

Hebron University

Faculty of Graduate Studies and Academic Research



The Influence of Anxiety
On Foreign Language Reading Comprehension and
Strategy Use: The Case of Palestinian Tawjihi Students

MA Thesis

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Reading Comprehension and Strategy Use: The Case
of Palestinian Tawjihi Students**

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Dedication

To the gentle souls of my parents who passed away

but who during their life had always

appreciated learning very much.

I wish they had lived enough to see this important event.

Acknowledgement

First of all, I would like to praise and thank Allah the Mighty for his divine help and mercy during the process of completing this thesis. Next, I want to thank all my teachers in the faculty for being such a supportive group, without their guidance, this work would not have been possible.

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Declaration

I hereby declare that this thesis is based on my original work except for quotations and citations which have been duly acknowledged.

I also declare that it has not been previously or concurrently submitted for any degree at Hebron University or other institutions.

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List of Abbreviations

EFL: English as a Foreign language
ESL: English as a Second Language
FL: Foreign Language
FLA: Foreign Language Anxiety
FLAS: Foreign Language Anxiety Scale
FLRAS: Foreign Language Reading Anxiety Scale
FLL: Foreign Language Learning
L2: Second Language
M: Mean Score
MOE: Ministry of Education
RAS: Reading Anxiety Scale
SD: Standard Deviation
SLA: Second Language Acquisition.
SPSS: Statistical Package for Social Sciences
TL: Target Language

Abstract

The present study has attempted to investigate the influence of foreign language anxiety on reading comprehension and strategy use on 12th grade high school students in Palestine.

The purpose of the study is manifold. It includes answering questions related to the type and level of anxiety that exist among the participants, and analyzing whether this anxiety influences reading performance as well as strategy–use awareness. Another purpose is that the study analyzes the impact of anxiety on gender, stream and location level of reading comprehension and strategy use.

The population sample of the study is 370 /12th grade students who are commonly known as "Tawjihi". They represent Hebron district in Palestine in its three educational settings, north, south and middle.

Data were collected via multiple instruments, such as Horwitz et al., (1999) Foreign Language Reading Anxiety Scale (FLRAS), Carrel's (1989) metacognitive strategy-use awareness scale, a reading comprehension test and finally through class observation that ended by some personal in depth follow up interviews that clarified any vague responses and answers .

The study results show that FLRA did exist among the participants. Its influence on them was moderate, though their performance was low. It also revealed considerable differences between the targeted groups in terms of their level of anxiety, level of reading performance, and strategy use awareness.

During applying the reading performance test, students were very anxious; so many related symptoms were reported. Finally, this study concluded some tips to alleviate students' FLRA. Furthermore, it gave some pedagogical implications so as to better understand this phenomenon towards achieving better results and promoting strategy use awareness. It also gave some recommendations, for both future use and study, specifically in the Arab and Palestinian contexts.

Key Words

Reading anxiety

Reading performance

Strategy –use awareness.

Chapter One

Introduction

Like many, Sarah Dunant, a television broadcaster in the BBC has recently described this age as *The Age of Anxiety* in her book that bears the same title because of many reasons such as the new technology of high tech, new diseases like AIDS, new weapons like nuclear energy and new demands such as scientific research, and the need to learn a foreign language.

This foreign language may be English as a global language, a language of opportunity for future and a lingua franca for most of the inhabitants in this world. Karshen (2003) called this phenomenon "English fever" and defined it as the overwhelming desire to acquire English and deal with it as an L2 or a FL.

Learning a Foreign Language (FL) or what is sometimes referred to as Second Language Acquisition (SLA) in general, or learning a skill or a task in that language in particular, is not an easy process to handle and can provoke anxiety which - in turn- can influence language learning either positively or negatively.

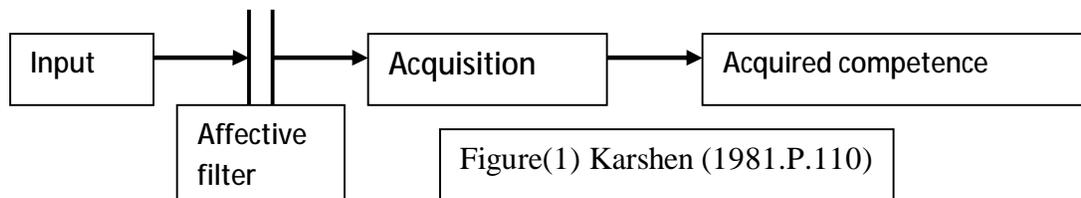
In the context of language learning, anxiety is considered an affective factor, personal factor, an individual difference, a psychological factor and an internal factor that has great influence on language learning. Hence, the aim of this study is to investigate its potential influence on Palestinian High School Tawjihi students' reading comprehension performance and strategy use.

The study of Gardner & MacIntyre (1993) emphasized the role of affective factors in the development of language system which is not limited to semantics, phonology and syntax, but is dependent on other factors. They grouped these factors into three types: cognitive variables like memory, aptitude and learning strategies, miscellaneous variables such as the learners' age and social-cultural aspects, and affective factors that include motivation, attitude, personality type and anxiety of learners which is the concern of this study. MacIntyre (1995) refuted Sparks and Ganschow's (1991) claims that affective factors such as anxiety have no real power on language learning but rather some minor side effects.

The term "anxiety" did not exist until Ade'mar (A French monk) used it in his writing to describe his state of feeling "being troubled in mind about an uncertain event" (Dunant, 1996: P.10)

Anxiety is defined by different researchers. For example, Chao (2003) considered it "an abnormal overwhelming sense of apprehension and fear that is often marked by physiological signs like sweating and tension (p.2).

The issue of Foreign Language Anxiety (FLA) as well as other affective factors was proposed early by Krashen (1982) in his affective filter hypothesis when he claimed that: anxiety acts as a gate or a filter that prevents students from adopting effective learning practices. Moreover, students who experience anxiety in English as a foreign language classroom will have difficulty to process meaningful language input resulting in decreased language acquisition as shown in figure (1):



A year later, Koch and Terrel (1983) added anxiety to motivation and self-esteem factors. They argued that it negatively contributes to the learner by making him or her less responsive to the input phase of learning. Because of the importance of these affective factors, they were discussed by many researchers such as Chastain, 1975; Noels, 1994; Clement and Dorneyei, 1994; Kimura and Nakat, 2000; Chao, 2003; Nelson, 2003; Gonen, 2005; and Zhao, 2009.

Affective variables are considered as some of the important understanding the nature factors in of language learning. Moreover, they can be used to account for the learner's success or failure in foreign language learning.

Various studies in different contexts were done on such factors such as Nelson and Nelson (2003) who investigated the role of emotional skills on the learners' academic performance and retention. Others focused on attitudes, motivation, anxiety and self-

confidence like Clement, Dornyei and Noels (1994) who studied them and found motivation and anxiety specifically related to emotional intelligence.

Researchers such as Chastain (1975); Gardner and MacIntyre (1993) and Young (1999) claimed that anxiety is a strong motivational factor that can either stimulate or debilitate a learner from achieving his/her expected goals. This view is reinforced by the observation from the Japanese context that anxiety there should be included as one of the composites of motivational constructs (Chao, 2003).

1.1 Theoretical Background

The field of foreign language learning is closely related to education and psychology. Scovel (1978) defined anxiety as “an emotional state of apprehension, a vague fear that is only indirectly associated with the object” (Zhang, 2001: P.1). Another definition by Berkow et al., (1997) is that anxiety is “an emotion and a subjective individual experience that occurs as a result to a person's self-hood, self-esteem and identity” as reported by (Menezis 2007: P.3). Within the same year, Bandura (1997) defined it as “a state of anticipatory apprehension over possible deleterious happenings” (Mills et al; 2006:P.275), while Horwitz et al; (1986) defined it as “a distinctive complex more inclusive and affective factor in relation to the construct of self- perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language process (Menziez, 2007: P.2).

In another study, Horwitz (2000) classified the construct of Foreign Language Anxiety (FLA) into three components: communication apprehension, test anxiety and fear of negative evaluation. Communication apprehension is mainly seen in impromptu speaking or shyness from communicating with others in the target language. Test anxiety is a kind of performance anxiety that stems from fear of failure. Fear of negative evaluation transfers to foreign language learners from their peers or teachers.

To sum up this section, one may argue that several definitions of Foreign Language Anxiety (FLA) were proposed by many researchers. Some are mentioned here and others not, but they all share the same sense such as unease, worry, care, concern, doubt, and

tension, that accompany foreign language learning in general or learning a specific language skill such as reading.

1.2 Types & Levels of Anxiety

Anxiety is divided and subdivided according to its sources and influence on learners. Thus we hear of many terms for anxiety that includes and not limited to math anxiety, social anxiety, test anxiety, performance anxiety, computer anxiety, literacy anxiety and foreign language anxiety. Foreign Language Anxiety (FLA) - in turn- manifests itself in various language skills or activities.

Anxiety includes three types according to Ellis (1994:P.91). *Trait anxiety* refers to an inbuilt trend to feel anxious. Another one is the *State anxiety* which is a reaction of an individual towards a definite situation, while the *Situational* or situation-specific anxiety refers to the fear and worry experienced by language learners at a particular situation or context. Ellis considers this distinction a key issue in understanding the influence of anxiety on language learning processing.

It is worth mentioning here that both Foreign Language Anxiety (FLA) and Foreign Language Reading Anxiety (FLRA) belong to the third type which is the situation- specific anxiety.

Another distinction is made between anxieties; facilitative versus debilitating anxiety. Researchers distinguish between them as could be seen in Bekleyein study (2004):

"The debilitating type causes learners to flee the source of anxiety by avoiding the learning skill or task. Facilitative anxiety, on the other hand, motivates learners to fight in the learning situation by making learners challenge the new situation. It helps them to adopt helpful strategies such as making more effort or taking extra time doing the task (P.28.29) rather than fleeing or applying what Horwitz, et al (1986) called an "avoidance" strategy.

Peplau (1962) identified four levels of anxiety, and described their potential influence on individuals. These are: *mild-anxiety* level, which is associated with everybody's tension and this level can be motivational, *severe-anxiety* level by which the person focuses on a specific detail without thinking about anything else and *moderate* level by which the person

focuses on immediate concerns and this level is beneficial for language learning. The last level is *panic-anxiety* level which is associated with fear, terror and dread and this type could be frightening, and even paralyzing experience for learners (Menziez, 2007: P.13). Zhang (2001) considered them three levels: high, moderate and low. Low anxiety does not challenge readers. Moderate level can be helpful for students' learning while high level anxiety can be debilitating that discourages their learning.

1.3 The Role of Foreign Language Anxiety (FLA) in language skills

Learning a foreign language involves the development of that language skills listening, speaking, reading & writing. In the case of learning English as a foreign language, anxiety penetrates them all, thus we hear about communication anxiety, oral anxiety, and foreign language reading anxiety which is the subject matter of this research. Anxiety also penetrates the various aspects of language such as grammar, spelling, and pronunciation. Anxiety even penetrates specific language tasks such as the anxiety experienced in doing presentations or seminars. Bekleyein (2004) summarizes some language anxieties, he gave the following examples:-

1- Listening anxiety was studied by Campell & Vogely (1999) who stated that English learners couldn't understand every word they hear especially within their speed and variety of speakers' accents.

2- Speaking anxiety is considered the most stressful anxiety of all language skills for English learners. This type of anxiety is studied by Dimslear, Horwitz et al; Koch & Terrel, 1991; Young, 1991; MacIntyre & Gardner, 1991; and Samimy, 1996. This type is also called communication anxiety which is the main component of foreign language anxiety. It appears mainly in impromptu speaking, or in class speaking activities whether with peers or teachers.

3- Writing anxiety was the focus of two researchers: Raisman (1982) and Leki (1999). They considered writing anxiety-provoking because of the teachers' evaluation and their remarks in red ink on the students' composition notebooks.

4- There is also grammar anxiety which was investigated by Van Pattern & Glass (1999) who stated that grammar learners feel anxious due to the large number of rules and exceptions that are taught and presented and in the way teachers evaluate grammar.

1.4 Foreign Language Reading Anxiety

Reading in a foreign language is a complex skill that provokes anxiety as noted by many researchers such as Zbornick & Walbrown, 1991; Clavo & Carreiras, 1993; Saito, Garza & Horwitz, 1999; Zhang, 2000; Argaman & Abu Rabia, 2002; Minyanga, 2006; Qadomi, 2006; Chen, 2007; Gonen, 2005/2009; Tallon, 2006; Zhao, 2009; and Al-gathoni, 2010. Foreign Language Reading Anxiety (FLRA) henceforth will be the focus of this thesis and its first independent variable.

Foreign language reading anxiety was first introduced by Zbornick & Wallbrown (1991). It represents a specific situational type of anxiety that is distinct but related aspect to foreign language anxiety that is experienced in reading or while the act of reading processing.

Zbornick & Wallbrown (1991) defined it as “any discomfort or fear accompanied by reading foreign language texts whether in reading processing or testing” (Chen, 2007: P.7). Together, the researchers developed their scale which is known as Reading Anxiety Scale (RAS) which consists of 45 items on Likert scale.

The concept of Foreign Language Reading Anxiety (FLRA) was later revived by Saito, Garza & Horwitz (1999) when they developed their worldwide Foreign Language Reading Anxiety Scale (FLRAS) that consists of twenty items on Likert's scale, too.

Saito et al (1999) also developed a new definition of anxiety which talks about the readers' scores in the foreign language reading anxiety scale; another is a mediating variable that at some point intervenes between the decoding of a text and the actual processing of its textual meaning”. Saito et al; considered reading anxiety a distinctive type of foreign language anxiety and a situation- specific type of general anxiety. In Chen (2007) they defined FLRA as "worry of readers who read foreign language text under

uneasy, nervous situations". This anxiety is caused by two reasons; one is the unfamiliar writing systems, and the other, is the unfamiliar cultural background (p.30).

Reading is not merely a receptive process of picking up ideas from a page but the third complex skill that involves rapid, purposeful, and comprehending, as well as flexible and gradually developing interaction (Phan, 2006). The word receptive doesn't here mean passive but active and interactive skill for construing meaning.

Shamaila (2009) attributed reading difficulties to the students' poor language proficiency or inability to decode a text and lack of skills to cope with reading comprehension.

Finally, reading comprehension is dependent on the readers' concentration and effort put in. The more skills and strategies are used; the better would be the results and performance. To sum up, reading is an anxiety-provoking skill. It has a great influence on both readers' reading comprehension performance and on strategy-use awareness.

1.5 Statement of the problem

The researcher who is a school teacher of English as a foreign language (EFL) noticed throughout his actual teaching experience that Tawjihi students feel anxious when reading whether during comprehension tests or processing tasks. In fact, they feel more nervous in the language class than other classes and more in Tawjihi level than in others.

The students, who get used to studying short lists of vocabulary items, grammar rules and exercises, usually complain of reading lengthy, complex, abstract and artificial texts. They also claim that the diversity of topics and the embedded foreign culture themes block their reading comprehension. In fact, the researcher feels his students lack self-confidence and feel anxious which is reflected in their failure or low performance in reading. In Tawjihi level, this means risking the loss of approximately one-third of their English language grade.

The researcher through simple observation in his own classes found those students neither know the appropriate reading strategies such as skimming, scanning, self-confidence, repair and effectiveness nor know when and how to apply them. Instead,

students randomly apply bad reading habits such as following certain clues in the text, ending by writing whole paragraphs when the question may just need two or three words. They are not also instructed in strategies which can help them be good and efficient readers.

The researcher also noticed that school students mostly depend on some teachers' direct explanation or translation of reading texts. They don't use dictionaries and can't use them well, which contradicts one of the qualities of good language readers.

These factors (poor reading ability and incorrect strategies) urged the researcher to investigate this significant phenomenon in the Palestinian context, on Tawjihi adult students who study within many anxiety- provoking conditions.

1.6 Purpose of the study

The current study has many purposes:

First of all, it aims to investigate the phenomenon of Foreign Language Reading Anxiety (FLRA) in the Arab Palestinian context, and to see its potential influence on Palestinian Tawjihi students' reading comprehension performance.

The study also aims at investigating the Tawjihi students' use of good reading strategies (when, what and how) especially the metacognitive strategies such as confidence, repair and effectiveness which are closer to learning affective factors. By contrast, this study will show the students' use of poor reading strategies or what some linguists refer to as bad reading habits.

Another important aim stemmed from the nature of the study population. That is comparing location differences, namely educational settings and school residency. Furthermore, the study aims at exploring differences between gender in terms of their levels of reading anxiety, performance and strategy use.

Finally, one further purpose is to provide other researchers, teachers, and those in the position of decision making with a baseline of information about the actual worries of students in one side, and good or poor reading strategies used by them in another. This will

act as an introduction to the process of success in reading in particular as well as language learning in general.

1.7 Significance of the study

The significance of the study stems not only from the importance of reading itself for high school students as an important component that would help them at this year to pass Tawjihi, but also for their benefit one year later when they join college where reading in English becomes an important means of their success and language learning development.

Another significant reason for the study is due to the fact that many prior studies recommended conducting more studies on this topic. Since most of them yielded inconsistent and conflicting findings (Zbornick and Wallbrown, 1978; Horwitz et al, 1986; Aida, 1994; Saito et al, 1999; Abu Rabia, 2002; Taloon, 2006; Chen, 2007; Zhang, 2009). It is also significant because most of the previous studies were done on college students' level rather than on high school students.

Another reason is that previous studies focused on speaking anxiety or general language anxiety rather than on reading which is considered the cornerstone of language learning. Likewise, research on reading also allows investigating reading strategies which was recommended by several researchers such as (Singhal, 2001) and Brantmeier (2002).

More importantly, this study is the first one to be done in Palestine as a FL setting where literacy skills play an important role in language. It provides additional insights that contribute to foreign language research. It satisfies a long felt need for other readers and researchers.

Finally, the pedagogic output and recommendations of this study, both theoretical and practical would help to fill a gap in such an important topic in the Arab context in general and in Palestine in particular.

1.8 Research Questions

The researcher aims at answering the following questions:

1. What level of anxiety is displayed by the Palestinian Tawjihi students in Hebron area?
2. What is the influence of anxiety on English Foreign Language Reading Comprehension?
3. What are the statistically significant differences in level of anxiety due to gender, stream and location?
4. What are the statistically significant differences in students' performance in English reading due to gender, stream, location, and level of anxiety?
5. What type of strategies do the participants use?
6. What are the differences in students' strategies in reading English by gender, stream, and location?
7. What metacognitive reading strategies are used by participants of high or low levels of anxiety?
8. What metacognitive reading strategies are used by good and poor readers?

1.9 Limitations of the study

This study suffers from the following limitations:

First: the study used a convenient rather than a fully randomized sample.

Secondly: students completed the reading test and the two questionnaires in the same session due to the time limitation of Tawjihi students and their teachers who were in a strike for salaries.

Third: the study was only conducted on students and schools in Hebron district. Results then could be generalized only to similar students in similar settings.

1.10 Definition of key terms

Anxiety: apprehension, worry and nervousness that may take different forms such as panic, phobias and stress orders. It is also defined as a subjective feeling and worry that is experienced by individuals (Spielberger et al., 1976)

Reading performance: In this study, the total scores of the testees in the reading comprehension test of three articles.

Affective factors: factors that are related to learners' emotions like attitudes, motivation and anxiety that can either block or hinder learning (Menzies, 2007).

Avoidance: to stop reading because of anxiety, such as not doing or completing assignment (Horwitz, et al, 1986).

Study context: the place of the study or the academic setting it tackled. In this study, it refers to Hebron area in Palestine and the schools of the Ministry of Education in the three directorates north, south and middle.

Comprehension: understanding written texts, it includes linguistic knowledge, higher-level knowledge and Schema or background knowledge. In this study, comprehension is measured by the students' scores in a teacher devised reading test.

Curriculum: the teaching syllabus that involves aims, content, method of instruction and evaluation (Thornbury, 2006).

Cognitive strategies: strategies that take place within the readers' brains such as problem-solving tasks (Sapir, 1973).

Debilitative anxiety: a type of anxiety that impedes learning a language or a skill in that language (Spielberger, et al, 1976).

Effectiveness: a kind of meta-cognitive strategy-use awareness. It means activating other strategies such as confidence and repair.

Intensive reading: careful and detailed reading that is based on a textbook and usually done inside classrooms (Almutua&Kailani, 1989).

Learning strategies: ways of getting round difficulties encountered when learning.

Literacy: being able to read and write. Yukina (2003) brought in the term literacy anxiety.

Extensive reading: extra reading, or reading long texts usually outside the classroom such as selected pieces of anthology (Almutua, & Kailani, 1989)

Foreign language anxiety: fear of learning a foreign language. Horwitz (1986) defined it as a distinctive, complex of self perception to language classroom learning arising from the uniqueness of FL learning.

Foreign language reading anxiety: fear accompanied by reading foreign language texts or during reading under testing conditions, Saito et al, (1999) simplified it as the anxiety that learners experience in reading foreign language.

Gender: the social and biological distinction between males and females (Wei, 2009).

Individual differences: differences between individual learners in terms of learning styles, abilities, needs and drives.

Language EFL classroom: a setting where a target language is taught as a school subject only, and not used as a medium of instruction or communication outside the classroom.

Metacognitive strategies: knowledge, awareness and control of one's learning (Baird, (1997) or one's knowledge concerning one's own cognitive process and products or any thing related to them (Flavell, 1976). It is also the move to greater knowledge awareness and control of one's learning. It deals with how, when and where to use various cognitive strategies. There are three main aspects of meta-cognition: 1- Meta-cognitive knowledge 2- Meta-cognitive monitoring 3- Meta-cognitive regulation and control (Pintrich et al, 2000).

Mixed ability classes: is a marked difference among learners in terms of using learning strategies, motivation and anxiety factors.

Reading: a skill of getting information from written letters or words using sight or touch (Meriam Webster Dictionary). It is also a way by which readers bring their questions to the

text based on their knowledge (Sapir, 1973). Reading to Widdowson (1975) is the process of getting linguistic information via print.

Reliability: the extent to which a test or scale produces consistent, accurate results when administered under similar conditions (Lazaraton, 1995, P. 539).

Reading strategies: mental activities, conscious plans and problem solving procedures used by readers to comprehend a text, these include skimming, scanning, browsing, repair and effectiveness (Pressty and Offenbach, 1995).

Schema: the pre-existing knowledge in the mind about certain topic and how readers combine it with the text (Widdowson, 2008).

State anxiety: - the apprehension that a learner experiences at a particular moment in time as a response to a definite situation (Spielberger, 1983).

Situational anxiety: - the specific forms of anxiety that occur consistently over time within a given situation (Spielberger, 1983).

Tawjihi: the 12th grade at high school when students usually sit for an exit exam at the end of this class.

Trait anxiety: - an individual likelihood of becoming anxious in any situation. It is also viewed as any distinctive aspect of personality (Spielberger et al., 1976).

Test: a standard device to measure individual knowledge or behavior.

Text: a passage of reading.

Validity: the degree to which a test or scale measures what it claims or purports to be measuring (Brown, 1996).

1.11 Conclusion

In this chapter, the researcher states the introduction on the form of the problem and motivation for the study. He also gives a background that includes types and levels of anxiety. Then he shows his purpose of study and its significance.

Following that, the researcher sets eight questions that are based on different assumptions. Finally, the researcher talks about the limitations of the study and some essential key terms and definitions that come inside the content.

Chapter Two

Literature Review

This chapter includes a summary of anxiety research related to Foreign Language Reading Anxiety (FLRA). It is organized as a general introduction about Foreign Language Anxiety (FLA), its sources and influences on language learning. It then presents a detailed review of Foreign Language Reading Anxiety (FLRA) in terms of definitions, sources and influences on reading comprehension. A final review was done about students' perception of the reading strategies they used and gender differences.

2.1 The Foreign Language Anxiety (FLA)

The construct of Foreign Language Anxiety (FLA) was first introduced by Horwitz, Horwitz & Cope (1986) that placed it in the framework of related concepts of generalized anxiety. Horwitz, Horwitz & Cope (1986) considered Foreign Language Anxiety (FLA) a situation-specific type of anxiety. They also developed its scale, the FLCAS of thirty-three items.

Foreign Language Anxiety in the field of foreign language learning simply means "any source of fear that occurs due to learning a new language" (Menzies, 2007: p.4). In fact, this meaning is applicable to Horwitz, Horwitz & Cope (1986) who claimed that the foreign language class is one of the most stressful situations for foreign language learners.

The issue of Foreign Language Anxiety (FLA) was the focus of researchers in North America, Canada, Spain, China and Japan and few studies have been done in the Arab context concerning this observation (Ali, 2001; Abu Rabia, 2002; Qadomi, 2006& Al-gathoni, 2010). In the Turkish context, we find at least more concern by Gonen alone who implemented two studies (2005/2009). Gonen considered foreign language anxiety something unique to foreign language learning or second language acquisition.

Three directions for the study of Foreign Language Anxiety (FLA) were noticed by Chen (2003:p.8).One was identifying methods to study FLA (Horwitz, et al., 1999; Young, 1986; MacIntyre & Gardner, 1991; Samimy and Tabuse, 1992; Aida, 1994; and Truitt, 1995). Another direction was using qualitative research to obtain descriptive information that was not easily accessed through empirical research in order to identify the various aspects of foreign language anxiety (McCoy, 1979; Baily 1983; Horwitz, Horwitz & Cope 1986; and Price, 1991).

The last aspect was related to investigating the influence of anxiety on foreign language learners' performance (Ely, 1986; MacIntyre, 1988; Coch & Terrel, 1991; Sparks and Ganschow, 1991; and Philips, 1992).

Tobias (1985) talks about two models of foreign language anxiety. The first is The Interference Model that inhibits the recall of previously learnt material during the output stage of learning. The second is The Retrieval Model which is a skill deficit model that relates the problems of learning a foreign language to the poor study habits of students and their lack of study skills (Woodrow, 2006: p. 310).

Foreign language learning or second language acquisition usually passes through three stages as proposed by Tobias (1985). These stages are input, processing and output, each of which can cause anxiety. In the input stage, for example anxiety is sparked when the learner faces spoken or written material that is beyond his or her current level. During the processing stage, anxiety is provoked by the pressure of storage, elaboration and organization of the learnt material. As a final stage, which is the output, the student's level of anxiety depends on the quality of the performance in the two previous stages (Menzies, 2007; p.19).

This is also identical to MacIntyre and Gardner's view (1994) who found that anxiety occurs at each stage of learning as cited in Davis *et al*, (2004):

Anxiety acts as a function of a learner's ability to handle unfamiliar external stimuli in the input stage. During the processing stage, anxiety is aroused when the learner attempts to store and organize input. Finally in the output stage, anxiety occurs as a result of the learners' attempts to retrieve a previously learnt material (p.540).

2.2 Sources of Foreign Language Anxiety

Foreign Language Anxiety (FLA) can be caused by many different factors. One may argue that the term FLA itself is connected with foreign language communication. This observation was made by Horwitz, Horwitz and Cope (1986) who noted that impromptu speaking the Target Language (TL) or speaking FL in the language classroom are the major sources of anxiety that may lead students to what is called "reticence".

A similar idea was given by Price (1991) who talked about speaking and communicating effectively in the target language as a major source of anxiety.

In another study by Koch & Terrel (1991) on second year language students at California University, the researchers found that oral presentations and defining words in the target language are the top anxiety-provoking activities in the language classroom.

Horwitz et al; (1986) talked about another issue which is the students' unrealistic demands about themselves. Other researchers such as Parades (2001) in a Spanish context, found other reasons which included shyness, students' lack of proficiency in the target language and the complex nature of the target language itself.

Ely (1986), who was a teacher of a group of heterogonous students, measured their class discomfort, risk-taking and class sociability. Ely found that class sociability, class discomfort and long hours of learning were considered major sources of anxiety, in addition to the learners' differences in the perception of learning environment.

Other factors were found by Aida (1994) when she measured the anxiety of American students learning Japanese and Bekleyein (2004) who investigated the previous research on FLA including the classroom procedures, learning methods, and classroom activities. Other factors were found to be related to language testing and negative evaluation, while others were related to learners such as their self-esteem, and high or low personal expectations. Another set of factors was related to learners' errors, teachers' instruction and interaction with students. Finally, one may argue that causes of anxiety are mixed and related to the learning environment such as competitiveness between learners and some teachers' bias. Some factors are mentioned in Lee (1999); Seller (2002) and Gonen (2005) under the title "additional factors". These factors include language learners' inability, cultural background of learners and learners' lack of motivation.

2.3 Influence of Foreign Language Anxiety

Foreign Language Anxiety (FLA) has been a worldwide problem, that's probably why many researchers have investigated its potential influence on foreign language learners. (Tobias, 1985; MacIntyre and Gardner, 1999; Saito, Garza and Horwitz, 1999; Chen, 2003; Menzies; 2007; and Zhao, 2009).

MacIntyre and Gardner (1999) categorized the foreign language anxiety influence on foreign language learning to four categories: academic, cognitive, social and personal as can be seen in Bekleyein (2004) and Algathoni (2010) .These can be characterized as follows;

First, the *academic* influence that refers to high levels of anxiety which is often associated with low students' performance in language classes as noted by Horwitz, et al., 1986; Young, 1986; and Aida, 1994.

Second, *cognitive influences* were found to impede learning in its three stages which are input, processing & output as mentioned earlier in this study. Karshen (1982), in his affective domain, talked about anxiety influence on the three stages as follows:

- In the input stage, anxiety works as a "filter" that blocks & prevents information from entering the cognitive processing system.
- In the processing stage, anxiety distracts attention and consequently influences the accuracy and speed of learners.
- In the output stage, anxiety can affect the quality of language learning skills totally.

Third, *social influence* that can be observed in different stages of English foreign language learning, thus, producing some social symptoms that appear on learners' behavior such as their limited social interaction, less class participation, students' silence, shyness and embarrassment. Students finally fail to learn even after certain attempts. Socially, students also become less willing to communicate or participate, a phenomenon that contradicts with the good language learner characteristics (P. 33).

Fourth, *personal influence* may have a severe anxiety level which was already mentioned earlier in this study by Peplau (1965). This type and influence can have certain physiological symptoms on learners such as headaches and psychological behaviors such as nervousness.

In her study, Aida (1994) found that students, at this stage, lose confidence and withdraw from learning activities. Galeman (1995) found the worse that "students at this stage put themselves at the highest risk of criminality and alcoholism" as cited in Menzies (2007).

To sum up this part, one can say that Foreign Language Anxiety has a variety of negative influence on language learners who may retreat and avoid sharing. Learners may also avoid voluntary answers and avoid complex linguistic structures that their relaxed peers attempt. An example on this, Gardner (1991) found that some anxious students learned a list of vocabulary at a slower rate than less anxious students. Moreover, they had more difficulty in recalling a previously learnt material.

2.4 Reading Background: Definitions and types

First of all, reading is considered the window by which we view others' cultures and gain knowledge. It is the third major skill of language. It is considered by Sapir (1973) a cognitive process that involves most of the brain functions; sensory, attention, expectancy, coding, categorization, selection and comprehension. Sapir defined it in terms of "who is reading, what, in what state and for what reason" (p.485). Goodman (1970) defined it as "a psycholinguistic guessing game or a selection process that involves partial use of variable language clues selected from the perceptual input on the basis of the reader's expectation, and interaction between thought & language" (p.487).

A bit later, Widdowson (1979) defined reading as "the process of getting linguistic information via print". Identically, Perfetti (1985) in the same source of Urquhart et al; (1998) defined it as "the skill of transforming printed words into spoken words" (p.16).

Reading comprehension, on the other hand, is defined by Richard, Platt and Weber (1985) as can be seen in Ali (2001) as "the understanding that results from processing a written text ". According to them comprehension includes: linguistic knowledge as well as higher level knowledge and schema. This understanding or comprehension has different types: literal, inferential, critical and appreciative comprehension (p.5).

Reading falls into four categories as noted in Al-Mutaua & Kailani (1989) and Nuttal (1996): the first category is intensive reading, which is a classroom activity that is carried on under the guidance of teachers. Intensive reading is mainly concerned with texts and passages in language textbooks and learnt in formal settings. It focuses on vocabulary, structures, expressions, functions, pronunciation of those texts besides the grasp of their cultural insights.

Intensive reading is carefully guided towards thorough understanding of the content that may be achieved. It constitutes the basic component of English reading syllabus.

In comparison, extensive reading is usually done at home or in extra classes for pleasure and enjoyment. Thus, it has a supplementary role in the process of foreign language learning. It helps acquiring general knowledge and information. Extensive reading also enhances a previously learnt material such as selected pieces of literature and extra materials such as short stories, poems, novels and plays.

The third category is silent reading which is defined as the type of reading that involves understanding or comprehension by readers. It is done in class under the guidance of teachers and is usually mastered by training. Silent reading depends on certain skills or strategies and it particularly matches the metacognitive ones.

Last of all, reading aloud can be utilized for certain purposes such as checking students' pronunciation, word-stress and intonation, in addition to checking comprehension.

Reading according to Bernhardt (1991) can be better handled into three perspectives namely, cognitive, social, and a socio-cognitive perspective. The *cognitive* perspective that reading takes place within the readers' brain, and it is considered part of meaning extracting process. The *social* perspective considers reading meaning fluid, open to multiple interpretations and full of implied value systems. This means it can be interpreted differently by various readers or even differently by the same reader in various contexts.

The third perspective is *socio-cognitive*. This type matches between linguistic elements and pragmatic nature of the text i.e. topic, content and structure (Zhao, 2009:P.25) Zhao adds that Lee (1999) brought along a fourth perspective which is a *pedagogical perspective* that highlights the ineffective reading practices in reading comprehension that are rooted in the misconception about the reading process such as the perception that "reading is only answering comprehension questions" or that reading is only a private act or a linear process (p.51).

2.5 Foreign Language Reading Anxiety (FLRA)

Foreign Language reading at first glance seems to be the least susceptible skill to anxiety influence. The term of Foreign Language Reading Anxiety (FLRA) was first introduced by Zbornick and Walbrown (1991). The two researchers introduced the concept of Foreign Language Reading Anxiety (FLRA) considering it as a specific aspect of foreign language anxiety that has been invested in reading. In Chen (2003) Zbornick and Walbrown claimed that:

"The overall pattern of correlations showed substantially that reading anxiety measures something beyond general anxiety" (P.28).

Zbornick and Walbrown (1991) developed the Reading Anxiety Scale (RAS) as a kind of self- report measure that consists of forty- five items.

Later on, Saito, Garza and Horwitz (1999) developed the understanding of Foreign Language Reading Anxiety (FLRA). They defined it as “a mediating variable that intervenes at some point between the decoding of a text and the actual processing of its textual meaning” as noted by Ali (2004: p.5).

The three researchers also developed the Foreign Language Reading Anxiety Scale (FLRAS) which consists of twenty items. This worldwide measure for foreign language anxiety was used in many studies such as Horwitz et al; (1999); Argaman & Abu Rabia (2002) who found it valid and reliable.

In dealing with Foreign Language Reading Anxiety (FLRA) Horwitz, Saito & Garza (1999) put forward two assumptions: the first is that foreign language reading anxiety is a distinctive form of foreign language anxiety. The second is that foreign language reading anxiety level is dependent on the target languages and varied by these target languages (English, French, Spanish or Chinese).

2.6 Sources of Foreign Language Reading Anxiety

The first cause of foreign language reading anxiety according to the study of Collins and Onwuegbuzie (2006) is the students’ poor reading ability and poor reading skills especially when students are fronted with making decisions or interpreting statistical texts. This study is consistent with an earlier study of Baker (1989) who found that it is essential for students to be familiar with reading comprehension strategies and use them effectively rather than just relying on word understanding. According to Anderson (2005) abstract texts and texts of unfamiliar features or topics besides vocabulary make reading harder for students.

Gonen (2009) a Turkish researcher, categorized the causes of anxiety into three types: *Personal factors* which are inappropriate strategy use or using incorrect strategies, such as depending too much on dictionary rather than guessing meaning from context. Another personal factor is the horror of not comprehending what is being read. Other factors are: Lack of motivation, lack of self-confidence, negative background experience and not being able to read effectively and master reading. By contrast, some successful students have high expectations about themselves and their abilities. Thus, they feel that they have to achieve more scores in the foreign language reading (p.53).

Text factors which can also provoke reading anxiety in five ways, one is the non-interesting or difficult topics, unknown vocabulary or having more than one meaning according to each context. These variables may be combined with the complex linguistic structure in the reading text.

Cultural factors which include foreign unknown cultural content and concepts embedded in reading texts.

Finally, Gonen's classification includes *format and textbooks factors* such as length, density, type of the text and even font and punctuation marks and the type of course reading books and sources.

Gonen (2005) added the relations and the interaction between students and teachers, students with their friends, as some reading instructors can also affect learners' enthusiasm. The evaluation and testing can also invoke-anxiety. A similar note was also given by Lee, 1999 (p.53-54).

Other important reading sources of anxiety came in Minyanga (2006) who included the difficulty with English sounds, text organization, lack of understanding the gist of the text, lack of sufficient vocabulary and the inability to define foreign words. Gardner (1994) discussed other reasons related to the lack of time needed for processing specific reading tasks.

As a matter of fact, these reading processing tasks are divided into two levels as noticed by Ganschow & Sparks (1996) which are:

- *Lower-level processing* by which the learner is text-driven. He or she finds it quite laborious and painful to engage in the letter and word-recognition. In fact, this is an effortless process even in first language reading. Poor readers take up much of their cognitive processing capacity and it is difficult for them to direct their cognitive resources to a higher- level processing.
- *Higher-level processing* by which readers are *conceptually-driven* and mainly concerned with concepts and discourse analysis.

These two levels remind us of Saito, Horwitz, and Garza (1999) who divided reading activities into two: One is the unfamiliar scripts and writing systems, as well as the unfamiliar phonological, syntactic and lexical systems. The other is the unfamiliar cultural concepts and content encountered in the text.

The strange scripts and writing system include unfamiliar phonological, syntactic and lexical system. The reader would first encounter symbols, decode them into sounds, associate these sounds with words and finally attempt to process the meaning of the text.

They anticipated that the less familiar the learner is, the more anxiety he or she will experience. Also the less familiar the learner is with thinking of a specific TL culture; the more difficult it is for him or her to comprehend the sense or logic underlying the reading text

Huang (2000) studied 236 university students' FLRA in Taiwan. Her results showed that anxiety did exist in Taiwan. Reading anxiety sources there included reading for personal purposes, and the length of time they spend in learning English. A good finding in this study is that reading anxiety varied according to the participants, educational and cultural background.

Sharaiti and Bordbar (2009) considered reading in public one of the factors that causes anxiety due to certain text features such as content, organization, length, and readability which they called *internal factors*. They also add to these factors *external factors* that are related to the readers such as background knowledge, skills and motivation.

2.7 Foreign Language Reading Anxiety in Silent Reading and Reading Aloud

To begin with, both reading aloud and silent reading provoke-anxiety for different reasons. Reading aloud can be utilized for certain purposes such as pronunciation, intonation, word stress and pauses. Because of this, reading aloud best suits primary levels of study. Chen (2007) found that students have greater difficulty in memorizing important information when they are confronted with unfamiliar phonology and scripts.

In reading aloud, learners need to change written signs into oral signs, so students can't read well unless they speak well which provokes-anxiety. Saito et al; (1999) discussed two issues concerning reading aloud. One is sounds, symbols and scripts which the reader would encounter decode and change into meaning as a cause of anxiety. The second is that the reader can decipher the words but he or she still can't understand its sense because of the cultural material underlying the text.

Hoffman (1986) as documented in Gass & Selinker (1987) found that intense anxiety can direct one's attention to the physical features of words such as acoustic

properties, rather than their semantic content. The same idea was given in Sapir et al.; (1973) who considered reading aloud as a kind of translating graphic symbol.

Reading aloud, involves a series of subsidiary skills. These include the recognition of alphabet system, and correlations of graphic symbols.

In Cummins' study (1979) he found that highly motivated students work hard and learn better than less motivated ones. Furthermore, children who have problems in their first language showed similar problems in second language. Cummins states that:-

"English doesn't have a one-to-one relation between phonemes and graphemes. The words aren't always pronounced as they are spelled" (p.664). They gave these examples: The sound (c) in car and city. The sound (gh) in enough and night, and the silent (e) in made, note, bite vs. mad, not, bit respectively which signal a vowel change as cited in Abu-Rabia & Siegel (2002).

We should also bear in mind that Arabic and English differ in some phonemes and lateral sounds such as /P/, /V/, /E/, /I/ and /R/ knowing that English has 40 phonemes and this requires what some researchers called phonemic awareness. Otherwise, it will cause Arab learners to be anxious.

In the Palestinian context, Mourtaga (2006) attributed reading problems to the spelling system and the difference between Arabic and English. When comparing reading aloud with silent reading, one can say that their aim is different, for example silent reading aims at mastering comprehension and being able to answer various types of questions such as open-ended questions or pulling ideas together and giving opinions.

The skill of discourse and pragmatic analysis is important in silent reading and translation is not preferable as seen in Al-Mutaua & Kailani (1989). In a study by Breznitz (1991) students were found to encounter higher anxiety in reading aloud than in silent reading. They experience more errors and need longer time. To quote her: "it seems that pupils who suffer from anxiety and those who have difficulties in acquiring the reading skill would profit from assessment based upon silent reading" (Chen, 2007: p.73).

There is no pressure of public performance as it usually occurs in oral reading tasks, but rather being permitted to work without the deleterious impact of anxiety. Indeed, making errors in front of peers and being envious of those who read better were found to cause anxiety.

By contrast, silent reading provokes anxiety because students lack comprehension which is a big struggle for the reader who can't distinguish the main ideas from secondary points and can't check detailed meanings.

A last point in silent reading is that some students resort to translation from English to Arabic word by word which sometimes makes them more frustrated and anxious.

2.8 The Influence of Anxiety on Learners' reading Performance

Reading Anxiety relatively got little attention from researchers if compared with the bulk of literature on other types of Anxieties especially FLCA and oral anxiety. To date, the results of prior studies concerning the influence of reading anxiety in specific and foreign language anxiety in general yield conflicting results. A debate between researchers led to three views: positive, negative and neutral as follows:-

2.8.1 The Positive View Proponents:

As seen earlier in this study, some researchers categorized types of anxiety into facilitative and debilitating factors. The facilitative or positive influence view was assumed by Scovel (1977) who considered facilitative anxiety as an asset to performance and showed positive correlation with Arabic students who attempt difficult linguistic structure in English.

The first pioneers of reading Anxiety were Zbornick and Wallbrown (1991) who first introduced the theory of reading anxiety considering it a specific component of general FLA.

They did their first study on this topic in 1991. They used their own scale which is called the Reading anxiety Scale (RAS) of 45 items. They applied it on a sample of 436 / 4th- 6th grade students of both genders (225 females and 211 males). Their aim was to distinguish reading anxiety from the FL general anxiety. By the end, they found a relatively positive relationship between them. Due to this, they said that RAS and FLCAS share 21% of the items.

Through investigating 11 students' diaries, Bailey (1993) found that competitiveness and anxiety are keys to success. This view is close to Carreiras (1993) who found that anxiety didn't impair comprehension of any type. Anxious learners do increase their word-reading times to understand the text material (Chen, 2007: p.117).

Ganschow and Sparks (1996) examined 154 female high school learners. They found that language variables differentiate between “good” and “poor” foreign language learners, and that high average and low levels of anxiety may be a consequence of language skills differences. They finally stated that “there does appear to be a positive relationship between low-anxiety and strong performance in foreign language classes (Chen, 2003: p. 21).

In a study on students' joint skills, MacIntyre, Noels and Clement (1997) investigated students' self-perception of twenty-six French tasks related to three skills: speaking, reading comprehension and writing. The researchers surveyed thirty-seven adult (age- 20) Anglophone students. The instrument they used in the study was the FLCAS. Finally, they found a positive correlation of students' actual performance and that anxiety plays a pivotal role in language learning skills. Furthermore, they concluded a strong relationship between second language acquisition and L2 competence.

In the context of Canada, MacIntyre, Noels and Clement (1997) found a positive correlation between anxiety and success. In their study, they surveyed 37 adult Anglophone students. They investigated the second language perception and the actual performance in 26 French tasks including the three major skills, speaking, reading and writing. In conclusion, they found that the output quality ranged between good and very good.

Young (2000) investigated the relationship between L2 reading anxiety and reading comprehension. Other aims for Young were to measure the participants' background knowledge, L1 and L2 ability, length of texts and text structure. Results showed a significant positive correlation between L1 and L2 reading comprehension and ability, but unlike most prior studies no significant correlation was found between reading anxiety and reading comprehension.

In a closer context to Palestine, Ali (2001) study at Cairo University focused on the influence of using Jigsaw reading technique on a population of seventy-two English foreign language pre- service teachers. He finally concluded that Jigsaw reading techniques improved reading comprehension and consequently lowered levels of anxiety.

Anxiety also helped the population in developing a positive attitude towards cooperative reading. To sum up, little anxiety in this sense is a great motivator to learn, it is a good thing that makes learners eager and desirous to learn.

2.8.2 The Negative View Proponents.

Other studies have shown negative correlation between anxiety and language performance. (Breznits, 1991; MacIntyre and Gardner; 1991; Clavo; 1996, Saito et al; 1999, Argaman and Abu- Rabia, 2002; Shi and Lui; 2006, and last but not least Gonen; 2005 and 2009) Some of these researchers described the levels of anxiety influence as “alarming” estimating that a third to one- half of the students in language courses experience anxiety at its debilitating level (Campel & Qritz, 1991; Young, 1991& Worde, 1998).

In a study by Snaz (1991) the researcher found a negative correlation between anxiety and reading performance and comprehension in Spanish language. Ellis (1994) also found that anxiety and discomfort feelings in the language classroom didn't enhance learning of any kind.

Borso (1982) studied the relation between anxious readers' comprehension in the first language and their use of pre-questions. Borso administered McGraw Hill Reading test to 151 college students. Results showed a negative correlation between high-anxiety level students and their low reading comprehension. Findings also showed that good readers who used pre-questions by their own had lower reading anxiety level than their peers.

Another conclusion was also depicted by Rubenzer (1988) who found that worry, discomfort and being overwhelmed by unpleasant physical sensation of anxiety usually distract attention from subtle cognitive tasks. Saito, et al.; (1999) found that anxiety may cause processing difficulties especially for disadvantaged English foreign language students who may struggle in the skill of decoding or resort to resignation.

In a closer context to Palestine, Breznits (1991) did her study in Israel. Her aim was to investigate the relationship between FLRA and students' performance in silent reading and reading aloud. Her sample of study included 138 first grade pupils in two elementary schools. She gave them a reading comprehension test of two articles followed by multiple types of questions. The test was administered again on the same sample during their fourth grade.

A reading comprehension test was used as a tool followed by a test of multiple choice questions. As for procedures, students were asked to read both orally and silently. In conclusion, Breznits (1991) recommended favoring silent reading to reading aloud but students' performance in reading aloud was better as high-anxiety students had higher grades in oral reading. Anxiety affected comprehension negatively and a significant correlation was found between both types of reading ($r=0.45$. $p < 0.01$).

Chen (2007) referred to Spielberger (1987) who did a study using the State- Trait Anxiety Inventory (STAI) scale and found that anxiety affected reading negatively. Of course, this anxiety was experienced more in reading aloud than in silent reading as students were free from the risk of being monitored by their peers or teachers. Fear of negative evaluation, besides that, it was found that decoding a textual material in front of teachers usually provokes anxiety. In conclusion, better scores were found for 4th grade higher classes. The oral reading took longer time than silent reading and students experienced more errors in reading aloud.

Zbornick (1997) and Zbornick and Wallbrown (1998) administered their invented scale (RAS) of forty five items on a group of American children. They aimed to investigate the impact of emotional conflict upon the children reading comprehension in L1 and L2 .By the end; they found a negative correlation between them. Furthermore, they found that reading anxiety measures something beyond general anxiety. Barksdale (1988) studied the correlation between high and low level reading anxieties of 5th grade students' attention .She first measured the children reading language by using different texts that varied in the level of difficulty. Results showed that high-anxiety level students pay more attention to easy texts but not average ones. By contrast, low anxiety level students pay more attention to the difficult level than average texts.

This conclusion is consistent with Brezintes (1991) statement that “pupils who suffer from anxiety and those having more difficulties in acquiring reading skills would benefit more from assessment based upon silent reading” (p.37).

MacIntyre (1999) as has been reported by Brantmeier (2005) talked about three assertions for Foreign Language Anxiety (FLA). The first assumption is that anxiety only develops from negative experience early in language learning. The second is that foreign language

anxiety is negatively correlated with language learning. The third is that, anxious learners achieve lower grades, spend more time in learning foreign language and have more difficulty in language processing and in the two stages of learning input and output (p. 68).

Saito, Horwitz and Garza (1999) study aimed to explore the phenomenon of FLRA among FL students. The sample of the study was 383 college students as follows: from France 192, Russia 77 and from Japan 114. Saito et al used Horwitz et al (1986) FLCAS and Saito et al (1999) FLRAS. The aim of this study was first to investigate whether FLRA is distinct from the general FLA, and to see if FLRA differs with respect to specific target languages namely French, Russian, and Japanese. After analysis, findings indicated that students had higher levels of anxiety in both languages and had reading anxiety. Both anxieties had detrimental influence on students' performance. FLRA differs according to target languages ranked in order Japanese ($x=56.01$) was the highest then French ($x=53.14$) and finally Russian was the lowest and got ($x=46.64$). Surprisingly, Saito et al.; found reading anxiety a distinctive phenomenon from the general FLA. The studies revealed that main sources of reading anxiety were the writing scripts and foreign culture. It also revealed that reading anxiety negatively affects the students' perception of reading difficulty. That is, the higher students' self-perception of FLRA, the lower was their course grades.

Sas (2002) investigated the correlation between anxiety, vocabulary and reading texts that are culturally relevant. Participants were 14 Chinese and 16 Mexican students. Results showed a significant negative correlation between anxiety and vocabulary performance tests. Reading anxiety was also found as a main predictor of reading performance.

Chuan (2003) also documented Argaman and Abu Rabia (2002) when they examined the influence of anxiety on English as foreign language writing and reading comprehension for sixty-eight Israeli school children aged twelve to thirteen. At first, they geared the foreign language anxiety scale to the students' level. In response, students answered ten True/False statements about a text that consists of 320 words. For the writing section, students were asked to write fifteen lines describing the events recorded in that text. At the end, the two researchers concluded that a negative correlation did exist between

writing and reading comprehension on the one hand and foreign language reading performance and their foreign language performance, reading comprehension performance on the other($r=-0.25$) while writing performance ($r=-0.35$ (p.21).

Seller (2000) and Seller (2002) enriched the literature about FLRA. In the first study she set some hypotheses as follows: The first was that high levels of anxiety may direct the capacity attention far away from reading processing. Second, anxiety may also make the reading processing such as letter, and word recognition more effortful. The third was about the potential influence of anxiety on readers' decision making process such as a decision about meaning and strategy use. Seller's sample of study was 80 students learning Spanish as foreign language. They were divided according to their scores on the tools of study RAS and FLCAS into two levels. They also read and answered reading comprehension questions about two magazine articles. Seller's study revealed that high anxiety levels did affect readers' attention during reading. By contrast, low anxiety levels focused more and got higher final grades. She also noticed that reading anxiety affected her subjects' ability of important passage recall, thus, high-anxiety level readers experienced greater difficulty memorizing important information. Finally, seller found a negative relationship between reading anxiety and students' proficiency level.

In another study, Seller (2002) replicated Oh's (1990) study. She found that reading anxiety negatively impacted the students' recall of texts which were in Spanish as a foreign language. She found that high anxiety readers tended to recall less overall passage content than their low-level anxiety peers.

In a study about the emotional intelligence, academic performance and students' gender, Stottlemeyer (2002) studied 2000 students from 11th and 12th grades belong to three high schools in Texas. Two instruments were used, namely, Texas Learning Index (TLI) and Texas Assessment of Academic Skills (TAAS). Stottlemeyer found that female students finally scored significantly higher than males in reading. Females were more aware of their emotions and in their personal skills. By contrast, male students were better in stress management and leadership than females.

Liu (2002) studied 92 advanced students learning Spanish. Liu's purpose was to explore the relation between anxiety and reading performance. Two instruments were used FLCAS and RAS. By the end, a negative correlation was found between anxiety and students' performance. To sum up this part, it is obvious that anxiety may affect reading comprehension negatively and affect the readers' use of strategies. In conclusion, language teachers should create a low- anxiety classroom environment for their students.

2.8.3 The Neutral Influence Proponents

Although some researchers were clear when adopting either a positive or negative correlation between anxiety and reading performance, few other researchers have maintained conservative views towards the purported function of anxiety.

This neutral view was presented mainly by Scovel (1978) and Brantmeier (2005) studies. In a review about anxiety, Scovel found that anxiety itself is neither a simple nor a well- known and understood psychological construct. Moreover, it is perhaps premature to release anxiety to the comprehension and global task of language anxiety, claiming that there is no clear relationship between anxiety and foreign language learning. Upon investigating these claims, one may argue that the more researchers have investigated this phenomenon, the more complicated it becomes.

Scovel considered anxiety to be more directly involved in the formal activity of language learning rather than in the informal enterprise of second language acquisition.

Another skeptical attitude towards the uncertain relationship between anxiety and foreign language learning was confirmed by Dewaele (2002). Dewaele studied 100 students. But the researcher faced difficulty in confirming the role of foreign language anxiety as a stable factor for language learning.

Hsue (2004) investigated the impact of anxiety on 114 EFL military junior college students' reading comprehension. Findings of the study showed that reading anxiety didn't influence reading comprehension when reading difficult level texts. High anxiety level students recalled less passage content in easy reading texts. Reading time didn't affect reading anxiety and no significant differences between high and low anxiety level students were noticed in reading tasks. Hsue claimed that the main cause of reading anxiety was low English language proficiency. Above all, Hsue suggested that reading strategy instruction is useful and varying reading activities can reduce levels of reading anxiety.

In another study, Brantmeier (2005) applied two modified scales of Foreign Language Classroom Anxiety (FLCAS) and Reading Anxiety Scale (RAS) on a population of ninety- two advanced level learners of Spanish. After instruction, the researcher concluded that no significant difference or correlation between anxiety and reading comprehension existed for advanced level students. This explanation was given in Chen (2007):

“By the time students reach the advanced levels of study, their affective filters are already lowered” (p.35).

Another neutral view was seen by Coy and Harris (2003) who claimed that anxiety could have both “good” and “bad” sides. Woodman (2007) also saw another challenge concerning the anxiety topic which is the difficulty to determine when anxiety is related to decoding troubles and when it is related to learners’ disability.

Within the same year, Chen (2007) wanted to see if anxiety affects the needed or necessary reading time. The sample was 36 undergraduate students. Two scales were used. One is the test Anxiety Inventory (TAI) and the other is State-Trait Anxiety Inventory (STAI). The subjects also read four texts, two expository and two narratives, followed by a short comprehension test that contained ten questions. The target groups were divided equally and only half of them got a brief summary about texts. Two hypotheses were first set about the function of anxiety on reading processing. However ANOVA analysis results showed similar reading comprehension between high and low level anxiety students. By contrast, there was a significant difference between anxiety-levels concerning time of reading i.e. anxiety didn’t impair comprehension as students increased their time of reading and compensated by increasing their time and effort. The researchers finally concluded that high-anxiety level learners tend to follow step by step strategy more than low-anxiety students (p.32).

Finally, Chen found no such clear significance between anxiety and reading performance claiming that the relationship between them is quite weak and inconsistent.

2.9 The influence of Anxiety on Students' Strategy Use

People read for different reasons and no single day passes without reading. It may be personal diaries, street maps, labels, signs, leaflets, newspapers, magazines or textbooks.

The aim of reading is also different which is to gain knowledge, get grades, earn money or jobs, or at least for enjoyment.

Reading is also a means of communication that is held between a reader and a writer who share common knowledge. Widdowson (1979) defined reading as the need to encode a text by using certain skills or strategies that are usually related to reading comprehension. Later, Perfetti (1985) defined it as the skill of transforming printed words into spoken or getting linguistic information via print.

Anderson (2003) found reading to be an important process that needs interaction between four aspects namely: the reader, the text, the fluent reading (the ability to read and comprehend) and the strategic reading (the ability to use reading strategies well so as to accomplish the purpose of reading cited in Karbalaei (2010:p.8). Poor readers in contrast with good readers often use bad reading habits such as poor decoding, reading too slowly, pauses, repeating read sentences, poor or limited use of dictionaries and relying more on translation.

Good readers, on the other hand, usually apply good strategies or reading habits such as skimming, scanning, top-down, bottom-up processing, browsing and Survey-Question-Read-Recite-Review SQ3RS (Nuttal, 1996).

Reading strategies are defined by Oshlavsky (1977) and Saigr (1987) as the ways of getting round difficulties encountered when reading. Thus, strategies can be seen as responses to local problems in a text. These responses according to Oshlavsky are word, clause, story- related strategies or problem- solving processes. Pritchard (1990) saw them as deliberate actions that readers take voluntarily to understand a text.

Sarig (1987) categorized strategies into technical strategies such as skimming and scanning, coherence and detecting such as the use of content schemata and key information in the text. Other strategies include clarification such as using syntactic simplification or using synonyms (Urquahart et al, 1998: p.95).

In the Palestinian context, Abu- Shmais (2003) categorized strategies into direct and indirect strategies. Direct include memory, cognitive and comprehension, while indirect strategies include metacognitive, affective and social. The classification is similar to that of O'Maley and Chamot (1991) who considered strategies of three types; cognitive, metacognitive and social- affective strategies.

In her study, Carrel (1989) focused on the meta-cognitive strategies, because they are higher order executive skills. They reflect upon one's learning, closer to checking comprehension which is the reason why these strategies were chosen as the main focus of this study.

Metacognitive strategies are defined by Zimmerman (1986) as "the ability to adjust behavioral and environmental functioning in response to changing academic demands" Swanson et al.; (2005, p. 662). Oxford (1990) defined them as "the actions which go beyond cognitive abilities and which provide a way for learners to coordinate their own learning process" as in Assar (2009: P 73).

Cohen (1998) described them as dealing with pre assessment and preplanning (pp.179-180). Metacognitive strategies are more concerned with thinking about reading experience. They involve awareness and perhaps that is why Urquhart (1989) described them "knowing about one's knowing". O'Maley and Chamot (1990) saw that they include planning the task, self monitoring and evaluating it, as cited in Assar (2009: P. 73).

Metacognitive strategies according to Karbalaei (2010) include global reading strategies such as setting the purpose of reading, previewing text content and predicting what the text is about, problem- solving which are localized, focused on problem solving and repairing such as checking comprehension and rereading. The last category is the supporting strategies such as using support mechanisms, using supplementary materials such as dictionaries and other reference materials (p.117).

Finally, Bouchard (2002) identified certain individual strategies as good for reading comprehension. These strategies include knowledge activation, text structure awareness, practice and comprehension monitoring, question generating and answering, and summarization (Grabe, 2004).

To sum up about metacognitive strategies, they involve awareness, control and monitoring, repairing and revising performance. They answer the questions when, where and how to use strategies.

2.10 Lessons from Good Language Readers

The linguistic input of any language can be received through two skills, listening for first language and reading for the second. Some researchers considered them receptive, solitary and passive. Others considered them- in truth - elusive, populated and rich of

voices and views that are active for meaning and comprehension. Good readers were cognitively found as elaborative in the sense they integrate their pre-knowledge elements into their mental models, which in turn, depend on their interests (Griffith, 2008). Foreign culture for good readers is a challenge, but can be utilized by good readers' integration of top-down and bottom-up processes (Brantmeier, 2005).

Good readers can construct meaning by guessing and making inferences about the information implied in the text. They can also ignore unknown words, skip or analyze them into morphological components and finally, if this doesn't work, they can check a dictionary, consult a teacher or friend (Griffith, 2008). Good language readers pay attention to grammar which some of its rules are problematic for English learners (e.g. prepositions, articles or word order). A good lesson from good readers is also to pay attention to coherence via connectors of different types or throughout other linguistic devices such as pronouns.

Good readers are noticed to apply certain simple skills like selection, deletion and construction based on the original text base; furthermore, they go beyond the surface level of the text to its high level structures that are called macrostructures by Griffith (2008).

Good readers also utilize metacognitive strategies which involve awareness and use as well as actual regulation and certain social practices and affective factors such as interests, awareness of culture as well as beliefs and attitudes (Heath, 1983, Bell, 1995, Finkbeiner, 2005, Kamhi, 2003 and Finkbeiner, 2005). Good readers interact with the text and author via shared knowledge (schema) as shown below in figure (2).

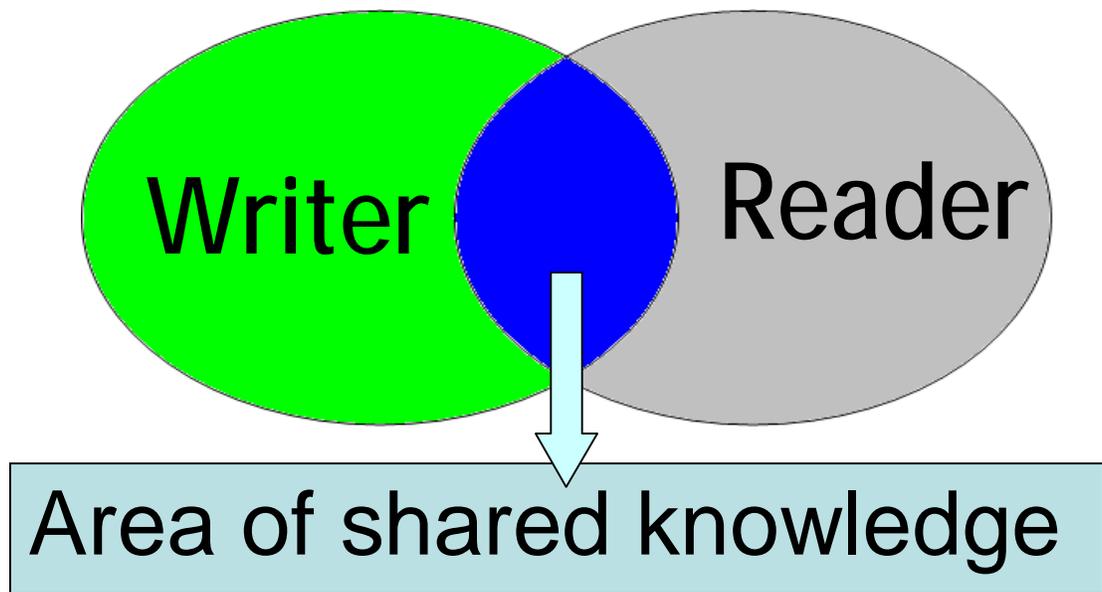


Figure (2) adopted from Nuttal (1996)

Finally, good readers also apply certain strategies that help their comprehension such as think-aloud, reread, repair and effectiveness. Better of this, is monitoring their reading comprehension and evaluating it, solving their problems. Best of all, they simplify the text material into semantic chunks; develop goals which are clear and easy to be achieved.

In conclusion, good readers are mentally engaged, motivated, active, strategic who first set goals, monitor processing and assess reading comprehension.

2.11 Gender Differences

Gender, as a variable in this study, means the difference between males and females according to their biological and socially given characteristics. Some researches considered this variable in their studies, and most sociolinguistic findings found that girls are better than boys in learning a foreign language.

Concerning anxiety and strategy use, Aida (1994) found no gender differences in foreign language classroom anxiety among Japanese FL learners. Man and Lynn (2000) as cited in Lynn and Mick (2009) found that females score higher than males in reading. Rhee (2001) found that females like to read magazines articles and the Bible while males like to read reports. Lynch (2002) found that girls enjoy and practice the skill of reading more than

boys .Klecker (2006) in a study on 4th to 12th grade students found girls score better than boys in reading, but Shi & Lin (2006) found males have more anxiety than girls while Zhao (2009) found that female learners experienced more foreign language reading anxiety than males.

As for reading and anxiety, Wei (2009) found that females outperform males in reading tests in the secondary level. Wei also found that females have showed more anxiety than male students. Moreover, females were more ready to report openly their anxiety than males in a female environment (p.20).

Abu Rabia (2004) reported that "females were more apt to report their feeling of anxiety especially in female environment. By contrast, male students didn't faithfully report their anxiety" (Zhao, 2009 p.36). This gender difference was cautioned by Bensoussan & Zeidner (1989) who stated that: "The expression of anxiety may be permitted or inhibited by cultural-emotion in some cultures. Moreover, they claimed it is considered a feminine characteristic that is discouraged in males" (p.35).

As for strategy use, females were found by Wei (2009) as more global strategy users. They prefer to guess meanings from contexts. They like the feeling of performance and utilize top- down strategies. By contrast, males were found to be more analytic, attend more to words and apply bottom- up strategies. Furthermore, male students are more interested in challenge and rely more in their L1 (p.20).

Finally, Mullis et al.; (2003) evaluated 4th grade reading performance in 35 countries and found that girls achieved higher than boys in reading test results as cited in Lynn and Mick (2009: P 7) .

2.12 Conclusion

In this chapter the researcher summarizes some of the literature concerning the Foreign Language Anxiety (FLA) and Foreign Language Reading Anxiety (FLRA) stating their roots or sources and influence on learners' performance, comprehension and strategies.

The researcher also gives a background about reading types and definitions. He also shows many studies on three forms: positive view proponents, negative and neutral ones.

Finally, the researcher shows some literature concerning strategies, good readers' qualities, and about gender differences.

Chapter Three

Research Methodology

This chapter presents the methodology of the study and its population and sample. It shows tools of data collection and means of verifying its validity and reliability in addition to the procedures of the study and its statistical analysis.

The study entails many goals such as exploring the sources and influence of anxiety on English FL Tawjihi students and how that affects their reading performance in the one hand, and its influence on their strategy use on the other. Another aim is to compare gender, academic setting and stream of study since we have males, females, three directorates of education and two streams of study- scientific and literary.

In order to investigate this issue under discussion in depth the researcher raised the following questions:

1. What level of anxiety is displayed by the Palestinian Tawjihi students in Hebron area?
2. What is the influence of anxiety on English Foreign Language Reading Comprehension?
3. What are the statistically significant differences in level of anxiety due to gender, stream and location?
4. What are the statistically significant differences in students' performance in English reading due to gender, stream, location, and level of anxiety?
5. What type of strategies do the participants use?
6. What are the differences in students' strategies in reading English by gender, stream, and location?
7. What metacognitive reading strategies are used by participants of high or low levels of anxiety?
8. What metacognitive reading strategies are used by good and poor readers?

3.1 Study Approach

The present study used the quantitative and qualitative approaches since both of them are considered to be the most suitable research approaches to study 'The influence of Anxiety on Palestinian Tawjihi Students' Foreign Language Reading Comprehension and Strategy Use'. The researcher developed the framework as shown in figure (3):

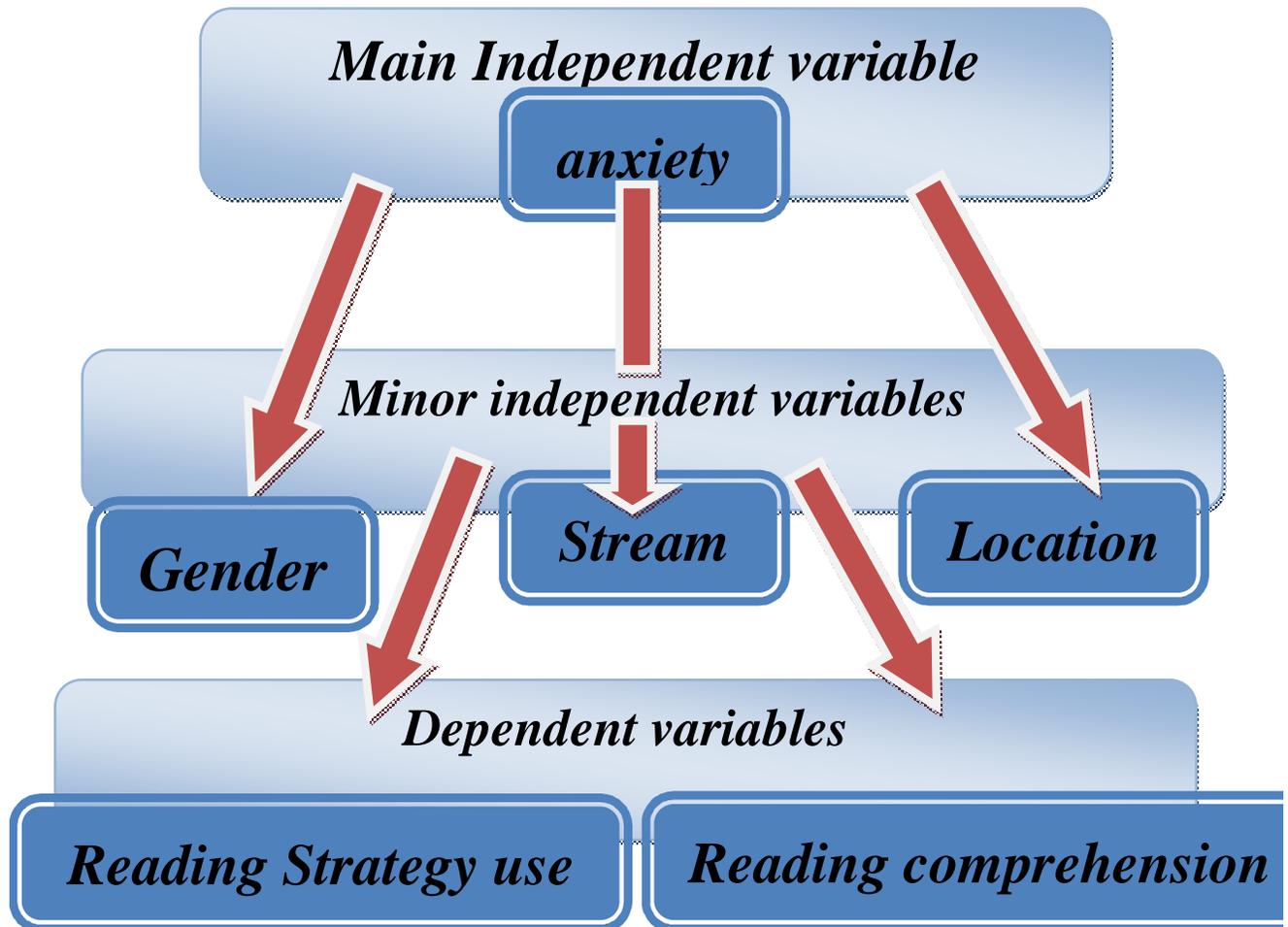


Figure (3) research framework

3.2 Population and the Context of the study

In light of the above questions, the researcher and upon the statistician advice and with the help of some EFL teachers recruited a convenient sample of students 370 from a larger population of Tawjihi students whose number in Hebron area alone 10,350 in just literary and scientific streams.

The sample of this study is Palestinian Tawjihi students who are enrolled in learning English as a foreign required language subject. They belong to the public high schools in Hebron District which is administered by the Ministry of Education (MOE). Hebron area is divided into three directorates of education north, south and centre. The total number of Tawjihi students in both Scientific and Literary streams is about 10350. The representative sample consisted of 370 students; males and females. It is worth noting here that vocational and repeated drop out students are excluded for two reasons, first, their reading texts are quite short. Second, specific study students were not registered at time of applying the study.

English in this context is taught as a foreign language next to other nine academic subjects including Arabic as a native language, math, science, religion and others. The Students of Tawjihi have a learning program of English classes every week that each lasts 45 minutes.

The curriculum of English entitled *English for Palestine* consists of two textbooks, students' book and workbook. They include the four language skills, listening, speaking, reading and writing. But unfortunately, listening and speaking are neglected and excluded from the ministry of education final exams. By contrast, teaching and learning reading comprehension is emphasized and each unit contains two texts which are included in the ministry's final exams and have a share of 40 grades in addition to 20 grades for extra reading commonly known as anthology.

Before taking the exam, students have received direct training in reading comprehension for the whole first semester. They were also familiar with such exams for at least six years of studying English before this level.

The study population consists of all the students of the 12th grade /Tawjihi students **both** (scientific stream and literary stream) for the academic year 2010/2011 table No. 1 below shows a detailed description of the selected sample.

Table No. 1. Distribution of the study sample by location, stream and gender.

Location	Scientific Stream		Literary stream	
	Male	Female	Male	Female
Hebron	15	16	35	54

South Hebron	17	15	51	67
North Hebron	11	11	33	45
Total	43	42	119	166

Table no. 1 clarifies the distribution of the study sample according to the location, stream and gender including scientific stream compared to literary stream. Tables no. 2-6 show the demographic characteristics of the sample.

Table No. 2. Distribution of the sample by gender

Gender	N	Percent %
Male	162	43.8
Female	208	56.2
Total	370	100

Table no. 2 shows the distribution of the sample by gender. Females were the majority with 56.2% and males were the minority with 43.8%.

Table No. 3. Distribution of the sample by location

Location	N	Percent %
Hebron	120	32.4
South Hebron	150	40.5
North Hebron	100	27.0
Total	370	100

Table no. 3 points out that the distribution of the sample by location as follows - 32.4% from Hebron, 40.5% from South Hebron and 27.0% from North Hebron.

Table No. 4. Distribution of the sample by stream

Stream	N	Percent %
Scientific	85	23.0
Literary	285	77.0
Total	370	100

Table no. 4 shows the distribution of the sample by stream as follows: 23.0% from scientific stream compared to 77.0% in the literary stream.

Table No. 5. Distribution of the sample by level of anxiety

Level of anxiety	N	Percent %
Low	182	49.2
High	188	50.8
Total	370	100

* **Note:** mean score = 3.28

Table no. 5 illustrates the distribution of the sample by level of anxiety as follows: low level 49.2% and high is 50.8%.

Table No. 6. Distribution of the sample by students' performance in reading English

Students performance in reading	N	Percent %
Poor	185	50.0
Good	185	50.0
Total	370	100

***Note:** mean score = 36.44

Table no. 6 shows the distribution of the sample by students' performance in reading English as follows 50% percent Poor and 50% percent equally for each.

3.3 Instruments of the study

In light of the literature review, the researcher found that multiple measures could elicit more accurate results, so three major measures and a minor one were used as follow:-

* The Foreign Language Reading Anxiety Scale (FLRAS). This was developed by Saito et al.; (1991). It consists of twenty items each of which is measured by Likert scale that ranges between "strongly agree" and "strongly disagree". It has three components; namely topic familiarity, vocabulary and grammar, reading confidence and enjoyment, and difficulty or dissatisfaction with reading abilities and activities. This scale is considered a valid research tool that is implemented and recognized worldwide. As a survey, self- report,

it was used by many researchers such as Horwitz et al.; (1991); Aida (1994); Saito et al, (1999); Abu Rabia (2002); Chen (2007) and Zhang (2009). Finally, this scale got satisfactory levels of validity and reliability -over 72% in the pilot study.

* The second scale is Carrel's (1989) Metacognitive Awareness Strategy-Use which is mainly used in the context of silent reading. This scale has thirty-six items and is also based on Likert's evaluation. Carrel (1989) divided its items into four primary categories namely reading confidence 5 items, repair strategy 5 items, effectiveness strategy 4 items and recognition of reading difficulty 8 items besides 8 other items which show the 6 attitudes of students towards "good readers" strategies. Effectiveness and difficulty –in turn- were subcategorized into pronunciation (sound-letter aspects of decoding), word-level (aspects of meaning) syntactic aspects of decoding, details of content, global aspects of textual meaning (text-gist) and background knowledge of textual meaning.

The two questionnaires were adapted to the specific context of the study by adding a biographical background section which participants fill about their school, gender, stream, reading grade and total average in English and numbers as the names of the students weren't mentioned. Some modifications were done such as deleting some adverbs of degree, for example **very upset** became **upset** alone. Also, item 19 question no. 1 was changed in translation from funny to sarcastic (appendix no. 1-4).

* The third measure was a reading comprehension test of three passages that range in size and difficulty. The first one is narrative related to the student's book (curriculum-based), the second one is scientific and was taken from TOEFL practice reference book, while the third is a literary text and was taken from previous Tawjihi exams by the Ministry of Education- Archive-1997(appendix no.5.page No.106). The three texts were employed by the researcher to check the students' level of performance in reading comprehension and its correlation with their level of anxiety and strategy use measured on the above scales.

It is worth mentioning here that multiple types of questions were used on each text. Both subjective and objective items were used and the researcher tried to emulate the types of questions such as those used in the TOEFL tests and the Ministry of Education (MEO) exams.

The test included detailed wh-questions, circling correct answers, finding out synonyms and antonyms, referential pronouns, True/False judgment, and suitable titling.

It is also worth mentioning here that the exam content is related to the items of the two above questionnaires.

Finally, as a minor descriptive measure, and in order to clarify any ambiguity left the researcher carried out some follow-up interviews with those who gave unclear responses as well as with their teachers to find out the answers so as to make them clear and factual

(Appendix no. 7.page.No.113).

3.4 Data Collection and Study Procedures

The current study was conducted in Hebron District in Palestine. It was implemented during the second semester of the academic year 2010/2011. Participants were 370 representing three directorates of education. They all took part in the study first by answering a questionnaire about reading anxiety (Saito et al, 1999) and then by sitting for a reading comprehension exam that contained three passages. Later, in a third step they responded to a second questionnaire about their strategy use and awareness which was adapted form Carrel (1989).

Before the study, the two questionnaires were translated into Arabic language so as to ensure that the students understand each item and responded truly according to their attitudes and feelings.

The given test was recorded as a mid-term examination in the 2nd semester to identify the participants' reading comprehension ability as well as their strategy use and preference.

Towards the end of the second term, students had experienced a reasonable amount of reading comprehension material and reading experience via practice through students' textbooks. Thus, they were expected to read and understand various texts with various topics and levels. At the beginning of the second term, the participants were purposely and explicitly told about the exam so as to arouse their anxiety as well as their strategy awareness.

The exam papers were revised by a group of language teachers and university instructors to ensure their suitability for the students' level and topic variation. For example, the referees suggested some changes such as changing Q.1 in text 1 to be indirect (**i.e. what happened after the 1948 disaster?**) to be (**what was the influence of the 1948 disaster on Palestinians?**). They also suggested putting 4 choices to the multiple choice questions

instead of 3 choices. Other teachers also shared voluntarily in monitoring the exam. Some others helped in tabulating the final results (appendix no. 6).

There was no limit time for responding to the questionnaires, but students mostly took 25 minutes while the test of reading was time controlled to 90 minutes which were too long for poor readers, but not enough for good ones. As a last step data were collected and taken into analysis as indicators of student's level of anxiety, ability, strategy use and awareness.

3.5 Validity and reliability of the study

This study maintained its validity and reliability through many internal and external methods. The first one is depending on worldwide, valid and reliable measures i.e., the Foreign Language Reading Anxiety scale (FLRAS) which was invented and implemented by Horwitz et al.; (1991) and gave satisfactory results about 72%. Moreover, it is also used in other studies and proved validity and reliability, such as Aida 1994; Saito et al, 1999; Abu Rabia, 2002; Chen, 2007; and Zhang, 2009.

The second scale was adapted from Carrel. It is Carrel's (1989) Metacognitive Strategy-Use Awareness Scale. This has also showed good reliability and validity whether in Carrel's (1989) study or later in the study of Matsumura (2001) who after implementation found it reliable and valid.

The reading comprehension test validity & reliability originated from the fact that its texts were original and adopted from authentic sources, for example, text one is taken from the textbook of the Palestinian curriculum *English for Palestine* and was implemented on Tawjihi students' final trial exam (2010). The second text was taken from a real published TOEFL practice book (Zad, 2007). The last text was taken from the Ministry of Education (MOE) final exam (archive-1997) and the exam questions are based on Bloom's taxonomy which tests various cognitive abilities.

The external validity and reliability resulted from the fact that these scales and test are judged by referee specialists such as university instructors who modified some items in the two scales. The referees also judged the two scales after translating their items into Arabic. Others checked the text topic variety and gave some tips for modifications. The referees' tips were all taken into consideration by the researcher. Some school teachers also checked these texts suitability for the testees' levels.

The external validity and reliability also stemmed from the teachers' monitoring and checking of its results. A final guarantee of reliability and validity for this study is the fact that it was informed by findings from a pilot study which was conducted three weeks prior to the actual study. This piloting phase gave quite satisfactory results (68% reliability -72% validity on Cronbach Alpha) for both measures and this is closer to the results which were (72%).of Horwitz et al .;(1991)

Finally, the researcher of this study ensured validity and reliability of this study via the procedural implementation step by step within a cycle of time. In addition, the researcher ensured giving explicit instructions to the participants during responding to the questionnaires and in answering the reading exam.

3.6 Reliability of the Study Tool

With regard to the test reliability, it was tested by calculating the internal consistency of the test total degree using the Cronbach Alpha Formula, as it is in table 7.

Table No. (7). Cronbach Alpha Formula for the questionnaire sub-scales

No.	Sub-Scale	No. of Items	Alpha
1.	Anxiety	20	0.76
2.	Confidence	5	0.83
3.	Repair	5	0.80
4.	Effectiveness	9	0.78
5.	Difficulty	8	0.82
6.	Attitude towards good readers strategies	8	0.77
7.	Total degree	35	0.80

Findings indicate that the test with its different dimensions is highly reliable 80%.

3.7 The pilot study

A pilot study was administered three weeks prior to the major study. The main aim of this small scale study was to ensure and calculate the reliability and clarity of the translated versions of the study scales. Thirty participants of both genders and streams equally took part in the study. After analysis results showed significantly reliable results and correlation between anxiety, reading performance and strategy use of about 68% -72% respectively. By the end of this study, two items of the questionnaire were refined. Some ambiguous terms were deleted. Moreover, other items were completely changed or rejected when some students read and identified them as unclear, so unsurprisingly the items of the 2nd questionnaire became 35 items.

Finally, it is worth noting here that before this study the same translated versions were pilot tested and judged by referees of language school teachers and university instructors whose suggestions were taken into consideration before implementing the main study.

3.8 Data Analysis

Data were collected through various tools. The research questions were answered upon a kind of qualitative and quantitative approach, which is considered the most suitable method for such a study topic.

The researcher converted the scores of the two questionnaires and the reading test results to 100% for consistency. Scores obtained from FLRAS were used to answer the first research question about the participants' level of anxiety. Data taken from the second questionnaire were considered as an indicator of the students' strategy – use awareness. Finally, the results of the reading comprehension test were taken as an evidence of the participants' reading performance and thus revealed the answer to the second research question.

The tests were corrected and allocated certain numbers so as to carry the required statistical procedures which took place through obtaining numbers, percentages, means, standard deviation and graphics.

Following this process, data were reviewed in preparation for processing into computer. In addition, the following statistical tests were used: Pearson correlation, factor

analysis, T-test, one way analysis of variance and Cronbach Alpha using Statistical Package for Social Sciences (SPSS) .(Please see appendix no. 8).

3.9 Conclusion

In the chapter of methodology, the researcher attempted to provide a clear description of the study population and sample.

At first, the researcher described the procedures of the study concerning the selection of participants, the setting of study, location, timeline and also the procedures of data collecting step by step.

Undoubtedly, gender, stream and location are given in figures and percentages besides tables to show the participants personal data. Later on, he presents and describes his ways and methods of data analysis such as using Cronbach Alpha and the SPSS.

Chapter Four

Findings of the Study

The current study aimed at identifying "The Influence of Anxiety on Palestinian Tawjihi Students' Foreign Language Reading Comprehension and Strategy Use".

This chapter deals with the results of the study which were obtained through statistical analysis of the participants' responses to the various instruments such as FLRAS, Metacognitive Strategy- Use and reading comprehension test. At first, students responded to the first questionnaire, and then they did the reading exam. As a last step, they reported their awareness of reading strategies via responding to the second questionnaire and some follow up interviews.

Results will be presented in the order to research questions.

4.1 Students Level of Anxiety

Q.1. What level of anxiety is displayed by the Palestinian Tawjihi students in Hebron area?

Numbers, means and standard deviations were calculated to respond to the question above. Table number 8 below presents the results.

Table no. 8. Students' level of anxiety

Variable	N	Mean Score	Std. Deviation
Student's level of anxiety	370	3.28	0.45

Table no. 8 shows that the students' level of anxiety was *moderate*, the mean score was 3.28. The standard deviation was 0, 45 knowing that the total number of students was 370 of different locations, streams and genders.

Table No. 9. Factor analysis for the anxiety test

Items	Alpha
I get upset when I'm not sure whether I understand what I am reading in English.	0.62
When reading English, I often understand the words but still can't quite understand what the author is saying.	0.60
When I'm reading English, I get so confused I can't remember what I'm reading.	0.60
I feel scared whenever I see a whole page of English in front of me.	0.62
I am nervous when I am reading a passage in English when I am not familiar with the topic.	0.60
I get upset whenever I encounter unknown grammar when reading English.	0.60
When reading English, I get nervous and confused when I don't understand every word.	0.60
It bothers me to encounter words I can't pronounce while reading English.	0.60
I usually end up translating word by word when I'm reading English.	0.61
I enjoy reading English.	0.62
I feel confident when I am reading in English.	0.60
Once you get used to it, reading English is not so difficult.	0.60
The hardest part of learning English is learning to read.	0.60
I would be happy just to learn to speak English rather than having to learn to read as well.	0.75
I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.	0.60
I am satisfied with the level of reading ability in English that I have achieved so far.	0.60
English culture and ideas seem very foreign to me.	0.60
You have to know so much about English history and culture in order to read English.	0.60
By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about	0.60
I am worried about all the new symbols I have to learn in order to read English.	0.60

Findings in table no. 9 indicate that they all combined measured "The Influence of Anxiety on Palestinian Tawjihi Students' Foreign Language Reading Comprehension performance and Strategy-Use" in light of the theoretical framework which the tool of study is based upon.

Table No. (10). Factor analysis for the strategies test

5	Items	
Confidence	When reading for comprehension in English ...	Alpha
	I usually anticipate what will come next in the text.	0.60
	I usually recognize the difference between main points and supporting details.	0.70
	I usually relate information which comes next in the text to previous information in the text.	0.60
	I usually question the significance or truthfulness of what the author says.	0.60
	I usually use my prior knowledge and experience to understand the content of the text I am reading.	0.60

5	When reading for comprehension in English, if I don't understand something in the text (e.g. term, idea)	
Repair	I keep on reading and hope for clarification further on.	0.60
	I reread the problematic part.(sentence , paragraph)	0.70
	I go back to a point before the problematic part (sentence, paragraph) and reread from there.	0.60
	I look up unknown words in a dictionary.	0.60
	I give up and stop reading.	0.60

9	When reading for comprehension in English, the things I do to read effectively are to focus on	Alpha
Effectiveness	Mentally sounding out parts of the words.	0.60
	Understanding the meaning of each word.	0.60
	Getting the overall meaning of the text.	0.60
	Being able to pronounce each whole word.	0.63
	The grammatical structures.	0.60
	Relating the text to what I already know about the topic.	0.65
	Looking up words in the dictionary.	0.60
	the details of the content	0.60
	The organization of the text.	0.60

8	When reading for comprehension in English, things that make the reading difficult are...	
Difficulty	the sound of the individual words	0.62
	pronunciation of the words.	0.60
	recognizing the words.	0.60
	the grammatical structure.	0.60
	the alphabet(the spelling)	0.60
	relating the text to what I already know about the topic.	0.60
	getting the overall meaning of the text.	0.60
	the organization of the text.	0.61
8	The best reader I know in English is a good reader because of his/her ability to...	
Attitudes towards good readers' strategies	recognize words.	0.62
	sound out words.	0.60
	understand the overall meaning of a text.	0.60
	use a dictionary.	0.60
	guess word meanings.	0.60
	integrate the information in the text with what he/she already knows.	0.60
	focus on the details of the content.	0.60
	grasp the organization of the text.	0.64

Findings in table no. 10 indicate that they all combined measured 'The Influence of Anxiety on Palestinian Tawjihi Students' Foreign Language Reading Comprehension performance and Strategy-Use" in light of the theoretical framework which the tool of study is based upon.

4.2 Aspects of anxiety

Means and standard deviations were used to identify the above question. Table number 11 below presents the results.

Table no. (11). Aspects of anxiety

Aspects of anxiety	Mean Score	Std. Deviation
I get upset when I'm not sure whether I understand what I am reading in English.	4.36	0.92
I get upset whenever I encounter unknown grammar when reading English.	4.14	1.06
Once you get used to it, reading English is not so difficult.	4.09	1.09
When reading English, I get nervous and confused when I don't understand every word.	4.07	1.02
I would be happy just to learn to speak English rather than having to learn to read as well.	4.06	1.12
By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about	3.74	1.28
When I'm reading English, I get so confused I can't remember what I'm reading.	3.65	1.24
I am nervous when I am reading a passage in English when I am not familiar with the topic.	3.57	1.24
It bothers me to encounter words I can't pronounce while reading English.	3.53	1.24
I feel confident when I am reading in English.	3.44	1.26
I feel scared whenever I see a whole page of English in front of me.	3.43	1.33
I enjoy reading English.	3.37	1.41
When reading English, I often understand the words but still can't quite understand what the author is saying.	3.33	1.24
English culture and ideas seem very foreign to me.	3.22	1.30
I am worried about all the new symbols I have to learn in order to read English.	3.19	1.34
I am satisfied with the level of reading ability in English that I have achieved so far.	3.18	1.36
I usually end up translating word by word when I'm reading English.	3.12	1.27
I don't mind reading to myself, but I feel very uncomfortable when I have to read English loud.	3.11	1.29
You have to know so much about English history and culture in order to read English.	2.91	1.35
The hardest part of learning English is learning to read.	2.15	1.11

The above table clarifies the aspects of anxiety, ranked in descending order as follows:

The top scores in table eleven were for the first five items. In the first item, students claimed that they got upset when they are not sure of their understanding. This item got the highest mean score 4.36. In the following item, students also claimed that they got upset whenever they encounter unknown English grammar in the text they read $m=4.14$. Nevertheless, they think that reading English is easy once a reader gets used to it $m=4.9$. In the fourth item, students indicated that they experience nervousness, if they don't know the meaning of each word in the text $m=4.07$. Then, in the fifth item, students shifted from reading to speaking and claimed that they would be happier to speak English rather than to learn how to read $m=4.06$.

By contrast, the items that received least agreement from the participants lie at the bottom of table eleven, sixteen to twenty. In item sixteen students expressed their satisfaction with their level in reading so far $m=3.18$. Then, in item seventeen, they confessed that they literally translate every word in the reading text $m=3.12$. After that, they expressed their fear of reading aloud (orally) but they expressed their enjoyment of reading silently on their own $m=3.11$. For item 19, Students see that English language history and culture are intertwined, and for that reason it is a prerequisite to learn a foreign culture and history to learn a foreign language.

In the last item 20 students denied that reading a language is the hardest part in learning a language and this item got the least mean score 2.15.

4.3 Students' Performance in Reading English

Q.2. What is the influence of anxiety on English Foreign Language Reading Comprehension?

Numbers means and standard deviations were used to identify the above question. Table number 12 shown below presents the results.

Table no. (12). Students' performance in Reading English

Variable	N	Mean Score	Std. Deviation
Students' performance in Reading English	370	36.44	17.44

Table no. 12 Shows that students' performance in reading English was very low, the mean score was 36.44.

4.4 Differences in Level of Anxiety by Gender, Stream and Location

Q.3. What are the statistically significant differences in level of anxiety due to gender, stream and location

H.1. There is no statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to the gender.

T-test was used to identify the above hypothesis. Table number 13 shown below presents the results.

Table no. (13). T-test for the level of anxiety among students according to gender

Gender	N	Mean Score	Std. Deviation	DF	T-value	Sig.
Male	162	3.13	0.46	368	-5.697	0.000
Female	208	3.40	0.42	N-2		

Table no.13 indicates that there are statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to gender. The differences were in favor of the female students, as it is clear from the mean scores in the above table. Due to the above finding the hypothesis is rejected.

H.2. There are no statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to stream

T-test was used to identify the above hypothesis. Table number 14 shown below presents the results.

Table no. (14). T-test for the level of anxiety among students according to stream

Stream	N	Mean Score	Std. Deviation	DF	T-value	Sig.
Scientific	85	3.12	0.39	368	-4.157	0.000
Literary	285	3.33	0.46			

Table no.14 indicates that there are statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to stream. The differences were in favor of the literary stream students, as it shows from the mean scores in the above table. Due to the above findings, the hypothesis is rejected.

H.3. There are no statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to location.

One way ANOVA analysis of variance was used to identify the above hypothesis. Table number 15 shown below presents the results.

Table no. (15). One way analysis of variance for the level of anxiety among students according to location

Source	Df	Sum of Squares	Mean Square	F-value	Sig.
Between groups	2	0.847	0.424	2.018	0.134
Within groups	367	77.049	0.210		
Total	369	77.896	-		

Table no .15 indicates that there are no statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to location. Due to the above findings, the hypothesis is accepted.

Table no. (16). Numbers, mean score, and standard deviation for the level of anxiety among students according to location

Location	N	Mean Score	Std. Deviation
Hebron	120	3.23	0.47
South Hebron	150	3.28	0.41
North Hebron	100	3.35	0.49

4.5 Differences in Students' Performance in Reading English by Gender, Stream, Location, and Level of Anxiety

Q.4. What are the statistically significant differences in students' performance in English reading due to gender, stream, location, and level of anxiety?

H.4. There are no statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to gender

T-test was used to identify the above hypothesis. Table number 17 shown below presents the results.

Table no. (17). T-test for students performance in reading English according to gender

Gender	N	Mean Score	Std. Deviation	DF	T-value	Sig.
Male	162	34.80	18.34	368	-1.600	0.110
Female	208	37.72	16.64			

Table no.17 indicates that there are no statistical significant differences at $\alpha \leq 0.05$ in students 'performance in reading English according to gender. Due to the above findings the hypothesis is accepted.

H.5. There are no statistical significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to stream

T-test was used to identify the above hypothesis. Table number 18 shown below presents the results.

Table no. (18). T-test for students performance in reading English according to stream

Stream	N	Mean Score	Std. Deviation	DF	T-value	Sig.
Scientific	85	48.51	17.21	368	7.845	0.000
Literary	285	32.84	15.84			

Table no.18 indicates that there are statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to stream. The differences were in favor

of the scientific stream students, as it shows from the mean scores in the above table. Due to the above findings the hypothesis is rejected.

H.6. There are no statistical significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to location.

One way analysis of variance was used to identify the above hypothesis. Table number 19 shown below presents the results.

Table no. (19). One way analysis of variance for students performance in reading English according to location

Source	Df	Sum of Squares	Mean Square	T-value	Sig.
Between groups	2	269.928	134.964	0.442	0.643
Within groups	367	112025.38	305.246		
Total	369	112295.31	-		

Table no.19 indicates that there are no statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to location.

Table no. (20). Numbers, mean score, and standard deviation for students performance in reading English according to location

Location	N	Mean Score	Std. Deviation
Hebron	120	36.98	20.54
South Hebron	150	36.94	15.85
North Hebron	100	35.04	15.68

H.7. There are no.20 statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to level of anxiety

T-test was used to identify the above hypothesis. Table number 20 shown below presents the results. Due to the above findings, the hypothesis is accepted.

Table no. (21). T-test for students' performance in reading English according to stream

Level of anxiety	N	Mean Score	Std. Deviation	DF	T-value	Sig.
Low	182	40.37	18.82	368	4.352	0.000
High	188	32.63	15.09			

Table no.21 indicates that there are statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to level of anxiety. The differences were in favor to students with low level of anxiety, as it is clear from the mean scores in the above table .Due to the above finding the hypothesis is rejected.

H.8. There are no statistically significant correlation at $\alpha \leq 0.05$ between students' level of anxiety and their performance in reading English

Pearson correlation was used to identify the above hypothesis. Table number 22 shown below presents the results.

Table no. (22). Pearson correlation between students' level of anxiety and their performance in reading English

Variables	N	R-value	Sig.
Students' level of anxiety in performance reading English	370	-0.246**	0.000

Table no.22 indicates that there are statistically negative correlation at $\alpha \leq 0.05$ between students' level of anxiety and their performance in reading English. *The more test anxiety, the less performance in reading English.* (Please see the appendix, no. 10.p.112).

4.6 Students' Strategies in Reading English

Q.5. what type of strategies do the participants use?

Numbers means and standard deviations were used to identify the above question. Table number23 shown below presents the results.

Table no. (23). Numbers, mean score, and standard deviation for students' strategies in Reading English

Strategies	N	Mean Score	Std. Deviation
Repair	370	3,62	0,60
Effectiveness	370	3,48	0,60
Confidence	370	3.20	0,76
Total	370	3.44	0,52

Table no. 23 clarifies students' strategies in reading English, ranked in a descending order, as follows, repair, effectiveness and confidence as it is clear from the mean scores in the above table.

4.6.1 Students' Strategy (confidence)

Table no. (24). Mean score, and standard deviation for students' strategy (confidence) in Reading English

Items	Mean score	Std. Deviation
Relating the text to what I already know about the topic.	3.77	1.04
I usually relate information which comes next in the text to previous information in the text.	3.22	1.22
I usually recognize the difference between main points and supporting details.	3.18	1.23
I usually anticipate what will come next in the text.	2.95	1.26
I usually question the significance or truthfulness of what the author says.	2.91	1.17

The above table clarifies students' strategy (confidence) in reading English, ranked in a descending order, as follows: The most used strategy in "confidence" category was the first one by which Tawjihi students claim that they relate the information in the text to its topic— $M = 3.77$. Relating it to their previous knowledge or schema was second and got $m=3.22$. The third item about distinguishing main and supporting ideas got an average score $m=3.18$.

By contrast, the least strategy in confidence was about predicting what comes next in the text ($m=2.95$) followed by the item about questioning the truthfulness of the author or content of the text $m=2.91$. A last hint about confidence strategy is that it was favored by male students as will be seen in gender differences later on in this thesis.

4.6.2 Students' strategy (repair)

Table no. (25). Mean score, and standard deviation for students' strategy (repair) in Reading English

Items	Mean score	Std. Deviation
I reread the problematic part.(sentence , paragraph)	4.25	0.93
I keep on reading and hope for clarification further on.	4.07	0.97
I go back to a point before the problematic part (sentence, paragraph) and reread from there.	3.98	0.95
I look up unknown words in a dictionary.	3.46	1.24
I give up and stop reading.	2.34	1.32

The above table clarifies students' strategy (repair) in reading English, ranked in a descending order, as follows: The top score in the strategy of "repair" was related to rereading the problematic areas until they become clear, this item got the highest score of $m=4.25$.

The second repair strategy was also about rereading or repeating areas before difficulty points hoping to get clarification later on.

In the third item students insist on their aim of reading for comprehension. They express positive attitude towards reading. By contrast, in the last item students indicate that they stop reading completely $m=2.34$. Instead, students shuttling by going back and forth (review and preview) information until they understand and this item got an average mean score 3.98. A last hint here is that the repair strategy was favored by female students.

4.6.3 Students' Strategy (effectiveness)

Table no. (26). Mean score, and standard deviation for students' strategy (effectiveness) in Reading English

Items	Mean score	Std. Deviation
Mentally sounding out parts of the words.	3.99	0.97
relating the text to what I already know about the topic	3.59	1.09
Getting the overall meaning of the text.	3.55	1.10
The organization of the text.	3.52	1.16
the details of the content	3.49	1.01
Looking up words in the dictionary.	3.45	1.10
The grammatical structures.	3.41	1.19
Being able to pronounce each whole word.	3.35	1.16
Understanding the meaning of each word.	3.03	1.27

The above table clarifies students' strategy (effectiveness) in reading English, ranked in a descending order, as follows: The first and foremost used strategy in effectiveness was that students mentally sound out parts of the word in their minds $m=3.99$.

The second strategy was relating the text to its topic. Then comes the item of getting the overall meaning of the text= 3.55 , followed by the item about details and grammatical structures. Another item in this category was about using the dictionary= 3.45 . Looking up new vocabulary items and even grasping the organization of the text comes next $m=3.52$.

The last two items were about pronouncing words and understanding their meanings which got the least mean score 3.35 and 3.03 respectively.

4.6.4 Students' Strategy (Difficulty)

Table no. (27). Mean score, and standard deviation for students' strategy (Difficulty) in Reading English

Items	Mean score	Std. Deviation
The grammatical structure.	3.31	1.24
Pronunciation of the words.	3.18	1.25
Recognizing the words.	3.17	1.27
Relating the text to what I already know about the topic.	3.16	1.20
The organization of the text.	3.15	1.22
Getting the overall meaning of the text.	3.06	1.21
the sound of the individual words	2.93	1.32
the alphabet(the spelling)	2.79	1.18

The above table clarifies students' strategy (Difficulty) in reading English, ranked in a descending order, as follows: As for the category of difficulty, students at first claimed that the most difficult part in reading is grammatical structure $m=3.31$ followed by pronunciation of words $m=3.18$. Relating a text to its topic comes next got $m=3.16$.

The text organization also constitutes another difficulty in reading with the mean score $m=3.15$.

Finally, the sound of words, spelling and the alphabet system were also considered hard for Tawjihi students and they got the least mean score in them 2.79 .

Table no. (28). Mean score, and standard deviation for students' strategy (Attitude towards good readers' strategies) in Reading English

Items	Mean score	Std. Deviation
Sound out words.	4.01	0.96
Use a dictionary.	4.00	0.99
understand the overall meaning of a text	3.88	1.05
Recognize words.	3.78	1.12
focus on the details of the content	3.72	1.09
Grasp the organization of the text.	3.63	1.17
Integrate the information in the text with what he/she already knows.	3.57	1.17
Guess word meanings.	3.24	1.24

The above table clarifies students' strategy (**Attitude towards good readers' strategies**) in reading English, ranked in a descending order, as follows: The first and most beneficial good readers' strategy from the perspective of participants was sounding out words $m=4.1$. Using a dictionary comes next 4.00.

Four other items received moderate agreement and they are: understanding the overall meaning of the text $m=3.88$, recognizing its words $m=3.78$, and focus on the details of the content $m=3.72$

The items that received least agreement from the participants were integrating the information in the text with what the reader knows $m=3.57$ and guessing word meanings from context (3.24).

4.7 Differences in Students' Strategies in Reading English by Gender, Stream, and location, level of anxiety and level of performance in reading English.

Q.6. What are the differences in students' strategies in reading English by gender, stream, and location?

H.9. There are no statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to gender.

T-test was used to identify the above hypothesis. Table number 28 shown below presents the results.

Table no. (29). T-test for students strategies in reading English according to gender

Sub-scale	Gender	N	Mean	Std. Deviation	DF	T-value	Sig.
confidence	Male	162	3.36	0.73	368	3.559	0.000
	Female	208	3.08	0.77			
repair	Male	162	3.53	0.61	368	-2.490	0.013
	Female	208	3.68	0.58			
effectiveness	Male	162	3.48	0.66	368	-0.100	0.921
	Female	208	3.48	0.56			
total	Male	162	3.46	0.54	368	0.550	0.583
	Female	208	3.43	0.50			

Table no.29 indicates that there are statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to gender. The differences were in the sub-scales: confidence to the favor of males in the first sub-scale, and repair to the favor of females in the second sub-scale, as it is clear from the mean scores in the above table. Due to the above finding the hypothesis is rejected.

H.10. There are no statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to stream

T-test was used to identify the above hypothesis. Table number 29 shown below presents the results.

Table no. (30). T-test for students' strategy use in reading English according to stream

Sub-scale	Stream	N	Mean	Std. Deviation	DF	T-value	Sig.
confidence	Scientific	85	3.34	0.63	368	2.185	0.055
	Literacy	285	3.16	0.80			
repair	Scientific	85	3.59	0.62	368	-0.471	0.638
	Literacy	285	3.62	0.59			
effectiveness	Scientific	85	3.47	0.54	368	-0.147	0.883
	Literacy	285	3.48	0.62			
Total	Scientific	85	3.47	0.48	368	0.517	0.605
	Literacy	285	3.43	0.53			

Table no.30 Indicates that there are no statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to stream. Due to the above findings the hypothesis is accepted.

H.11. There is no statistical significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to location

One way analysis of variance was used to identify the above hypothesis. Table number 31 has shown below present the results.

Table no. (31). Mean score and standard deviation for students' strategies in reading English according to location.

Sub-scale	Location	N	Mean Score	Std. Deviation
confidence	Hebron	120	3.27	0.72
	South Hebron	150	3.12	0.81
	North Hebron	100	3.24	0.75
repair	Hebron	120	3.69	0.56
	South Hebron	150	3.56	0.58
	North Hebron	100	3.60	0.66
effectiveness	Hebron	120	3.53	0.55
	South Hebron	150	3.45	0.65
	North Hebron	100	3.46	0.60
total	Hebron	120	3.50	0.46

	South Hebron	150	3.39	0.55
	North Hebron	100	3.44	0.53

This table shows the mean scores and standard deviations for the students' strategy used in various locations. One may notice that across all strategies, the highest mean was achieved by students in Hebron district followed by those in North Hebron then those in the South.

Table no. (32). One way analysis of variance for students strategy use in reading English according to location.

Sub-scale	Source	DF	Sum of squares	Mean square	T-value	Sig.
confidence	Between groups	2	1.664	0.832	1.409	0.246
	Within groups	367	216.725	0.591		
	Total	369	218.389	-		
repair	Between groups	2	1.095	0.548	1.508	0.223
	Within groups	367	133.277	0.363		
	Total	369	134.372	-		
effectiveness	Between groups	2	0.508	0.254	0.682	0.506
	Within groups	367	136.741	0.373		
	Total	369	137.249	-		
total	Between groups	2	0.842	0.421	1.543	0.215
	Within groups	367	100.129	0.273		
	Total	369	100.971	-		

Table no.32 indicates that there are no statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to location. Due to the above findings, the hypothesis is accepted.

4.8 Differences between High and Low level Anxiety Students

Q.7. What metacognitive reading strategies are used by participants of high or low levels of anxiety?

H.12. There are no statistically significant differences at $\alpha \leq 0.05$ in students' strategy use in reading English according to level of anxiety.

T-test was used to identify the above hypothesis. Table number (33) shown below presents the results.

Table no. (33). T-test for students' strategy use in reading English according to level of anxiety.

Sub-scale	Level of anxiety	N	Mean	Std. Deviation	DF	T-value	Sig.
confidence	Low	182	3.42	0.67	368	5.553	0.000
	High	188	2.99	0.79			
repair	Low	182	3.55	0.50	368	-1.918	0.056
	High	188	3.67	0.67			
effectiveness	Low	182	3.57	0.54	368	2.910	0.004
	High	188	3.39	0.65			
total	Low	182	3.53	0.46	368	3.117	0.002
	High	188	3.36	0.56			

Table no.33 indicates that there are statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to level of anxiety. The differences were in the sub-scales: confidence and effectiveness in favor to low levels of anxiety, as it is clear from the mean scores in the above table. Due to the above findings, the hypothesis is rejected.

4.9 Differences in Reading Strategies between Good and Poor Readers

Q.8. What metacognitive reading strategies are used by good and poor readers?

H.13. There are no statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to level of performance in reading English (good or poor)

T-test was used to identify the above hypothesis. Table number 34 shown below presents the results.

Table no. (34). T-test for students' strategies in reading English according to level of performance in reading English.

Sub-scale	Level of performance	N	Mean	Std. Deviation	DF	T-value	Sig.
confidence	Poor	185	3.14	0.81	368	-1.598	0.111
	Good	185	3.26	0.71			
repair	Poor	185	3.61	0.65	368	-0.155	0.877
	Good	185	3.62	0.55			
effectiveness	Poor	185	3.44	0.68	368	-1.299	0.195
	Good	185	3.52	0.52			
total	Poor	185	3.40	0.57	368	-1.383	0.168
	Good	185	3.48	0.46			

Table no 34 indicates that there are no statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to level of performance in reading English. Due to the above findings the hypothesis is accepted.

4.10 Conclusion

In this chapter, the researcher gives the results or findings of his study .At first; he shows his participants' level and aspects of anxiety, then their performance in reading English.

After that he makes clear up the strategies used by the participants.

The researcher also presents some facts about students' gender, stream and location. He explains each of the variables of the study by using some tables so as to help clarifying them.

Chapter Five

Discussion

The current chapter discusses the findings of this study and compares its outputs to prior similar studies. By the end, the researcher gives some recommendations for pedagogical practice besides other implications for future studies.

This study has aimed to investigate the role and influence of Foreign Language Anxiety (FLA) on high school students' reading performance and strategy use. Likewise, a comparison between students' level of anxiety, level of reading performance and strategy awareness according to gender, stream and location were also examined.

5.1 Research Questions

1. What level of anxiety is displayed by the Palestinian Tawjihi students in Hebron district?
2. What is the influence of anxiety on English foreign language reading comprehension?
3. What are the statistically significant differences in level of anxiety due to gender, stream and location?
4. What are the statistically significant differences in students' performance in English reading due to gender, stream, location, and level of anxiety?
5. What type of strategies do the participants use?
6. What are the differences in students' strategies in reading English by gender, stream, and location?
7. What metacognitive reading strategies are used by participants of high or low levels of anxiety?
8. What metacognitive reading strategies are used by good and poor readers?

Participants of the study were 370 Tawjihi students in Palestine - Hebron District- and their data were collected via two questionnaires and a reading comprehension test- as could be seen in the appendixes 1- 5. After analysis on the basis of SPSS, findings were 15 items as follows:

- 1) Students' level of anxiety was **moderate**; the mean score was 3.28.
- 2) Students' performance in reading English was **very low**; the mean score was 36.44.
- 3) There are statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to gender. The differences were in favor of **the female students**.

- 4) There are statistically significant differences at $\alpha \leq 0.05$ in the level of anxiety among students according to stream. The differences were in favor of **the literary stream** students.
- 5) There are **no** statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to location.
- 6) There are **no** statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to gender.
- 7) There are statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to stream. The differences were in favor of **the scientific stream** students.
- 8) There are **no** statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to location.
- 9) There are statistically significant differences at $\alpha \leq 0.05$ in students' performance in reading English according to level of anxiety. The differences were in favor of **students with low level of anxiety.**
- 10) There is a statistically **negative** correlation at $\alpha \leq 0.05$ between students' level of anxiety and their performance in reading English. **The more test anxiety, the less performance** in reading English (**table22 p.No.61**).
- 11) Students' strategies in reading English ranked in a descending order as follows; **repair, effectiveness and confidence.**
- 12) There are statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to gender. The differences were in the sub-scales: **confidence in favor to males** in the first sub-scale and **repair in favor to females** in the second sub-scale.
- 13) There are **no** statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to stream.
- 14) There are **no** statistically significant differences at $\alpha \leq 0.05$ in students' strategy use in reading English according to location.
- 15) There are statistically significant differences at $\alpha \leq 0.05$ in students' strategies in reading English according to level of anxiety. The differences were in the sub-scales: **confidence + effectiveness** in favor of **low anxiety level students.**

To summarize the above results, one may say that anxiety did exist in the Palestinian context at a moderate level. It had a negative influence on students' reading especially under testing conditions, henceforth; the participants' level of performance

was very low. However, some differences in students' level of anxiety, level of reading performance and strategy use were salient according to students' gender and stream, but no significant differences were seen based on the students' location.

5.2 Discussion

The following discussion is based on the study findings. The researcher also keeps in mind the study procedures and limitations.

5.2.1 Students' Level of Anxiety

For answering the first research question, (**What level of anxiety do the participants of the study display**) the researcher used the FLRAS of twenty items to assess the reader's variables such as familiarity and unfamiliarity of topic, content, vocabulary and grammar. Other aspects such as prior knowledge, enjoyment and confidence, difficulty or dissatisfaction with reading abilities and activities were also investigated. The results as proved in (table no 8 p50) revealed that students' level of reading anxiety is *moderate* with a mean score of 3.28 and a standard deviation of 0.45. This result is consistent with Vivian, (2004) in Taiwan with the mean score 3, 06 and nearly similar to Zhang, 2001; Chao, 2003; and Chen, 2007. The researcher thinks that this similarity stems from the fact that both Palestine and Taiwan learn and teach English formally as a foreign language at schools. As could also be seen in (table no 9 p51) the factor analysis of single items were nearly convergent between 60 and 62 on Alpha score except for item 14 which got a high mean score of 75 by which students' claimed that they would be happy learning speaking English rather than learning its reading . Reviewing literature, the researcher thinks this response is untrue because speaking the TL provokes – top anxiety of all skills as could be seen by Horwitz et al., (1991) and Brantmeier (2005).

As for item 12, students expressed their enjoyment for reading. In response, the researcher thinks this is true as reading is enjoyable and could be used for personal pleasure especially silent reading and extensive reading rather than reading aloud which is necessary for pronunciation, but can be negatively evaluated in front of peers and teachers .

A last point here is that the items that contain words such as worried, confused, scared, nervous, bothered and uncomfortable ranged between 60–62%. Statements that include verbs such as enjoy, satisfy and feel confident also got 60-62%. The items concerning reading difficulty whether because of letters or symbols got 60%. Another 60% were given by participants who thought that foreign culture and foreign history

provoke anxiety and that it is vital to know them as a prerequisite to master English reading skill. The researcher of this study agrees with Yukina, (2003) who considered anxiety as a situation oriented trait that varies according to each language learning situation. The researcher expected the level to be one of three that were also claimed by (Zhang; 2001): high, moderate, or low level. A high level of anxiety can be debilitating. It can discourage learners and let them lose faith in their abilities. The low level can be facilitative. Still, there is a challenge that students will not take it seriously or with a high level of responsibility. A third moderate level and it was discussed earlier in chapter one of this study by Peplau (1965).The moderate level anxiety can be motivational and encourages learning. Peplau considered it a positive type and beneficial for successful language learning. Peplau also saw it as a selective process that depends on immediate learner's concerns. The learner with moderate anxiety can block out selected areas and can attend to more areas if he or she needed (Menzies, 2007).

The researcher of this study sees the moderate level to be the best one in the Palestinian context. It can be helpful for reading, thus it shouldn't exceed the normal or appropriate dose, to be just enough and not more than necessary.

5.2.2 Students' Reading Performance

The second research question was about the influence of anxiety on EFL reader's performance. (**What is the effect of anxiety on students' reading performance?**). The answer to this question was that students' performance in reading English was very low, and the mean score was 36.44 while the standard deviation is 17.44.

Frankly, the above result didn't surprise the researcher a lot as an EFL teacher for 20 years. In fact, it is nearly the same result for at least the literary stream students who are the majority of Tawjihi students (77%) and whose results for every year range between 30-40%. This low level could also be justified as follows:

In addition to the low motivation to read even in Arabic (L1), literary students had meager knowledge- base whether linguistic knowledge or knowledge of life. An example on this, students lacked the knowledge about Edward Saeed and Hisham Sharabi in text (1) in the reading exam though they are famous Palestinians. Moreover, students before this exam used to memorize facts of the passages, but as these texts were unseen, they lacked readiness which is essential for reading success. There may be another justification which is the type of questions especially for the TOEFL text which was relatively new and difficult to them. Freedle and Kostin (1993) found seven difficulty characteristics for TOEFL test, these are: sentence, paragraph and passage

length, text organization, use of negation and referential as well as the overlap between text and its key as shown in Alderson (2000). The strict monitoring of the exam prevents students from cheating which is a bad habit and an anxiety strategy that students use to do. There is another reason which is students' inability to budget their time well as noticed through the class observation.

Many previous studies showed negative relationship between anxiety and reading performance such as Tobias (1985) who considered it a skill-deficit retrieval model that relates this problem to students' poor study skills. Young, 1991; Philips, 1992, Saito et al., 1999 found negative correlation between Foreign Language Reading Anxiety and students' final grades. Explaining this, they attributed it to two factors:

The first reason is the unfamiliar writing system and the foreign language symbols. The second reason is the unfamiliar cultural background of the texts. Sultan (2003) found that students' familiarity with foreign culture has a significant influence on reading comprehension and found a significant difference between readers as cited in Eideh, 2010. It was already seen in the literature review. In their follow up interviews, students claimed many sources of their low performance and anxiety such as unknown grammar forms, new vocabulary items and topic unfamiliarity. Others talked about length of texts, abbreviations, ellipses, figures, referential pronouns and even some punctuation marks as roots of their anxiety, too.

5.2.3 Students' Strategies in Reading English

As for the research question number five which was about the type of strategies that Tawjihi students' use. (**What type of strategies do students use?**). The answer to this question as could be seen in (table no.23 p62) and that is students mainly use three types of metacognitive strategies ranked in a descending order, repair which was favored by girls with the mean score 3.62 followed by effectiveness $M = 3.48$ then confidence strategy with the mean score 3.20 and this was favored by male students.

Repair as a problem-solving strategy was also found as the most often used strategy by Al-Sheikh, 2002; Al-Nujaidi, 2003; Hung, 2004; and Wu, 2005. Repair means stopping and starting once again to reread and repeat what is already read so as to enhance comprehension.

Effectiveness means to be able to activate some other strategy items taken from confidence, repair and difficulty. Al-Sheikh (2002) justified it as being used in acquiring L1.

Confidence strategy is totally against anxiety and frustration especially due to reading tests. In Chao (2003) study, females encountered high levels of anxiety. Male students had much confidence or comfort, self-esteem and stress management. This conclusion is consistent with Stottlemeyer (2002) who found males more flexible, independent and can cope better with stress (p.72).

5.2.3.1 Students' Confidence Strategy

The **confidence strategy** consists of five items; the first one is that students can relate the text to what they already know about its topic. It got the highest mean score $m=3.77$. It revealed that students ought to be equipped with knowledge in certain areas of life. In an Arabic proverb they say that "a letter is read from its title" and in English they say "a word for a wise man is enough ". In the second item students claimed that they usually relate information that comes in the text to prior information $m=3.22$.

This was clear from the responses of the interviewees after the test. They said that it is vital for them to connect topic with its content, main ideas with supporting ones and find a kind of balance between relations such as between cause and effect, relevance and irrelevance, implicit and explicit and so forth. The third item in confidence strategy is that students are usually able to recognize main points from supporting ones and it got a mean score 3, 18.

The three items above got a relatively high mean score. If we examine them well, we find that they talk about relating information to what they knew from their past experience. The last two items in "confidence" talked about anticipating things that will later come frequently in the text, which means future prediction and which is secret and left to God by Arab readers ($m=2.95$). As for the last item about the significance and truthfulness of the author of the text, it got the least mean score $m=2, 91$. The researcher thinks that Tawjihi students are mainly concerned with the low level (linguistic information) in the text such as new vocabulary and structure rather than high level (knowledge beyond the surface). As a matter of fact, school students can't even try to discuss or critique the text they read.

5.2.3.2 Students "Repair" Strategy

Repair as a strategy ranked top of other strategies and was favored by female students. Its mean score was 3.62 as shown in (table no.25 p.63) Repair is a kind of remedial work and a hope for solving reading problems. Girls were seen in this study as more serious, hopeful, and more patient than males. If they scan a paragraph and find nothing, they were noticed to reread the problematic areas for analysis until they

understood them whether they were paragraphs or single sentences $M=4.25$. In item 2 readers claimed that they keep on reading, don't give up hope and wait for more clarification later on, $m=4.7$. In item 3 students talked about their effort in going back to understand the part of the text that is problematic until it becomes comprehensible $m=3.98$. The fourth item which investigated whether students looked up new words in a bilingual dictionary that students' looked up new words in a dictionary got $m=3.46$. Seller (1998) also found that anxious readers use the same strategy of translation.

In this context, we as teachers should encourage the use of dictionaries among students rather than giving them simplified meanings on the chalkboard or let them study from helpers—"it is wiser to teach them to catch fish rather than to give them one fish a day". The last item is that students read again or just resign /stop and give up reading totally, which is called " avoidance" strategy and it was mostly selected by students with a low mean score ($M = 2.34$).

5.2.3.3 Students "Effectiveness" Strategy

First of all, let us first remind the reader that the strategy of effectiveness has nine items that got mean scores that range between 3.03 to 3.99. Effectiveness strategy means activating certain strategies or items taken from other strategies such as repair, difficulty and confidence. Item one talks about the students who mentally sound out parts of the words. It was taken from the difficulty strategy. It got a mean score of 3.99 and was similar to the same item in effectiveness with a mean score 4.01. Their standard deviation is also closer 0.96 and 0.97 respectively which indicates that this study with its methodology, tests and different dimensions is highly reliable.

The second item in the effectiveness strategy was relating the text to what students already knew about the topic. This item got 3.59 mean score here and 3.77 when it was an item in the strategy of confidence which also proves high reliability of this study. In the third item, students reported that they got the overall meaning of the text with the mean score 3.55. The same item when was in the difficulty got a closer mean score $m=3.6$. The 4th item about the organization of the text in effectiveness strategy was shared with the difficulty strategy and got first $m.3.15$ then 3.52 in effectiveness and when put in the attitudes of students towards good readers. It also got a closer mean score of 3.63. Details of the content in item 5 got $m=3.49$ while in effectiveness strategy, it got $m = 3.72$ and was closer to the same item in the attitudes towards good readers. As for the dictionary use (item .6) it got $m=3.46$ when located with repair items and 4, 00 when located with the attitudes towards good readers. The effectiveness

strategy also contained a seventh point about the grammatical structure in the text. This point got $m=3.35$ and was closer to $m=3.31$ for the same point in the difficulty strategy. In the 8th item, students report their ability to pronounce each whole word as a subcategory of effectiveness. It got $m= 3.35$ and was closer to the same item but in the difficulty strategy $m=3.18$. Lastly, in the ninth item students showed their understanding of the meaning of each single word. It got $m=3.03$ which is a closer percentage to the same item in the difficulty strategy $m = 3.06$ and 3.88 when placed with the attitudes towards good readers.

5.3 Students' Used Strategies According to Level of Anxiety

For answering the research question no. 7 which was about **readers' used strategies** according to their **level of anxiety**. The researcher set a null hypothesis that there were no statistically significant differences between them, but this hypothesis was rejected as could be seen in (table 33 p70). The results were in favor of low level anxiety readers in two sub-scales namely confidence and effectiveness. Students who got low level of anxiety were 182 in number $m=3.42$ while their high-level anxiety counterparts were 188 and got a mean score of $m=2.99$. All were of different genders, streams and locations in Hebron area, Palestine.

The strategy of confidence for the low-level anxiety students got the mean score 3.42 while the effectiveness got $m=3.57$. In fact, difficulty and repair strategies were excluded by the same category of students.

To investigate the strategy of confidence through (table no.24 p.62) the researcher noticed that three single items got a relatively high mean score which are relating the text to familiarity of the topic $m=3.77$, relating new information to previous knowledge in the text $m=3.22$ and finally recognizing main and secondary ideas of the text $m= 3.18$. Axiomatically, these items were important in reading English and thus couldn't be neglected especially for adult levels of students.

The last two items were about anticipating what will come next in the text with the mean score 2.95 and 2.91 . This is congruent with one of the definitions of reading by Goodman (1970) in which he says that "reading is a type of psycholinguistic guessing game" (Sapir, 1973, P.487).

The least mean score, 2.91 may be explained in light of the situation of Palestinian school students who are usually grade- driven and read only for exams and grades. They usually don't investigate anything behind the text neither knowledge about authors nor their truthfulness.

5.4 Strategies Used by Good and Poor Readers

As for question no. 8 which was about the used strategies by good and poor readers (**What strategies do the highly anxious good and poor readers use?**) the researcher put the following hypothesis: there were no statistically significant differences at a ≤ 0.05 in students' strategies in reading English according to their level of performance, the result comes in (table No.34 p.71) to show a surprising but a necessary fact that good and poor readers were by chance divided equally into two groups of 185 each. Another surprising result was that no statistically significant differences in strategy use were found between high and low achievers in reading English.

The researcher thinks this may be true in the case of Tawjihi Students who can be described as "struggling readers". They usually depend on "guessing" through certain clues or cues in the text. Some students also depend on memorizing facts by heart or on skills of L1 reading. Moreover, little attention was given to strategies by the students themselves or by their teachers who usually neglect teaching strategies. In the follow up interview, some students related this to the density of curriculum which places a heavy burden on them. As some teachers were in a strike for their salaries, they blame the government for students' stupidity who only learn by errors and don't often take intelligent risks. On the other hand, students blame teachers for not teaching them reading strategies well (a cycle of exchange blame that will never end in Palestine). In the interview, teachers claimed that their priority is to cover the material content; otherwise they will be questioned by their principals and supervisors.

In other contexts, a similar result was also found and documented by Garner (1990) who claimed that "school adults often fail to invoke strategic behaviors because of their primitive routines that yield a product, a meager knowledge- base attributions and classroom goals that don't support strategy use minimal transfer" Matsumura (2001:p.517). Taking risks is considered a strong predictive variable of students' class participation as emphasized by two linguists' Ely (1986) and Oxford (1996).

Generally speaking, the difference in percentages between good and poor readers were relatively low in favor of good readers for example, they got mean score 3.26 versus $M = 3.40$ for poor readers in the strategy of confidence. In "repair" they were slightly equal ($m=3.62-3.61$) and for (effectiveness $m=3.48$ versus 3.40) which doesn't mean anything on T – value, that's why the fifth hypothesis was accepted.

To sum up this part of the research about question no. 8, and as a teacher of English, I know that strategies are not taught at schools and students lack their perception. If there are some strategies used, they are merely good reading habits such as deriving inflections. This idea is consistent with Pritchard (1987) who found that teachers only adopt traditional approaches and only focus on bottom-up strategies. Students only care for purely linguistic aspects of language like vocabulary and grammar as cited in Eideh (2010).

5.5 Differences between Students in Gender, Stream and Location

5.5.1 Differences between Gender in level of Anxiety

Although the level of anxiety for both genders is moderate $m=3.28$, there were still significant differences in the level of anxiety in favor of female students. A result that was earlier seen in Wei (2009) who noticed that anxiety among females was higher than males. Wei (2009) gave an explanation:

"Female students are usually likely more to express their anxiety in a feminine environment" (p. 20). In the follow up interview, one of the female teachers told the researcher another reason which is that girls are more aware of their emotions and sensitivity. The school principal claimed that besides their fear of tests, female students affect and infect each other," if one girl cries then all will cry." She said.

A good justification for this is that girls can't regulate their emotional reactions especially anxiety about tests. Chao (2003) found females encounter higher levels of anxiety than males who tend to be more comfortable and confident. Male students were found as more independent, flexible and could better cope with stress.

5.5.2 Differences between Genders in the Level of Reading Performance.

Although most of the earlier studies show that female students are better language learners than males, the researcher and based this literature frankly thought that females would be better but unexpectedly he found that both gender are the same.

This study in truth reveals that there are no significant differences between males and females in the level of reading performance. The researcher here thinks it right as both genders nearly have similar weaknesses and problems even in the alphabets' principle. This may also be because Tawjih students of both genders are still dependent on their teachers' reading instruction. Moreover, they both don't read extra materials such as English newspapers and only rely on their textbooks.

The results of this study answered question no. 4 about the correlation between gender and level of performance. The sixth hypothesis was rejected and no significant differences were witnessed between genders.

5.5.3 Differences between Genders in the Type of Strategy

In answering the research question no. 6 and based on its related hypothesis, there were real statistical differences in strategy use between male and female students in the two sub-scales "confidence" in favor to males versus "repair" to female students. The researcher thinks this is because males often have strong personalities, and learned to be defensive persons who tend to deny anxiety and think it threatens their masculinity. They regulate their emotional reactions and they learn from the outer world not like girls who are usually placed under great pressure from parents, teachers and society as well. Besides that females are more sympathetic, shy, hesitant and more afraid of criticism than males.

By contrast, female students were found to apply the strategy of repair in their reading than male students $m = 3.68$ vs. 3.5 Zhang, (2001). A logical justification for this is that girls use repair as a kind of remedial work and problem-solving. They read and reread looking for more clarification. During the process of the test they were more careful and looked up new words in the dictionary.

Male students especially in the context of Palestine usually have comfort, self-confidence, and self-esteem and stress management. Palestinian girls are also usually hopeful, serious and patient. They can read slowly but carefully trying hard to find answers and able to do remedial work regularly. The researcher thinks this is right in the Palestinian context; both genders nearly have the same abilities, low study skills and low interest and motivation toward reading a foreign language. The researcher during the process of checking students' results and correcting papers noticed nearly the same weaknesses and language problems even in the alphabetical system.

In the follow up interviews, some teachers also told us that students of both genders read little and don't read extra materials in English. They also lack the families' support to read. Henceforth, students only depend on school textbooks and waste their time on easier activities than reading such as some time wasters i.e. computer games and TV movies.

From the side of teachers, reading skill got relatively little attention and less than that for teaching reading strategies or even strategies on how students can regulate their emotions or manage their stress or anxiety.

5.6 Differences between Scientific and Literary Streams in Level of Anxiety, Reading Performance and Strategy Use.

5.6.1 Differences between Scientific and Literary Streams in Level of Anxiety

The level of anxiety for all the students was moderate or adequate with the mean score 3.13. A significant difference was noticed in the level of anxiety in favor to literary stream $M = 3.33$ as could be seen in (table no14 p58).

An explanation of this may be that literary stream students are usually slow learners. They have low self-esteem and low personal expectations. Moreover, they were weak students who make specific typical mistakes. They are only reached this level and study through the wrong "automatic push up" strategy of the MOE. By contrast, scientific stream students are considered good readers who are able, competitive, and motivated, that's why they usually win their teachers' bias and encouragement.

5.6.2 Differences between Streams in the Level of Reading Performance

This study revealed that there were no significant differences between streams in the level of anxiety. This may be because they learn in similar schools and nearly have the same joys and sorrows.

The performance of scientific stream is higher than literary students. This is clear because scientific stream students are elite and were chosen for this branch because of their high grades. They usually care more for English because of its importance for their academic and professional future. They expressed this in the follow up interviews by saying that "it is the language of science, medicine and high tech".

By contrast, literary stream students consider their success a matter of luck, and even if they pass, they won't study any subject in English, so they don't care for it. Besides that they are usually less able who have lower language ability and have low self-esteem and lower expectations than their scientific peers.

5.6.3 Differences between Genders in Using Reading Strategies

As for answering the research question number six about the differences between males and females, it was found that there is a significant difference between them in two strategies, **confidence** was favored by males $m=3.36$ and **repair** strategy by females.

5.6.4 Differences between Locations in Level of Anxiety, Level of Performance and Strategy –Use

Unexpectedly, there were no significant differences in the study variables between the three locations or situational settings of the study namely Hebron, North Hebron, and South Hebron directorates of education and schools, neither between locations of residency such as between city, village or camps.

The reason is clear which is that, it is the same city (Hebron). The participants of Tawjihi students do exist under the same conditions with a moderate level of anxiety. The three locations have the same norms and habits. Their educational, social environment and economic level are almost the same, and no ethnicity differences are found such as in other countries. Furthermore, they can be considered as a homogenous group of socially, culturally and linguistically the same. As for performance, they all have similar teachers (BA holders). They share the same books and are all text-bound. They worry about scores; nearly have the same stressors and test pressure so worse their performance is and grades.

As for the use of strategies, they are also the same using confidence for males, repair for females and all apply the strategy of effectiveness but I think they apply them in a random way.

5.7 Class Observation about the Reading Comprehension Test

The current study aimed at investigating how anxiety affects the participants reading comprehension performance and strategy awareness and use. It was based on two quantitative measures which were reading anxiety and strategy use scales, in addition to reading comprehension test of three texts. Before the time of the test, students got used to reading comprehension texts and tests via their knowledge in their students' book which was their main source of reading and on simplified anthology texts which are considered extra reading. During the process of doing the test, many behavioral symptoms were noticed to be exhibited by students such as printing their sweaty fingers on papers.

Teachers who monitored the test noticed that students also shook their hands and legs, held their foreheads and complained of body fatigue (appendix no.10 p112). Generally speaking, most of the students weren't patient enough, and didn't wait to complete the test to its end, that's why too many of their papers were totally white and clean. From this, one can guess that students had low or no motivation towards reading at all. Good readers who were less than poor readers were noticed as more careful. They checked their watches regularly and asked if they could have extra time. They took notes on extra papers and filled their papers well. By the end of correction, they were found to have less errors, and good results.

By contrast, poor readers complained frankly of fear of failure, had more errors in certain aspects of language, spelling errors in syntax and semantics, too. They even didn't complete answers, or answered in their first language (Arabic) as they didn't have the vocabulary items to express their answers. The evidence of their anxiety was found in their papers in the form of some written comments in Arabic and English such as "I don't know English" or "I don't understand English" "I feel bored" and "why reading?" They stayed playing with their pens and leaning on desks and finally got out the words. "Teacher, we are hungry, it is better to go home and have lunch". A few students were shy and claimed that they only forgot every thing at the moment of the exam. In fact, the students' worst trouble was in finding the limits of the answers or locating right answers. This led them to use tricky defenses such as cheating which is a mark of anxiety. Others who trembled put one wrong answer in the space left for another. In the activity of answering, poor readers were eclectic, so they chose the easy questions like T.F and multiple choice rather than detailed wh- questions. They didn't answer upon schema but on guessing or what is called in Arabic (Hadara Badara" guessing" count to ten).

Finally, those students were distracted, and lacked concentration so they spent the exam pretending that they were writing. Yes, writing! but some Arabic and English songs, verses of poetry, expressing love by drawing hearts and arrows, political affiliation, slogans to Fatih or Hamas movements or even to sport teams such as Real Madrid or Barcelona. Last but not least, cursing themselves and time, and feeling like being stupid and animals.

5.8 Conclusion and Pedagogical Implications

The study found that reading anxiety as a situation specific type does exist in a moderate level in Palestine. The researcher thinks it good to learning English reading if

utilized well by teachers, students, parents. Thus some pedagogical implications are offered in the form of messages to them and to other educators.

5.8.1 Pedagogical Implications for Students

In the first place, students should realize that anxiety in the moderate level as in their case is better than worse, remembering the proverb "there are no gains without pains and no roses without thrones" .They shouldn't take anxiety as an excuse to move back. Instead they should compensate for their lack of reading proficiency by reading more and reading regularly. This act of reading must include various topics and contents starting from daily newspapers and ending by novels and big references.

Secondly, students should increase their repertoire of vocabulary as a tool for reading and this means activating the use of dictionaries to figure out any unknown words. Tawjihi students were found in this study as poor readers, word-bound and dependent on teachers and literal translation. In this case, students are advised to guess the meaning of unknown words from the context and even to skip certain unfamiliar words towards the act of comprehension.

Afterwards, students can get help from each other by applying cooperative group work that is led by good readers. This way, students can achieve their utmost goals which-in turn- should be realistic, so if students commit errors, they must be considered part of learning and that "to err is human, and to forgive is divine ". Students should also do their best, to energize their abilities and activate their schema. They could change strategies such as the "avoidance" with "self-confidence" and repair by rereading the difficult areas and getting help from the text itself by analyzing its title, pictures, format, connectors and even punctuation marks.

In their process of comprehension, students should use their English instead of Arabic by paraphrasing and verbalizing simple answers instead of not answering at all believing that "quality is better than quantity ".

Finally, students as readers should monitor and evaluate their comprehension problems and take comprehension-securing action based on such evaluation (Griffith, 2008)

5.8.2 Pedagogical Implications for Teachers

"Readers are made by readers" so teachers should be their students' model. They should first and foremost acknowledge the existence of reading anxiety in their classes so that action becomes possible, consequently a free-anxiety environment should be created. They should also realize that no learning takes place without reading and no

reading without comprehension. Afterwards, they could and should encourage their students to be good language readers who apply reading cognitive, metacognitive and psychological strategies, such as effectiveness, repair alongside with sampling, predicting, skimming and scanning.

Teachers should train students to read and to apply reading skills instead of depending on random answers and poor reading habits. This training should include specific reading tasks accompanied by applying specific strategies. This will be in a form of successful balance of theoretical and practical information, throughout the entire textbook.

Anxiety penetrated all language skills as Tallon (2006) reported. So he saw that teaching skills should be integrated holistically. Teachers should scaffold their learners by comprehensible input needed for learning (Nuttal, 1996) .They also should minimize translation.

New methods of testing and evaluation and teaching reading should be adopted to include the humanistic approach that understands the emotional reactions of readers. It should be based on introducing relaxation yoga exercises, sense of humor, jokes, games and jigsaw reading (Ali, 2001) instead of humiliating students. In testing, teachers ought to avoid tricky questions and consider individual differences. It would be best, if they adopt new methods of assessment like using portfolios. It would be better if they adopt methods of teaching that include the affective-humanistic modern ones such as Counseling and Suggestopedia.

5.8.3 Pedagogical Implications for Parents

Parents can also help by creating the habit of liking reading in their children. They could help by buying their sons journals and books needed. They must urge their children to join language clubs and public libraries especially in the age of digital technology and Facebook.

Parents could encourage their children to read as much as possible and to cover various materials and topics. They finally can help their less able students by giving them individual tutoring.

5.8.4 Pedagogical Implications for Others

Other educators such as school principals, counselors and policy makers can help establishing Language clubs, school radios, classroom libraries as well as wall magazines that can foster reading.

Policy makers and the ministry of education could help by revising the reading share in the curriculum remembering Nuttal (1996) slogan that "we learn to read by reading and the best way to learn is to read". They could also train teachers and equip them with good reading strategies. This can be done with the help of reading experts in local universities which can help in training students and teachers in and pre-service to adopt methods to alleviate anxiety and to deal with reading difficulties and strategies.

School counselors who are usually closer to students' worries and complaints should at first report these to those whom it may concern. They should help by organizing certain workshops and conducting opened discussions or seminars concerning the issue of the influence of anxiety on education in Palestine. By this, teachers, parents, educators and university teachers can help freeing Palestinian educational context from anxiety.

Reading is a developmental interaction that should start early at home and does not end at college or school but should be enhanced in all times and locations.

Finally, Palestinians must encourage the habit of extensive reading exactly like other nations that read permanently while shopping or traveling whether on land or in sky. To "kill two birds with one stone" i.e. read and ride. As an example, the USA encourages reading by adopting what is called "Free Voluntary Reading" or DEAR strategy (Drop Everything and Read) especially that we- as Muslims- are described as the "nation of reading". Allah the Gracious and Merciful encouraged us to read and the Holy Qur'an says:

"Read! In the name of your Lord Who created all that exists, Who created man from a clot. Read! As your lord the Most Generous, Who taught (the writing) by the pen. He taught man which he knew not". (Surat Al-Alaq: The Clot).

Finally, The researcher thinks reading anxiety in Palestine is socially fed and a barrier. He thinks that it is a composite of adult level, lack of motivation, reading inability that it is fed by bad testing methods and that it is sometimes induced by some teachers who spoil students' reading enjoyment and put undue pressures on them.

5.8.5 Future Study Implications

The researcher hopes that this research is an introduction to the state of eradication of anxiety in schools and that this study will contribute something beneficial to this field of study in this important part of the world.

Another hope is that future research should and could be done to bridge the gap. This should cover a larger sample of the study that should include more students in

lower and higher school levels .It should also cover students of the same level but in other districts of Palestine such as a comparison between a northern district (e.g. Ramallah) and a southern one (e.g. Hebron) so that results can be generalized to the whole population. The researcher agrees with Dewaele & Furham (2008) who once argued that" there's still something that we need to discover; something surprising goes beyond the surface of anxiety (p. 2).

5.9 Conclusion

In this chapter, the researcher discussed the results of this study according to the research questions and hypotheses.

He talked about class observation and finally gave some implications in the form of messages to students, teacher's families and other educators such as school counselors who can help decreasing anxiety negative influence on learning reading.

He also gave an implication to reconstruct good reading strategies in students that help them be effective learners and good readers.

Finally, the researcher requests others to implement future related studies or at least replicate this one.

Appendix (1)

Questionnaire on EFL Reading Anxiety

Dear student, you are invited to participate in this survey which will be part of a research project on improving reading comprehension & reducing anxiety. Your participation is completely voluntary & your opinions will be strictly confidential and will be used for the purpose of this project only.

Section A : - please fill in your personal data :					
Student's No.		Class.....		Section	
				Gender	
School		Location		Grade	
Section B :- tick the choice that you see right to you	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
I get upset when I'm not sure whether I understand what I am reading in English.					
When reading English, I often understand the words but still can't quite understand what the author is saying.					
When I'm reading English, I get so confused I can't remember what I'm reading.					
I feel Scared whenever I see a whole page of English in front of me.					
I am nervous when I am reading a passage in English when I am not familiar with the topic.					
I get upset whenever I encounter unknown grammar when reading English.					
When reading English, I get nervous and confused when I don't understand every word.					
It bothers me to encounter words I can't pronounce					

while reading English.					
I usually end up translating word by word when I'm reading English.					
I enjoy reading English.					
I feel confident when I am reading in English.					
Once you get used to it, reading English is not so difficult.					
The hardest part of learning English is learning to read.					
I would be happy just to learn to speak English rather than having to learn to read as well.					
I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.					
I am satisfied with the level of reading ability in English that I have achieved so far.					
English culture and ideas seem very foreign to me.					
You have to know so much about English history and culture in order to read English.					
By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about .					
I am worried about all the new symbols I have to learn in order to read English.					

بسم الله الرحمن الرحيم

ملحق (2)

استبيان (1) :- قلق قراءة قطع الاستيعاب في اللغة الانجليزية

عزيزي الطالب/ة: أرجو منك الإجابة على جميع نقاط هذه الاستمارة التي تستخدم لغرض البحث العلمي فقط.

القسم الأول: بيانات شخصية	الجنس: ذكر / أنثى
رقم الطالب/ة ()	الفرع الدراسي :- علمي / أدبي
المدرسة:	علامة القراءة في اللغة الانجليزية ()
مكان السكن:	معدل اللغة الانجليزية: ()

القسم الثاني:- ضع/ي علامة (√) في الخانة التي تراها مناسبة لك

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	* عند قراءة القطع في اللغة الانجليزية
					انزعج إذا لم أكن متأكدًا أنني أفهم ما أقرأ
					أفهم الكلمات ولكن لا أفهم ما يقوله المؤلف
					أصبح مرتبكاً ولا أستطيع تذكر ما أقرأ
					أشعر بالخوف عندما أرى نصاً أو قطعة من صفحة كاملة أمامي
					أشعر بالتوتر عندما أقرأ قطعة لا أعرف عنوانها
					أشعر بالانزعاج عندما تواجهني قواعد لغوية غير معروفة في القطعة أو النص
					أصبح متوتراً وقلقا عندما لا أفهم كل كلمة في النص
					يقلقتني أن أتعامل مع كلمات لا أستطيع لفظها في النص
					قراءتي عادة ما تنتهي بترجمة كل كلمة
					أنا استمتع بالقراءة في اللغة الانجليزية
					أشعر بالثقة عند قراءة قطعة أو نصاً باللغة الانجليزية
					أن القراءة باللغة الانجليزية ليست صعبة بمجرد أن تعتاد عليها
					أصعب جزء في تعلم اللغة الانجليزية هو القراءة
					أكون سعيدا في تعلم مهارة المحادثة بدلا من مهارة القراءة في اللغة الانجليزية
					أنا لا تقلقني القراءة لنفسني (القراءة الصامتة) ولكن اقلق عندما يجب أن أقرأ بصوت عالٍ
					أنا راض عن مستوى قراءتي للقطع حتى الآن
					الأفكار والثقافة الانجليزية تبدو لي غريبة وأجنبية
					يجب أن تعرف تاريخ وثقافة اللغة الانجليزية لكي تستطيع أن تقرأ بها
					من السخرية أن تقرأ حروف ورموز وأنت لا تعرف ما تقرأ فيها
					أنا قلق حول كل حرف ورمز يجب أن أتعلمه كي أقرأ نصاً أو قطعة باللغة الانجليزية

Appendix (3)

Reading Strategy Questionnaire

Dear student,

You are invited to participate in this survey which will be part of a research project on improving reading comprehension & strategy use. Your participation is completely voluntary & your opinions will be strictly confidential and are just associated with this project.

Section B :- please fill in your personal data :-

Student's No. Class..... Section Gender

School Location Grade

Section B :- tick the choice that you see right to you		strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Confidence	When reading for comprehension in English ...					
	I usually anticipate what will come next in the text.					
	I usually recognize the difference between main points and supporting details.					
	I usually relate information which comes next in the text to previous information in the text.					
	I usually question the significance or truthfulness of what the author says.					
	I usually use my prior knowledge and experience to understand the content of the text I am reading.					
Repair	When reading for comprehension in English, if I don't understand something in the text (e.g. term, idea)					
	I keep on reading and hope for clarification further on.					
	I reread the problematic part.(sentence , paragraph)					
	I go back to a point before the problematic part (sentence, paragraph) and reread from there.					

	I look up unknown words in a dictionary.					
	I give up and stop reading.					
Effectiveness	When reading for comprehension in English, the things I do to read effectively are to focus on	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
	mentally sounding out parts of the words.					
	understanding the meaning of each word.					
	getting the overall meaning of the text.					
	being able to pronounce each whole word.					
	the grammatical structures.					
	relating the text to what I already know about the topic.					
	looking up words in the dictionary.					
	the details of the content					
	the organization of the text.					
Difficulty	When reading for comprehension in English, things that make the reading difficult are...					
	the sound of the individual words					
	pronunciation of the words.					
	recognizing the words.					
	the grammatical structure.					
	the alphabet(the spelling)					
	relating the text to what I already know about the topic.					
	getting the overall meaning of the text.					
	the organization of the text.					

Attitude towards good readers strategies	The best reader I know in English is a good reader because of his/her ability to...					
	recognize words.					
	sound out words.					
	understand the overall meaning of a text.					
	use a dictionary.					
	guess word meanings.					
	integrate the information in the text with what he/she already knows.					
	focus on the details of the content.					
grasp the organization of the text.						

بسم الله الرحمن الرحيم

ملحق (4)

استبيان (2): استراتيجيات القراءة في اللغة الانجليزية

عزيزي الطالب/ عزيزتي الطالبة أرجو منك الإجابة على جميع نقاط هذه الاستمارة التي ستستخدم لغرض البحث العلمي فقط

القسم الأول: بيانات شخصية	
رقم الطالب / ة: ()	الجنس: ذكر /
أنثى	
المدرسة:	الفرع الدراسي:

القسم الثاني:- ضع علامة (√) في الخانة التي تراها مناسبة لك

*عندما أقرأ من أجل الفهم والاستيعاب نصا باللغة الانجليزية

الثقة بالنفس	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
أتوقع ما سوف يأتي لاحقا بالقطعة					
أدرك الفرق بين الأفكار الرئيسة والثانوية					
اربط أفكار القطعة لاحقا بسابقتها					
أتحرى صدق وأهمية ما يقوله الكاتب					
أوظف معرفتي وخبرتي السابقة لفهم مضمون القطعة او النص الذي أقرأ					
تصحيح القراءة					
أواصل القراءة راجيا التوضيح أثناء القراءة					
اكرر قراءة الجزء الصعب حتى افهمه					
أعيد قراءه الجزء الذي يسبق الجزء الصعب لأفهمه					
أستخرج الكلمات الجديدة من القاموس					
استسلم و أتوقف عن القراءة					
فعالية القراءة					
أتمعن بعض الكلمات في عقلي قبل نطقها					
افهم معنى كل كلمة في النص					
أركز على المعنى الإجمالي للنص					
الفظ كل كلمه لوحدها					

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	فعالية القراءة
					افهم التراكيب النحوية (القواعد)
					اربط أفكار القطعة بعضها ببعض
					أتفحص معاني الكلمات في القاموس
					أركز على تفاصيل المحتوى (المضمون)
					أركز على تنظيم القطعة أو النص (الشكل مثل تسلسل الأفكار والترقيم)
					صعوبة القراءة
					أصعب شيء في القراءة هو لفظ الكلمات و صوتها
					أصعب شيء في القراءة هو التمييز بين الكلمات
					أصعب شيء في القراءة هو القواعد والتراكيب
					أصعب شيء في القراءة هو التهجئة (التحريف و الإملاء)
					أصعب شيء في القراءة هو ربط النص بالعنوان
					أصعب شيء في القراءة هو ربط الأفكار بعضها ببعض
					أصعب شيء في القراءة هو تنظيم وترتيب النص (شكله)
					أصعب شيء في القراءة هو المعنى الإجمالي للنص
					اتجاهات نحو استراتيجيات القارئ الجيد
					القارئ الجيد هو/هي من يركز على تفاصيل المحتوى
					القارئ الجيد هو/هي من له القدرة على تمييز الكلمات
					القارئ الجيد هو/هي من يستطيع لفظ الكلمات
					القارئ الجيد هو/هي من يفهم المعنى العام للنص
					القارئ الجيد هو/هي من يستخدم القاموس
					القارئ الجيد هو/هي من يخمن معاني الكلمات من النص
					القارئ الجيد هو/هي من يربط أفكار القطعة بمعرفته السابقة
					القارئ الجيد هو/هي من يفهم ترتيب وتنظيم شكل ألقطعه

Appendix (5)

The Science & Human Science Streams Total Mark:

(50 Points)

This Exam consists of three reading comprehension texts.

Time (90 m)

Text One: Read the following passage carefully, and then answer the questions that follow:

After the 1948 disaster, a million Palestinians lost everything and were forced into a Diaspora that spread round the planet. For many years, the Palestinian catastrophe and cause then received little attention or understanding from the world. That changed dramatically in 1974, when the late national leader, President Yassir Arafat, stepped onto the world's political stage and spoke to the United Nations. His famous words rang out:
5 "Today I have come bearing an olive branch and a freedom fighter's gun. Do not let the olive branch fall from my hand."

This speech showed the world two things: first that the Palestinian cause could not be forgotten, and secondly that there really could be a peaceful way forward. Arafat's words
10 also affected Palestinians deeply. Many realized that it was necessary to build bridges between Palestine and the West. This was the way to create international understanding and, one day, a free and independent Palestine.

Palestinians have been building these bridges in many areas of life. Very importantly, strong links have been created in American universities. One great force there was Edward
15 Saeed (1935- 2003), who fought with all the strength of his great mind for freedom, equality and justice in general, and for the future of Palestine in particular. Originally from Jerusalem, he became professor at Columbia University, New York, and, during his life, also lectured at over 200 other universities. In addition, he wrote 17 books that have been translated into 26 languages.

In some, such as *Culture and Imperialism* (1992), he argued strongly against negative
20 Western views of Oriental cultures. In others, like *The Question of Palestine* (1980), he argued powerfully for the Palestinian cause. On his death, the poet Mahmoud Darwish wrote: "I cannot say goodbye to Edward Saeed, so present is he among and within us, and so alive around the world."

25

Another great Palestinian intellectual was Hisham Sharabi (1927-2005), originally from Jaffa, and later an important professor at Georgetown University near Washington. Like Saeed and other Palestinians, he worked all his life to improve Western understanding of Arab and Palestinian issues. He was editor of the Journal of Palestine Studies, and he wrote many books, including his famous Introduction to the Study of Arab Society (1975). He also became well known for his television appearances and his many opinion pieces in American newspapers.

30

Questions

(5 points)

1- What was the effect of the 1948 disaster?

2. What was the reaction of the world to the 1948 catastrophe?

3. Mention the two choices that President Arafat spoke about in his speech in front of the UN.

4. Where, in particular, were important connections made between Palestinians and the world?

5. Why did the Palestinians realize that building bridges between Palestine and the West is very important?

6. Complete the following sentences

(21 points)

1) The main two issues that Edward Saeed fought for were:

a. -----

b. -----

2) Hisham Sharabi worked to create better understanding of Arab and Palestinian issues in several ways which were:

a. -----

b. -----

7. Say what these dates and pronouns refer to:

a. 1948 (Line 1): -----

b. 1975 (Line 30): -----

c. Others (Line 21): -----

d. The pronoun "I" (Line 23): -----

8. Say what the following words and phrases mean:

a. "Do not let the olive branch fall from my hand."(Line 7) -----

b. On his death (Line 22): -----

c. Justice (Line 16) -----

d. Cause (line 3): -----

9. Find from the passage the opposite of

1. Remembered: ----- 2. In general: ----- 3. Dependent: -----

10. Find from the passage the meaning of

1. Catastrophe: ----- 2. Famous: ----- 3. Bridges: -----

11. Decide whether each of the followings is True or False

1) After Arafat's speech, all the Palestinians realized that their only hope for creating a free Palestine was dropping their guns and carrying olive branches. ()

2) Edward Saeed is given in this text as an example of the force of justice and equality ()

Text (2): Read the following passage carefully, then answer the questions that follow:-

3
6
Researchers in the field of animal behavior have long been interested in the ways animals and insects communicate. The most recent findings show that honeybees communicate mostly through "dances." By performing certain dance routines, the workers let the other members know of the location of a food source, its direction, and its distance. If the workers spot pollen and nectar in the flowers near their hive, they do the circular dance.

9
12
On the other hand, when a food site is remote, they perform a figure-eight waggle dance, in which the slow and fast tempo movements will inform the other members of the distance to the food source. For instance, a low waggle of the lower part of the abdomen signifies a far-distance, demanding flight. Conversely, a rapid waggle indicates a within-reach trip. Variations in the dance form exist among different species. The bee's orientation on the comb is a key directional cue for her bees. In the absence of sun light on the comb the bee's waggle moving straight up. If the sun's polarized light penetrates the hive, the bees can orient themselves toward the direction of the sun's rays.

1- Which of the following best expresses the main idea of the passage? (11 points)

- a) Communication among honeybees
- b) Insects' interaction with their environment
- c) The latest findings on sensorial and visual experimentation affecting bees
- d) A growing interest in general communication patterns between animals and insects

2- The word "recent" in line 2 is closest in meaning to which of the following?

- a) Publicized
- b) Scientific
- c) Controversial
- d) Modern

3- According to the passage, all of the following are signaled by the "dance routine"

EXCEPT

- a) Location of the food supply
- b) direction of the food source
- c) Existence of preying insects
- d) Distance of the food

4- The word "spot" in (line 6) is closest in meaning to which of the following?

- a) Touch
- b) Locate
- c) Move
- d) Taste

5- The passage suggests that a "waggle dance "is

- a) A semi-circular walk
- b) Side to side shaky movement
- c) A straight-line stroll
- d) An up and down slow dance

6- The author's purpose in using "the slow and fast tempo movements" (line 8) is to

- a) Make unusual visual effects
- b) Illustrate dissimilarities of two movements
- c) Clarify a complicated tune
- d) Give details for a movement

7- The word "conversely" in (line 10) could best be replaced which of the following?

- a) Despite
- b) Consequently
- c) On the other hand
- d) In spite of

8- According to the passage, how does a worker find the right path to the food source?

- a) By watching the finder's position on the comb
- b) By following the finder's direction toward the sun's beam
- c) By studying 'the finder's dance on the wall of the comb
- d) By receiving adequate artificial light in the hive

9- The word "location"(line 5) means:

- a) Place
- b) Direction
- c) Distance
- d) Interaction

10- The pronoun "they" (line 5) refers to:-

- a) The workers b) The flowers c) The dances d) The animals

11- Where in the passage does the author mention the variety in the dance form?

- a) Lines 2-3 b) Lines 4-5 c) Lines 7-8 d) Lines 10-11

Text (3): Read the following passage carefully, then answer the questions that follow:-

5 The silence of the Reference Library was broken only by an occasional cough and now and then by the scarcely audible sound of pages being turned over. There were about twenty people in the room, most of them with their heads bent over their books. The assistant librarian who was in charge of the room sat at a desk in one corner She glanced at Philip as he came in , then went on with her work. Philip had not been to this part of the library before.

10 He walked around the room almost on tiptoe, afraid of disturbing the industrious readers with his heavy shoes. The shelves were filled with thick volumes: dictionaries in many languages, encyclopedias – atlases, biographies and other works of reference. He found nothing that was likely to interest him until he came to a small section on photography which was one of his hobbies. The books in this section were. On a high shelf out of his reach, so he had to fetch a small ladder in order to get one down. Unfortunately,. As he was climbing down the ladder, the book he had chosen slipped from his grasp and fell to the floor with aloud crash. Twenty pairs of eyes looked up at him simultaneously annoyed by this unaccustomed disturbance. Philip felt himself go red he picked up his book, which did not seem to have been damaged by its fall.

15 He had just sat down when he found the young lady assistant standing along-side him. "You must be more careful when you are handling these books ". She said severely. Satisfied that she had done her duty, she turned to go back to her desk. Then, a sudden thought struck her. "By the way, how old are you?" she asked Philip. "Thirteen ", he told her. "You're not allowed in here under the age of fourteen, you know". The assistant said. "Didn't you see the notice on the door?" Philip shook his head. He expected the assistant to ask him to leave. Instead, in a more kindly tone she said: "Well, never mind. But make sure that you don't disturb the other readers again, otherwise I shall have to ask you to leave.'

Appendix (6)

The Test Model Answers

Answers for text 1

1- What was the effect of the 1948 disaster?

A million Palestinians lost everything and were forced into a Diaspora that spread round the planet.

2. What was the reaction of the world to the 1948 catastrophe?

The Palestinian catastrophe and cause then received little attention or understanding from the world.

3. Mention the two choices that President Arafat spoke about in his speech in front of the UN.

First, that the Palestinian cause could not be forgotten.

Second, that there really could be a peaceful way forward.

4. Where, in particular, were important connections made between Palestinians and the world?

Strong links have been created in American universities.

5. Why did the Palestinians realize that building bridges between Palestine and the West is very important?

This was the way to create international understanding and, one day, a free and independent Palestine.

6. Complete the following sentences

1) The main two issues that Edward Saeed fought for were:

- a. Freedom, equality and justice in general
- b. For the future of Palestine in particular.

2) Hisham Sharabi worked to create better understanding of Arab and Palestinian issues in several ways which were:

- a. He wrote many books, including his famous Introduction to the Study of Arab Society
- b. He also became well known for his television appearances and his many opinion pieces in American newspapers.

7. Say what these dates and pronouns refer to:

- a. 1948 (Line 1): Palestinians disaster

- b. 1975 (Line 30): the year of publishing Hisham's book Introduction to the study of Arab society
- c. Others (Line 21): 17 books
- d. The pronoun 'I' (Line 23): Darwish.

8. Say what the following words and phrases mean:

- a. "Do not let the olive branch fall from my hand."(Line 7) give peace chance, don't let me fight.
- b. On his death (Line 22): when Edward Saeed died
- c. Justice (Line 16) fair
- d. Cause (line 3): issue

9. Find from the passage the opposite of

- 1. Remembered: forgotten 2. In general: in particular 3. Dependent: independent

10. Find from the passage the meaning of

- 1. Catastrophe: disaster 2. Famous: well known 3. Bridges: links

11. Decide whether each of the followings is true or false

- 1) After Arafat's speech, all the Palestinians realized that their only hope for creating a free Palestine was dropping their guns and carrying olive branches. (False)
- 2) Edward Saeed is given in this text as an example of the force of justice and equality (True)

Answers of text 2

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11
a	d	c	b	b	d	c	d	a	a	d

Answers for text 3

(1) How did Philip try to avoid disturbing the readers in the Reference Library?

By walking around the room almost on tiptoe.

(2) What made Philip go red?

The book he had chosen slipped from his grasp and fell to the floor with aloud crash, which annoyed readers and made them look at him.

(3) Why did Philip expect the assistant librarian to ask him to leave?

Because he was under fourteen years and therefore wasn't allowed to enter the library.

(4) Complete the following sentences:

1. Most of the books on the shelves, such as dictionaries, encyclopedias, atlases, biographies

And other works of reference didn't interest Philip.

2. The assistant librarian told Philip to not disturb the readers again.

3. The word "section" (line 11) means: part

(5) Circle the letter of the most suitable answer

Q.1	Q.2	Q.3	Q.4	Q.5
c	a	B	b	a

(6) Decide whether the following sentences are true or false:

1. The assistant librarian didn't take much notice of Philip when he entered the library.

(False)

2. Philip knew the Reference Library well. (False)

Appendix (7)

Interview Questions for EFL Students

1. What is easier for you: reading or speaking? Why is that?
2. How do you feel when you take a reading comprehension test?
3. When do you feel anxious?
4. Have you ever been taught how to approach a reading comprehension test?

Questions for EFL Teachers

1. How would you rate your students' knowledge in reading English?
2. Why do you think students would feel anxious while taking a reading comprehension test (unseen) in English?
3. Have you ever taught your students how to approach a reading comprehension test?
4. Do you teach strategies for reading English? Why not?

Appendix (8)

Sample Calculator

Sample Size Calculator - Confidence Level, Confidence Interval, Sample Size, Population Size, R

http://www.surveystem.com/size.htm

File Edit View Favorites Tools Help

Home Favorites Suggester Sites Site What's Hot 325V... Get More Add-ons

Google Home for Population Size Check if the population is very large or infinite

Determine Sample Size

Confidence Level: 95% - 99%

Confidence Interval: 3

Population: 1000

Calculate OK

Sample size needed: 11

FIND CONFIDENCE INTERVAL

Confidence Level: 95% - 99%

Sample Size: 100

Population: 1000

Percentage: 50

Calculate OK

Confidence Interval:

Sample Size Calculator Terms: Confidence Interval & Confidence Level

The confidence interval (also called range or span) in the circumstances above usually represents the deviation or deviation margin on results. For instance, if you use a confidence interval of 4 and 4.5 percent of your sample picks an answer, you can be "sure" that if you had asked the question of the entire relevant population (between 4% and 4.5%) that it would have picked that answer.

The confidence level tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain the 95% confidence level means you can be 95% certain that researchers use the 95% confidence level.

9:20 PM
3/27/2011

Appendix (9)

Permissions

It's nice to meet you. I am including my permission note below. I am also attaching a few articles that I hope you will find useful.

Best wishes on your project,

Thank you for your interest in our work. On behalf of Yoshiko Saito, Thomas Garza, and myself, I am pleased to grant you permission to use, the Foreign Language Reading Anxiety Scale in your research subject to the usual requirements for acknowledgment. Specifically, you must acknowledge our authorship of the FLRAS in any oral or written reports of your research. I also request that you inform us of your findings.

Sincerely,

Elaine K. Horwitz

sincerely,

Elaine K. Horwitz: Quoting Mahmoud Hajouj <mahajouj@hotmail.com>:

Ref.
Date

الرقم: ٢٠١١/١٤٩/٤

التاريخ: ٢٠١١/١٤٩/٤

حضرة السيدة الدكتورة/ لميس العلمي المحترمة
وزيرة التربية والتعليم

الموضوع: السماح لطالب الدراسات العليا محمود الحجوج بإجراء دراسة في
مدارس مديرية التربية والتعليم في الخليل

تحية طيبة وبعد،،،،،

يقوم طالب الدراسات العليا "محمود الحجوج" بكتابة رسالة الماجستير حول اثر القلق
على تحصيل الطلبة في قراءة نصوص اللغة الانجليزية في المرحلة الثانوية:

The Effect of Anxiety on Tawjihi Students Reading Comprehension
Achievement and Strategy use

ويتطلب هذا من الطالب إجراء امتحانات وتوزيع استبيانات في بعض مدارس
المديرية.

أملين من حضرتكم تقديم التسهيلات اللازمة له.

شاكرين لكم حسن تعاملكم
واقبلوا فائق الاحترام

عميد كلية الآداب

د. صلاح الشروق



الرقم: و/٤ / ٤٦ / ١٠٧٦

التاريخ: ١٠ / ١ / 2011م

الموافق: ١٠ / ١ / 1432هـ

السيد مدير التربية والتعليم / شمال الخليل المحترم
تحية طيبة وبعد ،،،

الموضوع: تسهيل مهمة

الإشارة كتابكم رقم ت ش، خ/131/1/30 بتاريخ 2011/1/19م

السيد الطالب: (محمود ربيع الحجوج) التخصص: اللغة الانجليزية
الدرجة المنوي الحصول عليها: □ الدكتوراة □ ماجستير □ مشروع تخرج □ بحث خاص

بعد الاطلاع على كتابكم المشار إليه أعلاه، لا مانع من قيام الطالب المذكور بإجراء دراسته
تمهيدية بعنوان " اثر القلق على تحصيل الطلبة في قراءة نصوص اللغة الإنجليزية في المرحلة
الثانوية " وتطبيق اختبار وتوزيع الاستبانة المنهدة لهذه الغاية على طلبة المرحلة المذكورة في
مدارس مديرتكم، وذلك بعد التنسيق المسبق معكم، على أن تكون خارج نطاق التخصص الدراسية،
وأن لا يؤثر ذلك على سير العملية التعليمية.

الرجاء تسهيل المهمة

مع الاحترام،،،

جهاد فوزي زكارنة

الوكيل المساعد للشؤون التنظيمية



تمخذه/ السيد مدير علم التخطيط المحترم
لمسئله/ السيد د. محمد عبد الحكيم فراج - جامعة الخليل/بثارة اللغة الانجليزية
نسخة / نكف
١٠ / ١ / ٢٠١١



رقم: ٤٠ / ٤٠٤١٤
التاريخ: ٢٠١٩/٠٤/١٤
الموقع: ٤٤٣٣٢/٠٢/١٩٤١

حضرات معلمي ومدررات المدارس الثانوية المحترمين.

الموضوع: تسهيل مهمة

أدبكم أطلب التحيات و بضموس الموضوع أعلاه - أرجو السماح لتدارس : (محمود الحمويج) من اجراء حراسه الميدانية يحوان لئ التلق على حصول الطلبة في فراءة تصوس اللغة الانجليزية في المرحلة الثانوية، وتطبيق المختار وتوزيع الاستقالة المعدة لهدا الغاية على ملأة المرحلة الثانوية.

مع الاحترام

باسم منحت طهوب
مدير التربية والتعليم

ج-٤٤ (التعلو العام) ١٩٤٢

طوية البرية والنصو - خان الخليل - هاتف (٠٩٧٢٤٠٢٩٢٨٩٢٠٤٣٤) فاكس (+٩٧٢٤٠٢٩٢٨٩٢٠٤٣٣٢٠٤٣٣٢)



الرقم: ٤٤٣ / ٤٠٤١١١٩
التاريخ: ٤٤٣
الموقع: ٢٠٢١ / ٢ / ٢٠٢١م

حضرة مديرة/ مدرسة المحترم/ة

تحية طيبة وبعد،،،

الموضوع: تطبيق استنائة

ارجو مساعده الطالب/ة..... من اجل تطبيق استنائة/ها المرفقة
وهي.....
مع الاحترام

مع الاحترام

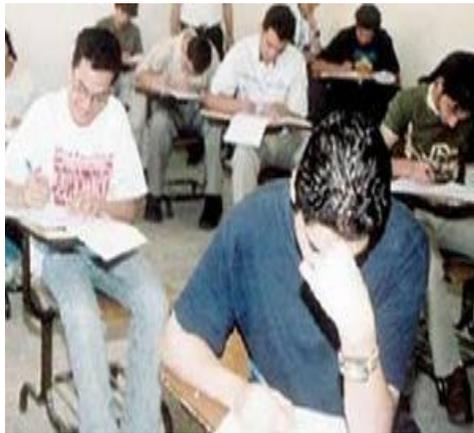
أ. تسريو ياسر عمرو
مديرة التربية والتعليم



ج-٤٤ (التعلو العام)

Appendix (10)

Class Observation



Students shook hands and held their foreheads



Fear of reading under test conditions



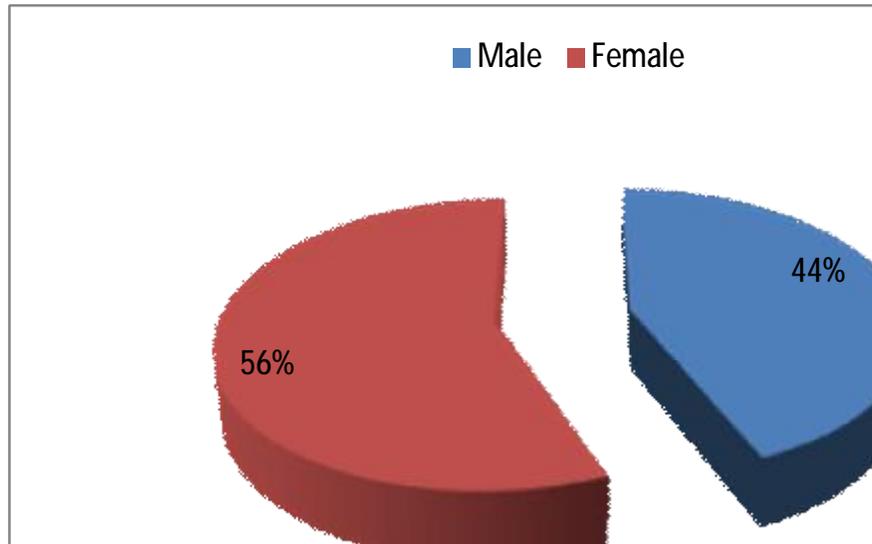
Cheating is a sign of anxiety



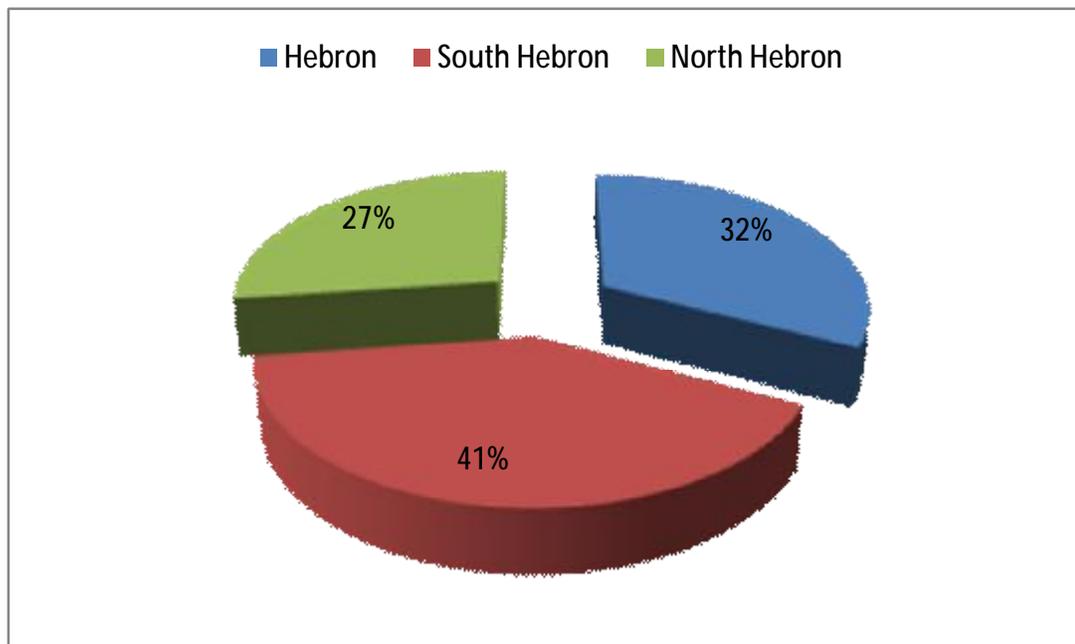
Appendix (11)

Distribution of the sample by gender, location, stream, performance, and level of anxiety.

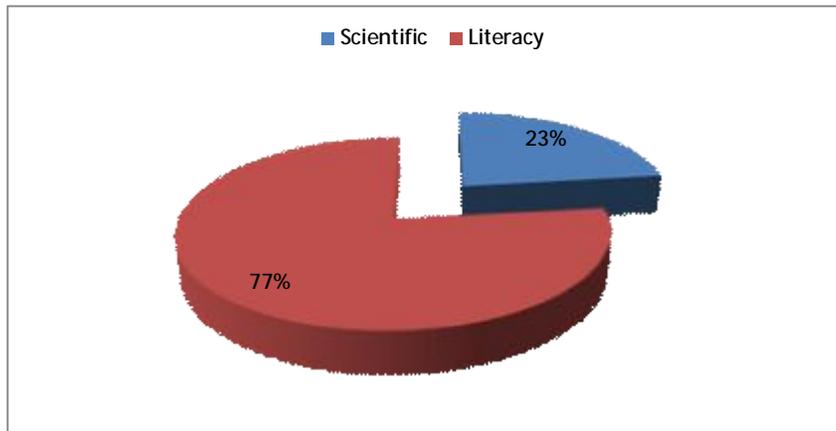
1: Distribution of the sample by gender



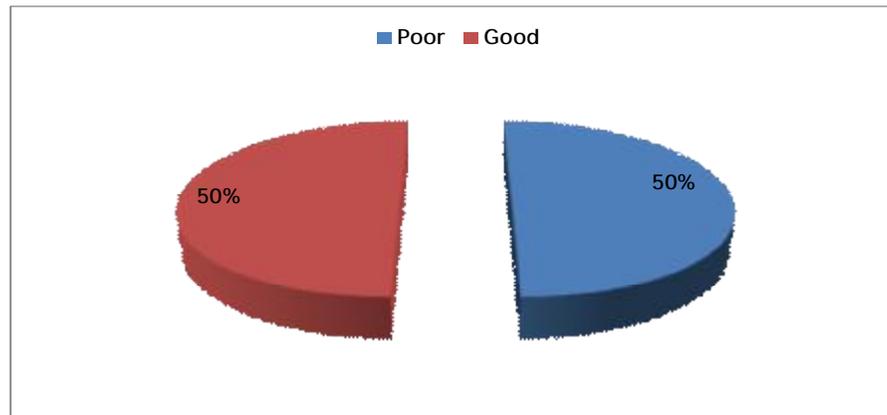
2: Distribution of the sample by location



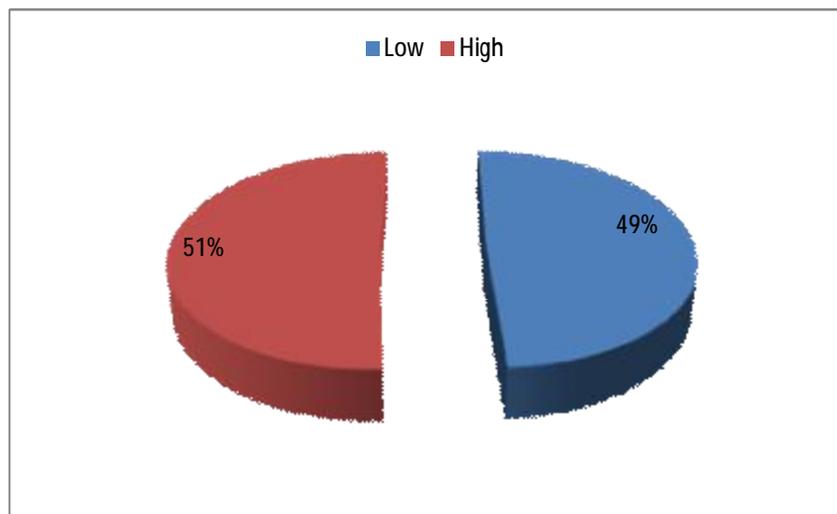
3: Distribution of the sample by stream



4: Distribution of the sample by student's performance in reading English



5: Distribution of the sample by level of anxiety



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