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EXPLORING THE RELATIONSHIP BETWEEN LISTENING ANXIETY, LISTENING STRATEGIES AND LISTENING COMPREHENSION

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ABSTRACT

This study aims to explore the relationship between listening anxiety, listening strategies, and listening comprehension among undergraduate students in an English Education Study Program. A mixed-method approach was employed, integrating quantitative and qualitative data. A total of 39 students completed Likert-scale questionnaires, and 19 students participated in semi-structured interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were thematically analyzed to enrich the interpretation of the findings. The results indicate that students generally experience a relatively high level of listening anxiety, particularly when faced with fast speech, unfamiliar accents, and time pressure. Nevertheless, students demonstrated the use of various listening strategies, such as focusing on main ideas, utilizing contextual clues, and taking notes. Students' listening comprehension was generally good, especially in identifying main ideas and specific information, though challenges remained in interpreting implied meanings and understanding relationships between ideas. This study contributes by providing an integrated perspective on listening anxiety, strategy use, and comprehension, which are often examined separately. The findings highlight the potential interplay between affective and strategic factors and emphasize the importance of incorporating strategy-based instruction and anxiety-management practices into English listening instruction.

Keywords: *English language learning; Listening anxiety; Listening strategies; Listening comprehension; Students;*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji hubungan antara kecemasan mendengarkan, strategi mendengarkan, dan pemahaman mendengarkan di kalangan mahasiswa program studi Pendidikan Bahasa Inggris. Pendekatan campuran (mixed-method) digunakan, yang menggabungkan data kuantitatif dan kualitatif. Sebanyak 39 mahasiswa mengisi kuesioner skala Likert, dan 19 mahasiswa berpartisipasi dalam wawancara semi-terstruktur. Data kuantitatif dianalisis menggunakan statistik deskriptif, sedangkan data kualitatif dianalisis secara tematis untuk memperkaya interpretasi temuan. Hasil menunjukkan bahwa mahasiswa umumnya mengalami tingkat kecemasan mendengarkan yang relatif tinggi, terutama ketika dihadapkan pada ucapan yang cepat, aksen yang tidak familiar, dan tekanan waktu. Meskipun demikian, mahasiswa menunjukkan penggunaan berbagai strategi mendengarkan, seperti fokus pada ide utama, memanfaatkan petunjuk konteks, dan membuat catatan. Pemahaman mendengarkan siswa secara umum baik, terutama dalam mengidentifikasi ide utama dan informasi spesifik, meskipun tantangan tetap ada dalam menafsirkan makna tersirat dan memahami hubungan antaride. Penelitian ini berkontribusi dengan memberikan perspektif terintegrasi mengenai kecemasan mendengarkan, penggunaan strategi, dan pemahaman, yang sering kali diteliti secara terpisah. Temuan ini menyoroti potensi interaksi antara faktor afektif dan strategis serta menekankan pentingnya memasukkan pengajaran berbasis strategi dan praktik manajemen kecemasan dalam pengajaran mendengarkan bahasa Inggris.

Kata kunci: Kecemasan menyimak; Strategi menyimak; Pemahaman menyimak; Mahasiswa; Pembelajaran Bahasa Inggris.

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INTRODUCTION

Listening is a fundamental skill in learning English as a foreign language, enabling learners to comprehend spoken input, expand vocabulary, and enhance overall communication competence (Fathi et al., 2020). Despite its importance, listening remains challenging for EFL learners, especially when exposure to authentic spoken English is limited (Ali & Hameed, 2020). Students often struggle to process information in real time, understand varied accents, and interpret implicit meanings, which frequently leads to comprehension difficulties (Mulyani & Elsaviana, 2025).

One key affective factor influencing listening comprehension is listening anxiety. Learners experiencing anxiety may lose concentration, feel less confident, and avoid active participation in listening activities (Yin, 2022). Conversely, listening strategies, such as focusing on main ideas, using contextual clues, and taking notes, help learners manage difficulties and improve understanding (Chen et al., 2023). Although both anxiety and strategy use are important, the interaction between these factors and their combined effect on listening comprehension remains underexplored (Kang, 2022). Some studies emphasize anxiety's negative impact, while others highlight strategy effectiveness, yet few investigate how anxiety and strategy use simultaneously shape listening outcomes.

Moreover, in the Indonesian EFL context, limited research has captured students' lived experiences in authentic classroom settings, particularly how they manage anxiety while applying listening strategies (Chriswiyati & Subekti, 2022). This gap underscores the need for studies that integrate both affective and strategic dimensions to provide a comprehensive understanding of listening as a dynamic process. Therefore, this study aims to examine the relationship between listening anxiety, listening strategies, and listening comprehension among undergraduate students in an English Education Study Program (Darul et al., 2021). By employing a mixed-method approach, it seeks to provide both a general overview of patterns and an in-depth understanding of students' experiences, offering pedagogical insights for designing adaptive, strategy-based, and anxiety-aware listening instruction in EFL contexts.

LITERATURE REVIEW

Listening comprehension in EFL contexts has been widely conceptualized as a complex process involving the interaction of cognitive and affective factors. From a cognitive perspective, listening requires learners to process incoming linguistic input, interpret meaning, and store information in real time (Shamsi & Bozorgian, 2024; Adi et al., 2024). At the same time, affective factors such as anxiety influence learners' ability to maintain attention and effectively process information (Osa-Omoregie, 2024). This perspective aligns with cognitive-affective models of language learning, which emphasize that successful comprehension depends on the balance between mental processing and emotional regulation (Huwaidah, 2024; Astrid et al., 2024).

In relation to listening anxiety, previous studies consistently show that anxiety can negatively affect learners' performance by reducing concentration and increasing cognitive load. Learners who experience high levels of anxiety often struggle to process spoken input efficiently and tend to avoid active engagement in listening activities (Nasution & Prihatini, 2025). However, while many studies highlight the detrimental effects of anxiety, they mainly focus on its direct impact on comprehension without sufficiently considering how learners cope with it during the listening process (Wang & Li, 2024).

On the other hand, research on listening strategies has demonstrated that strategic behavior can support learners in overcoming comprehension difficulties. Metacognitive strategies, such as planning, monitoring, and evaluating, enable learners to regulate their learning process, while cognitive strategies, such as inferencing and note-taking, facilitate the understanding of spoken texts (Tanjung et al., 2022; Wahyuni & Inayati, 2022). In addition, social-affective strategies help learners manage emotional challenges, including anxiety. Despite these findings, most studies examine strategy use independently, without integrating affective factors into the analysis.

A growing number of studies have begun to explore the relationship between listening anxiety, strategy use, and listening comprehension. These studies suggest that learners with lower anxiety levels tend to employ more effective strategies and achieve better comprehension outcomes (Zuhriyah, 2025). Furthermore, some findings indicate that strategy use may help learners manage anxiety and maintain their performance. However, these studies still provide limited insight into how these variables interact dynamically during the listening process, particularly in authentic classroom contexts (Lubis et al., 2025). Drawing on these perspectives, this study adopts a cognitive-affective framework that views listening comprehension as the result of the interaction between learners' emotional states and their strategic behavior (Pratama & Nurkhamidah, 2023). By integrating listening anxiety and listening strategies within a single analytical framework, this study aims to provide a more comprehensive understanding of how these factors are associated with listening comprehension, especially in the context of EFL learners in higher education (Fanandi, 2022).

RESEARCH METHOD

This study employs a mixed-methods approach, specifically a convergent parallel design, integrating quantitative and qualitative data to provide a comprehensive understanding of students' listening anxiety, listening strategies, and their relationship to listening comprehension. The quantitative component aims to describe general patterns of students' responses using structured questionnaires, presented in the form of percentages and mean scores. Meanwhile, the qualitative component seeks to explore students' experiences, perceptions, and strategies in greater depth through semi-structured interviews. Both types of data were collected and analyzed concurrently and then integrated during the interpretation stage to provide complementary insights. This approach was chosen to combine numerical descriptions with in-depth qualitative findings, thereby offering a more holistic and contextually grounded interpretation of the phenomena within a real learning environment.

The participants in this study consisted of 39 undergraduate students enrolled in the English Education Study Program at Universitas Muhammadiyah Mataram. The participants were between 17 and 25 years old and included both male and female students, with a distribution of 35 female and 4 male students. The sampling technique employed for the quantitative component was purposive sampling based on several criteria, including: (1) being an active student in the English Education program, (2) having completed at least one Listening Comprehension course, and (3) having prior experience encountering difficulties in understanding listening materials. For the qualitative component, a total of 19 participants were selected for semi-structured interviews, consisting of 17 female and 2 male students. The selection of interview participants was also based on purposive sampling. The number of participants was determined based on the principle of data saturation, where no new themes or insights emerged, indicating that sufficient depth of information had been achieved. The primary instruments used in this study were a structured questionnaire and semi-structured interviews. The questionnaire consisted of 18 items measured using a five-point Likert scale, ranging from strongly disagree to strongly agree.

The questionnaire items were adapted from previously validated instruments related to listening anxiety and listening strategies, with some adjustments to suit the context of this study. Prior to data collection, the questionnaire was pilot-tested on a small group of students to ensure the clarity, validity, and reliability of the instrument. The pilot test results indicated that all items were well understood and aligned with the respondents' characteristics. This questionnaire was used to obtain quantitative data regarding students' levels of listening anxiety as well as the strategies they employed during listening activities. Meanwhile, semi-structured interviews were conducted to gain a deeper understanding of students' experiences, perceptions, and use of strategies in comprehending listening materials. The interview guide consisted of 20 open-ended questions developed based on the main variables in this study. However, the interviews were conducted flexibly, allowing the researcher to adapt and elaborate on questions based on participants' responses to elicit more in-depth information. Each interview lasted approximately 15–25 minutes and was conducted face-to-face. The entire interview process was recorded with the participants' consent and then transcribed verbatim for further analysis. The data were analyzed using Miles and Huberman's interactive analysis model, which consists of data reduction, data display, and conclusion drawing and verification. During the data reduction stage, all interview transcripts were read repeatedly to gain familiarity with the data and to identify meaningful units. Coding was conducted manually without the use of software by labeling segments of data related to listening anxiety, listening strategies, and listening comprehension. The coding process began with initial open coding, where key phrases and expressions from participants were identified. These initial codes were then grouped into categories based on similarities and patterns. From these categories, broader themes were generated by identifying recurring ideas across participants' responses. The resulting themes were then mapped onto the three main variables of the study, namely listening anxiety, listening strategies, and listening comprehension, to ensure alignment between the data and the research focus.

The questionnaire data were analyzed using descriptive statistics, including percentages and mean scores, to provide a general overview of students' responses. The integration of quantitative and qualitative data was conducted by comparing the statistical trends from the questionnaire with the themes derived from the interview data. This process allowed the researcher to examine whether the qualitative findings supported, explained, or elaborated the quantitative results, thereby enhancing the depth and validity of the interpretation. Conclusions were drawn iteratively and continuously verified by revisiting the data and comparing findings across data sources. Triangulation of methods and data sources was applied to ensure the credibility and trustworthiness of the findings. The entire research process was conducted in accordance with research ethics principles, including maintaining data confidentiality and obtaining voluntary consent from all participants.

FINDING

This section presents the results of data analysis obtained from both questionnaires and interviews conducted with students of the English Education Study Program. The study adopts a mixed-method approach, combining descriptive quantitative and qualitative data to provide a comprehensive understanding of the three main variables: listening anxiety, listening strategies, and listening comprehension. The questionnaire data were analyzed using descriptive statistics, including mean scores and percentage distributions, which were then interpreted into categories such as strongly agree, agree, neutral, disagree, and strongly disagree. Meanwhile, the interview data were analyzed thematically to provide deeper insights into students' experiences and perceptions of listening activities. The qualitative findings were used to complement and enrich the quantitative results by explaining patterns observed in the numerical data. Therefore, this section not only presents statistical tendencies but also offers interpretative insights into how students experience and respond to listening challenges in the context of English language learning in higher education.

Listening Anxiety

Before discussing the findings related to listening anxiety, it is important to understand that anxiety is one of the affective factors that can affect students' performance in listening skills. In the context of learning English as a foreign language, listening anxiety often arises because students face difficulties in understanding native speakers, speaking speed, accent differences, and time pressure in listening tasks. Therefore, this section presents the results of an analysis of students' anxiety levels in listening comprehension activities, as presented in Table 1 below.

Table 1. Students' Listening Anxiety

No	Statement	Response				
		SA	A	N	D	SD
1	I feel panicked when the speaker talks too fast.	15%	45%	25%	10%	5%
2	I feel nervous when listening to native English speakers.	40%	45%	10%	5%	0%
3	I get frustrated when I cannot follow the conversation due to different accents.	20%	50%	20%	10%	0%
4	I feel worried when I do not understand certain words while listening.	25%	55%	15%	5%	0%
5	I feel tense when I have to answer listening questions quickly.	15%	50%	25%	10%	0%
6	I lose concentration when I cannot understand the meaning of a sentence.	20%	45%	25%	10%	0%

Table 1 shows that most students (N = 39) demonstrate a relatively high level of anxiety in listening activities. This is reflected in the high percentage of "Strongly Agree" and "Agree" responses across most statements, indicating a consistent tendency among participants. For example, a considerable number of students report feeling nervous and panicked when the speaker talks too fast, and many also experience frustration when encountering unfamiliar accents. These responses suggest that speech rate and accent are among the primary factors contributing to listening anxiety.

In addition, difficulties in understanding vocabulary further increase students' tension when trying to comprehend spoken texts. These findings indicate that listening anxiety is not solely influenced by linguistic competence, but is also closely associated with psychological factors such as self-confidence and mental readiness. High levels of anxiety may interfere with students' ability to process information effectively, as their attention is often disrupted by feelings of nervousness or fear of misunderstanding the content. Therefore, managing anxiety becomes an important aspect to consider in listening comprehension instruction, in order to help students engage more effectively in listening activities.

Listening Strategies

In listening activities, listening strategies play an important role in helping students understand the message conveyed by the speaker more effectively. These strategies include various cognitive, metacognitive, and social efforts used by students to overcome difficulties during the listening process. The use of appropriate strategies can minimize anxiety and improve the ability to understand the content of recordings or conversations. Therefore, this section presents the results of an analysis of the listening strategies used by students during the listening comprehension learning process, as presented in Table 2 below.

Table 2. Students' Listening Strategies

No	Statement	Response				
		SA	A	N	D	SD
1	I focus on the main idea rather than understanding every single word.	25%	55%	15%	5%	0%
2	I use context clues to guess the meaning of unfamiliar words.	30%	50%	15%	5%	0%
3	I take notes while listening to keep track of key information.	20%	45%	25%	10%	0%
4	I repeat the audio or replay parts I do not understand.	35%	40%	15%	10%	0%
5	I use visual or situational cues to help me understand the content.	25%	50%	15%	10%	0%
6	I stay calm and focus even when I miss some parts of the audio.	20%	55%	15%	10%	0%

Table 2 shows that the majority of students have a positive tendency to apply various listening strategies. Most respondents agreed or strongly agreed with statements related to the use of cognitive and metacognitive strategies, such as focusing on main ideas, guessing the meaning of words based on context, and noting important information during the listening process. This shows that students actively work to develop their listening skills through strategic approaches that help them grasp the overall meaning without needing to understand every word.

In addition, the high percentage of items about the use of context clues and visual cues shows that students have developed metacognitive awareness to utilize various sources of information in understanding spoken messages. They also tend to maintain focus and composure when losing some information, which indicates good self-regulation skills in challenging listening situations. Overall, these findings illustrate that students have a good understanding of the importance of using effective listening strategies as part of their efforts to optimize listening comprehension learning outcomes.

Listening Comprehension

The ability to understand spoken or recorded English, known as listening comprehension, is the main goal in learning listening skills. This skill requires not only linguistic abilities such as vocabulary and grammar mastery but also the ability to interpret meaning, recognize relationships between ideas, and understand the speaker's intent from context. A good level of listening comprehension is generally influenced by a combination of language ability, the use of appropriate strategies, and supportive affective conditions such as self-confidence and low anxiety levels. This section presents the results of an analysis of students' listening comprehension levels as shown in Table 3 below.

Table 2. Students' Listening Comprehension

No	Statement	Response				
		SA	A	N	D	SD
1	I can identify the main idea of a listening passage easily.	25%	50%	15%	10%	0%
2	I can understand specific information mentioned in the recording.	30%	45%	15%	10%	0%
3	I can infer the speaker's attitude or intention from the tone of voice.	20%	50%	20%	10%	0%
4	I can recognize the relationship between ideas in a listening text.	25%	45%	20%	10%	0%
5	I can predict what the speaker will say next based on context.	15%	55%	20%	10%	0%
6	I can summarize the main points after listening to a passage.	30%	45%	15%	10%	0%

Table 3 shows that most students demonstrated a fairly good level of listening comprehension. This is reflected in the high percentage of Strongly Agree and Agree responses on almost all indicators. Most students were able to identify the main ideas and understand specific information in the audio recordings fairly well. This shows that students have adequate basic skills in capturing the main messages and important details from spoken texts.

The ability to interpret the speaker's attitude or intention from the tone of voice and to recognize the relationship between ideas also received positive responses, although the percentage in the Neutral category remained visible on several items. This condition indicates that some students still need further practice to develop inferential and interpretive skills in understanding the context of complex oral communication. Meanwhile, the results on items related to the ability to predict the content of the next conversation and summarize the content of the text show that students are quite capable of applying contextual understanding while listening.

To complement the quantitative findings, the results of interviews with 19 participants were analyzed using a thematic analysis approach, which yielded three main themes: (1) the sources and effects of listening anxiety, (2) strategic behaviors for overcoming listening difficulties, and (3) the relationship between anxiety, strategy use, and listening comprehension performance. Based on the findings, anxiety in listening to English is a dominant phenomenon consistently experienced by nearly all participants. The sources of this anxiety can be classified into three main factors: linguistic, situational, and psychological. Linguistic factors include the speaker's speaking speed, limited vocabulary, and unfamiliar accent variations. Many participants expressed difficulty in understanding native speakers, particularly in authentic contexts such as films, podcasts, or classroom learning audio. This is reflected in a statement by one participant who noted that "*the speed of native speakers and unfamiliar vocabulary make it difficult to understand*" (P3). Another participant added that "*when the speaker talks too fast and uses unfamiliar accents, I feel anxious and confused*" (P7).

Additionally, situational factors such as formal test conditions, the requirement to respond immediately, and the pressure of having to restate the information heard further contribute to the emergence of anxiety. One participant revealed that "*when I have a listening test, I feel nervous and my understanding decreases*" (P12). From a psychological perspective, anxiety is triggered by the fear of making mistakes and low self-confidence. This condition even leads to physical and cognitive responses, as expressed by another participant: "*my mind goes blank and I find it difficult to concentrate*" (P5). These findings indicate that anxiety impacts not only cognitive aspects but also emotional and physiological ones. Most participants also acknowledged that this anxiety negatively affects their ability to comprehend information, whether in grasping main ideas or specific details.

However, the participants demonstrated active efforts to overcome listening difficulties through the use of various cognitive and metacognitive strategies. The most commonly used strategies included focusing on keywords, taking notes on key information during the listening process, inferring meaning from context, and translating into their first language. This is supported by a participant's statement: "*I try to catch key words first and not focus on every word*" (P2). Another participant also stated, "*I listen first, then replay and take notes on important points*" (P8), indicating an awareness of how to manage the listening process.

Some participants also prepared before listening activities to reduce anxiety, as expressed by "*I usually practice listening before class to feel more prepared*" (P14). Additionally, there are more structured strategies, such as identifying main ideas and recognizing information patterns. Outside of formal contexts, participants utilized various digital media such as YouTube, movies, and social media to practice their listening skills. However, there was variation in the effectiveness of these strategies. Some participants were able to apply strategies systematically, while others still used a simpler approach. These findings indicate differences in awareness and mastery of strategies among participants. Furthermore, the research results indicate a strong relationship between anxiety levels, strategy use, and listening comprehension ability. Most participants stated that anxiety has a significant impact on hindering comprehension, primarily because it disrupts concentration and the ability to process information optimally. One participant stated that "*when I feel anxious, I cannot focus and I miss important information*" (P17), illustrating how anxiety can directly disrupt the comprehension process. In anxious states, participants tend to struggle with following the flow of information and connecting the overall meaning. However, the use of appropriate strategies has proven to help boost self-confidence and improve comprehension. This is reflected in a participant's statement noting that "*using strategies like focusing on key words helps me understand better even when I feel nervous*" (P19). Nevertheless, strategies cannot entirely eliminate the impact of anxiety. Interestingly, there are differing perceptions among participants regarding the most dominant factor influencing comprehension. Most participants considered anxiety to be the more influential factor, while others argued that strategies play a more important role in supporting comprehension. This difference indicates individual variation influenced by self-confidence levels, learning experiences, and the ability to apply listening strategies.

Overall, these results indicate that students demonstrate a relatively good level of listening comprehension; however, further improvement is needed through targeted practice, particularly in understanding implied meanings and connecting ideas in spoken texts. The findings suggest a potential association between listening comprehension, anxiety levels, and the use of listening strategies. Students who report more effective strategy use and lower levels of anxiety tend to exhibit better comprehension performance. However, this relationship is based on descriptive and thematic analysis rather than statistical testing, and therefore should be interpreted as a potential association rather than a confirmed causal relationship.

DISCUSSION

The results of this study indicate that listening anxiety is one of the dominant affective factors experienced by students during English listening activities. More than just describing the presence of anxiety, these findings indicate that this condition arises from the interaction between linguistic challenges (such as speaking speed, unfamiliar accents, and limited vocabulary) and psychological factors such as low self-confidence and fear of misunderstanding (Mahmoodi, 2024). This supports the view that listening comprehension is not merely a linguistic process but also involves affective dimensions that influence how information is processed (Hidayah & Gunawan, 2025). When students experience high levels of anxiety, their cognitive resources tend to be divided to manage emotional responses, thereby reducing their ability to focus attention on the information being heard. This explains why students struggle to maintain concentration, particularly in high-pressure situations such as tests or time-limited assignments.

In response to these challenges, students demonstrated the use of various listening strategies, particularly cognitive and metacognitive strategies. Conceptually, the use of these strategies can be understood as adaptive mechanisms for overcoming linguistic limitations as well as disruptions caused by anxiety (Namaziandost et al., 2020). For example, focusing on keywords and main ideas helps reduce cognitive load, while strategies such as note-taking and replaying the audio support information retention and monitoring of comprehension. This aligns with previous research stating that strategic behavior reflects learners' awareness in regulating their comprehension processes (Ghahri & Zarei, 2022). Variations in strategy use identified through interview data also indicate that not all students possess the same level of strategic competence, which may ultimately influence differences in their listening performance.

Findings regarding listening skills indicate that, in general, students demonstrate a fairly good level of comprehension, particularly in identifying main ideas and specific information. However, their ability to interpret implied meanings and connect ideas across sections remains relatively limited. This pattern can be interpreted as an indication that students still rely more heavily on surface-level processing than on deeper inferential processing. In line with this, Mulyani & Elsaviana (2025) emphasize that effective listening involves not only language decoding but also meaning construction through contextual and inferential reasoning.

Therefore, these findings indicate the need for a greater emphasis on developing analytical and inferential thinking skills in listening instruction. Furthermore, when analyzed together, the

findings of this study suggest a potential relationship between listening anxiety, strategy use, and listening comprehension ability. Qualitative data suggest that students with higher anxiety levels tend to struggle with maintaining concentration and processing information optimally. On the other hand, the use of appropriate listening strategies appears to help some students manage these difficulties by maintaining focus and directing attention toward important information. This indicates that strategies can function as a compensatory mechanism that partially mitigates the negative impact of anxiety on comprehension. However, this pattern was obtained through descriptive and thematic analysis; therefore, it should be understood as a potential relationship, not as a statistically tested causal or correlational relationship.

Compared to previous studies, which generally examined anxiety, strategies, or comprehension separately, this study offers a more integrated perspective by demonstrating how these three aspects are experienced simultaneously by students in a real-world listening context. These findings contribute to the understanding that listening performance is influenced by the dynamic interaction between affective, cognitive, and strategic factors, rather than by a single variable (Razmi, 2021). Overall, the results of this study imply that effective listening instruction must not only focus on improving linguistic skills but also address students' affective states and the development of strategic awareness. Providing strategy training accompanied by a supportive learning environment can help students reduce anxiety and participate more effectively in listening activities. However, further research using inferential statistical analysis is still needed to examine in greater depth the strength and direction of the relationships among the variables studied.

CONCLUSION

This study highlights that students' listening performance is shaped by the dynamic interaction between affective factors and strategic behavior, particularly listening anxiety and the use of listening strategies. Rather than functioning as separate elements, these aspects appear to influence how students process spoken input and maintain concentration during listening activities. The findings suggest that while students generally demonstrate an adequate level of listening comprehension, their performance is closely related to how effectively they manage anxiety and apply appropriate strategies in real-time listening situations. The main contribution of this study lies in providing an integrated perspective on listening learning by examining anxiety, strategy use, and comprehension simultaneously within authentic learning contexts. Unlike previous studies that tend to investigate these variables separately, this study demonstrates how they interact within a complex learning process, offering a more holistic understanding of students' listening experiences in higher education.

Pedagogically, these findings imply that listening instruction should move beyond a sole focus on linguistic input and incorporate both affective support and strategy-based instruction. Teachers are encouraged to implement specific practices, such as pre-listening preparation activities to reduce anxiety, guided strategy training (e.g., focusing on keywords, note-taking, and inferencing), and reflective listening tasks that help students monitor their own comprehension processes. In addition, creating a supportive and low-anxiety classroom environment—through

gradual exposure to authentic materials and opportunities for repeated listening—can help students build confidence and engage more effectively in listening activities.

Overall, this study suggests that improving students' listening skills requires a balanced approach that integrates emotional regulation and strategic competence. However, further research employing inferential statistical analysis is recommended to examine the strength and direction of the relationships among these variables in greater depth.

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