An Investigation of Reading Attitudes, Motivaiton and Reading Anxiety of EFL Undergraduate Students

Kanyaporn Torudom
Language Institute, Thammasat University, Bangkok 10200, Thailand
torudom@yahoo.com

Pimsiri Taylor
Language Institute, Thammasat University, Bangkok 10200, Thailand
ptaylor@tu.ac.th

Abstract

Reading appears to be a major issue for Thai students. Reading in the second language, in particular, has become a great concern for Thai EFL learners. This study investigated reading attitudes, reading motivation, and reading anxiety of 494 first-year science and non-science Thai undergraduate students who possessed different levels of English language proficiency. Adopting a quantitative approach, the study used Erten and colleagues' (2010) Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) and Saito and colleagues' (1999) Foreign Language Reading Anxiety Scale (FLRAS) as research instruments to survey the participants. The findings in this study revealed that there was a significant negative correlation between the participants' reading attitudes and motivation, and reading anxiety. Moreover, the results showed a significant difference between science major and non-science major students in foreign language reading attitudes, motivation and reading anxiety. The results also showed a significant difference between language proficiency levels in foreign language reading attitudes, motivation and reading anxiety. The study provides implications in reading class management based on students' disciplines and English language proficiency levels.

Keywords: reading attitudes, reading motivation, reading anxiety, undergraduate students

Introduction
Background
Reading is one of the major issues for Thai learners. According to the 2010 survey by The Publishers and Booksellers Association of Thailand (PUBAT), the average number of books Thais read per year is only 5 per year. This is considered marginal when compared with other countries in the regions such as Malaysian's 40 books and Singaporean's 45 books per year. Although the statistics by the World Culture Score Index (2014) show that Thai readers came the second after Indian readers who read most, it should be noted that it is mostly the internet or mobile content rather than books which Thais read. In the specific context of Thai students, a survey by The National Statistical Office (2015) shows that only 60 percent of 15-24 year-olds read books (i.e. textbooks). Since there is evidence suggesting that reading competency is important for all academic levels and can lead to good career opportunities (Rajab, Zakaria & Rahman, 2012), this has led to the our interest in terms of factors contributing to enthusiasm in reading, and in particular in L2 reading among students.

There are studies suggesting that motivation is an important factor related to readers' enthusiasm. For example, Baker and Wigfield (1999) studied the dimensions of children's motivation for reading and its relationship to reading activity and achievement. The results showed that strong reading motivation related to reading activity in terms of self-efficacy and

challenge, and the two intrinsic motivation related dimensions were curiosity and involvement. Moreover, motivation in reading is also mentioned to have effects on reading achievement (Wang and Guthrie, 2004; Unrau and Schlackman, 2006). In addition to reading motivation, reading attitude is another factor contributing to students' decision to read as well as their ability to read (McKenna, Kear & Ellsworth,1995; Jeon & Yamashita, 2014) Apart from reading motivation and reading attitude, reading anxiety can also appear as an obstruction to the learning process (Arnold and Brown, 1999). Relevant studies include those which discuss the relationships between reading anxiety and readers' perception of reading difficulties (Saito, Horwitz, and Garza, 1999), language proficiency level (Ipek, 2009) as well as gender and course level, (Zhao, Guo & Dynia, 2013). While there are a number of studies investigating reading motivation, reading attitudes, and reading anxiety separately, only few studies have discussed and investigated all three aspects together in the context of undergraduate students in foundation English courses. Moreover, the investigation into different groups of students i.e. science and non-science students is also rare. Since a number of foundation English courses in Thai universities are administered based on the students' disciplinary subjects, the aim of this study is to investigate the three significant factors in relation to undergraduate students' L2 reading, i.e. reading motivation, reading attitude, and reading anxiety, in order to gain insight of these issues among science and non-science first year students. The results of the study can provide implications for teachers/instructors/lecturers as well as course administrators in managing various groups of students based on their disciplinary subjects.

Purposes of the study
      1. To investigate whether there is any difference between science major and non-science major undergraduate students regarding L2 reading attitudes and motivation.
      2. To investigate whether there is any difference between the language proficiency levels of undergraduate students regarding L2 reading attitudes and motivation.
      3. To investigate whether there is any difference between science major and non-science major undergraduate students regarding L2 reading anxiety.
      4. To investigate whether there is any difference between the language proficiency levels of undergraduate students regarding L2 reading anxiety.
      5. To investigate the correlation among L2 reading attitudes, motivation, and reading anxiety

Research Questions
      This study aims to answer the following questions:
      1. Do science major and non-science major undergraduate students differ in terms of L2 reading attitudes and motivation?
      2. Do the language proficiency levels of undergraduate students differ in terms of L2 reading attitudes and motivation?
      3. Do science major and non-science major undergraduate students differ in terms of L2 reading anxiety?
      4. Do the language proficiency levels of undergraduate students differ in terms of L2 reading anxiety?
      5. Is there a correlation between the reading attitudes, motivation, and reading anxiety of EFL undergraduate students in the study?

Literature Review

L2 Reading Motivation

Baker and Wigfield (1999) stated that reading is an activity that requires effort and motivation. This motivation to read can create the drive of readers to engage in a persistent reading process (Eccles, Wigfield and Schiefele, 1998). According to Grabe (2009), reading motivation drives reading development. The more motivated the readers are, the higher number of books they will read and the higher level of reading comprehension they will possess. This is in line with Guthrie's (1996) work which claimed that readers who are motivated will do more reading.

In the area of L2 reading, reading motivation is linked to intrinsic and extrinsic motivation. Wang and Guthrie (2004) conducted research on modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement. The results showed that intrinsic motivation was highly related to extrinsic motivation because students may read for their personal involvement (intrinsic motivation) and for external expectations (extrinsic motivation). Later studies concerning L2 reading motivation also adopt the concepts of intrinsic and extrinsic motivation in their investigation. Dhanapala and Hirakawa (2016) suggested that intrinsic motivation when linked with extrinsic motivation positively contributes to text comprehension, whereas Komiyama (2013) stated only the importance of intrinsic motivation in understanding L2 reading motivation. Sirin and Saglam (2012), on the other hand, posited that it was mostly extrinsic motivation factors which affect L2 reading motivation. According to Sirin and Saglam (2012), these motivational factors are highly related to instructional elements.

L2 Reading Attitude

Cooter and Alexander (1984) defined reading attitude as the feelings about reading that lead to the approach to or avoidance of reading behavior. In a similar vein, Smith (2001) also proposed that reading attitude is "a state of mind, accompanied by feelings and emotions that makes reading more or less probable" (p. 215). As McKenna, Kear, and Ellsworth (1995) stated, two factors of affects and beliefs are involved in reading attitudes. In the words of McKenna, Kear, and Ellsworth (1995), beliefs and intention to read of reader are influenced by their social structure and environment. Readers who enjoy reading experiences will believe that reading is enjoyable and the attitude of the readers toward reading will become more positive. Conversely, a reader's attitude toward reading will become more negative when the reader feels frustrated in reading because they have a negative belief and a bad experience in reading.

With regard to L2 reading attitudes, Day and Bamford's (1998) proposed a model of the acquisition and development of L2 reading attitudes. In this model, reading attitudes come from four sources of 1) L1 reading attitudes 2) previous L2 reading experiences 3) attitudes to the L2 and the related culture and people and 4) L2 classroom environment. It can be seen when reading attitudes involve the L1/L2 dimension, the attitudes towards L2 are considerably important (Yamashita, 2013; Memon, 2014).

In addition to the L1/L2 paradigm, it was found in a number of studies that L2 reading attitude is related to L2 reading motivation (e.g. Day and Bamford, 1998; Dörnyei, 2005; Erten, Topkaya & Karakas, 2010; Senturk, 2015). These issues will be discussed further in section 2.3.

Reading Motivation and L2 Reading Attitude

Both motivation and attitude were highly correlated in language learning achievement (Dörnyei, 2005) and this is found in a number of studies which discuss the correlation of motivation and attitude in English language learning (e.g. Day and Bamford, 1998; Erten et al., 2010; Senturk, 2105; Ozonder, 2015).

Based on Ertenand colleagues' (2010) Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) to explore reading attitudes and motivation in foreign language, Senturk (2015), investigated reading attitudes and reading motivation among EFL students of different proficiency levels and genders in Turkey. The results showed that there were no significant differences between males and females related to reading attitude and motivation. However, the intermediate group students are more enthusiastic to read because they need to have more proficiency in English and reading English is necessary to their study; therefore, the intrinsic motivation is high in this group. Ozonder (2015), on the other hand, adopted Erten et al.'s (2010) FLRAMS to investigate the prospective ELT Turkish students' foreign language reading attitudes and motivation in order to examine their reading attitudes and motivation in foreign language in relation to their genders and academic achievement (GPA). According to Ozonder (2015), there were no significant differences between male and female respondents in relation to attitudes and motivation in foreign language reading. In terms of the relationships between L2 reading attitude, L2 reading motivation and GPA, there was a positive correlation shown in the results. This means the higher the GPA of the participants, the higher the positive attitudes and motivation in reading.

L2 Reading Anxiety

Anxiety is one factor that affects foreign language learning both positively and negatively (Ipek, 2009). Most of the research exploring the foreign language anxiety has focused on the difficulties of oral performance and speaking activity (Saito, Horwitz, and Garza, 1999). According to Horwitz and his colleagues (1986), foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). Arnold and Brown (1999), on the other hand, defined foreign language anxiety as "quite possibly the affective factor that most pervasively obstructs the learning process" (p.8). Although most people rate foreign language anxiety in speaking activities as less stressful than reading activities (Rajab et al., 2012), several studies have found that reading anxiety does exist and it may have a significant impact on learners.

Saito and colleagues (1999) claimed that levels of anxiety will increase when readers perceive difficulty in L2 reading and thus developed the Foreign Language Reading Anxiety Scale (FLRAS) to test L2 reading anxiety against general reading anxiety. These levels of L2 reading anxiety, based on the FLRAS developed by Saito et al. (1999), are investigated in a number of studies through various factors of L2 language proficiency and gender (Ipek, 2009), gender and exposure to L2 learning experience (Zhao, Guo & Dynia , 2013; Boonkongsaen, 2014), and studied subjects (Rajab et al., 2012). Both Ipek (2009) and Boonkongsaen (2014), for instance, found that the lower the language proficiency level, the higher the foreign language reading anxiety that the students experience.

L2 reading anxiety is also found to be related to motivation. Zarei (2014), for example, studied the effects of reading anxiety and motivation on EFL Learners' choice of reading strategies. The results showed a significant low positive relationship between reading anxiety and motivation. Liu and Huang's (2011) study, on the other hand, showed that

foreign language anxiety and English learning motivation were significantly negatively correlated with each other. According to Liu and Huang (2011), more anxious respondents tend to be less intrinsically motivated but more motivated by language requirement. Despite these studies illustrating the relationships between L2 reading anxiety and motivation, there are studies which mention no statistically significant relationship between reading anxiety and motivation (Carreira, 2006; Miyanaga, 2007).

In addition to motivation, L2 reading anxiety also has relationship with learner attitudes. Gocer (2014), for instance, studied the relationships between anxiety and attitude of students learning Turkish as a foreign language and their achievement on target language. The findings showed that there is a relationship between the students' foreign language anxiety and attitude in students' learning success. Students who fail have a negative higher evaluation score as well as total anxiety score than successful students.

Methodology

Participants

Participants in this study were obtained from convenience sampling. In the second semester of academic year 2015 (when the study was conducted) the number of first-year undergraduate students who enrolled in a communication skill in English course was 1,395. Yamane's (1967) formula was employed in order to evaluate sample size in this study with an error at 10%:

$$n = \frac{N}{1 + Ne^2}$$

(n = the sample size, N = the size of population, e = the error of 10 percentage points)

After the completion of questionnaire distribution, the participants in this study were 494 science and non-science first-year undergraduate students at one public university in Thailand who enrolled in a communication skill in English course in academic year 2015. In this context, science students refer to students who are from the Faculty of Science and Technology, and the Faculty of Public Health whereas non-science students include students from the Faculty of Economics, the Faculty of Journalism and Mass Communication, the Faculty of Commerce and Accountancy, the Faculty of Social Administration, and the Faculty of Sociology and Anthropology.

Research Instruments

The two main parts of the questionnaire were The Foreign Language Reading Attitudes and Motivation Scale (FLRAMS), developed by Erten et al. (2010), and The Foreign Language Reading Anxiety Scale (FLRAS), developed by Saito et al. (1999) that investigated reading attitudes, motivation, and reading anxiety.

In this study, both scales of FLRAMS and FLRAS were not adapted. Using the original scales can facilitate the comparison of the results in this study with those in the past, in order to identify any similarities or differences when the same scales were used. This information here can then provide implications for the employment of the FLRAMS and FLRAS in future studies.

The Foreign Language Reading Attitudes and Motivation Scale (FLRAMS)

Erten et al. (2010) developed a reading attitudes and motivation questionnaire called the Foreign Language Reading Attitudes and Motivation Scales (FLRAMS). The questionnaire is in a five-point Likert scale format. It consists of four sections: (1) Intrinsic value of reading, (2) Reading efficacy, (3) Extrinsic utility value of reading, (4) Foreign language linguistic

utility. The questionnaire has 31 items and the final version included 7 negative items and 24 positive items in order to recheck the answers from the participants. (See appendix A.)

The Foreign Language Reading Anxiety Scale (FLRAS)
Saito et al. (1999) developed the Foreign Language Reading Anxiety Scale (FLRAS) which is in a five-point Likert scale format. The questionnaire consists of 20 items to find out the anxiety in L2 reading. (See appendix B.)

Procedures
Data Collection
The questionnaires were distributed to 494 science and non-science undergraduate students at one public university in Thailand. Participants were first-year students enrolled in a communication skill in English Course in the second semester 2015. The sample size of 494 students was divided based on two aspects: students' disciplines (i.e. science and non-science) and English language proficiency levels. In terms of the English language proficiency levels, the English placement test scores were used as a criterion in grouping the students. These English placement test scores were part of the placement tests which all students had to take before they entered the university. For this study, there were 3 groups of students: group 1 (with scores between 0-30 points), group 2 (with scores between 31-50), and group 3 (with scores between 51-70).

Data Analysis
The data from the participants were analyzed by using the Statistical Package for the Social Sciences program (SPSS). The analysis of the statistics was divided in accordance with the by the part of questionnaires:

Data Analysis of General Background Information
Descriptive analysis consisting of frequency and percentage was used to analyze the background information.

Data Analysis of Foreign Language Reading Attitudes and Motivation Scale (FLRAMS)

In this five-point Likert scale questionnaire, an independent t-test was used to analyze the differences in reading attitudes and motivation between the groups (science major and non-science major students) while One Way Analysis of Variance or One Way ANOVA was used to analyze the differences in reading attitudes and motivation among the language proficiency levels of students. Moreover, descriptive statistics consisting of mean, and standard deviation were used to evaluate the reading attitudes and motivation of the participants.

Data Analysis of Foreign Language Reading Anxiety Scale (FLRAS)
A five-point Likert scale was used in the questionnaire. An independent t-test was used to analyze the difference in reading anxiety between groups (science major and non-science major students) while One Way Analysis of Variance or One Way ANOVA was used to analyze the difference in reading anxiety among the language proficiency levels of students. Moreover, descriptive statistics consisting of mean, and standard deviation were used to evaluate the reading anxiety of the participants.

Data Analysis of Correlation between Reading Attitudes and Motivation, and Reading Anxiety

The study used Pearson correlation to find the correlation between reading attitudes, motivation, and reading anxiety.

Findings and Discussion

RQ 1: Do science and non-science undergraduate students differ in terms of reading attitudes and motivation?

Science students and non-science students had a significant difference (df 476 = -4.408, $p <$ .001) in reading attitudes and motivation. This means both groups had similar reading attitudes, and motivation towards foreign language linguistic utility factors. Non-science students had higher mean scores (M = 3.49) for all FLRAMS factors, meaning that these participants had a more positive reading attitudes and motivation in English than science students (M = 3.29).

Table 4.1
Mean Scores of Overall Foreign Language Reading Attitude and Motivation scale (FLRAMS)

	Group Difference	N	Mean	SD	T	df	$Sig.$
Overall FLRAMS	Science	218	3.2939	.49357	-4.408	476	.000
	non-science	260	3.4880	.46743			

This particular significant difference between science and non-science students provides implications for instructors in that instructors should understand and be aware of the differences in students' reading attitude and motivation in English. Reading attitudes and motivation in English of science students were lower than non-science students, and therefore science students need to be motivated more than non-science students.

RQ 2: Do the language proficiency levels of undergraduate students differ in terms of reading attitudes and motivation?

The overall FLRAMS scores of language proficiency levels showed significant differences (F (3, 474) = 31.357, $p<$ .001) between three groups whereas the trend of mean scores of FLRAMS varied. This indicates that the lowest language proficiency group (group 1: score 0-30) had a lowest mean score of FLRAMS (M = 3.06); on the other hand, group 3, which had the highest language proficiency level (scores between 51-70), had a highest mean score of FLRAMS (M =3.61). The trend of positive attitude and motivation towards reading in English increased following the high level of language proficiency of participants.

Table 4.2
One Way ANOVA of Overall FLRAMS and Language Proficiency Levels

	Sum of Squares	df	Mean Square	F	$Sig.$
Between Groups	18.865	3	6.288	31.357	.000
Within Groups	95.055	474	.201		
Total	113.920	477			

As the results in this study showed significant differences (F(3, 474) = 31.357, $p<$ .001) between group 1, and group 2 and 3; therefore, teachers should understand and be aware of students' learning differences in reading class because of their attitudes and motivations are different. Dörnyei (1994) recommended ways to help teachers manage their classes; for example; (1) control mood and tone in class, and manage content in learning in order to match the difficulty of the task with the ability of students, and (2) support a classroom learning environment that helps students be more relaxed and develop their self confidence in language, which will create more self-efficacy.

RQ 3: Do science and non-science undergraduate students differ in terms of reading anxiety?
Another theoretical model in this study was Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. (1999). The results of this study showed a significant difference (df (486) = 5.029, p = .000) between science and non-science students in reading anxiety, with science students having higher anxiety than non-science students. Saito et al. (1999) claimed that sources of foreign language reading anxiety were unfamiliar scripts and unfamiliar culture. The reason was science students were less familiar with English language than non-science students because science students had to focus on science subjects whereas non-science students had more opportunity to learn more language when they learned in senior high school in Thailand. This continued to affect first-year undergraduate students.

Another reason why the level of reading anxiety of science students was higher could be due to their placement scores i.e. English language proficiency level. Eighty percent of the science students in this study had placement scores between group 1 (score 0-30), and group 2 (31-50), meaning that they were in the low proficiency level groups, which is linked with the results in research question 4 i.e. the lower the proficiency levels, the higher the reading anxiety.

Table 4.3
Overall Foreign Language Reading Anxiety and Group Difference

Factors	Group Difference	N	Mean	SD	t	df	$Sig.$
Anxiety	Science	225	3.3522	.44880	5.029	486	.000
	non-science	263	3.1424	.46833			

The results of this study were inconsistent with the research of Rajab and his colleagues (2012). According to the study, there were no significant differences between science and non-science students in the Malaysian university context. Study context is crucial here in understanding how English language proficiency contributes to L2 reading anxiety. Compared with Malaysian students, Thai science students (as opposed to Thai non-science students) might have less opportunity in exposing to and studying English in high school.

RQ 4: Do the language proficiency levels of undergraduate students differ in terms of reading anxiety?
The results of research question 4 showed a significant difference (F (3, 484) = 20.030, $p <$ .001) in reading anxiety of language proficiency levels in that low proficiency levels had higher anxiety than high proficiency levels. The results were consistent with the studies by Ipek (2009) and Zhao et al. (2013) which indicated that the lower language proficiency levels, the more students experience high foreign language reading anxiety. As McIntyre and

Gardner (1991a) suggested, "anxiety declines in a consistent manner as learners' experience and proficiency increase" (p 111).

Table 4.4
One Way ANOVA of Foreign Language Reading Anxiety and Language Proficiency Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.919	3	3.973	20.030	.000
Within Groups	96.003	484	.198		
Total	107.922	487			

Much of the research on foreign language reading anxiety has been inconsistent with regard to its relationship to reading performance because "foreign language reading anxiety was found to vary depending on the target language" (Saito et al., 1999, p.215) while general reading anxiety was independent of target language. Nonetheless, in this study, first-year undergraduate students had moderate reading anxiety (*M* = 3.29), indicating that the participants feel neutral toward reading anxiety in English.

Rajab, Zakaria & Rahman (2012) argued that the cause of foreign language reading anxiety in each participant comes from many factors, such as unfamiliar vocabulary, sentence structure, lexicons, syntax, spelling patterns, and other complex semantic relations. Unfamiliar vocabulary made participants feel anxious when they read because they did not know the meaning. Another cause was students' lack of background knowledge regarding the reading content. Therefore, the level of reading anxiety decreased when students try to read more in a foreign language because they were familiar with new vocabulary when they read. Then their reading performance increased accordingly (Zhao, Liang &Callan, 2008).

RQ 5: Is there a correlation between reading attitudes, motivation, and reading anxiety of first year undergraduate students?

Table 4.5:
Pearson Correlation between Reading Anxiety and FLRAMS

		Anxiety	Overall FLRAMS				Overall FLRAMS
			Intrinsic Value	Reading Efficacy	Extrinsic Value	Linguistic Utility	
Anxiety	Pearson Correlation	1	-.533(**)	-.528(**)	-.065	-.145(**)	-.543(**)
	Sig. (2-tailed)		.000	.000	.150	.001	.000
	N	488	479	483	486	487	472

** Correlation is significant at the 0.01 level (2-tailed).

The other objective in this study was to find a correlation between reading attitudes and motivation, and reading anxiety. The results indicated that reading anxiety had a moderate negative correlation with reading attitudes, and motivation. This was consistent with the study of Jain and Sidhu (2013), which revealed that there was significant relationship between general anxiety, attitude, and motivation of learning English as a second language among undergraduate students in higher learning but a negative relationship of anxiety to both attitudes and motivation.

When considering the sub-factors of reading attitudes and motivation, the results showed that the intrinsic value of reading ($r = -0.533$) and reading efficacy ($r = -0.528$) had higher negative relationships with reading anxiety than foreign language linguistic utility ($r = -0.145$) and extrinsic utility value of reading ($r = -0.065$). This means that the intrinsic value of reading, and reading efficacy negatively affected reading anxiety. In other words, the reading anxiety level decreases when the intrinsic value of reading and reading efficacy increased. In order to deal with L2 reading anxiety, Dörnyei (1994) recommended ways to decrease student anxiety by "creating a supportive and accepting learning environment in the second language classroom, avoiding hypercritical or punitive treatment, and applying special anxiety reducing activities and techniques" (p.281). In addition, with regard to intrinsic motivation related to anxiety, i.e. higher intrinsic value of reading leading to low reading anxiety, one might consider integrating extrinsic motivation to increase intrinsic motivation. As Wang and Guthrie (2004) claimed that intrinsic motivation was highly correlated with extrinsic motivation. Therefore, extrinsic motivation was higher in students who had higher intrinsic motivation. For example, students read because of external expectations such as their parents encouraging them to read, and internal expectations such as their personal enjoyment, or they read because they are interested (Wang & Guthrie, 2004). If external encouragement is offered, it might then lead to personal enjoyment or interest and thus less reading anxiety.

When considering the extrinsic utility value of reading, the mean score is high (*M*= 4.39), and so is the mean score of the sub-factor of foreign language linguistic utility (mean score = 3.98). This is because students think reading English language provides more benefit to their life such as better jobs, a better education, a better future and improves their English skills, such as grammar, vocabulary, speaking, and writing skills. (See appendix C.) While students understand the utility and benefit of reading English, they still have anxiety and lack intrinsic motivation. Horwitz, Horwitz and Cope (1991) suggested that instructors can help students to deal with anxiety-producing situations by making the learning process less stressful. Similarly, Ipek (2009) also said that teachers have important roles in creating low anxiety classrooms. In order for the teachers to help reduce L2 reading anxiety, Saito et al. (1999) proposed two strategies for use in the EFL classroom. Firstly, teachers should prepare students for the difficulty of reading as well as help students to use the positive self-talk. Secondly, teachers should select texts and materials appropriate for student proficiency levels and provide them with reading strategies to deal with those texts.

Implications of the study

Implications for practitioners

The results in this study showed that there was a significant difference between science major and non-science major students, and there was a significant difference between language proficiency levels. For these reasons, it is suggested that instructors should understand and be aware of the differences between (1) science major and non-science major students, (2) the language proficiency level differences of students. Doing so, instructors will be able to provide appropriate reading content and manage reading classrooms accordingly. This may not appear so straightforward, however, as it involves a number of factors, e.g. students, instructors, classroom environment, in a very specific setting. Therefore, the instructors should put into account these context-based factors in order to reduce students' L2 reading anxiety as well as encourage positive reading attitudes and motivation.

Implications researchers

This study used the two instruments i.e. Erten and colleagues' (2010) Foreign Language Reading Attitudes and Motivation Scale, and Saito and colleagues' (1999) Foreign Language Reading Anxiety Scale. The results showed a moderate negative correlation between the two models in reading English. For future studies, the correlation among three factors of attitudes, motivation and anxiety may be examined in the context of other skills such speaking, listening, and writing. According to Saito etal. (1999), "foreign language anxiety is most clearly associated with the oral aspects of language use both listening and speaking" (p.202). Therefore, it would be interesting to investigate whether the correlation of attitudes, motivation and anxiety in listening and speaking skills is different from reading skills. Further studies may employ both the FLRAMS and FLRAS in developing a new instrument to suit various research settings.

Conclusion

This study showed that the overall mean scores of FLRAMS (M = 3.39) and FLRAS (M = 3.23) were moderate, meaning that students had moderate feelings towards reading attitudes and motivation, and reading anxiety in English. Although students had neutral attitudes towards reading anxiety, they should have more positive motivation in reading attitudes and motivation.

In terms of the correlation between the two scales, reading attitudes and motivation (FLRAMS), and reading anxiety (FLRAS) had a moderate negative correlation. The intrinsic value of reading and reading efficacy were the two sub-scales that drove the correlation between FLRAMS and FLRAS. Science major students had lower FLRAMS and higher FLRAS than non-science major students while low proficiency levels students had lower FLRAMS and higher FLRAS than high proficiency level. This provides implications for instructors to manage their reading class. It is recommended that science students and non-science students be separated in each class, and low proficiency levels should be separated from high proficiency levels. This will be an advantage to high anxiety groups (science major students, and low proficiency) by decreasing their stress when they have to learn with the other groups.

About the Authors

Kanyaporn Tor-udom graduated with a BSc from the Faculty of Agro-Industry, Kasetsart University, an MBA at Assumption University, as well as an MA in English for Careers at the Language Institute, Thammasat University, Thailand. She has worked in the area of research and development at various companies in the private sector.

Pimsiri Taylor is a faculty member at the Language Institute, Thammasat University. She holds a doctorate of education from the University of Nottingham where she specializes in adult language teaching and learning. Dr. Taylor has worked as an ELT practitioner in various settings including both compulsory and post-compulsory education. Her research interests include English for specific purposes, English as a lingua franca, as well as teacher professional development. She is currently investigating the roles of English and internationalization in higher education in the ASEAN context.

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APPENDIX A

The Foreign Language Reading Attitudes and Motivation Scales (FLRAMS)

Part I: Please read the situation and statement, and then put X in the blank to indicate your agreement.

1—Strongly Disagree, 2—Disagree, 3—Neutral, 4—Agree, and 5—Strongly Agree

Note: there is no right or wrong answer.

No.	Factors/Items	Scale				
Intrinsic Value of Reading						
1	Reading in English is enjoyable	1	2	3	4	5
2	I like reading in English.	1	2	3	4	5
3	Reading in English is boring.	1	2	3	4	5
4	I feel peaceful while reading in English.	1	2	3	4	5
5	I have a great desire to read English.	1	2	3	4	5
6	I would never read in English if it were not compulsory for my course.	1	2	3	4	5
7	I never read in English unless I have to.	1	2	3	4	5
8	I hate reading in English.	1	2	3	4	5
9	I read in English even if I do not have to.	1	2	3	4	5
10	I'd rather do something else than reading in English.	1	2	3	4	5
11	I spend time to read in English.	1	2	3	4	5
12	Reading in English feels like torture.	1	2	3	4	5
13	I do not read in English even if I have time.	1	2	3	4	5
14	I love reading in English.	1	2	3	4	5
15	Reading in English makes me happy.	1	2	3	4	5
16	The more I read in English, the more I want to read.	1	2	3	4	5
Reading Efficacy						
17	I can read in English fluently.	1	2	3	4	5
18	I can comprehend most of what I read in English.	1	2	3	4	5
19	I comprehend the texts in English at first reading.	1	2	3	4	5
20	I have no problem with comprehending English text.	1	2	3	4	5
21	My reading skill in English is at an advanced level.	1	2	3	4	5
22	I am successful at reading in English.	1	2	3	4	5

No.	Factors/Items	Scale				
Extrinsic Utility Value of Reading						
23	Reading in English is a beneficial for self-development.	1	2	3	4	5
24	Reading in English helps to find a better job.	1	2	3	4	5
25	Reading in English helps to prepare a better future for ourselves.	1	2	3	4	5
26	Reading in English helps us to become better individuals.	1	2	3	4	5
27	Reading in English provides us with better education.	1	2	3	4	5
Foreign Language Linguistic Utility						
28	Reading in English helps fluency in speech in English	1	2	3	4	5
29	Reading in English is the essential instrument to enlarge our vocabulary.	1	2	3	4	5
30	Reading in English contributes to the development of the writing skills in English.	1	2	3	4	5
31	Reading in English contributes to the development of grammar in English.	1	2	3	4	5

APPENDIX B

The Foreign Language Reading Anxiety Scales (FLRAS)

Part II: Please read the situation and statement, and then put X in the blank to indicate your agreement.

1—Strongly Disagree, 2—Disagree, 3—Neutral, 4—Agree, and 5—Strongly Agree

Note: there is no right or wrong answer.

No.	Factors/Items	Scale				
1	I get upset when I'm not sure whether I understand what I am reading in English.	1	2	3	4	5
2	When reading English, I often understand the words but still can't quite understand what the author is saying.	1	2	3	4	5
3	When I'm reading English, I get so confused I can't remember what I'm reading.	1	2	3	4	5
4	I feel intimidated whenever I see a whole page of English in front of me.	1	2	3	4	5
5	I am nervous when I am reading a passage in English when I am not familiar with the topic.	1	2	3	4	5
6	I get upset whenever I encounter unknown grammar when reading English.	1	2	3	4	5
7	When reading English, I get nervous and confused when I don't understand every word.	1	2	3	4	5
8	It bothers me to encounter words I can't pronounce while reading English.	1	2	3	4	5
9	I usually end up translating word by word when I'm reading English.	1	2	3	4	5
10	By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about.	1	2	3	4	5
11	I am worried about all the new symbols I have to learn in order to read English.	1	2	3	4	5
12	I enjoy reading English.	1	2	3	4	5
13	I feel confident when I am reading in English.	1	2	3	4	5
14	Once you get used to it, reading English is not so difficult.	1	2	3	4	5

No.	Factors/Items	Scale				
15	The hardest part of learning English is learning to read.	1	2	3	4	5
16	I would be happy to learn to speak English rather than having to learn to read as well.	1	2	3	4	5
17	I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.	1	2	3	4	5
18	I am satisfied with the level of reading ability in English that I have achieved so far.	1	2	3	4	5
19	English culture and ideas seem very foreign to me.	1	2	3	4	5
20	You have to know so much about English history and culture in order to read English.	1	2	3	4	5

Part III: Background information

Please check (×) the appropriate item on the following general information that is true for you.

1. Gender

( )1. Male   ( ) 2. Female

2. Faculty of

( ) 1. Science and Technology ( ) 2. Law   ( ) 3. Liberal Art

( ) 4. Medicine   ( ) 5. Architecture ( ) 6. Commerce and Accountancy

( ) 7. Political Science   ( ) 8. Economics   ( ) 9. Engineering

( ) 10. Social Administration ( ) 11. Dentistry   ( ) 12. Journalism and Mass Com.

( ) 13. Others …………………………………………………………………..

3. Placement Test (TCTC) Scores

        ( ) 0 – 30

        ( ) 31 – 50

        ( ) 51 – 70

        ( ) 71- 100

4. Email Address

…………………………………………………………………………………

APPENDIX C

QUESTIONNAIRES

คำแนะนำ : แบบสอบถามนี้เป็นส่วนหนึ่งในการทำวิทยานิพนธ์ของนักศึกษาปริญญาโท เกี่ยวกับเรื่องทัศนคติ แรงจูงใจ และความวิตกกังวลในการอ่านภาษาอังกฤษ *ขอให้นักศึกษาอ่านแต่ละข้อความด้วยความรอบคอบและตอบ คำถามให้สอดคล้องตรงกับความเป็นจริงมากที่สุด เนื่องจากคำตอบของนักศึกษาส่งผลที่เป็นประโยชน์ต่องานวิจัย อย่างมาก* โดยแบบสอบถามมีทั้งสิ้น 5 หน้า แบ่งเป็น 4 ส่วน ดังนี้

ส่วนที่ 1: คำถามเกี่ยวกับทัศนคติและแรงจูงใจในการอ่านภาษาอังกฤษ

ส่วนที่ 2: คำถามเกี่ยวกับความกังวลในการอ่านภาษาอังกฤษ

ส่วนที่ 3: ความคิดเห็นและข้อเสนอแนะ

ส่วนที่ 4: ข้อมูลส่วนตัว

ส่วนที่ 1: คำถามเกี่ยวกับทัศนคติและแรงจูงใจในการอ่านภาษาอังกฤษ

โปรดพิจารณาข้อความต่อไปนี้แล้วทำเครื่องหมาย ✕ ให้ตรงกับความคิดเห็นของท่านมากที่สุด

1 หมายถึง "ไม่เห็นด้วยมากที่สุด"

2 หมายถึง "ไม่เห็นด้วย"

3 หมายถึง "รู้สึกเฉยๆ"

4 หมายถึง "เห็นด้วย"

5 หมายถึง "เห็นด้วยมากที่สุด"

ลำดับ	ข้อความ	ความคิดเห็น				
		ไม่เห็นด้วยมากที่สุด	ไม่เห็นด้วย	รู้สึกเฉยๆ	เห็นด้วย	เห็นด้วยมากที่สุด
1	การอ่านภาษาอังกฤษเป็นเรื่องที่สนุกสำหรับฉัน	1	2	3	4	5
2	ฉันชอบอ่านภาษาอังกฤษ	1	2	3	4	5
3	การอ่านภาษาอังกฤษเป็นเรื่องที่น่าเบื่อสำหรับฉัน	1	2	3	4	5
4	ฉันรู้สึกผ่อนคลายขณะอ่านภาษาอังกฤษ	1	2	3	4	5
5	ฉันรู้สึกว่าฉันชอบและอยากอ่านอะไรที่เป็นภาษาอังกฤษ	1	2	3	4	5

ลำดับ	ข้อความ	ความคิดเห็น				
		ไม่เห็นด้วยมากที่สุด	ไม่เห็นด้วย	รู้สึกเฉยๆ	เห็นด้วย	เห็นด้วยมากที่สุด
6	ฉันคงจะไม่อ่านภาษาอังกฤษ ถ้าเรื่องนั้นไม่ใช่เรื่องที่กำหนดให้อ่านในหลักสูตร	1	2	3	4	5
7	ฉันไม่อ่านภาษาอังกฤษถ้าไม่จำเป็นที่จะต้องอ่าน	1	2	3	4	5
8	ฉันไม่ชอบอ่านภาษาอังกฤษ	1	2	3	4	5
9	ฉันมักจะอ่านภาษาอังกฤษแม้ว่าไม่จำเป็นต้องอ่าน	1	2	3	4	5
10	ฉันมักจะเลือกทำอย่างอื่นมากกว่าที่จะอ่านภาษาอังกฤษ	1	2	3	4	5
11	ฉันมักจะให้เวลากับการอ่านภาษาอังกฤษ	1	2	3	4	5
12	การอ่านภาษาอังกฤษทำให้ ฉันรู้สึกทรมาน	1	2	3	4	5
13	ฉันมักจะไม่อ่านภาษาอังกฤษแม้จะมีเวลาก็ตาม	1	2	3	4	5
14	ฉันรักการอ่านภาษาอังกฤษ	1	2	3	4	5
15	การอ่านภาษาอังกฤษทำให้ฉันมีความสุข	1	2	3	4	5
16	ยิ่งอ่านภาษาอังกฤษมากขึ้น ยิ่งทำให้ฉันเกิดความอยากอ่านเพิ่มขึ้นอีก	1	2	3	4	5
17	ฉันอ่านภาษาอังกฤษได้คล่อง	1	2	3	4	5
18	ส่วนมากแล้วฉันเข้าใจภาษาอังกฤษที่ฉันอ่าน	1	2	3	4	5
19	ตามปกติ ฉันเข้าใจเนื้อหาภาษาอังกฤษตั้งแต่อ่านรอบแรก	1	2	3	4	5
20	ฉันไม่มีปัญหาในการทำความเข้าใจสิ่งที่เรียน ที่เป็นภาษาอังกฤษ	1	2	3	4	5
21	ทักษะการอ่านภาษาอังกฤษของฉันอยู่ในระดับดีมาก	1	2	3	4	5
22	ฉันประสบความสำเร็จในการอ่านภาษาอังกฤษ	1	2	3	4	5
23	การอ่านภาษาอังกฤษมีประโยชน์ในการพัฒนาตนเอง	1	2	3	4	5
24	การอ่านภาษาอังกฤษช่วยทำให้ฉันหางานทำที่ดีกว่าได้	1	2	3	4	5

ลำดับ	ข้อความ	ความคิดเห็น				
		ไม่เห็นด้วยมากที่สุด	ไม่เห็นด้วย	รู้สึกเฉยๆ	เห็นด้วย	เห็นด้วยมากที่สุด
25	การอ่านภาษาอังกฤษช่วยเตรียมพร้อมให้ฉันได้มีอนาคตที่ดี	1	2	3	4	5
26	การอ่านภาษาอังกฤษเป็นการช่วยพัฒนาตนเองให้ดีขึ้น	1	2	3	4	5
27	การอ่านภาษาอังกฤษทำให้เรามีการศึกษาที่ดีขึ้น	1	2	3	4	5
28	ทักษะการอ่านภาษาอังกฤษช่วยให้ ฉันพูดภาษาอังกฤษได้คล่องขึ้น	1	2	3	4	5
29	การอ่านภาษาอังกฤษเป็นเครื่องมือที่สำคัญที่ทำให้ฉันรู้คำศัพท์ ใหม่ๆมากขึ้น	1	2	3	4	5
30	การอ่านภาษาอังกฤษช่วยให้ทักษะการเขียนของฉันพัฒนาขึ้น	1	2	3	4	5
31	การอ่านภาษาอังกฤษช่วยพัฒนาไวยากรณ์ให้ดีขึ้นได้	1	2	3	4	5

ส่วนที่ 2: คำถามเกี่ยวกับความกังวลในการอ่านภาษาอังกฤษ

โปรดพิจารณาข้อความต่อไปนี้แล้วทำเครื่องหมาย ✕ ให้ตรงกับความคิดเห็นของท่านมากที่สุด

1 หมายถึง "ไม่เห็นด้วยมากที่สุด"

2 หมายถึง "ไม่เห็นด้วย"

3 หมายถึง "รู้สึกเฉยๆ"

4 หมายถึง "เห็นด้วย"

5 หมายถึง "เห็นด้วยมากที่สุด

ลำดับ	ข้อความ	ความคิดเห็น				
		ไม่เห็นด้วยมากที่สุด	ไม่เห็นด้วย	รู้สึกเฉยๆ	เห็นด้วย	เห็นด้วยมากที่สุด
1	ฉันมักรู้สึกไม่สบายใจ เมื่อไม่แน่ใจว่าเข้าใจสิ่งที่อ่าน (ที่เป็นภาษาอังกฤษ) หรือไม่	1	2	3	4	5
2	เมื่ออ่านภาษาอังกฤษ ฉันมักเข้าใจความหมายของคำศัพท์ แต่ไม่ค่อยเข้าใจว่าผู้เขียนสื่ออะไร	1	2	3	4	5
3	เมื่อใดที่อ่านภาษาอังกฤษ ฉันรู้สึกสับสนและไม่สามารถจดจำสิ่งที่อ่านได้	1	2	3	4	5
4	ฉันรู้สึกกลัวที่จะอ่านต่อ เมื่อใดก็ตามที่เห็นเนื้อเรื่องภาษาอังกฤษยาวเป็นหน้ากระดาษอยู่ตรงหน้า	1	2	3	4	5
5	ฉันรู้สึกเป็นกังวล เมื่อต้องอ่านเนื้อเรื่องภาษาอังกฤษในหัวข้อที่ฉันไม่คุ้นเคยมาก่อน	1	2	3	4	5
6	ฉันรู้สึกไม่สบายใจ เมื่อฉันเจอกับไวยากรณ์ที่ไม่รู้จักขณะอ่านภาษาอังกฤษ	1	2	3	4	5
7	ขณะที่อ่านภาษาอังกฤษ ฉันรู้สึกกังวลและสับสนเมื่อไม่เข้าใจความหมายของคำศัพท์ทุกคำ	1	2	3	4	5
8	ฉันรู้สึกรำคาญใจ เมื่อเจอคำที่ฉันออกเสียงไม่ได้ขณะที่อ่านภาษาอังกฤษ	1	2	3	4	5
9	ฉันมักจะแปลศัพท์คำต่อคำ เวลา333ฉันอ่านภาษาอังกฤษ	1	2	3	4	5
10	เมื่อฉันอ่านแล้วเจอตัวอักษรและเครื่องหมายแปลกๆในภาษาอังกฤษ ฉันจะจำสิ่งที่อ่านได้ยากขึ้น	1	2	3	4	5

ลำดับ	ข้อความ	ความคิดเห็น				
		ไม่เห็นด้วยมากที่สุด	ไม่เห็นด้วย	รู้สึกเฉยๆ	เห็นด้วย	เห็นด้วยมากที่สุด
11	ฉันกังวลเกี่ยวกับเครื่องหมายใหม่ๆ ใน ภาษาอังกฤษ ที่ฉันต้องเรียนรู้ เพื่อที่จะอ่าน ภาษาอังกฤษ	1	2	3	4	5
12	ฉันรู้สึกไม่สนุกกับการอ่านภาษาอังกฤษ	1	2	3	4	5
13	ฉันรู้สึกไม่มั่นใจเวลาอ่านเรื่องที่เป็นภาษาอังกฤษ	1	2	3	4	5
14	เมื่อฉันคุ้นเคยกับการอ่านภาษาอังกฤษ การอ่าน ภาษาอังกฤษก็ไม่ใช่เรื่องยากสำหรับฉัน	1	2	3	4	5
15	สิ่งที่ยากที่สุดของการเรียนภาษาอังกฤษ คือการ เรียนรู้ที่จะอ่าน	1	2	3	4	5
16	ฉันมีความสุขในการเรียนพูดภาษาอังกฤษ มากกว่าการเรียนอ่านภาษาอังกฤษ	1	2	3	4	5
17	ฉันไม่กังวลเวลาอ่านหนังสือภาษาอังกฤษในใจ แต่ จะกังวลมากเมื่อต้องอ่านออกเสียง	1	2	3	4	5
18	ฉันไม่พอใจกับระดับความสามารถในการอ่าน ภาษาอังกฤษที่ฉันมีอยู่ตอนนี้	1	2	3	4	5
19	วัฒนธรรมและแนวคิดต่างๆที่เป็นภาษาอังกฤษนั้น ดูแปลกสำหรับฉัน	1	2	3	4	5
20	ฉันต้องมีความรู้มากๆเกี่ยวกับประวัติศาสตร์และ วัฒนธรรมอังกฤษเพื่อที่จะอ่านภาษาอังกฤษให้ เข้าใจ	1	2	3	4	5

ส่วนที่ 3: ข้อมูลส่วนตัว

กรุณาพิจารณาข้อความต่อไปนี้และทำเครื่องหมาย ✕ ลงใน ( ) ที่ตรงกับนักศึกษามากที่สุด หรือเติมข้อความลงใน
ช่องว่างต่อไปนี้

    1. เพศ   ( ) 1. ชาย   ( ) 2.หญิง

    2. คณะ

    ( ) 1. วิทยาศาสตร์   ( ) 2. นิติศาสตร์   ( ) 3. ศิลปศาสตร์

    ( ) 4. แพทย์ศาสตร์ ( ) 5. สถาปัตยกรรมศาสตร์ ( ) 6. พาณิชย์ศาสตร์และการบัญชี

    ( ) 7. รัฐศาสตร์   ( ) 8. เศรษฐศาสตร์   ( ) 9. วิศวกรรมศาสตร์

    ( ) 10. สังคมสงเคราะห์   ( ) 11. ทันตแพทย์ศาสตร์   ( ) 12. วารสารศาสตร์

    ( ) 13. อื่นๆ ....

    3. คะแนนสอบ Placement Test (TCTC)

        ( ) 0 – 30

        ( ) 31 – 50

        ( ) 51 – 70

        ( ) 71- 100

    5. อีเมล ....