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**Learners' Self-efficacy in Reading and its relation to Foreign
Language Reading Anxiety and Reading Achievement***

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Abstract

It is well documented that language learning success or failure is influenced by the affective side of the learner. Self-efficacy and anxiety are among the affective factors influencing language learning. This study first explores the relationship between EFL learners' self-efficacy in reading comprehension and their reading anxiety. Secondly, it explores the relationship between EFL learners' self-efficacy and their reading achievement. It also investigates whether high self-efficacious EFL learners experience higher anxiety than low self-efficacious EFL learners and whether high self-efficacious EFL learners perform better in reading or not. 150 sophomores majoring in English literature at three universities participated in the present study. Two instruments were used in this study: a) an author-designed scale on EFL learners' self-efficacy in reading comprehension, b) the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al.,. The Pearson formula and an independent T-Test were used to analyze the data. The results indicated that there was a significant negative correlation between the participants' reading self-efficacy and their reading anxiety. The results also showed that high self-efficacious participants achieved higher scores in reading comprehension course than low self-efficacious participants. The findings of the study draw the attention of EFL teachers to encourage their learners seek ways to reduce their anxiety in reading L2 texts by improving their self-efficacy.

Key words: self-efficacy, foreign language reading anxiety, reading achievement.

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Introduction

There have been quite a few studies which have paid attention to the relationship between affective factors and anxiety. The studies cover a wide range of issues such as the relationship between gender and anxiety (Meji'as et al. 1991; Ghonsooly, 2003), self-perception and anxiety (Kitano, 2001), the effect of gender, nationality, and first language experience on classroom anxiety (Machida, 2001), apprehension of negative evaluation and higher level of anxiety (Kitano, 2001), the relationship between affective factors and anxiety links with language proficiency (MacIntyre and Charos, 1996; Gardner et al, 1977; Yamashiro and Mclaghlin, 2001; Yashima, 2002), risk-taking, motivation, as predictors of language achievement and anxiety (Samimy and Tabuse (1992). Due to the importance of the role of affective factors which influence language anxiety and consequently the EFL learners' performance, it appears important to examine the effect domain of other affective factors which have not been given due attention. The available literature on affective variables indicates the scarcity of research on the effect of self-efficacy on EFL learners' anxiety and achievement. This motivated us to focus our concentration on examining the effect of reading comprehension self-efficacy on reading anxiety and reading achievement of a group of Iranian EFL learners. Thus, the main research questions which were explored in this study are:

1. Is there any relationship between EFL learners' self efficacy in reading comprehension and their foreign language reading anxiety?
2. Do high self-efficacious readers suffer more from reading anxiety than low self- efficacious readers?
3. Is there any relationship between EFL learners' self-efficacy in reading comprehension and their reading achievement?
4. Do high self-efficacious readers perform better in reading than low self-efficacious readers?

Accordingly, the following null hypotheses were presented:

1. There is no significant relationship between EFL learners' self-efficacy in reading comprehension and their foreign language reading anxiety.
2. High self-efficacious readers do not suffer more from reading anxiety than low self-efficacious readers.

3. There is no significant relationship between EFL learners' self-efficacy in reading comprehension and their reading achievement.
4. High self-efficacious readers do not perform better in reading than low self-efficacious readers.

Literature Review

Foreign language reading anxiety

The earliest studies in language anxiety dates back to the ones conducted by Sarason (1959, 1961) over 4 decades ago. One of the issues which were taken into consideration was the investigation into the relationship between language anxiety and language proficiency. Gardner and Smythe (1975) in a study among Canadian English students found that when the opportunity to use the second language was present in the community, language anxiety correlated negatively with second language proficiency. Other studies (Aida, 1994 *inter alia*.) confirmed this relationship indicating the fact that as experience and proficiency increase, anxiety decreases in a consistent manner. This recent interest into how anxiety affects language learning and performance led to the proposal which distinguishes various classification and categorization of anxiety. Two major classifications have been discussed in the literature one being a dichotomous distinction between 'debilitative' and 'facilitative' anxiety and the other one a trichotomy or a tripartite division of anxiety into 'trait', 'state', and 'situation specific'. Facilitative anxiety is a positive and motivating force that can best be described as 'enthusiasm before a challenging task'. Debilitative anxiety includes feeling of wrong and fear that hinder the learning process (Barghchi, 2005; 36). Some researchers such as Kuhl and Bechmann (1985) have made a distinction between state or static and dynamic anxiety. The former refers to 'ruminating about causes and feelings' (Ford, 1992; 113) and the latter refers to taking real action in order to dissolve a problem or lessen feelings of apprehension. Trait anxiety has been defined as the probability of an individual becoming anxious in any situation (Spielberger, 1983). The tendency to become anxious is a permanent personality trait. State anxiety, on the other hand, is a transitory emotional condition, which is triggered by the nervous system, such as the worry and stress felt before taking a test (Kim, 2001). Situation-specific anxiety refers to the anxiety consistently felt in a particular

situation or context. As McIntyre and Gardner (1991) maintain, it can be viewed as the trait anxiety confined to a specific situation. The clear advantage of situation-specific scales over state anxiety scales is that they manage to determine the source of anxiety.

Recent studies into the nature of the relationship between anxiety and reading performance show that higher levels of anxiety influence the reading process in several ways (Sellers, 2000). First, high levels of anxiety may direct 'attentional capacity' away from the reading process. Second, anxiety can slow down the application of such reading processes as letter and word recognition. Third, anxiety can influence the learner's decision-making process, for example, deciding on meaning or on what strategy to use. Young (1993) examined anxiety in relation to reading comprehension variables such as reading ability and self-reported comprehension. The findings show that texts that are linguistically dense can generate more reading anxiety than other text features such as text length and structure. In a closely related investigation, Ghonsooly (2003) examined reading anxiety produced as a result of practice TOEFL and IELTS tests and found that testees had greater anxiety with the reading section of IELTS than the one in the TOEFL. For these testees, vocabulary was the most anxiety provoking element compared to length and structural complexity. Saito *et al.* in (1999, p. 203) examined reading anxiety and found that it is influenced by two factors: a) unfamiliar scripts, b) unfamiliar cultural material. The first factor deals with sound-symbol correspondence; thus, the weaker such a correspondence is, the more anxiety the reader experiences. L2 Readers experience this kind of anxiety when they try to decode the text but fail to make it comprehensible. To date, most of the studies done clearly reflect the debilitating aspect of anxiety in L2 reading research leaving us stranded with the critical question of how to reduce the negative effects of high anxiety. Self-efficacy is said to be a relevant factor in controlling and reducing language anxiety. But what is self-efficacy?

Self-efficacy

Self-efficacy is defined as learners' beliefs in their capability to succeed in executing a task (Bandura, 1986; Bernhardt, 1997). Recently Pejares (2000) has added another characteristic to the above definition which relates to the way students judge their academic

competence. As an affective variable, self-efficacy affects our decision, behaviors and attempts when facing challenges (Bandura, 1986). It also affects the degree of anxiety we experience while doing tasks. Accordingly, the way we choose our behavior is affected by self-efficacy. It is maintained that self efficacy is a more consistent predictor of success and achievement than other related variables in as much as students with higher degree of self-efficacy make greater efforts in executing the required task and are more persistent than students with low self-efficacy (Bandura, 1986; Pejares, 2000). Self-efficacy influences an individual's emotional reactions. Facing challenges, individuals with low-self efficacy may see the situation more difficult, and more demanding than they are. This may lead to higher degrees of anxiety and stress among individuals and may make them demotivated while facing the challenges. Bandura also refers to four sources of self-efficacy: 1. Mastery experience (our achievements raise our level of self-efficacy), 2. Vicarious experience (other individuals' achievements motivate us to believe that we have the same ability in gaining achievements), 3. Persuasions (what others say can influence our beliefs about our abilities), and 4. Psychological states (anxiety, stress, and fear can influence our behavior).

Bernhardt (1997) describes self-efficacious learners' characteristics as the following: they feel really confident because of the experiences they have gained in solving problems and the approaches they have developed based on those problem solving experiences. Learners with high self-efficacy attribute their achievements to their abilities and efforts, while learners with low self-efficacy underestimate their own abilities and select less challenging tasks. A slightly different definition is Baron's (2004) who classifies three types of self-efficacy: social self-efficacy, self regulatory self-efficacy and academic self-efficacy. The first one refers to the ability to keep relationships, engage in social activities, and become assertive. The second one refers to the ability to be curious, think carefully, and avoid dangerous activities. Finally, the third one refers to the ability to participate in learning activities and engage in academic programs.

As of now, several researchers have conducted studies on the relationship between self-efficacy concept and language related skills. Wigfield (1994 cited in Pintrich and Schunk, 1996) examined the effect of self-efficacy on school students' achievement in math and

English at the beginning and end of school year. The results of their study indicated that self-efficacy was a strong predictor of math and English achievement. Examining the relationship between self-efficacy and use of language learning strategies among ESL pre service teachers in Malaysia, Siew and Wong (2005) found that teachers with higher degrees of self-efficacy reported to use language learning strategies more frequently than those with lower levels of self-efficacy. Moreover, the relationship was examined and endorsed by Magogwe and Oliver (2007) who found that their high self-efficacious primary, secondary, and tertiary school students used more language learning strategies than their low self-efficacious students.

The relationship between self-efficacy and EFL listening achievement was examined by Chen et. al., (2007, cited in Rahimi and Abedini, 2009) and Rahimi and Abedini (2009) who found a significant positive relationship between the EFL learners' self-efficacy and their listening achievement. However, as Siegle (2000) asserts, we need to examine this relationship more specifically. It may be that this relationship is skill-specific in that higher degrees of self-efficacy in reading comprehension may not generate high self-efficacy in listening comprehension. In this regard the only available study which is in contrast to the related literature is that of Cubukcu (2008) who investigated the relationship between self-efficacy and foreign language learning anxiety among 100 junior EFL students in Turkey. He found no significant relationship between high and low self-efficacious learners and language learning anxiety.

In spite of the above-mentioned studies and to our best knowledge there are as yet areas of investigation for which either no or few researches have been conducted to examine this relationship. One such area relates to examining the relationship of self-efficacy in reading and EFL reading achievement and foreign language reading anxiety. In this study, we have tackled to address this relationship.

Methodology

Participants

150 sophomores majoring in English literature at three universities in Iran participated in our study. All of the participants' first language was Persian. They aged between 19 and 24 and had passed EFL courses for six years at junior and senior high schools, and one year at

university. They also had studied English in private language institutes. All the participants were selected randomly and on a voluntary basis.

Instruments

In order to assess the participants' self-efficacy in reading comprehension, an author designed scale based on three related questionnaires was developed as shown in the following:

1. The Persian Adaptation of General Self-efficacy Scale developed by Nezami, Schwarzer, and Jerusalem (1996);
2. Morgan-Links Student Efficacy Scale (MLSES) constructed by Jinks and Morgan (1999);
3. *Beliefs about Language Learning* (BALL) designed by Horwitz (1988).

By carefully reading the items of the previous questionnaires, the researchers decided to make a new scale for assessing EFL learners' self efficacy in reading comprehension. This scale includes 14 5-point Likert type items ranging from "strongly agree" to "strongly disagree" based on the items of the previous questionnaires and some added ones by the researchers themselves". A value of 1 is assigned to "strongly disagree" and 5 to "strongly agree". The meanings of questions 5, 11, and 14 make them necessary for the values assigned to the five choices to be reversed.

To check the face validity of the questionnaire, a detailed discussion was undertaken with three experts in the field and their suggestions were incorporated into the questionnaire. In order to assess the content validity of the scale, its items with regard to the definition of the variable was analyzed by 3 experts. In this case, the experts suggested a few changes in the content of the questionnaire items.

This scale was then translated into Persian for the sake of clarity. It was received by several English teachers and translators in order to assure the accuracy of the translations. The suggestions regarding language, formulation of questions, and sequencing format were noted and discussed in details. The problems were removed through consultation with all the participants. Therefore, the questionnaire was edited to ensure that the sequence of questions, spacing arrangement, the content form, and the physical appearance of the questionnaire were carefully checked. Cronbach's alpha was used to determine the reliability of the scale and a principle component analysis was used to analyze its construct validity. The researchers used a varimax rotation

and kept eigenvalues greater than 1.00 with regard to the scree plot criteria (Figure1). The Cronbach alpha coefficient for the scale was 0.78. The principle component analysis with varimax rotation produced 5 factors. One of these factors did not fit into the present study purposes. So, the researchers decided to keep four of these factors. Items 3, 11, and 12 were deleted based on their low factor loading and commonalities. The first factor accounted for 17.18 of the total variance. It consisted of items related to learners' skill, ability, and readiness in reading L2 texts; thus, it was labeled "Students' Ability in Reading English Texts". The second factor, which accounted for 15.58 of the total variance, related to learners' concentration and problems in reading English texts, so it was labeled "Student's Inability in Reading English Texts". The third factor, which accounted for 12.90 of the total variance, included items related to learners' skill level and practice; therefore, it was named "Practice and Skill". The fourth factor, which accounted for 8.59 of the total variance, included items related to learners' group work and its enjoyment, so it was labeled "Enjoying Group Work".

The other instrument used in this study was the Foreign Language Reading Anxiety Scale (FLRAS) which was developed by Saito et al. (1999). It consists of 20 five- point Likert scale ranging from "strongly agree" to "strongly disagree". Students' self reports of anxiety is elicited by this scale over various dimensions of reading, their target language reading perceptions, and their perceptions of the difficulty level of reading in their own language compared with the target language (Saito et al. 1999,p.204).

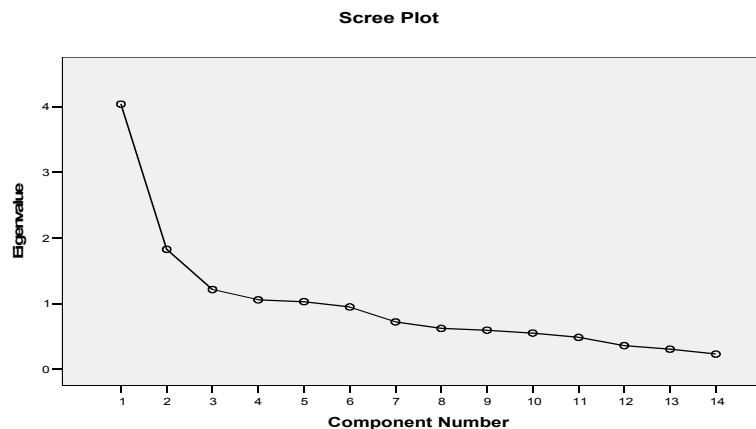


Figure 1: Scree plot of factors derived from the principle component analysis of Self-efficacy Scale for Reading Comprehension

Since the scale is Likert-type, its theoretical range of scores is from 20 to 100. A higher score indicates higher degrees of anxiety and vice versa. This scale was also translated into Persian. The translated version was evaluated by the experts. Some problems regarding the content of the items and their wordings were solved. The translated version was piloted to the same 32 subjects who participated in piloting the translated version of the previous scale. The Cronbach Alpha Coefficient for the scale was 0.81 which was satisfactory. The participants' grand-point averages (GPA) of their reading courses exams in the second semester of 2008 were taken into consideration as the instrument measuring their reading achievement.

Data Collection

Before distributing the two questionnaires to the participants, they were told that their identities would be kept confidential and that no information revealing their identity would be used in the study. Both of the instruments were administered simultaneously during a single class hour. They were given brief information about the purpose of the questionnaires, their scope, and their significance for EFL learning and teaching. Then the instruments were distributed to the participants. They were asked to answer the demographic questions on the first part of the questionnaires before responding to the main questions. The questionnaires were answered within 35 minutes by the participants. It took about ten days to collect the required data at the three universities. The participants were asked to write their GPAs of the last semester reading course exams on the top of the self-efficacy questionnaire.

Data Analysis

To answer the questions mentioned earlier, the collected data were put into the Statistical Software for Social Sciences (SPSS). The Pearson product-moment formula was used to answer the first and third questions and an independent T-Test was used to answer the second and fourth questions.

Results

The first research question was formed to examine the relationship between EFL learners' self efficacy in reading comprehension and their foreign language reading anxiety. To answer the question, we

used the Pearson-product moment formula to analyze the collected data (see table 1).

Table 1. The relationship between self-efficacy in reading comprehension and reading anxiety

Correlation

		S.E	R.A
S.E	Pearson Correlation	1	-.824
	Sig. (2-tailed)		.000
	N	150	150
R.A	Pearson Correlation	-.824	1
	Sig. (2-tailed)	.000	
	N	150	150

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

Based on the table, the correlation coefficient between the two variables is - 0.82 and is significant at $p < 0.01$. Since the correlation is negative, we might postulate that the more self-efficacious the learners are, the less anxiety they have. The results, therefore, rejects the null hypothesis of the study.

The second research question aimed at examining whether high self-efficacious readers were prone to suffer more from reading anxiety than low self- efficacious readers. In order to answer the second question, we used an independent t-test to analyze the collected data (see table 2).

Table 2. Comparing high self-efficacious and low self-efficacious mean scores of reading anxiety

Group Statistics

READING ACHICENMENT	N	Mean	Std. Deviation	Std. Error Mean
READI high	73	17.5000	2.64534	.48297
NG SELF- low EFFIC ACY	77	13.5000	2.48001	.34727

The above table clearly demonstrates that the high self-efficacious participants' mean score of reading anxiety (26.39) is lower than the low self-efficacious participants' mean score of reading anxiety (62.37). However, since mean score cannot indispensably show the significance of difference, we ran an independent T test. The result is shown in Table 3 below.

Table 4. Determining the significance of mean score difference in reading anxiety between high and low self-efficacious participants

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
GE Equal variances assumed	2.717	.102	-48.033	141	.000	35.97591	.74898	-37.4566	-34.4952
GE Equal variances not assumed			-45.614	100.595	.000	35.97591	.78870	-37.5405	-34.4113

As the above table demonstrates, the difference in foreign language reading anxiety between EFL learners with high and low self-efficacy in reading comprehension is significant at $p < 0.05$. In other words, EFL learners with high self-efficacy in reading comprehension experienced lower anxiety than EFL learners with low self-efficacy.

The third research question was formed to answer whether EFL learners' self-efficacy and their reading achievement were related to one another. In order to answer the question we used the Pearson-product moment formula to analyze the collected data.

Table 4. The relationship between learners' self-efficacy in reading and their reading achievement.

Correlations

		s.e	reading
s.e	Pearson Correlation	1	.765
	Sig. (2-tailed)		.005
	N	150	150
reading	Pearson Correlation	.765	1
	Sig. (2-tailed)	.005	
	N	150	150

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

Based on the above table, the correlation coefficient between the two variables is 0.765 and is significant at $p < 0.01$. We may postulate by further extension that the more self-efficacious the readers are, the higher achievement in reading they have. Further evidence is provided in the following statistical analysis in which an independent t-test revealed that the difference in mean score of reading achievement of high and low self-efficacious students was significant (see table 5 and 6 below).

Table 5. Comparing high self-efficacious and low self-efficacious mean scores of reading achievement

Group Statistics

READING ACHIVEMENT		N	Mean	Std. Deviation	Std. Error Mean
READING SELF-EFFICACY	high	73	17.5000	2.64534	.48297
	low	77	13.5000	2.48001	.34727

Table 5 shows that the high self-efficacious participants' mean score of reading achievement is 17.50 and the low self-efficacious participants' mean score of reading achievement is 13.50. Table 6 shows whether this difference in mean scores is significant or not.

Table 6. Determining the significance of mean score difference in reading achievement between high and low self-efficacious participants

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
GE Equal variances assumed	.820	.368	5.877	79	.000	3.43706	.58488	2.27289	4.60123
Equal variances not assumed			5.778	57.780	.000	3.43706	.59486	2.24622	4.62790

As the above table shows, the difference in foreign language reading achievement of high and low self-efficacious EFL readers is significant at $p < 0.05$. In other words, EFL readers with high self-efficacy in reading comprehension achieved higher scores in reading course exams than low self-efficacious readers.

Discussion

Recently, the significant influence of affective factors on language learning anxiety and language learning achievement has been well understood by researchers in the field. As was mentioned previously, one of the important affective factors is self-efficacy which was introduced by Bandura (1986) as one of social cognitive theory components. He mentions that peoples' motivation, actions, and emotions are all based on their belief systems than their behaviors. Self-efficacy is a factor that can differentiate successful from unsuccessful language learners. Here in this study, the relationship of self-efficacy in reading comprehension with foreign language reading comprehension anxiety and reading achievement was explored.

The results of the study rejected all the null hypotheses mentioned earlier. As to the first and second research questions involving the relationship between self-efficacy and foreign language reading anxiety, a significant negative relationship was observed between the two variables. High self-efficacious participants experienced lower

anxiety than low self-efficacious participants. As Bernhardt (1997) maintains the result may be interpreted by the fact that high self-efficacious participants feel really confident because of the experiences they have gained in solving problems and the approaches they have developed based on those problem solving experiences. The results are in agreement with those of Trylong (1987), MackIntyre and Gardner (1955), Kitano (2001) and in contrast with those of Cubukcu (2008). MackIntyre and Gardenr (1955), and Trylong (1987) indicated that there was a negative relationship between students' anxiety and their self-ratings of language proficiency. Kitano (2001) found a negative relationship between self perceptions and language anxiety among university male students of Japanese. Cubukcu (2008) found no significant relationship between self-efficacy and language anxiety. He also found no difference between high self-efficacious learners and low self-efficacious learners in language anxiety. However, he pointed out that this might be due to the Turkish educational setting, the learners' shyness, or lack of ability to express their opinions in public.

With regard to the third and fourth questions, the researchers found a positive relationship between the participants' self-efficacy in reading comprehension and their reading achievement. High self-efficacious learners also performed better than low self-efficacious learners in reading achievement. The findings of the study are in agreement with those of Wigfield (1994, cited in Pintrich and Schunk, 1996) and Chen (2007, cited in Rahimi & Abedini, 2009). Wigfield concluded that self-efficacy is a good predictor of school students' achievement. Chen (2007) found a significant relationship between EFL learners' self-efficacy and their listening achievement. Chen's (2007) results and those of the present study both indicate that EFL learners' self-efficacy is an important factor in the achievement of higher scores in English language skills such as listening or reading comprehension. These findings can probably be interpreted in the light of the relationship between self-efficacy and use of language learning strategies; that is, high self-efficacious learners may use reading or listening strategies more frequently than low self-efficacious learners. Siew and Wing (2005), Magogwe and Oliver (2007) support this claim because in their studies they found a significant relationship between EFL learners' self- efficacy and use of language learning strategies.

In light of the finding of this study, we need to reconsider the traditional view about achievement defined as a function of better reading ability. While this is partially true the point which deserves attention is that reading ability should not be interpreted solely as a function of language mastery so to speak or teacher's success to educate successful readers, we need to pay due attention to affective factors such as the image that our learners have about their capability to handle a given task. In interpreting reading achievement we are obliged to see the other side of the coin. If our attempt as language teachers sometimes fails to educate successful EFL readers, then we need to take into account the affective side of the coin, to make sure that the two sides are fully attended to and evaluated and this puts us in a position to claim that we have truly discharged responsibility. Language and emotion are two related systems in use, in that one system (emotions) impacts the performance of the other (language). We have generally seen that learners who cannot cope with their concerns in a foreign language setting such as failing to concentrate properly and having fairly low responsibility about their homework do not progress adequately. These attributes are generally intertwined with subject's emotions. Brown (2000) for example, identifies personal factors in learning a foreign language such as motivation, empathy, quite influential and maintains that no successful cognitive or affective activity is possible without self-reliance and belief in one's capability in tackling life tasks.

The findings of the study illuminate the important role of self-efficacy in reducing reading comprehension anxiety among EFL learners. This draws the attention of EFL teachers to encourage their learners to seek ways to improve their self-efficacy to reduce their anxiety while reading in English. EFL teachers can raise their learners' consciousness about self-efficacy in reading comprehension. This should necessarily result in change in their beliefs about foreign language reading comprehension.

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Appendix A

Results of factor analysis for Self-efficacy Scale for Reading Comprehension

Item	Questionnaire Item	F1	F2	F3	F4
4	توانایی ارتقا سطح مهارت در خواندن متون انگلیسی را دارم	0.805			
5	هنگام خواندن متون انگلیسی مضطرب می‌شوم	0.639			
6	معلمم فکر می‌کند من در درس خواندن متون انگلیسی مهارت لازم را دارم	0.633			
9	در کلاس خواندن متون انگلیسی همیشه برای پاسخ دادن به سوالات آماده هستم	0.588			
10	من جزء بهترین‌های کلاس در خواندن متون انگلیسی هستم	0.553			
1	من توانایی تمرکز بر محتوای متنی که می‌خوانم را دارم		0.801		
13	علی‌رغم اینکه دایره لغات بالایی در زبان انگلیسی دارم، اما در درک مفاهیم هنگام خواندن متون انگلیسی مشکل دارم.		0.787		
2	معتقدم که مهارت در خواندن متون انگلیسی هر روز بهتر می‌شود			0.764	
8	معتقدم که با تمرین بیشتر می‌توانم نمره خوبی در درس خواندن متون انگلیسی بگیرم			0.673	
7	من از تمرین با هم‌کلاسی‌هایم در خواندن متون انگلیسی لذت می‌برم				0.600
14	اهمیت نمی‌دهم که نمره بالایی در درس خواندن متون انگلیسی بگیرم.				0.760
	Eigenvalues	4.041	1.829	1.216	1.031
	Percentage of Variance	17.181	15.587	12.909	8.597
	Cumulative Percentage of Total Variance	17.181	32.468	45.377	53.974

Appendix B

FLRAS Questionnaire (English)

Directions: Statements 1 through 20 refer to how you feel about reading English. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate choice. Please give your first reaction to each statement, and mark an answer for every statement.

Note: SA=strongly agree, A=agree, N=neither agree nor disagree, D=disagree, SD=strongly disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. I get upset when I'm not sure whether I understand what I am reading in English. | SA | A | N | D | SD |
| 2. When reading English, I often understand the words but still can't quite understand what the author is saying. | SA | A | N | D | SD |
| 3. When I'm reading English, I get so confused I can't remember what I'm reading. | SA | A | N | D | SD |
| 4. I feel intimidated whenever I see a whole page of English in front of me. | SA | A | N | D | SD |
| 5. I am nervous when I am reading a passage in English when I am not familiar with the topic. | SA | A | N | D | SD |
| 6. I get upset whenever I encounter unknown grammar when reading English. | SA | A | N | D | SD |
| 7. It bothers me to encounter words I can't pronounce while reading English. | SA | A | N | D | SD |
| 8. I usually end up translating word by word when I'm reading English. | SA | A | N | D | SD |
| 9. By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about. | SA | A | N | D | SD |
| 10. I am worried about all the new symbols you have to learn in order to read English. | SA | A | N | D | SD |

11. I enjoy reading English.

SA A N D SD

12. I feel confident when I am reading in English.

SA A N D SD

13. Once you get used to it, reading English is not so difficult.

SA A N D SD

14. The hardest part of learning English is learning to read.

SA A N D SD

15. I would be happy just to learn to speak English rather than having to learn to read as well.

SA A N D SD

16. I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.

SA A N D SD

17. I am satisfied with the level of reading ability in English that I have achieved so far.

SA A N D SD

18. English culture and ideas seem very foreign to me.

SA A N D SD

19. You have to know so much about English history and culture in order to read English.

SA A N D SD

20. I find it hard to comprehend an English text which contains unfamiliar cultural material.

Appendix C

EFL Learners' Self-efficacy Scale in Reading Comprehension (English)

Name:

Age:

Gender:

Semester:

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
1) I have the ability to focus all my concentration on the content of the text I am reading					
2) I believe that my reading comprehension proficiency improves every day					
3) I am capable of improving my reading comprehension skill					
4) Reading L2 texts is stressful.					
5) My reading comprehension teacher believes that I am proficient.					
6) I enjoy practicing reading L2 texts with a proficient friend					
7) I believe that by more practice of reading L2 texts, I can improve the course grades					
8) In my reading class, I am always volunteer to answer the questions the teacher asks					
9) I am among the best students in my reading class					
10) Although my world knowledge is good, I have problems in reading comprehension					
11) I don't mind getting high scores in my reading course					