Foreign Language Reading Anxiety: A Turkish Case

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Abstract

This paper examines a Turkish graduate student's academic reading process in English. It first describes the participant's reading habits both in his native Turkish and in English, then illustrates the difficulties experienced in academic reading in English and the reading strategies applied while reading academic texts in English. Data were gathered from a twenty-seven year old Turkish student throughout an autumn semester of his graduate study, through interviews, recall protocols, a think-aloud protocol, and text analysis. The result of this study indicates that the participant experiences difficulty in focusing on, and being able to maintain a satisfactory level of academic reading in English. It is likely that unfamiliar vocabulary or contexts trigger reading anxiety, which disrupts his reading comprehension.

Keywords: Foreign language reading, academic reading, reading anxiety, reading strategy, case study

1. Introduction

Reading academic texts is an essential part of graduate study, with a large amount of reading required. Because the majority of the academic texts are written in English, nonnative speakers of English are required to read in a foreign language. This can be considered a challenging task. Research has demonstrated that various factors play role in L2 reading comprehension, such as readers' second language proficiency and acquired reading skills in their native language

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(Bernhardt, & Kamil, 1995; Brisbois, 1995; Carrell, 1991; Clarke, 1998; Taillefer, 1996; Schoonen, Hulstijn, & Bossers,1998), background and cultural knowledge (Alptekin, 2006; Carrell & Eisterhold, 1998; Erten, & Razı, 2009; Hammadou, 2000), familiarity with foreign language discourse structures (Carrell, 1984), reading strategies employed (Carrell, Pharis & Liberto, 1989; Cubukcu, 2008; Kern, 1989; Kol, & Schcolnik, 2000), and readers' affective reactions (Mills, Pajares, & Herron, 2006; Saito, Garza, & Horwitz, 1999; Sellers, 2000). Except for the affective reactions to a text in a foreign language, all the above-mentioned factors have been well-researched in the field of foreign language education.

Studies conducted with learners of Spanish (Bernhardt, & Kamil, 1995; Carrell, 1991), English as a foreign language students (Carrell, 1991; Schoonen, Hulstijn, & Bossers,1998; Taillefer, 1996), and learners of French (Brisbois, 1995) demonstrated that both foreign language proficiency and native language reading strategies play a role in reading ability in a foreign language. It is obvious that in order to be able to read in a foreign language, a reader needs to attain some minimal threshold of proficiency. On the other hand, it is also possible to transfer reading skills acquired through reading in the native language to the foreign language.

Another important factor in reading comprehension is background knowledge, which has been formalized as schema theory. According to this theory, "comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge" (Carrell & Eisterhold, 1998, p. 76). In attaining comprehension, studies have demonstrated the importance of the role of readers' cultural background knowledge (Johnson, 1981), general topic knowledge (Hudson, 1982) and readers' expertise on content knowledge (Hammadou, 2000). Similarly, familiarity with rhetorical organization plays a role in comprehension. Different discourse structures including description, causation, problem/ solution, and comparison have different effects on the reading comprehension and recall of graduate students. For instance, Carrell (1984) indicated that both the rhetorical organization of the text and student's native language affect the quantity of reading recall.

In the field of foreign language education, the reading comprehension strategies applied by readers, and the relationship between strategy use and reading comprehension has been investigated, leading to suggestions for training less effective readers in the strategies used by more competent readers (Carrell, Pharis & Liberto, 1989; Kern, 1989). Carrell, Pharis, and Liberto (1989) indicate that "metacognitive strategy training in semantic mapping and in the experience-text-relationship method are effective in enhancing second language reading" (p. 668). Similarly Kern (1989) reveals the effectiveness of L2 reading strategy training, thus indicating that efficient strategy use enhances the comprehension of foreign language text.

In the literature on foreign language reading, the effects of readers' affective reactions on their reading comprehension have only begun to be addressed relatively recently. Saito, Garza, and Horwitz (1999) identified FL reading anxiety independent of general FL anxiety, indicating that reading in a FL may provoke anxiety in some students and that "anxiety would seem to be a mediating variable that intervenes at some point between the decoding of a text and the actual processing of textual meaning" (p. 209). Focusing on the foreign language (FL) reading anxiety of 383 university students learning Spanish, Russian, and Japanese as a foreign language, the study indicated that foreign language reading anxiety is independent from general foreign language anxiety, and that reading anxiety can be caused by unfamiliar writing systems, genres, and also unfamiliar cultural material.

In a later study, Sellers (2000) also identified distinct foreign language reading anxiety in research conducted with 89 university students studying Spanish as a foreign language. Despite

employing a reading anxiety assessment scale different from that of Saito et al., she similarly identified reading anxiety as a phenomenon related to, but distinct from, general foreign language anxiety. Sellers' study further revealed that very anxious learners recall less information and "experience more off-task, interfering thoughts" than the less anxious learners (p. 512).

On the other hand, in a more recent study, Mills, Pajares, and Herron (2006) concluded that reading anxiety is not in fact related to reading proficiency. Rather, students' reading self-efficacy is related to their reading proficiency. The research, conducted with 95 college students of French as a foreign language, found that where students considered themselves as effective readers, they became proficient, and that students' efficacy beliefs and their reading anxiety levels are related. This may be interpreted as "foreign language readers may experience anxiety when they perceive themselves to be less competent in their ability to read foreign language texts." (p. 286).

However, all of the studies relating to reading anxiety and a majority of those on foreign language reading mentioned here are based on quantitative data obtained through self-report instruments, procedures which may not be conducive to the full expression of the feelings and perceptions of the participants. The present case study aims to focus on one individual's lived experiences of reading, and thus may allow a more comprehensive picture of the whole process to emerge. More specifically, the goal of this study is to examine a Turkish graduate student's academic reading process in English. After describing the participant's reading habits both in his native language (Turkish) and foreign language (English), it explores the difficulties that he experiences in academic reading in English, and the reading strategies that he applies in attempting to overcome these.

2. Methodology

This study is a qualitative descriptive case study. This approach was preferred to a quantitative one for the particular aim of describing contextualized and holistic experiences of the foreign language reader in depth. The aim of the study was not to make generalizations or establish new relations, but rather to construct a sophisticated understanding of reading processes of a struggling L2 reader. It is a descriptive single case study which is an "intensive descriptions and analyses of a *single unit*" (Merriam, 1998, p.19). Creswell (2003) describes the use of case studies as "a strategy associated with qualitative research in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. The case(s) are bounded by time and activity and researchers collect detailed information using a variety of data collection procedures over a sustained period of time" (p. 15). In this inquiry, the researcher focused on one individual, a Turkish graduate student majoring in foreign language education as the unit of description and analysis.

2.1. *Research Participant*

The research participant was a twenty-seven year old Turkish male graduate student at a major Turkish university. He learned English as a foreign language in his native country, and majored in Teaching English as a Foreign Language. During the time of the research he was pursuing a Doctoral Degree in the field of Foreign Language Education.

2.2. Data Collection Procedure

The data were gathered during an eleven-week autumn semester through in-depth semi-structured interviews, think-aloud protocol, recall protocols, and text analysis. The think-aloud and recall protocols, which involve reader's self-report of his thought processes during and after reading respectively, allowed the researcher to describe cognitive and affective aspects of participant's reading. For the recall and think-aloud protocols, three academic texts were used: two course book chapters and a research article about reading in a foreign language.

First, an interview was carried out to gain a general view of the participant and information related to his reading habits, namely: the subject matter, location, attitude to reading, any particular problems experienced while reading in his native language and in English, and the strategies he used to understand academic texts.

Second, the researcher conducted two recall protocols to investigate the participant's reading strategies. For the first recall protocol, the researcher chose a chapter of *Interactive Approaches to Second Language Reading (Carrel, Devine and Eskey, 1998)*. The participant read the text, and then recalled his actions during the reading. In order to be able to ensure the greatest possible amount of accurate data, recall protocol was conducted immediately after reading. As the first text chosen by the researcher was not found to be motivating for the participant, for the second recall protocol, the participant was allowed to read a text of his own choice. The goal here was both to gather more data about his reading process and also to gain an understanding of the participant's preferred type of academic text. He recalled his thoughts after a thirty minute period of silent reading of a text book: *Representation: Cultural Representation and Signifying Practices* (Hall, 1997). Third, in order to understand his strategy use, and to reveal how he perceived himself as a reader, the researcher interviewed the participant again to clarify some points arising during the recall protocols.

Finally, the researcher conducted an hour long think-aloud protocol during which the participant verbalized his thoughts while reading aloud an article entitled *Mentalistic Measures in Reading Strategy Research: Some Recent Findings* (Cohen, 1986). In addition, the researcher analyzed the texts that the participant had read during the semester to discover whether he had taken notes, or made use of highlighting, marking or other symbols.

2.3. Data Analysis

The researcher audio-taped the interviews, think-aloud and recall protocols, and took notes during the text analysis. In order to analyze the data, she transcribed the audio tapes, and carefully examined the transcripts and notes, coding, comparing and contrasting the information contained in them. In order to ensure validity and reliability, the study utilized a method of triangulation (Denzin, 1970) involving multiple methods of data collection, including an interview, read-aloud, think-aloud and text analysis. Furthermore, the researcher did a member check by asking the participant to confirm the plausibility of the researcher's interpretation of the data.

3. Results

The presentation of participant data is organized under three categories: L1 and L2 Reading habits, difficulties encountered in reading in L2, and the strategies used to comprehend an academic text in L2.

3.1. L1 and L2 Reading Habits

The participant seemed to perceive academic reading and recreational reading as two separate, rather unrelated concepts. While he regularly enjoyed reading newspapers and short stories both in Turkish and English, he perceived academic reading purely as a mandatory act required for successful academic performance. He read novels in both languages for relaxation and tended to read the novels he enjoyed without interruption, but gave up on those where the language and plot were not to his taste. In contrast, he seemed to perceive academic reading purely as a requirement to be fulfilled, reading academic texts on a daily basis to meet his course demands rather than for enjoyment or as a normal part of his routine:

"I don't consider reading for school as reading (in its real sense), it is just mandatory, so it is not part of my chosen lifestyle, I mean I have to read that material so it does not reveal anything about my reading habit".

Most of his recreational reading was in Turkish, and academic reading in English. In Turkish he read newspapers and novels, but no academic texts since the required readings for courses were always in English and he makes no attempt to read similar academic texts in Turkish. Furthermore, he believed that:

"If I read something in Turkish for academic purposes, maybe it would be much more difficult than English because I don't know the genre or the terms even in my own subject area…So I think I would be much more capable in L2 now for academic purposes…. But I would say that for pleasure, I read better in L1".

Although academic reading was exclusively in L2, he read for pleasure, including daily newspapers, in both languages. However, he indicated that although he was able to browse up to ten Turkish newspapers in a single hour on the net, he could only focus on one English newspaper in the same time period, and he found this demanding. He explained that he experienced no problems in reading for pleasure in Turkish, while he found reading for pleasure in English mentally demanding and much more time consuming.

3.2. Difficulties

This section describes the difficulties that the participant experienced in his academic reading in English. He indicated that he has difficulties in planning time efficiently to complete reading assignments on time. The comprehension process was time-consuming because of the perceived difficulties in focusing on and comprehending academic texts in English, in addition to his low tolerance of ambiguity and his tendency to frequently monitor his comprehension. Furthermore, the reading environment was very important for him, he preferred to do his academic reading at home or outside rather than in libraries or other enclosed spaces. He explained his difficulties in completing his reading assignments on time as follows:

"I just have difficulty in organizing the amount of time to spend on reading…. I had difficulty in allocating time to different courses…for example I have to read five or seven, pages for today's course, I started yesterday morning and I have another reading for tomorrow so I thought I could finish the first part yesterday and begin other one. But yesterday evening I was just exhausted with the reading, even though I did not read in detail. I skip the parts that I don't think important and I was just, my mind just went blank, my mind was totally exhausted. I could not understand the last part of first reading, so I could not even begin the other part, the new part, or the reading for the other courses".

He indicated that it took a long time to read academic text in L2, because he needed a short break after each "chunk of reading" to process the information. He indicated that depending on the difficulty of the text, he felt the need to stop after a sentence, paragraph, or page to monitor his comprehension.

"In L2 reading, after every chunk of reading, maybe after every paragraph… I have to think, I have to process information in my mind. It takes time and exhausts me…. that process needs effort".

The participant indicated that generally he could not read "more than one hour at a time." Furthermore, he preferred to read at home or "outdoors" rather than in the library. To be able to read academic texts in English he seems to require a particular environment where he can take frequent breaks, move around, listen to music, or lie down.

"At home I sometimes just read at a table, a few sentences sometimes one sentence or one paragraph or one page depending on my level of interest and then I just lie down, I just go to bed, I just go check my e-mail, I just play some music, just press the play button and just read something and I realize that I don't like the music. In that period I read only a few sentences and I just feel that I understand that part and then I do something else and read……. "I cannot read in one position for so long …generally I like to read lying on the ground but as I said I have to change my environment so frequently just to concentrate on the matter….I cannot read in closed environments, I like to read outdoors. I like to read when there is a little background noise, music rather than talk; I don't like a completely silent environment".

He seemed to experience great difficulty in concentrating and completing his academic reading assignments. He expressed a need to lie down or listen to music in order to be able to continue reading, and a need to change his environment just to stay focused on reading. During the recall protocol, he described his difficulty in focusing in the following terms:

"I read this title five times, just this is my thing. I I I am having problem with focusing on reading and sometimes I read things very well but I don't I don't pay attention. This is my problem. I don't focus on what I am reading. Just there is some other stuff on my mind generally. Or maybe it is a… it's a problem. That is why I just read the title five times and I just got the meaning in the fifth time and the same thing happened during the first and second paragraphs"

During the think-aloud protocol, he stopped after almost every sentence to check his understanding, before reading the next sentence. He could only cover maximum one or two pages before needing a break. In addition, after each break he reread the underlined parts of previous section, thus taking a considerable time complete a whole text.

Furthermore, he seemed to have low tolerance of ambiguity. During the think aloud protocol, he was able to guess the meaning of unfamiliar words successfully and continue reading. However, uncertainty over the meaning continued during the reading and affected his overall comprehension

of the text. He seemed to believe that he had to know the exact meaning of every word and had to have a clear understanding of every idea in the text. He reread sentences to make sure that he completely understood them. Although he perceived that he often omitted some parts, this was in fact unusual, and on the few occasions it happened, it involved a single sentence only. During the think-aloud protocol he monitored his comprehension after each sentence, saying "I need to repeat that" or "Yeah, I understand this part." Unknown vocabulary, even when he was able to guess the meaning successfully, seemed to distract him to the extent of interfering with his whole text comprehension:

"Mentalistic is the word that I never encountered before, but I can understand from the root 'mental', something about cognitive, cognate" after reading a page "I think I feel the lack of background but even though I've studied strategies for last few days, I've never seen 'mentalistic' measures. I think I am still suffering from the lack of vocabulary regarding 'mentalistic' measures. What does it mean? It affects overall my understanding of the text so far".

The participant seemed to have serious difficulties in reading the academic text in English, in focusing on the task at hand, and thus in completing the reading assignments in time. He seemed to agonize over the text, in spite of the fact that he has B.A. and M.A. degrees in the field of Second Language Education, and thus is familiar with the concepts, and his language proficiency is clearly adequate for processing these texts.

3.3. Strategy Use

While reading academic text in English, he checked the tables, figures, diagrams, all the visuals to "get the gist of the chapter" as a pre-reading strategy. When one of the figures or pictures is referred to, he stopped to examine it before continuing. According to the participant, visuals are "advanced organizers, they are advanced organizers for me." In addition, the participant stated that he likes to express his ideas with diagrams while giving presentations. It therefore appears that the participant used visuals to activate his schemata.

When given the opportunity to choose a text for a second recall protocol, he selected a text about visualizing a curriculum, including many pictures of an exhibition, which he spent some time examining carefully before starting reading. While he was unable to finish reading the text chosen for the first recall due to frequent interruptions, he was able to read the self-chosen text on visualizing continuously for thirty minutes. This suggests that he used visuals to facilitate schema, to form an overall idea of the text, which enabled him to read in a sustained way. As a reading strategy, he usually underlined words or sentences while reading.

"I have to underline or highlight points before I take a break. Otherwise at the end if you take hundreds of breaks you cannot interrelate the things you read between breaks. That is why I need to underline. Then I read the parts that underlined and then make connections…I highlight the words, key words. Generally they are bold but even though they are not bold faced I highlight the key words and if there is not such key words I always highlight sentences that have special meaning or that is a kind of summary of the paragraph because after I read the whole chapter before I go to class or during the class I just go through the whole article and just read those highlighted sentences, it helps me remember".

The main comprehension strategy that he used was paying attention to important parts and trying to comprehend these points. He believed the important parts in the text are bold, italic words, cited ideas, and quotations.

"Citations are useful to learn … at least you get some points , even if you don't get anything from the whole paragraph, you get some things from these citations, because I feel that they are important because they are cited in this paper".

In addition, he indicated that he organizes the essays required for each course around citations chosen from the text. He explains this as follows:

"If I am going to cite them in my paper I just type every possible sentence or phrases or paragraphs without context, without connecting them with each other I just type them and then when I am writing my own paper, I just pick citations to use".

When experiencing difficulty in comprehending a text, he used a re-reading strategy. During the think aloud protocol, although he found the text interesting and it was related to the topic he had been studying, he reread every sentence, possibly due to difficulties with vocabulary or his intolerance of ambiguity.

Rather than using a dictionary, he preferred to guess the meaning from the text, as frequently demonstrated during the think-aloud protocol. He only resorted to a dictionary to look up key or frequently encountered words. However, he indicated that while reading for pleasure he did not use a dictionary at all. He owned a digital dictionary, but this did not provide all possible meanings of words. His reluctance to use a dictionary may therefore stem from unsuccessful experiences with his digital dictionary.

He took notes when he thought it was necessary for his paper, project or class discussion. "I did not take notes for the visualization course because I don't need these for my paper or project". After writing one sentence during the recall protocol, he explained: "I found it interesting, but couldn't understand much. I can ask about it as a discussion question or I can send it to the discussion board." It seems that he takes notes not because he finds it a useful strategy, but because situations require it. "For that course I need to read hundreds of pages and for this week we need to talk about what we have read so far. It's a kind of preparation for the course."

Although the participant considered himself to be a top-down reader, he read every sentence, paying attention each word and rarely omitting parts. In addition, he monitored his comprehension after each sentence. On more than one occasion during the think-aloud protocol he showed that the decision to reread a sentence was taken before finishing the whole sentence.

Another strategy he mentioned was reading immediately before going to sleep. He believed he could recall more by reading in this way: "Even though I couldn't read much, I can retain the information I read. That is why I want to read before sleeping."

In general, the participant seemed to use several reading strategies to enable him to understand academic text in English, including using visuals in the text to activate his schema, rereading sentences, underlining the important parts of the text such as cited ideas, quotations, key words, using a digital dictionary, and reading before falling asleep to facilitate recall.

4. Discussion

The results indicate that the participant experienced great difficulties in processing what he read in English. One possible explanation for this phenomenon is that the unfamiliar vocabulary or context blocked his comprehension by triggering reading anxiety. A very low tolerance of ambiguity led the participant to focus on fully understanding every item of vocabulary and every

idea before moving to the next section. In addition, he had negative beliefs about his English proficiency and reading ability, doubting his ability in English in spite of majoring in English language teaching at college, being awarded an M.A in the same field and achieving a TOEFL score that enabled him to continue his doctoral study. "My English is not good; I feel I am struggling while I am reading... I am not that fluent, not that capable". In respect to this, MacIntyre, Noels, and Clement (1997) suggested that student's self-perception may cause anxiety: "When a student feels incompetent or expects to fail, anxiety probably results" (p. 279). Furthermore, he has a particularly negative attitude towards reading academic texts: "I don't consider reading for school as reading; it is just mandatory so it is not my habit, I mean I have to do that reading." It appears that his intolerance of ambiguity, his low self-esteem regarding his English proficiency and reading ability, and his negative attitude towards academic texts all combined to cause reading anxiety, which in turn affected his comprehension process. It is possible that he felt overwhelmed whenever he failed to understand vocabulary items or content even after multiple re-readings. Since he was unable to deal adequately with ambiguity, he experienced reading anxiety, which in turn affected his comprehension. Therefore, he needed to interrupt his reading frequently in an attempt to lower his anxiety, to process the information that he had taken in, and to regain focus.

The negative effect of anxiety on language learning process is a well-known phenomenon. As Macintyre (1995) explained, "language learning is a cognitive activity that relies on encoding, storage and processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it...to the extent that self-related cognition increases, task-related cognition is restricted, and performance suffers. Anxious students therefore will not learn as quickly as relaxed students." (p. 96). Similarly, Tobias (1986) proposed a three-stage model to explain the effect of anxiety: Input, Processing and Output. In the input stage, because of anxiety, the learner may not comprehend the input, and miss the data. This early stage also has an effect on later stages, because during the processing stage, anxiety may interfere with the manipulation, organization and storage of the data. At the output stage, anxiety may prevent information recall, whether for written or spoken outcomes. It is therefore possible that the reading anxiety of the participant affects comprehension at all three stages, the input, process and output stages. The participant's difficulties in concentrating and his need to reread the same sentence several times may have occurred as a result of his anxiety, which prevented him from properly receiving the input. In addition, the participant mentioned several times in the recall protocols and interviews that he needed to interrupt his reading at regular intervals to process the information. Anxiety may also have played a role at the processing stage of his reading comprehension. As mentioned several times already, the participant experienced difficulty recalling the text he reads: "I don't remember anything if I don't look at my underlinings. I don't have good memory." This seems to show the effects of anxiety in the output stage.

The results of the current study are consistent with previous studies. Sellers (2000) revealed that anxious readers have more off-task, interfering thoughts, as frequently demonstrated by the participant of the current study. Furthermore, Mills, Pajares and Herron (2006) concluded that reading anxiety is not related to actual reading proficiency, but rather the self-perception of being a less effective foreign language reader. Similar to the findings of Mills et al. (2006), in the current study, in spite of the participant's high language proficiency, he does not perceive himself as a competent reader, but rather seems to expect to fail, and to have difficulty in concentrating and comprehending reading, resulting in experiencing many difficulties, and in what can be described as reading anxiety.

5. Conclusion

The results of this study indicate that the participant experienced difficulty in focusing on academic reading and in being able to sustain reading over a length of time. He needed a particular environment which allowed for intervals of rest and distraction before returning to the task. Although he used several reading strategies to overcome his difficulties, his reading process was excessively time-consuming. As a graduate student, he had a demanding reading assignment schedule, but because of his need for frequent interruptions for processing, he experienced difficulty in completing his assignments on time.

The data shows a very low tolerance of ambiguity, and an excessive sensitivity towards unfamiliar words or concepts, frequently causing him to reread sections unnecessarily. In focusing on intricate details, he risked overlooking the main points, and frequently experienced problems in making wider connections between the important ideas in the text. In addition, his excessively pessimistic beliefs about his own English proficiency and his reading ability adversely affected his comprehension, causing problems in focusing on reading, especially where he lacked the subject background. This in turn led to a continuing cycle of anxiety and further negative impacts.

In Turkey, the skill of reading is the most emphasized in academic settings (Arıkan, 2008; Cekic, 2007; Erten,& Karakas, 2007; Ozek, & Civelek, 2006; Yayli, 2010). Graduate students in particular are required to read literature in English, which inevitably brings encounters with unfamiliar words and concepts. Therefore, it is necessary to take into full consideration students' affective reactions to reading in a foreign language. It is important that teachers should increase their awareness of students' level of tolerance of ambiguity, and how they manage the negative feelings experienced in the challenging process of comprehending a demanding text in English.

Furthermore, language teachers may be able to assist their students in finding appropriate reading strategies to overcome these difficulties. Effective dictionary use and vocabulary building strategies may contribute to the prevention of negative affective reactions. In addition, teachers may be able to make a significant impact by helping students improve their self esteem, both as foreign language learners and readers, which in turn may provide them with the motivation needed to discover their own effective strategies, and therefore to become more efficient readers.

It may be valuable to conduct further studies to compare the reactions of readers to academic texts and recreational reading in English, particularly to determine whether readers show the same affective reactions to both types of reading in a foreign language. Furthermore, it may be beneficial to research the extent to which readers have different attitudes to L1 and L2 academic reading.

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Appendix

Interview Questions 1

1- When do you like to read? Do you like to read in the morning, afternoon, at night?
2- Where do you read? Do you need a special environment to read efficiently?
3- Do you like reading in general? What kind of text do you like to read?
4- How long time do you usually spend reading? How many hours did you read last week?
5- Do you experience any difficulty in reading in L2? If so what kind of difficulty do you experience?
6- How are your L1 and L2 reading experiences? How are they different, or similar?
7- Do you usually use dictionary while reading in L2? Do you guess the meaning?
8- Do you underline the words or sentences while you are reading? What do you underline? Why?
9- Do you take notes while you are reading?

Interview Questions 2

1- How do you define a good reader?
2- How do you define yourself as a reader?
3- What kind of problems are you encountering in reading an academic text?
4- When you experience short circuit in your reading, what do you do?
5- What kind of dictionary are you using? How often do you use dictionary?