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Impact of Anxiety on Foreign Language Reading Skill.
Case study of First year LMD at Mohamed Kheider University of Biskra

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Degree in Sciences of Language.

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DEDICATION

**To my late father who could not see this thesis completed, the one who
taught me how to be patient and courageous, Bessam Tahar**

**To my beloved mother, my reason of being and my source of hope and
happiness, Hannache Naziha**

To my brother Ali

To my sisters, Ibtissem, and Bouchra

**To the most precious people in my life: Rabiaa, Lokman, Mohamed, Samir,
Hiba, Houda, Amira, Romeissa, Djazil, Aladin, Hatem, Omar, and
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**To all my friends and colleagues who supported me in every step of my
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Abstract

Foreign language reading anxiety is considered as a serious issue facing foreign language learners. This research is an attempt to investigate the impact of anxiety on first year LMD students at Mohamed Kheider University of Biskra. This research rely on two data collection tools: a questionnaire administered to first year LMD students and a questionnaire administered to LMD first year teachers of study skills module. The findings suggest that foreign language reading anxiety can derive from the difficulty of the reading task itself, the lack of vocabulary, low self-confidence when it comes to reading aloud, and the lack of interest for the content to be read. Besides, the difficulty in pronouncing words, lack of preparation, lack of motivation, fear from being mocked by their peers, and lack of self-confidence can initiate anxiety problems. In addition, classroom procedures can also provoke anxiety, particularly teachers' interruptions and corrections in the classroom, and the mocking of peers caused by such interruptions. The outcomes of this research also show various strategies that both learners and teachers can rely on to reduce foreign language reading anxiety and that can lead to a great improvement in students' reading performance.

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A) Students' questionnaire

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General Introduction

Foreign language educators have long been focusing on the difficulties that face some students when learning a foreign language where others find them less challenging. Anxiety is one of these difficulties which have an impact not only on the foreign language reading skill, but also on other educational skills. Most of our university teachers neglect the important impact of anxiety on foreign language students' reading skill. Thus, the aim of this research is to explore the impact of anxiety on foreign language reading skill among students as a means to improve their reading competence; however, the intention is to find out the impact of anxiety on foreign language students reading skill at the branch of English at Mohamed Khider University and to examine the extent to which this impact is reflected in the reading task.

1. Statement of the Problem

The need for comprehending English texts has created a huge demand for the betterment of the teaching of reading skills around the world. The majority of people today want to improve their reading skills, and the opportunities to learn how to read are provided in many different ways. Learners set themselves goals in which they want to be able to master reading in English as a part of mastering the English language to a high level of accuracy and fluency. Even in the world of employment there is a huge demand for understanding the messages and the emails sent and received.

But those demands for the betterment of the teaching of reading skills face many issues; we can mention a major one which is students' anxiety towards reading in English as a foreign language. Despite the huge interest which is attached to this subject, little is known about how foreign language anxiety affects students' reading skills, which is believed to be an important initial condition for students to be able to learn English as a foreign language effectively.

2. Significance of the Study

The research will contribute to enhancing students' reading comprehension and help the learners to be able to fight anxiety in order to comprehend their readings properly. This study will hopefully be beneficial for teachers of the foreign language in that it will provide them with a general sight on the importance of fighting anxiety among students reading comprehension tasks.

3. Aim of the Study

The aim of this research is to explore the impact of anxiety on foreign language reading skill as a mean to improve students' reading competence. The intention in this study is to find out the issues faced by learners while dealing with reading tasks at the branch of English at Mohamed Kheider University of Biskra, and to examine the extent to which anxiety affects their reading comprehension and finally to give recommendations to raise both students and teachers' awareness and knowledge about the impact of anxiety on foreign language reading skills so as to improve students' ability of comprehending during reading in English.

4. Research Questions

- 1- How can anxiety impact foreign language reading skills?
- 2- What do students and teachers know about reading anxiety?
- 3- What should both students and teachers do to decrease anxiety during reading tasks?
- 4- Which strategies can be used to successfully cope with language anxiety?

5. Hypotheses

We hypothesize that:

First, if foreign language students overcome anxiety, their reading skill will greatly improve.

Second, if teachers are aware of the impact of anxiety on their students' reading skill, they should use some methods to reduce it.

6. Methodology

This research is conducted through a questionnaire that will be administered to a sample selected randomly that is composed of (150) first year LMD students of English at Biskra University because "anxious students are common in foreign language classrooms" (Horwitz *et al*, 131). Another questionnaire will also be administered to four teachers who will be of great benefit for our research due to their interaction with English students and their observation of learners' performance particularly teachers of study skills.

7. Limitation of the Study

This study is concerned only with foreign language anxiety. In addition, our study is limited to the first year students at the department of foreign languages, division of English at Mohamed Kheider University of Biskra.

8. Structure of the Work

In this research, we discuss the theoretical part about the nature of anxiety and its types, aspect, and former findings on the subject as a first step. The second step is to introduce foreign language reading skill, definition of the concept, theories ... etc. and the final step will be the analysis of data taken from both students and teachers' questionnaires. And it will be as follow:

Chapter one: introduces anxiety as a concept, and few studies about it and its impact on students' in many aspects.

Chapter two: introduces foreign language reading skill, its definition as a skill, reading as a process, models of reading and reading strategies ...

Chapter Three: deals with the analysis of the students and teachers' questionnaires.

Chapter One

Foreign Language

Anxiety

Introduction

This chapter reviews literature from a specific perspective which is anxiety as a psychological construct and its probable factors in an educational setting. Firstly, we shed light on the different anxiety types and their symptoms, whether physical or psychological symptoms, and then establish a clear definition of the 'language anxiety' in terms of: communication apprehension, test anxiety and fear of negative evaluation.

All in all, this chapter has mainly been concerned by anxiety conception despite the complexity and ambiguity of the term. The chapter attempts to define its types, forms as state/trait and facilitative/debilitative, in addition to their measurements, besides the development of the foreign language anxiety, and its sources within the educational settings.

1.1. General Anxiety and Academic Anxiety

Anxiety has been studied by many scholars of different fields, the majority of those scholars claim that anxiety in general is related to the concepts of fear and threat caused by the environment on the person's psychological or physical safety.

According to Freud (1920) anxiety is related to fear "I avoid entering upon the discussion as to whether our language means the same or distinct things by the word anxiety, fear or fright. I think anxiety is used in connection with a condition regardless of any objective, while fear is essentially directed toward an object." (p. 343). Whereas Scovel (1978, p. 134) consider anxiety as a state of "apprehension, a vague fear that is only indirectly associated with an object".

At various times in our lives, we will all feel stressed over things like our health, finances, or family concerns. However, unlike the easygoing anxiety that is caused by a specific event and goes away after a brief period of time like doing a task, a job interview, giving a speech ... etc.

It is common to feel stressed and even normal to experience easygoing to moderate levels of anxiety from time to time, especially if you are occupied in numerous activities that place various requests on you. However, if you are experiencing an ongoing feeling of anxiety that is interfering with your ability to enjoy life, your relationships, or is making it difficult to complete daily activities/habits, then you may be experiencing a more difficult level of anxiety. When anxiety reaches such level, you may need to take steps to deal with it or consult a specialized doctor rather than wishing or hoping that it will pass on its own.

On the other hand, academic anxiety in both states severe/easygoing is considered as a disability in itself. Lazarus and Averill (1972, p. 74) defined anxiety as “an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements. Anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world”. Anxiety may explain student feelings of helplessness following failure. Processing language is one of the most involved functions the brain performs. Learning a foreign language requires the utmost intellectual sharpness to correctly perform such a task of cognitive functions.

According to Cole, Joan, Lachan, Seroczynski & Jonathan (1999) those who suffer from severe academic anxiety tend to avoid academic settings. Feelings of anxiety are not inherently abnormal, but can become severe enough to impair functioning in some individuals. When functioning is significantly impaired, one or more anxiety disorders may be diagnosed (American Psychiatric Association, 2000). There are many factors which are responsible in provoking academic anxiety like personal, familial, social and institutional. Personal factors include emotional disorders, health disorders, low self concept, low aspiration level, and intelligence levels etc.

1.1.2. State Anxiety and Trait Anxiety

Anxiety is a state of inner unrest or uneasiness, several kinds of anxiety have been described, the most two well-known types of anxiety are state anxiety and trait anxiety. On one hand, state anxiety which presents the experience of unpleasant feelings when confronted with specific situations. State Anxiety occur when the person makes a mental assessment of some type of threat and it refers to a temporary condition in response to some apparent threat. Spielberger (1966, p.12) defines it as “transitory state or condition of the organism that varies in intensity and fluctuates over time”. When it comes to academic anxiety Spielberger (1983) gives as an example of state anxiety the apprehension experienced before taking an examination.

On the other hand, like state anxiety, Trait Anxiety has been referred to as “a constant condition without a time limitation” (Levitt, 1980, p.11) and according to Spielberger, it is defined as “acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances as threatening” (1966, p.16). Trait anxiety occurs due to an apparent threat, but it differs in its intensity, duration and the range of situations in which it occurs. People with a high level of trait anxiety experience more intense degrees of state anxiety to specific situations than most people do. In other words trait anxiety describes a personality characteristic rather than a temporary feeling.

1.1.2.1. Measurement of State Anxiety and Trait Anxiety

In order to facilitate the measurement of state and trait anxiety Spielberger (1983) invented a scale called The State-Trait Anxiety Inventory (STAI), which is an instrument that quantifies adult anxiety. This well known instrument is used to make the separation between state anxiety and trait anxiety simpler, also to distinguish the feelings of anxiety and depression. The STAI includes 40 questions which takes around 10-20 minutes to complete.

This test is divided into the State-Anxiety scale and the Trait-Anxiety scale, each one of those scales has 20 questions. These tests are answered on the basis of a 1-4 scale, with the focused areas including: worry, tension, apprehension, and nervousness. (Spielberger, 1983)

1.1.3. Facilitating Anxiety and Debilitating Anxiety

Facilitating anxiety, is believed to be a good kind of anxiety, as the name hint, facilitating anxiety improves learning and performance “Facilitating anxiety motivates the learner to ‘fight’ the new learning task; it gears the learner emotionally for approval behavior” (Scovel, 1978, p. 139)

Facilitating anxiety keeps you motivated to succeed. This type of anxiety does not hinder test preparation and test taking abilities. In fact, this type of anxiety may help to improve the students’ performance.

Whereas debilitating anxiety, on the other hand, is associated with poor learning and poor performance, “Debilitating anxiety, in contrast, motivates the learner to ‘flee’ the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour” (Scovel, 1978, p. 139). Therefore, debilitating anxiety has a negative impact on a student's test preparation and test taking abilities. When someone has testing anxiety, they feel the influences of debilitating anxiety.

1.2. The Development of the Foreign Language Classroom Anxiety Scale

(FLCAS)

In their theory, Horwitz, Horwitz and Cope (1986) acknowledged the uniqueness of foreign language anxiety and introduced the Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels. Since the FLCAS has been conducted to

be very reliable and used by many researchers (Aida, 1994; Rodriguez & Abreu, 2003), it is important to outline its development and use.

1.2.1. Background

Scovel (1978) considered anxiety “not as a simple, unitary construct, but as a cluster of affective states, influenced by factors which are intrinsic and extrinsic to the foreign language learner” (p. 134). The first study that was based on the relationship between anxiety and the situation of language learning was the one conducted by Horwitz, Horwitz and Cope (1986). The authors called this construct ‘Foreign Language Anxiety’, and they submitted that it was “responsible for students’ negative emotional reactions to language learning” (Horwitz, 2001, p. 114). And because the ways of measuring anxiety experienced in language classrooms were very weak at that time, Horwitz and her associates designed an instrument for their study, the Foreign Language Classroom Anxiety Scale (FLCAS), as a mean of evaluating this particular kind of anxiety.

1.2.2. Definition of Foreign Language Anxiety

Anxiety has been a matter of great interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome (Wu, 2010; Zheng, 2008). Horwitz (2001) asserts that one-third of all foreign language learners experience some level of language anxiety. Therefore, foreign language anxiety has been an issue of much interest and research in recent years, especially the 1980s that witnessed the rise in the interest of research in the studies on foreign language learning anxiety.

Foreign language anxiety is a key factor that influences the level of achievement in foreign language learning. According to MacIntyre and Gardner (1994, p. 284), foreign language anxiety is considered as “the feeling of tension and apprehension specifically

associated with second language contexts, including speaking, listening, and learning”, by this definition MacIntyre and Gardner distinguished between the general feeling of anxiety and the foreign language anxiety. Similarly, Horwitz (2001) considers foreign language anxiety as the feeling that keeps learners away from reaching their goals and she defined it 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) From this viewpoint, Horwitz claims that language anxiety is unique due to the way it involves learners’ self-concepts to communicate competently and to present themselves genuinely.

Foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context. Moreover, it can “make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well” (Na, 2007, p. 44). Consequently, learners with low anxiety often perform better than those with high anxiety.

1.2.3. Measurement of Foreign Language Classroom Anxiety

According to Horwitz, Horwitz, and Cope (1986), there are three main interrelated factors that occur in the foreign language classroom anxiety experience:

1. Communication apprehension, which arises from learners’ inability to effectively express mature thoughts and ideas.
2. Fear of negative social evaluation, which arises from a learner’s need to make a positive social impression on others.
3. Test anxiety, an apprehension about academic evaluation.

Language learning anxiety may be experienced due to linguistic difficulties that foreign language learners face in learning and using the target language (Hashemi and Abbasi, 2013). However, Zhang and Zhong (2012) have categorized causes of foreign language

learning anxiety as being “learner-induced, classroom-related, skill-specific, and some society-imposed depending on different contexts”, according to them, the main cause of anxiety stems from “learners’ unrealistic or erroneous beliefs about language learning” (p. 31).

Even though, researchers generally use psychological terms to describe the feelings associated with the phenomenon of ‘anxiety’, it is necessary to also take into account that the anxiety experience often occurs through physiological manifestations such as feeling cold, alterations in breathing, rhythm, heart rate increase, swearing or even behavioural manifestations such as squirming, stuttering, stammering, giving short responses or nervous laughing. In addition, one needs to consider that both physiological and behavioral manifestations are different from one learner to another.

1.3. Language Anxiety: a ‘Cause’ or an ‘Effect’ of Language Achievement?

Many writings about language anxiety suggests that it is difficult to determine whether anxiety is a cause or an effect of poor foreign language and second language learning and achievement, although (Horwitz, 2001) points out that when using the FLCAS, investigators have found a “consistent moderate negative correlation” (p. 115) between this scale and performance.

Researchers into language anxiety who have used correlational procedures have been unable to confirm the directionality of cause and effect. For example, Aida (1994), who used both correlation and analyses of variance in a study involving learners of Japanese, discovered that students who were more highly anxious tended to receive lower grades, but maintained that “due to the correlational nature of this study, the results of the analysis of variances do not prove that a cause-effect relationship exists between anxiety and achievement in Japanese” (p. 164)

Other researchers such as MacIntyre and Gardner (1991), summarizing their survey of anxiety studies in relation to ways of evaluating language proficiency, with different populations and from various theoretical viewpoints, wrote that “it has been shown that anxiety negatively affects performance in the second language” (p. 102), but later in the same article they asserted that the “most satisfactory solution” (p. 109) to the problem of cause and effect is Levitt’s (1980) model of reciprocal causation. They further explained causation between language anxiety and achievement in the following way:

After several language experiences with the second language context, the student forms attitudes that are specific to the situation, that is, emotions and attitudes about learning a new language. If these experiences are negative, foreign language anxiety may begin to develop. As negative experiences persist, foreign language anxiety may become a regular occurrence and the student begins to expect to be nervous and to perform poorly. This foreign language anxiety is based on negative expectations that lead to worry and emotionality. This leads to cognitive interference from self-derogatory cognition that produces performance deficits. Poor performance and negative emotional reactions reinforce the expectations of anxiety and failure, further anxiety being a reaction to this perceived threat. (MacIntyre and Gardner, 1991, p.100)

In addition, Sellers (2000) investigated the relationship between anxiety and reading comprehension process and recall in Spanish as a foreign language. Different research techniques used to measure the variables, anxiety scales such as FLCAS and reading anxiety scales and other methods. Findings showed that not only highly anxious students tended to recall less passage content than did those who are less anxious but also highly anxious learners recalled fewer pausal units.

1.4. Sources of Language Anxiety

Foreign language anxiety is the feeling of worry and nervousness experienced by non-native speakers when learning a foreign language. These feelings may interrupt the desire to develop any second language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening. Foreign language

anxiety is attributed to different causes. The primary sources of language anxiety, as explicated by Horwitz, Horwitz, and Cope (1986) are communication apprehension, fear of negative evaluation and test anxiety.

According to them, foreign language anxiety consists of “self perception, beliefs, feelings and behaviour related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz, and Cope 1986).

The authors claimed that there are two major sources of language anxiety, on the one hand, communication apprehension is quite relevant to the conceptualization of foreign language anxiety. Learners who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills.

Communication apprehension has a great influence on students’ communication competence. Learners who typically have difficulty speaking in front of other people are likely to be less able to learn a second language (L2) and develop their communication skills.

On the other hand, fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their peers.

As a result, they keep silent most of the time and refuse to participate in language classroom activities.

According to Horwitz, Horwitz, and Cope (1986), test anxiety is a form of performance anxiety, in which the learner feels the fear of failure and doing badly in a reading task. Learners who experience reading anxiety consider the foreign language process and

especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills.

Other researchers suggested that anxiety might be the result of poor performance. Skehan (1989), as an example, commented on an assertion by Spielberger (1962) about academic achievement that the “influence of anxiety changed as a function of ability level” (p. 115), in the sense that anxiety was shown to be beneficial to learners of high ability, but was linked to lower achievement in “low-ability students, and especially average ability students”. This led Skehan (1989) to claim that in the field of language learning, anxiety “may be partly the result of low achievement”.

1.5. Language Anxiety in the Reading Skill

Some researchers have looked into the question of whether anxiety in the reading skill is a separate kind of anxiety from more general language anxiety, and have been interested in exploring anxiety in reading in a variety of languages.

In a study, Saito, Horwitz, and Garza (1999) investigated anxiety in the reading skill, participants were students enrolled in courses of three different foreign languages: French, Japanese and Russian, their mother tongue is presumably English. Researchers through this study tried to answer the following questions:

- “1. Does FL reading anxiety exist as a phenomenon distinguishable from general FL anxiety?
2. Do the levels of FL reading anxiety and general FL anxiety vary according to the specific target language?
3. Do learner perceptions of the difficulty of their particular target language relate to their levels of FL reading anxiety?” (p. 202)

Researchers found that students who had higher levels of foreign language anxiety were also more reading-anxious. They noticed that general foreign language anxiety was not associated with the language being studied, whereas reading anxiety was related to the target language. Learners of Japanese were the most anxious readers, followed by learners of French, then learners of Russian. The authors reported that many anxious-students felt overwhelmed when confronted with a FL text when they could not comprehend every word of a reading text and were very concerned about reading cultural aspects which were unknown to them. Such students tended to translate every word when approaching a text and many felt anxious when they came across unknown grammatical structures. Reading anxiety seemed to be connected to the target language and associated with the different writing systems.

According to Saito, Horwitz, and Garza (1999), it is difficult to say whether foreign language reading anxiety is the cause or effect of students' reading problems, but stated that in this investigation, anxiety seemed to stem from reading and not vice versa. Anxiety seemed to be "a mediating variable that intervenes at some point between the decoding of a text and the actual processing of textual meaning" (Saito, Horwitz, and Garza. 1999, p. 209). The authors suggested that making students aware in advance about anxiety may help relieve it.

Another study (Sellers, 2000) pointed out that students suffering from greater anxiety would retrieve fewer essential details from a reading text, and that during the reading task, they suffered more cognitive interference than less anxious readers, and were more preoccupied by irrelevant thoughts and less able to centre their attention on the task, which led to inferior understanding of the text.

Conclusion:

The chapter reviewed the past researchs on the construct of anxiety in general and language anxiety in particular, which is asserted as inconclusive and unresolved by the researchers. As MacIntyre (1999, p. 25) suggest, the literature on anxiety was scattered and

difficult to interpret, often presenting questions than answers. This chapter pointed out to different types of anxiety, sources of anxiety...etc.

All these variables are investigated to gain a whole sight on the factors that may contribute in a way or another to the increase or reduce of foreign language anxiety levels. Also, to help learners and teachers to avoid harmful feelings of anxiety and adapt strategies whenever necessary, in order to maximize learning and minimize anxiety in a classroom context.

Chapter Two

Reading Skill

Introduction

Nowadays, different people are interested in receptive skills; researchers consider them vital elements in the development and mastery of a foreign language. Reading is being considered as one of highest valued skills and as a major key to learn easily a foreign language. In this chapter we will discuss reading skill from a general view including, definition, reading theories, reading models, and reading strategies...etc.

2.1. Definition of Reading

Reading is considered one of the basic language skills. It is seen as the primary source of learning a language, in addition reading is also seen as an important activity in any language course at any level. There are several definitions of reading that have appeared in the last decades, the term “Reading” conveys some main ideas which can be represented as follow:

Reading is considered as a process undertaken to decrease uncertainty about meaning which a text conveys. It is also the practice results from a collaboration of meaning between the text and its reader. And it is the knowledge, expectations, and strategies a reader uses to decode textual meaning.

A clearer definition of the word Reading has always been an argue between researchers, the most commune definition is that reading is “the ability to draw meaning from the printed page and interpret this information appropriately.” (Grabe and Stoller, 2002, p. 9). Even though, it is quite difficult to recommend only one specific and precise definition for that term. Another similar definition is the one of Nuttall “Reading is the process of getting out of the text as nearly as possible the message the writer put into it” (Nuttall, 1996, p.4)

In the same aspect, Goodman (1967) states that “Reading is a psychological guessing game in which the reader reconstructs as best as he can a message which has been encoded by

a writer as a graphic display” (p. 126). Albert, Harris, Milton, and Jacobson (1973) also notes “Reading is the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader’s language skills, cognitive skill and knowledge of the word” (p. 292)

Reading is seen as a major and vital skill because it is linked with developing learner’s mind, imagination, and spelling. In Addition it combines cognitive, metacognitive, linguistic and sociolinguistic elements.

2.2. Purposes of Reading

Many researchers consider that, the purpose of reading is to have access to the literature written in a language. Wallace (1992, p.6) states three general reading purposes as: reading for survival, reading for learning and reading for pleasure. Whereas Grabe and Stoller (2002, p 13) specified seven purposes which are related only to learning and acquisition, these purposes according to them are: reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

The suitable approach to reading comprehension can be determined the purpose of reading. A person reading poetry for enjoyment for example needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details (Harmer, 2007)

2.3. Theories of Reading

Over time, reading theories have had their shifts and transitions. Starting from the traditional view which emphasized on the printed form of the text, then the cognitive view which enhanced the role of the background knowledge in addition to what is appearing on the printed page. Both views reached their highest development in the metacognitive view which

is based on the control and manipulation that a reader can have on the act of comprehending a text.

2.3.1. The Traditional Bottom-up View

The traditional bottom-up approach to reading was influenced by behaviorist psychology of the 1950s. Nowadays, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence. According to this view, reading is a linear process by which readers decode a text word by word, linking the words into phrases and then sentences (Gray and Rogers 1956, cited in Kucer 1987).

As said by Dole *et al.* (1991), in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that successively build toward comprehension ability. Mastering those skills result in viewing those readers as experts in comprehending what they are reading. Readers are viewed as passive recipients of information in the text i.e. meaning resides in the text and the reader has to reproduce meaning (Dole in Vaezi, 2006). According to Nunan (1991), reading in this view is typically a matter of decoding a series of written symbols into their aural equivalents in the mission for making sense of the text. He referred to this process as the ‘bottom-up’ view of reading (Nunan in Vaezi, 2006).

2.3.2. The Cognitive View (top-down processing)

In the 1960s, a paradigm shift occurred in the cognitive science. Behaviorism became somewhat discredited as the new cognitive theory represented the mind’s innate capacity for learning. These new cognitive and top-down processing approaches revolutionized the conception of the way student learn to read (Smith, 1994). In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading.

That is to say, reading is considered as a dialogue between the reader and the text which engage an active cognitive process in which the reader's previous knowledge plays a key role in the creation of meaning (Tierney and Pearson, 1994, p. 49). Reading is not a passive mechanical activity but purposeful and rational, dependent on the prior knowledge and expectations of the reader. It is not merely a matter of decoding print to sound but also a matter of making sense of written language (Smith, 1994). In short, reading is a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth.

2.3.3. The Metacognitive View

According to Block (1992), there is now no more debate on “whether reading is a bottom-up, language-based process or a top-down, knowledge-based process.” It is also no more problematic to accept the influence of background knowledge on readers. Research has gone even further to define the control executed by readers on their trial to understand a text. This control is what Block has referred to as meta-cognition.

The idea of reading according to the meta-cognitive view involves thinking about what one is doing while reading. Strategic readers do not only sample the text, make hypotheses, confirm or reject them, and make new hypotheses while reading. They also involve many activities along the process of reading, whose stages can be divided into three, i.e. before reading, while reading, and after reading. The activities the readers involve before reading are to identify the purpose of the reading, identify the form or type of the text. In the second stage (while reading), the think about the general character and features of the form or type of the text.

2.4. Reading Models

Researchers conducted that the main purpose of reading models is to describe the way a reader uses in order to build meaning from a text, that is to say: reading models aim to discover how readers translate printed symbols into meanings. There are mainly three models of reading which are: Bottom-up model, Top-down model and Interactive model.

2.4.1. The Bottom-up Model

Reading is defined as understanding a printed piece of writing. Readers never feel the heaviness of the linguistic elements when they read in their first language because they are familiar to them. But when it comes to reading in a foreign language, readers find themselves facing a lot of issues. Therefore, in order to access meaning in foreign text reader need to decode the language. That is to say, the reader starts with decoding the graphic symbols of a text into sounds and extract meaning from these graphic symbols (letters, words, phrases, clauses and sentences). For that reason the first step to read in foreign language according to this view is to understand the prints.

According to Gough (1985), the bottom up processing includes a series of steps the reader has to go through, i.e. a series that involve moving from a step to another one, beginning from recognizing the key features of every letter and then words, sentences until reaching the meaning of the text.

Alderson, Bastien and Madrazo (1977) conducted a study about Mexican subjects reading in both their native language which is Spanish and in English, the results were finding a significant correlation between proficiency in English and reading comprehension of English texts, therefore they concluded that knowledge of the foreign language plays a major role in the comprehension of the foreign texts than anything else.

To conclude, according to the bottom-up model of reading, there are series of discrete stages in order to gain the information, every stage in this process transforms the input and then passes the recorded information to the next higher stage for additional transformation and recoding.

2.4.2. The Top-down Model

Unlike the bottom-up model, the top-down model assumes that a reader uses his/her prior knowledge while reading, as well as expecting the writer's message while reading. Which means reading is impossible if there is a lack of knowledge in that language. In other words, prior ideas and concepts in the mind of a reader trigger information processing during reading. Smith states "The more you already know, the less you need to find out" (Smith, 1985, p. 15). That is to say the more a reader know in advance about the topic of the text, the less he need to use graphic information on the page.

According to Goodman (1973) "Reading is a process in which the reader picks and chooses from the available information only enough to select and predicts a language structure which is decodable. It is not in any sense a precise perceptual process" (p. 164). That is to say, a good reader is the one who predicts more and decodes less without using all the available information.

In short, the top-down model of reading implies that reading skills such as anticipating, guessing, predicting and going for meaning are basic processes in FL reading. Nevertheless, this model fails to account for reader who can be frustrated by a text with a large amount of unfamiliar vocabulary or readers who are able to understand a text for which they have little background knowledge. Due to limitations of both bottom-up and top-down models, a new reading process which is more insightful has been proposed under the name of

interactive model. Figure 1 (Vacca et al, 2006, p. 26) illustrates the processing in both types, mentioned earlier

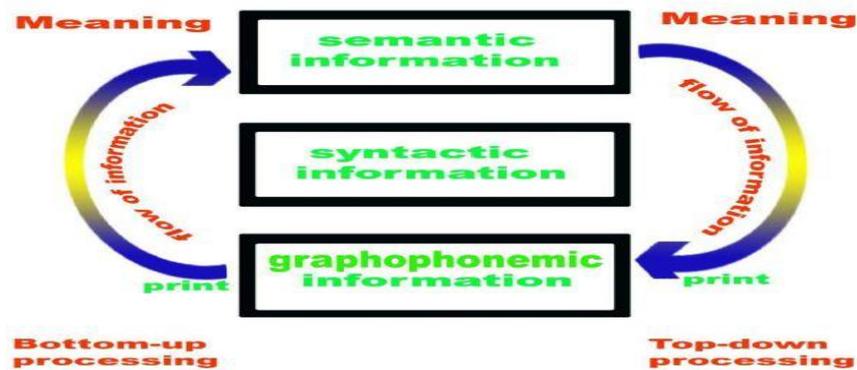


Figure 1: The Bottom-up and the Top-down Model Processing
Vacca (1996).

Figure 1. The Bottom-up and the Top-down Model Processing. (Vacca 1996 in Vacca *et al.* 2006, p. 26)

2.4.3. The interactive model

Interactive model is an attempt of making both bottom-up and top-down models work together. Rumelhart (1977) claim that reading is seen as an interactive process, in which readers includes both perceptual and cognitive processes. That is to say, interactive process consists of an interaction between a set of varieties of orthographic, syntactic, lexical and semantic information, until the meaning of the text is attended. According to Eskey, good reading should include both bottom-up and top-down. He claims that:

Good readers are both good decoders and good interpreters of texts ... good decoding skills are ... one of the causes and not merely a result as Goodman has argued of fluent reading. No doubt, the whole process is reciprocal, but that exactly what an interactive model would predict.

(Eskey, 1988, p. 95)

Eskey distinguished between the use of prior knowledge (top-down process) to facilitate language decoding and its use to facilitate higher level of interpretation of a text. Regular use of top-down process at word level suggests a failure to decode properly.

Similarly, Stanovich (1980) suggested in his model of reading that reading rate is more independent on the speed with which a reader can recognize words and construct a

representation than on the ability to use predictions. Thus, fluent reader does not use expectations to facilitate word recognition but the reverse is true. Poor readers are just likely as good ones to rely on prior knowledge to interpret texts.

To conclude, many researchers agree that the interactive models can increase the strengths and decrease the weaknesses of both bottom-up and top-down models.

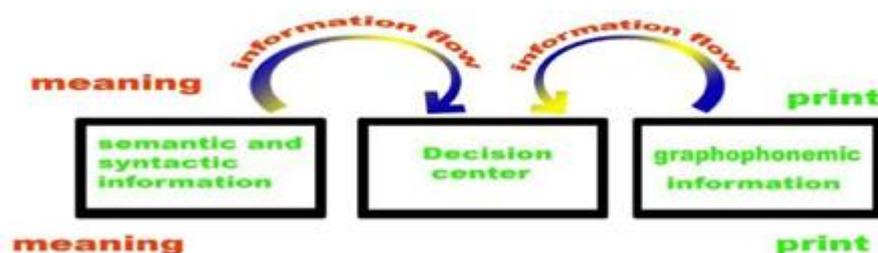


Figure 2. The Interactive Model Processing (Vacca, 1996 in Vacca *et al*, 2006, p. 26) (Vacca, 1996 in Vacca *et al*, 2006, p. 26)

The following figure represents a summary of beliefs defining bottom-up, top-down, and interactive beliefs about reading:

TABLE 2.1

Defining Bottom-Up, Top-Down, and Interactive Beliefs About Reading

	BOTTOM-UP BELIEFS ABOUT READING	TOP-DOWN BELIEFS ABOUT READING	INTERACTIVE BELIEFS ABOUT READING
Relationship of word recognition to comprehension	Believe students must recognize each word in a selection to be able to comprehend the selection.	Believe students can comprehend a selection even when they are not able to identify each word.	Believe students can comprehend by identifying words quickly and accurately.
Use of information cues	Believe students should use word and letter-sound cues exclusively to identify unrecognized words.	Believe students should use meaning and grammatical cues in addition to letter-sound cues to identify unrecognized words.	Believe students process letter-sound and meaning cues simultaneously to identify unrecognized words.
View of reading	Believe reading requires mastering and integrating a series of word identification skills.	Believe students learn to read through meaningful and authentic activities in which they read, write, speak, and listen.	Believe students learn to read by developing skills and strategies in meaningful contexts.
Units of language emphasized instructionally	Emphasize letters, letter-sound relationships, and words.	Emphasize sentences, paragraphs, and text selections.	Emphasize letters, letter-sound relationships, words, sentences, paragraphs, and text selections.
Where importance is placed instructionally	View accuracy in identifying words as important.	View reading for meaning as important.	View accurate word identification as contributing to meaningful reading.
Assessment	Think students need to be assessed on discrete skills.	Think students need to be assessed on the kind of knowledge constructed through reading.	Think students need to be assessed on the basis of their performance in meaningful contexts. Assessment informs instruction.

Figure 3. Defining Bottom-Up, Top-Down, and Interactive Beliefs About Reading (Vacca *et al*, 2006, p. 39)

2.5. Types of Reading

The literature is wealthy of studies concerning types of reading; some classified them per the reading purpose, others per the reading process itself. During this section, we are going to discuss 2 major types of reading in terms of purpose in learning the L2

2.5.1. Intensive Reading

An early definition of intensive reading given by Palmer (1921) state that the purpose of intensive reading is “to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains” (Palmer, 1921, in Day and Bamford, 1998 p. 5). A broader definition was given by Aebersold and Field (1997), when they assumed that intensive reading is reading carefully, and thoroughly for maximum comprehension in which teachers provide direction and help before, sometimes, during and after reading followed by some exercises that require student to work on various types of texts.

2.5.2. Extensive Reading

Extensive reading was described by Palmer (1964) as “rapidly reading book after book.” In addition, he contrasted it explicitly with intensive reading or “to take a text and study it line by line” (Palmer, 1964, p.111, cited in Day & Bamford, 1998, p. 5). These definitions focus on quantity of materials read. Another important aspect of the extensive reading definition is connected to student choice and pleasure in reading.

Finally, Aebersold and Field (1997) focused on reading for quantity and overall meaning with students’ choice and their role in increasing the ability of improving their skill of reading.

2.6. Characteristics of an Effective Reader

Researchers consider that an effective reader is the one who knows how to use reading strategies that work for him. According to Wassman and Rinsky (1993, p. 5), an effective reader needs an understanding of the reading process and an understanding of how to go about reading different types of printed information. Therefore, a foreign language learner can practice techniques that will help him achieve the goal to be an effective reader.

According to them, there are few main effective factors that help second or foreign language readers to become effective:

- Organize properly for reading and study: this requirement forces the reader to understand the importance of disciplined study so that they can appropriately time to devote to reading and study.
- Improve the concentration: actually concentration is important to learning a general and learning in particular for the fact that reader need to comprehend the printed information.
- Maintain confidence: confident reading is chiefly the result of preparation. Without this, readers cannot become effective readers (Wissman and Rinsky in Nga, 2009, p. 8)

2.7. Reading Strategies

A good language reader is a strategic person. Learners who are not able to comprehend the meaning of a text successfully, and this may be due to frustration and lack of motivation. Thus, researchers conducted through several studies that the use of reading strategies enhances reading performance and reading comprehension.

2.7.1. Definition

Reading strategies are seen as the techniques followed by readers in order to improve understanding and solve issues faced in reading. The term reading strategies has been defined depending on different perspectives. When it comes to reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension (Jimenez, Garcia, and Pearson, 1996, p.72).

In the same context, Garner (1987) defines reading strategies as an action or series of actions employed in order to construct meaning (Garner in Heisat *et al.* 2009, p. 311). Cohen (1986) defined reading strategies as a mental process chosen by the reader consciously, in order to achieve certain reading tasks. Additionally, Block (1986, p. 63) believes that reading strategies are a set of methods and techniques used by readers, so that they can achieve success in reading.

Researchers agreed on the fact that EFL teachers have to be aware of the reading strategies and that they have to teach readers how to use these reading strategies effectively in order to enhance their reading skill and reading comprehension. Reading strategies include reading aloud.

2.7.2. The importance of Reading Strategies

Many EFL/ESL learners face issues regarding reading certain texts. As a result to that struggle they find it impossible to reach comprehension and understand properly the content of a given text. The assumptions of many psychologists and researcher are that those readers lack reading strategies that may enhance their reading comprehension and make them overcome their reading problems.

Important evidences have been shown the important role of reading strategies in enhancing reading comprehension. According to McNamara, Ozuru, Best, & O'Reilly, (2007,

p. 365), reading strategies instruction are indeed very effective for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, and assume that they are strongly needed for these kinds of learners. To support that, McLaughlin and Allen (2002) say:

Good readers use comprehension strategies to facilitate the construction of meaning. These strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating. Researchers believe that using such strategies helps students become metacognitive readers.

(McLaughlin and Allen, 2002, p. 42)

According to researchers, the most effective reading strategies to improve reading comprehension are: previewing text, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing and evaluating. Although, it is not fair to give advantage to one strategy on the behalf of other only if the purpose and the type of reading are specified.

2.7.3. Some Reading Strategies

Researchers conducted that, successful use of reading strategies lead to an effective reading comprehension. Moreover, several studies have shown that there is a positive relation between the use of reading strategies and reading comprehension (Al-Nujaida, 2003; Darabie, 2000; Song, 1999).

Reading strategies include reading aloud, paraphrasing, guessing, re-reading the text, visualizing the information, asking oneself questions, translating, and using dictionary. (Huang, Chen, and Lin, 2009, p.15).

Furthermore, Oxford (1990) has recommended six reading strategies, these strategies are significant and easy to taught according to her. The recommended strategies are as follows: predicting, skimming, scanning, inferring, and guessing.

Finally, Michael *et al* (2007, p. 85) have brought a series of reading strategies that effective reader use in order to comprehend the text before, while and after reading. Those strategies are as listed in the following:

- 1- Observes the title.
- 2- Identifies Author's name.
- 3- Observes the subtitle.
- 4- Sees photographs and drawings that are provided.
- 5- Determines the key words to look for.
- 6- Looks quickly to their meaning.
- 7- Reads the words around their context.
- 8- Drawing inferences.
- 9- Identifying the styles of printed language.
- 10- Reads the introduction to identify the topic.
- 11- Reads the first sentence of each paragraph.
- 12- Discovers topics to them.
- 13- Understanding the main ideas.
- 14- Identifying patterns of organization.
- 15- Skimming.

16- Scanning the interested information.

17- Brings prior knowledge.

18- Combines the information presented in the text and prior knowledge.

19- Generating and answering questions.

20- Visualizing (forming mental pictures in your head as you read).

21- Summarizing the main ideas.

22- Synthesizing (drawing the key ideas from several source of information).

23- Evaluating by making judgment about what has been read.

24- Using the metacognitive skills to monitor comprehension.

Finally, these strategies emerge to be effective because they help language learners develop and increase their reading ability. Furthermore, effective readers have the ability to select to appropriate strategy in order to achieve comprehension.

Conclusion

In this chapter, we have investigated the reading skill by providing different definitions, and we have dealt with some related points such as: purposes of reading, theories of reading, models of reading, types of reading, characteristics of an effective reader, and strategies of reading.

To conclude, reading is considered an important skill in EFL classes, and students should be aware that acquiring and making use of certain reading skills and strategies will enhance and greatly develop their reading comprehension. However, it is the teachers' task to make students aware of the importance of reading skills and reading strategies and train students to use them.

Chapter Three

Field Work

3.1. Analysis of the Learners' Questionnaire:

3.1.1. Introduction

In this research, learners are given the opportunity to express their points of view concerning the impact of anxiety on foreign language reading skills. Furthermore, we will talk about the research tool used for this study, students' and teachers' questionnaire, respectively. However, the third chapter deals with the analysis and discussions of those two questionnaires.

3.1.2. Description of the Questionnaire

For this research, we have administered a questionnaire of thirty one items to students. The questions were developed in order to explore the impact of anxiety on first year LMD students on their reading skills.

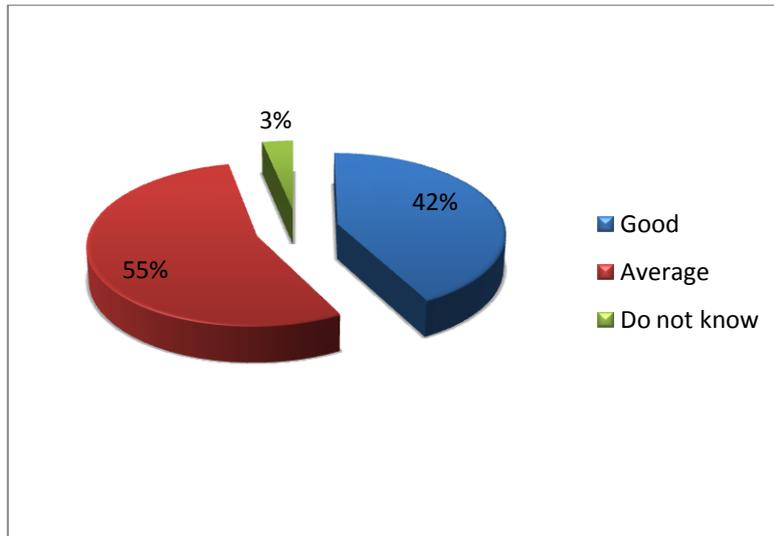
Learners' questionnaire was administered to fifteen (15) groups of first (1st) year LMD students of English branch at Mohamed Kheider University of Biskra, 554 students as the total number of the population from which the sample is chosen randomly. The students' questionnaire was administered to a sample of one hundred fifty (150) students selected from a total population of 554 first year LMD English students in Mohamed Kheider University of Biskra. From the total of 150 questionnaires administered, only 90 questionnaires have been submitted.

3.1.3. Analysis of the Results

Question one: your level of English

Options	Frequency	Percent
Good	38	42,2
Average	49	54,4
Do not know	3	3,3
Total	90	100,0

Table 01. Students' level in English



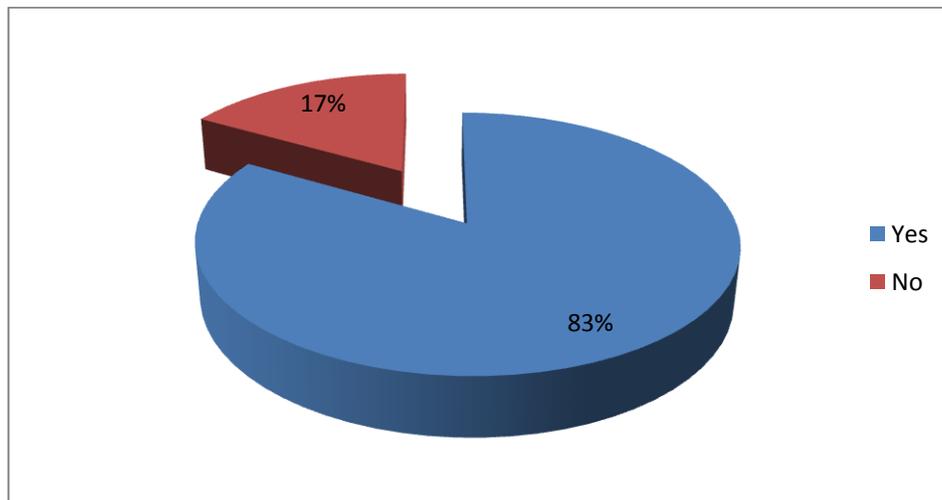
Graph 01. Students' level in English

Various answers are captured from the first year students. Their choices were close when it comes to their level of English, the majority (55%) stated that their level is average, whereas (42%) consider themselves good at English. And only (3%) could not determine their level. This means that the students level of English can allow them to read in English.

Question Two: Do you read in foreign language

Options	Frequency	Percent
Yes	75	83,3
No	15	16,7
Total	90	100,0

Table 02. Students' reading in foreign language



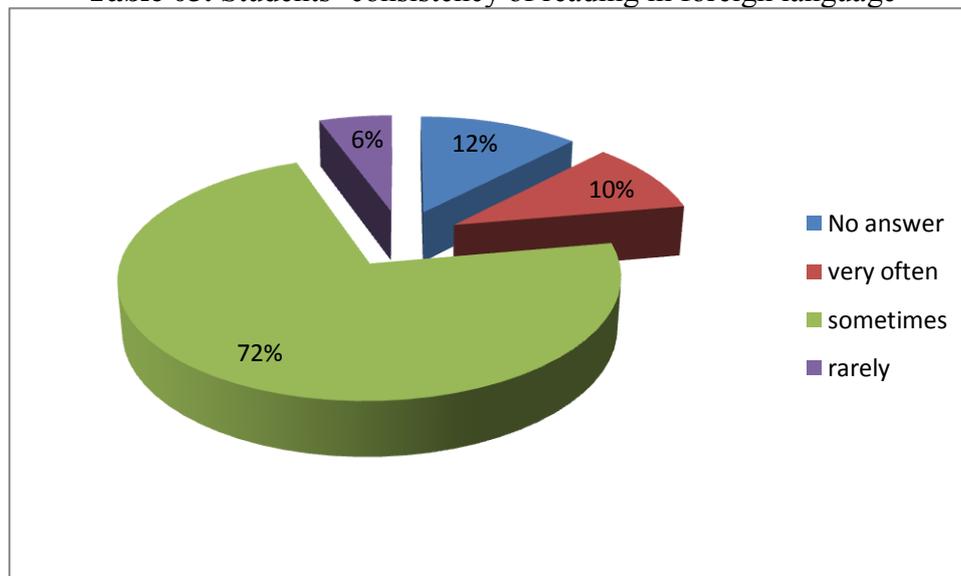
Graph 02. Students' reading in foreign language

The results in the table above reveal that a high percentage of students (83%) read in foreign language and only (17%) of the participants stated that they do not read in foreign language. This means that students are familiar with reading whether in English or in other foreign languages.

- If yes, how often

Options	Frequency	Percent
No answer	11	12,2
very often	9	10,0
sometimes	65	72,2
rarely	5	5,6
Total	90	100,0

Table 03. Students' consistency of reading in foreign language



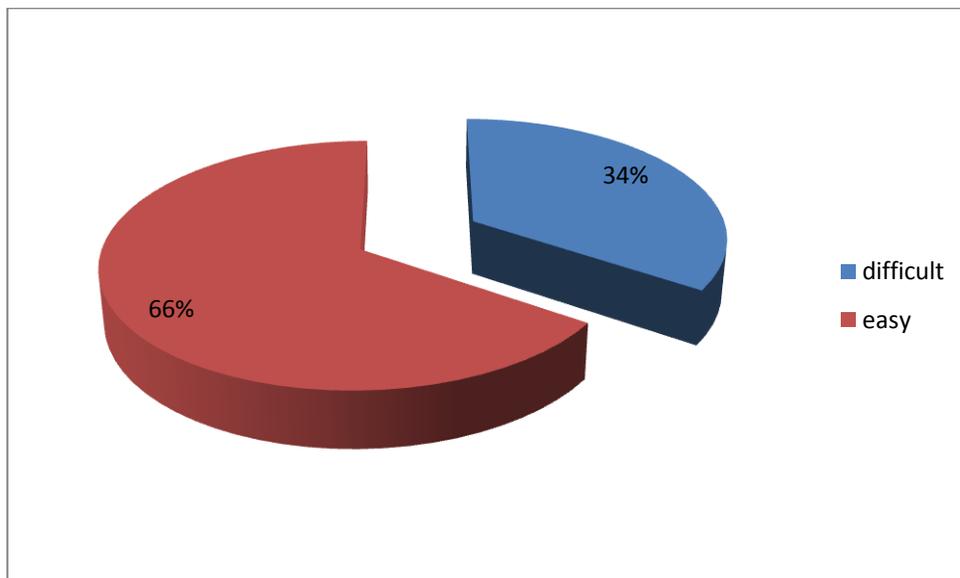
Graph 03. Students' consistency of reading in foreign language

The participants showed a variety of answers when it comes to how often they read in foreign language. A large population (72.2%) stated that they sometimes read in FL, whereas (10%) read very often, (5.6%) rarely read, and finally (12.2%) preferred not to answer the question. We can say that students are not permanent readers and that is because books are not available and their prices are not affordable by students.

Question Three: Do you think that reading in English for you is

Options	Frequency	Percent
difficult	31	34,4
easy	59	65,6
Total	90	100,0

Table 04. Students' opinion about reading in English



Graph 04. Students' opinion about reading in English

From this table, we notice that learners who consider reading in English as an easy task are (66%) which represents the majority. However, only (34%) consider it as a difficult task. This means that the majority of students do not consider the reading task difficult itself, because they consider reading in English amusing.

- Please, explain

Options	Frequency	Percent
Depends on the content	13	14,4
I like it and I enjoy it	38	42,2
lack of vocabulary	25	27,8
No answer	14	15,6
Total	90	100,0

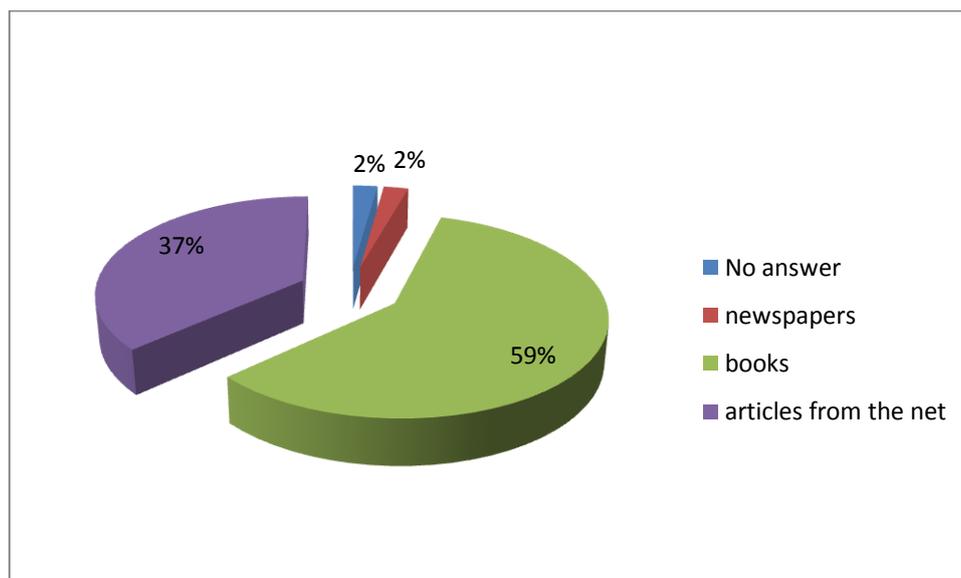
Table 05. Students' argument about reading in English

From various answers of the participants, we reformulated them according to their meaning. The results were as follow: (42,2%) of the participants answered that they find reading in English fun because they like and enjoy reading in English language, whereas (27,8%) find reading in English difficult because they experience lack of vocabulary and they cannot pronounce some words properly, the other (14,4%) said that the reading task may be sometimes difficult and sometimes easy depending on the content of the passage. Finally, (15,6%) preferred not to answer the question.

Question Four: What kind of documents you read in foreign language?

Options	Frequency	Percent
No answer	2	2,2
newspapers	2	2,2
books	53	58,9
articles from the net	33	36,7
Total	90	100,0

Table 06: Students' choice of reading documents



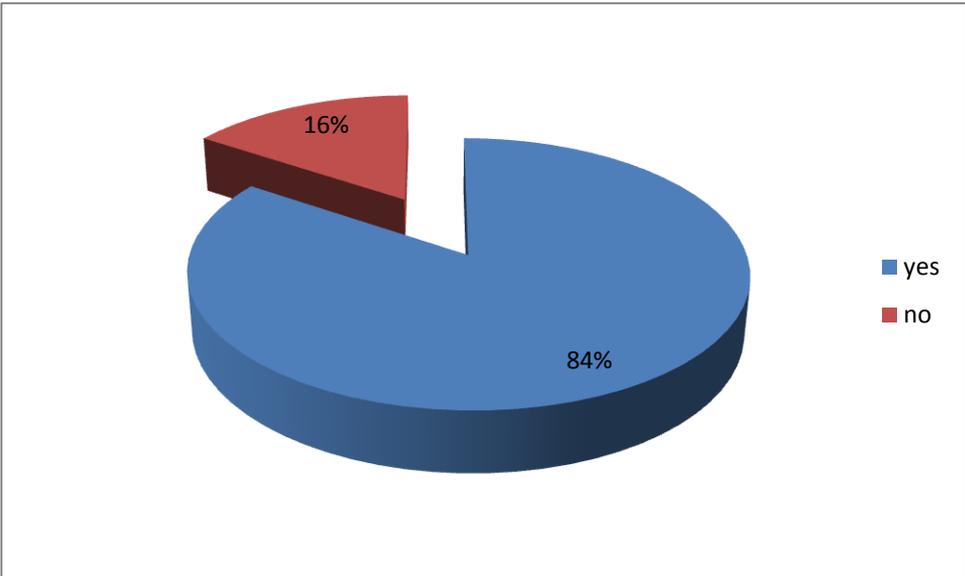
Graph 05. Students' choice of reading documents

According to the table above, (58,9%) of the sample said that they read mainly books, whereas (37%) read articles from the net, (2%) newspapers, and (2%) did not answer. We can say that students prefer to read books and online articles in English rather than newspapers.

Question Five: Do you enjoy reading in foreign language?

Options	Frequency	Percent
yes	76	84,4
no	14	15,6
Total	90	100,0

Table 07. Students’ feeling while reading in English



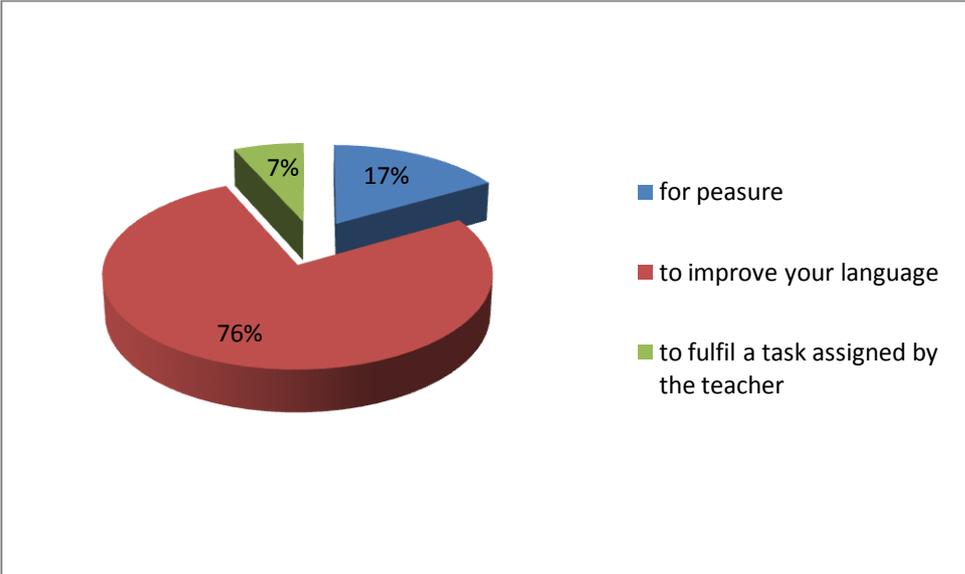
Graph 06. Students’ feeling while reading in English

High percentage of the participants (84%) answered that they do like reading in English, while only (16%) answered negatively. This means that majority of students enjoy reading in English and that English language is not boring to them.

Question Six: Why do you read in foreign language?

Options	Frequency	Percent
for pleasure	15	16,7
to improve your language	69	76,7
to fulfil a task assigned by the teacher	6	6,7
Total	90	100,0

Table 08. Students’ argument about the reason they read in English



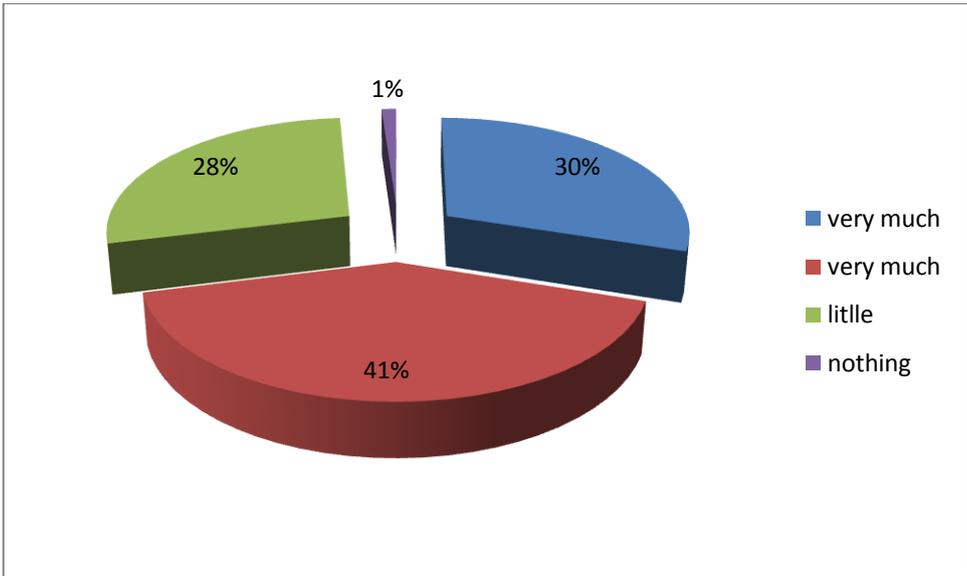
Graph 07. Students’ argument about the reason they read in English

Majority of students (76%) read in order to improve their language, (17%) of them read for pleasure, and only (7%) read to fulfill tasks assigned by their teachers. That indicates that students consider the reading task as a key factor to improve their language mastery.

Question Seven: How much do you think you have learned from reading in foreign language?

Options	Frequency	Percent
very much	27	30,0
much	37	41,1
little	25	27,8
nothing	1	1,1
Total	90	100,0

Table 09. Students’ gains by reading in foreign language



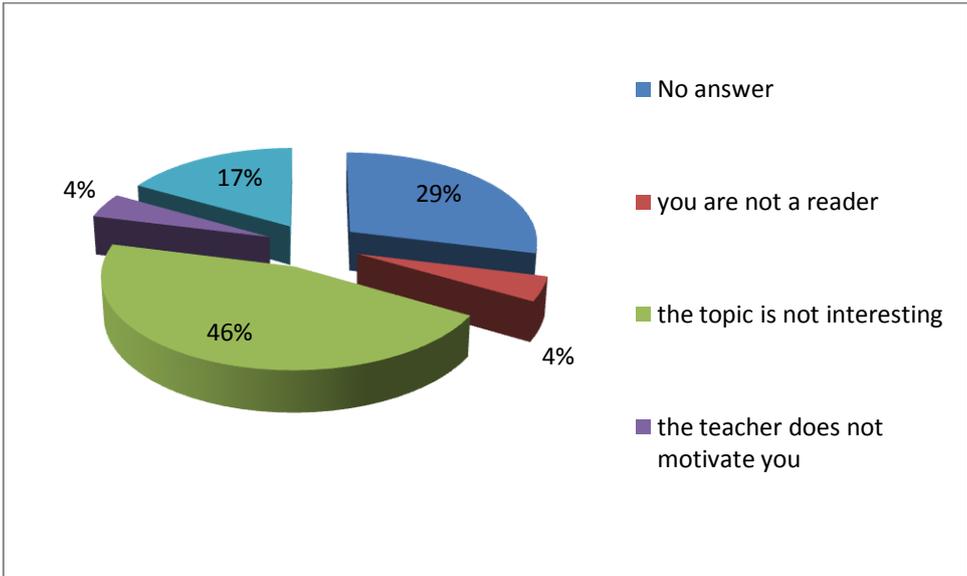
Graph 08. Students’ gains by reading in foreign language

Results in the figure above reveal that, 41% of students find that they have learned much from reading in English. Then 30% of the respondents said that they learned very much from reading in English, 28% said they learned little; whereas only 1% said that he/she learned nothing from reading in English

Question Eight: If you do not read, is it because?

Options	Frequency	Percent
No answer	26	28,9
you are not a reader	4	4,4
the topic is not interesting	41	45,6
the teacher does not motivate you	4	4,4
you fear of making mistakes when reading aloud	15	16,7
Total	90	100,0

Table 10. Students’ reason of not reading



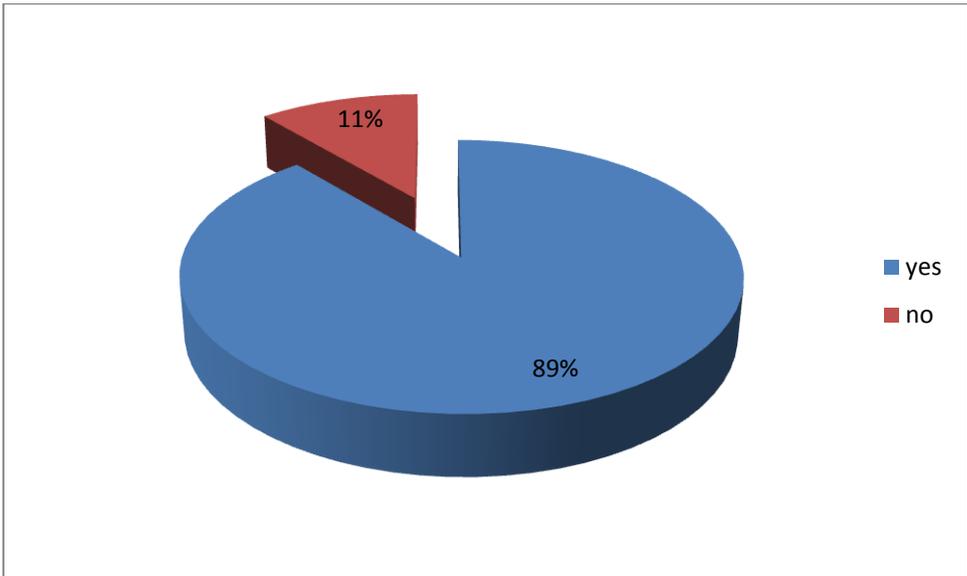
Graph 01. Students’ reason of not reading

According to the figure above, the majority of the participants, 46% corresponded that they do not read because they find the topics given to them not interesting, 17% do not read because they fear from making mistakes, 4% said that they prefer not to read, another 4% said that they are not being motivated by the teacher, finally 29% did not answer. This shows that students do not read because of their lack of interest on the topic assigned to them.

Question Nine: Does regular reading in the classroom help you to reduce your reading mistakes?

Options	Frequency	Percent
yes	80	88,9
no	10	11,1
Total	90	100,0

Table 11. Students’ opinion about regular reading



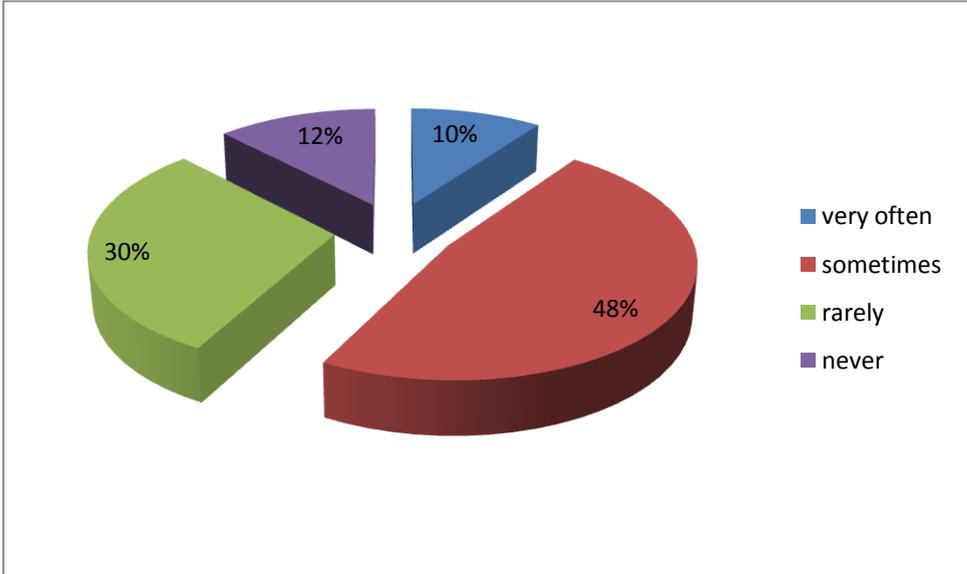
Graph 12. Students’ opinion about regular reading

The table above indicates that 88,9% from the participants are aware of the importance of regular reading inside the classroom when it comes to reducing reading mistakes, whereas 11,1% said that reading inside the classroom is not helpful.

Question Ten: How often your teachers interrupt you while reading aloud?

Options	Frequency	Percent
very often	9	10,0
sometimes	43	47,8
rarely	27	30,0
never	11	12,2
Total	90	100,0

Table 12. Teachers interruption while students read aloud



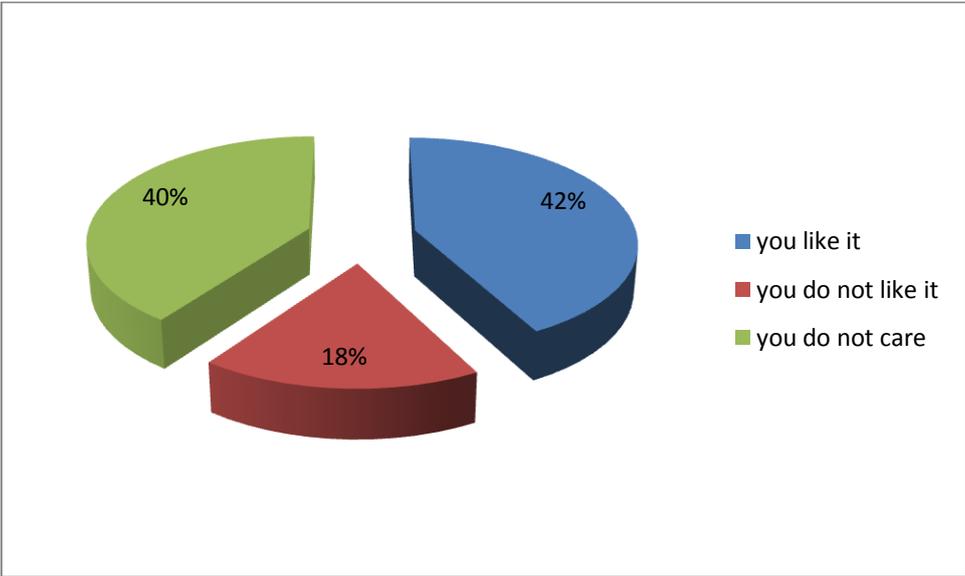
Graph 13. Teachers interruption while students read aloud

According to 48% of the students teachers sometimes interrupt them while reading aloud, 30% said they rarely get interrupted by teachers, 12% get interrupted very often, whereas 10% said that they never got interrupted. This indicates that the average of teachers’ interruptions during reading tasks is regular.

Question Eleven: How do you react?

Option	Frequency	Percent
you like it	38	42,2
you do not like it	16	17,8
you do not care	36	40,0
Total	90	100,0

Table 13. Students’ reaction after teachers’ interruption



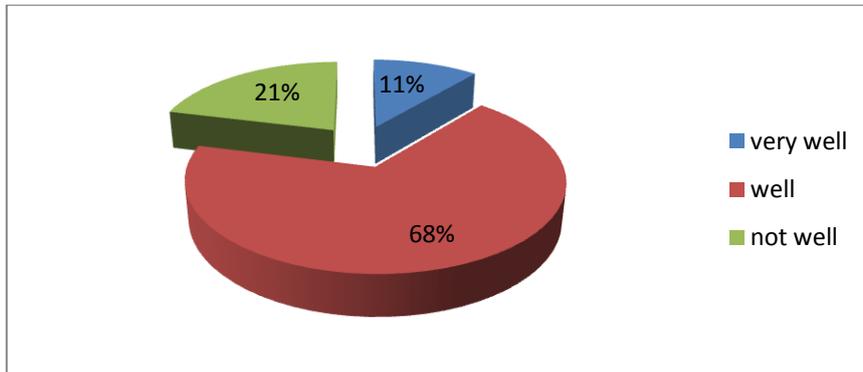
Graph 14. Students’ reaction after teachers’ interruption

The majority of the students 42% said that they like being interrupted by their teachers while reading aloud, 18% do not like being interrupted, and 40% said that they do not care about being interrupted. Students do not share the same opinion when it comes to their feeling when they are being corrected while reading.

Question Twelve: How do you judge you reading ability?

Options	Frequency	Percent
very well	10	11,1
well	61	67,8
not well	19	21,1
Total	90	100,0

Table 14. Students’ own reading ability judgment



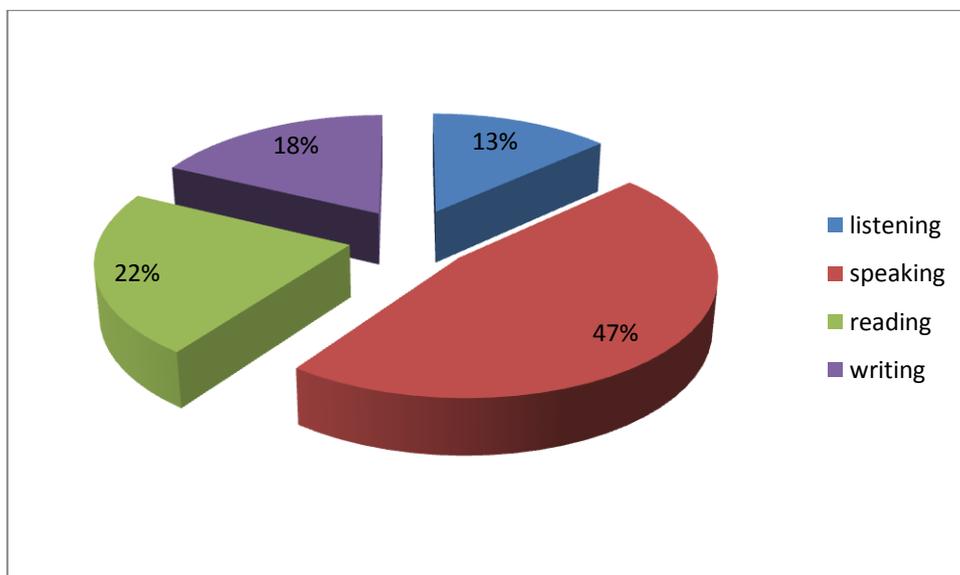
Graph 15. Students' own reading ability judgment

68% of the students said that they read well in English which indicates high self-confidence, 21% said that they do not read well, and 11% said that they read very well in English. This indicated that students are confident about their reading competency and ability.

Question Thirteen: Which of the four language skills you wish to master most?

Options	Frequency	Percent
listening	12	13,3
speaking	42	46,7
reading	20	22,2
writing	16	17,8
Total	90	100,0

Table 15. Students' opinion about the importance of the four skills



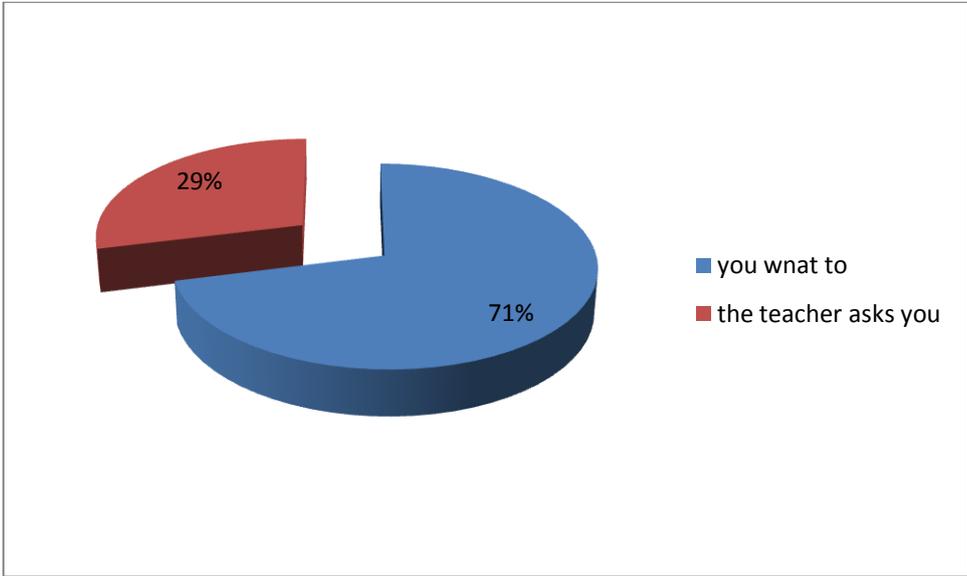
Graph 16. Students' opinion about the importance of the four skills

This figure indicates that most of the sample respondents think that mastering the speaking skill is the most effective method to enhance their English language with 47%, 22% thought that mastering the reading skill is more important, 18% said writing skill, and 13% listening skill. When it comes to choosing between the four skills, student think that the speaking skill is more important for their language development.

Question Fourteen: When you read in classroom, it is because

Options	Frequency	Percent
you want to	64	71,1
the teacher asks you	26	28,9
Total	90	100,0

Table 16. Students’ reasons of reading in the class



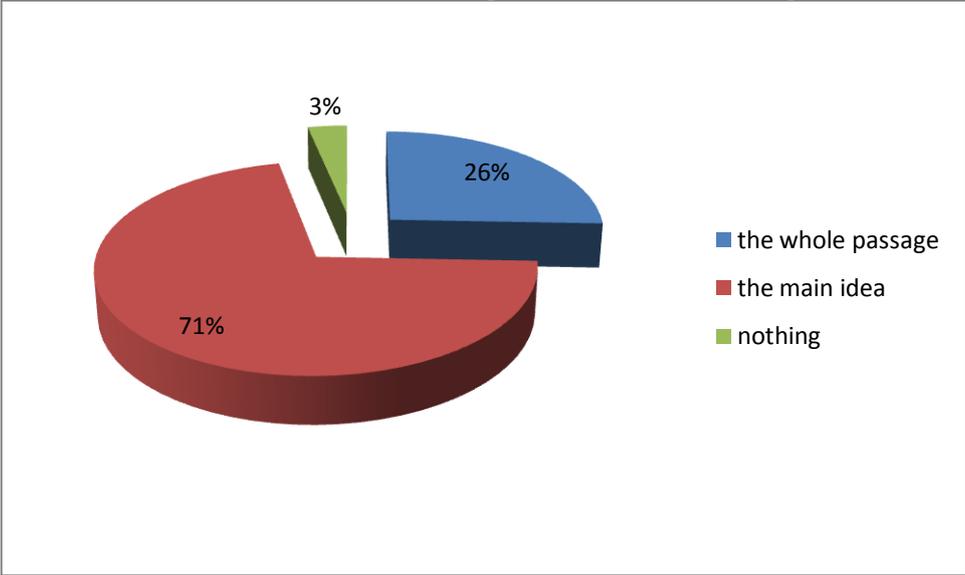
Graph 17. Students’ reasons of reading in the class

The figure above indicates high determination from students when it comes to reading in class, 71% of them said that they read without being assigned by the teacher because they like to read inside the classroom, the other 29% said that they read in classroom only because the teacher ask them to do so. This means that students are willing to read voluntarily.

Question Fifteen: When you read you comprehend

Options	Frequency	Percent
the whole passage	23	25,6
the main idea	64	71,1
nothing	3	3,3
Total	90	100,0

Table 17. Students’ comprehension after reading



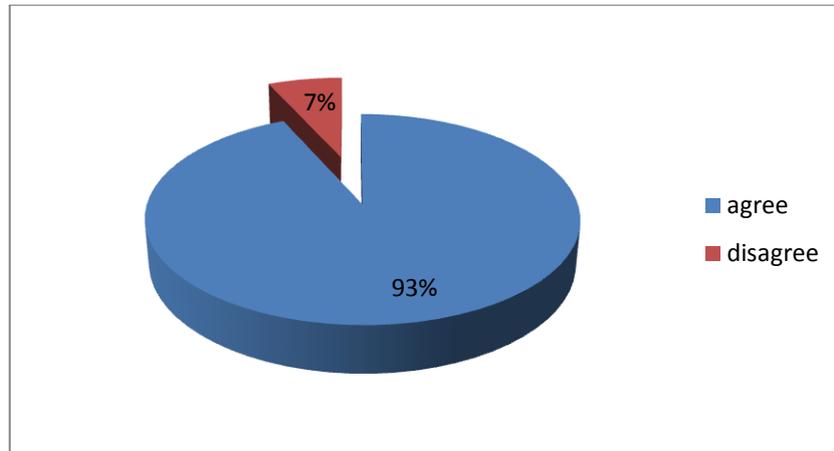
Graph 18. Students’ comprehension after reading

Large sample 71% said that when reading a passage they only understand the main idea, 26% said that they understand the whole passage, and 3% said that they understand nothing while reading. This indicates that students’ reading comprehension enables them only to comprehend the main idea due to various difficulties.

Question Sixteen: In order to learn the English language you must read in English

Options	Frequency	Percent
agree	84	93,3
disagree	6	6,7
Total	90	100,0

Table 18. Students’ awareness about the importance of reading



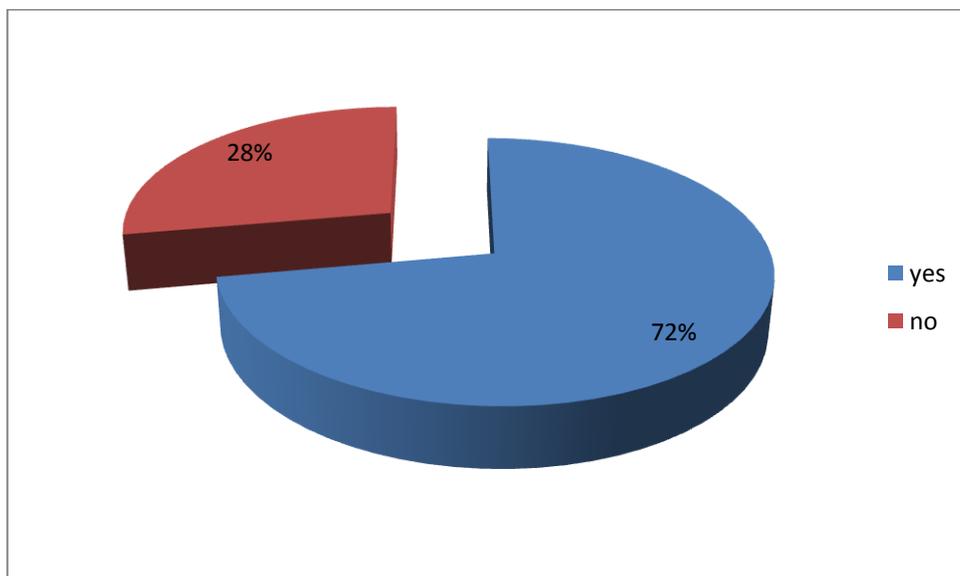
Graph 19. Students' awareness about the importance of reading

The figure above indicates that 93% of the students agreed that reading in English help them to improve their mastery of the language, whereas only 7% disagreed with the idea.

Question Seventeen: Do you read in other language (s)?

Options	Frequency	Percent
yes	65	72,2
no	25	27,8
Total	90	100,0

Table 19. Other languages that students read



Graph 20. Other languages that students read

72% of the students said that they do read in other languages besides English, where as 28% said that they read only in English. Students are familiar with reading in foreign languages in addition to English language.

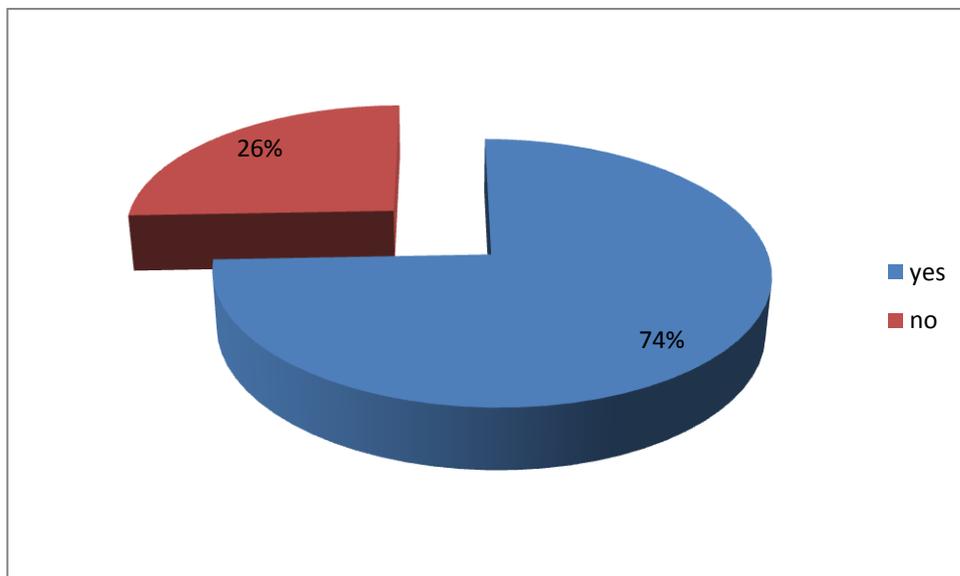
-If yes, specify:

Students replied that they read mainly in: French, Spanish and Arabic

Question Eighteen: Do you like reading aloud?

Options	Frequency	Percent
yes	67	74,4
no	23	25,6
Total	90	100,0

Table 20. Students' reading method



Graph 21. Students' reading method

Large population 74% revealed that they do read aloud, where as 26% do not read aloud.

- If no, why?

Main reasons according to students where: lack of self-confidence, shyness, fear from making mistakes, afraid from their classmates' laughs...

Question Nineteen: To what degree the reading tasks help you to develop and improve you level of English?

Options	Frequency	Percent
too much	43	47,8
somehow	37	41,1
not too much	8	8,9
not at all	2	2,2
Total	90	100,0

Table 21. Students' gains from reading

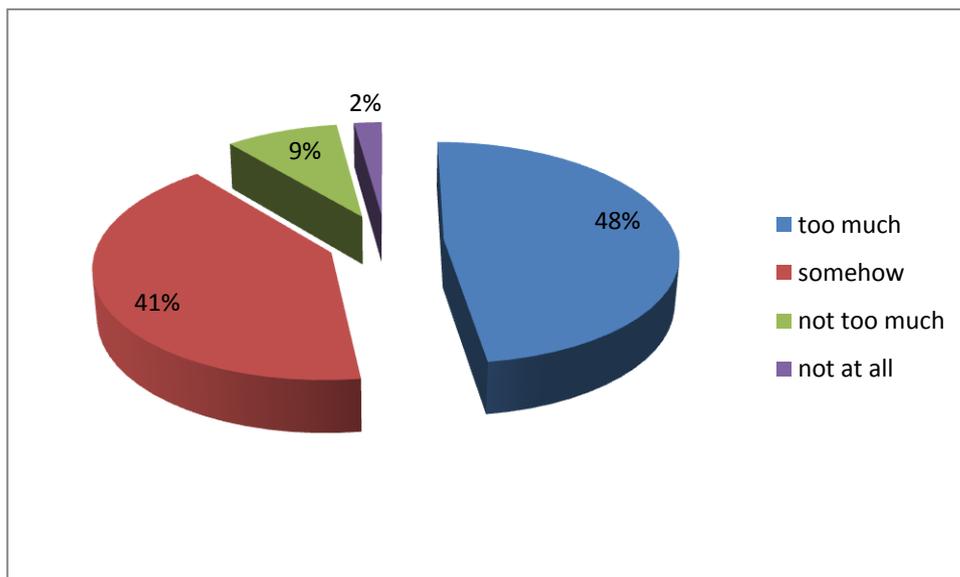


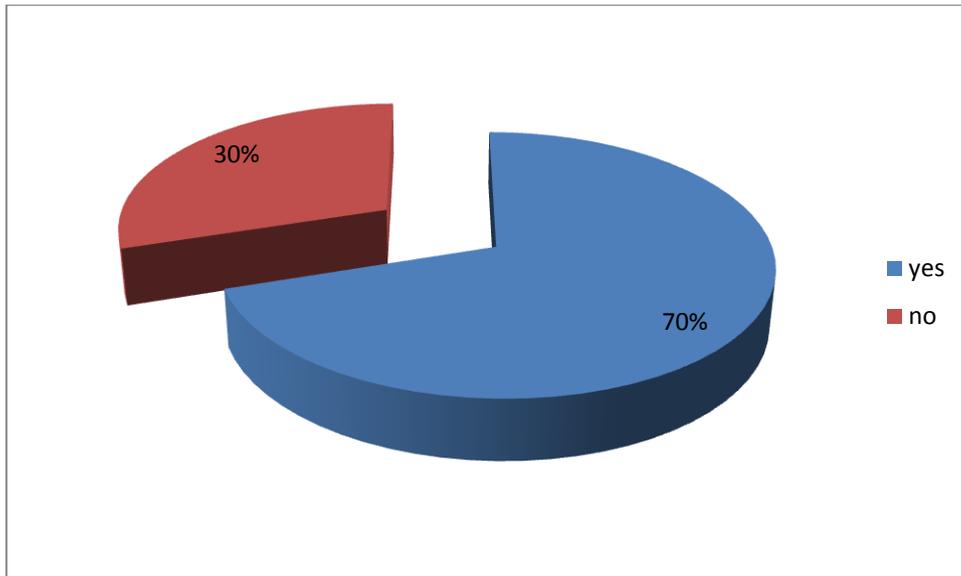
Table 22. Students' gains from reading

48% agreed that the reading tasks help them too much when it comes to developing and improving they level of English, similarly 41% said that it somehow helps, 9% have doubts, and 2% disagreed with the idea.

Question Twenty: During the reading task, do you feel at ease?

Options	Frequency	Percent
yes	63	70,0
no	27	30,0
Total	90	100,0

Table 22. Students' state during reading tasks



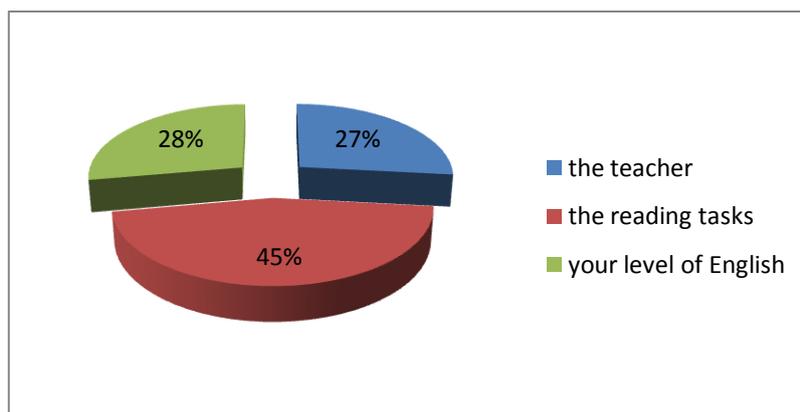
Graph 23. Students' state during reading tasks

The figure above indicates that 70% of the students feel at ease during a reading task, where as 30% do not feel at ease. This indicates that students are not aware if they are anxious or not during a reading task.

Question Twenty One: If you feel uncomfortable, what makes you feel so?

Options	Frequency	Percent
the teacher	24	26,7
the reading tasks	41	45,6
your level of English	25	27,8
Total	90	100,0

Table 23. Students' reasons of feeling uncomfortable while reading



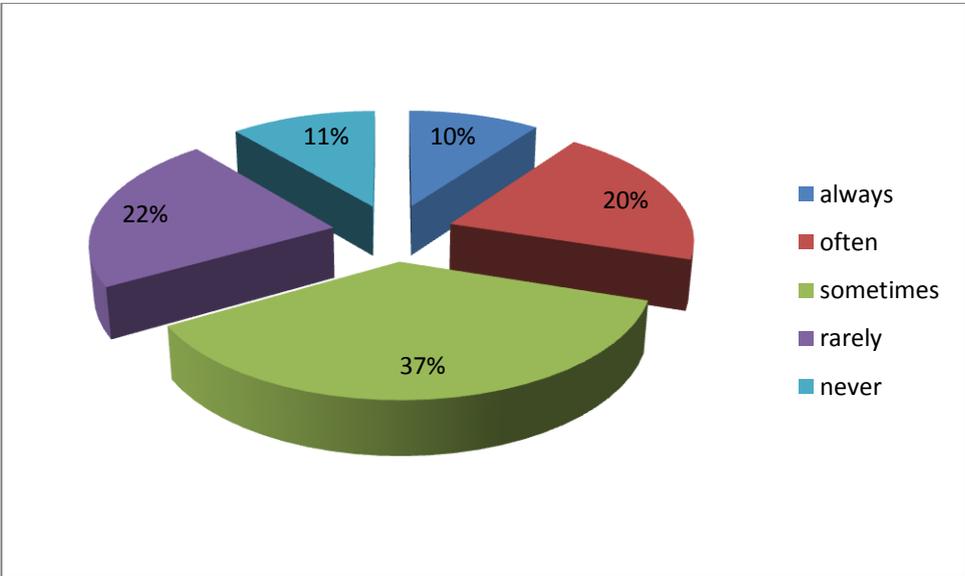
Graph 24. Students' reasons of feeling uncomfortable while reading

Students answers differ when it comes to the reason that makes them feel uncomfortable while doing a reading task, 45% said it is due to the reading task itself, 28% due to their own level of English, 27% due to their teacher’s motivation.

Question Twenty Two: Do you doubt yourself when you read aloud?

Options	Frequency	Percent
always	9	10,0
often	18	20,0
sometimes	33	36,7
rarely	20	22,2
never	10	11,1
Total	90	100,0

Table 24. Students’ feeling while reading aloud



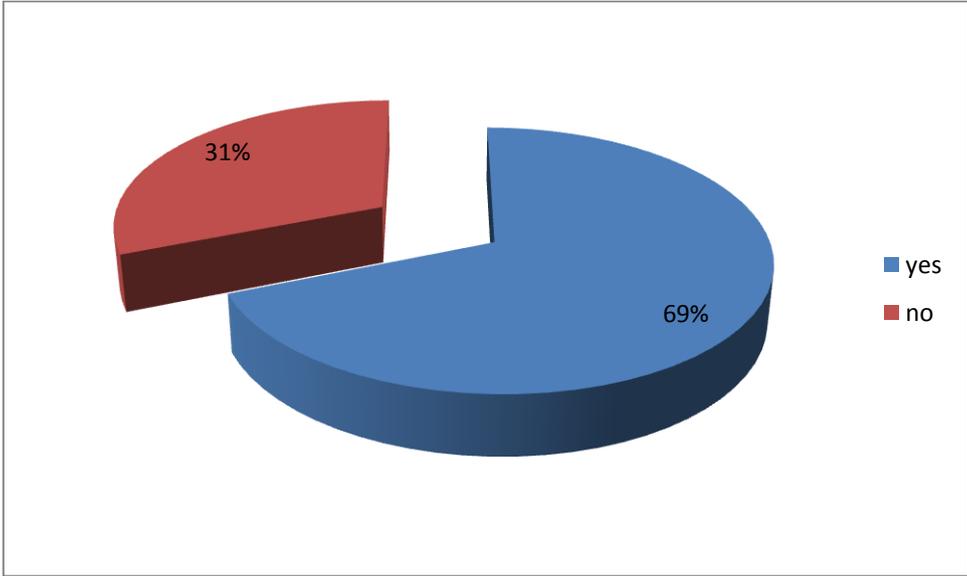
Graph 25. Students’ feeling while reading aloud

When it comes to reading aloud, 37% doubt themselves sometimes and experience lack of confidence, 27% rarely doubt themselves, 20% often doubt themselves, 11% never doubts themselves, and 10% always doubt themselves. Students in this question admit that they doubt themselves while reading aloud which is a type of anxiety.

Question Twenty Three: Can you read fluently in front of your teacher and classmates

Options	Frequency	Percent
yes	62	68,9
no	28	31,1
Total	90	100,0

Table 25. Students’ capacity of reading fluently



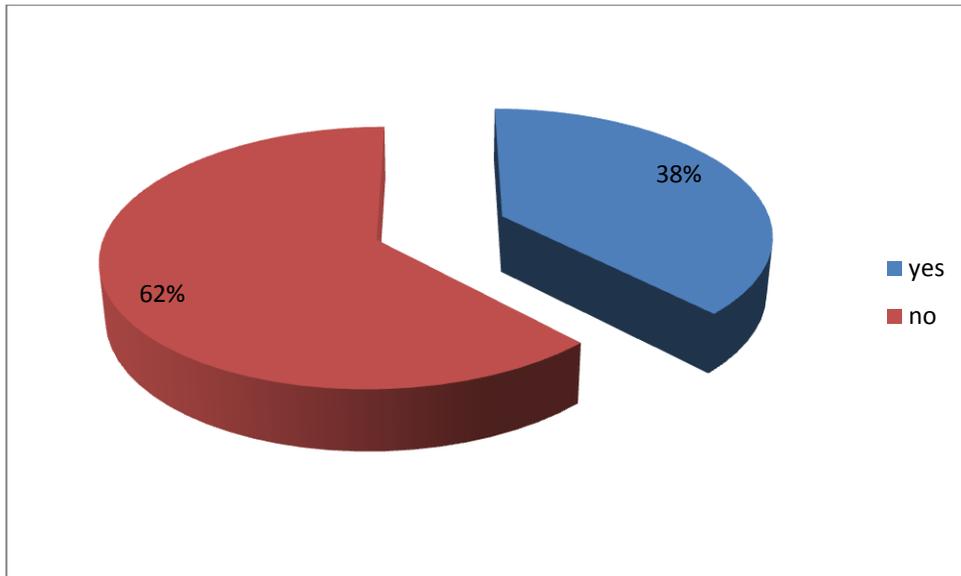
Graph 26. Students’ capacity of reading fluently

Large percentage of students 69% said that they do not feel anxious when it comes to reading aloud in front of their classmates, where as 31% experience some sorts of anxiety. This shows that students are positive about their reading capacity.

Question Twenty Four: Do you feel afraid to read aloud?

Options	Frequency	Percent
yes	34	37,8
no	56	62,2
Total	90	100,0

Table 26. Students’ feeling while reading aloud



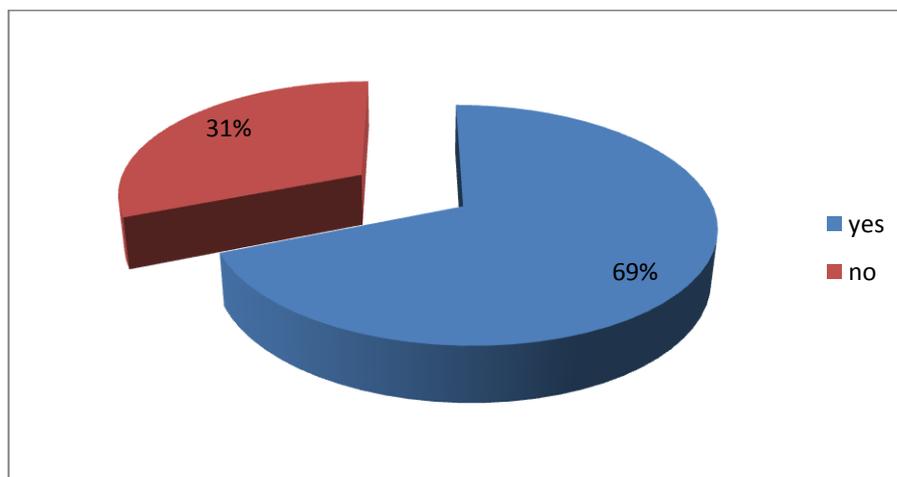
Graph 27. Students' feeling while reading aloud

According to the figure above 62% do not feel afraid when they read aloud, while 38% said that they do feel afraid when they read aloud.

Question Twenty Five: Do you feel relaxed when you read?

Options	Frequency	Percent
yes	62	68,9
no	28	31,1
Total	90	100,0

Table 27. Students' reaction while reading



Graph 28. Students' reaction while reading

The result in this question support the previous one, the figure above shows that 69% of the students feel relaxed while reading, whereas 31% do not feel relaxed while reading..

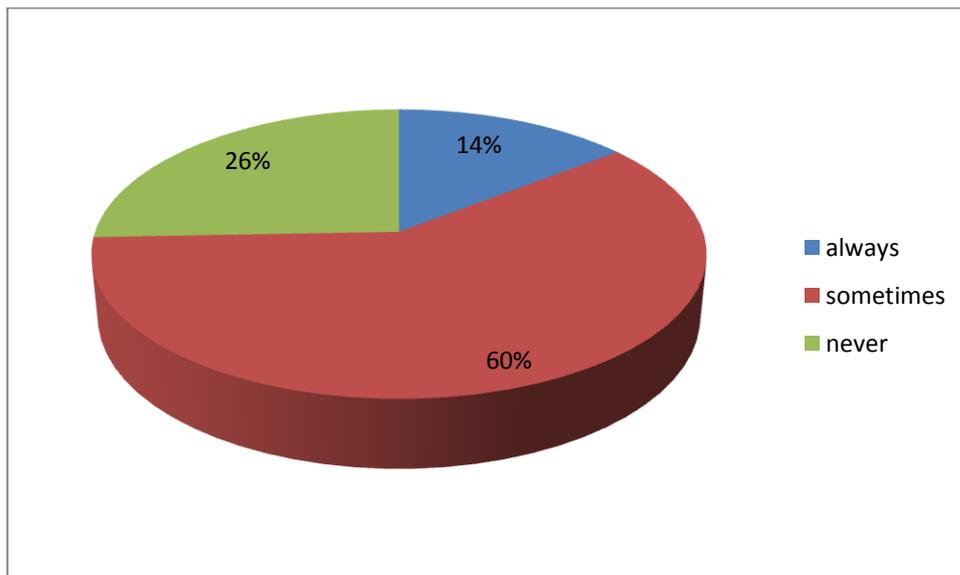
- Why?

Students revealed that they do not feel relaxed while reading mainly because: lack of self confidence, pronunciation problems, afraid of the reaction of others...

Question Twenty Six: You become anxious when the teacher calls you to read even if you have already read the passage before.

Options	Frequency	Percent
always	13	14,4
sometimes	54	60,0
never	23	25,6
Total	90	100,0

Table 28. Students' reaction when being assigned to read



Graph 29. Students' reaction when being assigned to read

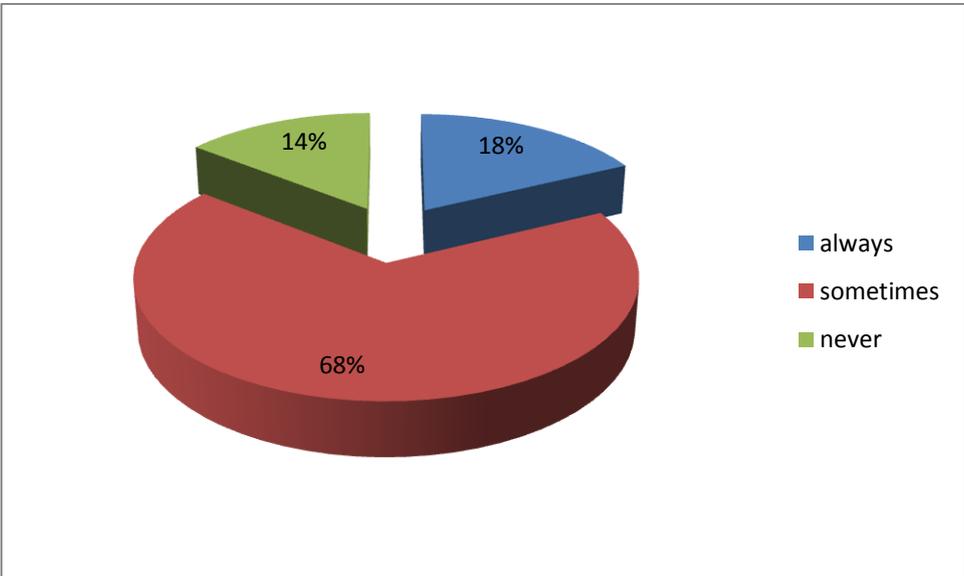
60% of the students revealed that they sometimes get anxious when the teacher assigns them to read, 26% never get anxious, and 14% always get anxious. This indicates that

students feel anxious when they are assigned to read, where as they feel comfortable when they do the task voluntarily.

Question Twenty Seven: Do you feel anxious to fail in the reading comprehension tasks?

Options	Frequency	Percent
always	16	17,8
sometimes	61	67,8
never	13	14,4
Total	90	100,0

Table 29. Students’ fear of fail during reading comprehension tasks



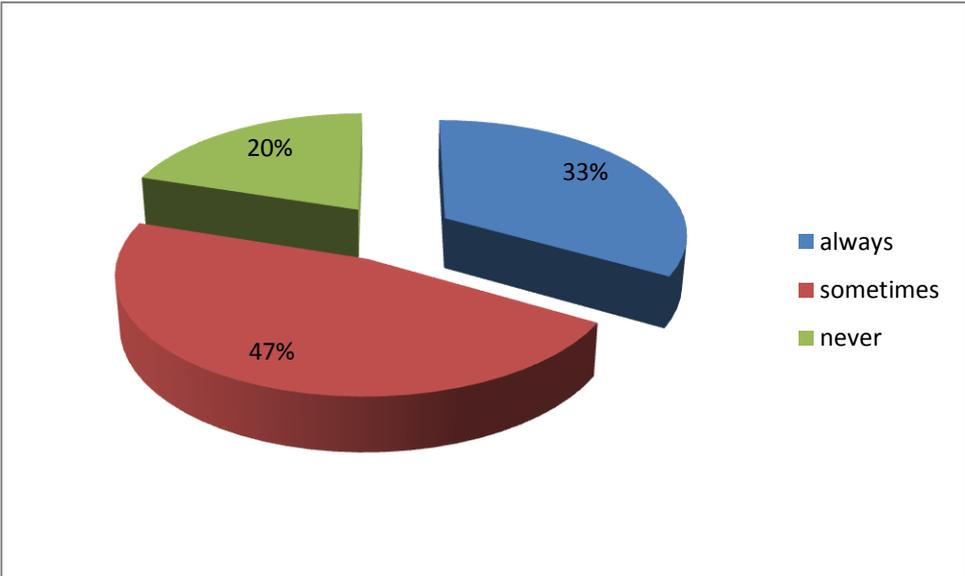
Graph 29. Students’ fear of fail during reading comprehension tasks

According to the figure above, 68% of the students sometimes feel anxious from failing during a reading comprehension task, 18% always feel anxious, 14% never feel anxious. This indicates that students fear from doing mistakes and they became anxious.

Question Twenty Eight: Do you feel nervous when you face words hard to be read?

Options	Frequency	Percent
always	30	33,3
sometimes	42	46,7
never	18	20,0
Total	90	100,0

Table 30. Students’ reaction while facing a hard spelling word



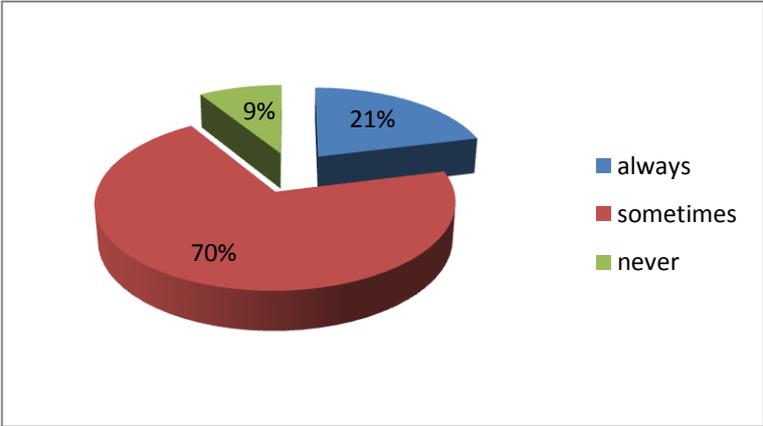
Graph 31. Students’ reaction while facing a hard spelling word

Students showed different answers when it comes to facing spelling problem, 47% said they sometimes get nervous, 33% always get nervous, 20% never get nervous. This shows that lack of vocabulary is one of the reasons of students’ anxiety while reading.

Question Twenty Nine: you feel that other learners read better than you do?

Options	Frequency	Percent
always	19	21,1
sometimes	63	70,0
never	8	8,9
Total	90	100,0

Table 31. Students’ thought about their peers’ reading competency



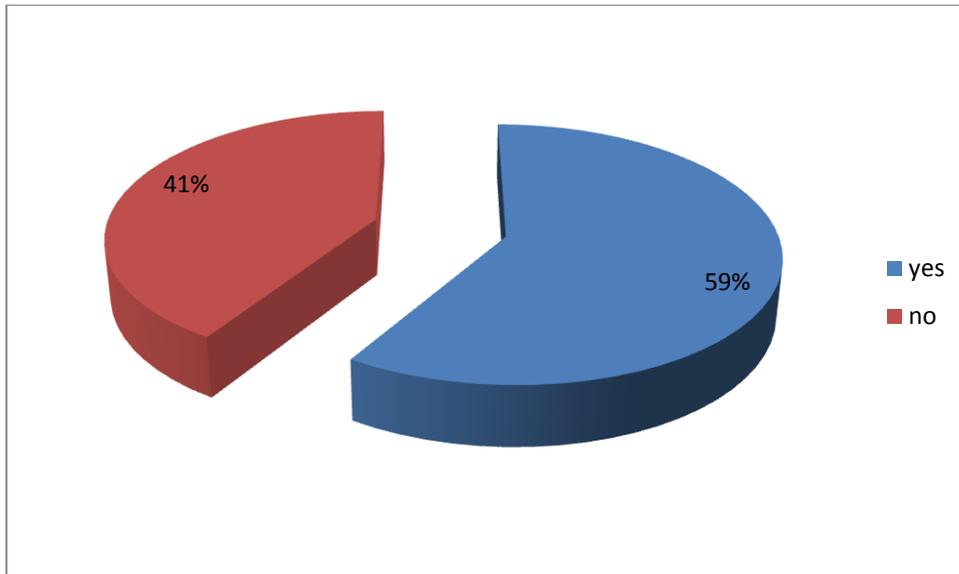
Graph 32. Students’ thought about their peers’ reading competency

According to the figure above, students showed high self confidence when it comes to reading, 70% of them sometimes feel that other classmates are better readers than them, 21% always feel that other classmates are better readers, and 9% never feel that other classmates are better readers. This means that students’ lack of confidence has a negative influence on their reading skill.

Question Thirty: You do not feel relaxed when others laugh at you.

Options	Frequency	Percent
yes	53	58,9
no	37	41,1
Total	90	100,0

Table 32. Students’ reaction after being mocked by their peers



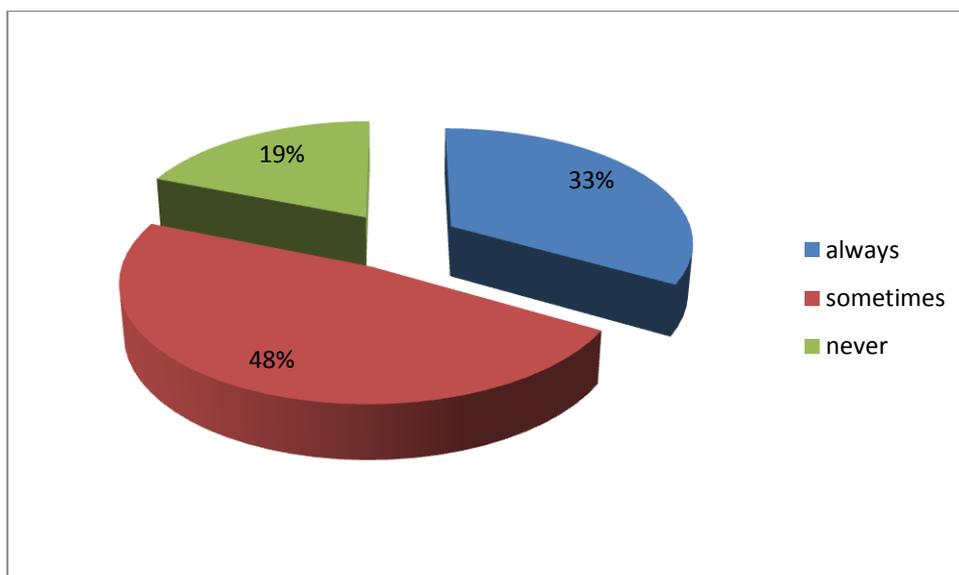
Graph 33. Students' reaction after being mocked by their peers

According to the figure above, 59% of the students do not feel relaxed when others laugh at them when they do mistakes while reading, whereas 41% do not care if others laugh at them.

Question Thirty One: You usually feel nervous before starting a reading task.

Option	Frequency	Percent
always	30	33,3
sometimes	43	47,8
never	17	18,9
Total	90	100,0

Table 33. Students' state before reading



Graph 34. Students' state before reading

When it comes to pre-reading, 48% of the students said that they sometimes feel nervous, 33% always feel nervous, 19% never get nervous before starting a reading task. This indicates that reading anxiety starts mostly before the reading task start.

Conclusion

According to the data collected from the questionnaire administered to first year LMD English students, we conclude that most foreign language learners consider that they have an average level in English; consequently, when it comes to reading in English language, the majority of them think that the reading task is easy. English foreign language learners showed a desire and willingness to read and improve their reading level in English. However, these learners before starting to learn English at the level of the University, they were not aware of the difficulty that they may encounter and that may prevent them from progressing in the English language. One of the major difficulties encountered by them is anxiety which has a huge impact on their language achievements. Even if the students consider foreign language reading tasks as easy, the existence of anxiety in their learning tends to make it difficult for them. Even though anxiety has an impact on all the four skills, its impact tends to be more on

the reading skill. Due to the fact that reading is the most provoked skill by anxiety, students' reading anxiety is caused by many factors; these factors are generated from the difficulty of the reading task itself, the lack of vocabulary, low self-confidence when it comes to reading aloud, and the lack of interest on the content to be read. The majority of foreign language learners attribute their reading anxiety to difficulty in pronouncing words, lack of preparation, lack of motivation, fear from being mocked by other peers, and lack of self-confidence. Moreover, teachers can play a great role in helping students to overcome their reading anxiety.

3.2. Analysis of the Teachers' Questionnaire

Introduction

The aim of this research is to investigate the impact of anxiety on EFL students' reading skills. Teachers' questioner was administered in order to give teachers the opportunity to express their thoughts about foreign language anxiety and how they manage such phenomenon.

3.2.1. Description of the questionnaire

Teachers' questionnaire consists of eleven items. It was administered to four teachers who teach the first year LMD students at the university of Biskra the module of study skills. The choice of this module is based on the fact that, teachers deal with reading skill, reading strategies and reading models.

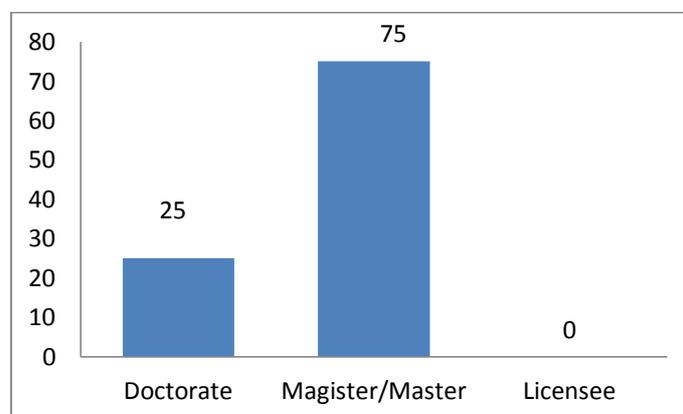
3.2.3. Analysis of the results

General Information:

Your degree:

Options	Frequency	Percent
Doctorate	1	25,0
Magister/Master	3	75,0
Licensee	0	0,0
Total	4	100,0

Table 34. Teachers' degree



Graph 35. Teachers' degree

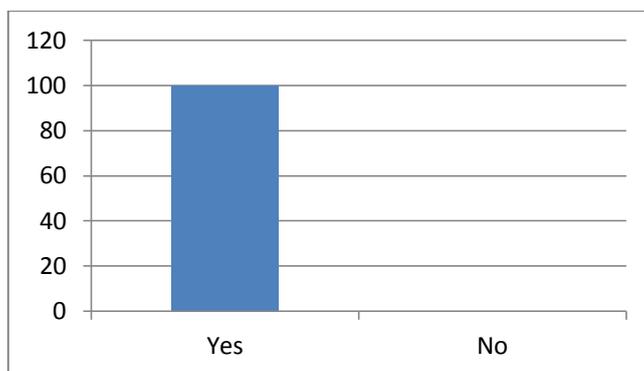
Teachers who were given the questionnaire, are highly experienced educators, and have been teaching different modules such as study skills, oral expression, and writing expression. The degree they hold let us consider their testimony and suggestions as very reliable.

Questions:

Question one: Do you agree that reading is a skill which enables learners to evaluate their success in the foreign language learning?

Options	Frequency	Percent
Yes	4	100,0
No	0	0,0
Total	4	100,0

Table 35. Teachers' beliefs about the importance of the reading skill



Graph 36. Teachers’ beliefs about the importance of the reading skill

According to the figure above, all teachers agreed on the importance of reading for EFL students.

- Why?

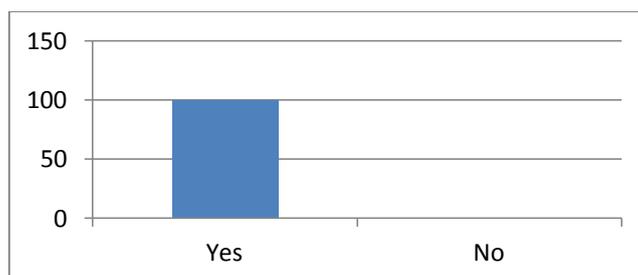
Teachers gave similar responses when it comes to the importance of reading:

Reading develop students’ vocabulary and grammar, it help students to develop the writing and speaking skills, in addition it is the way to check students progress (exams)

Question Two: As a teacher, do you do an effort to achieve a relaxed atmosphere in the class?

Options	Frequency	Percent
Yes	4	100,0
No	0	0,0
Total	4	100,0

Table 36. Teachers’ effort to achieve a relaxed atmosphere



Graph 37. Teachers’ effort to achieve a relaxed atmosphere

All teachers responded positively when it comes to establishing a relaxed atmosphere in the class, due to its importance to students mind state and the progress of the lesson.

- Please, explain

Teachers gave multiple answers with the same sense, we can mention:

Relaxed atmosphere help ensure a good run of the teacher/learner process, also seating arrangements can encourage students to learn in a relaxed atmosphere, plus building students' self-confidence by telling them that they should not be afraid from making mistakes.

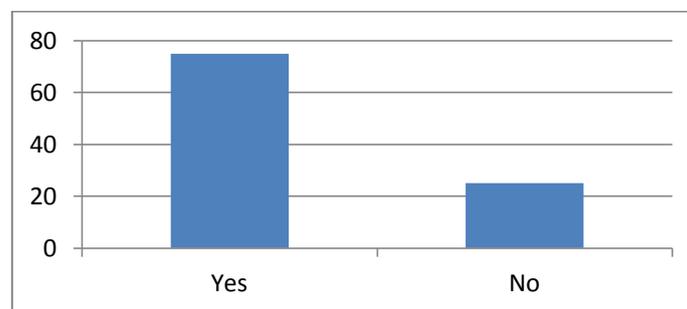
Question Three: How would you describe your relation with your learners?

Teachers' response was positive; they share the view of building a positive relation with their students based on mutual respect, trust.

Question Four: Do you observe the feeling of anxiety your learners show when reading aloud?

Options	Frequency	Percent
Yes	3	75,0
No	1	25,0
Total	4	100,0

Table 37. Observation of anxiety by teachers during reading tasks



Graph 38. Observation of anxiety by teachers during reading tasks

According to the figure above majority of teachers do notice some symptoms of anxiety during reading aloud.

Question Five: How do you know that your learners are anxious?

Teachers identify several signs of anxiety in their students ranging from physiological to psychological aspects:

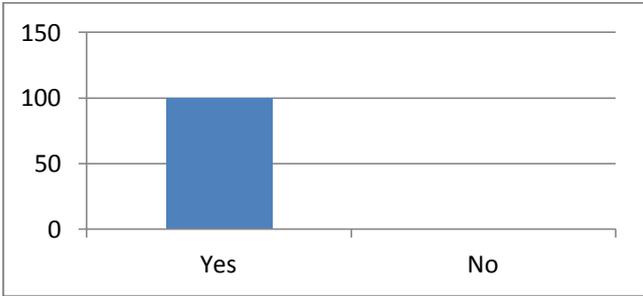
The physiological symptoms are turning red or pale, body gestures such as joining their hands together, sweating, and bowing their heads.

The psychological symptoms are lowering their voices, looking at the watch, asking for early leave from the classroom, stuttering, and making too many errors while reading.

Question Six: Do you agree that feeling anxious may impact the learners’ level of reading comprehension?

Options	Frequency	Percent
Yes	4	100,0
No	0	0,0
Total	4	100,0

Table 38. Teachers’ awareness of the impact of anxiety



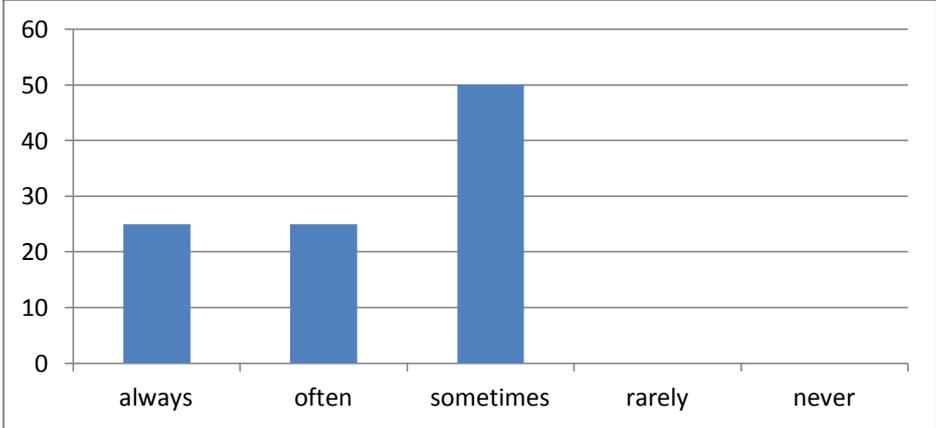
Graph 39. Teachers’ awareness of the impact of anxiety

According to the figure above, teachers agree on the negative impact of anxiety on their students’ level of reading.

Question Seven: Do you warn your learners of the bad effects of anxiety on their reading comprehension?

Options	Frequency	Percent
always	1	25,0
often	1	25,0
sometimes	2	50,0
rarely	0	0,0
never	0	0,0
Total	4	100,0

Table 39. Teachers’ warnings of anxiety’ effects



Graph 40. Teachers’ warnings of anxiety’ effects

According to the figure above, we can notice that teachers give importance to warning their students to the bad effects of anxiety on their reading comprehension.

- Why?

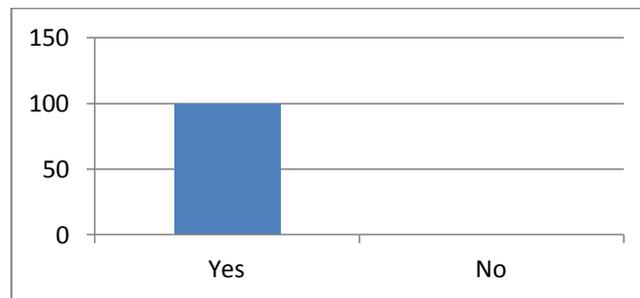
Teachers gave several reasons why they warn their learners of the bad effects of anxiety on their reading comprehension:

- Teacher 1: I recommend them to be actively engaged within what they are reading, using different strategies, so this method may imply a warning about being anxious while reading.
- Teacher 2/3: They need to overcome such problem, because the anxious student will never learn or achieve progress.
- Teacher 4: Simply because it is considered as serious negative feeling leading to failure.

Question Eight: Do you think that learner' anxiety may affect their academic achievement?

Options	Frequency	Percent
Yes	4	100,0
No	0	0,0
Total	4	100,0

Table 40. Teachers' opinion about the impact of anxiety on academic achievement



Graph 41. Teachers' opinion about the impact of anxiety on academic achievement

As the results in the figure above; teachers responses to this question reveal that all of them agree about the fact that anxiety affect learner' academic achievement.

- Why?

This question reveals the fact that anxiety is considered by many teachers as an obstacle to learning.

Teachers gave reasons such as: the anxious learners will never take the risk to share their ideas, and they do not know how to accomplish their reading task.

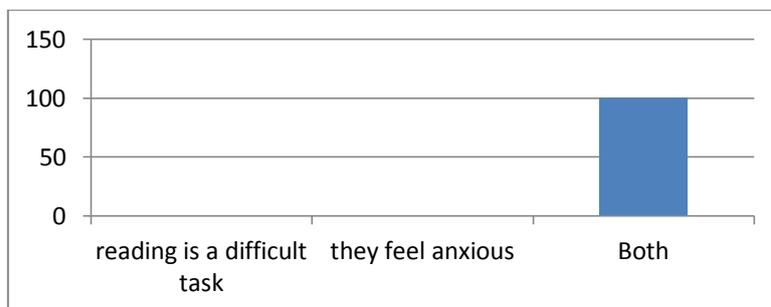
Question Nine: Which techniques do you prefer to use when your learners do not want to read in your classes.

The most frequent suggestion that participants made were to make the language classroom environment more comfortable and friendly, one where students are free to talk without getting anxious from making mistakes. And motivate students to take initiation and overcome their fear.

Question Ten: When some of your learners fail to read this is because

Options	Frequency	Percent
reading is a difficult task	0	0,0
they feel anxious	0	0,0
Both	4	100,0
Total	4	100,0

Table 41. Teachers' opinions about the causes of reading failure



Graph 42. Teachers' opinions about the causes of reading failure

According to the figure above teachers agreed that both the feeling of anxiety and the difficulty of the reading task affect students' failure during reading.

- Please justify

Teachers' justification varied from one teacher to another:

T1: This question can be interpreted in two different ways: whether they refuse to read, or they cannot read effectively.

T2/4: If they feel anxious, this means that reading for them is a hard task to do. Hence, they will fail to read a word.

T3: The style of the writer can be difficult to read, Students are introverted so they prefer not to read.

Question Eleven: what will you do as a teacher in order to reduce your learners' anxiety and enhance their reading performance?

Concerning this question, teachers answered differently as follows

- The teacher should create a relaxed and comfortable classroom atmosphere.
- The teacher should avoid the method of correcting mistakes directly.
- The teacher should motivate students to start reading short passages or articles.
- The teacher should manage more reading sessions.
- The teacher should ask students to use read aloud/think aloud strategy.
- The teacher should make their students aware that anxiety is a regular phenomenon.

Conclusion

Through the analysis of the questionnaire administered to some experienced teachers, we conclude that anxiety is an existing phenomenon that always existed in foreign language classes. According to them, it is considered as a huge issue that has negative impact on students' foreign language learning. It has a huge impact on the four skills; as it greatly impacts the reading skills. This is because when reading, students are required to decode the written symbols and express what they have comprehended from them, and according to teachers anxious students are easy to recognize during a reading task more than during other tasks (listening, speaking, and writing). Students' reading anxiety is caused by various factors which include shyness, lack of vocabulary, lack of self-confidence and lack of interest in the task. Furthermore, anxious learners can be easily distinguished by teachers from non-anxious ones by different signs such as psychological symptoms (turning red or pale, body gestures...) and psychological symptoms (lowering their voices, looking at the watch, stuttering...).

Although anxiety has a serious impact on students' learning and reading performance according to teachers, it can be reduced by creating relaxed atmosphere, avoiding direct

correction of mistakes, motivating students to start reading, managing more reading sessions, and most important making the students aware of the impact of anxiety on their reading competence. If teachers and learners adopt and work with these strategies and techniques, they can greatly reduce the level of anxiety during reading task.

General Conclusion

Foreign language anxiety is an important psychological phenomenon that has a negative impact on students' learning. Our research aimed to clarify the relationship between foreign language anxiety and its impact on students' reading skills.

The research was divided into three chapters. The first chapter reviews anxiety from a specific perspective which is: as a psychological construct and its probable factors in an educational setting. Accordingly, we shed light on the different anxiety types and their symptoms, whether physical or psychological symptoms, and then establish a clear definition of the 'language anxiety' in terms of: communication apprehension, test anxiety and fear of negative evaluation. The second chapter discuss reading skill from a general view including, definition, reading theories, reading models, and reading strategies, and the characteristics of a good reader. Finally, the third chapter is devoted to the analysis of data collected from the two research tools which are students and teachers' questionnaires. Throughout the discussion of data we were able to suggest methods and techniques in order to reduce anxiety during reading.

The current study reveals various outcomes concerning the relationship between anxiety and the reading skill as well as its causes, symptoms, and the suggested strategies to decrease it. Even though anxiety is not the only factor effecting foreign language reading skill, it is considered by teachers as the major factor affecting students' reading skill. According to the findings obtained from the analysis of both students and teachers' questionnaires administered to first year LMD students and teachers of study skill at Mohamed Kheider University of Biskra, we deduce that students experience high levels of anxiety during reading tasks because of various reasons. Furthermore, teachers are aware of the negative impact of the phenomenon, and they are using different strategies in order to reduce it inside their classrooms.

To sum up, both students and teachers are aware of the negative impact of anxiety on the reading skill. Therefore, teachers should give greater interest to that matter, and adopt several methods and techniques to deal with this phenomenon, since the results obtained show that students are greatly interested in the English language and they are aware of the importance of the reading skill when it comes to the development of their language proficiency. Hence, we can say that this research succeeded to answer our research questions and confirmed our hypothesis.

Recommendations

For the purpose of reducing foreign language reading anxiety and enhance students' reading skill, we provide some suggestions for both teachers and students.

1. Teachers and learners should be aware of the suitable strategies that reduce foreign language reading anxiety in order to enhance students' reading performance
2. Teachers and students should built a good relationship in order to create a appropriate atmosphere which enables teachers to do their best to help learners to develop their foreign language competency.
3. Teachers should use verbal and non-verbal communication strategies while teaching.
4. The teacher should encourage and praise the students' for their positive behavior, and they should not interrupt them in a harsh way in front of their peers.
5. Students should be aware that mistakes are part of the learning process, so they should not be afraid of making mistakes.
6. Students should practice reading outside the classroom in order to develop their reading competency, because classroom reading is not sufficient.
7. Students should accept teachers interruptions positively, because it is beneficial for them. Also they should have high self-confidence.
8. Students also should be aware that anxiety is a natural phenomenon that can be controlled, and they should not let it impact their learning.

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Appendices

Appendix 1

University of Biskra – English department

Questionnaire for 1st year LMD Students

Dear students

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire in order to investigate the impact of anxiety on foreign language reading skills.

This survey aims to help better understand your language learning experience particularly how you feel about your reading in foreign language.

You are kindly requested to fill in this questionnaire to express your attitudes towards anxiety and its effects in hindering your reading skills.

Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please read the questions carefully, and then answer the questions by putting a cross (x) in front of the most suitable answer for you and make meaningful statement whenever necessary.

Section one: reading in English as a foreign language.

Please indicate your response to the following questions by checking the appropriate boxes.

- Much
- Little
- Nothing

8. If you do not read, is it because?

- You are not a reader
- The topic is not interesting
- The teacher does not motivate you
- You fear of making mistakes when reading aloud

9. Does regular reading in the classroom help you to reduce your reading mistakes?

- Yes No

10. How often your teacher interrupt you while reading aloud?

- Very often
- Sometimes
- Rarely
- Never

11. How do you react?

- You like it
- You do not like it
- You do not care

12. How do you judge your reading ability?

- Very well
- Well
- Not so well
- Bad

13. Which of the four language skills you wish to master most?

- Listening
- Speaking
- Reading
- Writing

14. When you read in classroom, it is because

- You want to
- The teacher asks you

15. When you read you comprehend
The whole passage
The main idea
Nothing

16. In order to learn the English language you must read in English
Agree
Disagree

17. Do you read in other language (s)?
Yes
No

If yes, specify

18. Do you like reading aloud?
Yes
No

If no, why?.....

.....

19. To what degree the reading tasks help you to develop and improve you level of English?
Too much
Somehow
Not too much
Not at all

Section two: Anxiety and reading

20. During the reading task, do you feel at ease?
Yes
No
21. If you feel uncomfortable, what makes you feel so?
The teacher
The reading tasks
Your level of English
22. Do you doubt yourself when you read aloud?
Always

- Often
- Sometimes
- Rarely
- Never

23. Can you read fluently in front of your teacher and classmates

- Yes
- No

24. Do you feel afraid to read aloud?

- Yes
- No

25. Do you feel relaxed when you read?

- Yes
- No

why?.....
.....

26. You become anxious when the teacher calls you to read even if you have already read the passage before.

- Always
- Sometimes
- Never

27. Do you feel anxious to fail in the reading comprehension tasks?

- Always
- Sometimes
- Never

28. Do you feel nervous when you face words hard to be read?

- Always
- Sometimes
- Never

29. Do you feel that other learners read better than you do?

- Always
- Sometimes
- Never

30. You do not feel relaxed when others laugh at you.

- Yes

No

31. You usually feel nervous before starting a reading task.

Always

Sometimes

Never

Thank you for your collaboration!

Appendix 2

University of Biskra – English department

Teachers' Questionnaire

Dear teachers

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. We seek to shed light on teachers' observation and attitudes towards students' anxiety and its impact on foreign language reading skills.

This questionnaire serves as a data collection tool for a research work that aims to propose how the psychological problem "anxiety" can hinder the second year students reading skills at the Division of English, Mohamed Khider University – Biskra.

We would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

Please, cross (x) the choice that best presents your answer and give full answer where necessary.

- Thank you very much in advance.

General Information:

Your degree:

Doctorate

Magister/Master

Licensee

Questions:

1. Do you agree that reading is a skill which enables learners to evaluate their success in the foreign language learning?

Yes

No

Why?
.....

2. As a teacher, do you do an effort to achieve a relaxed atmosphere in the class?

Yes No

Please explain:
.....
.....

3. How would you describe your relation with your learners?

.....
.....

4. Do you observe the feeling of anxiety your learners show when reading aloud?

Yes No

5. How do you know that your learners are anxious?

.....
.....
.....

6. Do you agree that feeling anxious may impact the learners' level of reading comprehension?

Yes No

Please justify your answer:

.....
.....
.....

7. Do you warn your learners of the bad effects of anxiety on their reading comprehension?

Always

Often

Sometimes

Rarely

Never

Why?.....
.....

8. Do you think that learner' anxiety may affect their academic achievement?

Yes

No

Why?
.....

9. Which techniques do you prefer to use when your learners do not want to read in your classes?

.....
.....
.....

10. When some of your learners fail to read, this is because:

Reading is a difficult task

They feel anxious

Both

Please justify
.....

11. What will you do as a teacher in order to reduce your learners' anxiety and enhance their reading performance?

.....

.....
.....
.....

Thank you for your collaboration!

المخلص

تهدف الدراسة للتحقق من تأثير الرهبة على مهارة القراءة لدى طلاب اللغة الأجنبية. من اجل الوصول الى اهدافنا استخدمنا خلال الدراسة منهج الاستبيان، حيث قمنا باستبيان طلبة اللغة الانجليزية السنة الأولى بجامعة محمد خيضر بسكرة، بالإضافة لاستبيان مدرسين لنفس المستوى الدراسي وبنفس الجامعة. وقد أظهرت النتائج أن معظم طلبة اللغات الأجنبية يتعرضون للأرق في حالة القراءة، بسبب وجود العديد من العوامل التي تؤدي بالطالب إلى الأرق النفسي، وتنتج عنها عوائق في مجال فهمه للقراءة و مجال دراسته بصفة عامة. من خلال النتائج تمكنا من اقتراح طرق تمكن كلا من الأساتذة والطلبة على حد سواء من التقليل من تأثير الأرق على قراءة اللغة الأجنبية و دراسة اللغة الأجنبية عموماً. والنتائج المتوصل إليها من خلال هذا البحث تثبت صحة الفرضية القائلة: "لو تمكن طلبة اللغة الاجنبية من التغلب على الأرق، سينعكس ذلك ايجابا على مردودهم في مجال القراءة."