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Overcoming the Anxiety Problem While Reading Literary Texts

Case study: First year Master English Students of "Literature and Civilization" at Kassdi Merbah University - Ouargla

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Academic Year: 2020/2021

Dedication 1

I dedicate this work to the light of my eyes my parents.

To my heroes Kamel, Adnan, Saad, Taha and to the piece of my heart, my little Anes.

I dedicate my work to the princesses my sisters Takia, Widad and Assia.

To the grand family BOUAKA.

To my close friends Dokkar Haffsa , Abbani Halima saadia

Bouaka Messaouda Belkis

Dedication 2

I dedicate this work to my dearest parents

To my lovely brothers and sweet sisters

To all my family

To all my friends

Sandali Soumia

Acknowledgements

Abstract

Foreign language reading anxiety is one of the problems that face EFL students. The target of the study is the student of first year English language master degree English literature and civilization. This study aims to shed the light on the main reasons that cause anxiety while reading literary texts and its effects on students. It also aims to suggest some solutions to help students overcome the problem of foreign language reading anxiety. We have used the questionnaire as a tool of research. According to the results, reading anxiety does exist and spread a negative effect on students. We have found also that the main reason behind anxiety is lack of vocabulary knowledge. **Keywords:** *Reading, Literary Texts, Foreign Language, Reading Anxiety*

Abbreviations

EFL: English Foreign Language

FLA: Foreign Language Anxiety

FLRA: Foreign Language Reading Anxiety

BNR Authors: Becoming a Nation of Readers

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General Introduction

In the process of learning, the learner encounters different difficulties. Learning the English language is also full of different difficulties and obstacles that prevent him/her from accomplishing proficiency in the language. One of those obstacles is anxiety. Anxiety in foreign language affects the based skills of the English language. Studies have shown that each skill has its specific anxiety such us listening anxiety (Chang, 2010; Kimura, 2008), speaking anxiety (Cheng et al., 1999; Osboe, Fujimura, & Hirschel, 2007), reading anxiety (Çetinkaya, 2011; Kuru-Gonen,2005; Shariati & Bordbar, 2009) and writing anxiety (Cheng, 2002; Cheng, Horwitz, & Schallert, 1999). The most experienced anxiety among students of English literature is reading anxiety.

Reading anxiety has been approved by Horwitz et al (1986). It is considered as a distinct phenomenon in foreign language anxiety. It affects the process of reading and takes the student far away from the goal of reading which iscomprehension. This problem prevents students from extracting information from the reading text. Students of English literature are experiencing reading anxiety and looking for solutions to cope with this difficulty.

Feeling anxious while reading literary texts has a negative impact on the students' performance and achievement. This study seeks to identify the main sources that cause foreign language reading anxiety and provide students with different solutions to help them overcome this problem.

Statement of purpose

The present study aims to provide an overview about the problem of reading anxiety for both students and teachers. It aims to investigate the major factors that cause anxiety. It also aims to measure the effects of this problem on students. It sheds the light on the possible solutions that may help students overcome the problem of reading anxiety while reading novels.

Statement of problem

The reading skill is very important for the English language student in general and for the English literature student in particular. Nonetheless, students face different problems while reading. One of these problems is reading anxiety which prevents the students of first year master students of English literature and civilization from reaching the goal of the reading task and from enjoying it.

Research Questions

This study intends to answer the following questions:

1. What are the major causes of foreign language reading anxiety?
2. How does foreign language reading anxiety affect students of reading novels?
3. What are the possible solutions to overcome reading anxiety?

Hypotheses

According to the research questions above, we hypothesise that:

1. Reading comprehension difficulties may cause reading anxiety.
2. Reading anxiety has negative effects on students of literature.
3. Reading comprehension strategies may help students to overcome reading anxiety.

Methodology

To investigate the research questions and hypotheses, we have selected a descriptive analytical approach.

Structure of the Dissertation

The present study consists of three chapters, two theoretical and one practical. The first chapter contains an overview of reading literary texts. It contains the definition of reading,

reading comprehension, types of reading, models of reading, reading strategies, reading difficulties, reading literary texts and the importance of reading literary texts. The second chapter deals with foreign language reading anxiety. It contains the definition of anxiety, types of anxiety, foreign language anxiety, causes of foreign language anxiety, foreign language reading anxiety (henceforth FLRA), causes of FLRA, the effects of FLRA and how to overcome FLRA while reading novels. The practical part contains the statistics and the analysis of the students' questionnaire to find solutions for reading anxiety encountered by first year Master students of English literature and civilization.

Definition of Terms

Reading: In 1985, the BNR authors defined reading as "the process of constructing meaning from written texts," and noted that, "it is a complex skill requiring the coordination of a number of interrelated sources of information" (p. 7).

Literary texts: Nuttal (1996) defined the text as
"a piece of language, complete in itself and (written or spoken) for purpose. It may consist of a single sentence or even a single word such as a sign saying "DANGER"
.Brief text like this have their uses for teaching reading".(p24)

Anxiety: Anxiety is defined as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension and worry and by activation or arousal of the autonomic nervous system"
(Spielberger, 1983 cited in Horwitz, Horwitz, and Cope, 1986, p. 125).

FLA: Horwitz et al.(1986) who proved Foreign Language Anxiety defined it as "a distinct complex of self perceptions, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language
learning process" (p. 128).

FLRA: Foreign language reading anxiety is seen as a "mediating variable that intervenes at some point between the decoding of a text and the actual processing of textual meaning" (Horwitz et al., 1986, p. 215).

Theoretical Part

Chapter One: Reading Literary Texts

Chapter One: Reading Literary Texts

Introduction

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Introduction

Reading is one of the four language skills. It plays an important role in learning the language. In this chapter, we shall see the definition of reading, types of reading, models of reading and reading strategies. As we shall see reading literary texts and its importance in addition to some difficulties that the students face while reading literary texts.

1.1. Reading

Reading is one of the four language skills. It plays an important role in learning the language. In fact, reading is the main skill in academic settings (Saville-Troike, 2006 cited in El Kouti, 2015 a).

1.1.1. Definition of Reading

Reading is the third of the four skills of the English language. It is a receptive skill through which we receive information. 'To read' means to transform symbols into words, and from words to sentences to meaningful units (cited in El Kouti, 2017a). Reading is an active process of constructing meaning of words. It is "a cognitive process which involves both the eyes and the brain (Alderson, 2000; Davies, 1995 cited in El Kouti, ibid, p. 20).

In 1985, the BNR authors (2002 as cited in Frankel, et al. 2016) defined reading as "the process of constructing meaning from written texts" (p.7) and noted that "it is a complex skill requiring the coordination of a number of interrelated sources of information" (p. 7 ibid). Reading is defined according to Anderson et al. (1985 as cited in Gilakjani 2016) as the process of making meaning from written texts. Grabe (1991) defined it as an interactive process between readers and texts that result in reading fluency
(ibid).

1.1.2. Reading Comprehension

The act of reading is seen as a direct action which is easy to fulfill. But in the other hand, reading process is more complex and difficult to be mastered. It is related to a variety of skills to get to the goal which is comprehension.

Comprehension is defined as "the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and

the message in a particular communicative context" (Harris & Hodges, as cited in McLaughlin, 2012 p. 432) The RAND Reading Study Group (2002 as cited in Moore, et al 2016) stated that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 11). To comprehend something means to get its meaning, to understand it. Comprehension is the ability to interpret the content of the text.

RC according to Veeragu, et al. (2010 as cited in MCkee 2012) is "a thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner's own objectives" (p. 206). Reading comprehension is the process in which the reader activates his skills and thinking to understand. It is a collection of variety of skills that leads to comprehension. According to Gough & Tunmer (1986 as cited in Wegenhart, 2015) accessing reading is by using decoding skills and language comprehension skills, the idea is that if decoding and language comprehension are strong readers will easily access the RC but if one of the two parts is weak they cannot succeed in the reading comprehension. Scarborough (2001) has explained that strong word recognition skills such as phonological awareness, decoding and sight recognition with strong language comprehension skills such as background knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge together will lead us to well reading comprehension (ibid).

In sum, RC is a collection of the basic skills that help understand and interpret what is read, i.e., it is a complex process.

1.1.3. Types of Reading

There are two types of reading: extensive reading and intensive reading.

1.1.3.1. Extensive Reading

This type aims to get the overall understanding of the read material. It means that it is concerned to get the idea of the text as a complete unit more than studying it in individual parts.

The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials, will in the long

run, produce a beneficial effect on the learners" command of L2 (Hafiz & Tudor, 1989 as cited in Gilakjani. 2016, p. 65).

Reading extensively means skimming a large quantity of the reading material. Extensive reading enables the student to choose topics and texts from his interest. This one will build motivation for the act of reading. It facilitates building cognitive ability to understand hundreds of words and get the chance to read widely.

1.1.3.2. Intensive Reading

Intensive reading is "the readers carefully and closely read a short text with the intention of gaining an understanding of as much as detail as possible" (Scrivener, 1994, p.188). It means that the reader reads carefully with complete concentration focusing on the vocabulary and grammar forms in addition to the writer purpose. Reading intensively helps student to build critical skill through reading the text between lines and all in details. It is beneficial for students in which they enhance their reading comprehension. In intensive reading activities, "learners are, in the main, exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic, or discourse system of L2, or to provide the bases for targeted reading strategy practice. The goal of extensive reading, on the other hand is to "flood" learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material." (Hafiz and Tudor ,1989 as cited in Gilakjani. 2016, p. 66). That is to say both types extensive and intensive reading are complementary both should be used to make a balance between producing new language and the fluency in using it.

1.1.4. Models of Reading

A reading model is defined by Davies (1995) as "a formalized, usually visually represented theory of what goes on in the eyes and the mind when readers are comprehending (or miscomprehending) text" (p. 57 as cited in El Kouti, 2017a, p. 23). According to the literature, there are three types of models: top-down, bottom-up and interactive.

1.1.4.1. The Top–down Model

The top down model relies on the background knowledge of the reader on the text. The text here begins in the mind of the reader. Goodman (1967 as cited in Suraprajit 2019 p. 455) describes this model as "a psycholinguistic guessing game" .it depends on Assumptions about the

meaning of the text according to the reader, what the reader brings to the text. The important goal in this model is the meaning so it gives the meaning preference over the structure. In the top down model Reading is driven by meaning proceeding from whole to part.

1.1.4.2. The Bottom-up Model

Eunjeo (2009) defined this model as "focusing on individual words, pausing for grammatical difficulties and repeated readings. It is also known as "decoding". (ibid) The bottom down model emphasises on the written text. It looks at the reading process to be decoded from words to sentences to clauses to the whole text. It is based on the written text which drives reading.

1.1.4.3. The Interactive Model

This model makes a combination between the top down model and the bottom up model. Rumelhart (1994 as cited in Manoli, 2013) see that the interactive model views the reading process as "the product of the simultaneous joint application of all the knowledge sources" (p. 13). The interactive model views that the Word recognition contributes to meaning. It makes an interaction between the text and the background knowledge and

between the writer's intention and the reader's interpretation.

1.1.5. Reading Strategies

Toward a beneficial reading, readers need to use strategies to help them to reach the goal of reading (Grabe, 2009 cited in El Kouti, 2013). A reading strategy is "a physical or mental action used consciously or unconsciously with the intention of facilitating text comprehension and / or learning" (Davies, 1995, p. 50 cited in El Kouti & Goui, 2015b, p. 72). For Pritchard (1990) is "a deliberate action that readers take voluntarily to develop an understanding of what they read" (p. 53). Additionally, Afflerbach et al. (2008) see that "reading strategies are deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text" (p.54). Strategies in the reading process will help the reader to have good experience in the process with benefits. In that Grabe (1991 as cited in Alyousef, 2006) describes Godman's perception of reading which is seen as" an active process of comprehending [where] students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc." (p. 63).

Researchers have made different classifications for reading strategies.

O'Malley and Chamot (1994 as cited in El Kouti & Goui, ibid) identified three interrelated, function-based strategies: cognitive, metacognitive, and social-affective (p. 72): a) cognitive (help students achieve a particular cognitive task during reading, such as inference), b) metacognitive (help students monitor comprehension), and c) social-affective (help students interact with others during reading, such as asking for teacher's or peer's assistance) (O'Malley and Chamot, 1990 as cited in Manoli. 2013, p. 57). Anderson (1991) has another division that involves five categories: a) supervising which is developed for monitoring comprehension, b) supporting created for regulating behaviors, such as skimming or scanning, c) paraphrasing strategies (facilitating local-information processing through, for example, breaking lexical items into parts), d) establishing text coherence (aiding global text-information processing through, for example, the use of background knowledge or context to guess the meaning of words), and e) test taking (used to complete tasks in reading tests). Researches see that there is also a division for strategies depends on the time of reading before, during/while, and after reading (ibid).

Cohen (2006 as cited in MCkee 2012, p. 53) presented six management strategies that can help the reader in comprehending the text:

    (a) Go back to the question for clarification, review what you are looking for in the text

    (b) Check the questions for clarification: paraphrase the question

    (c) Read the questions and passage looking for clues while keeping options open

    (d) Consider the options

    (e) Select options through vocabulary, sentence, paragraph, or passage overall meaning

    (f) Discard options that are not supported.

To sum, there are different strategies with different classifications which are the result of a body of research on the process of reading the text.

1.2. Reading Literary Texts

Reading literary texts is a way to teach the English language. It aids students in building a strong language.

1.2.1. Definition of Literary Text

Nuttall (1996 as cited in Yaseen Elsmany, 2013) defined the text as "a piece of language, complete in itself and (written or spoken) for purpose. It may consist of a single sentence or

even a single word such as a sign saying "DANGER". Brief texts like this have their uses for teaching reading" (p. 53). According to Nuttall (ibid), the text stands by itself as a complete unit. A single word may also be a text with specific use for teaching reading. A novel is a type of literary texts. Palmer (1986) defined the novel as "compact, coherent and unified fictitious prose narrative having a beginning, middle and an end" (p. 52).

1.2.2. Reading Literary Texts

Reading literature builds a world of imagination in which the reader interacts with the characters. Balakian (1977 as cited in Khan & Alasmari, 2018) highlighted that

"literary language bridges the subjective state and the physical reality of the outside world". The reader emulates their world and lives their feelings (p. 167). Imagination will active our creativity in dealing with different situations in the life. Reading literary texts is a mean of transportation that gives a chance to travel in different times and places and meet characters to see their world through their eyes. It creates a flexible space where we can collect different points of view on the experience of the writer or the character and concludes morals.

Povey (1972 as cited in ibid) asserted: "literature will help increase language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax".

The literary content is full of a variety of masterpieces that set the reader in a relation with language and enrich his/her vocabulary. It is a way to express selfhood and convey messages.

1.2.3. The Importance of Reading Literary Texts

Reading novels is helpful for learning a language since its main purpose is "the revelation of creativity, of the knowledge of the self and of others manifested by that language used in literary context" (Balakian, 1977, ibid). Mckay (1982, cited in ibid) listed three major benefits of using literature: "it fosters learners' reading skill; it promotes tolerance; and it helps learners become creative" (p. 169). Through literary readings, the learner will enhance his/her reading skill and enrich his/her creativity.

According to Collie and Slater (1987, cited in ibid), "literary texts serve as an excellent prompt for oral work, as they provide unexpected compactness of meaning leading to a variety of interpretations through imagination and discussion" (p. 170). Reading literary texts activates the reader's critical thinking and gives him/her a chance to express to his/her imagination through discussions. Moon (2000 cited in ibid) argued that literature helps enhance learners'

interests and involvement, stimulates their critical thinking, and transform the entire teaching process into a lively exercise. "Using literature will help students develop an awareness of the beauty in the rhythm and sound of language, and how to visualize characters, settings, moods and situations while listening" (Hoag, 1996 cited in ibid p. 170).

Reading novels help students to taste the language through expressions and vocabulary. Literary reading put them in different views and opinions what activates our critical thinking and aid to build knowledge background. Reading novels provide students with worthy experiences with different characters that at the end conclude with morals. It is a way to organise their cultural ideas and emotions and update their thinking.

Hedge (2003 as cited in Alyoucef, 2006, p. 67) states that any reading component of an English language course contains a set of learning goals such as:

- The ability to read a wide range of texts in English. This is the longrange goal most teachers seek to develop through independent readers outside EFL/ ESL classroom.
- Building a knowledge of language which will facilitate reading ability -   Building schematic knowledge.
- The ability to adapt the reading style according to reading purpose (i.e.skimming, scanning)
- Developing an awareness of the structure of written texts in English.
- Taking a critical stance to the contents of the texts.

1.2.4. Difficulties while Reading Literary Texts

Reading difficulties are the stumbles that the student face while reading literary texts. Those difficulties affect the reading process and prevent the act of comprehending.

Geof Hall (1929, P.87) summarised some difficulties of readers of literature:

• Relative lack of experience of life.

• Lack of literature reading experience.

• Basic reading comprehension skills

• Stock responses or Preconceptions when readers tend to read what they expect to read, and respond as they feel they ought to respond.

• Bewilderment when readers give up on texts they cannot understand or

produce wild interpretations;

• Readings follow received opinions of value.

- Reluctance to analyze literary meanings too closely.
- Specific literary-linguistic features.
- Imagery and figurative speech.

In an article 'Exploring ESL Learners' Reading Strategies in Understanding Literary Texts', Hasim and Din (2009 as cited in Mncwango & Gazu 2017 p. 10) highlighted some of the problems that are encountered by English as a second language (ESL) students in understanding literary texts. These include:

1) Linguistic complexity of a literary text, in terms of words and sentence structure.
2) The 'deep meaning' results in multiple interpretations of words and sentences.
3) Lack of background knowledge and cultural background results in a lack of understanding of the literary texts.
4) Texts which are not culturally related and difficult reduce students' interest in reading literary texts.
5) Length of text or word count plays a role in sustaining the interest of the second language reader.
6) The selection of inappropriate texts for the second language reader results in poor understanding and lack of interest in reading and appreciating literary texts.
7) Lack of vocabulary hinders ESL students from understanding literary texts.

Another influencer difficulty is foreign language reading anxiety which is seen as a "mediating variable that intervenes at some point between the decoding of a text and the actual processing of textual meaning" (Horwitz et al., 1986, as cited in Marashi & Rahmati 2017 p. 44). FLRA affects reading process. It is a respond to the student's difficulties towards reading process. Dealing with the difficulties that faces the student while reading literature will help him to have a good experience with the action of reading.

Conclusion

Reading is an important skill for EFL learners. It helps them to build vocabulary background and to extract information. Reading literary texts help students to use their imagination and to know more about the English literature.

Chapter Two: Foreign Language Reading Anxiety

Chapter Two: Foreign Language Reading Anxiety

Introduction

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Conclusion

Introduction

FLRA is distinct phenomena related to FLA (Saito, Garza, Horwitz. 1999). This kind of anxiety prevents students from benefits of the reading process. In this chapter, we are going to have a review about anxiety its definition, types and effects on learners. We are also going to deal with the main causes of reading anxiety and some strategies to cope with it.

2.1. Anxiety

According to Merriam Webster Anxiety is "an abnormal and overwhelming sense of apprehension and fear often marked by physical signs". The Cambridge dictionary defined the term Anxiety as "an uncomfortable feeling of nervousness about something that is happening or might happen in the future ".

Psychologically, Anxiety is defined as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension and worry and by activation or arousal of the autonomic nervous system" (Spielberger, 1983 cited in Öztürk 2018, p. 49). Shri (2010 as cited in Aisyah, 2017) describes Anxiety as a subjective feeling of unease, discomfort, apprehension or fearful concern accompanied by a host of autonomic and somatic manifestations.

Anxiety is part of the human feelings and nature. The feeling of worry and stress happen when the person is in a threatening state. It works as an alarm for the unknown situations in the human life.

2.2. Types of Anxiety

According to MacIntyre and Gardner (1994 as cited in Aisyah, ibid), there are three types of anxiety in general: trait anxiety, state anxiety, and situation specific anxiety.

2.2.1. Trait Anxiety

Trait anxiety is a general response toward different threatening aspects. It is seen as "relatively stable personality characteristic" (Horwitz, 2001; Spielberger, 1983 as cited in Jafarigohar, 2012 p. 159). This kind of anxiety is permanent. It takes a place in the human personality and becomes a part of his character. It is difficult to change over time. A person with trait anxiety feels anxious in variety of situations.

2.2.2. State anxiety

It is seen as a response to a particular anxiety-provoking stimulus such as an important test"
(Horwitz, 2001. ibid). According to Spielberger (1972 as cited in Oteir & Al-Otaibi, 2019) it
is "the emotional reaction or pattern of response that occurs in an individual who perceives a
particular situation as personally dangerous or threatening, irrespective of the presence or
absence of objective danger"(p.311). State anxiety is temporary feeling of anxiety and wariness
related to specific situations. It is known as a short term of the trait anxiety, also known as
"here-and-now" experience (as cited in Aisiyah 2017 p.57). Young (1998 as cited in Oteir &
Al-Otaibi, ibid) explained state anxiety as a feeling of nervousness that can change over time
and fluctuate in rigor. Additionally, MacIntyre and Gardner (1991) have seen that the higher
the level of trait anxiety the person feels the higher the level of state anxiety will be experienced.

2.2.3. Situation Specific Anxiety

Spielberger (1983) has defined it as "a personal predisposition or tendency to become
anxious in one type of situation" (p. 56 as cited in Szyszka, 2017). This kind is a permanent
anxiety for a specific situation, an individual experience anxiety in a particular situation and not
in the others. Maclntyre and Gardner (1991 as cited in Oteir & Al-Otaibi, ibid) state that "the
situation-specific anxiety is a unique anxiety form that happens invariably over time within a
given situation" (p. 311). Situation specific anxiety can be described as a type that combines
between trait anxiety and state anxiety.

2.3. Foreign Language Anxiety

Anxiety has been witnessed in the process of learning a second language as an
effective variable. Krashen (1987 as cited in Oteir, & Al-Otaibi, 2019) have related succeeding
in acquiring foreign language to three emotional variables Motivation, Self-confidence and
anxiety. Brown (2007 as cited in Al-Shboul et al., 2013) also sees that anxiety plays an effective
role in learning FL. Anxiety in learning FL is called Foreign Language Anxiety.

FLA is considered as a special type of anxiety. It is "a situation-specific and unique type
of anxiety closely related to the acquisition of a foreign language" (Horwitz, Horwitz and Cope,
1986 as cited in Marashi & Rahmati 2017, p. 44). Horwitz et al. (ibid) who proved Foreign
Language Anxiety defined it as "a distinct complex of self perceptions, feelings, and behaviors
related to classroom language learning arising from the uniqueness of the language learning

process" (p. 443 as cited in Lou Han, 2013). According to MacIntyre (1999 as cited in TRAN, 2012) FLA is "the worry and negative emotional reaction aroused when learning or using a second language" (p. 69). Cassady (2010) introduced the term Academic anxiety and defined it as "a unifying formulation for the collection of anxieties learners experience while in schools" (ibid). FLA is identified as an obstacle that is major in the process of acquiring the foreign language.

According to Alpert and Haber (1960 as cited in Oteir & Al-Otaibi, ibid), foreign language anxiety have two types *facilitative* (harmless) and *debilitative* (harmful). Those two types symbolize the positive and the negative effects of this kind of anxiety. Facilitative anxiety deals with the advantages of FLA in which it helps students to have a well performance. In the other hand the debilitating anxiety harms the student performance .it diminish the student achievement.

FLA has been found to be one of the best predictors of success in the foreign language learning (Gardner & MacIntyre, 1993; MacIntyre & Gardner, 1991a). MacIntyre (1995 as cited in Aisyah, 2017) claim that foreign language anxiety has negative effects on the cognitive processing and behavior. An appropriate level of anxiety consequences better students' achievement.

2.3.1. Causes of Foreign Language Anxiety

Studies have been made to get to the reasons of FLA and concluded that the reasons can't be limited and that there is different causes we still don't know them.

Howitz et al. (1986 as cited in Oteir, & Al-Otaibi, (2019) distinguishes three factors that cause FLA anxiety: fear of negative evaluation, communication apprehension and test anxiety.

2.3.1.1. Fear of Negative Evaluation

Fear of negative evaluation is "apprehension about others' evaluations, avoidance of evaluative situations, and expectation that others would evaluate oneself negatively" (Horwitz et al. 1986, as cited in Oteir & AlOtaibi 2019, p. 313). Simply, it means feeling fear to be judged by the others about the academic performance. Fear of negative evaluation leads students to the point of trials and errors. The learning process is always followed with errors which are something natural. Making errors is the reason of anxiety for some students.

2.3.1.2. Communication Apprehension

According to Cubukcu (2007 as cited in Alshahrani 2016), "Communication apprehension is a type of shyness characterized by fear and anxiety about communicating with people." (p. 66) it is fear of expressing thoughts and ideas with the others using the foreign language. It is the uncomfortable feeling that faces the individual while expressing himself in the target language. The inability to use the language correctly or inability to understand the other will lead to the feeling of anxiety.

2.3.1.3. Test Anxiety

Test anxiety is "a type of performance anxiety stemming from a fear of failure" (Horwitz et al., (1986) as cited in Oteir & Al-Otaibi (2019) p. 313). This type is related with performance and fear of failure. When it comes to evaluation student feel anxious toward testing because he thinks that the best performance is the perfect one so he set unrealistic demands on himself to reach perfection.

Young (1991) summarised the causes of FLA in six majors:

1) Interpersonal and personal anxiety.

2) Learners' beliefs about learning a foreign language.

3) Classroom procedures.

4) Employing teacher-centered method.

5) Teachers' beliefs about language teaching.

6) Language examination.

For Sparks, Ganschow & Javorsky (2000 as cited in Luo 2013) "FL (foreign language) learning is based primarily on one's native language learning ability , and students 'anxiety about FL learning is likely to be a consequence of their FL difficulties" (p. 443). In another words, anxiety is a reaction to the learner's difficulties.

2.4. Foreign Language Reading Anxiety

Anxiety has touched based skills of the language. Researchers have found that each skill has its own anxiety such as foreign language listening anxiety, foreign language reading anxiety or FLRA, foreign language writing anxiety, and foreign language speaking anxiety.

Saito, Graza, and Horwitz (1999) were the first who proved FLRA as a distinct phenomenon but related to FLA in general. FLRA is "a specific anxiety type distinguishable from the more

general types of foreign language anxiety that have been linked to oral performance" (Horwitz (1999) as cited in Öztürk p.51)

Foreign language reading anxiety is seen as a "mediating variable that intervenes at some point between the decoding of a text and the actual processing of textual meaning" (Horwitz et al., (1986) as cited in Marashi & Rahmati 2017 p. 44). According to Zbornik (2001 as cited in Aisyah, 2017) reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reactions. Physical reactions to anxiety include the release of adrenaline (''fight or flight reaction'') and physical symptoms.

2.4.1. Causes of Foreign Language Reading Anxiety

As Saito et al. (1999 as cited in Zhou, 2017) concluded that the causes and manifestations of reading anxiety are probably more subtle and complex than their original hypothesis. Additionally, he said that unfamiliar writing system and unfamiliar culture are the possible causes of FL reading anxiety and that both of them can't cover all the other causes.

Ahmad et al. (2013 as cited in Aisyah, 2017) stated that there are two kinds that cause foreign language reading anxiety, there are personal factors includes worry about reading effect and fear of making error and then text features which include unfamiliar culture, unfamiliar topic, and unknown vocabulary.

2.4.1.1. Personal Features

According to Ahmad et al. (ibid) there are two personal features: worry about reading effects and fear of making errors

2.4.1.1.1. Worry about Reading Effects

Worry about reading effect is related to reading aloud. According to Jalongo and Hirsh (2010 as cited in Aisyah, ibid) reading aloud is paired with anxious unconditioned stimulus, which brings a negative reaction.

Students feel anxious when they are asked to read. Anxiety happens during reading and after reading, and this feeling will affect students who lose their concentration and forget what have been read; that is what Ahmad et al (2015) contend that it will disturb both reading comprehension and performance.

2.4.1.1.2. Fear of Making Error

Feeling afraid is essentially related with a matter of self-confidence (Muhlis, 2014, ibid). Lack of self-confidence causes fear of making errors (Ahmad et al., ibid). The students who have lack of self confidence will have fear of making errors which lead them to experience anxiety in reading.

2.4.1.2. Text Features

Text features are three unfamiliar topic, unfamiliar culture and unknown vocabulary.

2.4.1.2.1. Unfamiliar Topic

When the reader reads from the list of his interests, he will elicit positive response to the task of reading. According to Wallace (2001), if the topic of a text is not interesting to a learner it is almost impossible for this learner to read for pleasure and consequently to become an effective reader. In other words choosing a topic that is out of the reader's interest is considered as a source of FLRA.

2.4.1.2.2. Unfamiliar Culture

Reading is not just an interaction between the reader and the author thoughts but also an interaction between the reader and the shared knowledge. When a student starts reading a text, the first thing that will happen is that he/she will decode the symbols into sounds and combine sounds into collected words, and then he/she would try to understand the meaning. Here the student will discover that those words have no match with his/her comprehension, which causes anxiety.

Students can understand the words but they cannot reach the hidden meaning of the text because of "the incomplete knowledge of the cultural material underlying the text" (Saito et al. 1999 as cited in Zhou, 2017 p. 156).

2.4.1.2.3. Unknown Vocabulary

Reading would be a hard process for foreign language students due to the difficulty that he faces to reach the meaning of the word. According to Rajab et al. (2012 as cited in Aisyah, 2017) said that unfamiliar vocabulary might impede learner's comprehension and cause difficulty which in turn leads to anxiousness. If the reader does not have a vocabulary

background, he would be unable to understand the meaning of what is read. To this end, William and Dallas (1984, cited in Muhlis, 2017) emphasis that vocabulary difficulty, especially the meanings of idiomatic expressions, make a text hard to read for second language readers. This will drive them to feel anxious. Different studies have concluded that lack of self confidence is a source of foreign language reading anxiety (Genon, 2007 as cited in Aisiyah, 2017). According to Brown (2007), language anxiety is complexly intertwined with selfconfidence though the latter is characterised as a positive component.

2.4.2. The Effect of Reading Anxiety on EFL Students

Anxiety is a normal, emotional, reasonable and expected response to real or potential danger (Shri, 2010 as cited in Aisiyah, ibid). Jalongo & Hirsh (2010 cited in ibid) argued that the anxieties, fears, and phobias precipitated by reading task are a major challenging to reading progress. Therefore, inappropriate level of anxiety will affect the process of learning and achievements of the student. Anxiety can be *facilitative* in that it helps students for a good performance and a well achievement as it can be *debilitative* by spreading the feeling of anxiety which makes the students unable to interact and perform in the reading task of the target language.

MacIntyre (1995 cited in ibid) sees that "The effects of anxiety are not limited to problems encountered during speaking but pervade the entire language learning process" (p. 94). He additionally claims that foreign language anxiety has negative effects on the cognitive processing and behaviour, explaining that "When learners feel anxious during the reading task completion Cognitive performance is diminished, performance suffers, leading to negative self-evaluations and more self-deprecating cognition which further impairs performance" (as cited in Rajab et al., 2012, p. 363). That is to say, that anxiety has a negative impact on the students' reading.

2.4.3. Overcoming Reading Anxiety

Due to the negative impact of foreign language reading anxiety on students' learning process and achievements. It is necessary to look for solutions for this problem. For that, Horwitz et al. (1986 as cited in Marashi & Rahmati, 2017) suggest two basic options to reduce FLA: helping students cope with anxiety producing situations and making the learning context less stressful. Teachers can help students to cope with FLRA by suggesting some effective situations that may aid students to be more comfortable. Through the knowledge of his class,

the teacher can provide students with a less stressful content. Saito et al. (1999 cited in ibid) see that teachers could prepare students for "the possibility of reading difficulties and possible anxiety when introducing reading assignment" (p.44). Since reading difficulties are one of the reading anxiety sources, dealing with them would be the first step to avoid this kind of anxiety. They also suggest that to reduce anxiety, teachers should develop reading practices that are more effective than word for word translation and help learners abandon their

"unrealistic expectations for understanding everything they read" (ibid). Reading activities are another choice to diminish reading anxiety in which it help students to have an overview on how to interact with reading consequently that would help them to avoid this feeling which is harmful for their academic path.

Reading strategies plays an effective role to have an efficient reading. As

Grabe (1991 as cited in Alyoucef 2006) views Godman's perception of reading which is seen as an active process of comprehending [where] students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc. (p.63).

Conclusion

    Anxiety is a serious problem in the learning process and in reading novels in particular. As a negative variable that affects the student learning, it needs to be given much importance in terms of looking for solutions to overcome it. To this end, teachers and students should be aware of the anxiety problem, and try to cooperate to overcome it.

Practical Part

Data Collection and Discussion of Finding

Practical Part Data Collection and Discussion of Finding

Introduction

3.1. Method

3.2. Subjects

3.3. Tools of Research

3.4. Data Analysis

3.4.1. Questionnaire

3.4.1.1. Questionnaire Analysis

3.4.1.2. Discussion of The Student's Questionnaire

Conclusion

General Conclusion

3.4.1.3. Recommendations

3.4.1.4. Suggestions

Introduction

      This chapter aims to collect data about the solutions that may help students overcome reading anxiety. For this reason, we have tried to discover how anxiety affects first year English literature Master students while reading novels, what makes them anxious and the strategies they use to overcome it.

3.1. Method

      To investigate the research questions and hypotheses, we have selected a descriptive analytical approach.

3.2. Subjects

      This study includes 30 students from the same level, first year Master students of English literature at Kasdi Merbah University. The choice of this sample was based on the importance of the reading skill in this speciality.

3.3. Research Tool

      In this study, we have used a questionnaire as a way to collect a large amount of data about our sample. The questionnaire contains 12 questions. It is a tool to get information about the students reading and the feeling of anxiety.

3.4. Data Analysis
3.4.1. Questionnaire

      The questionnaire is a tool to collect data about the effects and the reason of reading anxiety while reading literary texts. It contained 12 questions. The questions were a mix of 'yes-no' questions, multiple choice questions and scaled questions (always, often, sometimes, rarely and never).

3.4.1.1. Questionnaire Analysis 1- Do you read ?

Table 1: Reading

Responses	Number	Percentage
Yes	27	90%
No	3	10%
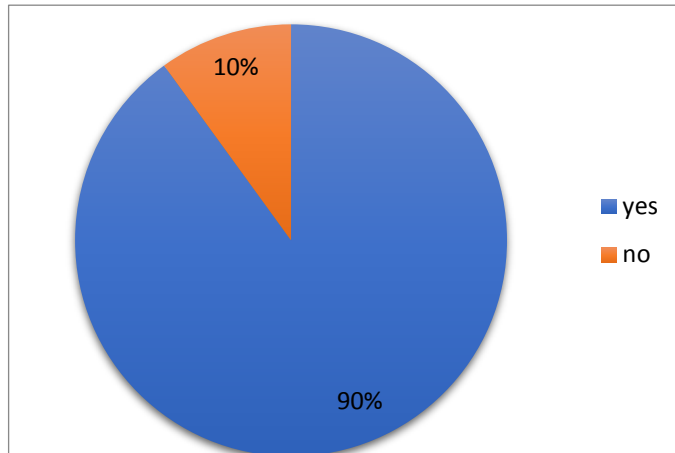
Figure 1: Reading

Table 1 shows that the number of students who read is 27 (90%) and the number of students who do not is 3 (10%). This indicates that most of students (90%) do read, which is a positive habit for a student of literature.

2- If yes, how often do you read?

Table 2: Learners 'Frequency of Reading

Responses	Number	Percentage
Always	1	3%
Often	6	20%
Sometimes	16	53%
Rarely	5	17%
Never	2	7%

Figure 2: Learners 'frequency of reading

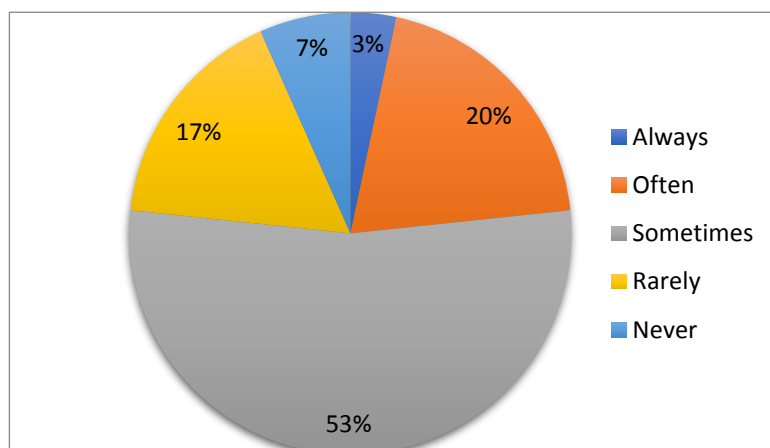From the table and the figure above, we can see that 16 of students (53%) sometimes read, 6 (20%) often read and 1 (3%) always read, while 5 students (17%) rarely read and 2 (7%) never read.

3- What kind of books?

Table 3: Kind of Books Students Read

Response	Number	Percentage
Fiction	19	63%
Non-Fiction	9	30%
Both	2	7%
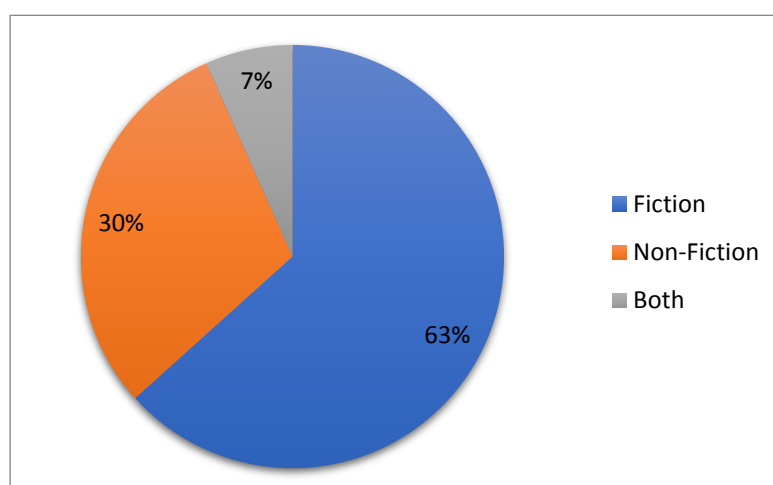
Figure 3: Kind of books students read

We notice that 19 of students (63%) prefer reading fictional works and 9 (30%) prefer to read non-fictional works, while 2 (7%) read both fictional and non-fictional works.

4- What motivates you for reading?

Table 4: Students' Motivation for Reading

Responses	Number	percentages
Research	7	18.4%
Assignment	5	13.2%
Curiosity	10	26.3%
Entertainment	9	23.7%
Other	7	18.4%
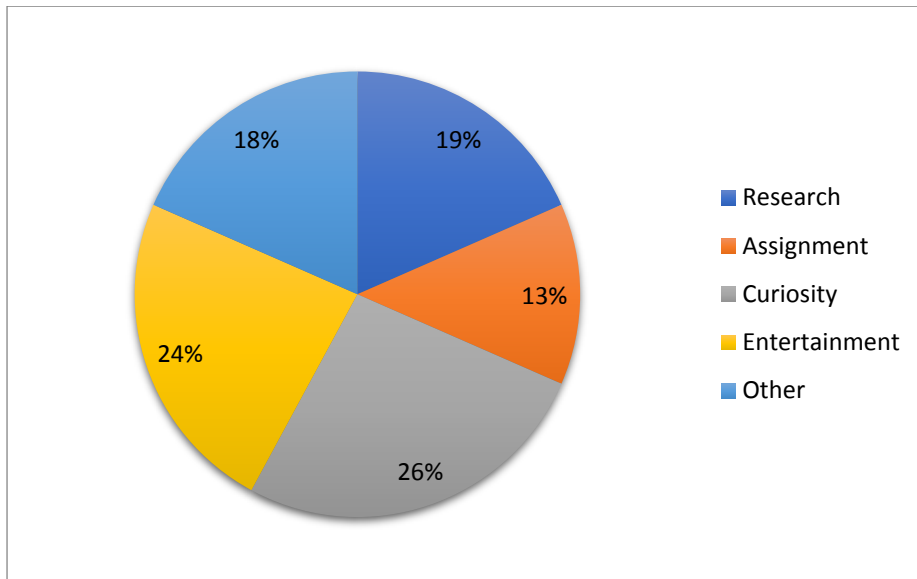
Figure 4: Students' motivation for reading

From the statistics above, we can see that what motivates students more for reading is curiosity (26.3%) and entertainment (23.7%), whereas (18.4%) read just for research and (13.2%) read for assignment and (18.4%) have other motivations for reading.

5- Do you like reading literary texts?

Table 5: Reading Literary Texts

Responses	Number	Percentages
Yes	23	77%
No	7	23%
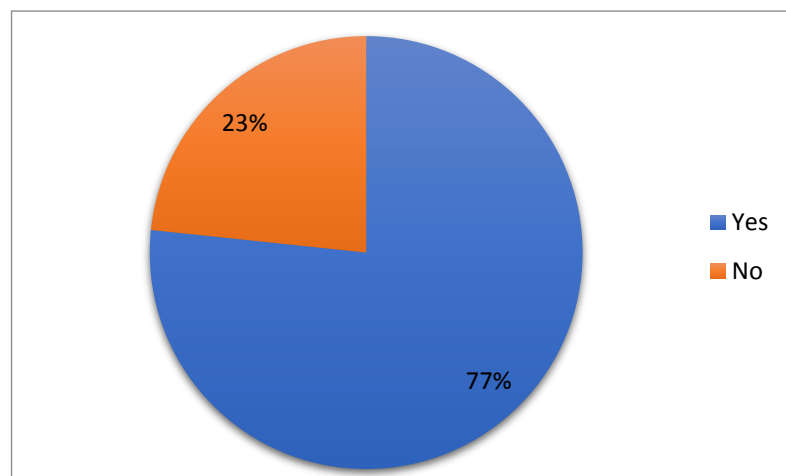
Figure 5: Reading literary texts

The statistics show that 23 (77%) of the students like reading literary texts while 7 (23%) do not.

6- What type of literary text do you read in your major?

Table 6: Types of Literary Texts Students Read

Responses	Number	Percentages
Novels	17	41.5%
Short stories	21	51.2%
Poems	3	7.3%

Figure 6: Types of literary texts students read

The table and the figure show that 21 students (51.2%) read short stories and 17 students that represent 41.5% of students read novels.

However? just 3(7.3%) read poems.

7-How do you feel when you read novels?

Table 7: Students Feeling when Reading Novels

Responses	Number	Percentage
Happy	11	37%
Curious	14	47%
Both	1	3%
Other	4	13%

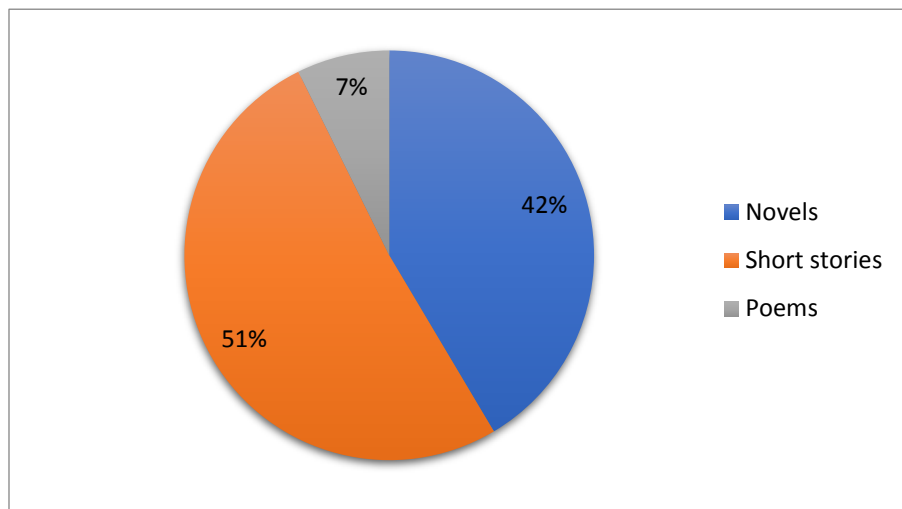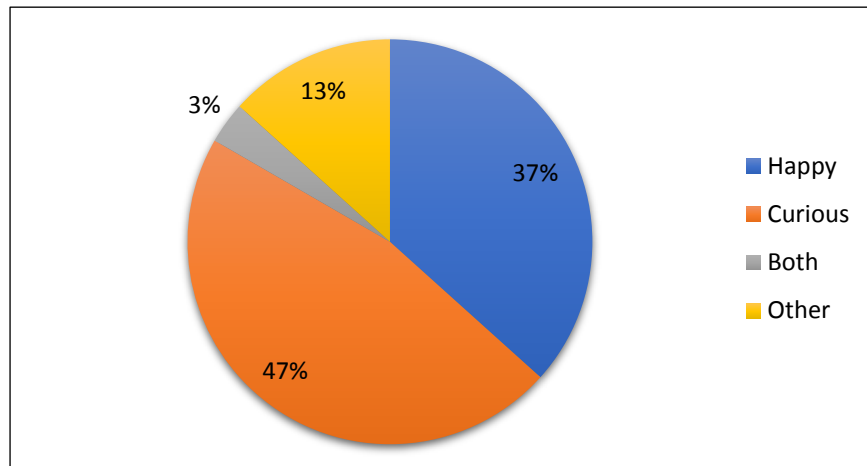**Figure 7: Students feeling when reading novels**

According to the questionnaire' extracted results, nearly half of the students 14 (47%) feel curious and 11students (37%) feel happy. One student feels both happy and curious and the other 4 students feel other feelings.

8- Do you feel anxious when you read novels?

Table 8: Feeling Anxious

Responses	Number	Percentage
Yes	12	40%
No	18	60%
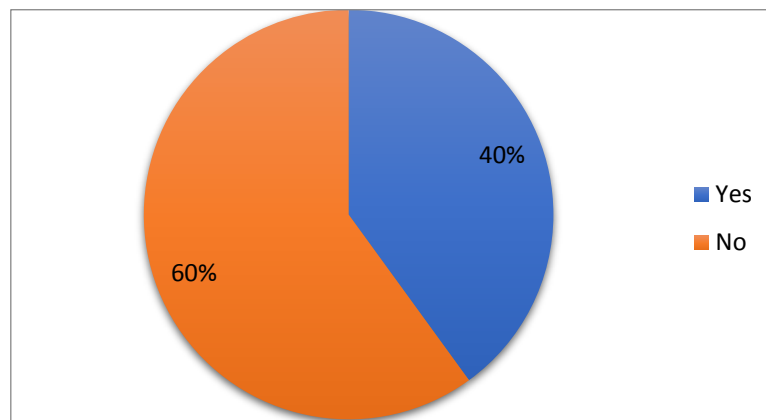
Figure 8: Feeling Anxious

The Table and the figure above demonstrate that 12 students (40%) feel anxious when reading novels   while 18 (60%) do not.

9- If yes, how often do you feel anxious?

Table 9: Frequency of Feeling Anxious

Responses	Number	Percentage
Rarely	18	60%
Sometimes	8	27%
Often	2	6%
Always	2	7%
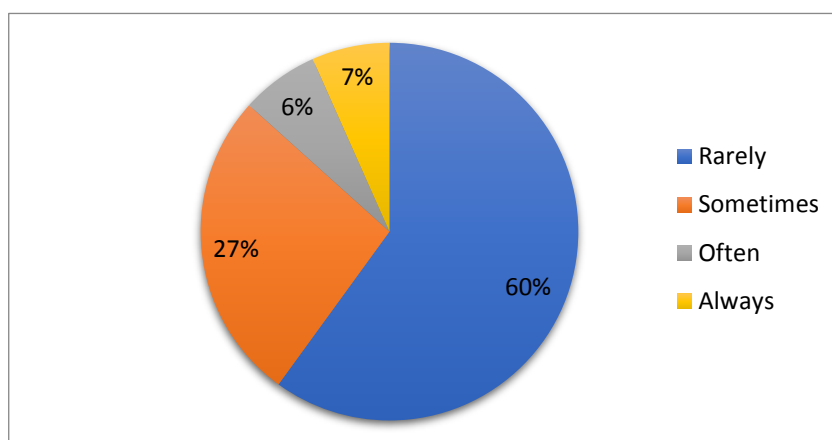
Figure 9: Frequency of feeling anxious

According to the table and the figure above, 18 students (60%) rarely feel anxious and 8 (27%) feel anxious, while 2 of them (6%) often feel anxious and 2 (7%) always feel anxious.

10- What is/are the causes of being anxious?

Table 10: Causes of Feeling Anxious

Responses	Number	Percentages
Misunderstanding the figures of speech	8	24.2%
Lack of vocabulary knowledge	12	44.8%
Linguistic difficulty	7	24.1%
Other	5	17.2%
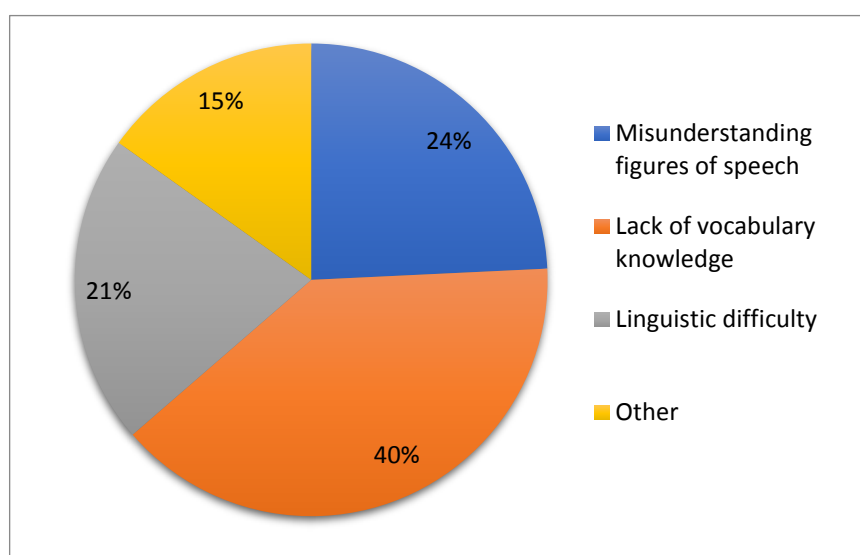
Figure 10: Causes of feeling anxious

The results show that 44.8% see that the reason behind feeling anxious is lack of vocabulary knowledge and 8 (24.2%) students have refer it to misunderstanding the figures of speech, while 7 (24.1%) see that it is because of the linguistic difficulty and 5 other students have other reasons.

11- Have you tried to solve the problem of anxiety when reading novels?

Table 11: Solving the Problem of Reading Anxiety

Responses	Number	Percentage
Yes	18	60%
No	12	40%
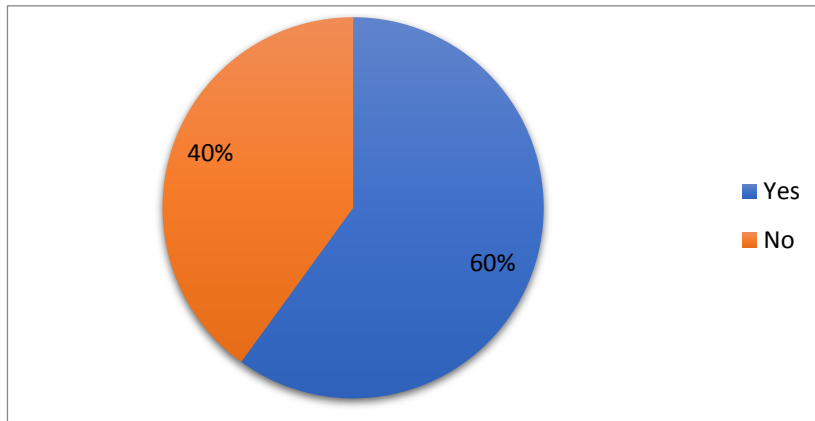
Figure 11: Solving the problem of reading anxiety

From the results above, the majority of students (60%) have tried to solve the problem of anxiety which is a good percentage. while (40%) didn't try to solve this problem.

12- If yes, how?

Table 12: How Students Solve the Problem of Reading Anxiety

Responses	Number	Percentage
Reading strategies	3	7.7%
Developing vocabulary knowledge	13	33.3%
Reading outside	3	7.7%
Having breaks while reading	7	17.9%
Other	12	33.3%
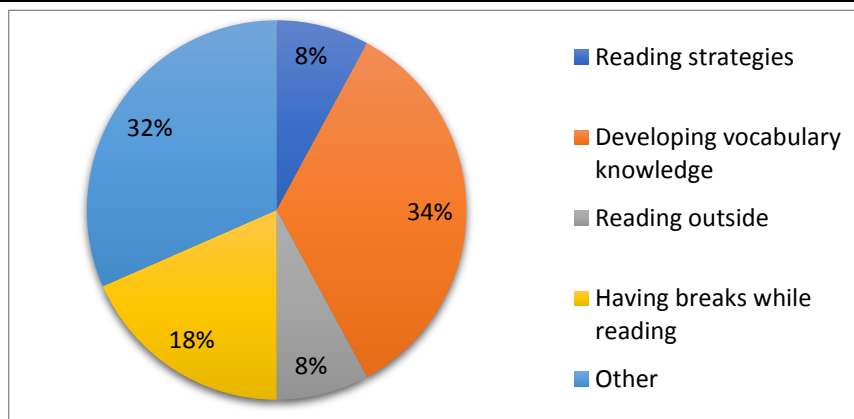
Figure 12: How students solve the problem of reading anxiety

This question represents the students' solutions to solve the problem of reading anxiety. 13 (33.3%) of students see that developing vocabulary knowledge is the perfect solution. however 17.9% of students choose having breaks while reading as a solution. while 3 (7.7%) said that reading strategies could help and 3 students (7.7%) choose reading outside. 12(33.3%) of students have other solutions to the problem.

Discussion of the Students' Questionnaire

In our first question, we found that the majority of students read which is a good sample to be studied. As a student of English language, it is very good to give importance to the reading skill which will help in enhancing the language. Moreover, as a student of English literature, the reading process is very helpful to enrich the student knowledge in this field.

The second question was about the frequency of reading. We see that we have a minority of students who always read and close proportions between students who often and rarely read and that is what describes the reality. Algeria is one of the developing countries where the social conditions are unstable and do not motivate for reading. Even though they are university students but they do not read. The fact that some students who always read, this refers to their love for reading, which is personal. What we found is a bad indication that needs solutions to make students habitually or regularly read.

The third question was about the kind of books that students read. The results show that a high percentage of students read fictional books and a low percentage of students read non- fictional books, while it is supposed to be a balance between both options in a way that the students could have background for both fictional and nonfictional books. The choice of reading fictional books indicates that students require entertainment in their reading which is found in this kind of books. Although there is a lack of reading, students prefer reading fictional books.

The fourth question was about the students' motivation for reading. The statistics show that we have a close proportion comparatively between the options. It appears between the percentage of the choice of research and assignment which both require reading and reading here would be an obligatory process to fulfill both options, whereas we have a high percentage in both curiosity and entertainment options which we see that they are what make the student comfortably read.

The fifth question was about whether students like reading literary texts or not. The results show that the majority of students read literary texts (77%) comparatively with other

texts that got a percentage of 23% which matches the student major. The students' answers about why they like reading literary texts was that it helps them in developing vocabulary and knowledge they also benefit from it.

The sixth question dealt with the type of literary texts the student read in his major. We found that the student orientation was toward reading short stories in a percentage of 51.2% which represents the student desire toward reading those books for the entertainment and the enjoyable content. Moreover, the small length and the easy language of the short story play an important role. Novels come after the short story in a percentage of 41.5%. They are lengthy and contain difficult language that may prevent the student from reading them, even though it has an enjoyable content. The last choice was poems. It is known that poems have hard language, difficult to be understood which prevents students from reading them.

The seventh question was about the feeling of students when reading novels. We noticed that 47% of students feel curious while reading novels. This refers to the preferable content that interest them.

The eighth question we asked students if they feel anxious while reading novels. We found that 60% of students do not feel anxious in comparison with students who answered that they feel anxious (40%). This result indicates that students read from a personal desire which makes them feel enjoyable while reading. This result is proved by the students' answers on the last questions. It proved that students feel comfortable when the process of reading comes from a personal desire; however when the process is obligatory they feel anxious and worried.

The ninth question was about the frequency of feeling anxious. We noticed that the predominant percentage is 60% for rarely feeling anxious. This indicates that the feeling of anxiety is acquired and not inherent in the student toward the reading process due to the difference between reading because you are required to read and when reading because you want to read.

Question ten dealt with the reasons that make students feel anxious while reading. According to the results, we noticed that a high percentage goes to the choice of lack of vocabulary knowledge (44.4%), while we found a close percentage between misunderstanding the figures of speech and linguistic difficulty. This indicates that students have a lack of reading which leads to a lack of vocabulary knowledge. The latter also leads to incomprehension. According to Ahmad et al. (2013) unknown vocabulary is one of the reasons that leads to reading anxiety. It is very logic to have the high percentage for the lack of vocabulary

knowledge because you cannot understand the language or the content without understanding the vocabulary.

Question number eleven was about if student tried to solve the problem of anxiety. According to the statistics we noticed that students are interested in solving the problem of reading anxiety, even though they have a lack of reading and that appears in the percentage of 60% of students who try to apply solutions for the anxiety.   The last question was about how students try to solve reading anxiety. We have noticed that the highest percentage was for the solution of developing vocabulary knowledge. This result matches with the results of question 10 where the majority of students have a lack of vocabulary knowledge, while the last solution which is having breaks when feeling anxious got 17.9%, this indicates that there are some students who think about an active way to face the problem. We see that reading strategies and reading outside have got a low percentage which refer to the fact that they are not between the students' hands to use them. Other students have suggested reading aloud and rereading as solutions to reading anxiety.

Conclusion

This chapter is about the practical study that we have done. We made statistics for the questionnaire and we interpreted the results that we found. From the results, we have found that the main reason behind reading anxiety is the lack of vocabulary knowledge. We have also found that reading anxiety has a negative impact on English literature students.

General Conclusion

General Conclusion

The aim of this study was to provide students with solutions that help them to solve the problem of reading anxiety. For that reason, we tried to discover the main reasons behind this problem and how its impact on the students of English literature was.

The results we found show that Foreign Language Reading Anxiety has a negative impact on English literature students. According to the results the main reason that makes students feel anxious was the lack of vocabulary knowledge. It plays an important role in the process of reading. Since understanding vocabulary will give the student a chance to comprehend what he is reading. Actually, it refers to the wrong way of reading students use. From the reasons we found, we suggest for students solutions to try to cope with anxiety. Firstly, the reader needs to be aware of the reading strategies and how to use them for a better reading experience. Second, students need to enhance their vocabulary knowledge so that they can understand what they are reading.

To sum, students need to shed the light on the problems that they face in learning the language, this will help them to develop their level. As they need their teacher's guidance and help in the process of reading.

Recommandations

1. Students need to know that the feeling of anxiety is a natural reaction from our minds to protect us from what appears dangerous or what is unknown and unfamiliar. The case with the act of reading is the same, when we face unfamiliar vocabulary or unfamiliar culture or unfamiliar content, we directly feel anxious.

2. Students should understand that through reading, they can build new vocabulary, be familiar with new topics and discover new cultures.

3. We advise students to build the habit of reading for its benefits that refer on their personal life and their academic track.

4. Teachers can play a helpful role in guiding students in the world of reading either by instructions or by suggesting techniques that can give positive results with students.

Suggestions

1. For a better experience, students can use reading strategies to help them in comprehending the text.

2. They can build background information about the topic you will read about or the author they will read for.

3. They can have breaks while reading which may help them in recuperating your concentration.

4. They can read outside and choose a calm and appropriate place for reading which can give better results.

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Appendices

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Questionnaire for First Year Master students of English at Ouargla University

Dear students This questionnaire aims to gather data about your opinions on the issue of anxiety and its impact on reading literary texts.

1. Do you read?

    Yes☐   No ☐

2. If yes, how often do you read?

    -Always ☐   - Often ☐   -Sometimes ☐   - Rarely ☐ - Never ☐

3. What kind of books do you read?

    - Fiction ☐

    - Non-Fiction☐

4. What motivates you for reading?

    - Research ☐

    - Assignment ☐

    - Curiosity ☐

    - Entertainment ☐

    Other……………………………………………………………………

    ……………………………………………………………………

5. Do you like reading literary texts?

Yes ☐   No ☐

    -Why?

                ……………………………………………………………………

                ……………………………………………………………………

6. What type of literary text do you read in your major?

    -Novels ☐

    -Short stories ☐

    -Poems ☐

7. How do you feel when you read novels?

    -Happy ☐

    -Curious ☐

    Other……………………………………………

8. Do you feel anxious when you read novels?

  Yes ☐   No ☐

9. If yes, how often do you feel anxious?

                Rarely ☐   Sometimes ☐   Often ☐   Always ☐

10.   What is / are the cause (s) of being anxious?

 -Misunderstanding the figures of speech ☐

  - Lack of vocabulary knowledge ☐ - Linguistic difficulty ☐

 Other…………………………………………………………………

  ………………………………………………………………………

11.   Have you tried to solve the problem of anxiety when reading novels?

  Yes ☐   No ☐

12.   If yes, how?

  - Using reading strategies ☐

   -Developing vocabulary knowledge ☐

   -Reading outside☐

   -Having breaks when feeling anxious☐

Other

…………………………………………………………………………………

……………………………………………………………………..........

Abstract

Foreign language reading anxiety is one of the problems that face EFL students. The target of the study is the student of first year English language master degree English literature and civilization. This study aims to shed the light on the main reasons that cause anxiety while reading literary texts and its effects on students. It also aims to suggest some solutions to help students overcome the problem of foreign language reading anxiety. We have used the questionnaire as a tool of research. According to the results, reading anxiety does exist and spread a negative effect on students. We have found also that the main reason behind anxiety is lack of vocabulary knowledge.

Keywords: *Reading, Literary Texts, Foreign Language, Reading Anxiety*

Résumé

L'anxiété psychologique pendant la lecture est l'un des problèmes auxquels sont confrontés les étudiants de langue anglaise. Cette étude, destinée aux étudiants de première année du Master langue anglais, spécialisation en littérature et civilisation anglaises, vise à faire la lumière sur les causes les plus importantes qui conduisent au problème d'anxiété psychologique lors de la lecture de textes littéraires et son impact sur eux. Nous avons utilisé le questionnaire comme outil de recherche. Et à travers les résultats obtenus, nous avons constaté que le problème d'anxiété lors de la lecture existe chez les élèves et les affecte négativement. Nous avons également constaté que la raison la plus importante est la faiblesse de l'équilibre linguistique.

Mots-clés : Anxiété Psychologique, Lecture, Textes Littéraires, Langue Étrangère.

الملخص:

القلق النفسي أثناء القراءة واحد من المشاكل التي تواجه طلبة اللغة الانجليزية. تهدف هذه الدراسة الموجهة لطلبة السنة الاولى ماستر لغة انجليزية تخصص أدب إنجليزي و حضارة إلى تسليط الضوء حول أهم الأسباب التي تؤدي إلى مشكل القلق النفسي أثناء قراءة النصوص الأدبية و تأثيره عليهم. استخدمنا الاستبيان كأداة بحث. و من خلال النتائج المتحصل عليها وجدنا أن مشكل القلق أثناء القراءة موجود لدى الطلبة و يؤثر عليهم سلبا كما وجدنا أن أهم سبب هو ضعف الرصيد اللغوي.

الكلمات المفتاحية : القلق النفسي، القراءة، النصوص الأدبية، اللغة الأجنبية.