



## The Role of Foreign Language Reading Anxiety in Advanced Learners' Foreign Language Reading Comprehension

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### Abstract

The present study was conducted to explore the relationship between Foreign Language Reading Anxiety (FLRA) and advanced EFL learners' reading comprehension. Moreover, this study was looking for the perceived reasons behind the learners' anxiety. In order to achieve this goal, a correlational research design was utilized. A total number of 41 participants who were homogenized by Oxford Placement Test (OPT) underwent FLRA Survey as well as a reading comprehension test. Since the distribution of the data was normal, a Pearson correlation test was used to calculate the correlation coefficient. The results showed that there exists no significant correlation between FLRA and reading comprehension performance of the advanced learners in this study. Further sources of perceived reading anxiety, drawn from interview data, are also mentioned.

**Keyword:** Foreign language reading anxiety, Foreign language reading comprehension, EFL learners

### INTRODUCTION

High levels of anxiety could have adverse effects on students' overall foreign language performance and also on special language skills, such as the reading process and the reading performance (Sellers, 2000; Shi & Liu, 2006). While Sellers (2000) found that higher anxious students remembered less passage content than the lower anxious students, Shi and Liu (2006) found that levels of FLRA were negatively correlated with scores of both a large-scale English test and English reading comprehension among Chinese EFL learners. Also Zhao (2009) maintained that foreign language learners with higher level of FLRA are most likely to have lower FL performance scores. However, Brantmeier (2005) found no significant correlation between anxiety and reading comprehension performance.