

The Interplay between Young Learners' Sense of Self-Efficacy in Reading Comprehension and English Language Proficiency

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Abstract

This study intended to explore the interplay between young language learners' sense of self-efficacy regarding reading comprehension in their reading test performance associated with learning English among universities. To undertake the study, a purposive sampling method was adopted. A total of 60 freshmen undergraduate learners of English consented to participate in this study. A self-efficacy questionnaire was employed to collect to young learners' beliefs in their own reading capabilities with a hope to explore the effects of high and low self-efficacy on reading proficiency. Accordingly, students' reading proficiency was examined based on their performance to the reading comprehension test adopted from a paper-based Longman TOEFL. The findings revealed that there was a direct and significant relationship between the learners' self-efficacy beliefs about learning and their language proficiency. The result attested that students with high self-efficacy are more proficient in their language learning as compared with those of low self-efficacy. EFL teachers and students as well materials developers' can take the advantage of the findings. Theoretical and pedagogical implications for foreign language learning and teaching are also discussed.

Keywords: Foreign language learning, Self-efficacy, Reading proficiency, Learners' beliefs.

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1. Introduction

The need to investigate learner's affective variables in a foreign language (FL) teaching and research as a means of explaining differences in one's ability to learn a new language has been emphasized in current years. Savignon (1983), for example, studied many effective works and claimed that affective variables contribute more to the result of foreign or second language learning than do capability, intelligence, process of teaching used in the classroom, or time spent learning the language (see Kennedy et al., 2000, p. 279). Attention to effective issues in educational contexts is not new but has gained importance with the evolution of humanistic psychology in the 1960s when the purely cognitive theories of learning were failed and the combination of cognition and affect was highlighted (Arnold & Brown, 1999). The effect has been measured by many scholars (e.g., Clement et al., 1994; Mills et al., 2006) to be one of the main determining factors of success in learning foreign or second languages.

According to Grabe (1991), reading is an essential skill and probably the most important skill for second language learners to master in academic settings. Reading is an essential skill for learners in English as a foreign language (EFL) context. As Xu (1999) indicates, foreign language reading comprehension is an interactive and complex process influenced by linguistic and mental, social and cultural, and effective and motivational features. To understand the meaning of any piece of written manuscript, a set of processes should happen. As Brown (2001) asserts, "A text does not carry meaning by itself; the reader takes information, knowledge, sensations, and experiences to the printed word."

In a study done by Rahemi (2007), it has been mentioned that, in spite of the fact that reading comprehension in Iran EFL context has received a great deal of priority recently (the major focus of all High school English syllabus is reading), the outcomes and performances of students on reading section both in final exams and Iran university entrance examination (Konkour) is unacceptable. Since reading comprehension has been individually important, both in first and second/ foreign language learning, the methods to improve reading comprehension, the most notably, reading strategies are of great interest in the area of studying the research.

Also, Rahemi (2007) emphasize that while the role of intellectual capabilities in learning a second or foreign language is undeniably important, the notion that attitude plays a dominant role seems to be controversial. As a matter of fact, the literature supports that variation in foreign language learning can be explained by aptitude only to a certain extent. One of the influential factors affecting the students' foreign language learning In Iran EFL context is self-efficacy. Bandura (1997, p.391) defines self-efficacy as "people's judgments of their capabilities to organize and execute a course of action required to attain designated types of presentation". Self-efficacy can be considered as an important component in human functioning because it affects behavior, directly and indirectly, by affecting other vital determinates such as goals and desires, outcome expectations, effective proclivities, and perception of obstacles and/or opportunities in the social setting (Bandura, 1995, 1997).

Effect includes different variables such as motivation, attitudes, interest, learners' beliefs, needs, expectations, and previous experiences (McKenna et al., 1995, cited in Gee, 1999, p.3). As the given definition demonstrates, a huge set of variables is understood in considering the effective side of foreign language learning. Inside this complicated web, variables are learners' beliefs, which are the focus of the current study. Concerning the theoretical concept of learners' beliefs, different but nonetheless clearly related views have been produced. This study has been based on the model Yang (1999) proposed as it appears to include all the features emphasized in the other models. In Yang's model, beliefs are composed of two motivational and metacognitive dimensions. Self-efficacy is the mechanisms of the motivational aspect of learners, and their emotional reactions, i.e., their attitudes to FL learning, and their beliefs about the importance of learning a second language. Metacognitive dimension refers to learners' knowledge about foreign language learning and about themselves as foreign language learners. The examiners made an attempt to investigate the probable contribution of one of the components related to the motivational dimension which, here, is self-efficacy.

It is supposed by many English instructors that the low achievement of EFL learners is basically related to their low general ability. They believe that these learners do not have the special capabilities required for academic studies in

general and for English in particular. While we do not reject the role of intellectual abilities in learning a foreign language, the notion that attitude is the whole story seems to be debatable. In fact, the related literature (Brown, 1987; Chastain, 1988) supports the idea that variation in foreign language learning can be explained by aptitude only to a definite extent. In this case, Chastain (1988) posits that in addition to linguistic aptitude, there must be another equally important variable determining whether or not a student learns a foreign language. He came to an end, “The affective domain performs a larger role in developing second-language skills than does the cognitive because the emotions control the will to activate or shut down the cognitive function” (p. 122).

A relevant view comes from Pajares (2006) who asserts that what people know, the skills they have, or the achievements they have previously accomplished are often poor predictors of subsequent attainments because the beliefs they hold about their abilities and outcome of their efforts powerfully influence the ways in which they behave. While there are ample reasons to view effective issues as powerful variables which may strongly predict EFL learners’ act, there was not enough effort to study the variables as related to English achievement of Iranian EFL learners.

Although so many researchers have been conducted on learning and reading strategies and self-efficacy beliefs, little of them have explored the relationship between reading self-efficacy and students’ reading proficiency. In Iran EFL context, especially, the issue has not ever gotten a lot of attention to be studied very well. Novelty and importance of the topic were the main impetus of the researcher to delve into this arena to see if there is any relationship between Iranian EFL students’ reading self-efficacy and their reading proficiency and improvement.

According to Mills et al. (2006), the evaluation of self-efficacy beliefs in listening and reading in a foreign language could provide valuable insight into the understanding of students’ self-perceptions of their abilities to process and control this oral and written input. The purpose of this investigation is to determine whether English reading self-efficacy beliefs have a stronger

relationship to reading proficiency of Institute intermediate English students in a foreign language context to help us understand the relationship of self-efficacy to the foreign language proficiency.

Therefore, the main research question addressed by the present study is "Is there any significant relationship between a group of Iranian EFL learners' self-efficacy about reading comprehension and their reading proficiency?"

2. Literature review

Bernhard (1997) explains the concept of "self-efficacy" as learners' beliefs about their abilities to accomplish a task. In another definition by Pajares (2006), he states that it is the students' judgments of their academic competence. Ehrman (1996) has also defined the concept of self-efficacy as the degree to which the learner thinks he or she has the capacity to cope with the learning challenge (Cited in Arnold & Brown, 1999, p. 16). According to Bernhardt (1997), if people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. In contrast, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start. Regarding self-efficacy beliefs, Pajares (2000) summarizes that nearly two decades of research revealed that self-beliefs are strong predictors of academic achievements so that a new trend of educational psychologists are insisted on attention to self-beliefs related to their academic research. In this vein, Bandura (1986) claims that of all beliefs, self-efficacy is the most influential arbiter in human agency and plays powerful role in determining the choices people make, the power they will continue in the face of problem, and the degree of concern or confidence they will bring to the task at hand. It is this perceived self-efficacy that helps explain why people's behaviors differ widely even when they have similar knowledge and skills. The meaning of self-efficacy is defined by Oxford and Shearin (1994) as "an extended view of expectancy which is drawn from social cognition theory" (p. 21). They define the term as "one's judgment of how well one can execute courses of action required to deal with prospective situations" (ibid).

As stated by Bandura (1997), self-efficacy talks about "an individual's judgment about his or her ability to do a given task or activity" (Cited in Choi et al. 2001, p. 1). For him, self-efficacy is a much more consistent predictor of behavior than any of the other closely related variables. This opinion is also approved by Graham and Weiner (1995, Cited in Pajares, 2000) who perceived that the acquisition of new skills and the performance of previously learned skills have been related to efficacy beliefs at a level not found in any of the other expectancy constructs. Similarly, Pajares (2006) maintains that beliefs that individuals create and develop and hold to be true are vital forces in their success or failure in school. This would lead one to infer that research on achievement, on why students achieve or fail to achieve, and on why they do things they do in school should naturally focus, at least in great part, on students' self-efficacy beliefs.

Considering the ways that self-beliefs affect students' behaviors, Bandura (1995) mentions four ways. First, they influence the choice of behavior. He proposed that "our assessment of our own capabilities is basically responsible for the outcomes we expect and for the knowledge and skills we seek and require. Therefore, self-efficacy is a stronger determiner of the choices that individuals make" (p. 394). Second, self-beliefs help determine how much effort people will expend on an activity and how long they will persevere.

2.1. Self-efficacy Types and Resources

Once self-efficacy has got nowhere in language learning researches and studies, many classifications about its nature, complying processes, types and sources have been proposed. In one of such classifications, Baron (2004) introduces three types of self-efficacy:

Self-regulatory self-efficacy (ability to resist peer pressure, avoid high-risk activities) Social self-efficacy (capacity to form and continue relationships, be assertive engage in leisure time activities).

Academic self-efficacy (ability to do course work, regulate learning activities and meet expectations).

In another classification conducted by Bandura (1994), he argues four sources of efficacy on which efficacy beliefs are based: *Mastery experience*: it is the most effective way of creating a strong sense of efficacy. The important evidence in mastery experience is that successes build a strong belief in one's personal efficacy and failures undermine it, especially if failures occur before a sense of efficacy is firmly established. If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A robust sense of efficacy needs knowledge in overcoming obstacles through perseverant effort.

Vicarious experience: It is the second way of creating and strengthening self-beliefs of efficacy. Seeing people similar to one succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. It is in fact "if he can do it, so I can" method of developing self-beliefs.

Social persuasion: people who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. Meanwhile, convincing improvements in perceived self-efficacy lead people to try hard enough to succeed; they promote the development of skills and a sense of personal efficacy.

Physiological states: people rely partly on their emotional states in judging their capabilities. They interpret stress reactions and tension as signs of vulnerability to poor performance.

According to this study, reading self-efficacy is the learners' perception of their reading abilities to perform diverse reading tasks, such as grasping the main idea, guessing the meaning of an unknown word, and inferring the authors' attitudes toward their own written text. A huge volume of L1 reading studies has revealed the important positive correlation of reading efficacy with reading achievements (Barkley, 2006; Song & Sang, 2000). As was previously mentioned, little research has explored the reading self-efficacy in ESL or EFL context., Rahimpour and Nariman-Jahan (2010) in a study considered the influence of self-efficacy and proficiency on EFL learners' written task performance regarding the concept of fluency, complexity, and accuracy in an

Iranian setting. The participants in this study were both low proficiency and high proficiency EFL learners. Every learner was asked to do three tasks, a narrative task, decision making task and a personal task and fill out the self-efficacy questionnaire. After participants' performances analysis, the researchers found out that there was a significant relationship between self-efficacy and narrative and personal tasks in terms of concept load but not in terms of accuracy, fluency, and complexity in high proficiency participants. Furthermore, no relationship was seen between self-efficacy and decision-making tasks in terms of concept load, fluency, complexity, and accuracy in both low and high proficiency participants. Moreover, Rahemi (2007) in a conducted study explored the English self-efficacy beliefs students' humanities and examined the contributions they make to their EFL achievements. Participants of the study were both students and teachers. In a triangulated study, her data were gathered through both qualitative (teacher interviews, classroom observations and students diaries) and quantitative (implementation of a structured questionnaire and a measure of EFL achievement) methods. The results revealed that the students majoring in humanities had a very weak English self-efficacy and held certain negative beliefs about their academic ability as foreign language learners. Eslami and Fatahi (2008) in a study investigated the non-native English speaking (NNES) Iranian EFL teachers' efficacy beliefs. EFL teachers' perceptions of their teaching efficacy in terms of personal capabilities to teach, EFL and their perceived English language proficiency level were investigated. They used a modified version of the teachers' sense of efficacy balance (Tschannen-Moran & Wool Falk Hoy, 2001) in their study to measure self-efficacy for management, engagement, and instructional strategies. The results of their study revealed that the more efficacious the teachers felt, the more inclined they were to use communicative based strategies.

To comply with the objective of the present study, the following research questions were formulated:

1. Is there any significant relationship between students' self-efficacy beliefs and their reading test scores?

2. Is there any significant difference between students with high and low sense of self efficacy in their performance of reading comprehension?

3. Method

3.1. Participants

Sixty undergraduate EFL learners learning English in Kish English Institute consented to participate in the current study. All of the participants were general English students, with the intermediate level, whose ages ranged between 18 and 23. Also, all of them had passed at least four courses in EFL in high school. From 60 students, thirty of them were female and thirty of them were male. They took the research instruments as part of their class activities and consented to the collection of data from their records. The participants were selected randomly in this study.

3.2. Instrumentation

Two instruments were used to collect data in this study: One of them was an author -designed questionnaire on self-efficacy about reading comprehension. This questionnaire was constructed based on three questionnaires of Beliefs about Language Learning (BALLI) developed by Hortwitz (1985), adapted to Persian about General Self-efficacy Scale constructed by Nezami, Schwarzer and Jerusalem (1996) and Morgan-Links Student Efficacy Scale (MJSES) completed by Jinks and Morgan (1999). The questionnaire which was designed by authors and consisted of 20 Likert scale items generated from items in the questionnaires mentioned and the additional items developed by the researchers themselves in accordance with research questions. After reading a statement the students were asked to decide if they: (1) strongly disagree (2) moderately disagree (3) slightly disagree (4) moderately agree (5) strongly agree. This questionnaire's Cronbach alpha was 0.73 and its concurrent validity was 0.55. The other one was "Reading Diagnostic Pre-test" adopted from paper-based Longman TOEFL test. This test consisted of thirty multiple-choice questions designed to measure the level of reading proficiency. The Cronbach alpha of this instrument was 0.69 (A sample of this test is presented in

Appendix B). Instruments were pilot tested individually on a representative of 18 freshmen EFL learners who were not involved in the actual study.

3.3. Procedure

As it was mentioned in the section of instrumentation, one questionnaire on the students' self-efficacy and a multiple-choice test on reading proficiency were used for collecting data in the current study. Before the administration of the two instruments, some demographical questions, as well as Name, Semester, Major and Age were added to both of them and, for the sake of clarity, the self-efficacy questionnaire was translated into Persian. Reading self-efficacy questionnaire was intended to elicit information regarding participants' beliefs in their own reading capabilities. For the reasons of anonymity and confidentiality, students were advised that their identities would be removed from the questionnaire and the test (by the researcher) prior to data analysis and they would be assigned a code number which can protect the students' privacy. This questionnaire was reviewed by three teachers who had more than twenty years of experience in teaching English in Iranian private institutes and two professors teaching English at the university level.

For administration of the reading test, the participants were asked to answer the reading questions of the test in a time-limitation of 30 minutes. The instruments of this study (the questionnaire and the test) were performed during one class session with the assistance of their relevant professors. The total response rate was 100% because all 60 students responded to both research instruments. All the collected data were fed the SPSS for the data analysis.

3.4. Data analysis

To answer the research questions posed earlier, the following statistical procedures were carried out in this study: (1) Descriptive statistics including Cronbach alpha, standard deviation and means computed to summarize the students' responses to the self-efficacy questionnaire and reading comprehension test. (2) Pearson correlation was conducted to examine the relationship between the students' self-efficacy and reading proficiency (3)

Paired sample T-Tests were done to explore the effects of high and low self-efficacy on reading proficiency.

4. Results and Discussion

To probe the first null-hypothesis stating that there is no significant relationship between students' self-efficacy beliefs and their reading test score, Pearson correlation was conducted. Table 1 presents standard deviations, means and Cronbach alpha of the self-efficacy questionnaire and the test of reading comprehension.

Table 1
The Self-Efficacy Questionnaire' Descriptive Statistics and Reading Comprehension Test

	Number of items	Cronbach's alpha	Mean	Standard deviation
Self-efficacy Questionnaire	20	0.73	47.35	5.813
Reading comprehension test	30	0.69	27.64	5.19

As it is shown in table 1, the reliability of the self-efficacy questionnaire designed for this study was 0.73 and that of the reading comprehension test selected for the present study was 0.69. The reliabilities of both research instruments were acceptable. Means of the self-efficacy questionnaire and the reading test were 47.35 and 27.64, respectively. Table 2 includes the results gained from performing Pearson correlations between the total scores of the questionnaire and the test.

Table 2
Pearson Correlation between the Reading Proficiency and the Attitude Questionnaire

		Self-efficacy	Reading test scores
Self-efficacy	Pearson correlation	1	0.78
	Sig.		.03
	N	60	60
Reading	Pearson correlation	0.78	1
	Sig.	.03	
	N	60	60

As it is reported in table 2, findings of data analysis in terms of Pearson correlation showed that there was a direct and significant correlation between the learners' self-efficacy beliefs about language learning and their reading proficiency. Being in agreement with findings of other studies mentioned in the section of Literature Review, this finding supports Bandura's (1997) claim that an individual's level of self-efficacy is thought to relate to the individual's activities' choice, effort in those activities, and persistence in the activities.

To answer the second null-hypothesis stating that there is not any significant difference between students with high and low sense of self- efficacy in their performance of reading comprehension, a parried sample t-test was conducted. Table 3 demonstrates the outcomes of performing paired samples tests to conclude if the degree of self-efficacy has any effect on reading test performance. For doing this statistical procedure the students were divided into two groups: one group with high self-efficacy and the other group with low self-efficacy. In this study, the total score of the questionnaire on self-efficacy was 100. After consulting with the statistical consultant of this study, the students' self-efficacy whose scores were above 40 was considered as high and the students' self-efficacy whose scores were below 40 was regarded as low. Out of 60 participants, 35 students belonged to the first group and the other 25 belonged to the second group.

Table 3. Paired samples T- tests used for students with high and low self-efficacy

	Mean	St. Deviation	T	df	Sig (2 –tailed)
Pair 1 High self-efficacy - Reading test scores	-2.47	6.89	1.45	60	0.041
Pair 2 Low self-efficacy - Reading test scores	4.19	8.87	- 3.78	60	0.015

As it was reported in the Tables 2 and 3 above, findings of data analysis in terms of both Pearson correlation and T-test in this study revealed that high self-efficacy affected Reading test performance significantly and positively, but low self-efficacy affected reading test performance significantly and negatively. Findings of this study support the idea, confirming the significance of EFL learners' self-efficacy about language learning.

5. Discussion

The outcomes of self-efficacy questionnaire refused preceding studies results. While Rahemi (2007) in her research concludes that Iranian senior High school students majoring in Humanities, in specific, lack an appropriate level of self-efficacy to cope with their daily task and exercises in Iran EFL context, the current research illustrates that Iranian Institute English students believe in their own abilities to successfully conduct their learning activities in the classroom.

Considering frequency, table 1 indicates that participants' overall self-efficacy (mean=47.35) and their reading test (mean=27.63), were at a medium level. This is the truth that denotes the emergent need to abandon the traditional ideas which did not take into account effective considerations of learners and to construct a new framework within which affective side of learning and teaching receives its convenient position.

To study the relationship between reading self-efficacy and use of reading proficiency, Pearson correlation coefficient was run. After computations, it was revealed that reading self-efficacy was significantly positively correlated with reading proficiency ($r=0.78$, $p<.01$). The results of correlation strongly show that reading self-efficacy directly affects the students' performance on the reading comprehension tests. In other words, the more confident and competent students feel about overcoming reading tasks, the better they are at the reading comprehension.

As was discussed before in the literature review, teachers must not only pay attention to self-efficacy as an important potential part of each students' personality that should be activated in the course of language learning but also concern self-efficacy as a motivational factor in language learning process. As it was reported in both Pearson correlation and T-test conducted in this study, it was clear that high self-efficacy affected reading test performance significantly and positively. This means that the students who have a higher degree of self-efficacy tend to have a better comprehension. But low self-efficacy affected reading test performance significantly and negatively. Findings of this study support the literature, confirming the importance of EFL learners' self-efficacy about language learning.

All those who have experienced Iran EFL context will presumably assert that self-efficacy reading instruction is a neglected point in English teaching and learning. Findings of the present study and similar researchers exploring the relationship between self-efficacy beliefs and good reading comprehension among Iranian EFL students lead us to the conclusion that it seems quite beneficial to allocate special sections of reading classes to explicitly teaching students to overcome their negative self-efficacy' beliefs about their capabilities and consequently enhancing their conscious, purposeful and permanent use of reading abilities.

6. Conclusion

Regarding the outcomes of statistics, reading achievement varied significantly across the EFL students with high self-efficacy and those with low self-efficacy. Therefore, in line with previous research findings, this study provided further evidence to support Pajares's (2000) argument that inner processes of students and the beliefs they create and hold about their capabilities must be given due attention, since they come to grip with what is clearly one of the major tasks in human life cycle – success or failure in school. He also suggested that ordinary practices of schooling must be reexamined with a view to the contributions they make to students' sense of self-efficacy: We can aid our students by contributing them progress the habit of excellence in schooling, while at the same time developing the self-beliefs necessary to maintain that excellence through their adult lives. This will require not only frequent intellectual challenge and stimulation but also frequent emotional support and encouragement. (p. 35). Teachers, in addition to parents, consequently need to develop healthy academic self-efficacy in their students. Pajares (2006) suggests that this can be done, for example, by emphasizing students' skill development than self-enhancement, praising what is praiseworthy, fostering optimism and a positive look on life, promoting authentic mastery and successful experiences, or helping students set proximal rather than distal learning goals.

6.1. Pedagogical Implications

Despite the limitations above, the current study's findings are of use to both the instructional and second/foreign language research communities. The findings provide valuable information to second/foreign language educators. They reveal that the students' self-beliefs of language ability can impact on their language realization negatively or positively depending on the strength of their efficacy beliefs. According to Pajares (2000), many, if not most, academic crises are crises of confidence. Subsequently studying the related literature demonstrates, self-efficacy is one significant predictor of learners' achievement, it is necessary for instructors to help learners believe in their abilities and encourage them to expend greater efforts and time when facing failures rather than to attribute all their failures to their lack of abilities.

The view of considering learners' effect can also offer significant implications for curriculum designers. Through designing a learner-centered language curriculum, which takes effect into account in many ways, they may help language learners develop positive beliefs of their ability. Concerning the role such a curriculum may play in fostering positive self-beliefs, Arnold and Brown (1999) declare: Participation in the decision-making process opens greater possibilities for learners to develop their whole potential. In addition to the language content, they also learn responsibility, negotiating skills, and self-evaluation, all of which lead to greater self-efficacy and self-awareness (p. 7)

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Appendix A:

Questionnaire of EFL Learners' Self-Efficacy about Reading Skill

Name:

Major:.....

Age:

Semester.....

1) I have a special ability for improving reading skill.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
2) In a reading practice, although I understand almost every word, the big problem is that I do not have the ability to keep all of them in my mind.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
3) I have the ability to concentrate on the content of which I read.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
4) I believe that my proficiency in reading skill will improve very soon.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
5) I am sure that if I practice reading more, I will get better grades in the course.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
6) I can understand the text in reading classes better than other students.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
7) I cannot understand English texts without English glossaries.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
8) No one cares if I do well in reading course.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
9) My reading teacher thinks that I am smart.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
10) My classmates usually get better grades than I do.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
11) Even if the reading practice in the class is difficult and I cannot understand it completely, I can find a strategy to answer most of the related questions.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
12) I am very stressful during the reading class.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
13) I enjoy doing reading practice when the text is harder.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
14) I enjoy doing reading practice with a proficient partner.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
15) I am one of the best students in reading course.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
16) When I am doing a reading practice at home, it is not important that how difficult it is because I read it so much that I can understand it.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
17) I enjoy reading stories because I can read and understand them well.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
18) The more difficult the reading practice it is, the more challenging and enjoyable it is.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
19) In the reading class, when the teacher asks a question I raise my hand to answer it even if I am not sure about it.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
20) Women are more proficient than men at reading skill.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	No idea <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>