

Abstract

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

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

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

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

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

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

Key Words

Reading anxiety

Reading performance

Strategy –use awareness.