

Unravelling The Level and Factors of Listening Comprehension Anxiety in ESL Flipped Classroom Setting

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ABSTRACT

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Language anxiety has been an essential topic of discussion in English language learning since it acts as a filter that obstructs the learning process. Listening comprehension is the foundation to learning a target language thus, listening comprehension anxiety can have negative effects on second language (L2) learners' performance. Meanwhile, flipped classroom model (FCM) has been introduced to facilitate language learning through the use of technological instruments in order to minimise language anxiety among L2 students. Hence, this study was conducted to examine the level of listening comprehension anxiety faced by L2 learners as well as factors influencing listening comprehension anxiety in flipped classrooms. The Foreign Language Listening Anxiety Scale (FLLAS) by Kim (2000) comprised of 33 items was adapted and used as the primary data collection instrument for this research. Ninety-three (n = 93) diploma students from UiTM Kelantan Branch who enrolled in the ELC121 (Integrated Language Skills I) course participated in the survey. Descriptive analysis was utilised to achieve the objectives of this study. The survey findings indicated that L2 learners experienced a moderate level of listening anxiety in a flipped classroom setting. This paper elaborates on the main area in which students are most anxious while listening to English text, that is the listening text and the strategies used. This finding will give educators some insights on how educational technology could be used to help reduce listening comprehension anxiety and eventually help L2 learners overcome their listening learning difficulties and improve their performance. Future studies are suggested to focus on listening comprehension anxiety experienced by male and female students as well as the comparison in listening comprehension anxiety faced by young and adult learners in flipped classroom setting.

Contribution/Originality: This study contributes to the existing literature by offering a deeper insight into the impact of listening anxiety on L2 learners and exploring how

instructional strategies can alleviate this anxiety, ultimately leading to better listening comprehension results.

1. Introduction

Generally, Malaysian students are exposed to English as their second language for 11 years during their primary and secondary education. Nevertheless, despite these years of learning and exposure, many still have low to moderate proficiency levels in the second language. One of the contributing factors to this unsatisfactory language learning performance is anxiety. Language anxiety is an issue that should be seriously addressed in second language acquisition, as it obstructs a variety of learning styles. Language anxiety can exist in all four English language skills, namely writing, reading, speaking, and listening. However, among all these skills, listening is considered as the most important skill as it is one of the receptive skills and serves as the first step required in acquiring a language.

According to [Xu and Huang \(2018\)](#), listening in a second or foreign language (L2) is crucial, as it enables L2 learners to comprehend L2 input and engage in real-life interactions with speakers of other languages. L2 listening involves a cognitive process of perception where learners utilize auditory phonetics to process the language input they hear or read before producing the output. Thus, listening in a second language is considered a difficult and intricate procedure requiring language and general knowledge to understand the spoken text. [Hamouda \(2013\)](#) highlighted that acquisition occurs when language learners receive sufficient and comprehensible input. Therefore, listening plays a critical role in learning a language as it supports learners with input, which aids language learning.

Flipped Classroom Method (FCM) is a modern approach to instruction in academic settings where students are provided with videos to watch or access before class, enabling them to preview the content. In Malaysia, this method was set by the Ministry of Education in 2013 as part of the Malaysia Education Blueprint 2013-2025 (MEB) to boost learner's potential for continuous personal and professional development. Research studies on the effects of FCM on EFL learning conducted by [Ahmad \(2016\)](#), [Chen Hsieh et al. \(2016\)](#), and [Sung \(2015\)](#) have shown that flipped classrooms improve language learning and motivate learners to become independent and responsible for their own learning through interaction with peers, instructors, and course materials.

1.1. Problem statement

According to [Fang \(2011\)](#), the emotional element that significantly impedes learning is anxiety. It is linked to unpleasant emotions including anxiety, stress, self-doubt, apprehension, and unease. When the learners experience such feelings, they believe that they cannot interpret the messages adequately from other people, which may result in poor output performance. In the Malaysian ESL context, students are observed to have anxiety and a lack of confidence in listening comprehension. They often feel disengaged and uninterested in listening to texts as they need help comprehending what they have heard. Nevertheless, despite its paramount importance and complexity, listening comprehension anxiety has not been adequately researched compared to other L2 skills such as reading, writing, and speaking ([Goh, 2017](#)).

The flipped classroom method, which has become increasingly popular in online education, reverses the traditional classroom model by restructuring teaching schedules to allocate additional class time for student learning (Öztürk & Çakıroğlu, 2021). Reeve (2013) mentioned that flipped classrooms resulted in positive educational outcomes and aided their performances. Therefore, the advantages of the flipped classroom, which can primarily enhance learner involvement, should be considered when conducting a study on listening comprehension anxiety.

Mastering listening skills is essential in L2 learning as it is the foundation to acquire the target language. However, many L2 learners experience anxiety during listening activities that will hinder the acquisition of the language, contributing to the low performance of language proficiency. Over the years, language instructors have started incorporating communication technology in their pedagogy to help minimizing L2 learners' anxiety levels. By integrating online resources and pre-recorded lectures, this flipped classroom method enables L2 learners to engage with listening materials at their own pace and prepare for in-class activities. Despite the possible benefits of the flipped classroom in alleviating listening anxiety, there is still a need to comprehensively examine the level and factors influencing listening anxiety within this instructional context.

According to Rahman (2020), although many studies on FCM have been conducted in other countries, only a few studies in Malaysia have precisely emphasized FCM to identify L2 learners' listening anxiety levels. There is no research study mainly focusing on the sources of listening anxiety in the FCM setting. Hence, this present study sets out to answer the following research questions:

- i. What level of listening comprehension anxiety do L2 learners experience in a flipped classroom setting?
- ii. What factors influence listening comprehension anxiety among L2 learners in a flipped classroom setting?

2. Literature Review

2.1. Listening Comprehension Anxiety

Language anxiety is an essential affective domain that shapes the success or failure of language learning in learners (Oxford, 1990). Language anxiety encompasses self-esteem, anxiety, empathy, attitude, and motivation (Darmi & Albion, 2014). A second language (L2) learner commonly feels learning English is difficult because they need to deal with all four language skills, namely listening, speaking, reading, and writing, to master the language. According to Prastiyowati (2019), listening in English has been regarded as challenging, given that listening comprehension entails an active cognitive process through which listeners construct meaning. This is aligned with Graham's (2006) emphasis on the intricate nature of listening comprehension, which often induces frustration and anxiety among learners of second or foreign languages.

Listening comprehension anxiety is the emotional and psychological distress experienced by second language (L2) learners when engaging in understanding and comprehending spoken language (Prastiyowati, 2019). It is a significant affective factor that can impact language learning outcomes. Listening comprehension anxiety is frequently caused by the complexity and difficulties involved in understanding spoken language. L2 learners may struggle to decode, process, and extract meaning from oral texts, resulting in increased anxiety, frustration, and low motivation.

Furthermore, second language anxiety has been linked to negative affective responses to the target language and decreased motivation in second language learners, according to [Tahsildar and Yusoff \(2014\)](#). [Hidayati, Dewi, Nurhaedin, and Rosmala \(2020\)](#) asserted further that when students experience listening anxiety, it may potentially affect their ability to concentrate on learning during the listening process and during classroom activities. Thus, learners suffering from listening anxiety may struggle to learn the target language, affecting their L2 performance and proficiency in the long run.

Additionally, [Liu and Yuan \(2021\)](#) established a correlation between foreign language classroom anxiety (FLCA) and listening anxiety. The findings revealed the respondents in the study had increased levels of FLCA and listening anxiety as a result of being separated from their classmates and teachers and having limited opportunities to practice speaking and listening. This result confirmed the significant impact of the educational setting on the levels of FLCA and listening anxiety.

2.2. Levels of Listening Comprehension Anxiety

Numerous studies have been done to identify the levels of listening anxiety among L2 students. [Sparks et al. \(2000\)](#) revealed that high level of language anxiety will result in low performance in L2 learners. In terms of listening skills, [Young \(1992\)](#) stated that listening comprehension itself can highly cause anxiety especially when the learners do not comprehend the text. A study done by [Tahsildar and Yusoff \(2014\)](#) on Malaysian students revealed that 58% of the participants experienced a high level of anxiety when listening to English texts. Meanwhile, [Ab. Latif \(2015\)](#) found that the adult students who enrolled in the English class experienced a moderate level of anxiety. This study also indicated that students were able to overcome their own learning challenges, become more autonomous, and regulate their anxiousness. They were described as exhibiting greater maturity and a more favourable attitude towards language learning. Thus, this explains the relevance of their level of anxiety.

A study from [Hidayati, Dewi, Nurhaedin and Rosmala \(2020\)](#) found that more than half of the total population in their study indeed experienced high level of listening anxiety. This result concluded that the participants were not in favor of listening to the academic oral texts and perceived listening comprehension as the most challenging skill to learn in comparison to the other skills in L2. This shows that having a high level of listening anxiety is a big threat to L2 students as this will decrease their motivation to learn the target language. This study aims to identify the level of listening anxiety in flipped classroom.

2.3. Factors Influencing Listening Comprehension Anxiety

Since numerous findings from previous research stated the worrying level of listening anxiety among L2 students, the researchers are eager to investigate the influencing factors of listening anxiety in flipped classroom setting. This is significant to mitigate the adverse effects of listening comprehension anxiety on the students, which includes uneasiness, frustration, self-doubt, apprehension and tension ([Fang, 2011](#)). There are various factors that influence listening comprehension anxiety among L2 students. [Pan \(2016\)](#), pointed out teachers' factor, students' factor, listening materials and the process of listening itself, including the pace, unfamiliarity with the listening input and personal factors influencing listening anxiety. He added that fear of failure was linked to students'

incorrect notions about language learning or unfavourable past experience. His study was comparable to a study conducted by [Kim \(2000\)](#) with a group of Korean students, which found that the rate of speech, pronunciation and intonation, text length, and vocabulary complexity also play a role in influencing listening anxiety. However, [Chang and Read \(2008\)](#) stated a broad finding in which they discovered that more general factors like lack of confidence in understanding spoken English, obligatory enrollment in English courses, and concerns about test difficulty were among the preliminary causes of L2's listening anxiety.

[Pan \(2016\)](#) suggested that listening anxiety among L2 students is also caused by incomprehensible text, affecting their listening comprehension and listening ability. Furthermore, [Hidayati, Dewi, Nurhaedin, and Rosmala \(2020\)](#) identified that difficulty in managing rapid speech rates, insufficient background knowledge of academic content, and a restricted range of lexical options were among the most significant factors of students' listening anxiety. Similarly, a study by [Alzamil \(2021\)](#) revealed that speech pace, pronunciation, limited background information, and anxiety were the prominent factors of listening difficulties among Saudi students. Despite these challenges, students showed a positive attitude towards improving their listening skills, recognising them as vital to foreign language learning.

Therefore, based on innumerable past studies, it is best to recognise students' background knowledge, listening text and strategies, and listeners' characteristics as the main factors that cause listening anxiety among L2 students. These contributory factors are essential to be explored in this current study.

2.4. Flipped Classroom Method

A flipped classroom, also known as flipped learning, is a teaching method that reverses the traditional concept of classroom-based learning. It refers to a form of blended learning where instructors select and prepare pre-class activities, such as online materials, with in-class sessions focused on collaborative tasks among students ([Ho \(2020\)](#), and [Ngo and Md. Yunus \(2021\)](#)). [Tully \(2014\)](#) highlighted the flipped classroom as an instructional approach and strategy that enhances the interaction between teachers and learners, as well as among learners themselves, through the integration of technological tools in the teaching and learning processes.

According to [Namaziandost et al. \(2020\)](#), this model introduces students to the learning material before the class, often through video lectures, online discussions, or readings. Thus, this allows classroom time to be used more effectively for active learning activities, such as discussions, problem-solving, and collaborative projects facilitated by the teacher. [Majid and Mohamad \(2024\)](#) said this approach involves students watching educational videos independently before class, allowing for more interactive and engaging face-to-face interactions during the actual class sessions.

[Mahmud, Raus and Karoman \(2023\)](#) found that students engaged positively in cognitive, affective, and behavioral aspects in flipped classrooms. They were more actively involved in processing and understanding the learning material essential for effective learning. In addition, students dedicated their in-class time by participating in group work, asking questions and engaging in discussions.

2.5. Listening Comprehension Anxiety in Flipped Classroom

In a flipped classroom setting, instructional content and activities are distributed to students via online platforms ahead of scheduled lessons, allowing them to review the materials beforehand [Yousufi \(2020\)](#). Additionally, [Zainuddin and Halili \(2016\)](#) stated that in a flipped classroom, students are given the chance to grow as independent learners. Hence, the students are familiar with the lesson content and the planned activities, which may alleviate their listening anxiety. [Ahmad \(2016\)](#) carried out an investigation to explore the impact of the flipped classroom model on the listening comprehension of Egyptian EFL students. The findings showed that the flipped classroom significantly impacted participants' listening comprehension.

Another study by [Jafarigozar et al. \(2019\)](#) examined the influence of the flipped classroom model on enhancing EFL learners' listening abilities, revealing that participants in the flipped group exhibited more satisfaction with their English learning experience. The study participants also agreed that flipped classroom effectively improved their listening comprehension and speaking skills.

Based on the previous literature, it is clear that the flipped classroom technique effectively alleviates listening comprehension anxiety among L2 learners. Thus, this study will identify the level and factors of listening comprehension anxiety experienced by L2 learners in a flipped classroom setting.

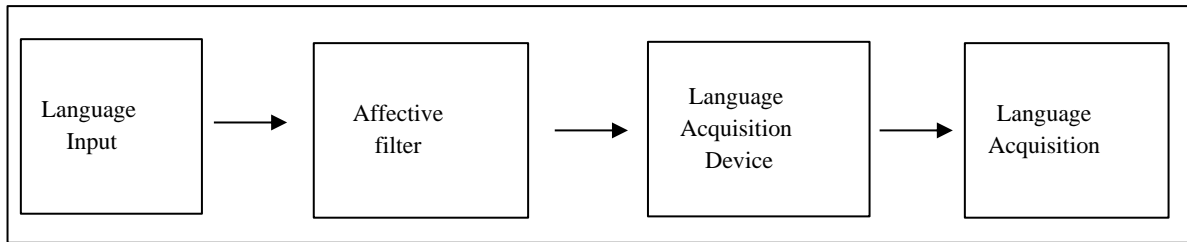
2.6. The Affective Filter Hypothesis by [Krashen \(1986\)](#)

The Affective Filter Hypothesis by [Krashen \(1986\)](#) is one of the five hypotheses introduced by Stephen Krashen. This hypothesis is strongly related to second language learning and anxiety in the learning process ([Wathumalai & Mohd Shah, 2022](#)). [Wathumalai and Mohd Shah \(2022\)](#) further added that based on this theory, motivation, self-confidence, and anxiety are three essential characteristics that significantly impact L2 learning. This hypothesis states that the learners must be highly motivated to learn a second language, even though the process is complicated. They should also maintain their self-assurance and consistently have a positive self-image. The learners should maintain low anxiety during the L2 learning process, be socially engaged, and communicate with people to succeed in second language learning acquisition.

As illustrated in [Figure 1](#), The Affective Filter Hypothesis, introduced by [Krashen \(1986\)](#), posits that emotional elements like anxiety, motivation, self-confidence, and attitude can serve as a filter that either promotes or obstructs the language acquisition process. When the affective filter is elevated as a result of negative emotions such as anxiety, the learner's capacity to assimilate language diminishes significantly. On the other hand, when the filter is minimal, positive emotions facilitate enhanced understanding and acquisition of knowledge.

Based on [Figure 1](#), anxiety in second language learning especially in listening skill may interrupt the language input and affect the comprehension of the learners. Anxiety raises the affective filter making it difficult for learners to process and retain the auditory input. The flipped classroom method addresses this issue by allowing learners to engage with the content at their own pace outside the classroom. Learners' anxiety is reduced as they are able to familiarise themselves with learning materials beforehand.

Figure 1: Affective Filter Hypothesis by Krashen (1986)

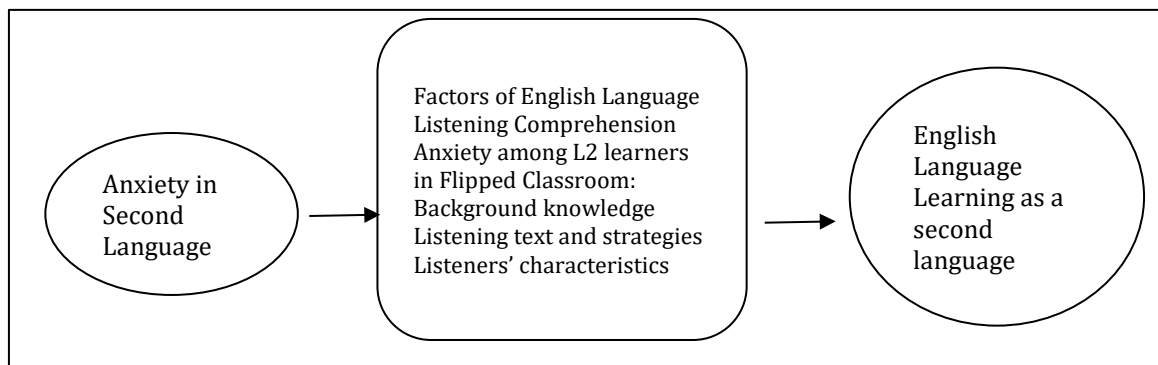


Source: referred and adapted from Krashen (1986)

2.7. Conceptual Framework

As previously mentioned, this study aims to investigate the sources of listening comprehension anxiety in flipped classroom among UiTMCK diploma students. Based on the previous studies, the researchers will focus on the following factors: learners' background knowledge, listening text and strategies, and listeners' characteristics. The conceptual framework, as used in Figure 2, is used specifically to answer the research question on the influencing factors of listening comprehension anxiety among L2 learners. In brief, although the flipped classroom approach and its effects on language acquisition are gaining popularity, there is a lack of studies particularly looking into listening comprehension anxiety within the flipped classroom context. Existing literature on listening anxiety often focuses on traditional classroom settings or general language learning environments, ignoring the unique dynamics and potential effects of the flipped classroom approach on listening anxiety. Hence, this current study aims to fill this gap by examining listening comprehension anxiety, specifically in the flipped classroom context.

Figure 2: Conceptual Framework of Anxiety in Second Language Learning



Source: referred and adapted from Wathumalai and Mohd Shah (2022)

Figure 2 illustrates the conceptual framework for understanding anxiety in second language learning. The framework posits that anxiety in learning a second language is influenced by specific factors, particularly in a flipped classroom context. These factors encompass background knowledge, listening text and strategies, and listeners' characteristics. These elements collectively contribute to the degree of listening comprehension anxiety experienced by L2 learners. This anxiety, therefore, affects their entire experience of learning English as a second language. This framework, derived from Wathumalai and Mohd Shah (2022), seeks to offer a structured understanding of the sources and impacts of anxiety in second language learning.

3. Research Methodology

This study implemented a quantitative research methodology by employing simple random sampling to gather information pertinent to the research objectives. The participants of this study were 93 diploma students (63 female and 30 male students) who enrolled in Integrated Language Skills I (ELC121) during their first semester at Universiti Teknologi MARA (UiTM) Kelantan Branch. According to [Krejcie and Morgan's \(1970\)](#) sample size table, the sampling required for this study was 92. For the 2023 semester, the number of students registered for the ELC121 course was 120. Thus, the number of participants in this study was adequately justified. The participants were taught using traditional classroom method and FCM throughout their 14 weeks of lecture. The participants' ages ranged between 18 and 20 years old. This research adapted the Foreign Language Listening Anxiety Scale (FLLAS) developed by [Kim \(2000\)](#) as its main instrument. As shown in [Table 1](#), the questionnaire comprised 3 sections and 33 Likert-scale items, and information collected from the participants was on the following themes identified by [Tahsildar and Yusoff \(2014\)](#), namely listeners' characteristics (13 items), students' background knowledge (10 items) and listening text and strategies (10 items).

Table 1: Distribution of Items in Survey

Section	Themes	Number of Items
A	Listeners' characteristics	13
B	Background knowledge	10
C	Listening text and strategies	10

Source: referred and adapted from [Kim \(2000\)](#)

[Table 1](#) presents the distribution of items in the survey, categorized based on three primary themes identified by [Tahsildar and Yusoff \(2014\)](#): characteristics of listeners, background knowledge, and listening texts and strategies. Each theme consists of specific items designed to measure factors associated with listening comprehension anxiety in learners within a flipped classroom context. Specifically, the survey includes 13 items focused on listeners' characteristics, 10 items on background knowledge, and 10 items addressing listening text and strategies. This table structure, which is adapted from [Kim \(2000\)](#), organizes the survey items to gather comprehensive data on the themes related to the objectives of the study.

Participants' levels of anxiety were measured by their responses to Likert-scale questions, where they were asked to choose from a scale ranging from 1 to 5. A score of 1 indicated Strong Disagreement (SD) with the statement, representing the lowest level of anxiety recorded in this study. Conversely, a score of 5 signified Strong Agreement (SA) with the statement, indicating the highest level of anxiety reported among participants. This approach provided a detailed assessment of anxiety levels, offering a thorough understanding of how anxiety varied among participants in the study.

The language instructors teaching the course distributed the questionnaire using a Google Form via WhatsApp messaging service. This approach can enhance the response rate and data collection process. The researchers coded and analyzed the collected responses using Statistical Package for Social Sciences (SPSS) version 28. The items were computed to identify the mean, standard deviation, correlation, and regression values.

4. Result and Discussion

4.1. Descriptive Statistics

Table 2 reveals the demographic profile of the respondents who are grouped into the following profiles such as gender, age, origin state, GPA, grade for English course in UiTM and semester. The result indicates that the respondents in this study are dominated by female students (67.7%) compared to male students (32.3%). As for age tabulation, majority of the respondents are 18 to 20 years (97.8%). Meanwhile, most of the respondents are from East (Kelantan/ Terengganu/ Pahang) (72.0%), while the balance of 2.2% students came from West and North respectively. Majority of the respondents are undergraduate students with GPA above than 3.50 (47.3%) and GPA between 3.00 to 3.49 (41.9%). Finally, the highest grade for last English course in UiTM is grade B+ (29.0%), followed by grade B (22.6%).

Table 2: Demographic's Profile

Profile	Characteristics	Frequency	Percentage (%)
Gender	Male	30	32.3
	Female	63	67.7
Age	18 – 20 years	90	97.8
	21 – 23 years	1	1.1
	24-26 years	1	1.1
Origin State	East	67	72.0
	West	19	20.4
	North	7	7.5
GPA	2.00 – 2.49	3	3.2
	2.50 – 2.99	7	7.5
	3.00 – 3.49	39	41.9
	> 3.50	44	47.3
Grade	A	11	11.8
	A-	18	19.4
	B	21	22.6
	B+	27	29.0
	C	8	8.6
	C+	6	6.5
	D	2	2.2

4.2. Level of Listening Comprehension Anxiety

This section reports and discusses the study's findings, which is to identify the level of listening comprehension experienced by L2 learners in flipped classroom in UiTM Kelantan Branch. With reference to Table 3, the result shows that the majority of items of listening comprehension experience among L2 learners are at moderate level with the mean range between 2.15 to 3.77 and the standard deviation (SD) range between 0.698 to 1.129. Overall, the level of listening comprehension anxiety experienced by L2 learners in flipped classroom in UiTM Kelantan Branch is at moderate level with the mean value at 3.147 and the standard deviation (SD) at 0.445. This section supports and answers research question one (1) in this study.

Table 3: Level of Listening Comprehension Anxiety

Variable	Mean	SD	Interpretation
Listening Comprehension Anxiety	3.147	0.445	Moderate

This present result is in line with the study findings of [Ahmed and Al-Saadi \(2021\)](#), who discovered that participants' levels of listening anxiety were greatly reduced when the flipped classroom strategy was used. Due to pre-recorded lectures and interactive online tools that let them engage with the material at their own pace, the students experienced reduced tension and anxiety associated with live listening activities. According to another study by [Wang, Zhao, and Cao \(2020\)](#), the flipped classroom strategy dramatically decreased students' listening anxiety and enhanced their listening comprehension abilities. The researchers attributed this decrease in anxiety to the students' active participation with listening materials and pre-class preparation, which boosted their self-efficacy and confidence in their ability to understand spoken English.

4.3. Factors Influencing Listening Comprehension Anxiety

This section discusses the study's findings to determine the factor influencing listening comprehension anxiety among L2 learners in flipped classroom in UiTM Kelantan Branch. [Table 4](#) indicates that listening text & strategies ($t = 3.9$; $p = 0.000 < 0.05$) and listener's characteristics ($t = 3.907$; $p = 0.000 < 0.05$) influencing listening comprehension anxiety. While students' background knowledge ($t = 1.245$; $p = 0.217 > 0.05$) is not statistically significant to the listening comprehension anxiety.

Table 4: Influencing Factors of Listening Comprehension Anxiety

Variable	B	t	p-value
Intercept	0.522	1.672	0.098
Students' Background Knowledge	0.157	1.245	0.217
Listening Text and Strategies	0.276	3.975	0.000
Listener's Characteristics	0.396	3.907	0.000

Dependent variable: Listening Comprehension Anxiety

The findings indicate that listening text and strategies significantly influence listening comprehension anxiety, while students' background knowledge does not remarkably affect L2 learners' listening comprehension anxiety. Based on the value of Beta in [Table 4](#), it shows that listener's characteristics highly contribute to the listening comprehension anxiety among L2 listeners in flipped classroom in UiTM Kelantan Branch. The highest beta of two (2) significant variables are listener's characteristics which is 0.396 and listening text & strategies as second highest with beta value is 0.276. As such, this section supports and answers research question two (2) in this study.

This is in line with the study conducted by [Farooqi \(2023\)](#), which identified that the significant factor contributing to listening comprehension anxiety (LCA) is a lack of listening strategy knowledge. This lack of knowledge can lead to difficulties in understanding and processing the information being listened to, resulting in increased anxiety. The study underscores the need to instruct students on listening strategies to improve their listening comprehension and reduce LCA.

5. Conclusion

The results of this research supported the existing literature that L2 learners experience listening anxiety when comprehending English texts. The findings revealed that L2 learners experienced moderate level of listening comprehension anxiety in the flipped classroom setting. Additionally, this study discovered that listening text and strategies significantly influenced L2 learners' listening comprehension anxiety. At the same time, students' background knowledge does not considerably affect L2 learners' listening comprehension anxiety in flipped classroom setting. Findings from this study have proven that Flipped Classroom Method (FCM) is effective in language learning as this form of collaborative teaching and learning allows learners to minimise their listening comprehension anxiety and indirectly improve their language competence via classroom engagement and independent study.

This study can be expanded by examining the levels of listening anxiety experienced by male and female L2 learners, as well as the levels of listening anxiety encountered by young and adult L2 learners. This study, as well as the future research would be insightful for language instructors in addressing listening comprehension anxiety as one factor inhibiting second language learning. L2 learners will be more motivated to participate in the listening process when language instructors highlight the significance of understanding the information rather than putting the primary emphasis on correctness. Students are more likely to have favourable views towards the language being studied and its speakers if they are encouraged to listen and learn without worrying about making errors.

In essence, FCM and Hybrid learning should be embraced and implemented by educators, especially those in tertiary education where self-directed learning is practiced as it can offer numerous benefits. Combining traditional classroom methods with online learning undoubtedly provides flexibility, accessibility, and opportunity for personalised learning experience that will eventually reduce language anxiety among L2 learners.

Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research Ethics Committee (REC) of Universiti Teknologi MARA (UiTM). Informed consent was obtained from the participants before distributing the questionnaire survey. The participation was voluntary, and the participants' identities were kept confidential to protect their privacy.

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Conflict of Interest

The authors declare no conflict of interest in this work with respect to the research, authorship, and publication of this paper.

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