40	33.00
		Range	1.20	1.75	23.00
Level 2	SD	N	112	112	112
		Mean	2.9508	3.1464	24.1875
		Std. Deviation	.36013	.48341	8.75650
		Minimum	1.79	1.70	10.00
		Maximum	3.62	3.85	39.00
		Range	1.83	2.15	29.00
	TD	N	100	100	100
		Mean	2.3233	2.4340	30.1400
		Std. Deviation	.31809	.49415	6.88435
		Minimum	1.59	1.75	15.00
		Maximum	3.24	3.65	39.00
		Range	1.65	1.90	24.00

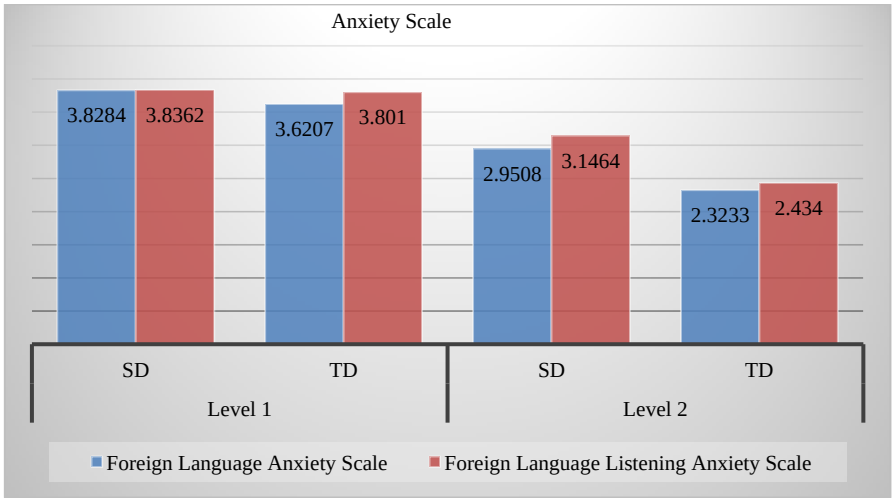

Figure 1. Anxiety Levels of All the Groups in the Two Semesters

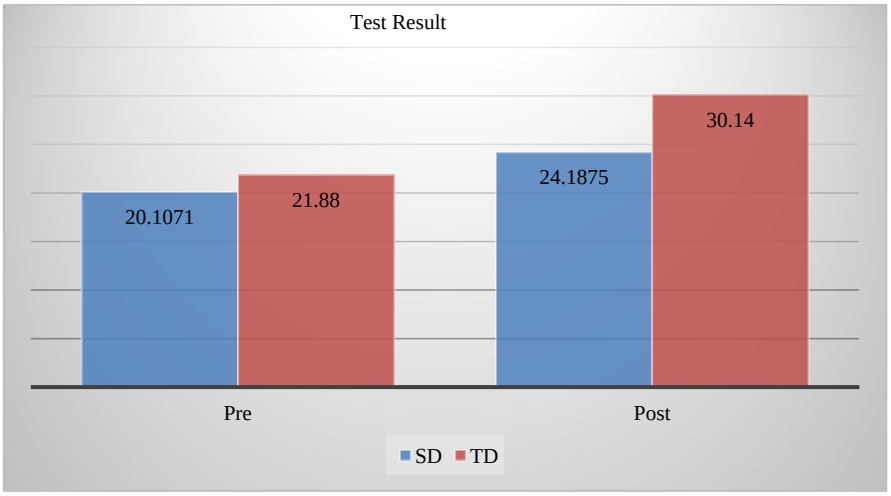

Figure 2. Results of the Pretest and Posttest for All the Groups in the Two Semesters

C. Answering the Research Questions

Table 5 shows the relation between the study variables for the first semester. There is a statistically significant positive relation between FLA and FLLA with a coefficient (r= 0.916, p <0.001). In contrast, there is a statistically significant very high negative relation between the FLA with a coefficient (r= -0.903, p <0.001) and FLLA with a coefficient (r= -0.942, p <0.001) in the pretest in the first semester.

TABLE 5
CORRELATION MATRIX BETWEEN THE STUDY VARIABLES FOR LEVEL ONE

		Pre Test	Foreign Language Anxiety Scale	Foreign Language Listening Anxiety Scale
Pre Test	Pearson Correlation	1	-.903-**	-.942-**
	Sig. (2-tailed)		<.001	<.001
	N		212	212
Foreign Language Anxiety Scale	Pearson Correlation		1	.916**
	Sig. (2-tailed)			<.001
	N			212
Foreign Language Listening Anxiety Scale	Pearson Correlation			1
	Sig. (2-tailed)			
	N			
**. Correlation is significant at the 0.01 level (2-tailed).				
a. Level = Level one				

Table 6 shows the relation between the study variables for the second semester. A statistically significant high positive relation exists between FLA and FLLA with a coefficient (r= 0.870, p <0.001). At the same time, there is a statistically significant high negative relation between the posttest results of both FLA with a coefficient (r= -0.777, p <0.001) and FLLA with a coefficient (r= -0.870, p <0.001) at the second level.

TABLE 6
CORRELATION MATRIX BETWEEN THE STUDY VARIABLES AT THE SECOND LEVEL

		Post Test	Foreign Language Anxiety Scale	Foreign Language Listening Anxiety Scale
Post Test	Pearson Correlation	1	-.777-**	-.870-**
	Sig. (2-tailed)		<.001	<.001
	N		212	212
Foreign Language Anxiety Scale	Pearson Correlation		1	.870**
	Sig. (2-tailed)			<.001
	N			212
Foreign Language Listening Anxiety Scale	Pearson Correlation			1
	Sig. (2-tailed)			
	N			
**. Correlation is significant at the 0.01 level (2-tailed).				
a. Level = Level two				

(a). TD Group

Table 7 shows the results of the independent sample t-test for the differences in the TD group according to the level (One- Two). The result shows a statistically significant difference between the two semesters (p<0.001). Differences were found in both anxiety scores in favor of the first semester, with the highest mean scores on the FLA scale (3.6207±.21909) and the FLLA scale (3.8010±.34326). Also, there is a significant difference between the two levels in the test results, in favor of the posttest at the second level, which had the highest mean score (30.1400±6.88435).

TABLE 7
COMPARISON AMONG TD GROUPS

	Level	N	Mean	Std. Deviation	t	p-value
Foreign Language Anxiety Scale	Level one	100	3.6207	.21909	33.591	<0.001**
	Level two	100	2.3233	.31809		
Foreign Language Listening Anxiety Scale	Level one	100	3.8010	.34326	22.720	<0.001**
	Level two	100	2.4340	.49415		
Test	Level one (Pretest)	100	21.8800	7.99404	-7.830	<0.001**
	Level two (Posttest)	100	30.1400	6.88435		

** *Significant at the 0.01 level (2-tailed).*

(b). SD Group

Table 8 shows the results of the independent sample t-test for the differences in the SD group according to the levels (One- Two). The result shows a statistically significant difference between the two semesters ($p<0.001$). Differences were found in both anxiety scores in favor of the first level, with the highest mean score on the FLA scale ($3.8284 \pm .30630$) and the FLLA scale ($3.8362 \pm .32813$). Also, there is a significant difference between the two levels in the test results, in favor of the posttest at the second level, which had the highest mean score (24.1875 ± 8.75650).

TABLE 8
COMPARISON AMONG SD GROUPS

Variables	Level	N	Mean	Std. Deviation	t	p-value
Foreign Language Anxiety Scale	Level one	112	3.8284	.30630	19.645	<0.001**
	Level two	112	2.9508	.36013		
Foreign Language Listening Anxiety Scale	Level one	112	3.8362	.32813	12.494	<0.001**
	Level two	112	3.1464	.48341		
Test	Level one (Pretest)	112	20.1071	8.12000	-3.616	<0.001**
	Level two (Posttest)	112	24.1875	8.75650		

*** Significant at the 0.01 level (2-tailed).*

(c). Gender Comparison Among TD Group

Table 9 shows the results of the independent sample t-test for the differences in the TD group according to gender (Male, Female). The result shows no statistically significant difference between gender ($p>0.05$) in all study variables at all levels.

TABLE 9
COMPARISON BETWEEN GENDER AMONG TD GROUPS

Level	Variables	Gender	N	Mean	Std. Deviation	T	p-value
Level one	Foreign Language Anxiety Scale	Male	55	3.6131	.20094	-0.382	0.703
		Female	45	3.6300	.24142		
	Foreign Language Listening Anxiety Scale	Male	55	3.7782	.33593	-0.733	0.465
		Female	45	3.8289	.35379		
	Pre Test	Male	55	21.9636	7.44104	0.115	0.909
		Female	45	21.7778	8.70707		
Level two	Foreign Language Anxiety Scale	Male	55	2.3204	.39085	-0.108	0.914
		Female	45	2.3269	.20038		
	Foreign Language Listening Anxiety Scale	Male	55	2.3609	.58489	-1.734	0.086
		Female	45	2.5233	.33871		
	Post Test	Male	55	30.0182	8.14564	-0.204	0.839
		Female	45	30.2889	5.01644		

Table 10 shows the results of the independent sample t-test for the differences in the SD group according to gender (Male-Female). The result shows a statistically significant difference between genders ($p<0.001$). Differences were found in both anxiety scores in favor of females, with the highest mean score in both levels. Also, there is a significant difference between gender in the test results in favor of male, who has the highest mean score in both pretest and posttest.

TABLE 10
COMPARISON BETWEEN GENDER AMONG SD GROUPS

Level	Variables	Gender	N	Mean	Std. Deviation	T	p-value
Level one	Foreign Language Anxiety Scale	Male	58	3.7343	.25659	-3.510	<0.001**
		Female	54	3.9294	.32494		
	Foreign Language Listening Anxiety Scale	Male	58	3.7414	.27564	-3.279	<0.001**
		Female	54	3.9380	.35127		
	Pre Test	Male	58	22.1207	7.41283	2.802	<0.001**
		Female	54	17.9444	8.35400		
Level two	Foreign Language Anxiety Scale	Male	58	2.7621	.38098	-6.981	<0.001**
		Female	54	3.1535	.18622		
	Foreign Language Listening Anxiety Scale	Male	58	2.9759	.53927	-4.210	<0.001**
		Female	54	3.3296	.33259		
	Post Test	Male	58	27.6034	8.29487	4.661	<0.001**
		Female	54	20.5185	7.75264		

*** Significant at the 0.01 level (2-tailed).*

V. DISCUSSION

This study sought to investigate the effects of extensive listening activities by employing technology on the listening comprehension of Saudi EFL learners. Additionally, it explored the effect of extensive listening activities on reducing FLLA and FLA. Then, the results were explained in light of the previously stated research questions. Regarding the first research question, the study's results showed a significant negative correlation between all participants' FLA levels and academic achievement in the sense that the more achievement participants obtained, the lower their anxiety level. This result means an inverse relationship between anxiety and academic achievement in the sense that when individuals perform better academically, their anxiety tends to decrease, and vice versa. Also, this result lends support to several studies which found that anxiety negatively correlated with language proficiency, suggesting that language anxiety should be reduced when language competence improves (e.g., Arnold, 2000; Elkhafaifi, 2005; In'nami, 2006; Li, 2022; Liu, 2022). Liu (2022) found that the 934 first-year male and female students who performed FLCA at the beginning and end of the semester demonstrated that FLCA was significantly negatively correlated with English test performance for all students. Tsui and Cheng (2022) indicate that FLA is correlated negatively with one's achievement in language learning. According to Botes et al. (2020), there is a relationship between anxiety levels and achievement, suggesting that higher anxiety levels are associated with lower levels of achievement. Additionally, studies on foreign language anxiety (FLA) conducted by Li (2022) indicated that students with high anxiety levels tend to hold negative perceptions about their language learning abilities, which can discourage them from engaging in language study.

Regarding the second research question, the results indicated a significant negative correlation between participants' FLA level and academic achievement. The more achievement participants obtained, the lower FLA they had. This result is no different from that of the first one. It could be attributed to the fact that the language, its skills, and achievement, in general, are affected similarly by anxiety. This result does not align with Zhang's (2013) study on structural equation modeling on potential causal relationships between FLLA and English listening performance. The findings suggested that FLLA could have an impact on FL listening performance. However, the results did not indicate a systematic influence of FL listening performance on FL listening anxiety. These causal relationships may be attributed to the situation-specific nature of FLLA. Additionally, the results of Binarkaheni et al. (2022) and Hakobyan (2023) supported the results of this study. The researchers explored students' perceptions of extensive listening and its relation to vocabulary growth. The results showed that using extensive listening via YouTube improved the students' listening fluency, the pronunciation of new vocabulary and grammar, and the ability to extract the meaning of vocabulary.

For the third research question, the results indicated that there were different levels of FLLA and FLA for the TD group because they were a bit high in level one and then reduced to low in level two. This means that the higher the academic level, the lower the level of anxiety. As for gender, there were no significant differences between male and female participants in the FLA, yet the level of FLLA was higher for the female participants than their counterparts in both questionnaires. Furthermore, for SD groups, the listening anxiety level was a bit high for level one, whereas it reduced to mediate/moderate for level two. For FLA, it decreased as participants increased academically. Finally, the results also showed that female participants had more anxiety in FLA and FLLA than male participants. These results support several studies (e.g., Botes et el., 2020; Elkhafaifi, 2005) documenting that females had higher anxiety levels. For example, Yamauchi (2014) reported that female students compared to males suffered from higher anxiety levels. However, Tsui and Cheng (2022) propose that males have higher levels of FLA in their study. The controversy regarding the correlation between anxiety and gender can be ascribed to the fact that males are more likely to resist being identified with anxiety since it is viewed as a feeling related to females than males (Yamauchi, 2014).

Regarding the fourth research question, the results showed that, for the TD group, academic achievement increased in the posttest. In contrast, their anxiety level in FLA and FLLA decreased for both genders. On the other hand, the SD group's achievement in the posttest increased slightly more in the posttest than in the pretest; however, the two types of anxiety did not decrease significantly for both genders. The participants' academic progression would most likely mean

their proficiency level increased. Therefore, the results mentioned above lent support the results of some researchers (e.g., Bekleyen, 2009; Arnold, 2000; Elkhafaifi, 2005; In'nami, 2006; Tsui & Cheng, 2022). Most of these studies reported that anxiety negatively correlated with language proficiency, suggesting that FLA should be reduced when language competence improves.

Finally, regarding the fifth research question, the results indicated that both types of anxiety decreased after incorporating the teacher-directed extensive listening for both genders in both the posttest and the second questionnaire. However, before using said strategy, the level of anxiety was a bit high for both genders in the first questionnaire. The results partially support that of Chriswiyati and Subekti (2022), who showed that the extensive listening group developed significantly in listening competence. Also, their anxiety score increased, and the researcher noted that it should be considered facilitative to learning.

VI. Pedagogical Implication and Recommendations

The results of the study offered different pedagogical implications for EFL instructors. Teachers usually encounter students with either low or high levels of FLA or FLLA, especially with students learning another language. It is beneficial to widen their understanding to include anxiety in their curriculum by including some of the latest research results and the best strategies for reducing FLA in general and FLLA. EFL teachers can provide not only understandable input but are also responsible for providing students with extensive listening activities to facilitate the learning process. Additionally, they can adopt specific listening strategies to help students listen more effectively and recall more of what they hear. Although most teachers recognize that students' pitfalls are part of learning success, students should be allowed to guess and take risks in class. Teachers must explain that mistakes are not signs of failure but a normal aspect of language learning progress. Furthermore, teachers are not only supporters of comprehensible input, but they should help students emotionally by teaching them how to listen and providing a feeling of security (Li, 2022). Horwitz et al. (1986) advised teachers to help students to make the learning environment less stressful. This can be done by advocating positive self-coaching in which teachers can help students not to worry about the new vocabulary they hear.

The selection of materials when using extensive listening is one of the important factors in reducing anxiety. EFL teachers should pay special attention to the choice of listening texts, especially when using authentic materials. Providing students with materials that are appropriate in the sense of level of difficulty will help reduce their listening anxiety (Hakobyan, 2023). Moreover, teachers should also support students to identify their listening anxiety and discuss it openly in class. Binarkaheni et al. (2022) encourage teachers to discuss students' negative feelings, such as anxiety and frustration, because using this way may open the gate to solving other problems for the whole class, especially for those who were not having enough language learning experience. Furthermore, teachers should teach explicit listening strategies to all EFL students since it was documented to decrease anxiety and increase motivation (Rohim & Fitariana, 2022). Thus, providing feedback and engaging the students with valuable strategies would develop the student's self-confidence. Elkhafaifi (2005) stated that comfortable students are more likely to succeed. In addition, cultural differences found in authentic texts may constitute a psychological obstacle, such as anxiety, that may increase tension and frustration (Capan & Karaca, 2013). In this way, teachers are advised to consider these differences and explain some vague elements related to the target language's social rules and cultural differences. Finally, establishing a supportive and friendly classroom environment is as important as pushing students to succeed academically. Despite the revealing findings, some limitations existed in the research. The present study gathered data from the first year of EFL students, which tracked their progress upon applying the strategy. A comparable study could monitor the advancement of students throughout their four years of university until graduation. Furthermore, it's important to investigate the correlation between FLA, FLL, and other predictors like student motivation, self-perception, psychological factors, etc., particularly in the context of Saudi students.

Future studies should also consider the effects of other factors, such as age and year of study, which might affect the results to varying degrees if researched.

VII. Conclusion

Language learning is a dynamic learning process that requires researchers and practitioners to constantly search for the most suitable learning approach, method, or technique for the context of learning. This applies to the teaching of listening, which is problematic due to the many factors contributing to the difficulties in EFL listening. FLLA and FLA are among the factors that could affect L2 learners' performance and academic success. The findings of this study suggested that using extensive listening activities can reduce both FLLA and FLA.

Appendix

1. TED Talks: https://www.ted.com/talks
2. British Council Listening | LearnEnglish (britishcouncil.org)
3. All Ears English: https://www.allearsenglish.com/episodes/
4. The English We Speak: https://www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads

REFERENCES

[1] Arnold, J. (2000). Seeing through listening comprehension exam anxiety. *TESOL Quarterly*, *34*(4), 777-786. https://doi.org/10.2307/3587791

[2] 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

[3] Binarkaheni, S., Ismailia, T., & Rahmanita, M. (2022). The Students' Perspectives on Extensive Listening Through YouTube. *Journal of English in Academic and Professional Communication*, *8*(2), 51-58. https://doi.org/10.25047/jeapco.v8i2.3759

[4] Botes, E., Dewaele, J. M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning*, *2*(1), 26-56.

[5] Capan, S. A., & Karaca, M. (2013). A comparative study of listening anxiety and reading anxiety. *Procedia-Social and Behavioral Sciences*, *70*, 1360-1373. https://doi.org/10.1016/j.sbspro.2013.01.198

[6] 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

[7] Chang, A. C. S. (2010). Second-language listening anxiety before and after a 1-yr. intervention in extensive listening compared with standard foreign language instruction. *Perceptual and motor skills*, *110*(2), 355-365. https://doi.org/10.2466/pms.110.2.355-365

[8] Chriswiyati, E. P., & Subekti, A. S. (2022). Indonesian L2 learners' listening anxiety and socio-affective listening strategy: A survey study. *Englisia: Journal of Language, Education, and Humanities*, *9*(2), 32-45. http://dx.doi.org/10.22373/ej.v9i2.10708

[9] Djafri, F., & Wimbarti, S. (2018). Measuring foreign language anxiety among learners of different foreign languages: In relation to motivation and perception of teacher's behaviors. *Asian-Pacific Journal of Second and Foreign Language Education*, *3*(1), 1-15. https://doi.org/10.1186/s40862-018-0058-y

[10] 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

[11] 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), 115.10.5539/ijel.v2n4p115

[12] Gregersen, T. (2020). Dynamic properties of language anxiety. *Studies in Second Language Learning and Teaching*, *10*(1), 67-87. https://doi.org/10.14746/ssllt.2020.10.1.4

[13] Hakobyan, N. K. (2023). The Relationship Between Incidental Vocabulary Learning and Extensive Listening to Podcasts. *International Journal of TESOL Studies*, *5*(2), 79-95. https://doi.org/10.58304/ijts.20230207

[14] Hasan, D. C., & Fatimah, S. (2014). Foreign language anxiety in relation to gender equity in foreign language learning: A comparative study between Australia and Indonesia. *Equality in education: Fairness and inclusion*, 183-193. https://doi.org/10.1007/978-94-6209-692-9_14

[15] Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, *21*, 112-126. https://doi.org/10.1017/S0267190501000071

[16] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125-132. https://doi.org/10.2307/327317

[17] In'nami, Y. (2006). The effects of test anxiety on listening test performance. *System*, *34*(3), 317-340. https://doi.org/10.1016/j.system.2006.04.005

[18] Krashen, S. (1982). *Principles and practice in second language acquisition*. University of Southern California

[19] Li, R. (2022). Examining foreign language listening anxiety and its correlates: a meta-analysis. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras, (38)*, 99-117.

[20] Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, *34*(3), 301-316. https://doi.org/10.1016/j.system.2006.04.004

[21] 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. *The Asia-Pacific Education Researcher*, *25*(4), 647-655. https://doi.org/10.1007/s40299-016-0294-1

[22] Liu, M. (2022). Foreign language classroom anxiety, gender, discipline, and English test performance: a cross-lagged regression study. *The Asia-Pacific Education Researcher*, *31*(3), 205-215. https://doi.org/10.1007/s40299-020-00550-w

[23] Liu, M., & Thondhlana, J. (2015). A study of Chinese university EFL learners' foreign language listening anxiety, listening strategy use and academic listening performance. *Indonesian Journal of English Language Teaching*, *10*(1). 10.25170/ijelt.v10i1.657

[24] Liu, M., & Xu, H. (2021). Testing effects of foreign language listening anxiety on Chinese university students' English listening test performance. *Frontiers in Psychology*, *12*, 701926. https://doi.org/10.3389/fpsyg.2021.701926

[25] MacIntyre, P. D., & Gardner, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, *44*, 283-305. http://dx.doi.org/10.1111/j.1467-1770.1994.tb01103.x

[26] Mills, N., Pajares, F., & Herron, C. (2006). A reevaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign Language Annals*, *39*(2), 276-295. https://doi.org/10.1111/j.1944-9720.2006.tb02266.x

[27] Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. McGraw-Hill.

[28] Omaggio Hadley, A. (2001). *Teaching language in context*. Heinle & Heinle.

[29] Pimentel, J. L. (2010). A note on the usage of Likert Scaling for research data analysis. *USM R&D Journal*, *18*(2), 109-112.

[30] Renandya, W. A., & Farrell, T. S. (2011). 'Teacher, the tape is too fast! Extensive listening in ELT. *ELT journal*, *65*(1), 52-59. https://doi.org/10.1093/elt/ccq015

[31] Rohim, A., & Fitariana, C. (2022). Teaching extensive listening in EFL classroom using website www.er-central.com. *English Community Journal*, *6*(1), 29-35. https://doi.org/10.32502/ecj.v6i1.4382

[32] Tsui, A. B., & Cheng, Y. S. (2022). Foreign language anxiety and English medium instruction classrooms: An introduction. *English Teaching & Learning*, *46*(3), 203-212. https://doi.org/10.1007/s42321-022-00122-9
[33] Vogely, A. J. (1998). Listening comprehension anxiety: Students' reported sources and solutions. *Foreign Language Annals*, *31*, 67-80. http://dx.doi.org/10.1111/j.1944-9720.1998.tb01333.x
[34] Xiangming, L., Liu, M., & Zhang, C. (2020). Technological impact on language anxiety dynamic. *Computers & Education*, *150*, 103839. https://doi.org/10.1016/j.compedu.2020.103839
[35] 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
[36] 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

Tahani M. Alshahrani is an assistant professor of Applied Linguistics at the Department of English Language and Literature, Imam Mohammad Ibn Saud Islamic University, Riyadh, Saudi Arabia. Here areas of interest are second language teacher education and English for academic purposes. Her publications have appeared in *JLTR - Journal of Language Teaching and Research*, *Frontiers in Psychology*, etc.

Manar M. Almanea received the B.A. (Hons.) and M.A. degrees in applied linguistics from Princess Nourah Bint Abdulrahman University and the Ph.D. degree (Hons.) in applied linguistics from King Saud University. She is currently an Associate Professor of applied linguistics with the College of Languages and Translation, Imam Mohmmad Ibn Saud Islamic University, Riyadh, Saudi Arabia. Her research interests include the areas of Arabic applied linguistic studies, Arabic corpus linguistics, and computer applications in linguistic research.