

The Impact of Affective Factors on EFL/ESL Learners' Listening Performance

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Abstract

Listening success is a necessity for effective communication and academic competence. Affective factors regarded as deciding factors play a dominant role in determining success or failure of learners' listening performance. Like speaking, listening can pose challenges to some EFL/ESL learners due to their negative attitudes towards listening and the nature of the target language. Thus, barriers within such as low motivation, lack of self-confidence and decreased self-efficacy can have a profound influence on listening performance. Despite difficulties in observing affective factors, their influence on learners' listening performance seems undeniable. Some of them are concerned with a physical environment whereas others are related to emotions of learners. A better understanding of affective factors can inspire teachers of English to help learners manage their feelings aroused by both inside and outside factors, overcome their inhibitions and deal with difficulties sensibly in listening. It is highlighted that these internal factors can impede or facilitate listening progress. Thus, this study is intended for raising the awareness of affective factors related to listening and listening performance. A desirable environment as well as emotional needs should be taken into account as they are indispensable for effective listening performance.

Key words: affective factors, listening performance, EFL/ESL learners

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