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Foreign Language Reading Anxiety among Yemeni Secondary School Students

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ABSTRACT

The aim of this study was to examine Foreign Language (FL) reading anxiety level of Arabic-speaking Yemeni students learning English as a foreign language ($n = 106$). It utilized (a) a background information questionnaire, (b) the Foreign Language Reading Anxiety Scale (FLRAS), and (c) students' English school marks. Results of the study showed that learners of English experienced an above moderate level of FL reading anxiety. There was no significant difference between students' FL reading anxiety and their gender. However, a statistically reliable difference between the means of public and private schools regarding their FL reading anxiety in favor of the private school. Moreover, a positive correlation was found between students' FL reading anxiety and their type of school. Difficulties of uncertainty, pronunciation of English words, unfamiliar topic, unknown vocabulary, reading aloud, using word by word translation, unfamiliar English culture and history, unfamiliar grammar, English letters and symbols were identified as the major sources of FL reading anxiety.

Keywords: *FL Reading Anxiety, Yemeni Students, Students' Variables, Secondary School, FLRAS*

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1. Introduction

Experience suggests that language learning situations are especially prone to arousal of anxiety. Horwitz and Young (1991) state that they "have been truly surprised at the number of students who experience anxiety and distress in their language classes" (p. xiv). Horwitz (2000) points out that "countless language learners and teachers across the world identify with the experience of foreign language anxiety, and the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education" (p. 256).

One of the variables which have affected the learning process of learning a second or foreign language is language anxiety (Abu-Rabia, 2004). Therefore, such anxiety has been the subject of a considerable number of research (Horwitz et al., 1986; Comeau, 1992; MacIntyre & Gardner, 1994; Saito and Samimy, 1996; Aydın, 2001; Matsuda & Gobel, 2004) in order to explore and understand its nature and causes, hoping to find ways by which educators can help learners to be less anxious in language learning and as a result their language proficiency is improved. A number of studies have also revealed that language learning anxiety has negative effects on

students' language learning experience (e.g. Sellers, 2000; Liu, 2006; Lien, 2011; Jafarigohar & Behrooznia, 2012). Horwitz, et al (1986) identified three types of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. Language reading anxiety is related to general foreign language anxiety, however it is viewed as a distinct construct (Saito, Horwitz, & Garza, 1999; Sellers, 2000; Zhao, 2009; Javanbakht, & Hadian, 2014).

According to Krashen (1982), anxiety as an affective variable plays a prominent role in language learning. Krashen in his *Affective Filter Hypothesis*, claims that anxiety plays a negative role in making a learner not response to input appropriately. That is, anxiety works as a filter which prevents learners from adopting effective learning practices. For MacIntyre (1999), foreign language anxiety can be claimed to have a potential negative effect on learners' academic achievement. Kitano (2001) and Horner & Redmond (2002) claim that a second or foreign Language class can provoke anxiety among learners more than other courses.

Horwitz et al. (1986) define FL anxiety 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" (p.31). Zbornik (2001, cited in Muhlis, 2017, p. 22), defines reading anxiety as unpleasant feeling toward reading which caused by significant other disapproval in reading process. For Horwitz et al. (1986). "reading anxiety is a specific type of anxiety from the more general types of foreign language anxiety that have been linked to oral performance" (p. 215). MacIntyre (1995) states that "when learners feel anxious during reading task completion, cognitive performance is diminished, performance suffers, leading to negative self-evaluations and more self-deprecating cognition which further impairs performance and so on" (p. 92).

Based on Quantitative findings, Kuru-Gonen (2009) reported that "FL reading anxiety was a phenomenon related to, but distinct from general FL anxiety" and based on qualitative data she reported three main sources of FL reading anxiety, i.e., "the personal factors, the reading text and the reading course" (p.50).

Studies (e.g. Shi & Liu, 2006; Zhang, 2002; Huang, 2001; Sellers, 2000) showed that foreign language reading anxiety exists among foreign language learners, however, the level of reading anxiety varies depending on the target languages. Most of previous studies aimed to explore the relationship between reading anxiety and reading performance (Saito, et.al., 1999; Sellers, 2000; Brantmeier, 2005; Kuru-Gonen, 2007). Although participants in general showed slightly less reading anxiety than general FL anxiety, Saito, Horwitz and Garza (1999) consider reading as an anxiety provoking to some foreign language learners and need to be investigated. As Yemeni EFL context is concerned, FL reading anxiety and related variables have not been examined namely at schools.

The purpose of this study attempts to fill such a gap by investigating Yemeni secondary schools students' foreign language reading anxiety level and to find if there is a relationship between their reading anxiety and their related variables (school marks in English, gender and the type of school). The present study also attempts to find if there is any significant difference regarding students' FL reading anxiety according to their gender and the type of School.

2. Literature Review

A Few studies have been carried out on foreign reading anxiety compared to other

skills (Lee, 1999; Sellers, 2000; Matsuda & Gobel, 2004; Brantmeier, 2005). Most studies conducted on listening and speaking anxiety due to the fact that communication apprehension is mostly connected with the oral and aural aspects of language learning (see Elkhafaifi, 2005; Pajares, & Herron, 2006). Writing anxiety also got a quite reasonable attention by researchers (Abu-Rabia and Argaman, 2002) it could be because it is considered a communicative skill like listening and speaking. Brantmeier (2005) conducted a study on 92 participants in an advanced Spanish private university class, she found that these participants generally do not feel anxious when reading in a second language and it was reported that these student felt reading less threatening compared to speaking and writing.

Horwitz et al. (1986) in their study of 30 first semester classes of Spanish, Russian and Japanese. It has been found that foreign language reading anxiety exists and it has a significant effect on the language learning performance. Learners whose reading anxiety level is low tend to perform better than those whose anxiety level is high. It was also found that students' level of anxiety is very much related to the writing systems.

According to Campbell & Ortiz (1991), both L2 and Foreign Language learners encounter language anxiety however it is very high in FL learning. It is estimated that about half of all language learners experience levels of language anxiety (Campbell & Ortiz, 1991). Yamashita (2004) conducted a study on Japanese EFL learners. He found that anxiety in L2 reading was higher than in L1 and it was found also that self-perception as a reader was more positive in L1 than in L2 among these learners who enrolled in his extensive English reading course.

Ipek' study (2004) showed that learners' levels of reading anxiety vary in accordance with their language proficiency. Advanced learners seem to be less anxious compared to beginner and intermediate language learners (Elkhafaifi, 2005) and (Liu, 2006). Studies of Kitano (2001) and Samimy & Tabuse (1992) have found that the higher the learners' course level, the more reading anxiety they will experience.

In Saito et al. (1999), it was revealed that Japanese learners were the most anxious when reading, followed by the French learners. The Russian learners experienced the lowest levels of reading anxiety. Saito et al. (1999) pointed out that levels of FL

reading anxiety can be related to the specific writing systems. Huang (2001) investigated 236 freshman Chinese EFL learners' foreign language reading anxiety in Taiwan by using the FLRAS of Saito et al. (1999). It was reported that Chinese foreign language learners showed more FL reading anxiety level than American students participated in Saito, et al.' study (1999). Similar study conducted by Shi and Liu (2006) on Chinese college students in Mainland, China. This study also revealed that those students' FL reading anxiety was quite higher than the American students in the study of Saito, et al.

Zhang and Kim (2014) conducted a study to investigate reading anxiety of Chinese learners of Korean. It also aimed to explore the correlation between reading anxiety and learners' variables. Zhang and Kim used the FLRAS and a background information questionnaire. Results revealed that (1) Chinese learners of Korean feel high reading anxiety while reading Korean text; (2) there are four constructs of reading anxiety for (a) fear of unfamiliar topics and language forms, (b) fear of reading comprehension, (c) fear of negative attitude toward reading in Korean, and (d) fear of unfamiliar culture; and (3) reading anxiety and its constructs were significantly correlated with learners' grades.

Ismail (2015) investigated language reading anxiety of 91 female public secondary school students' in UAE (72 students filled out a questionnaire and 19 volunteer students were interviewed). Significant differences between the levels of reading anxiety reported by students related to their general area of study (viz., science or arts). The differences were in favor of students in the science track. Most of the sources of reading anxiety were mostly related to language proficiency, specifically knowledge of vocabulary and grammatical rules.

In both second and foreign language context, the reading can be more difficult due to factors related to linguistic ability, cultural background, and learners motivations (Lee, 1999; Sellers, 2000). Vocabulary and grammar as two important language components of second language proficiency affect second or foreign language reading comprehension (Yamashita, 2004 and Nassaji, 2004). In Saito et al. (1999), it was reported that Japanese learners were the most anxious when reading, followed by the French

learners. The Russian learners experienced the lowest levels of reading anxiety.

Saito, et al. (1999) also consider unfamiliar script and unfamiliar cultural material as possible sources of anxiety. Rajab, Zakaria, Rahman, Hosni & Hassani (2012) and Muhlis (2017) also found that unfamiliar with the culture implied in the text can hinder reading comprehension and elicit anxiety. Lee (1999) states that reading anxiety can be resulted from the ineffective reading practices which have developed from misconceptions viz 'reading is just answering the comprehension questions', 'reading is a private act' and 'reading is a linear process'.

Emphasis on the relationship between the four language skills, i.e. speaking, listening, writing and reading and FL anxiety has been increased (Horwitz, 2001; Horner & Redmond, 2002). Saito et al. (1999) pointed out that levels of FL reading anxiety can be related to the specific writing systems. Foreign language reading anxiety affects reading performance significantly (Matsumura, 2001; Miyanaga, 2005). In accordance with Sellers (2000) and Shi and Liu (2006), foreign language reading anxiety can hinder learners' developing second or foreign language reading comprehension. Loghmani and Ghonsooly (2012) go further and conclude that learners' low reading performance can be due to anxiety in L2 reading rather than low reading ability.

Matsuda and Gobel (2004) whose study investigated a number of variables related to foreign language classroom anxiety and foreign language reading anxiety. The results of this study indicated that Foreign Language Reading Anxiety is a specific type of anxiety independent from general classroom anxiety. More, gender was not found to have a significant effect on overall general reading anxieties either.

Zhao (2009) investigated 125 learners of Chinese as a foreign language in an American public university. The results of this study reported some major factors of FL reading anxiety included unfamiliar topics, unfamiliar scripts, and worry about reading effect. The study used correlational analysis which showed a significant negative relationship between reading anxiety and foreign language reading performance. The result also revealed that reading Chinese text was anxiety-provoking to learners of non-western language like speaking activity.



With this background, the present study aimed to a) explore the Yemeni secondary school students' FL reading anxiety level. b) investigate the inter-relationships between students' FL reading anxiety and their variables (students' marks in English, gender, type of school). And c) investigate if there is any significant difference regarding students' FL reading anxiety according to their gender and the type of School.

The present study attempts to find answers to the following questions:

1. To what extent do Yemeni secondary school students experience FL reading anxiety?
2. Is there any significant relationship between Yemeni secondary school students' FL reading anxiety and their variables (students' marks in English, gender, type of school)?
3. Is there any significant difference between Yemeni secondary school students' FL reading anxiety and their variables (students' marks in English, gender, type of school)?

3. Methodology

3.1 Participants

The participants in this study consisted of 112 (females =51; males =60) Yemeni public and private secondary school students from schools, grade ten in Ibb city. The ages of the participants ranged from 16 to 17 years. All participants have received 3 years and 4 months of English instruction at school. The students were informed that their responses to the questionnaire would be kept confidential and would be used only for a research purpose. The completed questionnaires were collected right after the participants completed them. Six questionnaires were discarded as they were incomplete, as a result, 106 (females = 49; males =57) questionnaires were subjected to statistical analysis.

3.2 Instrument

The instrument used in the present study was a questionnaire. It consists of two parts. Part I elicited participant information on gender; school marks in English and type of school (public/ private). Part II was the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et.al (1999). It is a self-reported measure eliciting students' anxiety over reading difficulties in the target language, relative difficulty of reading as compared to the difficulty of other language skills, and students' perception of various aspects of reading. The FLRAS contains 20 Likert-scale items scored on a 5-point Likert scale (ranging from *Strongly Agree* to

Strongly Disagree). The possible range of total score is 20 to 100, and the higher score, the more anxiety students had while reading in English. The FLRAS had also been reported to have a good internal consistency of the .86 (Cronbach's alpha, $n = 383$) among learners of French, Russian and Japanese in American universities. According to Dornyei (2003), an instrument with a Cronbach's Alpha of 0.8 and above was considered as a very reliable instrument.

The questionnaire was administered in the students' classrooms. The participants voluntarily filled it out as instructed. The questionnaire was given in English with Arabic translation of each statement. The translation was first given to a panel of judges from the English department. The completed questionnaires were collected right after the participants completed them. Six questionnaires were discarded as they were incomplete; as a result, 106 questionnaires were subjected to statistical analysis.

3.3 Data Analysis

The data were analyzed by using the SPSS statistical program for windows. Descriptive statistics; means, standard deviations and percentages were utilized. Pearson correlation coefficient was used to determine if there was any relationship between the learners' reading anxiety and their variables. The independent samples t-tests was used to determine if there was any significant difference regarding students' FL reading anxiety according to their gender and the type of School.

4. Results And Discussion

As indicated above, the current study mainly sought to explore Yemeni secondary school students' FL reading anxiety with relation to students' certain variables (school marks in English, gender & type of school). The results and discussion are reported on the bases of the key questions that were formulated earlier.

Research Question 1: To what extent do Yemeni secondary school students experience FL reading anxiety?

The mean scores related to this research question are ranging between 3.89 and 2.20 (see Table 1). A scale of 3.0 reflects a response of a "neutral point" on the FL reading anxiety scale, therefore a score above 3.0 indicates that participants tended to "strongly agree" or "agree" with the item.

The results showed that in general, learners of English as a FL experienced an above moderate level of reading anxiety ($M = 3.10$, $SD=1.52$ & 62%). Four items out of

the 20 statements of the questionnaire have scored means more than 3.50. They are items 14, 13, 12, and 16. Item 14, with the highest mean score ($M= 3.89$, $SD=1.44$ & 77.8%), demonstrates students' concerns about the importance of getting adequate training in reading skills which indicate that such learners believe in the benefits of practicing reading. (Once you get used to it, reading English is not so difficult). The second highest item 13 (I feel confident when I am reading in English., $M = 3.68$, $SD=1.44$ & 73.6%), followed by item 12 (I enjoy reading English., $M = 3.60$, $SD= 1.51$ & 72%). The majority of students who participated in the present study feel comfortable while reading English and actually believe that English reading is enjoyable, indicating no anxiety.

This result may be attributed to students' past reading training and/or instruction. It shows students' interest in reading English, implying no anxiety which could be due to their positive experience in reading simple texts that only require them to answer simple direct comprehension questions. However, the fourth item, No. 16, whose mean score is 3.51, SD is 1.55 & 70.2%, (I would be happy just to learn to speak English rather than having to learn to read as well.) indicates that the participants experience reading certain reading anxiety though one cannot be sure, i.e., it could be just a matter of preference in speaking rather reading due to the impression that if one speaks English well, it means he knows English. More, this result could imply that the priority of such learners is to practice speaking because they need it.

The items ranging between 2.85 and 3.42 mean scores have been considered in the presents study as moderate above moderate. They are, as seen in Table 1, 12 items. With exception of item 18, whose mean score is 3.32 with SD of 1.64, (I am satisfied with the level of reading ability in English that I have achieved so far.), all the rest 11 items of this category (1, 8, 5, 7, 17, 19, 9, 6, 10, 20, 11) in addition to lower items 3,2,4, and 15 deal with the sources of reading anxiety. That is, difficulties of uncertainty, pronunciation of English words, unfamiliar topic, unknown vocabulary, reading aloud, using word by word translation, unfamiliar English culture and history, unfamiliar grammar, English letters and symbols cause to some extent learners to face difficulty to recall and understand what they read.

These results obviously show that unsuccessful use of vocabulary learning strategies such as guessing may be one of the sources of getting anxious when they read in English. This can be attributed to students' inadequate training or teaching. It is obvious that students believe that they need to know the meanings of every word in the text in order to understand ideas expressed in the text. Their reading proficiency in English may also contribute to this belief. Based on the researcher experience, such learners also have not been appropriately trained to guess during reading. Most Yemeni English school teachers provide, directly or indirectly, learners with the new words of a reading text. Generally speaking, these results which particularly deal with the sources/ factors of FL reading anxiety are similar to many studies (e.g. Ismail, 2015; Zakaria, Rahman, Hosni & Hassani, 2012; Al Ashboul, Ahmed, Nordin, AdulRahman, 2013; Zhang and Kim, 2014; Muhlis, 2017).

More, uncomfortable reading aloud were also identified as one of the major sources of reading anxiety by the participants of this study. Sixty two percent (62%) of them agree or strongly agree that reading aloud in public causes them embarrassment. This type of reading needs special skill and ability. This result is in line with Zhou' study (2017) which also has shown that learners of Chinese as a FL in the United States being uncomfortable if asked to read aloud. In fact, communicative teaching methodologies encourage silent reading rather than reading aloud because "it is dull and boring, anxiety provoking, and of negligible benefit for the students" (Gibson, 2008, p. 29).

Table 1: Means, Standard Deviations & Percentages of Learners' FL Reading Anxiety Level



	Statement	Mean	SD	%
1.	I get upset when I'm not sure whether I understand what I am reading in English.	3.42	1.59	68.4
2.	When reading English, I often understand the words but still can't quite understand what the author is saying.	2.72	1.39	54.4
3.	When I'm reading English, I get so confused I can't remember what I'm reading.	2.75	1.48	55
4.	I feel intimidated whenever I see a whole page of English in front of me.	2.61	1.52	52.2
5.	I am nervous when I am reading a passage in English when I am not familiar with the topic.	3.13	1.40	62.6
6.	I get upset whenever I encounter unknown grammar when reading English.	2.98	1.48	59.6
7.	When reading English, I get nervous and confused when I don't understand every word.	3.10	1.45	62
8.	It bothers me to encounter words I can't pronounce while reading English.	3.21	1.61	64.2
9.	I usually end up translating word by word when I'm reading English.	3.04	1.52	60.8
10.	By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about.	2.92	1.51	58.4
11.	English culture and ideas seem very foreign to me.	2.85	1.53	57
12.	I enjoy reading English.	3.60	1.51	72
13.	I feel confident when I am reading in English.	3.68	1.44	73.6
14.	Once you get used to it, reading English is not so difficult.	3.89	1.44	77.8
15.	The hardest part of learning English is learning to read.	2.20	1.45	44
16.	I would be happy just to learn to speak English rather than having to learn to read as well.	3.51	1.55	70.2
17.	I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.	3.10	1.67	62
18.	I am satisfied with the level of reading ability in English that I have achieved so far.	3.32	1.64	66.4
19.	You have to know so much about English history and culture in order to read English	3.05	1.54	61
20.	I am worried about all the new symbols I have to learn in order to read English.	2.91	1.53	58.2
	Overall	3.10	1.52	62

Research Question 2: Is there any significant difference Regarding Students' FL reading anxiety according to their gender and the type of School?

Table 2: Independent Samples t' test Showing Students' Differences Regarding their FL Reading Anxiety according to their Gender and the type of School

	N	Means	S.D	't' Test	DF	Sig. (2-tailed)	Note
FL Reading Anxiety	Male	57	2.9997	.565	-1.936-	104	.056
	Female	49	3.2286	.652			
	Public	58	3.17	1.377	-3.147-	103	.002
	Private	48	3.96	1.091			

As shown in Table 2, independent samples t-tests have been applied. The variances are equal and the result of the *t'* test has failed to reveal a statistically reliable difference between the means of males and females. As it can be seen in the results given (**'t' test** = -1.936, *df* = 104, $\alpha = 0.05$, $p = .056$), *p* value (Sig. 2-Tailed value) is greater than the probability level of 0.05. Here, it can be included that although females' overall mean score in FL reading anxiety level was, as indicated earlier, slightly higher than males, the results of the analysis of variance have not revealed any statically significant differences between females and males' participants regarding their FL reading anxiety level. This result coincide with the studies conducted by Aida (1994), Shi & Liu (2006) and Shariati & Bordbar (2011) which found no significant difference in anxiety levels between male and female learners.

In the contrary, the t-test for two independent samples has revealed a statistically reliable difference between the means of public and private schools regarding their FL reading anxiety. As it can

be seen in the results given in Table 2, given below, the results (**'t' test** = -3.147-, *df* = 103, $\alpha = 0.05$, $p = .002$), the *p* value is less than 0.05. Because of this, it can be concluded that there is statistical significant difference between students of public and private schools in their FL reading anxiety level in favor of private school, indicating that private school students felt higher reading anxiety than public school students.

To find private school students more anxious while reading English compared to their counterparts of the public schools is unexpected due to comfortable atmosphere in such schools. That is, private school classrooms are not crowded and reading exams tend to be more easier compared to the public secondary exams. Further, English at private schools usually is introduced at grade one, 6 years earlier than public schools.

Research Question 3: Is there any relationship between students' variables (students' marks in English, gender & the type of school) and their FL reading anxiety?

Table 3: Correlations between Students' variables (School Marks in English, Gender, and Type of School) and their FL reading anxiety

Variables	Students' FL reading anxiety	Comment
Marks	Pearson Correlation	-.040-
	Sig. (2-tailed)	.683
Gender	Pearson Correlation	187
	Sig. (2-tailed)	.06
Type of School	Pearson Correlation	.287**
	Sig. (2-tailed)	.003

As presented in Table 3, a Pearson correlation coefficient was run between participants' three variables (students' school marks in English, gender, type of school) and their FL reading anxiety. The results showed that there is no significant relationship between students' school marks in English and their FL reading anxiety. Similarly, the results reveal that there is no relationship between students' gender and their FL reading anxiety. This is clearly seen from the values of correlation coefficients reach ($r = -.040$ -) and ($r = 187$). The probability level values (Sig. 2-tailed) are (.683) and (.06), more than the significant level of 0.05. A positive significant relationship however is revealed between students' type of school (public and private) and their FL reading anxiety. The values of correlation coefficients is ($r = .287^{**}$) with a probability level value (Sig. 2-tailed) of

(0.067) and (0.003), less than the significant level of 0.05.

5. Conclusion and Recommendations

This study revealed that in general, Yemeni school students of English as a foreign language experienced an above moderate level of reading anxiety ($M = 3.10$, $SD = 1.52$ & 62%). There was no significant difference between students' FL reading anxiety and their gender ('t' test = -1.936, $df = 104$, $\alpha = 0.05$, $p = .056$). However, a statistically significant difference between the means of public and private schools regarding their FL reading anxiety was found in favor of the private school. Moreover, a positive correlation was found between students' FL reading anxiety and their type of school ('t' test = -3.147-, $df = 103$, $\alpha = 0.05$, $p = .002$).

Difficulties of uncertainty, pronunciation of English words, unfamiliar topic, unknown vocabulary, reading aloud, using word by word translation, unfamiliar English culture and history, unfamiliar grammar, English letters and symbols were identified as the major sources of FL reading anxiety.

Based on the results of this study, instruction of reading skills should be reconsidered in order to reduce reading anxiety as follows:

- a. Teachers should bear in minds that training learners how to read without focusing on individual words. It is, according to Goodman (1998), cited in Al-Sohbani (2014, p. 70), reading is "a psycholinguistic process". Reading instruction should help students realize that reading is actually an interaction between the reader and the writer. The teachers' duty, therefore, is to alert the learners to the significant aspects of reading text variables that will affect second language reading process (Vacca and Vacca, 2005).
- b. English teachers should make their students aware of linguistic patterns' roles that exist within different text types in facilitating reading comprehension.
- c. English teachers should not provide students with the meaning of all the new words without giving them a chance, for instance, to use some of the most important processes of reading: guessing, which is considered necessary for reading (Oxford, 1990), and the process of prediction. In other words, an adequate teaching of reading should train and encourage learners to guess unfamiliar words and to give students opportunities to

develop good comprehension habits. A reading lesson should not begin by explaining the new words.

- d. EFL learners should be involved in reading tasks that resemble to some extent what they are going to encounter in real life communication. Such Tasks which can train them to develop appropriate reading skills and strategies, helping them to employ appropriate language tools to get information from the text that will at the end prove their reading comprehension.

It is recommended to replicate future research by recruiting participants from basic-stage education and secondary education to examine their FL reading anxiety compared to their English foreign language anxiety by using quantitative and qualitative data collections, e.g., think-aloud protocol, interviews. Moreover, another study could be replicated in higher education on condition that standardized reading test or international reading comprehension tests (adopted from TOEIC, TOEFL, or IELTS) should be employed.

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