

## **The Relationship between Reading Anxiety and Motivation and their Effect on EFL Learners' Choice of Reading Strategies**

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### **Abstract**

The purpose of this study was to investigate how student reading anxiety and motivation are related to reading strategies, and how teachers can benefit from such relationships. To this end, 120 EFL female pre-university students were selected. Three questionnaires were utilized in this study to collect data: FLRAS, SORS, and AMQ. The findings showed a significant low positive relationship between reading anxiety and motivation. It was also shown that motivation level influences EFL learners' choice of reading strategies. However, no statistically significant differences were found among the students in the reading anxiety groups.