

## Developing an Anxiety in Vocabulary Learning through Listening Scale

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### Abstract

*This article reports on the development and validation of a measurement survey tool, the Anxiety in Vocabulary Learning through Listening Scale (AVLLS). The AVLLS is intended to help identify and evaluate foreign language learners' anxiety in vocabulary learning through listening problems while they are listening to oral texts. Factor analysis was performed with a primary sample (N = 468), resulting in a 20-item survey instrument. The reliability and factorial validity of the instrument are presented along with a statistically significant correlation between students' responses to the items on the instrument and the foreign language learners' listening. Further uses for the instrument are discussed in relation to the AVLLS's potentials in verifying the effectiveness of pedagogies designed to develop foreign language learner's anxiety in vocabulary learning through listening.*

**Keyword:** anxiety, vocabulary learning, listening

### Introduction

The ultimate goal of language teaching is to enable language learners to communicate in the target language. This goal is harder to reach when language learners learning English in a foreign language environment have limited exposure outside the study context. This means that their ability to comprehend spoken English is quite limited, making their listening experience a stressful one for them. There are many factors involved in contributing to such stress. One of those factors is anxiety. Anxiety is a central factor that influences the abilities in all language skills, whether it be native or foreign language (Worde, 2003). It is necessary for language teachers to understand approaches to identify language anxiety early on to minimize anxiety. Oxford (1999) also views that language anxiety is one of the most influential factors that affect language learning. This is because it hinders learning by making learners reluctant and nervous (Littlewood, 1996).

Anxiety can have crucial effects on foreign language learning. It is, therefore, important for language teachers to be able to identify early on the students with high levels of foreign language anxiety to help facilitate learning (Hortwiz, Hortwiz and Cope, 1986). There are two approaches to identify language anxiety (Horwitz and Young, 1991). The first approach identifies language anxiety as a transfer of other general types of anxiety, such as test anxiety. The second approach identifies language anxiety as a response to something unique to language learning experiences. These two approaches represent two perspectives of how language anxiety can be conceptualized. The first perspective sees language anxiety as manifestation of other forms of anxiety, such as test anxiety (MacIntyre, 1991, Ohata, 2005). The second perspective sees language anxiety as worries and negative emotional reaction aroused when learning or using a foreign language (MacIntyre and Gardner, 1989).

### Types of Anxiety

Alpert and Haper (1960) and Spielmann and Raddnofsky (2001) classify anxiety into three types as

1. Helpful anxiety or facilitating anxiety: Helpful anxiety or facilitating anxiety is supportive feelings in keeping students doing something attentively.
2. Harmful anxiety or debilitating anxiety: Harmful anxiety or debilitating anxiety is negative feelings that can harm learners' performance, both indirectly through worry and directly by reducing participation and causing avoidance (Oxford, 1999)
3. Neutral anxiety: Neutral anxiety has no impact on language learning process (Phillips, 2005) for other scholars; there are six types of anxiety. In the first stage, anxiety is composed of three types of anxiety.

These are trait anxiety, state anxiety and situational-specific anxiety. In addition, situational-specific anxiety includes other three types of anxiety. They are test anxiety, fear of negative evaluation and communication apprehension.

### **1) Trait anxiety**

Trait anxiety refers to a general level of stress that is characteristic of individuals. It is a trait related to personality. This anxiety varies according to how individuals have conditioned themselves to respond and manage stress. People with high levels of trait anxiety have a general tendency to be anxious in any given circumstance (Casado and Dereshiwsky, 2001). This type of anxiety is triggered by immediate events. It varies and changes depending on how one manage their stress and worries, often related to their upbringing.

### **2) State anxiety**

State anxiety occurs within specific yet temporary situations. This kind of anxiety will fade when the threat or the sourced situation disappear (MacIntyre and Gardner, 1991). These temporary and definite feeling for specific situations are, for example, stage fright, fearing of getting on the plane for the first time and public speaking anxiety, etc.

### **3) Situational-specific anxiety**

This type of anxiety is prompted by specific set of conditions. This kind of anxiety can be seen as trait anxiety but limited to a given context. The feeling can be stable over time like in taking test situation, class participation and talking to a foreigner in a foreign language, etc. Anxiety in foreign language learning is classified as this kind of anxiety.

**The other three subtypes of anxiety derive from situation-specific anxiety.**

#### **3.1) Test anxiety**

This anxiety stems from the fear of failure (Gorden and Sarason, 1955). It was found that those who suffered from test anxiety often put unrealistic demands on themselves, feeling that anything that is less than perfect test performance means a failure for them. Beside test situations, this kind of anxiety can spread in language classrooms because of the evaluation environments. Language learners suffering from this anxiety tend to care about criticism. Therefore, they tend to choose the tasks which guarantees success. Test anxiety can bring on fears, stomachache, or tension headache while taking the test. Others might feel shaky, sweaty, or feel their heart beating too fast. On the other hand, students who do not have test anxiety are not afraid of criticism and failing and therefore, could deal with harder tasks at hand much better.

#### **3.2) Fear of negative evaluation**

The fear stems from the expectations that others would evaluate one negatively. Learners who fear negative evaluation tend to worry about evaluation from others. They tend to avoid evaluative situation which will affect the learner and she may not be at her top form. This fear does not only occur in the classroom but also in job interview.

#### **3.3) Communication apprehension**

The subtype of communication apprehension are such as oral communication anxiety which is difficulty in speaking in groups, stage fright which is difficulty in speaking in public and receiver anxiety which is difficult in listening to or learning a spoken language. These situations can affect communication skills, social skills and self-esteem. For listening, as an example, learners' mind gets blank due to this anxiety. What is said next cannot be comprehended for the former passages are still being pondered. Before they knew it, they lost the essence of listening comprehension as a whole.

Foreign language anxiety is one type of anxiety. It can prevent language learners from performing successfully. Foreign language anxiety is especially related to situation-specific anxiety for it is related to apprehension unique to specific situation which is foreign language learning. Feeling at ease will have the language learners feel less afraid of studying new materials. It also motivates language learners to learn more.

### ***Definition of Anxiety***

As 'a cause of language failure' (Brown, 1994). Anxiety is a complex, somewhat multidimensional phenomenon (Scovel, 1991). The origin of the word 'anxiety' is 'angustiae' in Latin, which means narrow or short breath.

As we do something new, it's natural to feel anxiety. It is also natural that students feel anxious when they study a foreign language.

According to Longman Dictionary of Language Teaching and Applied Linguistics (Richards and Schmidt, 2002), language anxiety are 'Subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations'.

A lot of scholars defined anxiety from various points of view. Here are some definitions of anxiety. Some scholars have defined anxiety as follows:

- Hilgard, Atkinson, and Atkinson (1971) define anxiety, commonly described by psychologist as "a state of apprehension, a vague fear that is only indirectly associated with an object".
- Clement (1980) defines foreign language anxiety as "a complex constructs that deals with learner' psychology in terms of their feelings, self-esteem and confidence".
- Fogiel (1980) defines anxiety as "a crucial concept in the study of abnormal psychology because it is considered to be both a symptom and a cause of varying neurotic disorder".
- Spielberg (1983) states, "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".
- Horwitz, Horwitz, and Cope (1986) define anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".
- Wolman (1989) offers a definition of anxiety as "a feeling of one's own weakness and inability to cope with real or imaginary treats"
- Bootzin and Richard (1991) define anxiety as "a feeling of dread, apprehension, or fear that is often accompanied by increased heart rate, perspiration, muscle tension, and rapid breathing".
- Young (1992) defines anxiety as "a complicated psychological phenomenon peculiar to language learning".
- MacIntyre and Gardner (1994) define foreign language anxiety as "description of feeling of tension and apprehension specifically associated with second language contexts, particularly in language performance in learning".
- Sdorow (1998) states, "anxiety is a feeling of apprehension accompanied by sympathetic nervous system arousal, which produces increases in sweating, heart rate, and breathing rate
- Zhang (2001) states anxiety as "the psychological tension that learners go through in performing a learning task".

Based on the definitions of 'anxiety' proposed above with their differing definitions, it is clear to see that they all share a common characteristic of being a feeling of apprehension involving and affecting both the physical condition and the nervous system. However, MacIntyre and Gardner (1991) note that the construct of language learning anxiety lacks a standard definition. The other opponent like Young (1990) point out that the definition of anxiety is changeable depending on the research purpose. Having a standard definition is not necessary because the definition of language anxiety should cover the scope of what is being studied. Therefore the definition of anxiety for this research is the feeling of apprehension, nervousness or worry that interrupts students' listening performance.

### ***The Three Perspectives on Nature of Anxiety***

The nature of anxiety can be classified into three perspectives. There are trait anxiety, situation-specific anxiety and state anxiety. The first perspective of anxiety, the trait anxiety, is often viewed as personality (Spielberger, 1983). A person with high levels of trait anxiety is often nervous and lacks of emotional stability. The trait anxiety can be manifested in language students who are perfectionist (MacIntyre, 1999). The second perspective of anxiety, the situation-specific anxiety manifests itself in a specific situation. This feeling of anxiety is stable over time but not consistent across situation (Spielberger, 1983), such as test anxiety. Language anxiety is also classified in the situation-specific anxiety. The third perspective of anxiety, the state anxiety manifests itself in a moment-to-moment experience of anxiety. The feeling is just temporary and takes place at a particular moment. Of all the three perspective on the nature of anxiety applying to language learning, it can be seen that language learners with high level of anxiety will experience state anxiety frequently (MacIntyre, 1999).

For this research, we will look at the situation-specific anxiety. According to Horwitz, Horwitz and Cope (1986) and MacIntyre and Gardner (1991) language anxiety is the specific type of anxiety most closely associated with second language learning, which in this case, is learning vocabulary from listening.

### ***The Purposes and the Significance of the Research***

Since the process of listening comprehension is somewhat different from other skills, it needs listeners to be able to immediately understand what is said. Thus, cognitive strategies reflect whether listeners are able to use the strategies which they know and which they plan to use because some studies have shown that language learners know more strategies than they can use. Horwitz, Horwitz and Cope (1986) believe that foreign language classroom anxiety is distinct from general anxiety. Therefore, they developed the Foreign Language Classroom Anxiety Scales (FLCAS). However, later research has found that the FLCAS focus more on general foreign language anxiety rather than on specific language skills. Young (1990) suggested that for better understanding of the relationship between anxiety and language learning and performance, the anxiety related to specific-language skill should be created separately from general foreign language anxiety. Her claim was supported by specific-language skill anxiety with the likes of Cheng (2002) on writing, Young (1990) on speaking and Saito et al (1999) on reading. Therefore, we will focus on listening anxiety as one kind of specific-skill anxiety in this research study.

### ***The Concept of Foreign Language Anxiety***

Anxiety is a kind of subjective feeling of apprehension, worry, and nervousness associated with an arousal of the autonomic nervous system. It may affect people's behavior, performance, learning and thinking (Spielberger, 1983). In order to distinguish specific forms of anxiety, Spielberger, Gorsuch and Lushene (1970) had developed a scale to make a distinction between state anxiety and trait anxiety. Trait anxiety is an individual's tendency to be anxious in any situation. State anxiety refers to apprehension occurring at a particular moment such as taking an examination. Those who are likely to feel anxious in general tend to experience a higher level of state anxiety. The third type of anxiety is situation specific anxiety. This kind of anxiety was adopted by some researchers to investigate respondents' anxiety reactions in a well-defined situation. Foreign language classroom anxiety is a good example of situation specific anxiety. Horwitz, Horwitz and Cope (1986) suggested that foreign language anxiety can be seen as a separate and distinct process in the second language acquisition. They divided foreign language anxiety into three components:

1. Communication apprehension: a type of shyness characterized by anxiety about communicating with people such as speaking in public
2. Test anxiety: a type of performance anxiety arising from fear of failure
3. Fear of negative evaluation: apprehension about evaluation

MacIntyre and Gardner (1989) support the above claim. They themselves produced two orthogonal dimension of anxiety, which are general anxiety and communication anxiety. From their study, it is made clear between foreign language anxiety and foreign language proficiency. Their study also indicates foreign language anxiety is separable from general anxiety.

### ***Anxiety and Listening Comprehension***

Research on the relationship between listening comprehension and listening anxiety is very limited. In reviewing the literature, only two studies about the effect of listening anxiety on foreign language learning were found. A thesis by Aneiro (1989) investigated the relationship between receiver apprehension in the second and foreign language and listening comprehension, language competency, and exposure to the second language with 451 college students in Puerto Rico. The study found that high receiver apprehension was significantly related to lowered listening and language proficiency in the second language. What also found was that high exposure to English was significantly related to lowered receiver apprehension. It was also found that dyadic communication created the greatest amount of receiver apprehension, followed by receiving information, communication in a group and watch TV. The other findings were that receiver apprehension was most affected by listening competency, followed by exposure and language competency. Another study on listening comprehension anxiety was reported by Vogely (1998) who worked with 140 university level Spanish learners. The results can be clustered into four categories.

These are listening comprehension anxiety was associated with characteristics of foreign language input, processing related aspects of foreign language, instructional factors and attributes of the teacher or learner. It was found that students associated the level of difficulty with unfamiliar vocabulary, complex syntax and unfamiliar topics. Students' suggestions for reducing listening comprehension anxiety by focusing on the input related variables by using familiar vocabulary.

### ***The Definition of Listening Comprehension***

The concept of listening comprehension is that there is an idea in the speaker's head. These ideas then encoded into words. This concept involves only hearing what is said, making people believe that comprehension can be achieved simply by understanding the words. However, Rost (1990) points out that understanding spoken language is an inferential process which is based on cues rather than matching sound to meaning. Buck (1995) defines that the meaning of a message is constructed by listeners based on various knowledge sources. This means different listeners interpret different meanings from the same text. The differences may be due to different background knowledge.

### ***The Distinct Nature of Spoken Language***

When we listen, we listen to spoken language which is made up of many different sounds. The sound is transitory, meaning that once the message is delivered, the sound is gone. The listeners have no text to refer back (Buck, 2001). Even more so, when we speak, the accent, intonation, pitch, stress, volume and pace are varied. These factors are beyond the listeners' control. Moreover, as we listen, we do not hear every sound that is shown in written form because some letters may be silent in some words. Adding to even more problems, word boundaries become indistinct due to the phonological change. Some sounds may be dropped or changed (Brown, 1990). Therefore, listeners must possess the phonological knowledge to be able to process the connected speech.

Chafe (1985) points out several further problems. Spoken texts contain a lot of incomplete sentences. The idea units are shorter with an average of seven words per unit, due to the limitation of short term memory. There is also problem with spontaneous speech. These speeches often contain various disfluencies such as fillers, hesitations, false starts, and self-corrections. To link what has just said before to what has gone before is even more problematic when what has gone before is not understood or fail to follow. Compared to written language, spoken language contains more colloquial expressions, slang, and wrong grammar. These make listening process even harder to comprehend. Listening can also be classified according to whether the listener is involved in the production of speech or not. Interactive listening can be distinguished from non-interactive listening. In non-interactive situations such as taking a listening test and listening to a radio program, many spoken language factors are out of the listeners' control. These messages do not allow the opportunity to ask questions or to clarify their understanding. Because the speech is usually scripted beforehand, the information is denser. In interactive settings, however, these difficulties are easier to overcome. The role of the native speakers is crucial because they usually supply contextual information and try to make conversational adjustment to help according to listeners' ability to comprehend (Brindley, 1997).

### ***Listening Processes***

In listening process, listeners rely on two sources of knowledge (Widdowson, 1983). One is linguistics knowledge such as phonology, lexis, syntax, semantics, pragmatics and sociolinguistics. These are usually the knowledge a second language learner lacks most. The other knowledge is non-linguistic knowledge such as the knowledge of the topic, memory, individual experience and context that listeners integrate what they hear with what they know. The most common classification is dividing listening into two stages. Listening is analyzed into two levels of activities. These are the recognition level and selection level (Rivers, 1966). At the recognition level, listeners identify words. At the selection levels, listeners draw out the gist of information. Carroll (1972) also categorizes listening comprehension as a two stage process. At stage one, listeners identify the linguistic knowledge. Then the listeners apply the linguistic knowledge to a broader context called macro-comprehension. Clark and Clark (1977) also categorize listening comprehension as a two stage process which they call them the construction process and the utilization process. The construction process looks at the way listeners interpret a sentence from the speakers. The utilization process looks at how listeners utilize the interpretation for future use. Besides these concepts, some researchers consider that listening comprehension involves two distinct kinds of processes which are top-down and bottom-up processing (Richards, 1988). Bottom-up process refers to the use of message received which usually involved the sounds, the words, or the sentences.

By analyzing these factors, the listeners arrives at the intend meaning. Top-down processing refers to the use of background knowledge to understand the meaning of a message. Although top-down and bottom-up processing seem to be two distinctively different processes, most of the time they are operated all at the same time. This process is called interactive processing. However, Adams and Collins (1979) note that these processes are not enough for comprehension to occur. The two researchers proposed the third process, utilization. Listeners must be able to elaborate what has been heard by integrating real world knowledge, personal experiences or facts of the world.

### ***The Former Studies on Anxiety and Vocabulary***

Learners' misconceptions about learning a foreign language are one of the major sources of anxiety. A study of Gynan (1989, cited in Young 1991) investigated the learning practices of foreign language students and found that pronunciation is considered the most important practice in language learning, followed by vocabulary. In Thailand, students usually lose confidence when encountering unknown words. Therefore, English teachers have to teach vocabulary before carrying on to reading or listening texts. Gradually, knowing a large vocabulary becomes a confidence indicator for Thais learning English. Horwitz (1988) found that some of her students believed learning another language was a matter of translation. The most important part of learning was to memorize grammatical rules and vocabulary. Also in Cheng's (1997) study, some of the English majors were found to experience more anxiety than the non-English majors due to the fact that they expected that as English majors, they should not make grammatical mistakes and should know every word when listening to English.

### ***Listening Anxiety in Foreign Language Learning***

There are many kinds of anxiety. If the anxiety arises in the foreign language environment, it will be relevant to foreign language learning. Foreign language anxiety should be distinguished from other type of anxiety. Believing that foreign language classroom anxiety is distinct from general anxiety, Horwitz, Horwitz and Cope (1986) developed the Foreign Language Classroom Anxiety Scales (FLCAS). Later on, though, research has found that the scales focus more on general foreign language anxiety rather than specific language skills. Young (1990) point out that for better understanding of the relationship between anxiety and language learning and performance, the anxiety related to specific language skills should be separated from general foreign language anxiety. Later research appeared in support such as writing (Cheng, 1997), speaking (Young, 1990) and reading (Saito et al 1999). Therefore, we will focus on listening anxiety as one kind of specific skill anxiety, aroused under vocabulary learning.

### ***Procedures***

The AVLLS was field tested with a sample of 468 respondents at two universities in the northeastern part of Thailand. All of the respondents were Thais and the AVLLS was written in Thai. All the respondents were briefed on the procedures and were informed that they were requested to fill in the AVLLS. The AVLLS was distributed after they listened to two chapters of an extensive listening story, "Dracula". Extensive Listening is a kind of listening that controlled difficult vocabulary within the text. By doing so, the respondents would have a specific task on which to base their responses. The respondents were asked to indicate their response directly onto the AVLLS according to their experiences and feelings while listening to the text.

### ***Results***

An investigation of the AVLLS factors structure was conducted through SPSS with the sample of 468 university students.

**Table 1: Factor Loading Estimates for the Exploratory Factor Analysis ( $n = 468$ )**

No.	Items	One-factor model	Three-factor model		
			1	2	3
WR3	I feel anxious whenever I have to listen to passage full of words I don't know.	.734	.820		
WR4	I am anxious when I am listening to a passage in English which I'm not familiar with the words of that topic.	.641	.763		
WR2	When I'm listening to English, I get so anxious I can't remember which words I've heard.	.592	.725		
WR5	When listening to English I get anxious and confused when I don't understand every word.	.616	.722		
WR6	By the time I get past the strange sounds in English, it's hard to remember which words I'm listening to.	.566	.691		
WR1	I get anxious when I'm not sure which words I am hearing.				
WR1	I am anxious that I might not be able to understand words when people talk too fast.	.546	.687		
WR9	I am anxious when I'm not familiar with the topic I'm hearing and its vocabulary.	.572	.632		
WR10	The thought I may be missing keywords frightens me while listening.	.577	.474		
WR16	I get anxious when I'm not sure whether I have understood the words well while listening.	.607		.745	
WR15	When listening to English, I often understand the words but still cannot understand what the speaker means.	.596		.674	
WR20	When someone pronounces words differently from the way I pronounce, I find it difficult to understand.	.517		.671	
WR17	It frustrates me when I am listening to English and end up translating word by word without understanding the contents.				
WR17	It is difficult to guess about the words that I miss while listening.	.528		.666	
WR19	I get anxious when I have little time to think about words I have heard.				
WR19	I am anxious I might have inadequate word knowledge about the topic I am listening to.	.487		.629	
WR18	I often get so confused that I cannot remember the words I have heard.	.522		.619	
WR14	I am anxious about all new words I have to learn to understand spoken English.	.538		.577	
WR13	I get anxious with one or two familiar words while listening.				
WR13	It is difficult to differentiate words while listening.	.566		.551	
WR12		.554		.515	
WR7		.811			.894
WR8		.616			.618
WR11		.577			.458

**Table 2: CPS Factor Correlations for the Exploratory Factor Analysis**

Factor	EFA		
	a1	a2	a3
Hearing	1		
sig. (2-tailed)			
n	468		
Vocabulary	.717**	1	
sig. (2-tailed)	.000		
n	468	468	
Understanding	.474**	.538**	1
sig. (2-tailed)	.000	.000	
n	468	468	468

\*\* Correlation is significant at the 0.01 level (2-tailed).

### One-factor Model

The items and loadings on the one factor are displayed in Table 1. All items loaded substantially on this factor, ranging from .487 to .811.

### Three-factor Model

The three-factor model accounted for 58.81% of the variance. Based on the item contents, the three factors were termed: Hearing (items 1, 9, 11, 14, 16, 18), Vocabulary (items 3, 4, 8, 10, 13), Understanding (Items 2, 5, 6, 7, 12, 15, 17, 19, 20).

### Discussion

The primary objective of this study is to develop and validate a rating scale, the AVLLS, to assess foreign language learners' awareness of their problems encounters in listening. Examinations of strengths of the one-factor model and three-factor model lend support to our acceptance of the three-factor model: hearing, vocabulary and understanding.

Results of the analysis demonstrate the validity and reliability of the AVLLS. The researcher assumes that the scale might become a valuable tool for students and teachers. For students, the scale can be used for self-assessment to determine their current listening problems. For teachers, the AVLLS can be used as a diagnostic or consciousness-raising tool. Besides, the scale can be used for action research to stimulate attention to teaching students how to listen.

Results of factor analyses show that the AVLLS demonstrated psychometric properties as a measure of listening comprehension problems. As the students increase their awareness of listening process, they can learn how to become better listeners. On the research side, whether the structure of listening problems is truly reflective of the students' situation requires further research.

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**Appendix A: The Anxiety in Vocabulary Learning through Listening Scale (AVLLS) in English**  
**Choose the level of anxiety that is most true to you**

Item	Anxiety while listening in English	Anxiety Level				
		Never true to me	Usually not true to me	Somewhat true to me	Usually true to me	Always true to me
1.	I get anxious when I'm not sure which words I am hearing					
2.	When I'm listening to English, I get so anxious I can't remember which words I've heard					
3.	I feel anxious whenever I have to listen to passage full of words I don't know					
4.	I am anxious when I am listening to a passage in English which I'm not familiar with the words of that topic					
5.	When listening to English I get anxious and confused when I don't understand every word					
6.	By the time I get past the strange sounds in English, it's hard to remember which words I'm listening to					
7.	I am anxious about all new words I have to learn to understand spoken English					
8.	I get anxious with one or two familiar words while listening					
9.	I am anxious that I might not be able to understand words when people talk too fast					
10.	I am anxious when I'm not familiar with the topic I'm hearing and its vocabulary					
11.	It is difficult to differentiate words while listening					
12.	I often get so confused that I cannot remember the words I have heard					
13.	I am anxious I might have inadequate word knowledge about the topic I am listening to					
14.	I get anxious when I have little time to think about words I have heard					
15.	I get anxious when I'm not sure whether I have understood the words well while listening					
16.	The thought I may be missing keywords frightens me while listening					
17.	When someone pronounce words differently from the way I pronounce, I find it difficult to understand					
18.	It is difficult to guess about the words that I miss while listening					
19.	It frustrate me when I am listening to English and end up translating word by word without understanding the contents					
20.	When listening to English, I often understand the words but still cannot understand what the speaker means					

## Appendix B: The Anxiety in Vocabulary Learning through Listening Scale (AVLLS) in Thai

มาตรวัดความวิตกกังวลในการเรียนคำศัพท์ผ่านทางการฟัง

จงเลือกระดับความวิตกกังวลหลังจากที่นักศึกษาได้ฟังเรื่องราวเป็นภาษาอังกฤษจบลง

ข้อ	ความวิตกกังวล ในขณะที่ฟังเรื่องราวเป็นภาษาอังกฤษ	ระดับความวิตกกังวล				
		ไม่เป็นความจริง	ไม่ค่อยเป็นความจริง	เป็นความจริงอยู่บ้าง	ค่อนข้างเป็นความจริง	เป็นความจริง
1.	ฉันรู้สึกวิตกกังวล เมื่อฉันไม่มั่นใจในคำศัพท์ที่ได้รับฟัง					
2.	ฉันรู้สึกวิตกกังวล ในคำศัพท์ที่เพิ่งได้ยินขณะฟัง					
3.	ฉันรู้สึกวิตกกังวล เมื่อต้องฟังบทความที่เต็มไปด้วยคำศัพท์ที่ไม่รู้จัก					
4.	ฉันรู้สึกวิตกกังวล เมื่อได้ฟังบทความภาษาอังกฤษ ที่มีคำศัพท์จากหัวข้อที่ไม่คุ้นเคย					
5.	ฉันรู้สึกวิตกกังวล เมื่อไม่เข้าใจคำศัพท์ขณะฟัง					
6.	ฉันรู้สึกวิตกกังวล เมื่อได้ยินคำศัพท์ที่ไม่คุ้นเคย					
7.	ฉันรู้สึกวิตกกังวล ที่จะต้องเรียนคำศัพท์ใหม่ๆ เพื่อให้เข้าใจการพูดในภาษาอังกฤษ					
8.	ฉันรู้สึกวิตกกังวล ที่ไม่รู้จักคำศัพท์ตั้งแต่สองคำขึ้นไปขณะฟัง					
9.	ฉันรู้สึกวิตกกังวล เมื่อฟังคำศัพท์ที่พูดเร็วเกินไป					
10.	ฉันรู้สึกวิตกกังวล เมื่อฉันไม่คุ้นเคยกับหัวข้อที่กำลังฟังและคำศัพท์ใหม่					
11.	ฉันรู้สึกวิตกกังวล ในการแยกแยะระหว่างฟัง					
12.	ฉันรู้สึกวิตกกังวล เมื่อไม่สามารถจำคำศัพท์ที่ได้ยินจากการฟัง					
13.	ฉันรู้สึกวิตกกังวล ว่า มีความรู้ในคำศัพท์ไม่เพียงพอที่จะเข้าใจในเรื่องที่ฉัน ฟังอยู่					
14.	ฉันรู้สึกวิตกกังวล เมื่อมีเวลาไม่มากนัก ในการคิดถึงคำศัพท์ที่เพิ่งได้ยิน					
15.	ฉันรู้สึกวิตกกังวล เมื่อไม่แน่ใจว่าฉันเข้าใจคำศัพท์ถูกต้องหรือไม่					
16.	ฉันรู้สึกวิตกกังวล ขณะฟังว่าอาจพลาดคำสำคัญ					
17.	ฉันรู้สึกวิตกกังวล เมื่อมีใครออกเสียงคำศัพท์ซึ่งแตกต่างจากที่ฉันเคยฟัง					
18.	ฉันรู้สึกวิตกกังวล ในการคาดเดาคำศัพท์ขณะฟัง					
19.	ฉันรู้สึกวิตกกังวล เมื่อฟังภาษาอังกฤษแล้วต้องมาแปลคำต่อคำ โดยไม่เข้าใจเนื้อหา					
20.	ฉันรู้สึกวิตกกังวล เมื่อต้องฟังเรื่องราวที่ไม่เข้าใจคำศัพท์					

ขอบคุณมากค่ะ