EFL VIETNAMESE STUDENTS' ANXIETY IN FOREIGN LANGUAGE SPEAKING AND LISTENING: A CASE STUDY AT TRA VINH UNIVERSITY, VIETNAM

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Abstract – *Anxiety in learning a foreign language should be explored as it can be a barrier to language acquisition. Therefore, this study examines students' perceived anxiety in two English skills sessions: Speaking and Listening. Participants of this research included 180 non-English-majored students pursuing their bachelor's degrees at a university. The study adapted the Foreign Language Classroom Anxiety Scale questionnaire, using a five-point Likert scale to measure their perceptions of anxiety. There were a total of 64 items in the questionnaire, of which 32 items belong to speaking skills and the other 32 items are for listening skills. For descriptive data analysis, the speaking skill was divided into positive (21 items) and negative (11 items). The listening skill also includes 21 positive items and 11 negative items. Three major results were found, including participants' responses to positive items, negative items, and both of them. For positive items, there was no statistical difference between the two sessions regarding their foreign language anxiety. The results related to negative items revealed that the student's anxiety was perceived to be higher in the Speaking session than in the Listening session. As a result of this test (both positive and negative items), the student's anxiety was perceived to be similarly moderate in both sessions. Overall, recommendations were made to reduce anxiety among students in English classes.*

Keywords: anxiety, foreign language, Listening session, non-English majors, Speaking session.

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I. INTRODUCTION

This study explores the stress status of English as a foreign language (EFL) university students towards Speaking and Listening sessions. As Kráľová et al. [1] mentioned in their study, stress or anxiety is a natural phenomenon of human beings, so it is inevitable. Regarding language learning in class, students can be less productive if they are anxious and may struggle to answer the teacher's questions or form ideas for assigned tasks. Hence, using appropriate strategies can optimize one's learning opportunities and academic performance by reducing the feeling of stress and anxiety. Learners' performance can be affected by several factors, one of which is learners' anxiety. Olivares-Cuhat [2] considers that when learning a foreign language, factors such as cognitive factors (language aptitude, learning strategies), affective factors (attitudes, motivation, anxiety), metacognitive factors, and demographic factors can hinder learners' language performance.

This study is the first investigation conducted in a university context to explore how students responded to stress-indicated items and stress-free-indicated items. The contribution is two-fold. This initiative aims to assess the needed improvements in the questionnaire about foreign language classroom anxiety based on students' perceptions regarding their responses to negative and positive items about stress in the questionnaire. In addition, the participants in this study were recruited from different departments at a university, making them the largest group to study English. Listening to their responses on perceived anxiety in foreign language classes is essential to the study. The study employs three research questions.

1. To what degree do non-English majors feel anxious during Speaking and Listening sessions?

2. Are there any differences in students' answers to negative items and positive items between Speaking and Listening sessions?

3. Which session, Listening or Speaking, has made students more anxious?

II. LITERATURE REVIEW

A. Definitions of anxiety

Brown [3] defined anxiety as 'the extent to which learners may worry about themselves'. According to Spielberger et al. [4], anxiety can be 'trait anxiety', seen as a relatively permanent character state, and 'state anxiety' is a temporary response to a specific stimulus. MacIntyre et al. [5] considered that 'situation-specific anxiety' exists in reaction to a particular situation or event. In the academic setting, the study participants' anxiety is measured in three aspects described by Horwitz et al. [6]: communication apprehension, test anxiety, and fear of negative evaluation.

Language anxiety has been viewed slightly differently. For example, Horwitz et al. [6] defined foreign language anxiety as the feeling of nervousness experienced by an individual when learning or using a foreign language. More specifically, according to McCroskey [7], an individual can experience anxiety while communicating in a foreign language, known as communication apprehension, when they feel uncomfortable interacting with other speakers. Bandura [8] used social cognitive theory to explain anxiety; anxiety arises when an individual has low self-efficacy and thinks about others' better self-efficacy. Krashen [9] considered anxiety and emotions to be the factors that prevent a learner from acquiring a second language. Nonetheless, anxiety can derive from a learner himself or herself, which is called 'trait anxiety' by Spielberger et al. [4]. Young [10] stated that anxiety can derive from the classroom atmosphere, where peers' remarks and teachers' teaching methods and personalities can all make learners anxious.

B. Strategies for coping with anxiety

MacIntyre et al. [11] proposed anxiety-reduction strategies, such as relaxation exercises and mindfulness, to buffer anxiety; such a strategy could be helpful when learners' anxiety is high. Previous studies have been conducted on language anxiety in many different ways, such as Al-Obaydi et al. [12], who investigated language anxiety with online reading on reading anxiety; Rahman et al. [13] used an intelligent personal assistant as an interlocutor to modify foreign language anxiety; and Samawi et al. [14] employed psychological empowerment strategies to reduce stress.

Students' anxiety in learning English as a foreign language involves different situations. First, Wilang [15] found that students felt pressured when learning English as an academic language medium of instruction both inside and outside the classroom. Regarding anxiety in the class, they feared preparation for the class, lacked confidence when speaking, feared negative evaluation, and felt uncomfortable with English as a medium of instruction. They were unhappy when their instructor was unwilling to communicate with them outside the classroom. Öztürk [16] investigated the relationship between reading and listening anxieties in EFL classrooms. Three hundred and forty-one students were recruited with a self-reported opinion of having moderate anxiety in foreign language classes, including listening and reading anxiety. Then, listening and speaking anxieties were also correlated. Uztosun et al. [17] found that extramural English in Turkey helps mitigate negative affective states, and it was regarded as an indicator for levelling off foreign language listening and speaking anxiety and communication apprehension. Ayuningtyas et al. [18] also found that EFL students were more anxious about communication apprehension. Astuti et al. [19] investigated students' foreign language anxiety in their tenth-grade class. They found that their students were anxious due to communication apprehension, test anxiety, and fear of negative evaluation, especially when they orally expressed their ideas in front of every-

one. The findings of Feng et al. [20] indicated that motivation and language anxiety mediate the increase in EFL learners' working memory. Learner motivation positively affects the learning process in working memory, while language anxiety negatively affects their working memory by limiting their attentional control system.

Liu et al. [21] conducted a similar study about language anxiety in two language skills: speaking and listening. One hundred eighty-two junior undergraduates were recruited for the study. The results revealed that students in both classes underwent high anxiety at the start and end of a semester, and the anxiety in these classes was positively related. Besides, it was predicted that English confidence, motivation in the classes, and positive interaction with the classroom teacher and classmates helped reduce their anxiety. Hidayati et al. [22] employed 97 students to answer a 20-item foreign language listening anxiety questionnaire to explore factors influencing listening ability. Over half of the students experienced high anxiety in the listening class. The reason is that students' English levels need to be improved, causing them to be unable to keep up with the fast speed and vocabulary density. In an attempt to examine whether students were nervous in their English Speaking and Writing classes (productive skills), Khau [23] applied the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. [6] for collecting data on the Speaking class and the Daly-Miller Test for collecting data on the Writing class. The results from 41 second-year English majors showed moderate anxiety in both cases; one student was exceedingly nervous in the Speaking class, and two in the Writing class. Based on the result, he regarded the possible reasons causing anxiety as the learning and teaching environment and students' inadequate English proficiency.

C. Factors causing anxiety

According to Serraj [24], listening anxiety may be caused by several factors, including individual factors (such as characteristics and learners' situation), environmental factors (like classroom atmosphere and learners' level of anxiety), and input factors (listening level of difficulty and listening comprehension facilities). Once learners' anxiety increased, their listening ability decreased. Suleimenova [25] found that students' anxiety in speaking classes arose from the country's educational system. The language practice was not designed appropriately to promote communicative ability, which makes students feel anxious when they speak. Tsiplakides et al. [26] used semi-structured interviews, group discussions, and direct observation to collect data about language-speaking anxiety. It revealed students' fear of their classmates' criticism and perception of inferiority to their peers, regarding language proficiency.

Different strategies were applied to buffer the anxiety, including making group work a supportive place (e.g., project work), avoiding direct correction, and forming a stress-reduced learning environment. Chang [27] explored 160 students' English learning anxiety in a required listening class in a college. In this class, they practiced listening to spoken English. The data collected from a questionnaire revealed that they had moderate anxiety and were more anxious when taking the tests. Three main factors that stressed them were their lack of confidence in spoken English comprehension, being in a required course, and thinking about test difficulty. Na [28] investigated language learning anxiety among 115 students learning English in a senior secondary school using a questionnaire called the FLCAS, consisting of 33 items developed by Horwitz et al. [6]. They found that the students were relatively anxious. Male students tended to be more nervous than their female counterparts. The author considered that the students felt anxious because their English proficiency was low, which created a fear of expressing their ideas.

Moreover, due to the Chinese culture of saving face, they dislike being evaluated in front of others. In a survey of 233 post-secondary students learning Arabic as a foreign language, Elkhafaifi [29] found that anxiety increased due

to the uncomfortable classroom climate and was negatively related to listening comprehension performance. Young [10] investigated language anxiety among 135 university and 109 high school students using a 24-item questionnaire about language anxiety to examine sources of anxiety in language speaking. It revealed that speaking was not a source of anxiety, but students felt anxious when speaking in front of others. The findings suggested that students felt less anxious when they studied in a friendly environment and when their errors were constructive.

Overall, many factors were found to cause anxiety in foreign language classrooms based on the literature. Students become anxious due to low language proficiency, lack of confidence, fear of unpleasant remarks, inadequate practice, pressure from English as a means of instruction, test anxiety, low motivation, classroom atmosphere (interaction among peers or with the teacher), students' culture, learners' characteristics, and educational systems that lack appropriate designs to help reach communicative goals. The literature also revealed anxiety-reducing methods used to mitigate language anxiety and types of anxiety. From these results, the study employed the questionnaire about anxiety proposed by Horwitz et al. [6] to learn about the current non-English majors' anxiety in their Speaking and Listening sessions at a university, and thereby inform related stakeholders about the situation to inform effective teaching methods.

In summary, the literature indicates many factors causing students' anxiety, including individual factors (characteristics and learners' situation), environmental factors (classroom atmosphere and learners' level of anxiety), and input factors (listening level of difficulty and listening comprehension facilities). To help reduce learners' anxiety, various strategies are proposed, such as making group work a supportive place (e.g., project work), avoiding direct correction, and forming a stress-reduced learning environment.

III.   RESEARCH METHODOLOGY

A. Research design and participants

The study applied a quantitative method using a survey link. The survey targeted Vietnamese-speaking learners of General English in a university, so the translation was needed. The study adopted and adjusted the previous questionnaire to fit the current situation and improve its design. Fraenkel et al. [30] proposed that convenience sampling is choosing a group of participants based on their willingness to participate in the study. As convenience sampling is less expensive and more convenient than other sample approaches, it is frequently chosen by researchers. Recognizing the benefits of using convenience sampling, the researchers selected 180 university students from 12 majors at the university, such as Economics, Information Technology, and Medical and Pharmaceutical fields, who were currently pursuing their bachelor's degree at the same university. They must pass all these General English modules/courses as a requirement for graduation. Their age ranges from 18 to 34 (27 years old, accounting for 6%; 34 years old, accounting for 6%, mainly 19 years old, making up 40%) (males: 38,9% and females: 61,1%). They all studied English as a foreign language subject in primary, secondary, and high schools before attending university. The study was conducted in the first semester of the 2024–2025 academic year, when the students had finished Module 4, the last course of the General English in a series of four. The General English program has 13 credits allocated in four modules (Module/Course 1: 3 credits, Module/Course 2: 4 credits, Module/Course 3: 3 credits, and Module/Course 4: 3 credits).

B. Research instruments

The paper adapted Horwitz et al. [6]'s FLCAS questionnaire. The questionnaire has 33 items with a five-point Likert Scale from 1 (Strongly disagree) to 5 (Strongly agree). The paper adopted it to measure the students' anxiety in the Speaking session (32 items) and the Listening session (32 items), ranging from worriedness

and nervousness to language confidence. As the survey targeted Vietnamese students, a back-translation by Brislin [31] was used to determine the accuracy of the questions. After the pilot test, Item 23 was removed from the original because, when translated into Vietnamese, it was relatively similar to Item 7. The first part of the questionnaire elicits the participants' general information, such as their gender, age, and majors. The second part measures the participants' level of anxiety in these two English skills sessions.

C. Research procedures

After completing the questionnaire, the authors invited two senior English teachers to help give feedback on the meaning of Vietnamese. A pilot test was conducted to test the link and clarity of the questionnaire. Five students and two English teachers were invited to participate in this process to ask for their feedback. As a result, all agreed with the clarity and consistency of the questionnaire. They spent approximately 15 minutes answering the survey. When the questionnaire reached the expected agreement, a survey link was officially sent to the students to invite them to participate in via students' network platforms that had been developed during General English instruction. Many of them could participate and send back their responses. Within one week, two hundred invitations were sent, but only 180 were accepted (making up 90% of the return rate).

D. Data processing method

First, the authors tested the reliability of the questionnaires for the two skills using SPSS, version 24. Then, when the reliability was confirmed, the authors checked the descriptive data of positive and negative items about anxiety, compared these data, and finally compared the means of the two whole sets of questionnaires (32 items total) using the Independent Samples T Test.

IV. RESULTS AND DISCUSSION

A. Results

Level of non-English majors' anxiety during Speaking and Listening sessions

English Speaking session

The Cronbach's Alpha of 0.929 for 21 positive items about anxiety in the speaking session is reliable enough to examine the mean scores of the individual items in this group. Table 1 illustrates the descriptive data collected from students' perceptions of anxiety in the English Speaking session regarding the positive items.

The study used the criteria set by Yamashita et al. [32] to interpret mean scores, with M > 3.66 for High agreement, $2.34 \leq M < 3.67$ for Moderate agreement, and M < 2.34 for Low agreement. At first glance, for the positive items about anxiety in the English Speaking session, the mean score ranges from 2.9833 to 4.0667. According to Field [33], the mean scores generally show that students are anxious in the Speaking session. However, four mean scores are below 3.4000 in cases of items 8 (3.1278), 9 (3.3556), 11 (2.9833), and 14 (2.7278), indicating that they have yet to learn about these situations.

The Cronbach's Alpha of 0.859 for 11 negative items about anxiety in the English Speaking session is reliable for further analysis of individual items. Table 2 illustrates the descriptive data collected from the students' perceptions of their anxiety in the English Speaking session regarding the negative items.

The mean scores of the negative items were reversed (e.g. 1–5, 5–1, 2–4, 4–2, and 3–3). This result looks consistent with those of the positive group items. Most of the participants did not agree with the items, indicating they might feel anxious in their Speaking class, as most items have a mean score below Scale 3, especially Item 5 (M: 1.9111, SD: 85410).

English Listening session

The Cronbach's Alpha of 0.956 for the item group that contained positive statements about having anxiety in their English Listening session is reliable for further analysis. Table 3 describes

Table 1: Descriptive data analysis of positive items (Speaking session)

Items	Statements	N	Min	Max	Mean	SD
1	I never feel quite sure of myself when I am doing speaking exercises in my English class.	180	1.00	5.00	36.944	103.080
2	I tremble when I know that I'm going to be called on to answer the speaking questions.	180	1.00	5.00	36.722	109.764
3	It frightens me when I don't understand what the teacher is saying in the Speaking session.	180	1.00	5.00	37.778	101.693
4	I keep thinking that the other students are better at speaking than I am.	180	1.00	5.00	38.667	.88690
5	I start to panic when I have to do speaking exercises without preparation.	180	1.00	5.00	39.944	.98308
6	I worry about the consequences of failing my speaking tests.	180	1.00	5.00	40.667	.88185
7	In the Speaking session, I tend to get nervous that I forget things I know.	180	1.00	5.00	39.556	.98493
8	It embarrasses me to volunteer answers in the Speaking session.	180	1.00	5.00	31.278	109.356
9	I get upset when I don't understand the answers to the speaking questions.	180	1.00	5.00	33.556	114.151
10	Even if I am well prepared for the Speaking session, I feel anxious about it.	180	1.00	5.00	39.278	.87823
11	I am afraid that my English teacher is ready to correct every mistake I make in the Speaking session.	180	1.00	5.00	29.833	115.539
12	I can feel my heart pounding when I'm going to be called on to answer the speaking questions.	180	1.00	5.00	37.556	.97810
13	The more I study for a speaking test, the more confused I get.	180	1.00	5.00	34.000	113.649
14	I feel very self-conscious about my answers to the speaking questions in front of other students.	180	1.00	5.00	27.278	110.777
15	The speaking lesson moves so quickly, I worry about getting left behind.	180	1.00	5.00	36.444	.94320
16	I feel more tense and nervous in the Speaking session than in other language skills sessions.	180	1.00	5.00	36.889	.99321
17	I get nervous and confused when I answer the speaking questions.	180	1.00	5.00	35.944	105.012
18	I get nervous when I don't understand every word the English teacher says in the Speaking session.	180	1.00	5.00	37.278	.87696
19	I feel overwhelmed by the number of rules I have to learn to speak English well in my English class.	180	2.00	5.00	37.222	.89102
20	I am afraid that the other students will laugh at me when I tell the class my answers to the speaking questions.	180	1.00	5.00	36.333	101.332
21	I get nervous when the English teacher asks questions that I haven't prepared in advance in the Speaking session.	180	1.00	5.00	38.556	.89768

Table 2: Descriptive data analysis of negative items (Speaking session)

Items	Statements	N	Min	Max	Mean	SD
1	I don't worry about making mistakes when doing speaking exercises.	180	1.00	5.00	22.944	102.318
2	It wouldn't bother me at all to take more English-speaking lessons.	180	1.00	5.00	22.167	102.087
3	During the speaking session, I find myself thinking about things that have nothing to do with the course.	180	1.00	5.00	29.278	125.083
4	I am usually at ease during the speaking tests.	180	1.00	5.00	21.278	.88457
5	I don't understand why some people get so upset over the speaking session.	180	1.00	5.00	19.111	.85410
6	I would not be nervous doing speaking exercises.	180	1.00	5.00	28.611	109.220
7	I often feel like not attending the speaking session.	180	1.00	5.00	20.500	.85401
8	I feel confident when I do speaking exercises.	180	1.00	5.00	30.167	111.102
9	I don't feel pressure to prepare very well the speaking session.	180	1.00	5.00	25.833	112.302
10	When I'm on my way to attend the speaking session, I feel very sure and relaxed.	180	1.00	5.00	23.833	103.716
11	I would probably feel comfortable when doing speaking exercises.	180	1.00	5.00	23.261	107.609

the mean scores of positive items about anxiety in the English Listening session.

Regarding the positive items about anxiety in the English Listening session, the mean score ranges between 3.1056 and 3.9500, indicating that the students perceived they were anxious in the English Listening session. However, items 8 (M: 3.3111), 11 (M: 3.1056), 13 (M: 3.3389), and 14 (M: 3.0667) are below the standard mean score of 3.40. These findings imply that the students cannot determine their anxiety in the listening class.

The Cronbach's Alpha of 0.880 is larger than 0.70 and is reliable enough to look for the mean scores of individual items in this negative item group. Table 4 depicts the descriptive information on the students' level of anxiety in the English Listening session.

The mean scores of these negative items (items that show no anxiety) were reversed. As shown in Table 4, the result in this set of negative items suggests that students cannot determine their anxiety status in the English listening session. Most items reached the means below Scale 3, although two items reached Scale 3. Based on the study of Yamashita et al. [32], with a M < 3.67, but with a M > 3.66, the responses indicate that participants moderately agreed with those statements; in other words, most of them were unsure about their anxiety matters. Table 5 illustrates whether the mean scores of the Listening and Speaking sessions are significantly different, regarding positive items.

Differences in students' answers to negative and positive items between Speaking and Listening sessions

Table 5 shows the mean scores of the two sessions regarding the negative and positive items, with 32 items in total.

Table 6 illustrates the mean difference between the students' perceptions of anxiety in the Speaking and Listening sessions. The value - Sig. (2-tailed) of .547 is greater than the standard value of 5% (0.05), having no difference in their perceptions of anxiety in the Speaking and Listening session. Table 7 tests the mean

difference between the Speaking and Listening sessions, regarding the negative items.

The mean scores of the two groups with the p-value –Sig (2-tailed) is 0.000, smaller than 0.05 (5%), thereby indicating significant differences. Hence, regarding their answers to the negative statements about anxiety, the participants perceived their anxiety differently in speaking, tending to agree with these negative items (meaning they tend not to be anxious).

Comparison of students' anxiety between Listening and Speaking sessions

Table 8 tests the mean difference between the Speaking and Listening sessions across 32 items, encompassing both negative and positive aspects.

The overall mean score of the speaking is 3.4132, and the listening is 3.4566. However, the Sig. (2-tailed) of 0.469, greater than 0.05, indicates that the mean difference is insignificant and that the students were slightly anxious in both sessions.

B. Discussion

For the third research question, when mean scores were calculated with those collected from both negative items (indicating no anxiety) and positive items (showing anxiety), the overall mean score for both Listening and Speaking sessions revealed no difference. This result suggests that the students' anxiety in listening and speaking sessions is similar. However, when discussing the mean scores of Listening and Speaking sessions regarding solely negative items, there is a difference in the mean score between these two sessions.

Likewise, the mean scores of the positive items in both the Listening and Speaking sessions showed no difference (Sig. (2-tailed) = .547), indicating that students' responses to positive items in the questionnaire are well aligned. This means that they shared similar anxiety in both Speaking and Listening sessions. Interestingly, when comparing the mean scores for negative items of both sessions, the result showed a difference (Sig (2-tailed) = 0.000, smaller than 0.05). This means

Table 3: Descriptive data analysis of positive items (Listening session)

Items	Statements	N	Min	Max	Mean	SD
1	I never feel quite sure of myself when I am doing listening comprehension exercises in my English class.	180	1.00	5.00	37.000	.89004
2	I tremble when I know that I'm going to be called on to answer the listening comprehension questions.	180	1.00	5.00	36.000	100.056
3	It frightens me when I don't understand what the teacher is saying in the listening comprehension session.	180	2.00	5.00	37.611	.85459
4	I keep thinking that the other students are better at listening comprehension than I am.	180	1.00	5.00	37.556	.85628
5	I start to panic when I have to do listening comprehension exercises without preparation.	180	1.00	5.00	37.722	.87056
6	I worry about the consequences of failing my listening comprehension tests.	180	1.00	5.00	39.500	.82065
7	In the listening comprehension session, I tend to get nervous that I forget things I know.	180	1.00	5.00	36.222	.99246
8	It embarrasses me to volunteer answers in the listening comprehension session.	180	1.00	5.00	33.111	102.640
9	I get upset when I don't understand the answers to the listening comprehension questions.	180	1.00	5.00	34.667	100.502
10	Even if I am well-prepared for the listening comprehension session, I still feel anxious about it.	180	1.00	5.00	36.889	.90491
11	I am afraid that my English teacher is ready to correct every mistake I make in the listening comprehension session.	180	1.00	5.00	31.056	104.906
12	I can feel my heart pounding when I'm going to be called on to answer the listening comprehension questions.	180	1.00	5.00	36.222	.91025
13	The more I study for a listening test, the more confused I get.	180	1.00	5.00	33.389	.97548
14	I feel very self-conscious about my answers to the listening comprehension questions in front of other students.	180	1.00	5.00	30.667	102.810
15	The listening comprehension lesson moves so quickly I worry about getting left behind.	180	1.00	5.00	36.222	.92848
16	I feel more tense and nervous in the listening comprehension session than in other language skills sessions.	180	1.00	5.00	35.722	.92773
17	I get nervous and confused when I answer the listening comprehension questions.	180	1.00	5.00	36.778	.90100
18	I get nervous when I don't understand every word the English teacher says in the listening comprehension session.	180	1.00	5.00	36.889	.87987
19	I feel overwhelmed by the number of rules I have to learn to listen well in my English class.	180	1.00	5.00	36.444	.86923
20	I am afraid that the other students will laugh at me when I tell the class my answers to the listening comprehension questions.	180	1.00	5.00	35.278	.94207
21	I get nervous when the English teacher asks questions which I haven't prepared in advance in the listening comprehension session.	180	2.00	5.00	37.944	.77458

that students perceived anxiety in both sessions differently. Given the negative nature of these items, which suggest that students should have no fear in these sessions, most of their responses indicate agreement with these negative items, suggesting that they were not nervous. Therefore, further research should be conducted to explore the reasons behind this.

This study is unique because it specifically scrutinized the participants' responses by cate-gorizing them into different types (a category of positive items, a category of negative items, and a combination of the two categories), an approach not previously employed in comparable research.

For general discussion, the results are consistent with those conducted by Liu et al. [20], who found that the participants were anxious in English listening and speaking classes; Khau [22] found the participants were highly anxious in the speaking and writing classes, and Na

Table 4: Descriptive data analysis of negative items (Listening session)

Items	Statements	N	Min	Max	Mean	SD
1	I don't worry about making mistakes when doing listening comprehension exercises.	180	1.00	5.00	30.111	110.857
2	It wouldn't bother me at all to take more English listening comprehension lessons.	180	1.00	5.00	22.056	.82352
3	During the listening comprehension session, I find myself thinking about things that have nothing to do with the course.	180	1.00	5.00	29.611	109.015
4	I am usually at ease during the listening comprehension tests.	180	1.00	5.00	29.556	.99058
5	I don't understand why some people get so upset over the listening comprehension session.	180	1.00	5.00	26.278	.90948
6	I would not be nervous doing listening comprehension exercises.	180	1.00	5.00	28.722	104.122
7	I often feel like not attending the listening comprehension session.	180	1.00	5.00	29.944	104.906
8	I feel confident when I do listening comprehension exercises.	180	1.00	5.00	30.167	.98862
9	I don't feel pressure to prepare very well the listening comprehension session.	180	1.00	5.00	26.722	100.184
10	When I'm on my way to attend the listening comprehension session, I feel very sure and relaxed.	180	1.00	5.00	27.111	.93048
11	I would probably feel comfortable when doing listening comprehension exercises.	180	1.00	5.00	28.111	.98474

Table 5: Mean scores between the Speaking and Listening sessions (negative and positive items)

	Sessions	N	Mean	Std. Deviation	Std. Error Mean
Total mean	Speaking session	180	3.4132	.54540	.04065
	Listening session	180	3.4566	.58971	.04395

Table 6: Mean difference between the Speaking and Listening sessions for the positive items

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.361	.549	.603	358	.547	.04206	.06980	-.09520	.17932
Equal variances not assumed			.603	357	.547	.04206	.06980	-.09520	.17933

Table 7: Mean difference between the Speaking and Listening sessions for the negative items

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.008	.931	-5.327	358	.000	-.37475	.07035	-.51311	-.23639
Equal variances not assumed			-.5327	357	.000	-.37475	.07035	-.51311	-.23639

Table 8: Mean difference between the Speaking and Listening sessions

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.279	.132	-.725	358	.469	-.04340	.05987	-.16115	-.07434

[28] found the learners were relatively anxious in English classes. However, students' responses to the negative items in both classes indicated no anxiety. Most of them agreed with these statements. For example, they did not feel tense when volunteering in the Speaking session. They were not upset when they did not understand the teachers' questions. They were unafraid of being corrected and did not care much about other students when answering the teacher's questions. The students did not fall into Bandura's 'social cognitive theory' [8]. It is noteworthy, however, that they tended to feel normal in some situations in the Speaking session, so these discussed items should be considered everyday situations.

Regarding the Listening session, overall, they might feel anxious. The results align with Hidayati et al. [22], who also found that the participants' anxiety was higher and more similar to that of Öztürk [16], who explored the students' moderate anxiety in the Listening session. Nonetheless, there are situations where students felt less tense, which aligns with Chang [27], whose participants were in low anxiety. For instance, they could volunteer, receive teachers' feedback, study comfortably, listen more, and freely answer teachers' questions in front of peers. Besides, based on their perceptions of the negative statements about anxiety, there are situations in which they did not feel anxious. For social science and human behavioral studies, it is challenging to precisely predict human behavior. However, acceptably, many researchers have used the criteria set by Yamashita et al. [32] to interpret the mean score in a five-point Likert scale. Many mean scores are below 3.40, showing moderate agreement.

Particular items belong to this classification, such as 'I don't worry about making mistakes when doing listening comprehension exercises; I feel confident when I do listening comprehension exercises, and I would probably feel comfortable when doing listening comprehension exercises'.

Overall, the students in this study moderately agree with the statements about anxiety when attending the English Speaking and Listening sessions. Notably, the students disagreed with a few statements, indicating they were often relaxed.

Regarding the first and second research questions, the study found that the students' anxiety in both skills sessions was moderate. Then, the study found no statistically significant difference in the students' perceptions of anxiety in the two skills sessions, which helps answer the third question.

V. CONCLUSION AND RECOMMENDATIONS

A. Conclusion

The study explores non-English-majored students' perceived anxiety in two English skills sessions: speaking and listening. There was a slight difference when their perceived anxiety was investigated in negative statements about anxiety. They tended to show more anxiety when they responded to the negative items in the Speaking session and less anxiety when they responded to the negative items in the Listening session. However, when their perceptions about anxiety in general were examined (refer to their responses to both positive and negative items), they tended to show moderate anxiety in both sessions. Besides, the students tended to choose

Scale 2 or 3 when responding to the negative items in the Listening session, meaning they were unsure about their perceived anxiety. Moreover, many items achieved less agreement from the students in both sessions, indicating that these situations should be encouraged in the classroom. With these results, the researchers and teachers may carefully consider individual contexts, which may or may not make students anxious in class, to propose appropriate strategies to mitigate anxiety caused by learning a foreign language.

B. Limitations and recommendations

The study has a few limitations. First, given the limited number of studies that directly compare students' perceptions of English Listening and Speaking sessions, finding the same literature on this comparison is challenging. Second, the study could not conduct interviews with the participants, so more specific information about their anxiety status in the two sessions was not collected. Future directions can take this gap to examine their perceptions through quantitative and qualitative data. Third, this study could only listen to the learners' perceived anxiety in their Listening and Speaking sessions, so future studies can be conducted with teacher participants to see how they think about their students' anxiety in their class and how they think about themselves, which may also contribute to learners' anxiety. Fourth, it can be interesting to see if gender difference yields different perceived anxiety in language listening and speaking contexts. Finally, future studies can compare students' perceptions of anxiety from different departments to see if there is any difference in perceived anxiety about attending the Listening and Speaking sessions/classes.

The paper concludes that the students agreed with most of the statements, with an overall mean score of 3.4132 (Speaking session) and a mean score of 3.4566 (Listening session), which suggests that they are moderately anxious in these sessions. Hence, as mentioned earlier, these results align with many previous studies investigating foreign language anxiety.

Nonetheless, through specific observation, the authors observed that many items received mean scores of 3.00 or below Scale 3, indicating that the students tend to feel hesitant in many circumstances. These situations fall in Items 8, 9 (positive items for the Speaking session), Items 3, 6 (negative items for the Speaking session), Items 8, 11, 13, 14 (positive items for the Listening session), Items 1, 3, 4, 5, 6, 8, 9, 10 and 11 (negative items for the Listening session). From these results, recommendations for reducing anxiety are proposed. Regarding anxiety in language speaking, a productive skill, the classroom teachers should introduce their learners to strategies to cope with anxiety. For example, regarding teachers' teaching methods, Uztosun et al. [17] highlighted that the teacher should create a cozy atmosphere by smiling and inviting individuals to express their ideas. This results in frequent engagement in extramural English and helps reduce anxiety. Second, Spielberger et al. [4] emphasized that teachers should learn students' personality traits to discover their learning preferences (e.g., preferring to work alone, in pairs, and in groups). Samawi et al. [14] applied psychological empowerment strategies to buffer stress. The literature further found that the teaching environment is crucial to mitigating anxiety [8, 26, 29] and teaching methods [25, 26] are not less important in mitigating anxiety. Hence, McCroskey [7], Suleimenova [25], and Tsiplakides et al. [26] concluded that providing students sufficient time to address linguistic aspects and enhance confidence when answering questions is essential.

Regarding listening, a receptive skill, the teachers should prepare sufficient language proficiency and listening strategies for their learners, making them more confident during the Listening session. For instance, modelling and providing sufficient examples are good strategies for teaching listening and building learners' confidence. Chang [27] found that students were anxious because they lacked confidence and language proficiency to do listening comprehension well. Hence, training them to build their language repertoire and skills in listening comprehension

is crucial. Krashen [9] stated that a responsible teacher should know how to reduce students' anxiety and negative emotions in class, which makes language learning more difficult.

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