EFFECTS OF READING ANXIETY, FIRST LANGUAGE READING
AND ENGLISH AS A FOREIGN LANGUAGE PROFICIENCY ON
ENGLISH READING COMPREHENSION

SAMIRA HASSANI

A thesis submitted in fulfilment of the
requirements for the award of the degree of
Doctor of Philosophy (Teaching English as a Second Language)

Faculty of Education
Universiti Teknologi Malaysia

JANUARY 2016

TO MY BELOVED PARENTS AND MY LOVELY HUSBAND

ACKNOWLEDGEMENT

First and foremost, all praise to Allah, the Almighty, the Compassionate for his blessings and guidance for giving me the inspiration to embark on this thesis and instilling in me the strength to see that this thesis becomes a reality. Many people have contributed to the creation and completion of this project report. Therefore I would like to express my gratitude to all who have helped in different ways.

I would like to express my deep and sincere gratitude to my supervisor, Assoc. Prof. Dr. Azizah Rajab. Her wide knowledge and her logical way of thinking have been of great value for me. Her understanding, encouraging and personal guidance have provided a perfect basis for the present thesis.

I owe my deepest gratitude to my lovely husband Nima for his every day love and support during this thesis, I can not imagine how I could finish this thesis without him. Last but not the least, I would like to thank my beloved parents for supporting me all the ways throughout my studies.

ABSTRACT

Many researchers have studied foreign language (FL) reading comprehension, but there are only a few studies focusing on FL reading comprehension with different variables. This study highlights FL reading comprehension as a complex process. Because poor reading performance is not only due to poor reading ability, it is also likely to be as a result of anxiety in FL reading, especially for Iranian students who do not have enough opportunities to enhance their reading skill. Thus, this study explored effects of reading anxiety, Persian reading and English proficiency on English reading comprehension of Iranian students. It investigates which factor has the highest effect on English (FL) reading. A total number of 276 Iranian students as foreign language learners in three different levels of three different institutes participated in this study. An adopted questionnaire of Foreign Language Reading Anxiety Scale (FLRAS), Persian reading, vocabulary, grammar and English reading tests were used as primary sources of data collection. This study conducted semi-structured interview as the qualitative method of study to understand reasons of foreign language reading anxiety and factors affecting English reading comprehension difficulties in depth. Results of quantitative analysis indicated reading anxiety of pre-intermediate level and vocabulary, grammar and Persian reading in intermediate level and vocabulary, Persian reading and grammar in advanced level as the significant predictors of English reading comprehension. Qualitative analysis supported results of quantitative data in pre-intermediate and intermediate levels but indicated lack of vocabulary, reading technique, and Persian reading as the most important predictors of English reading comprehension among advanced learners. Future studies need to consider whether effects of reading anxiety, Persian reading and English proficiency on English reading comprehension vary if the researcher uses group discussion or written recall protocol besides interview and quantitative instruments among Iranian students.

ABSTRAK

Ramai pengkaji telah menjalankan kajian tentang kefahaman membaca dalam bahasa asing (FL) tetapi terdapat hanya beberapa kajian yang menfokuskan terhadap kefahaman membaca dalam bahasa asing (FL) dengan pemboleh-pemboleh ubah yang berbeza. Kajian ini menekankan kefahaman membaca dalam bahasa asing (FL) sebagai suatu proses yang kompleks. Prestasi membaca yang lemah tidak hanya disebabkan oleh kebolehan membaca yang lemah, malah juga diakibatkan oleh masalah kebimbangan membaca dalam bahasa asing (FL), terutamanya bagi pelajar-pelajar Iran yang tidak berpeluang untuk meningkatkan kemahiran membaca mereka. Maka kajian ini meneroka kesan-kesan kebimbangan membaca, pembacaan dalam bahasa Parsi dan kefahaman membaca dalam bahasa Inggeris dalam kalangan pelajar Iran. Kajian ini mengkaji faktor yang menyumbang kepada kesan pembacaan dalam bahasa Inggeris (FL). Seramai 276 orang pelajar Iran yang mempelajari bahasa asing; terdiri daripada tiga tahap kemahiran dan tiga institusi yang berbeza telah menyertai kajian ini. Soal selidik yang diadaptasi daripada *Foreign Language Reading Anxiety Scale* (FLRAS) untuk menguji kemahiran membaca bahasa Parsi, perbendaharaan kata dan tatabahasa para responden telah digunakan sebagai data utama kajian. Kajian ini dijalankan dengan menggunakan kaedah temu bual berbentuk semi struktur yang merupakan kaedah qualitatif, bagi memahami secara lebih terperinci penyebab kepada kebimbangan membaca serta faktor-faktor yang mempengaruhi pemahaman membaca dalam bahasa Inggeris. Hasil analisis data kuantitatif mendapati, masalah kebimbangan membaca mempunyai perkaitan yang signifikan dengan kemahiran memahami bahasa Inggeris diperingkat pra-pertengahan; dan perbendaharaan kata, tatabahasa dan membaca dalam bahasa Parsi dikenal pasti sebagai predikat yang penting terhadap kefahaman membaca dalam bahasa Inggeris. Analisis kualitatif seterusnya menyokong hasil analisis kuantitatif data di peringkat pra-pertengahan dan peringkat pertengahan tetapi menunjukkan kelemahan perbendaharaan kata, teknik membaca dan membaca dalam bahasa Parsi sebagai predikat paling penting untuk memahami pembacaan dalam bahasa Inggeris dalam kalangan pelajar peringkat tinggi. Kajian akan datang diperlukan untuk mengenalpasti kesan kebimbangan membaca, membaca dalam bahasa Parsi dan pembendaharaan kata dalam pembacaan Bahasa Inggeris samada berbeza atau tidak apabila penyelidik menggunakan kaedah perbincangan dalam kumpulan atau penulisan secara 'recall protocol' disamping kaedah temubual dan penggunaan instrumen kuantitatif dalam kalangan pelajar Iran.

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

FLRA   -   Foreign Language Reading Anxiety

FLRAS   -   Foreign Language Reading Anxiety Scale

ESL   -   English as a Second Language

EFL   -   English as a Foreign Language

L1   -   First Language

L2   -   Second Language

UTM   -   Universiti Teknologi Malaysia

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

1.0   Introduction

People should be able to read all kinds of texts, especially in an academic context (Grabe & Stoller, 2002; Noor, 2006). Researchers have stated that the most important skill in foreign language learning is reading ability (Bernhardt, 2005; Upton & Lee-Thompson, 2001). In order to prepare students for their future life and jobs, schools should promote academic literacy in reading and writing skills. Schools can also develop learners' level of reading skill in high school. Because, as students reach high levels their desire to achieve more in reading skill is increased.

But unfortunately, according to national and international standardized performance measures, American students have not mastered reading skills. Findings of some researchers indicate that one quarter of Americans read below their grade level (Lee *et al*., 2007; Perie *et al*., 2005). It means these learners did not master enough reading ability to get suitable mark to pass their reading exams. In an effort to develop second language/foreign language students' performance, national experts have reviewed existing studies related to reading comprehension (e.g., RAND Reading Study Group, 2002; Kamil, 2003; Biancarosa & Snow, 2006; Short & Fitzsimmons, 2007; and Kamil *et al*., 2008). A large majority of these reports based on findings of Short & Fitzsimmons (2007, p. 1) demonstrated "very little guidance on how best to meet the varied and challenging literacy needs of adolescent ELLs". To better address SL/FL learners' needs in reading comprehension, earlier studies

viewed some reading difficulties in the context of English language learners related to poor L2 proficiency or L1 reading (Hacquebord, 1989; Bossers, 1991; Carrell, 1991; Benhardt and Kamil, 1995; Brisbois, 1995; Lee and Schallert, 1997).

Due to the importance of reading in English language and its difficulties because of the two important components mentioned above, foreign language anxiety is highlighted as another key factor which affects foreign language learning (Horwitz *et al.*, 1986). In addition, most cases have shown that language learners feel more anxiety in foreign language (Phillips, 1992; Ganschow *et al.*, 1994). Some researchers have also considered that the anxiety factor is related to second language learning (Pawanchik *et al.*, 2010) and is a predictor of performance (MacIntyre and Gardner, 1991; Saito and Samimy, 1996). As learners with different language skills might have different anxiety levels, studies were initiated to determine the relationship between anxiety and different language skills except speaking (Vogely, 1998; Saito *et al.*, 1999). Yamashita (2004) has also argued that anxiety in learning the second language is higher than the first language. Therefore, the ability of reading does not relate to just their native language. It also relates to learning of foreign language. That is the reason when learning demands increase, foreign language readers are motivated to read different kinds of texts such as traditional textbooks and newspaper articles in the target language.

Recently, studies have discovered that anxiety in reading exists among foreign language learners (Saito *et al.*, 1999). Regarding these studies, there is also a relationship between foreign language anxiety and reading comprehension (Saito *et al.*, 1999). Through the previous research, a few attempts related to foreign language reading anxiety have been considered (Saito *et al.,* 1999; Shi and Liu, 2006). In addition, the study of Saito *et al.* (1999) was the first theoretical model of L2 reading anxiety which focused on two reasons (unfamiliar writing scripts and unfamiliar cultural background) of foreign language reading anxiety.

In an effort to enhance SL/FL reading comprehension of learners, three important hypotheses which focus on presence of foreign language reading anxiety (Saito *et al*, 1999), L1 reading, and L2 proficiency (Alderson, 1984, 2000) contribute

tremendous influences on SL/FL reading comprehension. As the role of these three factors needs to be studied, it is meaningful to isolate these specific factors which influence FL reading from those common factors (reading anxiety, L1 reading, and L2 proficiency) for all foreign language readers. The present study is of great importance because it addresses whether reading anxiety, Persian reading, vocabulary or grammar has the highest effect on English as a foreign language reading comprehension.

1.1   Background of the Study

Reading is recognized as the most significant assessment for academic studies (Anderson, 1994). Similarly, Nassaji (2003) noted that reading is identified as the most significant academic skill among learners. Chen (2007) mentioned that the ability to read efficiently is important in both reading in native language and reading in foreign language. However, foreign language reading is a complicated process that involves different variables such as individual differences (Anderson, 1991), L1 reading and L2 proficiency (Bossers, 1991; Brisbois, 1995; Verhoeven, 2000; Droop and Verhoeven, 2003), background knowledge (Carrell, 1983), reading strategy use (Carrell, 1989) and reading anxiety (Huang, 2001; Oh, 1990; Sellers, 2000). In developing foreign language reading comprehension, some researchers noted the importance of L1 reading ability (Koda, 2004; Chen, 2005), and L2 proficiency (Droop and Verhoeven, 2003). In comparison with linguistic variables related to foreign language reading comprehension, little attention has been given to affective variables such as anxiety and its effect on SL/FL reading performance (Liu, 2011). It means this is important to indicate the role of anxiety in second/foreign language reading comprehension as well.

As linguistic variables and reading anxiety are viewed as significant factors in SL/FL reading (Ghonsooly and Eahi, 2011; Kheirzadeh and Tavakoli, 2012; Sellers, 2000; Matsumura, 2001; Miyanaga, 2005), in this study Persian reading (L1 reading) and EFL proficiency together with foreign language reading anxiety are examined.

The aim of this study is to extract whether Persian reading, EFL proficiency or foreign language reading anxiety has the highest effect on English as a foreign language reading comprehension. Course level as the background variable of this study is also studied to posit more accurate findings based on different levels. Less study has been conducted regarding anxiety and different course levels (Anderson, 1991). Findings of Ghonsooly and Barghchi (2011) verified that students of higher course levels feel less reading anxiety than lower course levels. It means pre-intermediate learners are hypothesized to have more reading anxiety than upper-intermediate students of Ferdowsi University of Mashhad. In addition, some other researchers have discovered that there are greater effects of L2 proficiency on foreign language reading comprehension than L1 reading ability for less skilled readers, while effect of L1 reading ability was more than L2 proficiency on English reading comprehension for more skilled readers (Bossers, 1991; Carrell, 1991; Benhardt and Kamil, 1995; Brisbois, 1995; Lee and Schallert, 1997).

Since reading anxiety, L1 reading, and L2 proficiency relate to SL/FL reading comprehension, theories of foreign language reading anxiety (Saito *et al*., 1999) and SL/FL reading comprehension (Alderson, 1984, 2000) are used in this study. In other words, besides the foreign language reading anxiety of Saito *et al*. (1999), two components (L1 literacy, L2 proficiency) of Alderson's theory (1984, 2000) related to foreign language reading comprehension are explored as well.

1.1.1   English in Iran

The educational system in Iran is divided into three parts: five years of primary school, three years of middle school, and four years of high school (Jahangard *et al*., 2010). English is becoming more important, especially in the academic world. English reading as a foreign language has been taught for Iranian learners in high school. It means English reading skill is known as a significant skill for EFL learners, and we should know some factors which reduce the problems of EFL learners in reading skill.

One of the most current methods of teaching and learning in Iranian schools is that teachers provide a Persian equivalent for new words which are named "paired associates". Prince (1996), however, argued that L2 word translations do not guarantee learners' success in L2 performance. In supporting the results of Prince (1996), using translation makes FL/SL learners become dependent on their native language. When FL/SL learners do not understand each word or sentence of a text, they prefer to translate them into their native language to understand their meaning quickly. For example, Iranian FL learners prefer to translate each foreign language word (English language) to their native language (Persian language) rather than improving their proficiency in English language. As Iranian teachers have also followed this method of teaching system in Iran, they prepare a Persian equivalent for each new word, sentence and even a passage for learners. It means transferring English to Persian language is obviously used among Iranian students.

According to Eslami & Valizadeh, (2004), in some countries like Iran, as learners aim to participate in the classroom, the teaching process and the educational system do not allow learners to have a high level of participation. This is due to the grammar translation method which makes learners lose their self-confidence. That is the reason they do not have a chance to develop their foreign language reading skill. Because in Iranian high school and university English classes more attention is given to memorizing words, and sentences in translating written texts (Jahangard *et al.*, 2010).

Grammar translation method is currently used in schools and in some institutes of Iran. But most of the institutes in Iran teach using the communicative language teaching method. In this method (CLT) all language skills are highlighted, but certainly the most significant concern in this method is on oral communicative abilities. It means most of the time Iranian learners utilize activities like group work or pair-work to improve their English speaking skill. That is the reason among all four skills, reading skill becomes more difficult for Iranians as FL learners to comprehend. Because through these methods (grammar translation and CLT), they transfer English sentences to Persian language to comprehend the meaning of English texts. It means most learners, especially less proficient learners, translate a

passage into their mother tongue to understand the meaning and content of a passage (Jahangard *et al.*, 2010). Kern (1994) stated that mental translation is identified as the "mental reprocessing of L2 words, phrases, or sentences in L1 forms while reading L2 texts" (p. 442)'.

As Iranian learners cannot improve their English language in the English classrooms of schools (public English teaching system) in Iran (Eslami & Valizadeh, 2004), they prefer to participate in institutes (private English teaching system) to improve their English language. The purpose of these institutes is to teach English as a foreign language to Iranian learners. The content of books varies in terms of different levels: Starter, Elementary, Pre- Intermediate, Intermediate, and Advanced. In each session all four skills are included, but the focus is on communicative abilities such as speaking skill. In the last session of each level, there will be a final exam to assess learners' language proficiency and skills. Each level consists of forty-two hours: three times per week and two hours each session. It means the entire period of each level involves seven weeks. Unfortunately, as these groups of learners do not have the opportunity to use English in native countries, they cannot improve their EFL effectively as well as ESL learners.

Each institute includes five levels; starter, elementary, pre-intermediate, intermediate, and advanced levels. In this research, only pre-intermediate, intermediate and advance levels are chosen. As learners of starter and elementary levels are not taught English reading skill, they are not in a situation to understand English texts. In addition, starter learners are not at a level to experience anxiety and understand the meaning of each item in the questionnaire. Therefore, starter and elementary learners are not chosen in this study and only pre-intermediate, intermediate and advanced learners are chosen.

In line with attempts of the educational system in schools to help learners read and understand English reading passages and improve their English reading comprehension (Khajavi and Abbasian, 2011), Dahmardeh (2009) mentioned that although Iranian students have to learn English beginning around seven years before their entrance to university, they have difficulty with SL/FL reading passages

(Dahmardeh, 2009). As schools (public English teaching system) in Iran do not provide good methods, techniques, and materials, some Iranians prefer to register in different institutes (private English teaching system) to improve their English abilities. Participation in institutes also does not develop learners' English language capabilities and proficiencies that are needed. Because some techniques in Iran are traditional; some of the other methods focus on communicative competence and speaking skill rather than reading skill. Apparently, these methods mentioned above cannot lead to high achievement in reading comprehension of Iranian students who are studying English as a foreign language. Because it is clear that Iranian learners do not have the opportunity to improve their English reading comprehension in target language outside of their classroom. As the literature review presents, academics have looked at each of these different perspectives in detail.

Apparently, as learners progress in upper course levels, they experience low reading anxiety (Maclntyre and Gardner, 1991; Ghonsooly and Barghchi, 2011). Findings of Nahavandi and Mukundan (2013) have also shown that Iranian students in higher course levels experience less reading anxiety. Their studies have shown that they have also higher ability in understanding English reading texts (Nahavandi and Mukundan, 2013). In other words, Ghonsooly and Elahi (2011) have indicated in their studies that higher score achievement in reading comprehension is related to the proficiency of respondents. Furthermore, Kheirzadeh and Tavakoli (2012) have supported findings of earlier studies (Ghondooly and Elahi, 2011; Naseri and Zaferanie, 2012) that less proficient learners have more problems in English reading than more proficient learners. In particular, less proficient learners have difficulties in vocabulary and grammar to understand English as FL reading comprehension (Ghondooly and Elahi, 2011; Naseri and Zaferanie, 2012). As some studies have highlighted the importance of English proficiency on FL/SL reading comprehension (Ghondooly and Elahi, 2011; Naseri and Zaferanie, 2012), studies of Shahidi (2011) have verified the importance of Persian reading as L1 language on SL/FL reading performance. It means high reading ability in L1 could be an important factor in developing English as foreign language reading performance. That is the reason theories of Saito *et al*. (1999) related to foreign language reading anxiety and Alderson (2000) in foreign language reading comprehension which identify whether

FLRC is a reading anxiety problem, a Persian reading problem or a problem in EFL proficiency are studied as well.

1.2   Statement of the Problem

The first issue lies in a limited number of studies regarding to foreign language reading anxiety and SL/FL reading comprehension. Some researchers have mostly examined the anxiety factor as the first key factor in oral and written communicative situation (Saito *et al*., 1999). As mentioned earlier in the introduction and background of the study, the role of anxiety in L2 reading should be fully studied (Saito *et al*., 1999) because anxious learners have difficulties in dealing with some tasks in the FL classroom (Mohd Zin and Rafik Galea, 2010). Some studies in Iran have also indicated that Iranian FL learners suffer from language anxiety. As mentioned in findings of earlier studies (Ghonsooly and Eahi, 2011; Kheirzadeh and Tavakoli, 2012), the researcher of this study who was a teacher of different institutes a long time ago observed that Iranian students especially in lower levels experienced high reading anxiety. Regarding this observation, higher level students had lower reading anxiety because of their improvement in English proficiency. Baharloo (2011) has also concluded that "anxiety as an affective factor can function as a filter which impedes learners' performance or as a means that help the learners do their best in achieving the learning goals". Most previous studies tended to examine reading anxiety together with background variables such as gender and age (Aida, 1994; Saito and Samimy, 1996), language proficiency and language anxiety (Saito and Samimy, 1996), reading anxiety and reading strategy (Chen, 2007; Lien, 2011; Liu and Sammimy, 2012) and reading anxiety and reading comprehension (Jafarigohar and Behroznia, 2012). In this study, effects of foreign language reading anxiety are examined in three levels to find out learners of which level experience higher reading anxiety.

This issue signifies that according to the findings of Saito *et al*. (1999), foreign language reading anxiety of each language is different from the other

languages. Earlier studies with regard to SL/FL reading anxiety were conducted in Japan (Matsumura, 2001; Matsuda & Gobel, 2004; Miyanaga, 2005), or Turkey (Zhao, 2009). As less research related to FLRA was conducted in Iran, our knowledge about foreign language reading anxiety among Iranian learners is still limited. Due to different political or social reasons, Iranian EFL learners over the past few decades have not also had enough opportunities to communicate with native speakers. In fact, in an ESL context, English is used as an instruction language while in an EFL context (e.g. Iran), instruction is in the native language (Prator, 1991). As English language for Iranian students is a foreign language, they have little opportunity to use the English language outside of the classroom. That is the reason in foreign language reading comprehension students confront different challenges to understand the content of passages clearly (Hizwari, *et al.*, 2008). Online research database has also shown no article related to FLRA together with L1 reading and English proficiency of Iranian students. Although each variable of this study has been studied separately in Iran, this does not mean that these variables are undeveloped topics. Next, with respect to the selection of participants in the current study, a large majority of subjects recruited in earlier studies were from Western countries (Cheng *et al.*, 1999). To understand how non-western learners such as Iranian learners perceive reading anxiety, it would be beneficial to choose Iranian participants as non-western participants in an Asian context.

As SL/FL reading comprehension is a complex process, some factors such as L1 and L2 variables could also affect SL/FL reading comprehension (Koda, 2007). Bernhardt (2005) has suggested that as L1 reading and L2 proficiency have been considered together, affective variables such as anxiety and interest together with L1 reading and L2 proficiency should be considered as well. But Spark *et al.* (2000) disagreed with the study of Saito *et al.* (1999) regarding the importance of reading anxiety in L2 reading comprehension and highlighted the importance of L1 reading ability in developing L2 reading comprehension. Previous studies have shown the problem of this research that poor reading performance among Iranian students is not because of poor reading ability, and is likely to be a result of anxiety in L2 reading (Loghmani and Ghonsooly, 2012). The problem of this research is also highlighted because of the researcher's teaching experience in different language institutes in

Iran. The researcher's experience showed that Iranian students were struggling with themselves to understand English reading comprehension texts. That is the reason they enjoyed speaking, but they had fear of reading English texts. The observation indicated that Iranian learners were not proficient in reading skill, because private teaching systems of Iran have focused on oral skills more than written skills. It was observed that Iranian students were more confident in speaking skill than reading skill. Through the researcher's observation it also showed that higher level learners had less anxiety, but more difficulties in vocabulary knowledge than lower level learners. The researcher observed that higher level learners tried to understand the content of the text by skimming and scanning because they were taught how to get the meaning of a text by skimming and scanning. But, through the researcher's teaching experience, lower level learners had more difficulties in English reading because of high anxiety. In order to address the needs of SL/FL learners in reducing reading anxiety, it is useful to represent the most influential theory in foreign language reading comprehension (Alderson, 1984, 2000) and foreign language reading anxiety (Saito *et al.*, 1999). Given the tremendous influence of anxiety on FL reading comprehension (Saito *et al.*,1999), examining whether reading anxiety, Persian reading as L1 reading, vocabulary or grammar as English proficiency influences on English as foreign language reading comprehension (Alderson, 1984, 2000) can contribute to this study. It means in addition to foreign language reading anxiety, some other factors should be studied to highlight importance of each factor (Liu, 2011). As no research has been conducted on this topic, findings of this study should open new studies for future research on which factors are the most important predictors of English reading comprehension.

1.3   Research Aim

Since foreign language reading anxiety together with Persian reading, vocabulary and grammar have not been studied yet, the purpose of this study is threefold. First is to focus on foreign language reading comprehension by considering the relationship between reading anxiety, Persian reading, vocabulary

and grammar with English reading comprehension. Second is to determine the effect of each variable on English reading comprehension in theory of Alderson (1984, 2000) and Saito *et al.* (1999) among Iranian students to highlight the importance of each dimension of this mixed theory. The third purpose is to investigate whether the effect of foreign language reading anxiety (Saito *et al.*, 1999) of Iranian students together with the two factors of L1 reading and EFL proficiency (Alderson's theory, 1984, 2000) on English reading comprehension differs at varying course levels (pre-intermediate, intermediate and advance levels). The goal is to indicate the differences in the way that reading anxiety, Persian reading, vocabulary and grammar affect English reading comprehension at each level.

1.4   Research Objectives

Seemingly, students experience more improvements in speaking skill rather than the other skills. Because earlier studies have shown that more studies and efforts are focused on speaking skill rather than on other skills (Saito *et al.*, 1999). What is common is, less research has focused on reading and writing skills among Iranian learners and poor achievement might provoke even more anxiety. In addition to the importance of reading anxiety mentioned above, L1 reading and L2 proficiency have been considered separately. It means effects of foreign language reading anxiety together with L1 reading and English proficiency on English reading has not been explored yet. The research objectives of this study are to establish and explore as far as possible the foreign language reading anxiety, relationship and effects of foreign language reading anxiety (Saito *et al.*, 1999), L1 reading ability, vocabulary and grammar on English reading comprehension in terms of Alderson's theory (1984, 2000). This study also considers and compares the effects of these variables on English reading performance in each course level among Iranian learners. In order to carry out these objectives, this research through the literature focused on each aspect of this theory among Iranian students.

1. To identify differences in foreign language reading anxiety among Iranian students of three levels.

2. To identify differences of English reading comprehension among Iranian students of three levels.

3. To determine relationship between foreign language reading anxiety with English reading comprehension of Iranian students in three course levels (pre-intermediate, intermediate, and advanced levels).

4. To determine relationship between Persian reading, vocabulary and grammar with English reading comprehension of Iranian students in three course levels (pre-intermediate, intermediate, and advanced levels).

5. To compare effects of foreign language reading anxiety, Persian reading ability and English language proficiency of Iranian learners on English as a foreign language reading comprehension in three course levels (pre- intermediate, intermediate and advanced).

1.5   Research Questions

According to objectives of this study, the researcher tries to uncover the answers to the research questions.

1. What are the differences between the foreign language reading anxiety of Iranian learners in three levels at private English institutes in Iran?

2. What are the differences between the English reading comprehension of Iranian learners in three different levels at private English institutes in Iran?

3. What is the relationship between foreign language reading anxiety and English reading comprehension among Iranian learners in pre-intermediate, intermediate and advanced levels?

4. What is the relationship between Persian reading, vocabulary and grammar with English reading comprehension of Iranian learners in pre-intermediate, intermediate and advanced levels?

5. What are the effects of foreign language reading anxiety, Persian reading ability and EFL proficiency on English as a foreign language reading comprehension in three course levels (pre-intermediate, intermediate and advanced)?

1.6   Scope of the Study

The scope of this study examines Iranians as foreign language learners who are studying English in institutes in Kerman, Iran. In addition to considering foreign language reading anxiety and its effect of Saito *et al.* (1999), this study examines effects of Persian reading ability and EFL proficiency which contribute to the English reading comprehension (Alderson, 1984, 2000). Each institute includes five levels: starter, elementary, pre-intermediate, intermediate, and advanced. In this study only learners of three levels (pre-intermediate, intermediate and advanced) are selected. Because learners at these three levels are in a situation to get familiar with reading texts and experience anxiety differently, though reading skill is not taught among learners of beginner and elementary. Therefore, three institutes of Kerman with three different levels (pre-intermediate, intermediate and advanced) are included as the scope of this study. So the participants of this study are from Iran, with similar background knowledge but different course levels.

1.7   Significance of the Study

As learners had different anxiety levels in each language skill (Vogely, 1998; Saito *et al.*, 1999; Kim, 2000; Sellers, 2000), anxiety of each specific skill except speaking has been studied less. Although anxiety is a significant factor for second/foreign language learners, little attention has been focused on the role of anxiety in foreign language reading skill (Saito *et al.*, 1999), especially in Iran. Furthermore, most studies emphasized ESL learners rather than EFL learners. It

means foreign language reading anxiety based on the concept of Saito *et al*. (1999) among Iranian students has not been explored deeply. Some researchers have also highlighted the importance of L1 reading and L2 proficiency with affective variables such as anxiety (Bernhardt, 2005) and L1 and L2 variables (Koda, 2007) rather than only anxiety in L2 reading comprehension. This is the reason the aim of this study is to focus on the effects of foreign language reading anxiety together with Persian reading ability and English proficiency (vocabulary and grammar) as two factors of Alderson's theory (1984, 2000) on English reading comprehension among Iranians FL students learning English in private institutes in Iran. It also aims to evaluate and compare the effects of foreign language reading anxiety and two more factors of Alderson's theory (1984, 2000) – Persian reading ability, vocabulary and grammar as English proficiency – on English reading comprehension in three different course levels (pre-intermediate, intermediate and advanced).

Obviously a large number of Iranian learners have low proficiency in English. This problem is highlighted for two reasons: translation which learners use in schools does not help learners to improve their English language and especially reading skill. The second reason is that some institutes focus more on communicative abilities while little attention is devoted to reading skill. In addition to these two main problems, Iranian students have no opportunity to enhance their level of reading skill. It means less attention on the English reading skill of learners in school and institutes limits learners' reading comprehension.

Apart from that, a number of Iranian students continue their studies outside of Iran. They should first learn the English language especially reading comprehension, because each university subject requires different assignments to be completed by students. This result is supported by studies of Noor (2006) who determined reading as the most important element in an academic context. Obviously each assignment needs learners, as university level students, to read various articles and understand the content as well. Because it is clear that if they do not completely understand, they are likely to experience anxiety. They also prefer to translate their English articles to Persian language to understand the meaning clearly. Importance of English reading

comprehension for those Iranians who are studying outside of their country is also highlighted.

As the exploration of this research provides a number of findings and implications related to English teaching in Iran, instructors would be better able to select reading materials. This study is also significant both theoretically and practically. Theoretically, this study aims to fill the gaps mentioned in the review of the literature to discover related factors of reading anxiety and effects of reading anxiety (Saito *et al.*, 1999), Persian reading ability, vocabulary and grammar on English reading comprehension regarding Alderson's theory (1984, 2000) among Iranian learners. In practical terms, results of this study provide useful insights about recommendations for future research. Because social atmosphere in the classroom reduces reading anxiety of Iranian students as foreign language learners and helps them to remove some obstacles they might face in reading comprehension. This might develop participants' reading comprehension in general and help to construct positive attitudes toward reading comprehension in particular. Furthermore, this research considers the effects of foreign language reading anxiety, English language proficiency and Persian reading on English reading comprehension because of some reasons. Firstly, this mixed model has the potential to focus more on this field of study. The findings yielded in this study can also confirm or disconfirm previous studies which explored each variable separately, and to open new directions for further studies.

1.8   Theoretical Framework

Some researchers criticized the importance of foreign language reading anxiety and focused on L1 weakness as the main reason of L2 reading difficulties (Spark *et al.*, 2000). Additionally, Koda (2007) highlighted the importance of L1 and L2 variables in L2 reading comprehension. Bernhardt (2005) has also suggested investigating affective variables such as anxiety together with L1 reading and L2 proficiency. The current research aimed to consider vocabulary, grammar and

Persian reading besides foreign language reading anxiety as predictors of English as foreign language reading comprehension. That is the reason the theoretical framework of foreign language reading anxiety (Saito *et al.*, 1999) and English as a foreign language reading comprehension (Alderson, 1984, 2000) are mixed. Because it aims to consider foreign language reading anxiety, the relationship between FLRA, Persian reading, vocabulary and grammar with English reading comprehension and the effects of these variables on English reading comprehension and highlight the importance of each component.

Saito *et al.* (1999) were the first to examine FLRA. They mentioned the importance of two factors: unfamiliar cultural backgrounds and unfamiliar writing scripts which make foreign language reading anxiety, leading to some inconsistent research findings. On one hand, in some studies of FLRA, there is a positive relationship between reading anxiety and learners' achievement (Liu, 2011; Loghmani and Ghonsooly, 2012). But in other studies there is a negative relationship between these two variables (e.g., Saito *et al.*, 1999; Sellers, 2000; Young, 2000; Salazar-Liu, 2002). In other words, a large number of researchers have confirmed that anxiety is determined as a harmful factor in FL/SL reading comprehension (Sellers, 2000; Matsumura, 2001; Hsiao, 2002; Miyanaga, 2005; Kuru-Gonen, 2007; and Zhou, 2008).

According to SL/FL reading comprehension, Alderson (1984, 2000) hypothesized whether L2 reading is problem of L2 proficiency or L1 reading problem. Two hypotheses of FL/SL reading comprehension (linguistic threshold hypothesis (Clarke, 1980), and linguistic interdependence hypothesis (Cummins, 1991) which are addressed in Alderson's theory (1984, 2000) have been formed in the current study. According to the first hypothesis, some difficulties in FL/SL reading comprehension derive from L2 problems not L1 reading ability (Clarke, 1980). Regarding the second hypothesis, Cummins (1991) illustrates that L1 and L2 reading ability are interdependent and L1 reading ability plays an important role in developing L2 reading comprehension.

To summarize, most of the previous studies did not provide evidence that vocabulary, grammar or L1 reading affects L2 reading in a way that effect is indicated in a single model. They still support the premise that other data analysis models such as multiple regressions should be taken into consideration to compare effects of some specific variables on SL/FL reading (Hsu, 2008). Specifically, the current study aims to examine whether an expanded framework helps develop the importance of foreign language reading anxiety (Saito *et al.*, 1999) together with Persian reading and EFL proficiency. Because earlier studies have shown that studying each variable (L1 reading, EFL proficiency, and reading anxiety) was drawn separately by plenty of SL/FL researchers' attention in reading comprehension (Alderson, 1984, 2000). Moreover, few studies have focused on foreign language reading anxiety, Persian reading, and linguistic features among Iranian learners. In present study in addition to conception of foreign language reading anxiety (Saito *et al.*, 1999), theory of foreign language reading comprehension (Alderson, 1984, 2000) with two main components (L1 reading, EFL proficiency) is conducted. Because it aims to determine the relation between foreign language reading anxiety, Persian reading, vocabulary and grammar with English reading comprehension and effects of these variables on English reading comprehension in relation to the clear theories. In order to gain better understanding of this research, it aims to investigate the hypothesis of Saito *et al.* (1999) related to foreign language reading anxiety, and Alderson's theory (1984, 2000) related to SL/FL reading comprehension. Because this mixed theory shows whether English reading comprehension is L1 reading problem, problem of EFL proficiency or a reading anxiety problem.

After the explanation of the theoretical framework is defined in this study (Saito *et al.*, 1999; Alderson, 1984), the conceptual framework is explained to clearly ascertain each component of this theory. Detailed information about the theoretical framework is mentioned in the literature review.
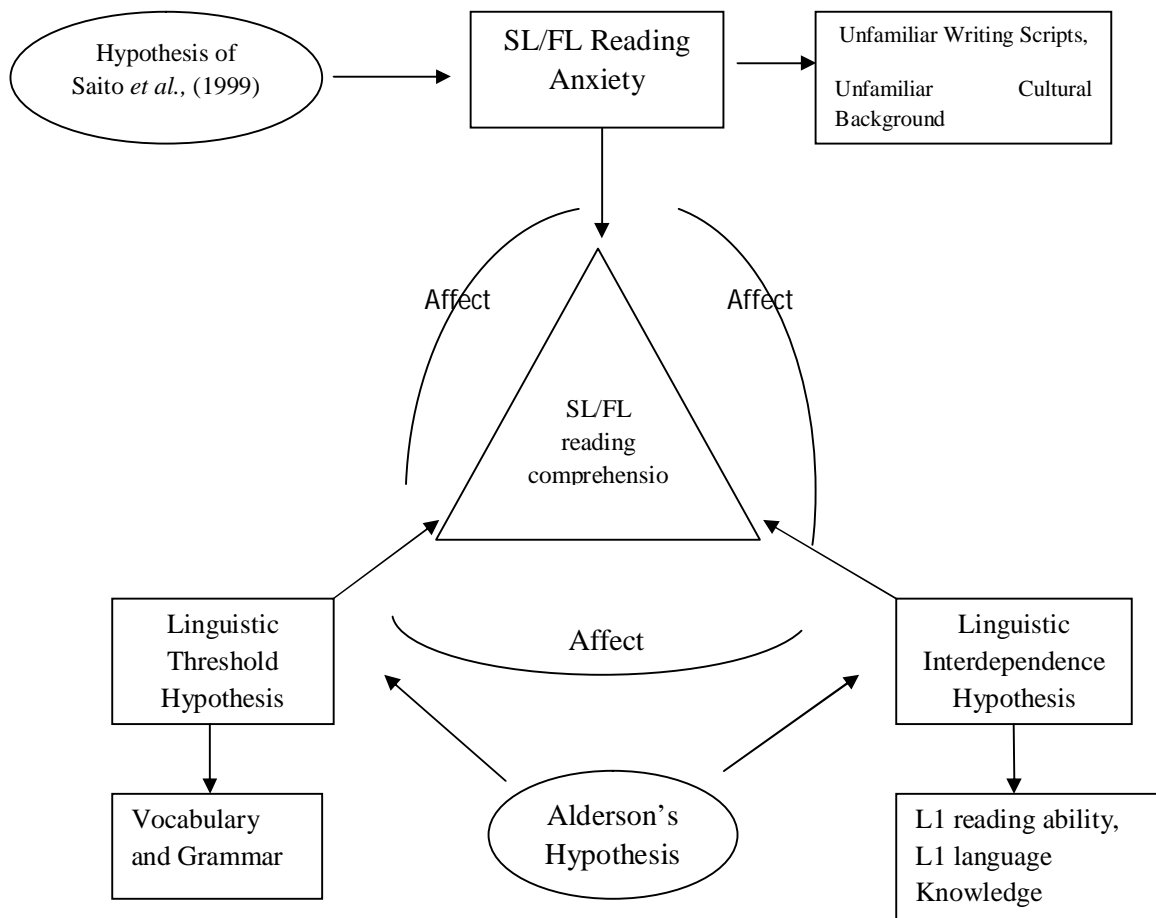
Figure 1.1 A mixed model of foreign language reading (Saito *et al*., 1999 and Alderson, 1984, 2000).

1.9   Conceptual Framework

According to the study of Saito *et al*. (1999), foreign language reading anxiety consists of two sources (unfamiliar writing scripts and unfamiliar cultural background). Additionally, the foreign language reading comprehension of Alderson's theory (1984, 2000) is used to know whether foreign language reading comprehension is a reading problem or a language problem. These two hypotheses (linguistic interdependence hypothesis and linguistic threshold hypothesis) in which foreign language reading comprehension is an L1 reading problem or an L2 proficiency problem are developed in Alderson's (1984, 2000) and Bernhardt's hypotheses (2005) as well. In this study foreign language reading anxiety level,

relationship between reading anxiety, Persian reading, vocabulary and grammar with English reading comprehension and effects of these variables on English reading comprehension are considered. FLRA level based on the theory of Saito *et al.* (1999) and FLRC regarding Alderson's model (1984, 2000) are examined. In order to gain better results in detail, this study focused on mixed theories of FLRA (Saito *et al.*, 1999) and FLRC (Alderson, 1984, 2000).

As previous studies examined L2 readers' reading problem, they demonstrated the importance of language knowledge, and particularly vocabulary, grammar, or both grammar and vocabulary as L2 proficiency. In L1 reading, orthography and overall reading ability were examined (see appendix K). For example, the relationship between L1 reading and L2 knowledge with L2 reading comprehension has been considered by many studies (Carrell, 1991; Bernhardt & Kamil, 1995; Brisbois, 1995; Lee and Schallert, 1997; Song, 2001; Yamashita, 2002). According to L2 proficiency of Alderson (1984), Brisbois (1995) estimates that 27% relate to vocabulary and only 3% relate to grammar. In order to support the findings of Alderson (1984) about the importance of vocabulary and grammar, Yamashita (2002) has determined that L2 proficiency refers to knowledge of vocabulary and grammar as the clearest examples of language proficiency. Earlier studies have mostly considered vocabulary and grammar as L2 proficiency in developing foreign language reading comprehension (see appendix K). Although vocabulary and grammar have been represented as the most important L2 knowledge, there are inconsistent results in terms of the importance of these two factors in developing SL/FL reading comprehension. In other words, some researchers mainly focused on the importance of vocabulary in L2 knowledge rather than grammar (Bossers, 1991; Carrell, 1991; Bernhardt and Kamil, 1995). Findings of the other study have shown that relationship between grammar and L2 reading comprehension has not been studied extensively (Barnett, 1988). In this study, these two aspects of English proficiency (vocabulary and grammar) are conducted to indicate the effect of each variable of English proficiency in developing English reading comprehension in detail. In contrast, studies of Nassaji (2004) have highlighted the importance of English proficiency and in particular, grammar in developing English reading comprehension. But Jahangard *et al.* (2010) have

highlighted the importance of vocabulary on English reading comprehension. While reviewing related studies of reading anxiety, it was found that there are few studies about foreign language reading anxiety (Saito *et al*., 1999). In addition to the importance of foreign language reading anxiety in English reading comprehension, the importance of L1 reading and L2 proficiency as the most important factors of SL/FL reading comprehension were examined separately in previous studies. It means our understanding of whether poor reading performance is due to high reading anxiety or other factors such as L1 reading and L2 proficiency is still incomplete. According to the present study, clear theories regarding to both FLRA and two other hypotheses of FLRC (Persian reading as L1 reading and EFL proficiency) are mixed among Iranian learners of three levels (pre-intermediate, intermediate, and advanced levels). Because it aims to determine the effects of two important components of Alderson's theory (1984, 2000) and foreign language reading anxiety (Saito *et al*., 1999) related to English reading comprehension.
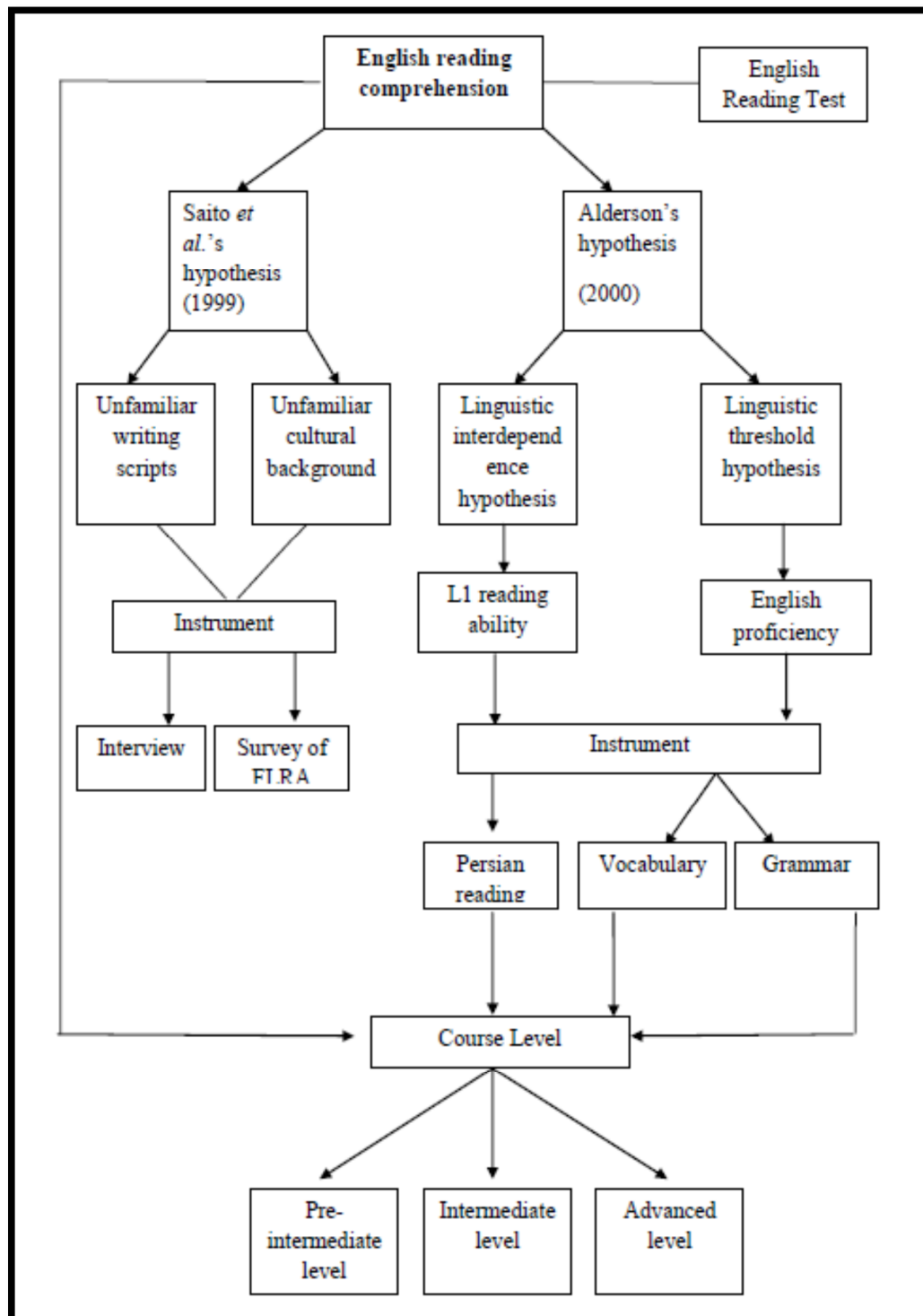
Figure 1.2 Conceptual framework of research

1.10   Definition of Terms

Anxiety is "The subjective feeling of tension, apprehension, nervousness, and worry that are experienced by an individual," and the "heightened activity of the autonomic nervous system that accompanies these feelings" (Spielberger, 1983, p. 5).

Foreign Language Anxiety is "A distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning that arise from the uniqueness of the language learning process" (Horwtiz *et al*., 1986, p. 128).

Foreign Language Reading Anxiety is defined as the anxiety learners experience in foreign language reading comprehension. It is related to but different from general foreign language anxiety (Saito *et al*., 1999). According to studies of these researchers, two important factors are highlighted in foreign language reading anxiety, which are unfamiliar writing scripts and unfamiliar cultural background (Saito *et al*., 1999).

L2 Reading model: Alderson (1984, 2000) hypothesized whether L2 reading is L1 reading problem or L2 proficiency problem. In terms of Alderson's hypothesis (1984, 2000), L1 reading refers to linguistic interdependence hypothesis and L2 addresses linguistic threshold hypothesis. Linguistic interdependence hypothesis developed into Common Underlying Proficiency (CUP) model (Cummins, 1981) shows that when students learn first language proficiency skills which are learnt from L1, it can be transferred to L2. According to the second hypothesis (Clarke, 1980), those learners who were unable to transfer their L1 literacy to the second language reading is because these readers were short-circuited by their lack of L2 proficiency.

1.11   Conclusion

The first chapter concentrates on effects of foreign language reading anxiety based on theory of Saito *et al.* (1999) together with Persian reading (L1), vocabulary and grammar (EFL proficiency) on English reading comprehension regarding the hypothesis of Alderson (1984, 2000) among Iranian participants of three different levels (pre-intermediate, intermediate, and advanced levels). But the effect of foreign language reading anxiety on English reading comprehension has been investigated a little in Iran. Moreover, besides foreign language reading anxiety, L1 reading and L2 proficiency are determined as significant predictors of L2 reading comprehension. In this study in addition to foreign language reading anxiety and its effect, the effect of Persian reading ability and vocabulary and grammar as English proficiency on English reading comprehension among Iranian respondents are measured based on different course levels which has not been examined yet. It means foreign language reading anxiety and foreign language reading comprehension of Iranian learners give the researcher the opportunity to consider this study seriously in order to enrich the knowledge of foreign language reading anxiety, Persian reading, vocabulary and grammar.

REFERENCES

Agnihorti, R. K. and Khanna, A. L. (1992). Evaluating the Readability of School Text Books: An Indian Study. *Journal of Reading*. 35, 282-288.

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The Case of Students of the Japanese. *Modern Language Journal*. *78(2),* 155-168. http://dx.doi.org/10.1111/j.1540-4781.1994.tb02026.x

Alderson, J. C. (1984). Reading in a foreign language: A reading problem or a language problem? In Alerson, J. C and Urquhart, A. H. (Eds.) *Reading in a foreign language* (pp. 1-27). New York: Longman.

Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.

Alderson, J. C., Bastien, S., and Madrazo, A.-M. (1977). A Comparison of Reading Comprehension in English and Spanish. *Research and Development Unit Report* No. 9. Mexico City: UNAM.

Alreck, P. L. and Settle, R. B. (1985). *The Survey Research Handbook*. Homewood, Illinois: Irwin.

Anderson, J. R. (1991). Individual Differences in Strategy use in Second Language Reading and Testing. *Modern language journal*. 75, 460- 472.

Anderson, J. R. (1994). *Cognitive Psychology and its Implications* (4th ed.). New York, Freeman.

Anderson, T. and Freebody, P. (1981). Vocabulary Knowledge. In Guthrie, J. T. E. (Ed.) *Comprehension and Teaching: Research Reviews* (pp. 77-177). Delaware: International Reading Association.

Baharloo, A. (2011). The Anxiety about L2 Reading Tasks. *Iranian EFL Journal*. 7, 100-116.

Bailey, K. M. (1983). Competitiveness and Anxiety in Adult Second Language Learning: Looking at and through the Diary Studies. In Seliger, H. W. and Long, M. H. (Eds.) *Classroom oriented research in second language acquisition* (pp. 67-102). Rowley, MA: Newbury House.

Barnett, M. A. (1986). Syntactic and Lexical/Semantic Skill in Foreign Language Reading: Importance and Interaction. *Modern Language Journal. 70,* 343-349.

Barnett, M. A. (1988). Reading through Context: How Real and Perceived Strategy Use Affects L2 Comprehension. *Modern Language Journal*. 72, 150-160.

Bernhardt, E. B. (1991). *Reading Development in a Second Language: Theoretical, Research, and Classroom Perspectives.* Norwood, NJ: Ablex.

Bernhardt, E. B. (2000). Second Language Reading as a Case Study of Reading Scholarship in the Twentieth Century. In Kamil, M. L. Mosenthal, P. B. Pearson, P. D. and Barr, R. (Eds.) *Handbook of Reading Research,* Volume *III* (pp. 791-811). Mahwah, NJ: Lawrence Erlbaum Associates.

Bernhardt, E. B. (2003). New Directions in Reading Research: Second Language Perspectives. *Reading Research Quarterly. 38*(1), 104-141.

Bernhardt, E. B. (2005). Process and Procrastination in Second Language Reading. *Annual Review of Applied Linguistics.* 25, 133-150.

Bernhardt, E. B., and Kamil, M. L. (1995). Interpreting the Relationship between L1 and L2 Reading: Consolidating the Linguistic Threshold and the Linguistic Interdependence Hypotheses. *Applied Linguistics. 16*(1), 15-34.

Biancarosa, G., and Snow, C. (2006). *Reading Next - A Vision for Action and Research in Middle School and High School Literacy: A Report to the Carnegie Corporation of New York* (2th ed). Retrieved from Alliance for Excellent Education: http://www.all4ed.org/files/ReadingNext.pdf.

Bossers, B. (1991). On Thresholds, Ceilings and Short-Circuits: The Relation between L1 Reading, L2 Reading and L1 Knowledge. In Hulstijn, J.H. and Matter, J.F. (Eds.) *International Association of Applied Linguistics AILA Review. 8,* 45–60.

Brace, I. (2004). *Questionnaire Design. How to Plan, Structure and Write Survey Material for Effective Market Research*. London: Kogan Page.

Brace, N., Kemp, R., and Snelgar, R. (2009). *SPSS for Psychologists.* Hampshire: Palgrave Macmillan.

Brantmeier, C. (2005). Anxiety about L2 Reading or L2 Reading Tasks? A Study with Advanced Language Learners. *The Reading Matrix. 5*(2), 67-85.

Brisbois, J. (1995). Connections between First- and Second Language Reading. *Journal of Reading Behavior. 24,* 565-584.

Brislin, R.W. (1986). The Wording and Translation of Research Instruments. In Lonner, W.J. and Berry, J.W. (Eds.) *Field Methods in Cross-Cultural Research* (pp. 137-164). Newbury Park, CA: Sage.

Brown, D.H. (1993). *Principles of Language Learning and Teaching*. Englewood Cliffs (N J): Prentice-Hall.

Brown, R. (2002). Scaffolding Two Worlds: Self-directed Comprehension Instruction for Middle Schoolers. In Block, C. C. and Pressley, M. (Eds.) *Comprehension Instruction: Research-based Best Practices* (pp. 337-350). New York: The Guilford Press.

Carrell, P. L. (1983). Three Components of Background Knowledge in Reading Comprehension. *Language Learning*. 33, 183- 207

Carrell, P. L. (1989). SLA and Classroom Instruction: Reading. *Annual Review of Applied Linguistics.* 9, 233-242.

Carrell, P. L. (1991). Second Language Reading: Reading Ability or Language Proficiency. *Applied Linguistics*. 12, 156- 179.

Celce-Murcia, M., Dörnyei, Z., and Thurrell, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics.* 6, 5-35.

Chen, L. (2007). *A Study of the Relationship between EFL Reading Anxiety and Reading Strategy Use.* Master Theses. Department of Applied Foreign Languages National Taiwan University of Science and Technology.

Chen, M. Y. C. (2005). English Prototyped Small Clauses in the Interlanguage of Chinese/Taiwanese Adult Learners. *Second Language Research*. *21*(1), 1-33.

Cheng, Y. S., Horwitz, E. K., and Schallert, D. L. (1999). Language Anxiety: Differentiating Writing and Speaking Components. *Language Learning*. *49*, 417-446.

Clarke, M. A. (1980). The Short Circuit Hypothesis of ESL Reading- or When Language Competence Interferes with Reading Performance. *Modern Language Journal*, 64(2), 203-209.

Coffey, A., & Atkinson, P. (1996). Concepts and coding. In Coffey, A. and Atkinson, P. (Eds.) *Making Sense of Qualitative Data* (pp. 26-53). Thousand Oaks, CA: Sage.

Cohen, J. W. (1988). *Statistical Power Analysis for the Behavioral Sciences.* (2nd ed.) Hillsdale, NJ: Lawrence Erlbaum Associates.

Creswell, J. W. (2005). *Educational Research* (2nd ed.). New Jersey: Pearson Prentice Hall.

Creswell, J. W., and Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research* (2nd Ed.). Thousand Oaks, CA: Sage.

Cummins, J. (1976). The influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses. *Working Papers on Bilingualism. 49,* 222-251.

Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual Children. *Review of Educational Research. 49,* 222-251.

Cummins, J. (1981). The Role of Primary Language Development in Promoting Educational Success for Language Minority Students. *In Schooling and Language Minority Students: A* 147 *Theoretical Framework* (pp. 3-49). Los Angeles: California State University Evaluation, Dissemination, and Assessment Center.

Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In Bialystok, E. (Ed.) *Language Processing in Bilingual Children* (pp. 70-89). New York, NY: Cambridge University Press.

Dahmardeh, M. (2009). Communicative Textbooks: English Language Textbooks in Iranian Secondary School. *Linguistik Online.* 40(4), 45-61.

Devine, J. (1988). The Relationship between General Language Competence and Second Language Reading Proficiency: Implications for Teaching. In Carrell, P. Devine, J. and Eskey, D. (Eds.) *Interactive approaches to second language reading* (pp. 260-277). Cambridge: Cambridge University Press.

DiFino, S. M., and Lombardino, L. J. (2004). Language Learning Disabilities: The Ultimate Foreign Language Challenge. *Foreign Language Annals. 37,* 390-400.

Dillman, D. (2000). Mail and Internet Surveys. *The Tailored Design Method*. New York: John Wiley and Sons, Inc.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies.* Oxford: Oxford University Press

Dorney, Z., and Clement, R. (2001). *Motivational Characteristics of Learning Different Target Languages; Results of a Nationwide Survey* (pp. 300-432). Honolulu, Hi: University of Hawaii, Second Language Teaching & Curriculum Centre.

Droop, M., and Verhoeven, L. (2003). Language Proficiency and Reading Ability in First- and Second-Language Learners. *Reading Research Quarterly. 38*, 78-103.

Elkhafaifi, H. (2005). Listening Comprehension and Anxiety in the Arabic Language Classroom. *The Modern Language Journal*. 89 (2), 206-220.

Eslami, H. (2014). The Effect of Syntactic Simplicity and Complexity on the Readability of the Text. *Journal of Language Teaching and Research.* 5 (5), 1185-1191.

Eslami, R., and Valizadeh, K. (2004). *Classroom Activities Viewed from Different Perspectives: Learners' Voice and Teachers' Voice TESL-EJ*, *8*(3). Retrieved July 27, 2007, from http://writing.berkeley.edu/TESL-EJ/ej15/a1.html

Eynseck, M. W. (1985). Anxiety and Cognitive-Task Performance. *Journal of Personality and Individual Difference.* 6(5), 579-586.

Eysenck, M. W., and Calvo, M. G. (1992). Anxiety and performance: The processing efficiency theory. *Cognition and Emotion.* 6(6), 409-434.

Fallahchai, H. (1995*). An Examination of Reading and Writing Disorders among Primary School Students.* Unpublished MA thesis. University of Tarbiyat Modarres, Tehran.

Fernald, L. D. (1987). Of Windmills and Rope Dancing: The Instructional Value of Narrative Text Structures. *Teaching of Psychology.* 14, 214-216.

Fink, A. (2003). *How to Ask Survey Questions*. Thousand Oaks, Cal. London: Sage.
Ganschow, L., Javorshy, J., and L Sparks, R. (1994). Differences in Language Performance among High, Average, and Low-Anxious College Foreign Language Learners. *Modern Language Journal. 78*(1), 41-56.

Gardner, R.C., and MacIntyre, P.D. (1993). On the Measurement of Affective Variables in Second Language Learning. *Language Learning.* 43, 157-194.

Ghonsooly, B. (2009). Dyslexia in Persian Language. *Journal of Language and Literature of Faculty of Letters and Humanities,* 41(3), 247-264. Ferdowsi University of Mashhad.

Ghonsooly, B., and Barghchi, B. (2011). An Introspective Study of L2 Reading Anxiety. *Journal of Teaching Language Skills. 3(1), 65-98.*

Ghonsooly, B., and Elahi, M. (2011). Learners' Self-efficacy in Reading and its Relation to Foreign Language Reading Anxiety and Reading Achievement. *Journal of English Language Teaching and Learning.* 53(217).

Gilakjani, A. P., and Ahmadi, S. M. (2011). The Relationship between L2 Reading Comprehension and Schema Theory: a Matter of Text Familiarity. *International Journal of Information and Education Technology.* 1(2), 142-149.

Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading.* London, UK: Pearson Education Longman.

Greene, J. C., and Caracelli, V. J. (Eds.) (1997). *Advances in Mixed-Method Evaluation: The Challenges and Benefits of Integrating Diverse Paradigms* (New Directions for Evaluation, No. 74). San Francisco: Jossey-Bass.

Groves, R. M. (1987). Research on Survey Data Quality. *The Public Opinion Quarterly. 51*(2), 156-172.

Hacquebord, H. (1989). *Reading Comprehension of Turkish and Dutch Students Attending Secondary Schools*. Groningen, The Netherlands: RUG.

Hague, P. (1998). *Questionnaire Design.* England: Clays Ltd.

Hague, P., and Harris, P. (1994). *Sampling and Statistics.* England: Clays Ltd.

Harris, D. P., and Palmer, L. A. (1986). *Comprehensive English Language Test.* New York: McGrow-Hill.

Hassani, S. (2011). *General Communication Anxiety among Iranian Students in the Intensive English Course in UTM*. Master project, Universiti Technologi Malaysia, Skudai.

Henning, G. (1975). Measuring Foreign Language Reading Comprehension. *Language Learning. 25,* 109-114.

Hizwari, S., Ahmad, I., Hifzurrahman, A., and Nor Haizan, W. (2008). Second Language Anxiety among Diploma Students in Technical University (Universiti Malaysia Perlis). *Proceeding of International Conference on the Roles of the Humanities and Social Sciences in Eengineering (ICOHSE08)*, 538-546.

Horwitz, M. B., Horwitz, E. K., and Cope, J. A. (1986). Foreign Language Classroom Anxiety. *Modern Language Journal. 70*(2), 125-132.

Howe, K. R., and Dougherty, K. C. (1993). Ethics, Institutional Review Boards, and the Changing Face of Educational Research. *Educational Researcher. 22,* 16–21.

Hsiao, T. Y. (2002). Unidimensionality of the Chinese Version of the Foreign Language Reading Anxiety Scale. *Perceptual and Motor Skills. 95*, 927-933.

Hsu, W. T. (2008). *EFL Students' English Language Knowledge, Strategy Use, and Multiple Choice Reading Test performance: A Structural Equation Modeling Approach. University of Southampton*. PhD thesis Dissertation. Faculty of Law, Arts, and Social Sciences. School of Education.

Huang, H. Y. (2001). *Chinese University Foreign Language Students' Anxiety about Reading in English.* Unpublished Doctoral Dissertation, Washington State University, Pullman.

Jafarigohar, M. (2012). The Effect of Anxiety on Reading Comprehension among Distance EFL Learners. *International Education Studies. 5*(2), 159-174.

Jafarigohar, M., and Behrooznia, S. (2012). The Effect of Anxiety on Reading Comprehension among Distance EFL Learners. *International Education Studies. 5*(2), 159-174.

Jahangard, M., Moeinzadeh, A., and Karimi, A. (2011). The Effect of Grammar vs. Vocabulary Pre-teaching on EFL Learners' Reading Comprehension: A Schema-Theoretic View of Reading. *Journal of English Language Teaching and Learning. 8*, 91-113.

Jahangard, A., Moeinzadeh, A., and Tavakoli, M. (2010). Vocabulary Learning and L2 Reading Comprehension: A Case for Translation. *California Linguistic Notes.* 35 (2), 9.

Jiang, X. (2011). The Role of First Language Literacy and Second Language Proficiency in Second Language Reading Comprehension West Virginia University. *The Reading Matrix.* 11(2), 177-190.

Kamil, M. L. (2003). *Adolescents and Literacy: Reading for the 21st century.* Washington, DC: Alliance for Excellent Education.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C., Salinger, T., and Torgensen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide* (Tech. Rep. No. NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Kern, R. G. (1988). Foreign Language Reading: Linguistics, Cognitive, and Affective Factors which Influence Comprehension. In Fryer, T. B. and Medley, F. W. (Eds.) *New Challenges and Opportunities* (pp. 49-61). Dimension: Languages '87, Columbia, SC: Southern Conference on Language Teaching.

Kern, R. G. (1994). 'The Role of Mental Translation in Second Language Reading'. *Studies in Second Language Acquisition.* 16, 441-461.

Khajavi, Y., and Abbasian, R. (2011). English Language in Iran: Why Practice is More Common than Practise? *Canadian Social Science.* 7(4), 89-94.

Kheirzadeh, Sh., and Tavakoli, E. (2012). The Causes of Reading Difficulty: The Perception of Iranian EFL Post-graduate and Under-graduate Students. *Journal of Language Teaching and Research.* 3(1), 147-152.

Khoshroo, V. (1996). *Consideration of Relation between L1 and L2 Bachelor Students.* Master Thesis. Alame Tabatabayee Tehran.

Kim, J. H. (2000). *Foreign Language Listening Anxiety: A Study of Korean Students Learning English.* Unpublished Doctoral Dissertation, University of Texas, Austin.

Kleinmann, H. H. (1977). Avoidance Behavior in Adult Second Language Acquisition. *Language Learning. 27,* 93-107.

Koda, K. (2004). *Insights into Second Language Reading: A Cross-Linguistic Approach.* Cambridge, England: Cambridge University Press.

Koda, K. (2007). Reading and language learning: Crosslinguistic Constraints on Second Language Reading Development. In Koda, K. (Ed.) *Reading and language learning. 57*, 1-44.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition.* New York: Prentice-Hall.

Krejcie, R. V. and Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610.

Kuru-Gonen, S. I. (2005). *The Sources of Foreign Language Reading Anxiety of Students in a Turkish EFL Context.* Unpublished M.A Thesis Dissertation. Eskisehir: Anadolu University.

Kuru-Gonen, S. I. (2007). *L2 Reading Anxiety: Exploring the Phenomenon*. Paper presented in *JALT* Conference, Retrieved December 28, 2009 from http://jalt-publications.org/archive/proceedings/2006/E082.pdf

Lado, R. (1977). *Lado English Series* (7books). NewYork: Regents.

Laufer, B., and Ravenhorst-Kalovski, G. C. (2010). Lexical Threshold Revisited: Lexical Text Coverage, Learners' Vocabulary Size and Reading Comprehension. *Reading in a Foreign Language* 22 (1), 15-30. College of Yezreel Valley and University of Haifa Israel.

Lee, J., Grigg, W., and Donahue, P. (2007). *The Nation's Report Card: Reading 2007.* (National Center for Education Statistics, Institute of Education Sciences No. NCES 2007-496). Washington, DC: U.S. Department of Education.

Lee, J., and Schallert, D. (1997). The Relative Contribution of L2 Language Proficiency and L1 Reading Ability to L2 Reading Performance: a Test of the Threshold Hypothesis in an EFL Context. *TESOL Quarterly.* 31, 713-739.

Lien, H. Y. (2011). EFL Learners' Reading Strategy Use in Relation to Reading Anxiety. *Language Education in Asia.* 2(2), 2011

Lietz, Petra. (2008). *Questionnaire Design in Attitude and Opinion Research: Current State of an Art*. Jacobs University: Bremen.

Liu, Y. H. (2011). Syntactic *Differences and Foreign Language Reading Anxiety: an Investigation of Taiwanese University Students.* Doctoral Dissertation. The Ohio State University.

Liu, .Y. H., and Sammimy, K. K. (2012). Survey on Anxiety in Reading Chinese-English Syntactic Differences: A Case of English Reading Anxiety in Taiwanese University Students. *Theory and Practice in Language Studies.* 2 (7), 1363-1369.

Loghmani, Z., and Ghonsooly, B. (2012). The Interrelationship between EFL Learners' levels of Reading Anxiety and Their Levels of Cognitive Test Anxiety: An Analysis of EFL Learners' Speed of Processing an IELTS Reading Test. *International Journal of Linguistics.* 4(3), 1948-5425.

MacIntyre, P. D.,and Gardner, R. C. (1991). Language Anxiety:Its Relationship to Other Anxieties and to Processing in Native and Second Languages. *Language Learning.* 41, 513-534.

Matsuda, S., and Gobel, P. (2001). Quiet Apprehension: Reading and Classroom Anxieties. *JALT Journal.* 23(2), 227-247.

Matsuda, S., and Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System. 32*(1), 21-37.

Matsumura, Y. (2001). An Inquiry into Foreign Language Reading Anxiety among Japanese EFL Learners. *The Society of English Studies. 31*, 23-38.

McIntyre, P. D., Noels, K. A. and Clement, R. (1997). Biases in Self-ratings of Second Language Proficiency: The Role of Language Anxiety. *Language Learning.* 47(2), 265-287.

Miles, M. B., and Huberman, A. M. (1994). *Qualitative Data Analysis: A Sourcebook for New Methods* (2nd ed). Thousand Oaks, CA: Sage.

Mills, N., Pajares, F., and Herron, C. (2006). A Re-evaluation of the Role of Anxiety: Self-efficacy, Anxiety and their Relation to Reading and Listening Proficiency. *Foreign Language Annals. 39*(2), 276-295.

Miyanaga, C. (2005). How Reliable and Valid is the Adapted Version of the Foreign *Language Reading Anxiety Scale (FLRAS) for Japanese University Students? Language and Culture 4*, 1-17.

Mohd. Zin, Z., and Rafik-Galea, S. (2010). Anxiety and academic reading performance among Malay ESL learners. *Journal of Pan- Pacific Association of Applied Linguistics.* 14(2), 41-58.

Movahadeepoor, R. (2003). *Consideration and Comparison between Talent of L1 and L2 Male Students.* Alame Tabatabayee University: Tehran Publications.

Nahavandi, M., and Mukundan, J. (2013). Foreign Language Learning Anxiety among Iranian EFL learners along Gender and Different Proficiency Levels. *Language in India.* 13(1), 133-161.

Naseri, M., and Zaferanie, E. (2012). The Relationship between Reading Self-efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level of Iranian EFL Learners. *World Journal of Education.* 2(2), April 2012.

Nassaji, H. (2003). Higher-Level and Lower-Level Text Processing Skills in Advanced EFL Reading Comprehension. *Modern Language Journal.* 87(2), 261-276.

Nassaji, H. (2004). The Relationship between Depth of Vocabulary Knowledge and L2 Learners' Lexical Inferencing Strategy Use and Success. *The Canadian Modern Language Review.* 61, 107-134.

Nation, P., and Coady, J. (1988). Vocabulary and Reading. In R. Carter and M. E. Mccarthy (Eds.), *Vocabulary and Language Teaching,* (pp. 97-110). London: Longman.

Noor, N. M. (2006). Reading Academic Text: Awareness and Experiences among University ESL Learners. *GEMA Online TM Journal of Language Studies.* 6(2), 65-78.

Oh, J. (1990). *On the Relationship between Anxiety and Reading in English as a Foreign Language among Korean University Students in Korea.* Unpublished Doctoral Dissertation. The University of Texas, Austin.

Oh, J. (1992). The Effects of L2 Reading Assessment Methods on Anxiety Level. *TESOL Quarterly.* 26(1), 172-176.

Oller, J. (1979). *Research on the Measurement of Affective Variables: Some Remaining Questions.* Paper presented at the Colloquium on Second Language Acquisition and Use Under Different Circumstances. TESOL Convention. Boston, Mass.

O'Muircheartaigh, C., Krosnick, J., and Helic, A. (2000). *Middle Alternatives, Acquiescence, and the Quality of Questionnaire Data.* Unpublished manuscript. Retrieved 19 May 2008 from http://harrisschool.uchicago.edu/about/publications/workingpapers/pdf/wp_01_3.pdf.

Oppenheim, A. N. (1992). Questionnaire Design, Interviewing and Attitude Measurement. In Schuman, H. and Presser, S. (1996) *Questions & Answers in Attitude Surveys*. London: Sage Publications.

Pallant, J. (2010). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS*. Open University Press.

Park, H. (2005). *Second Language Reading: The Interrelationships among Text Adjuncts, Students' Proficiency Levels and Reading Strategies.* Doctoral Dissertation. Graduate School of the University of Florida.

Pawanchik, S., Kamil, A. A., and Yahaya, F. H. (2010). Indigenous Students and the Learning of English. *Journal of Social. Science*. 6(3), 443-446.

Perie, M., Griggs, W., and Donahue, P. (2005).*The Nation's Report Card: Reading 2005* (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics No. NCES 2005-451). Washington, DC: U.S. Government Printing Office.

Perkins, K., Brutten, S., and Pohlman, J. (1989). First and second language reading comprehension. *RELC Journal. 20*, 1-9.

Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *Modern Language Journal. 76*(1), 14-26.

Pichette, F., Segalowitz, N., & Connors, K. (2003). Impact of maintaining L1 reading skills on L2 reading skill development in adults: Evidence from speakers of Serbo-Croatian learning French. *The Modern Language Journal, 87*, 391-403.

Prator, C. H. (1991). Cornerstones of method and names for the profession. In Celce-Murcia, M. (ed.) *Teaching English as a second or foreign language* (pp. 11-22) New York: Newbury House.

Pressley, M.(2000).What Should Comprehension Instruction Be the Instruction of?In Kamil, M. L. Mosenthal, P. B. Pearson, P. D. and Barr, R. (Eds.), *Handbook of Reading Research, 3* (pp. 545-561). Mahwah, NJ: Lawrence Erlbaum Associates.

Prince, P. (1996). Second Language Vocabulary Learning: The Role of Context versus Translations as a Function of Proficiency. *The Modern Language Journal.* 80, 478-493.

Qian, D. D. (1999). Assessing the Roles of Depth and Breadth of Vocabulary Knowledge in Reading Comprehension. *The Canadian Modern Language Review. 56*(2), 283-307.

Qian, D. D. (2002). Investigating the Relationship between Vocabulary Knowledge and Academic Reading Performance: An Assessment Perspective. *Language Learning. 52,* 513-536.

Rajab, Azizah., Wan Zakaria, Wan Zarina., Abdul Rahman, Hamidah., Diyana Hosni, Alia., and Hassani, Samira. (2012). Reading Anxiety among Second Language Learners. *Procedia Social and Behavioral Sciences. 66, 362–369.*

RAND Reading Study Group. (2002). *Reading for understanding: Toward an R&D program in reading comprehension.* Santa Monica, CA: Science and Technology Policy Institute, RAND Corporation.

Ranjbar, M. (2012). The Relationship between Grammatical Knowledge and the Ability to Guess Word Meaning: The Case of Iranian EFL Learners with Upper Intermediate Level of Proficiency. *Theory and Practice in Language Studies.* 2, (6), 1305-1315.

Rodrigues, M., and Abreu, O. (2003). The Stability of General Foreign Language Classroom Anxiety across English and French. *The Modern Language Journal.* 87 (3), 356-374.

Saito, Y., Horwitz, E. K., and Garza, T. J. (1999). Foreign Language Reading Anxiety. *Modern Language Journal. 83,* 202-218.

Saito, Y., and Samimy, K. K. (1996). Foreign Language Anxiety and Language Performance: a Study of Learner Anxiety in Beginning, Intermediate, and Advanced-level College Students of Japanese. *Foreign Language Annals. 29*, 239-251.

Saito, Y., Thomas, G. J., and Horwitz, E. K. (1998).Foreign Language Reading Anxiety. *The Modern Language Journal*. 83(2), 202-218.

Salazar-Liu, E. (2002). Students' Apprehensions about English Oral Conversation. The Proceedings of the Symposium on Maximizing Effectiveness through Minimizing Anxiety in the ESL classroom: *Student Anxiety and Teaching Methods*, 33-41. Taoyuan: Department of Applied English, Ming Chuan University.

Sas, M. M. (2002). *Reading Anxiety's Effect on Incidental Vocabulary Acquisition: are Culturally Relevant Texts Exempt?* Unpublished Doctoral Dessertation, University of Nevada, Las Vegas.

Schuman, H., and Presser, S. (1996). *Questions & Answers in Attitude Surveys.* London: Sage Publications.

Scovel, T. (1978). The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research. *Language Learning. 28,* 129-142.

Seif-e-Naraghy, M., and Nadery, E. (2005). *Specific Learning Disabilities: Stages of Diagnosis and Rehabilitational Methods. (3rd Ed).* Tehran: Makial.

Sellers, V. D. (2000). Anxiety and Reading Comprehension in Spanish as a Foreign Language. *Foreign Language Annals. 33*, 512–521.

Shahidi, V. (2011). *Reading Development in Adolescent First and Second Language English Learners: A Comparison Using Age Match Design*. Master Thesis (Comprehensive). Psychology Department, Wilfrid Laurier University.

Shi, Y. Z., and Liu, Z. Q. (2006). Foreign Language Reading Anxiety and its Relationship to English Achievement and Gender. *Journal of PLA University of Foreign Languages. 29*, 59-65.

Short, D. J., and Fitzsimmons, S. (2007). *Double the work - Challenges and solutions to acquiring language and academic literacy for adolescent English language learners: A report to the Carnegie Corporation of New York. Alliance for Excellent Education.* Retrieved from http://www.carnegie.org/literacy/pdf/DoubletheWork.pdf.

Skehan, P. (1989). *Individual Differences in Second Language Learning.* London: Edward Arnold.

Song, M. J. (2001). The Role of L2 Proficiency in L2 Reading: the Threshold Model Revisited. *English Teaching.* 556, 31-51.

Sparks, R., Ganschow. L., and Javorsky, J. (2000). Déja vu all over again: A Response to Saito, Horwitz, and Garza. *Modern Language Journal. 84,* 251-255.

Spielberger, C. D. (1983). *Manual for the State-Trait Anxiety Inventory.* Palo Alto, CA: Consulting P.

Stengel, E. (1939). On Learning a New Language. *International Journal of Psychoanalysis.* 2, 471-479.

Tanveer, M. (2007). *Investigation of the Factors that cause Language Anxiety for ESL-EFL Learners in Learning Speaking Skills and the Influence it casts on Communication in the Target Language*. Master Thesis, University of Glasgow.

Tashakkori, A., and Teddlie, C. (1998). *Mixed Methodology: Combining Qualitative and Quantitative Approaches.* Thousand Oaks, CA: Sage.

Tobias, S. (1979). Anxiety Research in Educational Psychology. *Journal of Educational Psychology.* 71(5), 573-582.

Tobias, S. (1995). Interest and Metacognitive Word Knowledge. *Journal of Educational Psychology.* 87(3), 399-405.

Um, S., Tubsree, CH., and Surasin, J. (2013). Perception on English Reading Comprehension Anxiety of Third Year EFL Students at the Institute of Foreign Languages, Cambodia. *HRD Journal*. 4(1), 34-46.

Upton, T. A. (1997). First and Second Language Use in Reading Comprehension Strategies of Japanese ESL Students. *TESL-EJ.* 3, 1-27.

Upton, T. A., & Lee-Thompson, L-C. (2001). The Role of the First Language in Second Language Reading. *Studies in Second Language Acquisition, 23*(4), 469-495.

Van Gelderen, A., Schoonen, R., de Glopper, K., Hulstjin, J., Simis, A., Snellings, P., and Stevenson, M. (2004). Linguistic Knowledge, Processing Speed, and Metacognitive Knowledge in First- and Second-Language Reading Comprehension: A Componential Analysis. *Journal of Educational Psychology. 96 (1)*, 19-30.

Van Gelderen, A., Schoonen, R., Stoel, R., de Glopper, K., and Hulstijn, J. (2007). Development of Adolescent Reading Comprehension in Language 1 and Language 2: A longitudinal Analysis of Constituent Components. *Journal of Educational Psychology. 99*, 477-491.

Vazalwar, CH. (2011). Effect of Anxiety on Reading Comprehension in English. *International Journal of Multidisciplinary Research*. 272-278.

Verhoeven, L. (1994). Transfer in Bilingual Development: The Linguistic Interdependency Hypothesis Revisited. *Language Learning. 44*, 381-415.

Verhoeven, L. (2000). Components of Early Second Language Reading and Spelling. *Scientific Studies of Reading. 4*, 313-330.

Vogely, A. J. (1998). Listening Comprehension Anxiety: Students' Reported Resources and Solutions. *Foreign Language Annals. 31*, 67-80.

Williams, E. (2006). Teaching Reading: Individual and Social Perspectives. In Uso-Juan, E. and Martinez-Flor, A. (Eds.), *Current Trends in the Development and Teaching of the Four Language Skills* (pp. 355-383). Berlin: Mouton de Gruyter.

Witterborn, J. R., Larsen, R. P., and Mogil's, R. L. (1945). An Empirical Evaluation of Study Habits for College Courses in French and Spanish. *Journal of Educational Psychology.* 36, 449-474.

Woolley, G. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties.* New York, Springer.

Yamashita, J. (2002). Mutual Compensation between L1 Reading Ability and L2 Language Proficiency in L2 Reading Comprehension. *Journal of Research in Reading. 25*(1), 81-95.

Yamashita, J. (2004). Reading Attitudes in L1 and L2, and Their Influence on L2 Extensive Reading. Reading in a Foreign Language. 16(1), 1-17.

Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What does the Language Anxiety Research Suggest? Modern Language Journal. 75, 425-439.

Young, D. J. (2000). An Investigation into the Relationship between L2 Reading Anxiety and L2 Reading Comprehension, and Self- Reported Level of Comprehension, Topic Familiarity, Features of a L2 Texts and Reading Ability in the L1 and L2. In Leow, R. P. and Sanz, C. (Eds.), Spanish Applied Linguistics at the Turn of the Millennium (pp. 141-156). Somerville, MA: Cascadilla press.

Zaki, H., and Ellis, R. (1999). Learning Vocabulary through Interacting with a Written Text. In Ellis, R. (Ed.), Learning a Second Language through Interaction (pp. 153-169). Amsterdam: John Benjamins.

Zbornick, J. J., and Wallbrown, F. H. (1991). The Development and Validation of a Scale to Measure Reading Anxiety. Reading Improvement. 28, 2-12.

Zhang, L. (2002). Anxiety of Overseas Students in Chinese Reading. Chinese Journal of Applied Linguistics, 4, 77-83.

Zhao, A. (2009). Foreign Language Reading Anxiety: Investigating English- Speaking University Students Learning Chinese as a Foreign Language in the United States. Doctoral Dissertation. Florida State University. Linguistics. 4, 77-83.

Zhou, S. M. (2008). Study on the Relationship between the Reading Anxiety and the Reading Strategy in Foreign Language Learning. Sino-US English Teaching. 5(3), 28-34.