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Sources of Anxiety to Listening Comprehension in English Language of Secondary School Students in Dutsinma, Katsina State, Nigeria

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Abstract

This article presents findings on the sources of anxiety in listening comprehension among secondary school students in Dutsinma, Katsina State, Nigeria. The study used instruments tagged ‘Sources of Listening Anxiety Questionnaire’ (SLAQ) to gather data from 187 participants selected through a simple random sampling technique in four senior secondary schools in the Dutsinma Educational Zone. The reliability of the instrument was determined in a split-half pilot test in two secondary schools outside of the study area which resulted in an index of 0.82 upon analysis with Pearson Moment Correlation. Collated data were analysed with frequency count, percentage, and t-test statistical techniques. The study’s outcome indicated a lack of self-confidence, too many themes of oral input, listening getting evaluated, and native-like accent as common sources of anxiety in listening to the English language. Also, male and female students had the same perception of sources of anxiety in listening to English language. However, science students recorded higher anxiety in listening to the English language as compared to their counterparts in the arts class. The study, therefore, recommends that concerted special attention should be devoted to building self-efficacy in students and listening facilitation. This can lead to societal transformation that genuinely educated citizens can effect.

Keywords: /Gender/ English as a Second Language/ Listening comprehension/ Sources of anxiety/

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1. Introduction

1.1 Background, Conceptualisation and Study Rationale

Listening is a key component of any form of in and out of classroom teaching and learning. As much as English is a Second Language (ESL) in the Nigerian context, its pre-eminence as the sole language of education is overwhelming. Different studies have found that listening is a very important tool for not only communication but overall comprehension, and it is far more frequently used than speaking, reading, and writing (Osada, 2004; Legac, 2007). It is a common experience, however, to find listening comprehension hindered by quite many factors in ESL contexts, primary amongst which are learner's proficiency level (Thorn, 2009; Cakir, 2018), attitude, motivation and anxiety (Gardner, 2001).

Anxiety, as described by the Longman Dictionary of Contemporary English (2011), is an awareness of being disturbed about something that may occur, that has occurred, which a person constantly thinks about. Anxiety as a feeling can be orchestrated by insecurity, fear, or the absence of confidence. In listening comprehension, anxiety is a form of fear that can as well result from incompetence that MacIntre and Gardner (1994) captured as 'the feeling of tension and apprehension, especially associated with second language context, including speaking, listening, reading, and writing (p.284).' In this article, anxiety is referred to as the fear to extract adequate and correct meaning from listening to Standard English oral communication.

Secondary school education in the Nigerian context is the same as the high school or post elementary education. It is composed of upper basic and senior secondary level education. Nigeria's National Policy on Education (FRN, 2014) provided the following as the key objectives of secondary school education. It is a preparatory ground through its arrays of diversified subjects in the sciences, arts and commercial for higher specialized studies, for vocational training, and supportive career engagements. To fulfil its mandate and thus produce a holistic secondary school graduate, students are taught and encouraged to use Standard English language as a medium of instruction and communication in and out of class. The challenge of, at times, poor educational performance could be associated to listening anxiety, which is a disturbing phenomenon, considering that listening is undoubtedly like the polestar of language learning (Iliyas, 2017).

The study context was Dutsinma which is one of the 36 Local Government Area headquarters in Katsina State (774 in all in Nigeria). Katsina is one of the 36 States and the Federal Capital Territory that constitutes the Federal Republic of Nigeria. Katsina State is located in the North-Western region. There are 160 senior secondary schools spread all over Katsina State where graduating students sit for the Nigeria's Senior Secondary School Certificate Examination (SSCE) organized separately by the West African Examination Council (WAEC) and the National Examination Council (NECO). In all, 15 Secondary schools are in Dutsinma Education Zone with 8 designated as senior section that constituted the target population for the study. The Government structure of the State has the Governor as the Chief Executive Officer, while Ministries are manned by Commissioners who are appointees of the Governor. The State Education Ministry oversees issues on secondary school education (Katsina SESP, 2010).

Interactions with students of the secondary school system present a disturbing discovery common in the milieu of English as a Second Language. It is found with concern that listening comprehension skill, though assumed to be a natural attribute, is deficient and most times beset with emotional threat among many secondary school students. This might not only have been hampering students' listening comprehension but limiting their use of information sourced from listening. Poor teachers' knowledge of listening, rare/inadequate teaching of the skill and inadequate use of appropriate listening teaching strategies persist in the secondary school environment (Iliyas & Abdulmalik, 2017). As a result, most students get very anxious whenever listening comprehension is mentioned. It is further revealed that students suffer poor listening comprehension due to

anxieties related to speech speed, tone, and unfamiliarity of discourse (Iliyas, 2017). Also, instances of little awareness of listening distractions, poor teachers' knowledge of listening and little or no teaching of listening skill is common in the secondary school environment (Iliyas & Abdulmalik, 2017). Studies elsewhere, for example (Horwitz, Horwitz, & Cope, 1986; Vandergrift, 2007; Fang, 2011, & Hamouda, 2013) indicated that there is a global re-awakening on teaching and research on listening generally; so, a study of anxiety and listening comprehension is a deserving endeavour in the locale of the study. This effort is more worthwhile with listening in English language being like the polestar of language learning (Vandergrift, 1999), especially in an ESL context. This study sought to examine source of anxiety in listening comprehension to English language of secondary school students in Dutsinma Education Zone, Katsina State.

Research Questions

The study provided answers to the following research questions:

1. What are the sources of anxiety in listening comprehension to English language of secondary school students in Dutsinma, Katsina State?
2. Do male and female secondary school students significantly differ on the sources of anxiety in listening comprehension of the English language?
3. Is there variation in sources of anxiety in listening comprehension to English language based on secondary school students' course of study?

2. Review of Related Literature

2.1 Listening and Anxiety in Listening

Listening is a conscious activity that is aimed at making meaning from oral input. It is particularly a demanding painstaking process of deducing meaning in English as a Second Language (ESL) engagement. McDonough and Shaw (1993) captured that as making the listener a processor of language, who has to undergo three processes and employing three skills: processing sound (perceptive skill), processing meaning (analysis skill), and processing knowledge and skill (synthesis skills). Those descriptions were summed up by Holden (2004) in his view on listening as a conscious task of sound discrimination, understanding of words and grammar, interpreting phonemic clues and retaining the useful information in memory archives to its points of use. The tendency for higher listening comprehension with less anxiety is a situation attainable in ESL context. This can be facilitated through genuine instruction on listening strategies that Holden (2004) found to be the active ways of getting learners really involved in meaningful listening. Brown (2006) and Hinkel (2006) have canvassed the use of bottom-up skills (especially for beginning ESL listening classes) as very useful techniques of facilitating higher listening in English. Iliyas (2017) (like Vandergrift, 2007) emphasized on the use of metacognitive skills like tying listening comprehension to observable action (like note-taking). Elhikaikhafi (2005) found that learners' anxiety can as well propel positive benefit for listening comprehension especially when listeners develop keen interest, positive attitude and are sufficiently motivated in the task of listening in ESL.

Vandergrift (1999) identified the prevalence of anxiety in students' listening to English as foreign language situations while Yildirim and Yildirim (2016) found the use of unfamiliar vocabulary as roots of the listening comprehension problem. Bagheri and Karami (2014) found that special teaching of listening strategies has significant effect in participants' test of listening outcome. Lin and Wu (2003) studied gender variation in students' performance in foreign language listening while Nguyen (2022) found the influence of sides of the

brain used, nature of the speech and listening test as responsible for anxiety and how men and women listen. Kralova (2016) found language anxiety as a whole element that reflect in language skills' usage, while Halder (2018) discovered that language anxiety has relationship with academic achievement.

2.2 Conceptual Framework of the Study

The study adopted and modified Anderson and Lynch (1988) submission on constituents of hindrance to effective listening in ESL context. These constituents are posed as plausible sources of anxiety to listening comprehension. The scholars identified the most disturbing sources of anxiety to listening (as challenges to listening comprehension) as types of oral input, nature of contextual support, and expected task from listening. The identified challenges have the implications of inspiring fear and uncertainty (anxiety) in students especially when listening to English as a Second Language. Anderson and Lynch (1988) posited that '...what makes listening task difficult is attempt to remember details of what is said, especially given the type of language in question' (p.46). This position goes beyond just the oral input but includes the peculiarities in the process of listening to ESL.

The interactions in the context of this study involved the students in the determination of the sources of anxiety to listening comprehension, made informed findings and suggested guided strategies to remediate identified sources of anxiety to listening comprehension. Upon those earlier steps is the task of the teachers of listening (ESL) and other stakeholders in the secondary school system on implementing recommendations of the study to enable the students to make the most comprehension from listening to English language progressively with less anxiety. This will enable the students to effectively use relevant information listened to in the educational setting entirely delivered in ESL medium. A researcher's designed framework guiding the conduct of the study is given in Figure 1 thus:

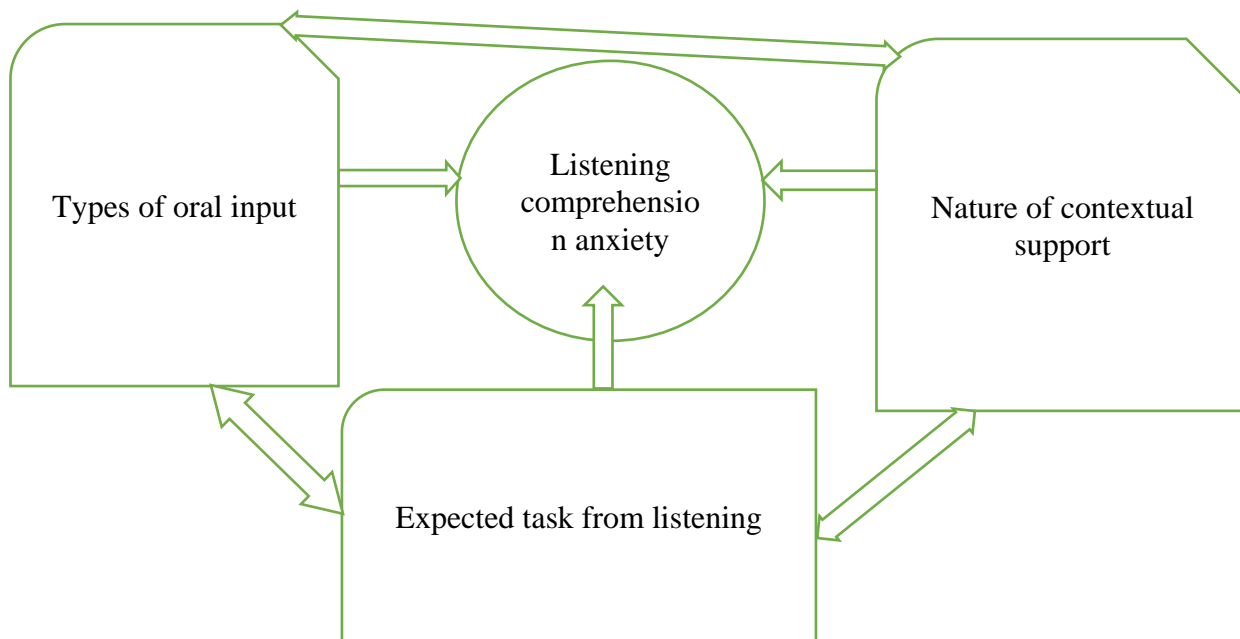


Fig 1: An adapted version of Anderson and Lynch (1988) submissions on constituents of hindrance to effective listening in ESL context

As contained in Figure 1, oral input forms could include audio/video/online, face-to-face, and speed/accent of speech. Contextual support may include earlier instruction on listening strategies - cognitive/metacognitive/socio-affective listening orientations. Task from listening can be such as requiring observable actions/reactions/recall/note-taking or further actions. Recurring interactive effects of any and all of these variables as they connect through loops can constitute sources of listening anxiety in ESL environment.

3. Research Methodology

This study is a survey research design involving the use of a questionnaire carried out between April and August 2021 to examine the sources of anxiety to listening comprehension in English language of secondary school students in Dutsinma, Katsina State, Nigeria. The text of the study and its entire contents are originally put together by the author, strictly for the purpose of this study. Other sources included are properly acknowledged with details in the reference page. Data for this type of study is generated through arrays of relevant questions from a sample of the population, and an outcome of such study is accepted as generalizable on the whole population (Floyd & Fowler, 2009).

The population for the study consisted of all 1,903 students of the eight senior secondary schools in the Dutsinma Educational Zone, Katsina State. Samples were selected through simple random sampling technique by using the class register to pick 50 participating students per each of the four participating senior secondary schools. The sample conformed with Jackson's (2003) representation of the target population and his argument for instrument with up to 30 items, should have not less than 150 participants involved. Provision was made in the selected sample for contingency that may occur due to participants' attrition and other unforeseen circumstances in the course of the administration of the instrument. Eventually, 187 respondents (representing 9.8% of the target population) selected out of 200 completed the process of returned filled questionnaire. The criteria for eligibility in the study included being a student in senior secondary school class II and from the selected four sampled schools in Dutsinma Educational zone, Katsina. The samples consisted of males and females, and reflected the arts and science study divides from each of the sampled senior secondary schools. Patton (1991) justified the use of random sampling when the participants share homogenous features as found in this study. Subsequently, the 187 returned questionnaires were computed for the study's analysis since 13 of the participants (6.5% attrition) did not return the filled questionnaire.

The instrument of the study was a 29 item 'Sources of Listening Anxiety Questionnaire' (SLAQ). The questionnaire, adapted with some modifications from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Hoerwitz & Cope, 1986) was subjected to psychometric properties (validity and reliability). For content validity, the questionnaire was given to three senior academics, one in English Education and one each in Psychology and Measurement and Evaluation for validation. Each of these scholars made useful observations on the instrument including reframing and adding some items. Responses of these experts were subjected to Lawshe (1975) principle of content validation, which yielded content validity (S-CVI) of 0.735. The questionnaire, therefore, is assumed to be valid and suitable for collecting data on source of anxiety in listening comprehension in English language. The study assumes the sources of anxiety of students in listening comprehension can be determined by the items of the instrument.

The reliability of the instrument was determined in a test-retest reliability method involving 30 participants in senior secondary school class II at Ottun -Ekiti, Moba in Ekiti State, Nigeria. The validated questionnaire was administered twice within an interval of three weeks, and the two sets of data were subjected to Pearson Product Moment Correlation, which yielded a co-efficient index of 0.82. The questionnaire is a four Likert scale format. Some respondents refused to respond, in some instances, to some items. For the study, three research questions were raised. Percentage was used to answer research question one while research question two and three were transformed to research hypotheses and tested using t-test statistical technique at 0.05 level of significance. All the six assumptions of t-test were considered. For instance, data obtained in the

dependent variable (sources of anxiety to listening comprehension in English language) were measured on a continuous scale-interval; the dependent variable was normally distributed for each group of the independent variables. The independent variables were of two categories each: gender (male and female) and courses of study (arts and science).

The researcher followed ethical standard expected in the conduct of research. Inclusion and exclusion criteria were explained to the participants and only the participants who met the inclusion criteria were selected for the study. Also, the participants were communicated the aim of the research and benefits of participation, confidentiality regarding information given and their rights to participate or otherwise were explained to participants. The participants gave consent to participate in the study.

4. Study Results

This part presents the analysis from the survey data.

Table 1: Sources of listening anxiety in English of Secondary school students

S/N	Item	TR	Agreed		Disagreed	
			F	%	F	%
1.	I do not feel quite sure of myself when I am listening to English language spoken.	181	120	66.30	61	33.70
2.	I am not worried about the correctness of the understanding I make from listening to spoken English language.	172	104	60.47	68	39.53
3.	I become disturbed when I face the likelihood of been called to report information I have listened to.	162	54	33.33	108	66.67
4.	I am disturbed when I do not make meaning from my listening to what the teacher is saying in the class.	152	101	66.45	51	33.55
5.	I do think other students are better listeners to English language speech than I do.	152	88	57.90	64	42.10
6.	I have great fears with comprehension when I listen to instructions in English language.	173	88	50.87	85	49.13
7.	I only have concerns about understanding spoken lessons in English language when I am not really prepared for the class.	161	78	48.45	83	51.55
8.	I have the problem of listening to too many strange words (vocabulary) used during listening in English.	181	105	58.01	76	41.99
9.	When too many points (complex) are spoken about I have fear of listening to make meaning.	173	107	61.85	66	38.15
10.	It is when the speakers of English tend to speak like the native speakers that I find it difficult to understand what is said.	179	107	59.78	72	40.22
11.	It is when unfamiliar words are used in spoken English that I have problem of understanding	168	90	53.57	78	46.43
12.	I do not listen to the point of making meaningful meaning when topic spoken about is not familiar to me.	187	112	59.89	75	40.11
13.	When it is to listen to spoken English, I understand well but I feel nervous when my understanding would be marked.	168	85	50.60	83	49.40
14.	I cannot listen very effectively and make meaning because I was never taught how to listening.	176	96	54.55	80	45.45
15.	My classroom experience with listening is limited to been asked make meaning from spoken English during tests and English language examinations	187	83	44.39	104	55.61

KEY: TR means Total Respondents; F means Frequency; % means Percentage

Data in Table 1 is the display of organised data on sources of anxiety to listening comprehension in English language of secondary school students in Dutsinma, Katsina State. Although 200 instruments were distributed for the study, 187 participants returned the filled questionnaire, and not every participant responded to every item of the instrument. So, collated data was processed on the basis of number of respondents per item. However, viewed from the frequency counts and percentage of respondents, it is implied the data indicated items in the instrument with calculated 50% and above were accepted as constituting sources of anxiety to listening comprehension in English language of secondary school students. This is justified with majority participants expressing that in their responses. From the data, it is indicated the following constitute sources of anxiety to listening comprehension in English language of secondary school students: with 66.30% in item 1 (120 out of 181 respondents) and corroborated in item 6 with 50.87% (88 out of 173 respondents) on lack of self-confidence when listening in English. In item 9 and 12, 61.85% (107 out of 173 respondents) and 59.89% (112 out of 187 respondents) on when topics of oral input are many (complex) and unfamiliar, and in item 10 as a result of native-like accent of spoken English language with 59.78% (107 out of 179 respondents). Other key sources of anxiety shown in Table 1 include 58.1% (105 out of 181 respondents) on too many strange English words in oral input in item 8, 54.55% (96 out of 176 respondents) in item 14 on lack of instruction on listening; in item 14, 54.55% (96 out of 176 respondents) fears listening comprehension getting graded.

Table 2: Sources of listening anxiety in English of Secondary school students

S/N	Item	TR	Agreed		Disagreed	
			F	%	F	%
1.	There is no doubt listening in English language is a difficult task.	181	106	58.56	75	41.44
2.	Questions presented to test listening in English language are usually very hard and uneasy to pass.	168	95	56.55	73	43.45
3.	Instructions on how to answer listening questions are usually confusing.	178	72	40.45	106	59.55
4.	I can feel my heart pounding when my listening comprehension script is submitted for marking.	165	87	52.73	78	47.27
5.	The more I read for listening in English class the more disturbed I become.	176	93	52.84	83	47.16
6.	I feel disturbed by the very difficult effort required to adequately make meaning from spoken English in the class.	187	101	54.01	86	45.99
7.	My fellow students express similar panic whenever they are listening for understanding in English language.	176	100	56.82	76	43.18
8.	My fear about listening rises when I engage strange people and those high Government officials	167	95	56.89	72	43.11
9.	Whenever I am afraid about listening in English I make poor understanding from oral presentation.	163	99	60.74	64	39.26
10.	If I am reassured of my ability and encouraged I will listen well and make meaning from instructions in English language.	174	100	57.47	79	42.53
11.	What I have heard from my seniors and teachers that listening is abstract makes me to be nervous when I am listening too.	167	97	58.08	70	41.92
12.	Because I think of appropriate reactions and compliance when I am listening, I am unable to concentrate and make proper understanding.	172	80	46.51	92	53.49
13.	There are activities in my school that also teaches listening like quiz competition and morning assembly news presentation.	176	122	69.32	54	30.68
14.	My fear about listening is as a result of lack of confidence in myself on making correct meaning from listening to spoken English.	167	97	58.08	70	41.92

KEY: TR means Total Respondents; F means Frequency; % means Percentage

Data in Table 2 show the following, as follow up to Table 1, as common sources of anxiety to listening comprehension in English of secondary school students in Dutsinma: preconceived notion of listening in English as difficult and pair influence planted anxiety in students even before getting to real listening in English language as it manifest in items 1 and 7 with 58.56% (106 out 181 respondents), and 56.82% (100 out of 176 respondents). Also, 58.08% (97 out of 167 respondents) in item 14 re-affirms absence of self-confidence. However, majority of the participants affirm in item 10 with 57.47% (100 out 176 respondents) that with reassurance and encouragement they can attain effective comprehension from listening. In addition, 69.32% (122 out of 176 respondents) in item 13 agree that activities which inspire listening in English like students' quiz competition and assembly news presentation do exist in their schools.

Table 3: The t-test analysis of difference between male and female students' perceived sources of anxiety in listening to English language

Group	N	Mean	SD	Mean Diff	t-value	P-value	Remark
Male	104	20.63	12.22	1.77	1.009	0.314	*NS
Female	96	18.86	12.58				

*Difference is Not Significant. P>0.05

In Table 3, the mean difference between male and female students' perceived sources of anxiety in listening comprehension to English language is 1.77. However, this mean difference occurred by chance as the obtained P-value is greater than the alpha value of 0.05 for which the mean difference was tested. Thus, male and female students had the same perception of sources of anxiety in listening to English language.

Table 4: The t-test analysis of variation in listening anxiety for Arts and Science Secondary School Students

Group	N	Mean	SD	Mean Diff	t-value	P-value	Remark
Science	100	29.31	2.71	19.31	17.08	0.000	*Sig
Art	100	10.25	10.82				

*Difference is Significant. P<0.05

In Table 4, the mean difference of sources of anxiety in listening to English language between students in science and arts options is 19.31. Further analysis of this difference showed that the difference could not have occurred by chance because the P-value is less than 0.05. That is, there is variation in the sources of anxiety to listening to English language between science and art students. Science students had higher anxiety in listening

5. Discussion of Study Findings

As can be seen from the display of the study's data, a wide range of sources are found to be responsible for secondary school students' anxiety to listening comprehension in English language. The major ones among them include lack of self-confidence, too many and unfamiliar theme of oral input, native-like accent and many strange words and speakers, and lack of instruction on listening. Others include fear of listening comprehension getting graded. It can be understood that these feelings are expected in ESL communities where the use of the mother tongue predominates, where teachers give very limited specific instructions on listening, and when there are few models for students on correct listening strategies to oral inputs in English language. These findings

agree with earlier studies (Mendelsohn, 1998; Vandergrift, 1999; Fang, 2011; Lotfi, 2012; Mohd & Farhiba, 2012; Yıldırım & Yıldırım, 2016; Ilyas & Abdulmalik, 2017; Santi, 2019), who found inadequate classroom engagement on listening comprehension instruction, prevalence of anxiety to listening in non-native language, mere practice of testing listening by most teachers, use of unfamiliar vocabulary, and inadequate knowledge of most teachers about listening as listening problems. Interestingly, finding of the study clearly corroborated a summary of Horwitz (2001) on contributors to listening anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The findings as well re-affirm that of Marija (2012) that anxiety in language learning detracts from use of strategies to facilitate listening comprehension. This study's findings reaffirm those of Mohd and Farhiba (2012), who found lack of motivation as another source of anxiety to listening, which supports claims by participants in this study that with reassurance and encouragement, they can really attain effective listening comprehension.

The lack of significant difference in the perceived source of anxiety in listening comprehension of male and female students found in this study may not be surprising owing to the fact that instructions on ESL proficiency has been given uniformly to students with little specifics on listening. Some previous studies (Bagheri & Karami, 2014; Ilyas & Abdulmalik, 2017) also found no significance in knowledge and extent of teaching listening comprehension among teachers based on their gender. Song (2017) also did not find differences in male and female dimensional anxiety level. Contrastively, Lin and Wu (2003) found that women listen better which implied females have less anxiety in listening, while Nguyen (2022) found men tend to listen better, arguably due to less anxiety in listening than female. However, the finding of this study re-affirmed the general finding of Song (2017) on lack of significant difference in source of anxiety to listening comprehension of male and female just as Shariati and Bordbar (2011) found that gender did not influence anxiety to reading. Nguyen (2022) submitted that findings on difference in anxiety to listening between the male and female gender is still controversial as there exist divergent findings on the topic.

On this study's finding of difference in source of anxiety to listening comprehension in English language, science based students had higher sources of anxiety than their counterpart arts based. This result can be attributed to a common assumption that more of knowledge of Mathematics is needed in the sciences than English language so, many of them seem to limit their study of English to basic proficiency as required to meet instructional needs. The finding is in contrast to studies (Elkhaifaifi, 2005; Seyit & Mehmet, 2013) whose findings showed presence of anxiety in listening to English as foreign language in most students and correlation in having anxiety in listening as also replicable in reading, and that anxiety in listening did not vary on the basis of year of study respectively. Since the problem of inadequate competence applies generally, studies (Thorn, 2009; Gilakjani & Ahmadi, 2011) have found the proficiency level of students in ESL limits the degree of their academic performance.

It is justified, therefore, to state that the findings of the study agree with the framework of the study. The agreement is derived from the fact set out in the framework; there are evidential connection affirming the participants in the study experience anxiety to listening comprehension as a result of the type of oral task (native-like accent- 59.78%, unfamiliar theme, words and speakers – 61.85%, 53.57%, strange speakers – 56.89%, and that participants assume listening is difficult – 58.56%). Also, that there is anxiety due to the nature of contextual support to listening (lack of exposure to listening instruction – 54.55%, and owing to inability to make enough meaning – 63.96%). Others include, due to prevailing feeling, listening is too abstract and difficult 58.56%, 60.74%); expected tasks from listening (due to listening outcomes been graded – 50.60%, and the difficult questions presented to test listening – 56.55%). Even though the study found participants engage in activities that seemed to promote listening comprehension in the school schedules of activities, lack of self confidence remains a serious challenge to effective listening comprehension to English language among secondary school students.

6. Conclusion

The study fills the gap on the dearth of informed information on sources of anxiety in listening in the study context by finding that listening comprehension to oral input in English language of secondary school students is hindered by anxieties of different forms. Some of the anxieties include but not limited to problem of confidence, speed and accent of speech, and the thought of a possibility of being tested to recall what has been listened to. It is, therefore, concluded that the most appropriate way of focusing the attention of learners to listening comprehension in ESL is to facilitate secondary school students' listening from the pointers of sources of anxiety to comprehension. So, irrespective of the time and materials devoted to make students attain better listening comprehension in English language, priority has to be put on building self-efficacy, mastery of standard English accent and familiarity with native speaker's speech speed by the students to attain the desired outcome.

Findings of this study, therefore inspired some forms of timely intervention on the dire need to remediate cogs in the wheel of ESL learning that anxiety to listening comprehension in English language has been constituting. Textbook writers and study programme developers, quality assurance officers and education policy makers and sponsors can be further guided of outputs that would address sources of anxiety to listening and boost listening comprehension. Teachers of English and students of secondary schools can be further informed by outcomes of this study on reliable remedies that will address sources of anxiety, which constitutes impediments to listening comprehension. This is with a view to improve students' take-away from school instructions, which are entirely delivered in English language as the medium.

7. Recommendations

The following recommendations are suggested as remedies to anxieties to listening comprehension in English language of secondary school students: Teachers of listening as an aspect of ESL should deplore strategies to boost the confidence of students as it is found to be a basic requirement in listening to ward off anxiety. Classroom preparation of students should include intensive strategy-based drills on the sounds of English language. This will make students to be adequately ready for dynamic meaningful listening comprehension tasks of both native-like and other acceptable accents without fear. Also, students should be made to master the listening in real-life language situations, and there should be a distinction from when listening is taught and when it is tested.

It is suggested, too, that refresher and in-service trainings through seminars and workshops should be made available to teachers of English language to improve their attitude to listening teaching, which undoubtedly would improve the attitude and interest of the learners to strive for excellence and ease anxiety in listening comprehension. English language teaching should continue to be given top priority in secondary schools, being the sole medium of instruction in secondary schools, and by which unfettered proficiency prepares students for complex novel and multi-thematic listening comprehension devoid of frustration. As a means to ease anxiety in ESL listening comprehension, students should be motivated and encouraged to get used to the attitude of using the English language at all the times for ease of mastery; all the other subjects' teachers in the school too can be encouraged to constitute appropriate models in effective listening for the students. The study is limited to determining sources of anxiety to listening comprehension from the expressed views of the students of secondary schools. It is, however, suggested that further studies can be taken further to determine anxiety in students' listening through arrays of listening tests, and from different oral inputs.

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