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Abstract

The aim of this study was to review the research which focused on *'Reading Anxiety'* in Turkish language systematically. According to the questions derived from the aim, 16 papers were re-examined based on the rules of systematic review method. These papers were analysed in terms of their aims, designs, sampling and results. In addition to this, similarities and differences of the reviewed papers were discovered. It was seen that these studies were conducted with primary and middle school students. It was also found that the methodology of these reviewed studies was designed with quantitative approaches. The results of the review indicates that reading anxiety is related with reading comprehension, reading habit, reading fluency and reading motivation. Such factors as gender, parents' income, having books and place of residence have relation with reading anxiety. The results gathered from reviewed papers suggest that studies designed with qualitative and mixed-method are needed. Additionally, focusing on various topics related with 'reading anxiety' with different participant groups are needed. In conclusion, it is believed that this systematic review study can provide fruitful information for the area and new perspectives for the further studies.

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Research Article

'Reading Anxiety in Turkish Language': A Systematic Review Research[*]

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Abstract

The aim of this study was to review the research which focused on *'Reading Anxiety'* in Turkish language systematically. According to the questions derived from the aim, 16 papers were re-examined based on the rules of systematic review method. These papers were analysed in terms of their aims, designs, sampling and results. In addition to this, similarities and differences of the reviewed papers were discovered. It was seen that these studies were conducted with primary and middle school students. It was also found that the methodology of these reviewed studies was designed with quantitative approaches. The results of the review indicates that reading anxiety is related with reading comprehension, reading habit, reading fluency and reading motivation. Such factors as gender, parents' income, having books and place of residence have relation with reading anxiety. The results gathered from reviewed papers suggest that studies designed with qualitative and mixed-method are needed. Additionally, focusing on various topics related with 'reading anxiety' with different participant groups are needed. In conclusion, it is believed that this systematic review study can provide fruitful information for the area and new perspectives for the further studies.

Keywords: Reading anxiety, systematic review, primary school students, middle school students

1. INTRODUCTION

Throughout their lives, human beings have tried to receive and respond to the message in the environment through communication channels and language competencies. The equivalent of this process in every language has been the use and sharing of linguistic skills. Mother tongue teaching, which can be considered equivalent to having the ability to perceive and interpret learning areas, starts to be given to the individual before school and can also affect the level of success in various fields. Because the most dominant elements of mother tongue education and teaching are comprehension and expression competencies. Turkish language teaching is structured on four learning areas: listening, speaking, reading, and writing, combined with grammar teaching. This teaching is continued with perceptive and productive linguistic skills, which can also be called as comprehension and expression skills. Listening and reading skills are related to perception while speaking and writing skills are related to productivity. The individual who makes sense of sounds with perceptual skills can also perform linguistic coding with productive skills. The auxiliary elements at this point are grammar and vocabulary learning.

There are many definitions of reading skill, one of the receptive language skills that constitute the subject of the study. Reading can be defined as interpreting a literary text in a general sense; in a narrower sense, as decoding a written text, decoding a graphically coded statement (Onan, 2017: 64). Reading is a development process with communication, perception, learning, cognitive, affective and kinesthetic dimensions (Sever, 2011). Reading is defined in the 'Misalli Büyük Turkish

Dictionary' (Ayverdi, 2011: 946) as deciphering what is written in a text only by eye or by vocalizing and understanding the meaning intended to be conveyed in a text followed by learning. The act of reading, which is effective in giving meaning and value to human life and in the sustainability of these, is not only an intellectual ability but also a language element that is socially analyzed. Because to look at reading only as a physical skill is to remain alien to the cultural and social genetics of that society. Reading, one of the most important ways of learning, is also a process of acculturation. Because reading is not only a process of making sense of the totality of signs belonging to a language; it is also a struggle to contribute to the common heritage of the world. In this process, reading can create acculturation and acculturation can create social memory. Reading is also a communication system that realizes the relationship between the author and the reader, a perception process that enables the interpretation of messages by the reader, a learning area that forms the basis of teaching in schools, and a multidimensional development/learning curriculum that brings words and ideas into a meaningful whole. In this process, the discovery of one's essence and the creation of new words and new minds can also show that reading is a high-level mental and spiritual language skill.

1.1. Reading Anxiety

For a healthy and accurate reading, an individual is expected to have physical, mental, and spiritual competencies. The characteristics of being a good reader are not limited to physical competencies. The mental state of the reader can affect both his/her physical and mental feedback. A reader's emotional states can directly affect his/her comprehension and interpretation process, either positively or negatively. One of the emotional feedback that arises in the reading process is anxiety. Anxiety towards reading is an important affective factor affecting language learning. An individual's anxiety has been defined from various perspectives in terms of its level and effects. Anxiety, which needs to be analyzed under its level and influence areas, is a concept similar to fear and has some interrelated and interdependent qualities. In the concept of anxiety, which can contain differences, while the source of fear is certain, severe, and short-term, there is also a process of anxiety whose source is more uncertain and spread over a longer period of time. "Anxiety is a future-oriented, unpleasant, distressing affective state that is innate in humans, uncertain, unconnected with reality, impossible to understand, explain, visualize, design" (Kōknel, 2004: 15-16). According to Jalongo and Hirsh (2010), anxiety is a negative emotion that threatens an individual's self-esteem and can harm learning.

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Anxiety, which is one of the feelings that arise due to biological factors and non-specific stimuli (Hay, 2009: 12), is defined as the uneasiness created by the fear or expectation of danger, misfortune, fear or expectation of unknown danger, misfortune, irrational fear; anxiety, worry, overwhelm (Bakırcıoğlu, 2012: 502). Reading anxiety, which is a special and situational fear (inability to read, reluctance, physical difficulty, mental environment, anxiety, restlessness, procrastination, avoidance, etc.) for the act of reading, is a reflex created against reading and can occur during a reading in a lesson or exam, as well as in moments when reading depends on the person (Melanlıoğlu, 2014a). When a person encounters a serious source of stress or when the duration of stress exceeds a few minutes, the adrenal glands stimulate the release of cortisol. Cortisol is a hormone of the adrenal cortex that can be used as a peripheral indicator of hypothalamic neural activity (Kalman & Grahn, 2004: 41). While moderate anxiety contributes to positive processes such as aspiration, decision-making, and motivation for success, very low and high levels of anxiety can have a negative effect on the contrary.

Anxiety towards reading can be resulted from reading in front of the classmates, length of text to read, fear of making mistakes while reading and also troubles in comprehension. This negative attitude towards reading can be started to be seen in childhood and developed throughout the life. Even though there have been studies about the relationship between reading and anxiety there has no

studies about drawing an exact personality feature who can be anxious in reading one day. On the other hand, it can be said that reading anxiety is a feeling that can be experienced by everyone.

Considering Turkish context, some studies indicated that reading anxiety is related with reading habits, attitudes towards reading (Baki, 2017; Dursun & Özenç, 2019; Yalman, Özkan & Kutluca, 2013); reading comprehension (Kuşdemir & Katrancı, 2016; Türkben, 2020; Yamaç & Sezgin, 2018) and with reading motivation (Türkben, 2020; Yamaç & Sezgin, 2018). Even though some studies done about finding out the relationship between 'reading anxiety', there is a lack of studies concerning systematic review of research about 'reading anxiety in Turkish language'. A systematic review of research about 'reading anxiety in Turkish language' can be helpful for the researchers to see the scope related with this topic. It is expected that the results of this study can draw attention to researchers to focus on reading anxiety, causes and prevention of it.

Aim of the Study

The aim of this study was to review the previous research focused on *'reading anxiety'* in Turkish context systematically. Based on this aim, following questions were replied:
- What are the main aims of the research?
- What type of methodology is used in the research about 'reading anxiety'?
- Who are the main participants of the research reviewed?
- What are the main outcomes?
- What are the main similarities and differences of the research reviewed?
- What needs to be done in the area reviewed?

Based on the main aim of this study, the given questions formed and were answered according to the rules of systematic review. With this review, the main similarities and differences of the research about 'reading anxiety in Turkish language' were clarified. Additionally, it was tried to determine the research which differed from the broad of previous research on 'reading anxiety'.

2. METHOD

2.1. Research Model

This study aimed to investigate the previous studies related with *'reading anxiety'* considering their aims, research designs and results. Therefore, a systematic research method was used to review previous research focusing on *'reading anxiety in Turkish language'* done in Turkish context. In a systematic review research method, systematic rules are significant while selection of previous studies about the research topic. In this method, critically evaluation of decided studies and analysis of them according to systematic rules should be done (Millar, 2004; Torgerson, 2003). This study aimed to select and evaluate research about the topic *'reading anxiety in Turkish language'* done in Turkey. Consequently, studies focused on topics about *'reading anxiety'* were re-examined by using the steps of systematic review process.

Millar (2004) suggested that systematic review process should follow such stages. These stages are; a) resolution of the aim, b) selecting the studies which are consonant with the aim in terms of selective criteria, and c) drawing conclusions from the collected information. In this study, all these stages were considered and thereby the process was carried out.

2.2. Sample

In terms of systematic review rules and based on the given questions, primarily 35 research published between the years 2012 and 2022 were downloaded. It is aimed to focus on reading anxiety in Turkish context therefore, studies were downloaded through such databases as ULAKBIM and

Google Scholar. Through the given databases, the keyword *'okuma kaygısı'* (in Turkish) and 'reading anxiety' (in English) was searched.

Theses, books, projects and conference papers were excluded during searching and so not included to review process. After the completion of downloading papers published in journals, those not having the words *'reading anxiety'* and *'okuma kaygısı'* in the keyword and not focusing on main topic were excluded. It should be noted that the papers' being directly related with *'reading anxiety in Turkish language'* was the significant criterion in the selection of papers for this study. In other words, papers focusing on *'reading anxiety in foreign language'*, *'reading anxiety in English language'* and *'reading anxiety in teaching Turkish as a foreign language'* were excluded. Eventually, 16 papers were included in the review process.

2.3. Data Collection and Analysis

The purpose of this study and the questions derived were decisive in this study. In this context, this study designed in terms of systematic review method followed the criteria below: These papers were
- published between 2012 and 2022
- focused mainly on reading anxiety in Turkish context
- concerned with reading anxiety in Turkish language
- published in journals

The data gathered from papers focusing on reading anxiety in Turkish language and Turkish context and published between 2012 and 2022 in journals was analyzed in terms of systematic review analysis rules. Analysis process followed the steps based on the questions drawn by the aim of this study.

3. FINDINGS

This research included in the review process were analysed in terms of the questions outlined above. Primarily, the aims, research designs and participants of researches were given. After that, the results and recommendations of the papers were presented.

3.1. Main Aims of the Research

The main aims of the previous research indicated that eleven topics were used in these studies. Some of them focused on distinguishing the relation between reading anxiety and reading comprehension. (e.g. Esen-Aygün, 2021; Kuşdemir & Katrancı, 2016; Yamaç & Çeliktürk-Sezgin, 2018). It can be also seen that some of them about identification of reading anxiety in Turkish related with some variables (e.g. Çevik, Orakçı, Aktan & Toraman, 2019; İzci & Kaya, 2021; Şahin, 2019; Yıldız & Ceyhan, 2016). Some other issues were aldo investigated in given studies. For instance, such issues as relationship between attitudes and reading anxiety (e.g. Baki, 2019; Dursun & Özenç, 2019), relationship between reading anxiety and motivation (e.g. Türkben, 2020; Yamaç & Çeliktürk-Sezgin, 2018), relationship between reading anxiety and prosodic reading skills (e.g. Ateş, 2016) and relationship between reading anxiety and reading habits (e.g. Baki, 2017).

Table 1 showed the whole picture of the primary purposes of the previous research. As seen in Table 1, while some research focused on finding out reading anxiety based on some variables, some of them investigated the relationship between reading anxiety and reading comprehension, listening anxiety and writing anxiety. It was seen that there were three studies focusing on designing reading anxiety scale for middle school and for primary school students (Çeliktürk & Yamaç, 2015; Melanlıoğlu, 2014).

Table 1. Main aims of the research

Aims of the Research	Examples
Measurement of reading anxiety at Middle School	Melanlıoğlu, 2014a; Çeliktürk & Yamaç, 2015
The effects of metacognitive strategies on reading anxiety as Middle School	Melanlıoğlu, 2014b
Measurement of reading anxiety at Primary School	Çeliktürk & Yamaç, 2015
Relationship between reading anxiety and reading comprehension	Kuşdemir & Katrancı, 2016; Esen-Aygün, 2021
Relationship between reading anxiety and listening anxiety	Uçgun, 2016
Relationship between reading anxiety and prosodic reading skills	Ateş, 2016
Relationship between reading anxiety and reading habits	Baki, 2017
Relationship between reading anxiety and reading motivation, fluency and comprehension	Yamaç & Çeliktürk-Sezgin, 2018
The impacts of reading anxiety on the attitudes towards Turkish course	Baki, 2019; Dursun & Özenç, 2019
Investigating reading anxiety based on various factors	Yıldız & Ceyhan, 2016; Çevik, Orakçı, Aktan & Toraman, 2019; Şahin, 2019; İzci & Kaya, 2021
Relationship between reading anxiety and motivation levels and comprehension skills	Türkben, 2020

When the reviewed papers are examined, it can be said that most of the research tried to find out whether reading anxiety is related to reading comprehension and attitudes toward reading. This means that researchers had assumptions about the relation between reading comprehension and anxiety. Another point gathered from the studies is that three scales were developed and these scales were used in other studies. On the other hand, it can be said that there is a lack of focus on what causes reading anxiety, results of this anxiety and how to resolve this problem.

3.2. Types of Methodology Used in Research

The research reviewed in this study indicated that all of these studies used quantitative approach. These quantitative researches designed according to the survey method as illustrated in Figure 1 below. Beside this, it can be seen that none of them used qualitative and mixed method approaches.

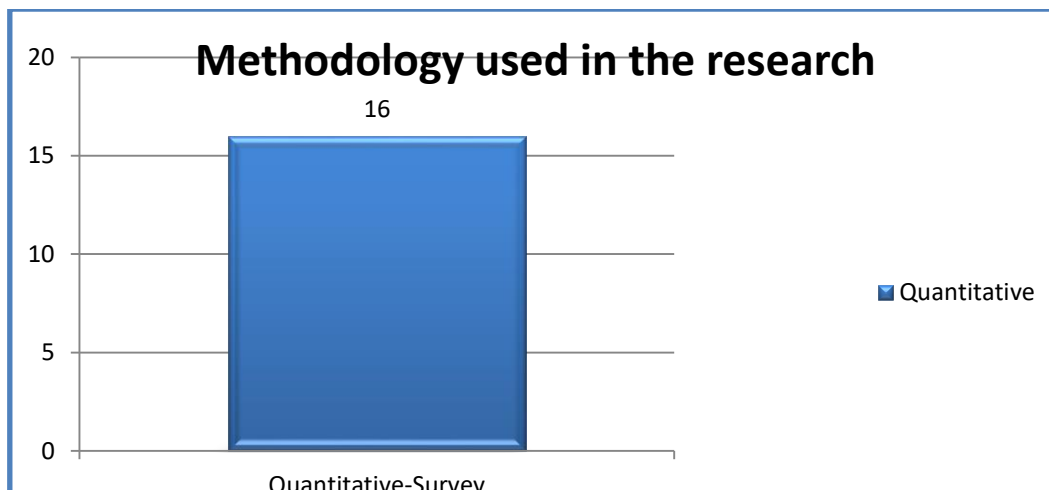**Figure 1. The distribution of the type of methodology in research**

As said earlier and as given in Table 2, it can be said that studies were used one approach like quantitative. In other words, papers were designed based on quantitative methodology. The studies indicated that only one study (Melanlıoğlu, 2014b) was used experimental method compare to others. Since other studies were used survey method.

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It was seen that data collection tools used in these quantitative studies were scales. The majority of researchers used reading anxiety scale with other scales in order to find out the relation among situations faced in learning Turkish language. 4 of reviewed studies (e.g. Baki, 2017; Esen-Aygün, 2021; Türkben, 2020; Yamaç & Çeliktürk-Sezgin, 2018) showed that researchers used more than one scale. In that these studies used 3 or more scales in order to find out the relation among such factors as reading anxiety, comprehension, habit, motivation, fluency and attitudes. Apart from other studies, it was seen that these four studies collected data with various tools in order to detail the relation.

Although quantitative research methodology enable researchers to find out the answers of their research questions, it could be said that there is a need to use other research methodology. For instance using qualitative and mixed method approaches can enable researchers to discover the phenomenon in detail. As seen in Table 2, scales were the data collection tools in research designed with quantitative approach. This result also indicates that there is a need to combine other quantitative tools for both triangulating the data and detailing the aim.

Table 2. Type of methodology used in research

Research Approach	Data Collection Tools	Examples
Quantitative *(survey)*	Reading Anxiety Scale for Middle School Students	Melanlıoğlu, 2014a; Melanlıoğlu, 2014b; Çevik, Orakçı, Aktan & Toraman, 2018
	Reading Anxiety Scale for Primary and Secondary School Students	Çeliktürk & Yamaç, 2015; Şahin, 2019; İzci & Kaya, 2021
	Reading Anxiety Scale and Reading Comprehension Test	Kuşdemir & Katrancı, 2016;
	Reading Anxiety Scale and Prosodic Reading Scale	Ateş, 2016
	Reading Anxiety Scale, Attitude towards Reading Scale and Reading Habit Scale	Baki, 2017
	Reading Anxiety Scale, Reading Comprehension Scale, Reading Fluency Scale and Reading Motivation Scale	Yamaç & Çeliktürk-Sezgin, 2018
	Reading Anxiety Scale and Attitude towards Turkish Scale	Baki, 2019; Dursun & Özenç, 2019
	Reading Anxiety Scale, Reading Comprehension Scale and Reading Motivation Scale	Türkben, 2020
	Reading Anxiety Scale, Reading Comprehension Test and Reading Habit Scale	Esen-Aygün, 2021
	Reading Anxiety Scale and Writing Anxiety Scale	Yıldız & Ceyhan, 2016
	Reading Anxiety Scale and Listening Anxiety Scale	Uçgun, 2016

3.3. *Main Participants of Research*

The main participant of the reviewed studies was students since they are facing with reading anxiety during Turkish language. The results of the reviewed studies indicated that mostly middle school students were selected as participants. In addition to this, 5 of these studies were conducted with primary school students. It was seen that only one of the studies was done with primary and middle school students. The list of participants and example of research are given in Table 3.

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Considering the participants it can be said that most of the studies conducted with middle school students. This situation suggests that there could be an idea accepted by researchers that middle school students were more anxious in reading compare to other levels. On the other hand, there is a few research conducted with primary school students. Basically this could suggest that researchers did not have negative assumption about this group. However, this situation points two significant situations. One is that researchers could not notice the problems faced in Turkish language at primary schools. The other one is that researchers might see that conducting a study with primary school students is difficult. The reviews about the participants of the research suggest that studying with various groups like middle school students, primary school students, high school students and undergraduates could add extra information to the area. It could be good to understand *'reading anxiety'* from the lenses of different group of participants. Additionally, it is seen that there is a need to study with multi groups in order to determine the differences among levels.

Table 3. The main participants of research

Main Participants	Examples
Middle School Students	Melanlıoğlu, 2014a (*616 students*); Melanlıoğlu, 2014b (*60 students*); Ateş, 2016 (*558 students*); Uçgun, 2016 (*2673 students*); Baki, 2017 (*341 students*); Baki, 2019 (*409 students*); Çevik, Orakçı, Aktan & Toraman, 2019 (*368 students*); Şahin, 2019 (*767 students*); Türkben, 2020 (*286 students*); İzci & Kaya, 2021 (*623 students*)
Primary School Students	Kuşdemir & Katrancı, 2016 (*211 students*); Yamaç & Çeliktürk-Sezgin, 2017 (*128 students*); Dursun & Özenç, 2016 (*556 students*); Yıldız & Ceyhan, 2016 (*317 students*); Esen-Aygün, 2021 (*403 students*)
Primary School Students and Middle School Students	Çeliktürk & Yamaç, 2015 (*630 students*);

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3.4. *Main Outcomes of Research*

A general overview of the reviewed studies' outcomes is given in Table 4. The main outcomes of the studies are classified according to the participants selected in the studies as seen in the Table 4. In addition to this, these outcomes of reviewed studies about reading anxiety are categorised under themes. The numbers of studies presented under three themes in Figure 2 are correspondingly given in Table 4. As given earlier, the most of the research under the review were designed in terms of quantitative research approach and mostly conducted with middle school students. A few of these studies were done with primary school students. In this sense, the results of these studies founded on middle and primary school students' perceptions regarding reading anxiety and its relationship with such factors.
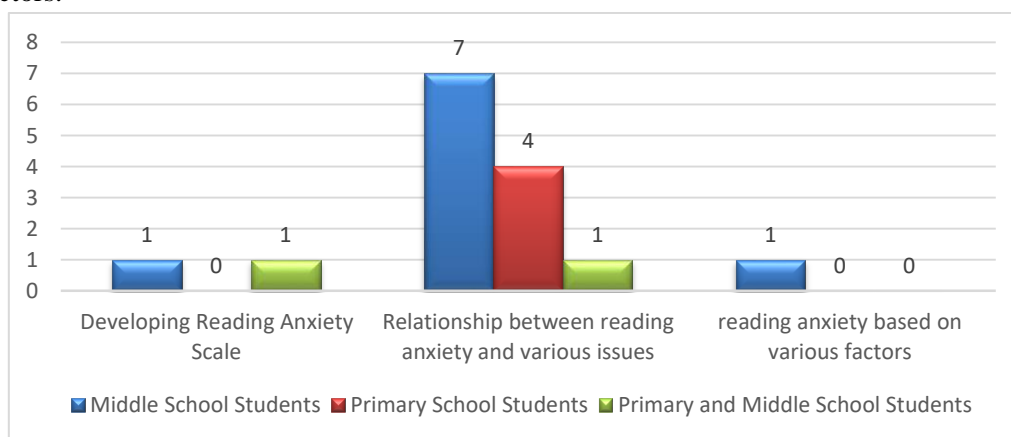

Figure 2. Themes emerged from reviewed research

It is seen in Figure 2 that most of the studies' results are related with the theme *'relation between reading anxiety and various issues'*. The highest number of studies within this theme conducted with middle school students. The review results indicate that there is a relation between reading comprehension and reading anxiety. Additionally, motivation and reading habits have impact on reading anxiety (see Table 4).

Under the theme '*relation between reading anxiety and various issues'*, studies found that there was a negative relation between reading anxiety and reading comprehension (Türkben, 2020; Yamaç & Çeliktürk Sezgin, 2018). In addition to this, reading habits and reading anxiety has negative corelations. It was also found that listening anxiety and reading anxiety have relation at middle school (Uçgun, 2016) and writing and reading anxiety have relation at primary school level (Yıldız & Ceyhan, 2016).

There are only two studies under the themes *'developing reading anxiety scales'* and one study under the theme *'relation between reading anxiety and various factors'*. The scales developed by Melanlıoğlu (2014a) and by Çeliktürk and Yamaç (2015) were used by other researchers. It can be said on the one hand that researchers found these scales effective in collecting the data. On the other hand it was thought that developing a scale was difficult.

Some studies under the *'relation between reading anxiety and various factors'* resulted that gender on reading anxiety show differences. For instance, Uçgun (2016), studied with middle school students, stated that gender has impact on reading anxiety and emphasized that girls were more anxious in reading compare to boys. On the other hand, the results of study conducted by Çevik, Orakçı, Aktan and Toraman (2019) found that there was no relation between gender and reading anxiety.

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Table 4. Main outcomes emerged from the reseach

Participants		Themes	Main Outcomes	Examples
Middle School Students		o Developing Reading Anxiety Scale	*- The scale consisting of 14 items were developed*	∗ Melanlıoğlu, 2014a
		o Impacts of metacognitive strategies on Reading Anxiety	*- There is a relation between metacognitive strategies and reading anxiety* *- Metacognitive strategies help to decrease the level of anxiety in reading*	∗ Melanlıoğlu, 2014b
		o Relation between reading and listening anxieties	*- There is a moderate relation between reading and listening anxieties* *- There is a relation between gender and parents' education level and the level of anxieties in reading and listening.* *- There is a relation between prosodic reading and reading anxiety.*	∗ Uçgun, 2016 ∗ Ateş, 2016
		o Prosodic reading and reading anxiety	*-There is not any gender differences in the level of reading anxiety* *- Reading habits and attitudes have positive relation* *- There is a relation between reading attitudes and reading anxiety*	∗ Baki, 2017 ∗ Baki, 2018

	o Attitudes, habits and reading anxiety	*- There is a relation between reading anxiety and Turkish lesson however this does not have negative impact on the language. In other words reading anxiety has positive affect on language*	∗ Çevik, Orakçı, Aktan and Toraman, 2019
	o Attitudes to Turkish lesson and reading anxiety	*-There is a relation between reading comprehension and reading anxiety* *- There is no relation between reading anxiety level and gender, parents' income, the level of success in Turkish*	∗ Türkben, 2020
	o Effects of such factors on reading anxiety	*-There is a negative moderate relation between reading anxiety and motivation and reading comprehension* *- Low anxiety high success in reading comprehension and high level motivation*	∗ İzci & Kaya, 2021
	o Reading anxiety, motivation and reading comprehension skills	*- Students started to school at early ages have higher level of anxiety* *- Males are more anxious than females* *- There is a relation between the level of reading anxiety and parents' education level* *- Students in villages are more anxious than the others live in town and city*	∗ Şahin, 2019
	o Reading anxiety and variables	*- There is no relation between reading anxiety and gender and also the level of class* *- The level of parents' income has impact on reading anxiety* *- The books read at home by others have relation with reading anxiety*	
	o *Reading anxiety and variables*		
Primary School Students	o Relation between reading comprehension and reading anxiety	*- Students have nearly low anxiety level in reading.* *- There is a slightly negative relation between reading comprehension and anxiety in reading.*	∗ Kuşdemir & Katrancı, 2016
	o Relation between reading anxiety and reading comprehension, motivation and fluency	*- Instinct motivation has a relation with reading comprehension* *- Fluency has positive relation to reading comprehension* *- Fluency has negative relation to reading anxiety* *- There is a negative relation between reading comprehension and reading anxiety*	∗ Yamaç & Çeliktürk-Sezgin, 2018 ∗ Dursun & Özenç, 2019

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			- The participant group has slight anxiety level in reading *-There is a moderate and negative relation between attitudes and reading anxiety*	∗ Esen-Aygün, 2021
	o	Reading anxiety and attitudes towards Turkish lesson	*-Reading habits have impacts on reading comprehension and reading anxiety* *- Reading habits have a significant role in improving comprehension and in decreasing the level of reading anxiety*	∗ Yıldız & Ceyhan, 2016
	o	Reading anxiety, reading habits and reading comprehension skills	*-There is a negative relation between reading anxiety and gender and the education level of parents* *- There is a negative relation between reading anxiety and the education level of parents* *-There is a positive relation between reading and writing anxieties.*	
	o	Reading and writing anxieties		
Primary and Middle School Students	o	Developing a Reading Anxiety Scale	*- A scale was developed with 29 items*	∗ Çeliktürk & Yamaç, 2015

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4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This systematic review study was focused on research about *'reading anxiety in Turkish language'*. With the result of this study, it is believed that significant points in regard to *'reading anxiety'* are identified for further studies. A whole descriptive picture of reading anxiety in Turkish language at middle school and primary school and its relation with such issues was given with this review.

The reviewed studies showed that all studies were done with students. In addition to this, the sampling group was selected mostly from middle school students (Ateş, 2016; Baki, 2017; Baki, 2019; Çevik, Orakçı, Aktan & Toraman, 2019; İzci & Kaya, 2021; Melanlıoğlu 2014a; 2014b; Şahin, 2019; Türkben, 2020; Uçgun, 2016). These findings, on the one hand suggest that students have crucial roles in clarifying reading anxiety and its relation with other factors. It can be said that the data gathered from students provide a valuable insight to the area. On the other hand, it is seen that there is a lack of studies done with primary and other levels like high school and undergraduate. It is clear that reading comprehension is problem at all levels and there is no evidence that this problem could be result of reading anxiety for all levels. Therefore, there is a need to conduct studies with students from different school levels in order to outline the reading anxiety at various levels.

Most of the studies conducted with both primary and middle school students stressed that reading comprehension and reading anxiety are related negatively. However the result of the study (Kuşdemir & Katrancı, 2016) conducted with primary school students indicated that there is a slight relation between comprehension and reading anxiety. This could be result of having an effective language lesson and motivation of students to reading. For instance, the study done by Dursun and Özenç (2019) is supporting this view in that the results emphasized that primary school students were less anxious in reading.

Most of the reviewed studies aimed to measure the level of reading anxiety and to investigate the relation of reading anxiety with comprehension, attitude, motivation, gender, parents' income level, age of starting to school. However, the causes of reading anxiety and resolution of reading anxiety are needed to study. Moreover, reasons of reading anxiety are need to be studied in detail in order to be clarified. This study contributed to the area that there is a lack of studies in identifying reading anxiety.

Concerning all reviewed studies it can be said that all of them designed according to quantitative research methodology. The results emerged from these studies show that survey method is preferred and scales were used as data collection tools. It can be said that these quantitative studies provide productive information to the literature. Additionally, the scales used in these quantitative studies are helpful to reach the high level participant group at a particular period and also to maintain definite results. Nevertheless, it is seen that there is a lack of studies designed according to mixed method and qualitative research methodologies. It should be noted that mixed method and qualitative research studies could provide fruitful knowledge for the area. In addition to this, such data collection tools as interviews, observations, focus groups are needed to be used to comprehend students' reactions during facing with anxiety in reading as well as to define and to explain reading anxiety.

In conclusion, as mentioned the studies under the review were designed in terms of the quantitative research methodology as well as gathered the data by scales based on students' perceptions. It could be accepted that students' reading anxiety can be measured or clarified by their perceptions, but there should be studies considering other groups of participants like teachers or parents. In terms of the results of reviewed studies, it can be said that there is a similarity in aims of most of the studies. This suggests that there should be studies focusing on different topics relating with *'reading anxiety'*. It might be concluded that further studies about *'reading anxiety'* need to widen the scope of the topic, to use multiple data collection tools and to gather data from various groups of participants in order to discover the whole picture.

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