

Listening to Students: Modification of a Reading Program Based on the Sources of Foreign Language Reading Anxiety

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Abstract

This paper is concerned with the modifications implemented in a second year foreign language (FL) reading program with respect to the problems students experience while reading in FL. This research draws on the sources of FL reading anxiety identified in the first year reading program with a motivation to re-design the second year program to help the students perceive reading positively free from the anxiety. This paper reports on the responses of students to the modifications implemented in the second year reading program.

The participants of the study were 50 FL students who were in their second year at a state university in Turkey. All participants had already taken the first year reading course and were enrolled in the second year reading course. It was based on two qualitative research instruments. The first instrument was a semi-structured questionnaire administered to all participants. The second one was a semi-structured interview conducted with half of the participants to obtain more in depth information concerning the modifications that had been introduced. Both instruments revealed that students responded positively to the modifications introduced. The results of the study put forward that obtaining students' opinions, giving them responsibility and involving them in decision making processes enhance their motivation, confidence and analytical skills while reading in a foreign language.

Keywords: *Students' perceptions; involving students in decision making; foreign language reading anxiety; program modifications.*