The aim of this study was to investigate the relationship between foreign language anxiety and reading anxiety, and the effect of reading anxiety on reading comprehension among first level English language major students. The study shed light on whether different levels of anxiety result in different reading comprehension performances, and whether reading comprehension performance differs across different language learning environments where the educational level is different. Sixty female students completed the Foreign Language Classroom Anxiety Scale, the Foreign Language Reading Anxiety Scale and a reading comprehension test. These students were English majors and were in their first year at Majma'ah University and Imam Mohammad Ibn Saud Islamic University. The results revealed that students in both universities experienced a moderate level of language anxiety and reading anxiety. In addition to the investigation of the level of reading anxiety, the main sources of foreign language reading anxiety, according to the students, were the difficulty in understanding the meaning of new words in a reading passage, the difficulty in pronunciation, reading long passages, the fear of making mistakes in front of the teacher and the classmates, unfamiliar scripts and the feeling of shyness. There was a non-significant correlation between general language anxiety and second language reading. The reading comprehension test scores showed that IMBSU students had significantly greater reading comprehension test scores than MU students, and MU students had significantly greater reading anxiety than IMBSU students. Finally, recommendations and suggestions are presented at the end of the results section of this study.
Kingdom of Saudi Arabia
Ministry of Education
Imam Mohammad Ibn Saud Islamic University,
Faculty of Languages and Translation
Department of English Language and Literature

Investigating Foreign Language Reading Anxiety among Imam Mohammad Ibn Saud Islamic University and Majma'ah University English Language Major Students

By:

Aljowharah Khaled AL-Saleh

Submitted to the Department of English of the College of Languages and Translation in Partial Fulfillment of the Requirements for the Master's Degree in Linguistics

Supervisor
Dr. Awad Alshehri
Muharram, 1439 – October, 2017
This thesis entitled:

Investigating Foreign Language Reading Anxiety among Imam Mohammad Ibn Saud Islamic University and Majma'ah University English Language Major Students

Written by

Aljowharah Khaled AL-Saleh

Has been approved by Department of English Language and Literature

Dr. Awad Alshehri (Supervisor)

Dr. Mohammad Hamdan (Examiner)

Dr. Abdulaziz Alsayegh (Examiner)

October 2017

The final copy of this thesis has been examined by the signatory, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.
Acknowledgments

First and foremost, praise and thanks are due to Allah, who has helped me throughout my life and with the completion of my MA program.

I would like to express my deepest appreciation to my mother for her sincere prayers, my father for his emotional support, and my sister and brothers for their continuous encouragement.

My sincerest gratitude and deepest appreciation go to my advisor, Dr. Awad Alshehri. His enlightening comments, valuable suggestions, and guidance enabled me to bring this thesis about. His continuous availability for consultations and support has been immensely valuable.

I would also like to convey special thanks to the committee members, Dr. Mohammad Hamdan and Dr. Abdulaziz Alsayegh, for their valuable comments and suggestions and for participating in my examination.

I am extremely thankful to my second family in the English Language Department at Majma'ah University for their help, support, and sincere wishes for my success in completing this study.
Abstract

The aim of this study was to investigate the relationship between foreign language anxiety and reading anxiety, and the effect of reading anxiety on reading comprehension among first level English language major students. The study shed light on whether different levels of anxiety result in different reading comprehension performances, and whether reading comprehension performance differs across different language learning environments where the educational level is different. Sixty female students completed the Foreign Language Classroom Anxiety Scale, the Foreign Language Reading Anxiety Scale and a reading comprehension test. These students were English majors and were in their first year at Majma'ah University and Imam Mohammad Ibn Saud Islamic University. The results revealed that students in both universities experienced a moderate level of language anxiety and reading anxiety. In addition to the investigation of the level of reading anxiety, the main sources of foreign language reading anxiety, according to the students, were the difficulty in understanding the meaning of new words in a reading passage, the difficulty in pronunciation, reading long passages, the fear of making mistakes in front of the teacher and the classmates, unfamiliar scripts and the feeling of shyness. There was a non-significant correlation between general language anxiety and second language reading. The reading comprehension test scores showed that IMBSU students had significantly greater reading comprehension test scores than MU students, and MU students had significantly greater reading anxiety than IMBSU students. Finally, recommendations and suggestions are presented at the end of the results section of this study.

Keywords: language anxiety, reading anxiety, reading comprehension, reading anxiety in second/foreign language learning.
ملخص الدراسة

هدفت هذه الدراسة إلى معرفة العلاقة بين القلق اللغوي في اللغة الأجنبية والقلق القرائي، وتأثير القلق القرائي على الاستيعاب القرائي لدى طالبات اللغة الإنجليزية في المستوى الأول. وقد تم بحث ما إذا كان أداء الطالبات في الاستيعاب القرائي يختلف باختلاف مستويات القلق وأيضاً يختلف باختلاف البيئة التعليمية. طبقت الدراسة باستخدام مقياس القلق اللغوي ومقياس القلق القرائي في اللغة الأجنبية واختبار الاستيعاب القرائي لدى 60 طالبة في السنة الأولى من تخصص اللغة الإنجليزية بجامعة الإمام محمد بن سعود الإسلامية وجامعة المجمعة. وكشفت نتائج الدراسة أن الطالبات في كلتا الجامعتين شهدن مستوى معتدلاً من القلق اللغوي والقلق القرائي. وبالإضافة إلى مستوى القلق القرائي، كانت المصادر الرئيسية للفتق القرائي نابع من صعوبة فهم معاني الكلمات الجديدة، وصعوبة في النطق، وقراءة القطع الطويلة، والخوف من ارتكاب الأخطاء أمام الآخرين، وموضوعات القراءة غير المألوفة وأخرى الشعور بالخجل. وأظهرت الدراسة أن هناك علاقة غير دالة بين القلق اللغوي العام والقراءة في اللغة الثانية. وأظهرت نتائج اختبار الفهم القرائي أن طالبات جامعة الإمام قد حققوا درجات أفضل بشكل أكبر من طالبات جامعة المجمعة في مستوى الفهم القرائي، وأيضاً اثبتت نتيجة الاختبار أن طالبات جامعة المجمعة أكثر قلقاً بكثير في القراءة من طالبات جامعة الإمام. وقد تم تقديم عدد من التوصيات والمقترحات بناء على النتائج التي تم التوصل إليها في هذه الدراسة.
# Table of Contents

Acknowledgements ........................................................................................................II

Abstract .......................................................................................................................III

Table of Contents ........................................................................................................V

List of Tables ................................................................................................................VIII

List of Figures ...............................................................................................................IX

List of Abbreviations ....................................................................................................X

CHAPTER 1 Introduction ............................................................................................1

1.1 Introduction ..........................................................................................................1

1.2 Statement of the Problem ....................................................................................4

1.3 Research Questions .............................................................................................5

1.4 Significance of the Study .....................................................................................5

1.5 Definition of Terms .............................................................................................6

1.6 Limitations of the Study .....................................................................................7

1.7 Organization of Thesis .........................................................................................7

1.8 Summary ................................................................................................................7

CHAPTER 2: Literature Review .................................................................................8

2.1 Definition, Characteristics, and Sources of Foreign Language Anxiety ............8

2.2 Anxiety and Foreign Language Learning ..........................................................10

2.3 Foreign Language Reading Anxiety .....................................................................15

2.4 Foreign Language Reading Comprehension .....................................................19

2.5 Foreign Language Reading Anxiety and Reading Comprehension ..................23

2.6 Summary ..............................................................................................................24
CHAPTER 3: Research Methodology ..............................................................................26

3.1 Research Design .................................................................................................26
3.2 Study Sample ..........................................................................................................26
3.3 Study Instruments .................................................................................................27
3.4 Procedure ................................................................................................................29
3.5 Data Analysis ..........................................................................................................29
3.6 Summary ..................................................................................................................29

CHAPTER 4: Data Analysis and Results .......................................................................30

4.1 Foreign Language Classroom Anxiety among English Language Students ..........30
4.2 Foreign Language Reading Anxiety among English Language Students ............34
4.2.1 The Sources of Students' Reading Anxiety from Their Perspective .................38
4.3 The Relationship between General Language Learning Anxiety and L2 Reading ...38
4.4 The Different Effects Reading Anxiety Has on Reading Comprehension among Students at Imam University and Majma'ah University ..................................................39
4.5 Summary .................................................................................................................41

CHAPTER 5: Discussion and Conclusion ....................................................................43

5.1 Discussion ...............................................................................................................43

5.1.1 Foreign Language Classroom Anxiety Level .....................................................43
5.1.2 Foreign Language Reading Anxiety Level and Sources ....................................44
5.1.3 The Relationship between General Language Learning Anxiety and L2 Reading .....................................................................................................................46
5.1.4 The Effect of Foreign Language Reading Anxiety on Reading Comprehension .................................................................47
5.2 Conclusion .................................................................................................................................................. 49

5.3 Implications and Recommendations ........................................................................................................... 50

References .......................................................................................................................................................... 53

Appendix 1: Foreign Language Classroom Anxiety Scale (FLCAS) ................................................................. i
Appendix 2: Arabic Version of the Foreign Language Anxiety Questionnaire (AFLAQ) ......................... iii
Appendix 3: Foreign Language Reading Anxiety Scale (FLRAS) .............................................................. v
Appendix 4: Arabic Version of the Foreign Language Reading Anxiety Scale (FLRAS) .................... vi
Appendix 5: Reading Comprehension Test ........................................................................................................ viii
Appendix 6: Reliability of the Reading Questions.............................................................................................. xi
List of Tables

Table 1. Responses, Percentage, Means, and Standard Deviation of FLCAS .........................31
Table 2. Responses, Percentage, Means, and Standard Deviation of FLRAS .........................35
Table 3. The Spearman's Correlation Coefficient between Language Anxiety and L2 Reading .............................................................................................................................39
Table 4. The Spearman's Correlation Coefficient between Language Anxiety, Reading Anxiety, and Reading Comprehension .................................................................39
Table 5. Mean and Standard Deviation of the Reading Comprehension Test Scores ...............40
Table 6. Mean and Standard Deviation of Foreign Language Anxiety .................................41
Table 7. Mean and Standard Deviation of Foreign Language Reading Anxiety ...................41
Table 8. Cronbach’s Alpha Reliability for the Reading Questions ........................................41
List of Figures

Figure 1. Students’ Anxiety Level at Imam University and Majma'ah University.............34

Figure 2. Students’ Reading Anxiety Level at Imam University and Majma'ah University.....37
List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

EWAS: English Writing Anxiety Scale

FL: Foreign Language

FLCA: Foreign Language Classroom Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLRA: Foreign Language Reading Anxiety

FLRAS: Foreign Language Reading Anxiety Scale

IMBSU: Imam Mohammad Ibn Saud University

L2: Second Language

MU: Majma’ah University

SPAI-C: Social Phobia and Anxiety Inventory for Children
CHAPTER 1

Introduction

1.1 Introduction

The English language has always been a desirable major for students in different universities throughout the kingdom of Saudi Arabia due to its universal importance and dominance in different fields in life. In addition, English language learners have already accepted responsibility by choosing English as their major of study. Nevertheless, there are some factors affecting the efficiency of second language learning, and one of these factors is anxiety.

Horwitz and Cope (1986) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). According to this definition, the study deals with a special kind of anxiety, which is called foreign language classroom anxiety (FLCA). In language classes, students are typically required to communicate with their teachers and classmates in order to practice the language, but students who have communication apprehension usually suffer from language anxiety.

Therefore, language anxiety is considered to be one of the most affective factors in the language learning process, as it has an impact on achievement in second language (Gardner, 1985). Foreign language anxiety is defined as “A distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128).

Language anxiety consists of three main components, according to Horwitz et al. (1986): communication apprehension, test anxiety, and fear of negative evaluation. These components are clear in Horwitz’s definition of FLCA mentioned above, since they all occur in the classroom.
and because students usually experience them. Regarding apprehension, Gardner and Maclntyre (1993) linked it to the situation in which learners are required to use the second language. Therefore, according to Horwitz et al. (1986), anxiety concerning L2 is considered to be a situation specific anxiety which is interrelated with three varieties or components that. First, communication apprehension takes place when learners have some difficulty with their communication skills when interacting with others. Second, the fear of a negative evaluation is often associated with L2 learners because others link it with evaluative situations. Third, test anxiety is the most intimidating apprehension since it is related to exams, evaluations, and assessments. L2 learners may suffer from a controlling fear of failing a test or not attaining a desired score. All of these elements mentioned previously may cause L2 learners to have an unpleasant experience in their L2 classes (Horwitz & Young, 1991).

Researchers and educators around the world have paid attention to the issue of anxiety as an important factor affecting the L2 learning process. Numerous studies have been conducted in this area. In addition, some studies were conducted in the Saudi Arabian context. Alrabai (2014) noted that there are misconceptions toward L2/FL learning, and this is what results in the negative attitude towards learning, which eventually will cause the feeling of anxiety. Alrabai (2014) argued that the main reason behind the feeling of anxiousness among Saudi English learners is related to language proficiency level, along with how the learning process takes place and the assessment procedures used in the Saudi English language classes, all of which contribute to anxiety (Alsuhaibany, 2015, p. 20).

However, most of the research on anxiety has centered on studying anxiety in relation to listening, speaking, and writing. However, reading has received much less attention. Therefore,
the present study focuses on the area of L2 learning, and it attempts to explore the role of anxiety in L2 reading, particularly in regard to comprehension, which is a key variable.

According to Wu (2012), reading anxiety is related to but distinct from language anxiety. In other words, anxiety has an effect on foreign language reading performance. A similar result was found in Huang’s (2012) study, in which the background knowledge and psychological factors such as anxiety, fear, bad reading habits, and a low interest in foreign language caused a significant negative relationship between FLCA and English reading anxiety. In addition, culture has a crucial role in that matter because language acquisition will not perform successfully without the introduction of cultural of the target language. According to Horwitz (1991), it is significant to be aware of cultural differences as they may lead to stress and anxiety. The culture shock may cause L2 learners to feel anxious because they are afraid of losing their own language and ethnic identity in cross-cultural circumstances. (Huang, 2012)

Many studies have referred to the importance of reading comprehension in second language acquisition because of its essential role, particularly in higher education. However, academic success is linked to previous studying periods such as the high school years. If high school students have an inadequate reading comprehension, they will face difficulties during their university classes. Freahat and Al-Faoury (2014) conducted a study that investigated the effect of foreign reading anxiety on reading comprehension. In addition, a similar relationship has been discovered between students' reading skills and academic success. Therefore, creating a low-anxiety reading atmosphere for learners will enhance their reading comprehension.

Although some research has identified the correlation between L2 anxiety and reading, the results cannot be generalized due to many reasons—e.g., the population was not large enough, the observation of the phenomena did not take place at the beginning of the semester. In
addition, most studies did not include open-ended questions for students. Furthermore, most of these studies have involved college-level students within the same learning environment. (Wu, 2012; Zhao, 2009) Therefore, one of the goals of this study is to overcome the limitations of previous research and to expand the research on reading anxiety in L2 learning by applying the study in two different universities. The researcher’s decision was set on College of Languages and Translation at Imam Mohammad Ibn Saud Islamic University and College of Education at Majma'ah University. The researcher strongly believes that students’ reading comprehension performance differs across various language learning environments where the educational level is different. IMBSU is selective regarding the acceptance of students in the English Language Department, but this is not applied at MU. The researcher has always wondered whether students in both universities carry the same level of awareness and responsibility, and, in this case, whether or not it has to do with the level of anxiety.

By drawing attention to the role of anxiety in reading performance, the researcher seeks to provide a genuine understanding of reading anxiety and aims to demonstrate how the learning environment may have a role in increasing or decreasing the feeling of anxiety, especially in L2 reading classes.

1.2 Statement of the Problem

As many studies have proven, anxiety has an active role in L2 learning. Specifically, it has a negative influence on language learning process. Based on the researcher’s experience as a teaching assistant at MU and as an instructor of reading for two years, she noticed that students, especially those in the first level, suffer from different levels of anxiety when reading aloud and when they are asked to read a passage and answer some questions about it. Clearly, this will affect the learners' results in one way or another. If reading instructors are unaware of this
problem and have not attempted to help students overcome the feeling of anxiety, the students will continue to have this problem even when they reach advanced levels. This might affect the L2 process in general, because the feeling of anxiety in one skill might be linked to other skills; in this way, it will be generalized to language anxiety.

1.3 Research Questions

This study aims to answer the following questions:

**Question 1:** What is the level of FLCA among Saudi EFL students?

**Question 2:** (a) What is the level of FLRA among Saudi EFL students?
(b) What are the sources of students’ reading anxiety from their perspective?

**Question 3:** Is there any significant relationship between general language learning anxiety and L2 reading?

**Question 4:** Does reading anxiety have a different effect on reading comprehension among students at Imam University and Majma’ah University?

1.4 Significance of the Study

Anxiety is a factor that has a substantial impact on L2/FL learning, and the major goal of this study is to determine whether students who demonstrate general language anxiety in the classroom will also be anxious about L2 reading. The secondary goal is to explore how reading anxiety affects learners’ actual reading performance and comprehension during their L2 course, as well as whether reading comprehension performance differs across various language learning environments where the educational level is different. Moreover, this study helps to clarify the role of language anxiety in reading anxiety. By doing so, it will provide L2 teachers with a general awareness of what students feel in the classroom and so that they can help students in
their reading course and with improving their acquisition of the language. Finally, this study aims to fill the gaps in previous literature about reading anxiety in an English language classroom.

1.5 Definition of Terms

**Anxiety:** Horwitz and Cope (1986) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125).

**Foreign Language Anxiety:** Foreign language anxiety is defined as “A distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128).

**Reading:** Wedell defined reading as “a psycholinguistic process. Readers start with a set of linguistic symbols that have been chosen by writers to represent the thoughts that they wish to express. The reading process ends when the readers have interpreted as much of the writers’ intended meaning as is relevant to them. So the writers put their meaning into language, and the readers reconvert the language into meanings” (Huang, 2012, p. 1521).

**Reading Comprehension:** Grabe (2013) stated that “reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic processes and underlying cognitive skills (e.g., setting goals, changing goals flexibly, monitoring comprehension), interpret meaning in relation to background knowledge, interpret and evaluate texts in line with reader goals and purposes, and process texts fluently over an extended period of time” (Alsuhaibany, 2015, p.16).
1.6 Limitations of the Study

The researcher sought to expand the research population to include both male and female students in both universities to explore the aspect of gender on a wide scale. However, it might be time-consuming, since two universities are included in the study. Most importantly, it could be difficult for the researcher to include male students in the study, owing to cultural and religious restrictions.

1.7 Organization of the Thesis

This thesis is organized into five chapters:

Chapter 1 presents the introduction of the study, the statement of the problem, its questions, its significance, definitions of its terms, and the limitations of the study.

Chapter 2 reviews the literature and previous studies that are relevant to this study.

Chapter 3 addresses the methodology of the study, its instruments, and the procedures for collecting and analyzing the data.

Chapter 4 provides the main results of the product data analysis and answers the study's questions.

Chapter 5 presents the discussion of the results and conclusion, and it summarizes the findings of the study.

1.8 Summary

This chapter provides an introduction to the research work presented in this study. It details the study’s background, the statement of the problem, the research questions, the significance of the study, the definitions of terms, the organization of the thesis, and the limitations of the study. The review of literature is presented in the next chapter.
CHAPTER 2

Literature Review

This chapter reviews the literature related to foreign language learning anxiety, foreign language reading anxiety, and the relationship between foreign language reading anxiety and reading comprehension. The first section provides definitions, characteristics, and sources of foreign language anxiety in general and how it affects language performance. The second section discusses the relation between anxiety and foreign language learning. The third section focuses on studies of foreign language reading anxiety. The fourth section reviews the literature related to foreign language reading comprehension to understand the effect of foreign language reading anxiety on reading comprehension.

2.1 Definition, Characteristics, and Sources of Foreign Language Anxiety

Foreign language anxiety is considered to be a special kind of anxiety, associated with L2/FL learning contexts (Young, 1991). Most L2/FL learners are highly sensitive about their performance, and they fear making mistakes in front of their teachers and classmates. Anxiety in L2/FL classrooms is a serious issue for learners, as it acts as a mental block to what they are learning; as a result, it will affect their ability to successfully perform language in the classroom (Horwitz & Cope, 1986).

According to Horwitz et al. (1986), “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). Therefore, the feeling of tension and apprehension is specifically associated with L2/FL contexts including listening, speaking, reading, and writing. In addition, worry and negative emotions are common when learning and using L2/FL. In general, Horwitz et al. (1986)...
classified anxiety into three main types: trait anxiety, state anxiety, and situational anxiety. *Trait anxiety* is a stable characteristic of one’s personality. Those who have a high level of trait anxiety are anxious and nervous in a wide range of situations; in some cases, trait anxiety can be considered as a disease. *State anxiety* is “an apprehension expected at a particular moment in time as a response to a definite situation” (Spielberger, 1983, p.10). Therefore, state anxiety is something that can be removed once the situation or condition changes. In other words, it is a situation-specific anxiety.

The difference between these types of anxiety is that the former is a stable condition, while the latter is a situational anxiety, which means becoming anxious in a particular type of situation (Zheng, 2008, p. 2). The third type of anxiety is situation-specific anxiety, which “can be seen as trait anxiety limited to a given context” (MacIntyre & Gardner, 1991). It may be stable sometimes, and it can be changed or removed depending on various situations. Situation-specific anxiety can occur when taking a test, performing presentations, speaking in public, participating in class, and talking with a foreigner in a foreign language. All these examples are considered to be situational specific; when the situation is over, the feeling of anxiety is over as well. Due to the features of situation-specific anxiety, and as it is common when learning any discipline, MacIntyre and Gardner (1991) suggested that “foreign language anxiety should be studied with situation-specific measures” (Zheng, p. 2008, p.2 ). According to Horwitz et al. (1986), FLCA is a typical situation-specific anxiety. Scientists’ suggestion will give researchers insights on how specific learning environments trigger anxiety and how this may affect language learning.

According to Horwitz et al. (1986), language anxiety consists of three main components; communication apprehension, test anxiety, and fear of negative evaluation. These components
are clear in Horwitz’s definition of FLCA, since they all occur in the classroom and because learners typically experience them. In language classes, students are typically required to communicate with their teachers and classmates in order to practice the language. Students who have communication apprehension usually suffer from language anxiety. They tend to be shy, stressed, and uncomfortable about communicating with others and try to avoid public speaking.

According to Alsowat (2016), “This kind of anxiety occurs when learners feel unable to speak, discuss, ask and answer questions in a speaking class; they fail to communicate smoothly and effectively” (p. 197). The second component that is associated with language anxiety is test anxiety. Students feel anxious when they have a test because they fear failing it or attaining a low score. As Wu (2010) commented, “Students always have unrealistic expectations on language achievement. Since tests and quizzes are frequently used in language classes, students with test anxiety may also develop language anxiety” (p. 275). The third component, the fear of negative evaluation, is similar to test anxiety, which is why it is related to language anxiety. However, we can consider the fear of a negative evaluation as more extensive than test anxiety because evaluation can happen in situations other than tests. It can occur when students are performing a presentation in front of their teacher and classmates, or when students are in the middle of a class discussion. Therefore, students who fear negative evaluations, from their teachers and/or classmates, will eventually develop language anxiety (Wu, 2012).

2.2 Anxiety and Foreign Language Learning

Foreign language anxiety (FLA) plays a crucial role in language learning, as many researchers have proven. Anxiety, along with other affective factors such as motivation, aptitude, individual differences, age, and gender, noticeably affect foreign language learning. However,
FLA is viewed as the most vital factor affecting the process of language learning (Alshahrani & Alshahrani, 2015).

Numerous studies have been conducted to investigate the correlation between language learning and anxiety, but Horwitz et al.’s (1986) study is regarded as the pioneering work that influenced other studies in that area of concern, wherein the Foreign Language Classroom Anxiety Scale (FLCAS) was also created. Horwitz et al.’s (1986) study established foreign language anxiety as a distinct variable in foreign language learning. As mentioned in the previous section, there are three types of anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Since FLCAS was created in this study, the results indicated that communication apprehension is consistent with the fear and inability to understand among anxious students. Therefore, these results revealed the existence of FLA in relation to some aspects of foreign language learning.

According to Horwitz et al. (1986), language anxiety, in general, is primarily linked to listening and speaking. Therefore, studies have often focused on these language skills. In addition, it is worth noting that writing is also discussed in many studies because it is considered to be a communicative skill similar to speaking and listening (Wu, 2012). For example, Wu (2012) discussed listening anxiety in Elkhafaifi’s study (2005) on the topic, and the results showed that “listening anxiety was positively related to, but distinguished from, language anxiety. Students with higher language anxiety and listening anxiety had lower listening comprehension grades” (p. 214). Choi (2013) investigated “language anxiety in second language writing” in Korea. Twenty-six students participated in the English Writing Anxiety Scale (EWAS) survey, but only 18 students completed the final writing portfolio and had writing scores. Moreover, the results indicated a non-significant correlation between English writing
anxiety and English writing performance. Therefore, Choi (2013) could not claim that there is a significant correlation between these students’ English writing anxiety and their English writing performance. Nevertheless, the research concluded that Korean students tend to experience a high level of anxiety, which results in poor writing performance.

Moreover, Wu (2012) conducted a study on Taiwanese English as a foreign language reading class. The results suggested that reading anxiety is related to, but distinct from, language anxiety. The distinguishability of reading anxiety from language anxiety implies that they are two different constructs, and the study concluded that there was no significant relationship between anxiety and reading comprehension. On the other hand, Huang (2012) studied the correlation between foreign language anxiety and English reading anxiety. The findings showed that reading anxiety bothers Chinese students and that the anxiety stems from their lack of background knowledge as well as psychological factors such as anxiety, fear, bad reading habits, and low interest in foreign languages. A significant negative relationship was observed between FLA and FLRA.

Regarding the matter of language learning and anxiety, Alrabai (2014) conducted a study on foreign language anxiety in a Saudi EFL context. The results indicated that the anxiety associated with learning English as a FL in the Saudi context is a complex and multidimensional phenomenon. Furthermore, Batumlu and Erden (2007) as discussed in Alrabai (2014), examined the relationship between language achievement and anxiety and found that there was a negative correlation between learners’ achievements and their anxiety levels. According to Alrabai (2014), the factors that enhance the existence of FLCA are test anxiety, negative classroom experiences, teachers’ harsh teaching styles, learners’ inability to comprehend, learners’ learning
styles, and learning context. Therefore, the awareness of such factors will help to create a worry-free classroom, which will produce fruitful outcomes.

Since the focus of the present study is on the higher education environment, Alsowat’s (2016) study on the relationship between language proficiency and anxiety in the Saudi context is a valuable reference. Alsowat (2016) explained that the feeling of anxiety is related to the proficiency level of Saudi English learners.

The highest provoking causes of students' anxiety were worrying about tests, failing, forgetting things they know, feeling uneasiness during language tests, remembering appropriate vocabulary and worries about pronunciation, grammatical mistakes and understanding long written sentences. (p. 193)

Furthermore, what is mentioned earlier can be identified as class-related anxiety that might result in negative attitudes among Saudi English learners toward learning English. The instructor's personality and behavior, the methods of teaching, and pedagogical practices were sources of classroom anxiety as well.

After analyzing the anxiety factors in the Saudi context, the researcher concluded his study with recommendations for language instructors to reduce anxiety. As Alsowat (2016) stated, “First, instructors have to create a friendly atmosphere inside classrooms. They have to avoid negative behaviors and manners that enhance anxiety. They have to develop themselves in applying suitable teaching methodologies and techniques that foster students' self-learning” (p. 214).

The way that anxiety is related to L2/FL learning has routinely been a topic of discussion. Therefore, an exploration of the possible effects and causes of language anxiety and the existing relationship between L2/FL learning and anxiety must be a major focus, since anxiety is
considered to be a pervasive phenomenon in the field of L2/FL language learning, mostly among L2/FL language students. Therefore, it is crucial to situate individuals’ language learning while evaluating or comprehending the threshold of their language anxiety (Zheng, 2008). Zheng (2008) stated that high levels of language anxiety are associated with low levels of academic achievement in L2/FL learning. In addition, learners with higher language anxiety avoid communication more often than less anxious learners. Therefore, language learning could become an unpleasant experience that might disturb a learner’s self-confidence.

Due to people’s experiencing of mental block issues during their attempts to learn foreign languages, Horwitz et al. (1986) conducted research on this issue. They examined foreign language-related anxiety by identifying it as a distinct variable that influences the learning of a language. The purpose of the study was to investigate foreign language learning, thus interpreting it based on the empirical and existing theoretical contexts of particular anxiety reactions. The pilot testing method was adopted in the study where the FLCA tool was used to collect data from the students who were the participants in the research process. A sample of 75 students, 36 females and 39 males, was used during the study, which adopted the stratified sampling technique. The results of the study suggested that many students experience a high amount of FLA in response to some foreign language aspects while learning.

There are current challenges for L2/FL teaching when it comes to the provision of a low anxiety and learner-centered classroom environment for students. In this case, Young (1991) investigated the potential anxiety sources and the way they are manifested among learners. The purpose of that study was to investigate language anxiety for classroom implications and to suggest ways to reduce foreign and L2 anxiety. A qualitative method was applied in the study where data were collected via interviews and questionnaires. The results of the study revealed that
the sources of language anxiety are interrelated and may contribute to unnatural classroom methods. Young (1991) stated that the most important objective of L2/FL teachers is to dispose of unnecessary anxiety that might result in unpleasant emotions and stress, which can be achieved by creating a more effective language-learning atmosphere to increase students’ interest and motivation to learn another language.

2.3 Foreign Language Reading Anxiety

Reading can be identified as a skill that does not require cooperation or association from another learner; therefore, it can be considered as an individual skill. However, different affective factors correspond with the process of reading, such as anxiety that might lead to a negative impact on L2 reading performance. According to Brantmeier (2003), topic familiarity, passage content, interest, and enjoyment have an impact on second language readers.

The investigation of reading anxiety is considered recent compared to language anxiety studies. Huang (2012) mentioned the following:

Wedell defines reading as “a psycholinguistic process.” Readers start with a set of linguistic symbols that have been chosen by writers to represent the thoughts that they wish to express. The reading process ends when the readers have interpreted as much of the writers’ intended meaning as is relevant to them. So the writers put their meaning into language, and the readers reconvert the language into meanings. (p. 1521)

This definition clearly indicates that the reader, the text, and the interaction between them are the main elements in the process of reading (Huang, 2012). According to Wu (2012), L2/FL learners may get frustrated with reading and experience anxiety. This conclusion will lead back to the affective-filter hypothesis, which was formulated by Krashan as one of his five famous
hypotheses. This hypothesis indicates that if learners are under stress, or even they suffer from a small amount of anxiety, comprehensible input will be blocked. In consideration of this hypothesis, Krashen (1992) concluded that the focus should extend beyond addressing comprehensible input and that it is more important to create an environment with a low filter (Huang, 2012).

The present history of studies on FLRA has been influenced by the pioneering work of Saito et al. (1999), who developed the Foreign Language Reading Anxiety Scale (FLRAS). The scale was created to measure students’ FLRA based on unfamiliar writing scripts and unfamiliar cultural backgrounds. The former reason is related to word recognition as it might lead learners to feel immediately anxious when they are trying to understand the meaning of written words in unfamiliar scripts. In contrast, the latter reason does not result in immediate anxiety. Learners might understand the meaning of words in the script, but they are unable to grasp the message in that script because of their unfamiliarity with the language culture. The researcher’s perception regarding this matter is that the level of reading anxiety is different according to the target language.

“The Effect of Anxiety on the Measurement of Reading Fluency and Comprehension” is a paper that discussed the impacts of anxiety on the measurement of comprehension and reading fluency. The purpose of this study was to examine the relationship task performance and anxiety on the reading comprehension and fluency measures. The study applied a qualitative method, which involved a sample of 42 students. They were sampled using the simple random technique in which the SPAI-C and Woodcock-Johnson Test of Achievements were used as instruments of data collection from the participants. The results of the study revealed a significant negative correlation between reading comprehension and social anxiety. On the other hand, reading
fluency and social anxiety did not have a negative correlation (Tysinger, Tysinger, & Diamanduros, 2010).

The previous study also included Sellers’s (2000) study results as an indicator of the effect of high levels of anxiety:

Sellers found that participants who reported high levels of anxiety on self-report instruments recalled significantly less content on a foreign language reading comprehension evaluation than did participants experiencing lower levels of anxiety. In fact, the high-anxious participants also tended to experience more off-task, interfering thoughts that likely further disrupted the process of reading comprehension. Thus, many studies have identified the negative effect of anxiety on learning tasks, especially reading comprehension. (Tysinger et al. 2010, p. 3)

The results of Seller's (2000) study were also mentioned in Brantmeier (2005), as the results echo Brantmeier’s (2005) findings:

Seller's study result with third-semester participants where reading anxiety affected reading comprehension, and Young explains that linguistically dense texts could produce more reading anxiety than the text length and structure.

Results also revealed that reading anxiety is not a good predictor of L2 comprehension at this level. (Brantmeier, 2005, p. 69)

Due to the limited number of studies that have focused on the relationship between anxiety and the affective factors, there is need to conduct further research that focuses on identifying the relationship between self-efficacy in reading either while considering comprehension or anxiety. Ghonsooly and Elahi (2010) investigated the impact of reading comprehension self-efficacy on reading achievement and anxiety among EFL students in Iran.
Both the questionnaire and other qualitative methods were adopted during the study, which involved a total of 150 participants who selected as a sample through a random technique and on a voluntary basis. The questionnaires through the Persian Adaptation of General Self-Efficacy Scale and Morgan-Links Students-Efficacy Scales were used as instruments of data collection. The results indicated that the high self-efficacious participants achieved high comprehension reading scores compared to the low self-efficacious participants. Therefore, teachers should encourage high self-efficacy as a means to address anxiety issues.

There have been separate and combined studies on the impacts of second language proficiency and first language reading in the L2/FL reading as discussed in an article titled “Review of Current Developments in Reading Anxiety, First Language Reading and Second Proficiency in Association with Second of Foreign Language Reading Comprehension.” This study examined reading anxiety effects on English language proficiency and first language reading. The study used the FLCAS tests to collect data. The results indicated that unknown vocabulary, grammar, unfamiliar topics, and the fear of making errors are factors that cause reading anxiety. Therefore, reading anxiety and first language proficiency are crucial in the development of reading performance (Samira & Aziza, 2014).

Zhao (2009) investigated foreign language reading anxiety levels among students learning Chinese as a foreign language despite speaking English. The purpose of the research was to carry an investigation on anxiety resulting from reading a foreign language as well as adding empirical data to the study that focused on reading anxiety of FL students. Zhao (2009) reported that reading Chinese as a foreign language was anxiety provoking for some learners. The main sources of FLRA in this study were unfamiliar scripts, unfamiliar topics, and concern about reading effects. Brantemeier (2005) conducted another study on L2 anxiety and its
relationship to reading anxiety. The purpose of the study was to explore the L2 anxiety concept in regard to reading as distinct from L2 speaking anxiety. The results revealed that language instruction students in advanced levels do not experience anxiety as a result of reading in a second language. In addition, the findings showed that FLRA levels can relate to the perceived difficulty level of reading materials and the associated reading tasks (Brantemeier, 2005).

2.4 Foreign Language Reading Comprehension

Grabe (2009) stated that reading can be a complex combination of many linguistic processes, as it is a rapid, interactive, purposeful, flexible, strategic, efficient, evaluative, and comprehending learning process. As mentioned in most L2 research, reading is considered to be a process that includes the main elements in the process of reading: the reader, the text, and the interaction between them (Huang, 2012).

Reading is considered to be the most important academic language skill for L2 learners, as it can be performed for pleasure or for general comprehension with the intention of being entertained or informed. However, reading is the primary source for independent learning since it does not require interactions with others, as speaking does. Reading skills are important for the individuals since they construct comprehension in reading. Reading is primarily a cognitive process, since it is a meaning extraction process. In addition, reading is a self-discovery process because the reader interacts with the content, structure, and topic of the written material (Bernhardt, 1991). This interaction will result in new knowledge so as to make or infer meaning depending on the background knowledge and language knowledge of the reader. As such, reading comprehension can be seen as the final product (Grabe & Stoller, 2001).

Before exploring the relationship between reading and comprehension, there are various factors that can have an effect of reading on second language development in general. This
demonstrates that reading as an independent skill has a strong positive impact on language acquisition, as Fraser (1999) and Ducy-Perez (1991) provided evidence of the positive impact of reading on L2 vocabulary and grammar development. According to Chio (2009), those factors may include the following:

- learner engagement in question and summary tasks after reading,
- learner exposure to meta-cognitive strategy training and language-focused instruction conducive to the effective use of meta-cognitive strategies,
- frequency of learner exposure to new words through reading,
- learners’ reading proficiency and familiarity with the topics of the reading materials,
- availability of effective typographical cues in reading materials,
- learner engagement in post-reading discussion tasks,
- and the presence of lexical temporal indicators within texts. (p. 153)

However, the problem in reading comprehension is regarded as common and is mostly attributed to the lack of reading skills. In this case, the role played by reading skills on the student’s ability to comprehend whatever they read. Kaya (2015) conducted a study that focused on assessing the strategies that students employ during the interpretation of what they read. It also aimed to identify how the readers understand the writer’s purpose while looking for clues in a text. Both quantitative and qualitative methods were applied in the study. A random sampling technique was used to select a sample of ten students for the interview process. The pre-test and post-test questionnaires for reading skills were used as a tool for data collection. The results of the study showed that students’ comprehension ability was enhanced so long as they were taught how to apply their reading skills. If the students are unfamiliar with reading skills, they cannot be expected to be successful readers. Thus, they cannot achieve the level of comprehension required
to pass exams in their departments. For this reason, reading skills should be taught in universities in order for students to be able to cope with comprehension problems (Kaya, 2015).

Some recent studies have drawn the attention to the use of reading strategies, anxiety, and their influence on the students’ comprehension performance. According to Liu and Liu (2015), both anxiety and learning strategies can be highly specific and can vary according to a particular language task such as listening, reading, speaking, and writing. Reading, however, is the most common FL/SL learning activity and is a critical means of acquiring an FL/SL (Saito, Garza & Horwitz, 1999). In their study, Liu and Liu (2015) investigated the interrelation between FL reading anxiety and FL reading strategy use and their effect on FL reading comprehension performance at the tertiary level in China. The results indicated that there was a significant correlation between FLRAS, FLRSUS with predicting strategies, reading anxiety, general anxiety, and comprehension performance during reading. Students moderately used different types of reading strategies, such as planning, checking and confirming, predicting, and assessing, when reading English. In addition, male students felt more anxious with reading activities, and they were less satisfied with their English reading proficiency and used planning and other specific analysis strategies during a reading activity significantly less often. The students’ FL reading anxiety was significantly related to their FL reading strategy use, both of which were generally significantly correlated with the students’ FL reading comprehension performance.

Another point of view about the description of reading comprehension concerns the aspects of autonomy and self-esteem as affective factors that have a major influence on reading comprehension. Brown (2000) mentioned that “no successful activity can occur without some degree of self-esteem” (p. 145). Autonomy is a general concern in L2/FL language learning. Therefore, self-esteem and autonomy are viewed as interacting variables. A few studies have
been conducted on the relationship between reading comprehension and self-esteem or autonomy. For example, Koosha, Abdollahi, and Karimi (2016) claimed that there is a significant relationship between the self-esteem and autonomy of EFL learners in regard to the reading comprehension aspect. Autonomy was also seen as a better predictor for reading comprehension; thus, students’ ability can be improved by fostering autonomy in the classroom. The consideration of learners’ self-esteem is necessary to recognize how learners think about themselves and about language learning. Therefore, it has been argued that autonomous learners with high self-esteem should have the ability to shape and direct the learning process and evaluate their learning to compare it with their learning goals and their achievements.

There is a lack of empirical studies investigating the success of EFL learners among those adopting the reading strategies in comparison to those who do not use them. However, Alsamadani (2009) conducted a study called “The relationship between Saudi EFL college-level students’ use of reading strategies and their EFL reading comprehension.” The purpose of the study was to investigate how Saudi public university students adopted the reading strategies and thus improved their comprehension. A mixed-method design incorporating both quantitative and qualitative types of data was used in the study. A total of 140 students were selected randomly to represent the whole population under study. A reading strategies questionnaire was the primary tool used for data collection during the study; a strategy inventory for language learning instruments was also incorporated. The results revealed that EFL learners showed significant use of planning strategies rather than evaluating and attending strategies. The environment was identified as the most important factor affecting reading comprehension, which had a significant relationship with reading strategies (Alsamadani, 2009).
2.5 Foreign Language Reading Anxiety and Reading Comprehension

L2 reading is regarded as a complicated process due to some additional factors that influence this process, such as language ability, the level of affective factors that students have as motivation, individual differences, aptitude, autonomy, and cultural background. Components such as comprehension, perception, and attention are all mutual cognitive process in reading in any language (Sellers, 2000). Regarding the issue of anxiety, readers in general are divided into two types: free readers and anxious readers. The former are more focused, so they have more comprehension of the text, while the latter have less comprehension because they lose part of their mental energy. Anxious readers go through a reading process that proves to be inefficient because they spend their energy thinking of difficult vocabulary, their inability to understand the given text and the proposed message, or how much time is left. Sellers (2000) argued that higher levels of anxiety influence the reading process that involves strategies to use in the text or word-meaning recognition.

Cabansag (2013) conducted a study that investigates the effect of reading anxiety on reading comprehension performance. Sixty-five students were given two reading comprehension tests and measures of anxiety. The results indicated that language anxiety and reading anxiety were related to reading comprehension performance; therefore, students with lower language anxiety and reading anxiety had better comprehension performance. Cabansag (2013) agreed with Young (1991) and suggested that the goal of a second language reading teacher is to work diligently to create a low-anxiety classroom environment. This is a key element for improving students' reading comprehension performance.

As previously mentioned, Zhao (2009) investigated the relation between foreign language reading performance and foreign language reading anxiety among students learning Chinese as a
foreign language despite speaking English. A total of 125 students participated in the study after a stratified random selection from 174 students enrolled in Chinese classes. The questionnaires, FLRAS, and FLCAS were used as instruments of data collection. The results revealed a significant negative correlation between foreign language reading performance and FLRA. Male students appeared to be more anxious than female students. Moreover, and interestingly, this study proved that students in rural areas suffered higher levels of anxiety that those in urban areas. Most studies, including this one, narrowed down some sources of reading anxiety such as unknown vocabulary, unfamiliar topics, unfamiliar cultures, the fear of making errors, and worrying about results.

2.6 Summary

From the previous discussion, FLA proved to have a negative correlation with self-esteem, autonomy, performance, comprehension, beliefs, competitiveness, and achievements (Huang, 2012). Young (1991) reported that there are six interrelated sources of language anxiety from three angles: the teacher, the learner, and the instructional practice. He argued that personal anxiety; learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing provoke learning anxiety.

In conclusion, this chapter provided an overview of FLA, inclusive of its definition, characteristics, and sources as well as a consideration of how it affects language performance. Particular attention was directed toward FLRA and reading comprehension and their relation to one another. Most studies validate, in one way or another, that anxiety has a negative influence on reading and comprehension and, as a result, on language learning performance. Despite the relatively large number of studies on FLA, studies in the area of FLRA are still limited. For this
reason, a study on reading anxiety in L2 learning is needed, particularly in the Saudi Arabian context, to explore the problems and attempt to improve the learning outcomes.
CHAPTER 3

Research Methodology

This chapter presents the research methodology of the study. The researcher investigated the level of foreign language classroom anxiety, the level and sources of foreign language reading anxiety, the relationship between general language anxiety and L2 reading, and the effect of reading anxiety on reading comprehension among level one English language students at Imam Mohammad bin Saud University and Majma’ah University. It introduces the design of the study, the sample, the instruments, and the procedure.

3.1 Research Design

As Best and Khan (1989) stated, “Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers” (pp. 89-90). A quantitative research method was used to answer the study's research questions and to find the correlation between the variables. As previously mentioned, the purpose of the study is to examine the relationship between language anxiety, reading anxiety, and reading comprehension performance among English language students in Saudi Arabia.

3.2 Study Sample

The participants of this study were a total of 60 EFL female students in their first year. 30 from IMBSU and 30 from MU, majoring in the English language. Before the participants became involved in the study, the study's purpose was explained to them, and they were informed about the confidentiality of their data.
3.3 Study Instruments

The study used three data sources: the FLCAS questionnaire, the FLRAS questionnaire, and a reading comprehension test. Below are the descriptions of these data sources:

3.3.1 The Foreign Language Classroom Anxiety Scale (FLCAS). In this study, the researcher adopted FLCAS, designed by Horwitz et al. (1986). It consists of 33 items measuring language anxiety (LA) related to foreign language (FL) learning. The participants responded to a 5-point Likert scale for each item with 1 indicating strongly agree (5 points), 2 indicating agree (4 points), 3 indicating neither agree nor disagree (3 points), 4 indicating disagree (2 points) and 5 indicating strongly disagree (1 points). Lower scores indicate lower LA and higher scores indicate higher LA. Horwitz et al. (1986) reported the internal consistency of the FLCAS as .93 (n = 108). The theoretical ranges of the scale are from 33 to 165 (Wu, 2012). The FLCAS was translated into the participants’ native language (Arabic) to overcome the lack of English proficiency. The foreign language in the original scale was replaced with English (see Appendices 1 and 2).

3.3.2 A) The Foreign Language Reading Anxiety Scale (FLRAS). In this study, the researcher adopted FLRAS, designed by Saito et al. (1999). It contains 20 items measuring reading anxiety (RA) related to FL reading. Participants responded to a 5-point Likert scale for each item with 1 indicating strongly agree (5 points), 2 indicating agree (4 points), 3 indicating neither agree nor disagree (3 points), 4 indicating disagree (2 points) and 5 indicating strongly disagree (1 points). Lower scores indicate lower RA and higher scores indicate higher RA. Saito et al. (1999) reported the FLRAS showed an acceptable level of reliability with an internal consistency coefficient of .86 (n = 383). The theoretical ranges of the FLRAS are from 20 to 100 (Wu, 2012). The FLRAS was translated into the participants’ native language (Arabic) to
overcome the lack of English proficiency. The foreign language in the original scale was replaced with English (see Appendices 3 and 4).

**B) Open-ended question:** The open-ended question was added to the FLRAS because different answers were expected from the students, unlike the FLRAS, which may be limited to certain points. Therefore, the open-ended question offered students the opportunity to expand on what makes them anxious in reading classes, from the experience and the point view of every student.

### 3.3.3 The reading passage and the multiple-choice reading comprehension test.

The students were given a reading test in which they were asked to answer multiple-choice questions to measure their reading comprehension. In this study, a passage of 333 words was extracted from the website English-Zone.com. This website, created by Kaye Mallory (1999), is one of the best English-learners’ sites on the Internet. This website has an excellent reputation, and learners from different levels can safely browse it. Even teachers can use it as an excellent reference for exercises pertaining to various English language skills. During her experience as a teaching assistant, the researcher used this website for first level students, especially for reading, and it proved to have adequate content that matched the level of the students. Therefore, the passage was chosen according to the students’ level, with some modifications. The average score on the multiple-choice questions was used as the students’ reading comprehension performance in the study (see Appendix 5).

**Validity of the reading test.** Three professional English language instructors at Imam University, Dr. Mohammad Abdulataif, Dr. Nasser Freahat, and Dr. Awad Alshehri, reviewed the reading passage and multiple-choice questions. The instructors provided their opinions in
terms of the suitability of the reading test for the students' level. The instructors’ suggestions were taken into consideration, and modifications were made.

**Reliability of the reading test.** The reliability of the reading test questions was examined; the Cronbach’s alpha was .620, which makes the reliability of the test questions and scores high (see Appendix 6).

### 3.4 Procedure

The FLCAS and FLRAS questionnaires and the reading test were administered to all of the students. The students were given the FLCAS; they were then asked to complete the reading test and answer the multiple-choice questions. Thereafter, they were given the FLRAS.

### 3.5 Data Analysis

The FLCAS questionnaire and FLRAS questionnaire were analyzed by using the Statistical Program for Social Science (SPSS), and the open-ended question that was added to the FLRAS was analyzed by calculating the percentages of the common answers through the Excel. A Spearman Correlation Coefficient was computed to determine the correlation between general language anxiety and L2 reading, and to analyze the reading comprehension test scores.

### 3.6 Summary

This chapter presented the methodology of this study. It described the research design and the sample of the study, which included 60 female students from IMBSU and MU. It also explained the instruments of the study as well as how the validity and reliability of the reading test and questionnaires were tested and how the data were collection and analyzed. The answers to the research questions and the data analysis are provided in the next chapter.
CHAPTER 4

Data Analysis and Results

The major goal of this study was to investigate the level of foreign language classroom anxiety, the level and sources of foreign language reading anxiety, and whether students who demonstrate general language anxiety in the classroom are also anxious about L2 reading. The secondary goal was to explore how reading anxiety affects learners’ actual reading comprehension during their L2 reading course and whether reading comprehension performance differs across different language learning environments where the educational level is different. Four main questions were explored: 1) What is the level of FLCA among Saudi EFL students? 2) What is the level of FLRA among Saudi EFL students, and what are the sources of students’ reading anxiety from their perspective? 3) Is there any significant relationship between general language learning anxiety and L2 reading? 4) Does reading anxiety have a different effect on reading comprehension among students at Imam University and Majma’ah University?

4.1 Foreign Language Classroom Anxiety among English Language Students

The descriptive statistics of the FLCAS were calculated using SPSS to answer the first research question: What is the level of FLCA among Saudi EFL students? The descriptive statistics were assessed to examine the level of anxiety that 60 English students at IMBSU and MU experienced while learning English as a L2/FL. The students answered a 33-item survey using a 5-point Likert-type response format. The students were given a range of choices: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.
Table 1. Responses, Percentage, Means, and Standard Deviation of FLCA

| Statements                                                                 | RESPONSES | MEAN  | std. deviation |
|---------------------------------------------------------------------------|-----------|-------|----------------|
| 1 I never feel quite sure of myself when I am speaking in my Foreign     | 12        | 22    | 14             | 12 | 0    | 3.57 | 1.03 |
|language class.                                                            | 20%       | 36.7% | 23.3%          | 20.0 | 0%   |       |      |
| 2 I don’t worry about making mistakes in language class.                  | 6         | 18    | 13             | 18 | 5    | 2.97 | 1.64 |
|                                                                           | 10%       | 30%   | 21.7%          | 30% | 8.3  |       |      |
| 3 I tremble when I know that I’m going to be called on in language class.  | 16        | 18    | 15             | 9  | 2    | 3.62 | 1.13 |
|                                                                           | 26.7%     | 30%   | 25%            | 15% | 3.3% |       |      |
| 4 It frightens me when I don’t understand what the teacher is saying in   | 3         | 8     | 6              | 29 | 14   | 2.28 | 1.12 |
| the foreign language.                                                     | 5%        | 13.3% | 10%            | 48.3% | 23.3% |       |      |
| 5 It wouldn’t bother me at all to take more foreign language classes.      | 1         | 9     | 11             | 27 | 12   | 3.67 | 1.02 |
|                                                                           | 1.7%      | 15%   | 18.3%          | 45% | 20%  |       |      |
| 6 During language class, I find myself thinking about things that have     | 16        | 16    | 14             | 13 | 1    | 3.55 | 1.15 |
| nothing to do with the course.                                             | 26.7%     | 26.7% | 23.3%          | 21.7% | 1.7% |       |      |
| 7 I keep thinking that the other students are better at language than I    | 8         | 7     | 16             | 12 | 17   | 2.62 | 1.36 |
| am.                                                                       | 13.3%     | 11.7% | 26.7%          | 20% | 28.3% |       |      |
| 8 I am usually at easy during tests in my language classes.                | 17        | 22    | 8              | 9  | 4    | 2.87 | 1.34 |
|                                                                           | 28.3%     | 36.7% | 13.3%          | 15% | 6.7% |       |      |
| 9 I start to panic when I have to speak without preparation in language    | 17        | 22    | 8              | 9  | 4    | 3.65 | 1.23 |
| class.                                                                    | 28.3%     | 36.7% | 13.3%          | 15% | 6.7% |       |      |
| 10 I worry about the consequences of failing my foreign language class.    | 3         | 4     | 5              | 24 | 24   | 1.97 | 1.10 |
|                                                                           | 5%        | 6.7%  | 8.3%           | 40% | 40%  |       |      |
| 11 I don’t understand why people get so upset over foreign language class. | 2         | 11    | 18             | 19 | 10   | 3.40 | 1.07 |
|                                                                           | 3.3%      | 18.3% | 30%            | 31.7% | 16.7% |       |      |
| 12 In language class, I can get so nervous I forget things I know.         | 13        | 20    | 7              | 13 | 7    | 3.32 | 1.34 |
|                                                                           | 21.7%     | 33.3% | 11.7%          | 21.7% | 11.7% |       |      |
| Statements                                                                 | RESPONSES | MEAN | std. deviation |
|--------------------------------------------------------------------------|-----------|------|----------------|
| It embarrasses me to volunteer answers in my language class.             | 11 22 11 13 3 | 3.42 | 1.16 |
| I would not be nervous speaking the foreign language with native speakers.| 2 23 14 14 7 | 3.02 | 1.11 |
| I get upset when I don’t understand what the teacher is correcting.     | 14 25 11 9 1 | 3.70 | 1.04 |
| Even if I am well prepared for language class, I feel anxious about it. | 3 17 8 21 11 | 2.67 | 1.12 |
| I often feel like not going to my language class.                        | 21 20 13 3 3 | 3.88 | 1.10 |
| I feel confident when I speak in my foreign language class.             | 2 8 14 24 21 | 3.60 | 1.06 |
| I am afraid that my language teacher is ready to correct every mistake I make. | 8 10 18 19 8 | 2.75 | 1.10 |
| I can feel my heart pounding when I am going to be called on in my language class. | 7 15 16 13 9 | 2.97 | 1.24 |
| The more I study for an language test the more confused I get.           | 14 16 21 11 7 | 3.32 | 1.33 |
| I don’t feel pressure to prepare very well for language class.          | 4 9 18 17 12 | 3.40 | 1.16 |
| I always feel that the other students speak the foreign language better than I do. | 8 17 16 13 6 | 3.13 | 1.20 |
| I feel very self-conscious about speaking the foreign language in front of other students. | 4 3 13 13 17 | 2.57 | 1.29 |
| Language class moves so quickly I worry about getting left behind.       | 9 14 14 10 13 | 2.93 | 1.37 |
Table 1 shows that the general mean of the responses of the sample to the level of the FLCAS was 3.17/5 and the standard deviation was 1.18, i.e., the response of the participants approved to have a moderate foreign language anxiety. The arithmetic mean of this dimension ranged between 3.88 and 1.97.

The highest percentage of responses in the FLCAS was for item 17 (i.e., “I often feel like not going to my language class”) with a mean of 3.88 and a standard deviation of 1.10. The following item is 32 (i.e., “I would probably feel comfortable around native speakers of the foreign language”) with a mean of 3.83 and a standard deviation of 1.02. The third item is 15
(i.e., “I get upset when I do not understand what the teacher is correcting”) with a mean of 3.70 and a standard deviation of 1.04. The following item is 4 (i.e., “It frightens me when I don’t understand what the teacher is saying in the foreign language”) with a mean of 2.28 and a standard deviation of 1.12. Finally, yet importantly, is item 10 (i.e., “I worry about the consequences of failing my foreign language class”) with a mean of 1.97 and a standard deviation of 1.10.

![Figure 1: Foreign Language Classroom Anxiety Level from 50-150](image)

Students’ Anxiety Level at Imam University and Majama’ah University.

### 4.2 Foreign Language Reading Anxiety among English Language Students

The descriptive statistics of the FLRAS were calculated using SPSS to answer the second research question: What is the level of FLRA among Saudi EFL students? The descriptive statistics were assessed to examine the level of anxiety that 60 English students at IMBSU and MU experienced while learning English as a L2/FL. The students answered a 20-item survey using a 5-point Likert-type response format. The range of choices was strongly agree, agree, neither agree nor disagree, disagree and strongly disagree.
| Statements                                                                 | RESPONSES | MEAN | Std. deviation |
|---------------------------------------------------------------------------|-----------|------|----------------|
| 1. I get upset when I am not sure whether I understand what I am reading in English. | 1 25 7 6 21 | 3.98 | 1.01 |
| 2. When reading English, I often understand the words but still can’t quite understand what the author is saying. | 14 24 10 11 1 | 3.65 | 1.08 |
| 3. When I’m reading English, I get so confused I can’t remember what I am reading | 8 16 20 14 2 | 3.23 | 1.06 |
| 4. I feel intimidated whenever I see a whole page of English in front of me. | 16 14 13 15 2 | 3.45 | 1.22 |
| 5. I am nervous when I am reading a passage in English when I am not familiar with the topic. | 15 24 17 4 0 | 3.83 | .88 |
| 6. I get upset whenever I encounter unknown grammar when reading English. | 8 28 14 10 0 | 3.57 | .927 |
| 7. When reading English, I get nervous and confused when I don’t understand every word. | 13 26 13 8 0 | 3.73 | .95 |
| 8. It bothers me to encounter words I can’t pronounce while reading English. | 23 29 5 3 0 | 4.20 | .79 |
| 9. I usually end up translating word by word when I am reading English. | 15 17 18 10 0 | 3.62 | 1.04 |
| 10. By the time, I get past the funny letters and symbols in English, it’s hard to remember what you’re reading about. | 8 21 18 13 0 | 3.40 | .97 |
| Statements                                                                 | SA | A  | N  | D  | SD | MEAN | Std. deviation |
|---------------------------------------------------------------------------|----|----|----|----|----|------|----------------|
| 11 I am worried about all the new symbols I have to learn in order to    | 16 | 9  | 16 | 19 | 0  | 3.37 | 1.19           |
| read in English.                                                          | 26.7%| 15%| 26.7%| 31.7%| 0% |       |                |
| 12 I enjoy reading English.                                               | 31 | 16 | 11 | 2  | 0  | 1.73 | 0.88           |
|                                                                           | 51.7 | 26.7%| 18.3%| 3.3 | 0% |       |                |
| 13 I feel confident when I am reading in English.                         | 14 | 26 | 13 | 7  | 0  | 2.22 | 0.94           |
|                                                                           | 23.3%| 43.3%| 21.7%| 11.7%| 0% |       |                |
| 14 Once I get used to it, reading English is not so difficult.            | 1  | 1  | 6  | 12 | 40 | 1.52 | 0.87           |
|                                                                           | 1.7%| 1.7%| 10%| 20%| 66.7%|    |                |
| 15 The hardest part of learning English is learning to read.              | 20 | 9  | 15 | 16 | 0  | 3.55 | 1.21           |
|                                                                           | 33.3%| 15%| 25%| 26.7%| 0% |       |                |
| 16 I would be happy just to learn to speak English rather than having to | 32 | 17 | 8  | 2  | 1  | 4.28 | 0.94           |
| read as well.                                                            | 53.3%| 28.3%| 13.3%| 3.3%| 1.7%|    |                |
| 17 I don’t mind reading to myself, but I feel very uncomfortable when I   | 16 | 4  | 24 | 16 | 0  | 3.33 | 1.14           |
| have to read English.                                                    | 26.7%| 6.7%| 40%| 26.7%| 0% |       |                |
| 18 I am satisfied with the level of reading ability in English that I     | 1  | 8  | 10 | 12 | 29 | 2.00 | 1.16           |
| have achieved so far.                                                    | 1.7%| 13.3%| 16.7%| 20%| 48.3%|    |                |
| 19 English Language culture and ideas seem very foreign to me.            | 9  | 4  | 30 | 17 | 0  | 3.08 | 0.97           |
|                                                                           | 15%| 6.7%| 50%| 28.3%| 0% |       |                |
| 20 I have to know so much about English language history and culture in   | 19 | 9  | 18 | 14 | 0  | 3.55 | 1.17           |
| order to read English.                                                   | 31.7%| 15%| 30%| 23.3%| 0% |       |                |

**GRAND MEAN**

|                            | 3.26/5 | .383 |
|----------------------------|--------|------|
Table 2 shows that the general mean of the responses of the sample to the level of the FLRAS was 3.26/5 and the standard deviation was 3.83, i.e., the response of the participants approved to have a moderate foreign language reading anxiety. The arithmetic mean of this dimension ranged between 1.52 and 4.28.

The highest percentage of responses in the FLCAS was for item 16 (i.e., “I would be happy just to learn to speak English rather than having to learn to read as well”) with a mean of 4.28 and a standard deviation of 0.94. The following item is 8 (i.e., “It bothers me to encounter words I can’t pronounce while reading English”) with a mean of 4.20 and a standard deviation of 0.79. The third item is 1 (i.e., “I get upset when I am not sure whether I understand what I am reading in English”) with a mean of 3.98 and a standard deviation of 1.01. The following item is 14 (i.e., “Once I get used to it, reading English is not so difficult”) with a mean of 1.52 and a standard deviation of 0.87. Finally, item 12 (i.e., “I enjoy reading English”) has a mean of 1.73 and a standard deviation of 0.88.

![Foreign Language Reading Anxiety from 0-100](image)

**Figure 2.**

Students’ Reading Anxiety Level at Imam University and Majma’ah University.
4.2.1 The Sources of Students' Reading Anxiety from Their Perspective

To investigate the sources that caused the feeling of anxiety during the English reading class, an open-ended question was added to the FLRAS and was answered by the students. The question was as follows: What are the sources of students’ reading anxiety from their perspective? 30 students from IMBSU and 30 students from MU answered the question, and according to their answer, the major source of reading anxiety is that 73.3% of IMBSU students and 76.7% of MU students have difficulty in understanding the meaning of new words in a reading passage. Secondly, 56.7% of IMBSU students and 40% of MU students find it difficult to pronounce new words, resulting in a feeling of anxiety among them. Thirdly, the percentages of the other sources vary between the two universities. For example, 33.3% of IMBSU students believe that the unfamiliarity of the reading scripts provokes anxiety, while 3.3% of MU students agreed with that source. A total of 56% of MU students perceive that the fear of making mistakes in front of the teacher and classmates is what causes anxiety, while 6.7% of IMBSU students agreed with that source. Fourthly, 26.8% of MU students also find that reading long passages causes anxiety, though only 16.7% of IMBSU students hold this same view. Lastly, 33.3% of MU students regard the feeling of shyness as a cause of anxiety for them in class. However, only 3.3% only IMBSU students agreed that this source contributed to anxiety.

4.3 The Relationship between General Language Learning Anxiety and L2 Reading

As a means to uncover any relation between general language learning anxiety and L2 reading, the Spearman's correlation coefficient was used to answer the third research question: Is there a relationship between general language learning anxiety and L2 reading?

The result is in the following table:
Table 3. The Spearman’s Correlation Coefficient between Language Anxiety and L2 Reading.

| Variable          | R    | P Value |
|-------------------|------|---------|
| L2 Reading        | 0.80 | 5.41    |

There was no significant relationship between the general language learning anxiety and L2 Reading (R = 0.80, p > .05).

4.4 The Different Effects Reading Anxiety Has on Reading Comprehension among Students at Imam University and Majma’ah University

To investigate if reading anxiety has a different effect on reading comprehension, it was important to examine the existence of any relationship between reading anxiety, language anxiety, and reading comprehension among IMBSU and MU English language major students. The Spearman's correlation coefficient was calculated to answer the fourth research question: Does reading anxiety have a different effect on reading comprehension among students at Imam University and Majma’ah University?

Table 4. The Spearman’s Correlation Coefficient between Language Anxiety, Reading Anxiety, and Reading Comprehension

| Variable          | University | R    | P Value |
|-------------------|------------|------|---------|
| Reading Anxiety   | Imam       | 3.59 | 0.51    |
|                   | Majma’ah   | 0.29 | 8.80    |
| Language Anxiety  | Imam       | 1.20 | 5.27    |
|                   | Majma’ah   | -1.25| 5.10    |

The Spearman's correlation coefficient was calculated to answer any speculations about the relationship between FLRA and foreign language reading comprehension. The responses of the students to the FLCAS and FLRAS questionnaires were compared to the level of the language
anxiety and reading anxiety. The results of the two universities separately indicated that there was no significant relationship between reading anxiety, and reading comprehension among IMBSU students (R= 3.59, p >.05). In addition, there was no significant relationship between reading anxiety and reading comprehension among MU students (R= 0.29, p >.05).

In regard to the correlation between language anxiety in general and reading comprehension, the results indicated that there was no significant relationship between language anxiety and reading comprehension among IMBSU students (R= 1.20, p >.05). Moreover, there was no significant relationship between language anxiety and reading comprehension among MU students (R= -1.25, p >.05).

To investigate the effect of language anxiety and reading anxiety on reading comprehension separately among IMBSU and MU English language major students, Tables 5, 6, and 7 illustrate the results of the reading comprehension test scores, and the effect of language anxiety and reading anxiety on reading comprehension.

Table 5. Mean and Standard Deviation of the Reading Comprehension Test Scores.

| GROUP             | N   | MEAN | STD.DEVIATION | T    | P VALUE |
|-------------------|-----|------|---------------|------|---------|
| Imam University   | 30  | 5.90 | 1.18          | 4.90 | 0.000   |
| Majmaa'h University | 30  | 4.10 | 1.62          |      |         |

It is clear from reviewing the results in Table 5 that, on average, IMBSU students had significantly greater reading comprehension test scores (M=5.90, SD=1.18) than MU students (M=4.10, SD= 1.62, t (4.90)= 2.69, p<.001); it did represent a large-sized effect (r = .59).
Table 6. *Mean and Standard Deviation of Foreign Language Anxiety.*

| GROUP            | N  | MEAN | STD.DEVIATION | T   | P VALUE |
|------------------|----|------|---------------|-----|---------|
| Imam University  | 30 | 103.90 | 7.558         | 9.81 | 3.31    |
| Majma'a'h University | 30 | 105.77 | 7.171         |      |         |

On average, MU students had greater language anxiety (M=105.77, SD=7.17) than IMBSU University students (M=103.90, SD=7.56). This difference was not significant (t (58) = .981, p > .05); it did represent a small-sized effect (r=.12).

Table 7. *Mean and Standard Deviation of Foreign Language Reading Anxiety.*

| GROUP            | N  | MEAN    | STD.DEVIATION | T   | P VALUE |
|------------------|----|---------|---------------|-----|---------|
| Imam University  | 30 | 62.7667 | 6.83643       | 2.69| .009    |
| Majma'a'h University | 30 | 67.8333 | 7.71064       |      |         |

The results in Table 6 show that, on average, MU students had significantly greater reading anxiety (M=67.83, SD=7.71) than IMBSU students (M=62.77, SD=6.83, t (58) = 2.69, p<.05); it did represent a medium-sized effect (r=.33).

4.5 Summary

The study resulted in five major findings. A review of the FLCAS and FLRAS scores confirmed the existence of FLCA and FLRA among Saudi female students of the English language. First, the level of the FLCAS was 3.17/5, and the standard deviation was 1.18—i.e., the responses of the participants demonstrated moderate foreign language anxiety. Second, the
level of the FLRAS was 3.26/5, and the standard deviation was 3.83—i.e., the responses of the participants demonstrated moderate foreign language reading anxiety. Third, the main sources of FLRA, according to the students' answers to the open-ended question, stemmed from the difficulty in understanding the meaning of new words in a reading passage, the difficulty with pronunciation, reading long passages, the fear of making mistakes in front of the teacher and classmates, unfamiliar scripts, and the feeling of shyness. Fourth, the correlation between general language anxiety and L2 reading revealed a non-significant relationship between these two variables (R= .080, p >.05). Fifth, from the mean and standard deviation of the reading comprehension test scores and the FLRA; IMBSU students had significantly greater reading comprehension test scores (M=5.90, SD=1.18) than MU students (M=4.10, SD= 1.62, t (4.90)= 2.69, p<.001); it did represent a large-sized effect (r=.59). On the other hand, MU students had significantly greater reading anxiety (M=67.83, SD=7.71) than IMBSU students (M=62.77, SD= 6.83, t (58) = 2.69, p<.05); it did represent a medium-sized effect (r=.33). Therefore, the four questions of the study have been answered. The following chapter will discuss the theoretical underpinnings related to the findings of this study.
CHAPTER 5

Discussion and Conclusion

The final chapter provides a thorough discussion of goals of this study as well as the findings. The study’s contribution includes a statistical investigation of foreign language classroom anxiety and foreign language reading anxiety in a Saudi female context. The results of the present study, as introduced earlier in Chapter 4, indicated both significant and nonsignificant findings associated with FLCA, FLRA, and L2 reading.

5.1 Discussion

The major area of investigation in this study was FLRA among Saudi EFL female students. The goal of this empirical study was to cover four aspects: 1) the level of FLCA among Saudi EFL students; 2) the level of FLRA among Saudi EFL students, along with the main sources that cause anxiety in the classroom from the perspective of the English language students; 3) the relationship between general language anxiety and L2 reading; 4) the different effects that reading anxiety has on reading comprehension among students at IMBSU and MU.

5.1.1 Foreign Language Classroom Anxiety Level. Regarding the first aspect of this study, the results confirmed that the participants experienced moderate levels of FLCA. The general mean of the of the sample's responses to the level of the FLCAS was 3.17/5, and the standard deviation was 1.18—i.e., the responses of the participants demonstrated moderate foreign language anxiety. The arithmetic mean of this dimension ranged between 3.88 and 1.97.

Alsowat’s (2016) study examined FLCA in a Saudi context at Taif University and encountered similar results. Specifically, the findings showed that the level of Saudi students’ FLCA was moderate (M=2.93). In addition, Alshahrani and Alshahrani’s (2015) study also
confirmed that the mean of the levels of FLA is $M=94.12$, which indicates a moderate level of anxiety among the study participants. These results are in parallel with the majority of previous studies (Alrabai, 2014; MacIntyre & Gardner, 1991; Horwitz, 2001; Young, 1991), which range from 90 to 96.

### 5.1.2 Foreign Language Reading Anxiety Level and Sources

The results of the second aspect of this study confirmed that the participants experienced moderate levels of FLRA. The general mean of the responses of the sample to the level of the FLRAS was $3.26/5$, and the standard deviation was $3.83$—i.e., the responses of the participants demonstrated moderate FLRA. The arithmetic mean of this dimension ranged between 1.52 and 4.28. Alsuhaibany (2015) investigated reading anxiety among first level English language major students at IMBSU, and the results of her study confirmed similar results—namely, that participants experienced moderate levels of FLRA. The mean was 67.2, and the standard deviation was 10.7. The mean of 67 is consistent with moderate FLRA.

From the investigation of the level of FLRA comes the examination of the sources of reading anxiety according to the perspective of IMBSU and MU English major students. Five major sources of FLRA were found in this study: difficulty with understanding the meaning of new words in a reading passage, difficulty with pronunciation, the unfamiliarity of the reading passages, the fear of making mistakes in front of the teacher and classmates, unfamiliar scripts, and the feeling of shyness. All of these sources stemmed from the open-ended question that the students answered with the FLRAS.

The first source is the difficulty in understanding the meaning of new words. A total of 73.3% of IMBSU students and 76.7% of MU students demonstrated apprehension due to this source. The second source is the difficulty in pronouncing new words. A total of 56.7% of
IMBSU students and 40% of MU students face that problem, which causes the feeling of anxiety among them. The third source is the unfamiliarity of the reading scripts. This source, however, showed a high percentage at IMBSU for 33.3%, while only 3.3% of MU students agreed with that source. The fourth source, i.e. the fear of making mistakes in front of the teacher and classmates, showed a high percentage at MU students for 56%, while 6.7% of IMBSU agreed with that source. The fourth source is reading long passages: 26.8% of MU student agreed that this source causes anxiety, while only 16.7% of IMBSU students were in agreement. The last source is the feeling of shyness. A total of 33.3% of MU students regard shyness as a source can cause anxiety for them in class, while 3.3% only of IMBSU students agreed that this source causes anxiety.

What is clear from the above-mentioned sources is that they mostly stem from a general worry about reading effects and the inability to reach a satisfactory level of comprehension of the reading text. In the FLCAS, the first two statements explain most of the mentioned sources and relate them to the factor of worrying. The students' apprehension was shown by the 43.4% of Saudi students who strongly agreed or agreed with statements; 1: “I get upset when I am not sure whether I understand what I am reading in English” and 2: “When reading English, I often understand the words but still can’t quite understand what the author is saying”. These findings support the evidence of the negative effects that anxiety has on reading performance.

Worrying about reading as a controlled factor was identified in some studies, such as Saito et al. (1999) and Zhao (2009). In Saito et al. (1999), 58% of learners of Japanese strongly agreed or agreed with statement 1, and 40% agreed with statement 2. Zhao (2009) explained why students become anxious when reading. This happens because according to what is mentioned in the statements, the students are able to understand the meaning of single words but still cannot
understand the whole idea or what the author is conveying due to the inadequate word recognition process.

Some of the other sources that the students mentioned in the open-ended question are close to four FLRAS statements. A total of 65% of the students strongly agreed or agreed with statement 5: “I am nervous when I am reading a passage in English when I am not familiar with the topic.” This result confirmed Zhao’s (2009) findings that unfamiliar topics led to reading anxiety among the Chinese FEL learners. In addition, 50% of the students strongly agreed or agreed with statement 4: “I feel intimidated whenever I see a whole page of English in front of me.” A total of 86% of the students strongly agreed or agreed with statement 8: “It bothers me to encounter words I can’t pronounce while reading English.” Moreover, a total of 53% of the students strongly agreed or agreed with statement 9: “I usually end up translating word by word when I am reading English.”

Finally, most of the factors of FLRA mentioned by the students or in the FLCAS were investigated by Alshboul, Ahamad, Nordin, and Rahman (2013). The sources of FLRA can be divided into two aspects: personal factors and text factors. According to the previously mentioned sources, the personal factors can include worry about reading effects, fear of making errors, and the feeling of shyness. The text factors can include difficulty with understanding the meaning of new words passage, difficulty with pronunciation, long reading passages, and unfamiliar scripts.

5.1.3 The Relationship between General Language Learning Anxiety and L2 Reading. Regarding the relationship between language learning anxiety and reading in a second language, the Spearman's correlation coefficient confirmed that the relationship between general language learning anxiety and L2 reading was not significant (R= .080, p > .05). This finding
was similar to another finding by Brantmeier (2005). In that study, the alpha level was set at .05, which indicated no positive correlations between anxiety and second language reading. These findings contradict both Young’s (2000) and Sellers’ (2000) studies, in which anxiety affected reading, especially with students from lower levels of instruction.

The lack of significant correlations between language anxiety and L2 reading in Brantmeier (2005) could be interpreted as the participants were from advanced levels, where they are accustomed and routinely asked to read on an individual basis before coming to class and to complete multiple-choice questions about the plot before coming to class. Hence, they are accustomed to the expectation of factual knowledge. However, in this study, the participants were from level one, where they performed better in reading comprehension when there was no expectation of an examination of factual knowledge, as Franson (1984) confirmed with a similar interpretation to that of the present study.

The findings of the present study emphasize the need for more investigations concerning anxiety and L2 reading. The present study is not enough evidence to assert whether beginner readers’ anxious feelings do or do not affect their reading performance. As Phillips (1992) argued, rejecting any association between anxiety and performance is dangerous. Nevertheless, more detailed questions, situational examinations, and oral interviews concerning anxiety and L2 reading would add to the present findings.

**5.1.4 The Effect of Foreign Language Reading Anxiety on Reading Comprehension.**

Since two universities were under investigation in this study, the results of this section were separately analyzed and compared to determine whether there was a different effect of foreign language reading anxiety on reading comprehension. The effect of FLRA on reading comprehension was found to be negative. This result stemmed from an investigation of the
relationship between reading anxiety, language anxiety, and reading comprehension among IMBSU and MU English major students. First, Spearman's correlation coefficient was calculated to indicate that there was no significant relationship between reading anxiety and reading comprehension among IMBSU students (R= 3.59, p >.05). In addition, there was no significant relationship between reading anxiety and reading comprehension among MU students (R= 0.29, p >.05). Second, there was no significant relationship between language anxiety and reading comprehension among IMBSU students (R= 1.20, p >.05). There also was no significant relationship between Language anxiety and reading comprehension among MU students (R= -1.25, p >.05). Wu’s (2012) results confirmed these findings. Specifically, Wu (2012) had determined, according to descriptive statistics that the reading comprehension performance of the students in each language anxiety level and reading anxiety level did not differ significantly.

In the present study, the results of reading comprehension test scores showed that IMBSU students had significantly greater reading comprehension test scores (M=5.90, SD=1.18) than MU students (M=4.10, SD= 1.62, t (4.90) = 2.69, p<.001); it did represent a large-sized effect (r= .59). The effect of foreign language anxiety on reading comprehension showed that MU students had greater language anxiety (M=105.77, SD=7.17) than IMBSU (M=103.90, SD= 7.56). This difference was not significant (t (58) = .981, p> .05); it did represent a small-sized effect (r= .12). The effect of reading anxiety on reading comprehension showed that MU students had significantly greater reading anxiety (M=67.83, SD=7.71) than IMBSU students (M=62.77, SD= 6.83, t (58) = 2.69, p<.05); it did represent a medium-sized effect (r= .33).

Alsuhaibany’s (2015) results were similar to those of this study. Specifically, her findings confirmed that the effect of FLRA on reading comprehension was negative. A Pearson product-moment correlation analysis between the FLRA level and foreign language reading
comprehension score was used to obtain this result; the correlation was found to be significantly negative (-0.293, p < 0.05). Moreover, Zhao (2009) confirmed these findings where he examined the level of anxiety among Chinese EFL students and its relationship to reading comprehension. The results indicated that FLRA was negatively correlated with students’ reading comprehension. Students with lower FLRA tended to have higher foreign language reading comprehension scores and vice versa. These findings contradicted in a part with Cabansag (2013) study, in which language anxiety and reading anxiety have a significant correlation to reading comprehension performance, and it was similar in another part where students with lower language anxiety and reading anxiety had better comprehension performance.

Nevertheless, Zhao’s (2009) result is also paralleled that of Wu’s (2012), whose study showed no significant differences in reading comprehension performance among the EFL students with high, mid, and low language anxiety and reading anxiety. In other words, there is a general trend for lower language anxiety and reading anxiety associated with higher reading comprehension performance.

5.2 Conclusion

Based on the above discussion, the present study is an attempt to address issues concerning language anxiety, reading anxiety, and reading comprehension at the early stages of L2 learning, with a special attention to the effect of reading anxiety on reading comprehension. The level of FLCA and the level and sources of FLRA, the relationship between general language anxiety and L2 reading, as well as its effect on reading comprehension were identified. The level of both FLCA and FLRA was moderate among EFL Saudi female university students. The major sources of reading anxiety, according to the students, were difficulty with understanding the meaning of new words in a reading passage, difficulty with pronunciation,
reading long passages, the fear of making mistakes in front of the teacher and the classmates, unfamiliar scripts, and the feeling of shyness in the reading class. The results also revealed that there was a non-significant correlation between general language anxiety and L2 reading. In addition, the relationship between reading anxiety, language anxiety, and reading comprehension among IMBSU and MU English language major students showed a non-significant correlation between language anxiety, reading anxiety, and their relation to reading comprehension. Moreover, the findings of the reading comprehension test scores and the FLRA indicated a significant difference between IMBSU students and MU students, where the former had significantly higher reading comprehension test scores than the latter. On the other hand, MU students had significantly more reading anxiety than IMBSU students did.

In light of the findings of this study, future studies and investigations may be provided to build up appropriate methods to overcome all the obstacles that may contribute to any negative impact of FLCA and FLRA on reading comprehension performance. Finally, it is hoped that this study will be valuable for FL instructors in terms of them exhibiting more awareness of the issue of anxiety in the EFL classroom and attempting to create, as much as possible, a low anxiety environment to reduce unwanted tension and stress that affects students’ overall FL performance.

5.3 Implications and Recommendations

The most important implication presented in this study is that English language instructors must have a genuine awareness of the existence and effect of reading anxiety among English language learners, especially in the early levels of L2 learning. If learners were not exposed to appropriate methods of learning reading, it might affect the L2 learning process in general. As the feeling of anxiety in one skill might be linked to other skills, and in this way, it will be generalized to language anxiety.
English language instructors carry a major responsibility to reduce reading anxiety among EFL learners. If students are always too anxious, they are very likely to run the risk of failure during their studies. English language instructors should be able to diagnose learners’ reading anxiety and help them deal with the anxiety-provoking situations. If students read in a comfortable environment and are encouraged, they will become more confident. According to Krashen’s (1981) comprehensible input hypothesis, providing comprehensible reading methods that match students’ level will enhance their learning process.

Moreover, instructors should make students aware of the nature of FLRA and should convey that anxiety is natural and common due to the fact that FL learning is intrinsic and no one can experience null anxiety (Huang, 2012). Therefore, instructors should try their best to develop students as ideal L2 readers by helping them control comprehension anxiety. Instructors must pay special attention to what they address in the reading class and make sure to present material with the appropriate level of difficulty for the students. Additionally, students must be trained and provided with specific reading strategies to help them read more effectively and overcome their comprehension fears (Alsuhaibany, 2015).

Finally, the present study was concerned with investigating the levels of FLCA and FLRA with special attention directed toward the general sources of reading anxiety and the effect such sources might have on reading comprehension among learners. However, the findings of this study are limited to the English major students studying at IMBSU and MU. Therefore, this study can be replicated at English language departments at other Saudi universities with larger samples for a generalization of the findings in the Saudi context. In addition, a change of method in such a study might be needed; future research could investigate reading anxiety in the beginning, middle, and end of a semester to observe the actual improvement in reading
performance. Also, the researcher recommends using multiple methods, including observations, interviews, and writing.
References

Alrabai, F. (2014). A model of foreign language anxiety in the Saudi EFL context. *English Language Teaching, 7*(7), 82-101. doi:10.5539/elt.v7n7p82

Alsamadani, H. A. (2009). *The relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension* (Unpublished doctoral dissertation). Ohio University, Athens, OH.

Alshahrani, M., & Alshahrani, A. (2015). An investigation of anxiety among elementary school students towards foreign language learning. *CSCanada, Studies in Literature and Language, 11*(1), 29-40.

Alshboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013). Foreign language reading anxiety in a Jordanian EFL context: A qualitative study. *English Language Teaching, 6*(6), 38-56.

Alsowat, H. H. (2016). Foreign language anxiety in higher education: A practical framework for reducing FLA. *ESJ European Scientific Journal, 12*(7), 193-220. doi:10.19044/esj.2016.v12n7p193

Alsuhaibany, M. (2015). *The effect of reading anxiety on Saudi EFL reading comprehension*. (Unpublished master's thesis). College of Language and Translation, Al-Imam Mohammad Ibn Saud Islamic University, Riyadh, Saudi Arabia.

Batumlu, D. Z., & Erden, M. (2007). The relationship between foreign language anxiety and English achievement of Yıldız Technical University School of Foreign Languages preparatory students. *Journal of Theory and Practice in Education, 3*, 24-38.

Bernhardt, E. B. (1991). *Reading development in a second language: Theoretical, empirical, and classroom perspectives*. Norwood, NJ: Ablex.
Best, J., & Khan, J. (1989). *Research in education*. Englewood Cliffs, NJ: Prentice Hall.

Brantmeier, C. (2003). Beyond linguistic knowledge: Individual differences in Second Language Reading. *Foreign Language Annals, 36*(1), 33-43.

Brantmeier, C. (2005). Anxiety about L2 reading or L2 reading tasks? A study with advanced language learners. *The Reading Matrix, 5*(2), 67-85.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). San Francisco: Addison Wesley Longman, Inc.

Cabansag, J. N. (2013). English language anxiety and reading comprehension. Performance of college students in a state university. *Researchers World Journal of Arts, Science & Commerce, 4*(4), 20-31.

Choi, S. (2013). Language anxiety in second language writing: Is it really a stumbling block? *Second Language Studies, 31*(2), 1-24.

Ducy-Perez, E. (1993, April). Sustained silent reading in university courses in EFL for academic purposes. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Atlanta, GA. (ERIC Document Reproduction Service No. ED 369 264)

Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal, 89*(2), 206-220.

Franson, A. (1984). Cramming or understanding? Effects of intrinsic and extrinsic motivation on approach to learning and test performance. In J. C. Alderson and H.H. Urquhart (Eds.), Reading in a foreign language. London: Longman.

Fraser, C. A. (1999). Lexical processing strategy use and vocabulary learning through reading. *Studies in Second Language Acquisition, 21*, 225-241.
Freahat, N. M., & Al-Faoury, O. (2014). Jordanian high school EFL teachers’ and university EFL instructors’ perceptions of the reading comprehension content in EFL textbooks. *Theory and Practice in Language Studies, 4*(11), 2231-2242. Retrieved from http://www.academypublication.com/issues/past/tpls/vol04/11/04.pdf

Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation.* London, UK: Edward Arnold.

Gardner, R. C., & MacIntyre, P. D. (1993). A student's contribution to second language learning: Part II, affective factors. *Language Teaching, 26*, 1-11.

Ghonsooly, B., & Elahi, M. (2010). Learners' self-efficacy in reading and its relation to foreign language reading anxiety and reading achievement. *Journal of English Language Teaching and Learning, 2*(217), 45-68.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice.* New York: Cambridge University Press.

Grabe, W. (2013). Key issues for L2 reading development. In X. Deng & R. Seow, *Alternative pedagogies in the English language and communication classroom: 4th CELC symposium proceedings* (pp. 8-18). Singapore: Centre for English Language Communication. Retrieved from http://www.nus.edu.sg/celc/research/books/4th%20Symposium%20proceedings/2).%20William%20Grabe.pdf

Grabe, W., & Stoller, F. L. (2001). Reading for academic purposes: Guidelines for ESL/EFL teachers. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 187-203). Boston, MA: Heinle & Heinle.
Horwitz, E. K., & Young, D. J. (Eds.). (1991). Language anxiety: From theory and research to classroom implications. Englewood Cliffs, NJ: Prentice Hall.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125-132.

Huang, Q. (2012). Study on correlation of foreign language anxiety and English reading anxiety. Theory and Practice in Language Studies, 2(7), 1520-1525.

Hughes, C. (2016). Qualitative and quantitative approaches to social research. Retrieved from http://www2.warwick.ac.uk/fac/soc/sociology/staff/hughes/researchprocess/quantitative_and_qualitative_approaches.docx

Kaya, E. (2015). The role of reading skills on reading comprehension ability of Turkish EFL students. Üniversitepark Bülten, 4(1-2), 37-51.

Koosha, M., Abdollahi, A., & Karimi, F. (2016). The relationship among EFL learners' self-esteem, autonomy, and reading comprehension. Theory and Practice in Language Studies, 6(1), 68.

Krashen, S. D., & Terrell, T. D. (1992). The natural approach: Language acquisition in the classroom (2nd ed.). Hemel Hempstead, Hertfordshire, UK: Janus Book Publishers/Alemany Press.

Liu, M., & Liu, Z. (2015). An investigation of Chinese university EFL learner's foreign language reading anxiety, reading strategy use and reading comprehension performance. Studies in Second Language Learning and Teaching, 1, 65-85.

MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. Language Learning, 41, 513-534.
Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. The Modern Language Journal, 76, 14–26. doi:10.1111/j.1540-4781.1992.tb02573.x

Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. The Modern Language Journal, 83(2), 202–218.

Samira, H., & Rajab, A. (2014). Review of current developments in reading anxiety, first language reading and second proficiency in association with second or foreign language reading comprehension. International Journal of Humanities and Social Science, 4(9), 5.

Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. Foreign Language Annals, 33(5), 512-521.

Spielberger, C. D. (1983). Manual or the state-trait anxiety inventory. Palo Alto, CA: Consulting Psychologists Press.

Tysinger, J. A., Tysinger, P. D., & Diamanduros, T. (2010). The effect of anxiety on the measurement of reading fluency and comprehension. Georgia Educational Researcher, 8(1), 1-13. doi:10.20429/ger.2010.080102

U, C. K. (2009). Reading and second language acquisition. HKBU Papers in Applied Language Studies, 13, 154-174. Retrieved from http://lc.hkbu.edu.hk/book/pdf/v13_07.pdf

Wu, H. (2012). Anxiety and reading comprehension performance in English as a foreign language. Asian EFL Journal, 13(2), 273-307.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? The Modern Language Journal, 75(4), 426-439.
Zhao, A. (2009). *Foreign language reading anxiety: Investigating English-speaking university students learning Chinese as a foreign language in the United States* (Unpublished doctoral dissertation). Florida State University, Tallahassee, FL.

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education, 1*(1), 1-9.
Appendix 1

Foreign Language Classroom Anxiety Scale (FLCAS)

Directions: Statements from 1 to 33 refer to how you feel about learning English as a second/foreign language. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate number. Please give your first reaction to each statement and mark an answer for each statement. Your responses will be highly confidential and general results will be revealed for study purposes only.

| Statements                                                                 | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------|---|---|---|---|---|
| I never feel quite sure of myself when I am speaking in my foreign language class. |   |   |   |   |   |
| I don’t worry about making mistakes in language class.                    |   |   |   |   |   |
| I tremble when I know that I’m going to be called on in language class.   |   |   |   |   |   |
| It frightens me when I don’t understand what the teacher is saying in the foreign language. |   |   |   |   |   |
| It wouldn’t bother me at all to take more foreign language classes.       |   |   |   |   |   |
| During language class, I find myself thinking about things that have nothing to do with the course. |   |   |   |   |   |
| I keep thinking that the other students are better at language than I am. |   |   |   |   |   |
| I am usually at ease during tests in my language classes.                 |   |   |   |   |   |
| I start to panic when I have to speak without preparation in language class. |   |   |   |   |   |
| I worry about the consequences of failing my foreign language class.      |   |   |   |   |   |
| I don’t understand why people get so upset over foreign language class.  |   |   |   |   |   |
| In language class, I can get so nervous I forget things I know.           |   |   |   |   |   |
| It embarrasses me to volunteer answers in my language class.              |   |   |   |   |   |
| I would not be nervous speaking the foreign language with native speakers. |   |   |   |   |   |
| I get upset when I don’t understand what the teacher is correcting.      |   |   |   |   |   |
| Even if I am well prepared for language class, I feel anxious about it.   |   |   |   |   |   |
| I often feel like not going to my language class.                         |   |   |   |   |   |
| I feel confident when I speak in my foreign language class.              |   |   |   |   |   |
| I am afraid that my language teacher is ready to correct every mistake I make. |   |   |   |   |   |
|   | Description |
|---|-------------|
| 20 | I can feel my heart pounding when I am going to be called on in my language class. |
| 21 | The more I study for an language test, the more confused I get. |
| 22 | I don’t feel pressure to prepare very well for language class. |
| 23 | I always feel that the other students speak the foreign language better than I do. |
| 24 | I feel very self-conscious about speaking the foreign language in front of other students. |
| 25 | Language class moves so quickly that I worry about getting left behind. |
| 26 | I feel more tense and nervous in my language class than in my other classes. |
| 27 | I get nervous and confused when I am speaking in my language class. |
| 28 | When I am on my way to language class, I feel very sure and relaxed. |
| 29 | I get nervous when I don’t understand every word the language teacher says. |
| 30 | I feel overwhelmed by the number of rules you have to learn to speak a foreign language. |
| 31 | I am afraid that the other students will laugh at me when I speak the foreign language. |
| 32 | I would probably feel comfortable around native speakers of the foreign language. |
| 33 | I get nervous when the language teacher asks questions that I haven’t prepared for in advance. |

Thank you for your participation in this study.

Adopted from Horwitz and Cope (1986)
Appendix 2

Arabic Version of the Foreign Language Anxiety Questionnaire (AFLAQ)

This instrument is designed to measure the foreign language anxiety experienced by female students in their first-year English language course.

Responses will be confidential, and the results will be used for research purposes only.

Please choose the best answer for the following statements:

| Statements                                                                 | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------|---|---|---|---|---|
| I do not feel confident when speaking English in the classroom.         | 1 |   |   |   |   |
| I am not anxious when I make mistakes in English class.                 | 2 |   |   |   |   |
| I feel anxious when I am asked to participate in an English class.      | 3 |   |   |   |   |
| I am anxious when I cannot understand what the teacher says in English. | 4 |   |   |   |   |
| I am not disturbed by taking classes in English.                        | 5 |   |   |   |   |
| I generally do not feel anxious during English exams.                  | 6 |   |   |   |   |
| I feel anxious when I see classmates better than me in English classes. | 7 |   |   |   |   |
| I generally do not feel anxious during English class.                   | 8 |   |   |   |   |
| I am anxious when I have to speak without preparation in English class. | 9 |   |   |   |   |
| I feel anxious when I am asked to participate in an English class.      | 10|   |   |   |   |
| I am not anxious when I talk to other students in English class.        | 11|   |   |   |   |
| I feel anxious when I cannot understand what the teacher says in English. | 12|   |   |   |   |
| I feel anxious when I am asked to participate in an English class.      | 13|   |   |   |   |
| I generally do not feel anxious during English class.                   | 14|   |   |   |   |
| I am not disturbed by taking classes in English.                        | 15|   |   |   |   |
| I feel anxious when I see classmates better than me in English classes. | 16|   |   |   |   |
| I generally do not feel anxious during English class.                   | 17|   |   |   |   |
| 번역된 문장 | 번역된 문장 |
|-------------|-------------|
| 18. I feel confident when I speak English in class. | 18. أشعر بالثقة عندما أتحدث باللغة الإنجليزية في الفصل. |
| 19. I feel anxious when my English teacher corrects my mistakes. | 19. أشعر بالقلق عندما يصحح أستاذ اللغة الإنجليزية أخطائي. |
| 20. I tremble when I know I am going to answer a question in English class. | 20. أشعر بالتوتر عند معرفتي أنني سوف أجب على سؤال في فصل اللغة الإنجليزية. |
| 21. I feel like I have prepared better for an English class. | 21. أشعر أنني جاهز أكثر. |
| 22. I do not feel anxious about preparing well for an English class. | 22. لا أشعر بالضغط للتحضير جيدا لفصل اللغة الإنجليزية. |
| 23. I feel more anxious when my classmates talk about English in class. | 23. أشعر بأن زملائي يتحدثون اللغة الإنجليزية أفضل مني. |
| 24. I feel more anxious when I speak English to my classmates in class. | 24. أشعر بالانخفاض الثقة بالكلام باللغة الإنجليزية أمام زملائي بالصف. |
| 25. The more I study for an English exam, the more anxious I feel. | 25. كلما درست لاختبار اللغة كلما تتشوشت أكثر. |
| 26. I feel more anxious and distracted in an English class. | 26. أشعر بالتوتر والقلق في فصل اللغة الإنجليزية أكثر من أي فصل آخر. |
| 27. I feel nervous when my teacher asks a question I have not prepared for. | 27. أشعر بالقلق والراحة عند توجيهي لفصل اللغة. |
| 28. I feel more nervous and uncomfortable in an English class. | 28. أشعر بالثقة والراحة عند توجهي للفصل. |
| 29. I feel more nervous when I do not understand every word my teacher says. | 29. أشعر بالتوتر عندما لا أفهم كل كلمة يقولها أستاذ اللغة. |
| 30. I feel more nervous when I am asked to answer a question in an English exam. | 30. أشعر بالتوتر عندما اطلب مني أن أجب على سؤال اللغة الإنجليزية في اختبار. |
| 31. I feel more nervous when I am asked to answer a question in an English exam. | 31. أشعر بالتوتر عندما اطلب مني أن أجب على سؤال اللغة الإنجليزية. |
| 32. I am nervous and uncomfortable when I am asked to answer a question in an English exam. | 32. أشعر بالتوتر عندما يسأل أستاذ اللغة سؤال لم أحضر له سببا. |

شكرا لمشاركتكم في هذه الدراسة.

Horwitz and Cope (1986)

معتمد من (1986)
Appendix 3

Foreign Language Reading Anxiety Scale (FLRAS)

Directions: Statements from 1 to 20 refer to how you feel about reading English while you are doing extensive reading. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate number. Please give your first reaction to each statement and mark an answer for each statement. Your responses will be highly confidential and general results will be revealed for study purposes only.

| Statements                                                                 | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------|---|---|---|---|---|
| 1 I get upset when I am not sure whether I understand what I am reading in English. |   |   |   |   |   |
| 2 When reading English, I often understand the words but still can’t quite understand what the author is saying. |   |   |   |   |   |
| 3 When I’m reading English, I get so confused I can’t remember what I am reading. |   |   |   |   |   |
| 4 I feel intimidated whenever I see a whole page of English in front of me. |   |   |   |   |   |
| 5 I am nervous when I am reading a passage in English when I am not familiar with the topic. |   |   |   |   |   |
| 6 I get upset whenever I encounter unknown grammar when reading English. |   |   |   |   |   |
| 7 When reading English, I get nervous and confused when I don’t understand every word. |   |   |   |   |   |
| 8 It bothers me to encounter words I can’t pronounce while reading English. |   |   |   |   |   |
| 9 I usually end up translating word by word when I am reading English. |   |   |   |   |   |
| 10 By the time, I get past the funny letters and symbols in English, it’s hard to remember what you’re reading about. |   |   |   |   |   |
| 11 I am worried about all the new symbols I have to learn in order to read in English. |   |   |   |   |   |
| 12 I enjoy reading English. |   |   |   |   |   |
| 13 I feel confident when I am reading in English. |   |   |   |   |   |
| 14 Once I get used to it, reading English is not so difficult. |   |   |   |   |   |
| 15 The hardest part of learning English is learning to read. |   |   |   |   |   |
| 16 I would be happy just to learn to speak English rather than having to learn to read as well. |   |   |   |   |   |
| 17 I don’t mind reading to myself, but I feel very uncomfortable when I have to read English. |   |   |   |   |   |
| 18 I am satisfied with the level of reading ability in English that I have achieved so far. |   |   |   |   |   |
| 19 The English language’s culture and ideas seem very foreign to me. |   |   |   |   |   |
| 20 I have to know so much about English language’s history and culture in order to read English. |   |   |   |   |   |

Adopted from Saito et al. (1999)
هذا الاستبيان يهدف إلى قياس القلق اللغوي القرائي لدى طالبات قسم اللغة الإنجليزية في السنة الجامعية الأولى.

الأجابة سوف تكون سرية، وسيتم الكشف عن النتائج العامة لأغراض الدراسة فقط.

فضلاً اختر أفضل إجابة للعبارات التالية:

| العبارات                                                                 | أوافق بشدة | لا أوافق ولم أختلف | لا أوافق | أوافق | لا أوافق بشدة |
|-------------------------------------------------------------------------|-------------|-------------------|---------|-------|---------------|
| أشعر بالقلق والانزعاج عندما لا أفهم ما أقرأ باللغة الإنجليزية.         | 1           |                   |         |       |               |
| عندما أقرأ باللغة الإنجليزية غالباً أفهم المفردات ولكن لا أفهم ما       | 2           |                   |         |       |               |
| يريد الكاتب أن يقول.                                                  |             |                   |         |       |               |
| عندما أقرأ باللغة الإنجليزية، اشعر بالارتباك ولا أستطيع تذكر ما       | 3           |                   |         |       |               |
| أقرأ.                                                                  |             |                   |         |       |               |
| اشعر بالرعب عندما أرى إمامي صفحة كاملة باللغة الإنجليزية.            | 4           |                   |         |       |               |
| اشعر بالتوتر عندما أقرأ قطعة باللغة الإنجليزية ذات موضوع غير متوقع   | 5           |                   |         |       |               |
| مألوف بالنسبة لي.                                                    |             |                   |         |       |               |
| اشعر بالانزعاج عندما أواجه قاعدة لا أعرفها عندما أقرأ باللغة الإنجليزية.| 6           |                   |         |       |               |
| اشعر بالتوتر والارتباك عندما لا أفهم كل كلمة أقرأها باللغة الإنجليزية.| 7           |                   |         |       |               |
| يزعجني عندما أواجه مفردات لا أستطيع ترجمتها عندما أقرأ باللغة الإنجليزية.| 8           |                   |         |       |               |
| غالبًا أترجم كل كلمة عندما أقرأ باللغة الإنجليزية.                   |             |                   |         |       |               |
| مع مرور الوقت، أتجاوز الكلمات والرموز العربية باللغة الإنجليزية.       | 9           |                   |         |       |               |
| لأن القلم من الصعب تذكر ما الذي أقرأ عنه.                            |             |                   |         |       |               |
| أشعر بالقلق عند تعلم كلمات ورموز جديدة عندما أقرأ باللغة الإنجليزية. | 10          |                   |         |       |               |
| استمتع عندما أقرأ باللغة الإنجليزية.                                  | 11          |                   |         |       |               |
| اشعر بالثقة عندما أقرأ باللغة الإنجليزية.                            |             |                   |         |       |               |
| القراءة باللغة الإنجليزية ليست صعبة عندما أعتاد عليها.               | 12          |                   |         |       |               |
| أصعب جزء في تعلم اللغة الإنجليزية هو تعلم القراءة.                  | 13          |                   |         |       |               |
| أشعر بالسعادة عندما أتعلم القراءة باللغة الإنجليزية.                  | 14          |                   |         |       |               |
| لا أشعر بالارتباك عندما أقرأ باللغة الإنجليزية.                       | 15          |                   |         |       |               |
| لا أشعر بالقلق عند تعلم كلمات ورموز جديدة عندما أقرأ باللغة الإنجليزية.| 16          |                   |         |       |               |
| الثقافة وأفكار اللغة الإنجليزية غريبة بالنسبة لي.                     | 17          |                   |         |       |               |
| يجب علي أن أعرف الكثير عن تاريخ وثقافة اللغة الإنجليزية حتى أن أتعلم القراءة.| 18          |                   |         |       |               |
| معتم من (1999). Saito et al.                                           |             |                   |         |       |               |
ماهي أسباب أو مصادر القلق الذي تشعر به أثناء القراءة باللغة الإنجليزية.

شكرا لمشاركتكم في هذه الدراسة.
Appendix 5

Reading Comprehension Test

Read the following passage and answer the questions below it:

Elephants

The elephant is the largest animal to walk on Earth. An elephant can carry a load of 1,200 pounds. Elephants eat 300 pounds of food a day. An elephant baby can weigh 200 pounds at birth. Elephants can live up to 70 years. Elephants can be trained to carry logs with their trunks. Elephants also use their trunks for drinking water, bathing, eating, and communicating.

Recently, it has been discovered that elephants can communicate over a distance of several miles using low sounds inaudible to humans. Elephants use their ears as a cooling system. Blood flows through veins in the ears, and as the elephant flaps his ears, the blood cools and flows through his body to cool off other parts. Elephants' feet are large and round. In the past, elephants were killed and their feet were made into umbrella stands and small tables for tourists. Now, special laws protect elephants.

There are two kinds of elephants: the African elephant and the Indian elephant. Large ears are a distinguishing feature of African elephants. The African elephant grows up to 10 feet tall and weighs as much as 12,000 pounds. The Indian elephant grows up to 9 feet tall and weighs up to 8,000 pounds. It is easier to identify because of its smaller ears. Another name for the Indian elephant is the Asian elephant.
Unfortunately, there is a growing problem between elephants and humans as more of the elephants' habitat is developed. Elephants can destroy the crops of an entire village in a single night, and this also causes substantial problems and conflicts.

The greatest threat to elephants is the ivory trade. The period of 1979 to 1989 was a bad time for African elephants. About 70,000 elephants were killed for ivory each year. In 1989, an international treaty limited the trade in ivory, which decreased the number of elephants killed. However, elephants are still being killed for ivory. Please don't ever buy anything made from ivory! Don't even buy anything that looks like ivory.

Choose the correct answer for each question:

1. How much does a baby elephant weigh at birth?
   a. 70 pounds
   b. 300 pounds
   c. 200 pounds
   d. 1200 pounds

2. True or False: An elephant cannot carry things with its trunk.
   a. True
   b. False.

3. "Inaudible" means:
   a. it cannot be heard.
   b. it is very noisy.

4. Hunters made umbrella holders out of Elephants':
   a. trunks
   b. feet.
   c. tails.
   d. teeth.

5. An Indian Elephant has _________ than the African Elephant.
   a. longer tail
   b. smaller ears
   c. stronger trunk
   d. bigger teeth
6. Elephants also use their trunks for:
   a. drinking water only
   b. eating only.
   c. cooling systems.
   d. drinking water, eating, and communicating.

7. How can we help elephants?
   a. by not eating elephants' meat.
   b. by never buying ivory.
   c. by not going to Africa.
   d. by doing all these things.
Appendix 6

Reliability of the Reading Questions

*Cronbach's Alpha Reliability for the Reading Questions*

| Reading Test Questions | Cronbach's Alpha |
|------------------------|-----------------|
| 1                      | .521            |
| 2                      | .586            |
| 3                      | .730            |
| 4                      | .558            |
| 5                      | .486            |
| 6                      | .578            |
| 7                      | .558            |