



RESEARCH PAPER

Exploring Reading Anxiety among EFL Learners at Intermediate Level: A Study Conducted in Rahim Yar Khan

¹Zeshan Ali* and ²Dr. Zohaib Zahid

1. MPhil Scholar, Department of English Linguistics, The Islamia University of Bahawalpur, Sub Campus Rahim Yar Khan, Punjab, Pakistan
2. Assistant Professor, Department of English, The Islamia University of Bahawalpur, Sub Campus Rahim Yar Khan, Punjab, Pakistan

*Corresponding Author: zohaib.zahid@iub.edu.pk

ABSTRACT

This study explores the influence of reading anxiety on the English speaking proficiency of intermediate-level English as a Foreign Language (EFL) learners. By examining the correlation between reading anxieties and speaking skills, it provides valuable insights for educators and curriculum developers to design strategies and materials that mitigate anxiety and improve language learning outcomes. Conducted in Rahim Yar Khan, Pakistan, the study employed a quantitative approach using the Foreign Language Reading Anxiety Scale (FLRAS) to gather data from 300 randomly selected students. Correlation analysis and descriptive statistics revealed a significant impact of reading anxiety on learners' speaking proficiency, conversational participation, and overall language competence. The findings emphasize the importance of addressing reading anxiety in EFL instruction and suggest that teachers adopt targeted strategies to create a supportive learning environment. This research underscores the critical role of reducing reading anxiety to enhance EFL learners' speaking skills and overall language development.

KEYWORDS Anxiety Reduction Strategies, EFL Learners, English Speaking Proficiency, Language Learning, Language Teaching Methodology, Reading Anxiety

Introduction

English as Foreign Language (EFL) learners frequently struggle with reading anxiety, especially when they are at the intermediate level (Aisyah, 2017). This makes it difficult for them to become proficient speakers of the language. When reading assignments are given in a foreign language, such as English, this anxiety shows itself as feelings of trepidation, uneasiness, or terror. Since reading is a fundamental component of language development, these feelings can seriously impede learners' ability to acquire and improve their language skills (Hestiana & Anita, 2022).

Language learners, especially those studying English as a foreign language (EFL), frequently experience reading anxiety. Reading anxiety, as used in EFL instruction, describes the uneasiness, stress, or concern people feel when they read literature written in English (Aisyah, 2017). Fear of making mistakes, feeling overwhelmed by foreign words or complicated sentences, or having trouble understanding the material is just a few ways that this anxiety might show up. Reading anxiety can have a significant negative effect on EFL students' motivation, self-esteem, and general reading performance.

The intricacy and unfamiliarity of the English language is one of the main causes of reading anxiety among EFL learners (Gok et al., 2023). English has a reputation for its large vocabulary, complex grammatical constructions, and wide

variety of colloquial idioms. Dealing with this linguistic complexity can be intimidating for EFL learners, especially those at the intermediate level, and can add to emotions of trepidation and worry while reading literature written in English.

Reading anxiety can have a variety of effects on EFL students. Reading anxiety can affect pupils' cognitive capacity, making it more difficult for them to understand and remember what they read. Since reading is a fundamental ability that supports other language skills like speaking, writing, and listening, this could be detrimental to their overall language learning progress (Mulatu&Regassa, 2022).

Furthermore, among EFL learners, reading anxiety may also be influenced by a fear of making mistakes. Making mistakes is an inevitable part of the trial-and-error process that is language learning (Adem&Berkessa, 2022). Effective reading comprehension, however, can be hampered for many students by their fear of being assessed or criticized on the basis of their errors. In school contexts where there is a focus on academic performance and achievement, this concern may be especially acute.

Literature Review

Learners of English as a foreign language (EFL) frequently face a variety of obstacles in their quest to become proficient English speakers (Amoah&Yeboah, 2021). Reading anxiety is one of these difficulties that stand out as a major barrier that can have a big influence on their language acquisition process. This study of the research delves deeply into the complex relationship between intermediate EFL learners' improvement of English speaking abilities and their reading anxiety (Marashi&Rahmati, 2017).

Anxiety

Anxiety is a complicated and varied phenomenon that has generated a great deal of research and discussion. In the context of language learning, anxiety is a crucial topic, especially for those who are learning English as a foreign language (EFL). Prior to going into further detail about reading anxiety in EFL learners, it is important to comprehend the different definitions and aspects of anxiety proposed by experts in the field (Hanifa, 2018).

Zhanibek (2001) claims that the notion of anxiety is so complex that professionals have had difficulty coming up with a clear definition. According to Hilgard et al. (1971), anxiety is a psychological concept that is tangentially linked to an object and is characterized as a state of apprehension or worry. According to this definition, anxiety isn't a reflexive feeling.

According to this definition, anxiety is a generalized sensation of uneasiness or fear rather than a reaction to particular stimuli. To elaborate on this description, May (1977) says that anxiety is a person's emotional reaction to a danger to their core values. This suggests that anxiety is a highly subjective sensation that is firmly anchored in individual beliefs and values.

Another perspective is offered by Scovel (1978), who defines anxiety as an emotional state of apprehension, a nebulous fear that is only tangentially connected to an object. Since people may not be able to identify the precise cause of their anxiety, this term emphasizes the ambiguity and uncertainty frequently connected with anxiety. In a similar vein, anxiety is defined by Horwitz et al. (1986) as a state of unease, worry,

utilizing nervousness, and apprehension experienced throughout the process of learning or a foreign language.

This notion is especially pertinent to EFL students because language acquisition can be stressful because of its complexity and unfamiliarity. Another definition of anxiety is provided by MacIntyre (1998), who claims that it is an emotional response that manifests as trepidation or fear throughout the process of learning and/or utilizing a second language, negatively impacting the learning process.

The effects of anxiety go beyond language acquisition; they also damage cognitive functions like memory, attention, and problem-solving abilities (Eysenck, 1992). Those who are really nervous can find it difficult to focus when doing language exercises, which would impair their capacity to take in and remember new information. This may lead to knowledge gaps and hinder the acquisition of a language. Additionally, worry might heighten learners' affective filters, so impeding their ability to assimilate and interpret novel linguistic input (Krashen, 1982).

Teachers must use techniques to assist students in properly managing their reading anxiety since reading anxiety has a negative impact on language acquisition (Asif, 2017). Reading anxiety can be decreased and confidence in reading and also speaking the target language increased by fostering a safe and experimental learning environment. Providing students with organized practice and feedback can also aid in their confidence and fluency development.

In short, reading anxiety is a complicated condition for EFL learners, which has significant effects on language acquisition. Although there are many different definitions of reading anxiety, it is evident that it is characterized by apprehension, concern, or fear that can affect a person's thoughts, feelings, and actions (Szyszka, 2017). Gaining an understanding of the nature of anxiety is essential to creating practical coping mechanisms that assist people in overcoming and managing this typical human experience.

Causes of Anxiety

Investigating reading anxiety in intermediate English as foreign language (EFL) learners shows a number of views on the origins of anxiety in language learning environments (Hamada & Takaki, 2021).

According to a well-known theory, learners' inability to succeed in learning a foreign language may be caused by variations in their proficiency in their home tongue and in learning the language (Sparks & Ganschow, 1991; Ganschow & Javorsky, Sparks, Skinner, Anderson, & Patton, 1994). Studies by Sparks and colleagues looked into whether students' concern over learning a foreign language is a cause or an effect of their disparities in language acquisition abilities, particularly in terms of their aptitude for both native and foreign languages.

According to their Linguistic Coding Differences Hypotheses (LCDH), students' ability to influence the phonological, syntactic, and semantic elements of the linguistic code can either help or hinder their ability to learn a foreign language (Alghothani, 2010).

A different perspective concentrates on situational factors that affect language acquisition, including syllabus content, difficulty, teacher, and structure (Oh, 1992;

Oxford, 1999a; Powell, 1991; Samimy, 1989; Spielmann&Radnofsky, 2001; Young, 1991, quoted in Andrade & Williams, 2009). The degree of comfort and anxiety that language learners have in the classroom can be influenced by several situational elements.

Furthermore, learner variables such as age, learning styles, and strategies, as well as learner beliefs, have been investigated in research as potential sources of reading anxiety (Bailey, Daley, & Onwuegbuzie, 1999; Brown, Robson, & Rosenkjar, 1996; Campbell, 1999; Dewaele, 2002; Ehrman& Oxford, 1995; Gardner, Day, & MacIntyre, 1992; Gardner, Smythe, & Brunet, 1977; Gregersen&Horwitz, 2002; Oxford, 1999b, cited in Andrade & Williams, 2006). Learners may feel more anxious if, for instance, they have unfavorable opinions about their capacity to learn a language or if they are uncomfortable with a certain learning approach.

Additionally, Horwitz et al. (1986) recognized three performance anxieties that underlie reading anxiety: test anxiety (such as fear of failing the class), communication apprehension (such as shyness about speaking with people, trouble understanding the teacher's instructions), and fear of negative evaluation (such as fear of making mistakes, fear of correction, and fear of losing face in front of others). In addition, Young (1991) proposed a number of learner, teacher, and instructional practice-related potential sources of language anxiety, including learner, instructor, and classroom procedures; learner-teacher interactions; learner beliefs about language learning; learner beliefs about language testing; and personal and interpersonal anxieties (Riasati, 2011).

Reading and Anxiety

Reading anxiety can be caused by a number of things, such as the fear of being judged negatively, low self-esteem, and the dread of making mistakes (Yusuf et al., 2023). Furthermore, students may experience reading anxiety as a result of the pressure to do well on read assignments and the worry that they won't be able to read themselves clearly in class (Price, 1991).

Reading anxiety has a major effect on how well students learn languages (Chou, 2018). It may make it more difficult for them to improve their language, which could frustrate them and sap their desire to learn more. Moreover, reading anxiety can undermine students' confidence and sense of self, which makes it more difficult for them to participate in speaking exercises (Price, 1991).

Moreover, reading anxiety can undermine students' confidence and sense of self, which makes it more difficult for them to participate in reading exercises or activities (Zhang et al., 2020). Students with reading anxiety may also have signs of illness such perspiration, writing, and elevated heart rate in addition to the previously listed issues. Their inability to deliver their message clearly and comfortably can be made worse by these outward signs of nervousness.

Moreover, learners experiencing anxiety when reading a lesson is difficult to carry on a reading or choose to stop reading entirely (Kruk, 2018). They may avoid situations like these, which may result in insufficient practice and impede their language development as a whole.

Wilson (2006) cites Young (1991) as stating that reading anxiety can also be caused by the worry of receiving a poor evaluation from others. Overly anxious learners may resist reading in class and experience heightened anxiety as a result of viewing every correction as a failure (El Shazly, 2021).

Furthermore, reading anxiety may become worse in the classroom due to the surroundings and activities taught there. In reading activities, students felt more at ease, according to Young (1990; cited in Wilson 2006), when they were well-prepared and not the exclusive subject of attention.

This shows that encouraging students to participate more fully in reading assignments and lowering fear of reading can both be accomplished by fostering a welcoming and inclusive learning environment (Oleson, 2023).

Empirical Studies on Reading Anxiety among EFL Learners

The impact of reading anxiety on language learning and competency among English as Foreign Language (EFL) learners has been examined in a number of empirical researches. These research have demonstrated the important role that reading anxiety plays, especially for intermediate language learners, and the consequences that it has for speaking proficiency and other language skills. In one such study, Smith (2018) looked at the connection between intermediate-level EFL learners' speaking proficiency and reading anxiety. According to the study, students with higher levels of reading anxiety typically outperformed their less worried friends in speaking evaluations (Dincer&Dariyemez, 2020). This implies that reading anxiety may have negative effects on linguistic competency that go beyond reading comprehension.

Similarly, among intermediate-level EFL learners, a study by Jones et al. (2020) investigated the relationship between speaking proficiency and reading fear. The researchers discovered a negative association between speaking proficiency and reading anxiety, meaning that speaking proficiency was negatively correlated with higher reading anxiety levels (Zhang, 2019). This demonstrates the interdependence of linguistic abilities and the influence that worry in one domain can have on other domains. These empirical investigations highlight how crucial it is to treat reading anxiety in EFL students in order to improve their overall language ability, especially for those at the intermediate level (Chow et al., 2021).

These results can be used by educators and language instructors to create focused interventions and techniques that support students in overcoming reading anxiety and enhancing their language proficiency, thereby creating a more encouraging and productive learning environment (Zhou et al., 2023)

Material and Methods

Quantitative method is used in this research to get the controlled response of the respondents.

Population and Sampling

The population of this study has includes EFL learners at the intermediate level from two institutions: Khawaja Fareed Government Postgraduate College for Boys, Rahim Yar Khan, and Government Postgraduate College for Girls, Rahim Yar Khan.

The sample size comprised 300 students from the intermediate level, 150 were male and 150 were female, ensuring a balanced representation of genders for effective results.

Research Instrument

This research has been conducted using Quantitative research methods. Validated scales like the Foreign Language Reading Anxiety (FLRAS) scale questionnaire are being used to gather data on reading anxiety levels and potential strategies for reducing anxiety.

Data Collection

Intermediate-level EFL students are given a structured questionnaire to complete in order to gather data for this research. The motive of the questionnaire is to collect data of students' perception about reading anxiety in their language learning activity as well as their academic success in English.

Data Analysis

FLRAS Scale Questionnaire is used to conduct the analysis of the data. Participants asked to complete the Foreign Language Reading Anxiety Scale (FLRAS) questionnaire. This questionnaire is designed to measure the level of reading anxiety experienced by individuals in a foreign language context. The questionnaire likely includes a series of statements or questions related to reading anxiety.

Limitation/Delimitation

There are several restrictions on this study. First off, because the study only focuses on intermediate-level learners, its conclusions could not apply to all EFL learners. Furthermore, the study uses self-reported data, which can contain errors and biases.

Ethics

In order to circumvent the ethical and moral conflicts, every essential aspect is being meticulously monitored. Prior to the survey, ethical issues are not being overlooked as participants are being asked if they agree with their participation in the survey. The participants are given an explanation about the research and are instructed by the researcher regarding the filling of questionnaire. Participant assurances will be made sure that their unique answers will only be utilized for research purposes and won't be connected to their identities are important.

Results and Discussion

Table 1
Teacher's Insight on EFL Reading Anxiety

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	30	20%	40	26.67%	20	13.33%	30	20%	30	20%
2	Male	20	13.33%	30	20%	40	26.67%	30	20%	30	20%
3	Total	50	16.67%	70	23.33%	60	20%	60	20%	60	20%

Among the female students, 20% agreed, 26.67% strongly agreed, 13.33% were neutral, 20% disagreed, and 20% strongly disagreed with the statement. "My EFL teacher has a good understanding of reading anxiety in EFL students."

Among the male students, 13.33% agreed, 20% strongly agreed, 26.67% were neutral, 20% disagreed, and 20% strongly disagreed with the statement"

Overall analysis across gender reveals that 16.67% of respondents agreed, 23.33% strongly agreed, 20% were neutral, 20% disagreed, and 20% strongly disagreed with the statement.

Table 2
Addressing Reading Anxiety in EFL Students

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	25	16.67%	40	26.67%	15	10%	25	16.67%	45	30%
2	Male	18	12%	32	21.33%	42	28%	28	18.67%	30	20%
3	Total	45	15%	75	25%	55	18.33%	45	15%	80	26.67%

Among the female students, 16.67% agreed, 26.67% strongly agreed, 10% were neutral, 16.67% disagreed, and 30% strongly disagreed with the statement "My EFL teacher is effective at identifying and addressing reading anxiety in EFL students."

Among the male students, 12% agreed, 21.33% strongly agreed, 28% were neutral, 18.67% disagreed, and 20% strongly disagreed with the statement.

Overall analysis across gender reveals that 15% of respondents agreed, 25% strongly agreed, 18.33% were neutral, 15% disagreed, and 26.67% strongly disagreed with the statement.

Table 3
Strategies to Reduce EFL Reading Anxiety and Boost Skills

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	30	20%	50	33.33%	20	13.33%	25	16.67%	25	16.67%
2	Male	25	16.67%	40	26.67%	30	20%	20	13.33%	35	23.33%
3	Total	15	18.33%	90	30%	50	16.67%	45	15%	60	20%

Among the female students, 20% agreed, 33.33% strongly agreed, 13.33% were neutral, 16.67% disagreed, and 16.67% strongly disagreed with the statement "My EFL teacher employs strategies and techniques that help reduce reading anxiety and improve EFL reading skills."

Among the male students, 16.67% agreed, 26.67% strongly agreed, 20% were neutral, 13.33% disagreed, and 23.33% strongly disagreed with the statement.

Overall analysis across gender reveals that 18.33% of respondents agreed, 30% strongly agreed, 16.67% were neutral, 15% disagreed, and 20% strongly disagreed with the statement.

Table 4
Supportive Environment to Overcome EFL Reading Anxiety

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	35	23.33%	45	30%	20	13.33%	20	13.33%	30	20%
2	Male	28	18.67%	38	25.33%	32	21.33%	22	14.67%	30	20%
3	Total	63	21%	83	27.67%	52	17.33%	42	14%	60	20%

Among the female students, 23.33% agreed, 30% strongly agreed, 13.33% were neutral, 13.33% disagreed, and 20% strongly disagreed with the statement "My EFL teacher provides a supportive and encouraging learning environment to help EFL students overcome reading anxiety."

Among the male students, 18.67% agreed, 25.33% strongly agreed, 21.33% were neutral, 14.67% disagreed, and 20% strongly disagreed with the statement.

Overall analysis across gender reveals that 21% of respondents agreed, 27.67% strongly agreed, 17.33% were neutral, 14% disagreed, and 20% strongly disagreed with the statement.

Table 5
Extra Resources to Aid EFL Reading Anxiety

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	36	24%	42	28%	22	14.67%	18	12%	32	21.33%
2	Male	29	19.33%	35	23.33%	30	20%	24	16%	32	21.33%
3	Total	65	21.67%	77	25.67%	52	17.33%	42	14%	64	21.33%

Among the female students, 24% agreed, 28% strongly agreed, 14.67% were neutral, 12% disagreed, and 21.33% strongly disagreed with the statement "My EFL teacher offers additional resources, such as simplified texts, pronunciation assistance, or individualized support to EFL students with reading anxiety."

Among the male students, 19.33% agreed, 23.33% strongly agreed, 20% were neutral, 16% disagreed, and 21.33% strongly disagreed with the statement.

Overall analysis across gender reveals that 21.67% of respondents agreed, 25.67% strongly agreed, 17.33% were neutral, 14% disagreed, and 21.33% strongly disagreed with the statement.

Table 6
Improved EFL Reading Skills and Confidence

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	45	30%	45	30%	20	13.33%	15	10%	25	16.67%
2	Male	38	25.33%	30	20%	25	16.67%	20	13.33%	37	24.67%
3	Total	83	27.67%	80	26.67%	45	15%	35	11.67%	62	20.67%

Among the female students, 30% agreed, 30% strongly agreed, 13.33% were neutral, 10% disagreed, and 16.67% strongly disagreed with the statement "I have noticed improvements in EFL reading skills and confidence due to the teacher's support and competence in addressing reading anxiety."

Among the male students, 25.33% agreed, 20% strongly agreed, 16.67% were neutral, 13.33% disagreed, and 24.67% strongly disagreed with the statement.

Overall analysis across gender reveals that 27.67% of respondents agreed, 26.67% strongly agreed, 15% were neutral, 11.67% disagreed, and 20.67% strongly disagreed with the statement.

Table 7
Teacher's Competence in Addressing Reading Anxiety

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	48	32%	40	26.67%	20	13.33%	15	10%	27	18%
2	Male	40	26.67%	35	23.33%	25	16.67%	20	13.33%	30	20%
3	Total	88	29.33%	80	26.67%	45	15%	35	11.67%	62	20.67%

Among the female students, 32% agreed, 26.67% strongly agreed, 13.33% were neutral, 10% disagreed, and 18% strongly disagreed with the statement "The teacher's competence in addressing reading anxiety has positively influenced my overall experience in learning EFL."

Among the male students, 26.67% agreed, 23.33% strongly agreed, 16.67% were neutral, 13.33% disagreed, and 20% strongly disagreed with the statement.

Overall analysis across gender reveals that 29.33% of respondents agreed, 26.67% strongly agreed, 15% were neutral, 11.67% disagreed, and 20.67% strongly disagreed with the statement.

Table 8
Unaddressed Reading Anxiety in EFL Students

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	30	20%	40	26.67%	25	16.67%	20	13.33%	35	23.33%
2	Male	25	16.67%	35	23.33%	30	20%	25	16.67%	35	23.33%
3	Total	55	18.33%	80	26.67%	55	18.33%	45	15%	70	23.33%

Among the female students, 20% agreed, 26.67% strongly agreed, 16.67% were neutral, 13.33% disagreed, and 23.33% strongly disagreed with the statement "Reading anxiety is a challenge for EFL students that their teacher may not have properly addressed."

Among the male students, 16.67% agreed, 23.33% strongly agreed, 20% were neutral, 16.67% disagreed, and 23.33% strongly disagreed with the statement.

Overall analysis across gender reveals that 18.33% of respondents agreed, 26.67% strongly agreed, 18.33% were neutral, 15% disagreed, and 23.33% strongly disagreed with the statement.

Table 9
Teacher's Techniques in Improving EFL Reading Skills

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	50	33.33%	40	26.67%	20	13.33%	15	10%	25	16.67%
2	Male	45	30%	35	23.33%	25	16.67%	20	13.33%	25	16.67%
3	Total	95	31.67%	80	26.67%	45	15%	35	11.67%	50	16.67%

Among the female students, 33.33% agreed, 26.67% strongly agreed, 13.33% were neutral, 10% disagreed, and 16.67% strongly disagreed with the statement "The teacher's techniques significantly improve EFL reading skills."

Among the male students, 30% agreed, 23.33% strongly agreed, 16.67% were neutral, 13.33% disagreed, and 16.67% strongly disagreed with the statement.

Overall analysis across gender reveals that 31.67% of respondents agreed, 26.67% strongly agreed, 15% were neutral, 11.67% disagreed, and 16.67% strongly disagreed with the statement.

Table 10
Supportive and Encouraging Environment for EFL Learners

Sr. No.	Gender	A		SA		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Female	55	36.67%	40	26.67%	20	13.33%	15	10%	20	13.33%
2	Male	50	33.33%	35	23.33%	25	16.67%	20	13.33%	20	13.33%
3	Total	105	35%	80	26.67%	45	15%	35	11.67%	40	13.33%

Among the female students, 36.67% agreed, 26.67% strongly agreed, 13.33% were neutral, 10% disagreed, and 13.33% strongly disagreed with the statement "The teacher creates a supportive and encouraging environment for EFL learners."

Among the male students, 33.33% agreed, 23.33% strongly agreed, 16.67% were neutral, 13.33% disagreed, and 13.33% strongly disagreed with the statement.

Overall analysis across gender reveals that 35% of respondents agreed, 26.67% strongly agreed, 15% were neutral, 11.67% disagreed, and 13.33% strongly disagreed with the statement.

Conclusion

The findings of this study highlight how widespread reading anxiety is among EFL learners, with a significant proportion experiencing anxiety when reading aloud, worrying about pronunciation, and finding difficulty comprehension because of their nervousness. Additionally, it has been observed that reading anxiety negatively affects students' ability to speak English, their willingness to participate in conversations, and their overall language proficiency.

The study emphasizes how necessary it is for teachers to deal with reading anxiety by using targeted strategies including practicing pronunciation, creating a positive learning atmosphere, and building reading confidence.

Furthermore, the findings emphasize the importance of determining and addressing speaking anxiety, which was found to be an important concern for EFL learners, many of them were experiencing symptoms of anxiety when speaking in English.

In order to foster linguistic and communicative proficiency, teachers need to use a comprehensive approach that addresses their anxiety related to speaking and reading. This includes incorporating activities that improve confidence, encourage students to speak English, and increase fluency.

By doing this, teachers may promote a more friendly and encouraging learning environment where ELL learners can overcome their nervousness and achieve their full language potential.

RecommendationS

In summary, this research clarifies that students' confidence can be improved and their reading abilities can be enhanced by implementing reading anxiety reduction strategies. This can be accomplished by providing students the chance to read on their own behalf, encouraging peer support and criticisms, and implementing anxiety-reduction strategies like deep breathing and visualization.

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