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**Ministry of Higher Education and Scientific Research**  
**University of Babylon**  
**College of Basic Education**  
**Department of English**



**Investigating the Relationship Between Self-efficacy and Reading Comprehension Skill of Iraqi EFL Preparatory School Students from Students' Perspectives**

A Thesis Submitted to the Council of College of Basic Education\ University of Babylon in Partial Fulfillment of the Requirements for the Degree of Master of Education in Methods of Teaching English as a foreign language

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**2022 A. D**

**1444 A. H**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا  
بِأَنفُسِهِمْ)

صدق الله العلي العظيم

سورة الرعد / آية 11

In the name of Allah, most gracious, most merciful  
( *The Almighty changes the fate of no people unless  
they themselves show a will for change.* )

Allah Almighty has spoken the truth  
(Surah: AL-RA'D 'THE THUNDER' Verse11)

(Translated by Al-Hilali and Khan, 2016)

## **Dedication**

To the ship and its riders .. **Knowledge and students,**  
The two candles who illuminate my road.. **My Parents ,**  
My sweetheart who never stop supporting me during my study  
**My beloved Wife,**  
My lovely child .. **Yousif ,**  
The two handsome gentlemen.. My **brothers ,**  
My close **friends and colleagues ,**  
I dedicate my humble work .

**Haider**

## Supervisors' Certificate

We certify that this thesis entitled "**Investigating the Relationship Between Self-efficacy and Reading Comprehension Skill of Iraqi EFL Preparatory School Students from Students' Perspectives**" submitted by "**Haider Mohammed Muhsin Hameed**" has been prepared under our supervision at the College of Basic Education\ University of Babylon in partial fulfillment of the requirements for the degree of Master of Education in Methods of Teaching English as a foreign language .

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## **ABSTRACT**

Self-efficacy is a concept that describes one's belief in his/her own ability to complete a task, While reading comprehension skill is defined as the process of unearthing and combining meaning of the sentences within a text. The aim of this study is to investigate if there is a correlational relationship between the self-efficacy of Iraqi EFL 5<sup>th</sup> preparatory school students and their reading comprehension skill performance.

The sample of the study consists of 310 preparatory school students (188 male and 122 female) in Hillah city. The data of the research is gathered and analyzed by using a reading comprehension self-efficacy scale which is adopted from "The impact of self-efficacy perception on reading comprehension on academic achievement" with some modifications to measure the self-efficacy of the students and a reading comprehension test which is adopted from (liveworksheets.com) to measure the level of reading comprehension performance of the students. After using statistical formulas it is found that there is a positive significant relationship between self-efficacy of Iraqi EFL 5<sup>th</sup> preparatory school students and their reading comprehension skill performance in Hillah city as well as the level of the male students concerning self-efficacy and their performance of the reading comprehension are higher than female students', the researcher recommends the curriculum designers and the teachers to enhance self-efficacy by reinforcing its sources through applying many strategies, using daily activities in classrooms and reduce anxiety and negative thoughts because they have a bad impact on the learners' self-efficacy.

## Table of Contents

| Subject  | Page      |
|--|-----------|
| Acknowledgments  | VIII      |
| Abstract   | IX        |
| Table of Contents                                      | X         |
| List of Tables   | XV        |
| List of Figures  | XVI       |
| List of Abbreviations                                  | XVII      |
| List of Appendices                                     | XVII<br>I |
| <b>Chapter One: Introduction</b>                       |           |
| 1.1 The Problem of The Study and its Significance      | 1         |
| 1.2 Aims   | 2         |
| 1.3 Research Questions                                 | 2         |
| 1.4 Limitations of the Study                           | 3         |
| 1.5 Procedures of the Study                            | 3         |
| 1.6 Definition of Basic Terms                          | 4         |
| 1.7 Operational Definitions                            | 4         |
| <b>Chapter Two: Literature Review</b>                  |           |
| 2. Introductory Note                                   | 6         |
| 2.1 Self-efficacy Concept                              | 6         |
| 2.1.1 General Self-Efficacy and Specific Self-Efficacy | 8         |
| 2.1.2 Constructs Related to Self-Efficacy              | 9         |
| 2.1.2.1 Self-Efficacy and Self-Esteem                  | 9         |

|  |    |
|--|----|
| 2.1.2.2 Self-Efficacy and Self-Concept                       | 10 |
| 2.1.2.3 Self-Efficacy and Self-Confidence                    | 11 |
| 2.1.3 Students with a high level of Self-efficacy            | 12 |
| 2.1.4 Students with Low Self-Efficacy                        | 14 |
| 2.1.5 Bandura's Social Cognitive Theory and Self-efficacy    | 15 |
| 2.1.6 Self-efficacy Development and Practice Throughout Life | 17 |
| 2.1.6.1 Sensation of Personal Achievement                    | 17 |
| 2.1.6.2 Self-Initial efficacy's Sources                      | 18 |
| 2.1.6.3 Groups of Peers                                      | 19 |
| 2.1.6.4 Increasingly Involvement in the Community            | 19 |
| 2.1.6.5 Institutions as a Facilitator of Self-Efficacy       | 19 |
| 2.1.7 Students self-efficacy and English Language Learning   | 20 |
| 2.1.8 Factors of Cognition                                   | 22 |
| 2.1.8.1. Language Proficiency                                | 22 |
| 2.1.8.2. Learning via Observation                            | 22 |
| 2.1.8.3. Intentional Behavior                                | 23 |
| 2.1.8.4. Self-Analysis                                       | 23 |
| 2.1.9 Sources of Self-efficacy                               | 23 |
| 2.1.9 1 Mastery Experience                                   | 25 |
| 2.1.9 2 Persuasion in Social Situations                      | 27 |
| 2.1.9 3 Emotional arousal                                    | 29 |
| 2.1.9.4 Vicarious Learning                                   | 30 |
| 2.1.10 Students' Motivation and Self-Efficacy                | 32 |
| 2.1.11 Self-efficacy and Self-Regulation of Learning         | 33 |
| 2.1.12 Self-Efficacy Protective and Risk Factors             | 34 |

|  |    |
|--|----|
| 2.1.13 Effects of Different Evaluative Feedback on Students' Self-efficacy | 37 |
| 2.2 General Concept of Reading Comprehension                               | 40 |
| 2.2.1 The Definitions of Reading   | 40 |
| 2.2.2 The Definitions of Comprehension                                     | 40 |
| 2.2.3 The Definitions of Reading Comprehension                             | 41 |
| 2.2.4 Self-Efficacy and Reading Comprehension Self-Efficacy                | 42 |
| 2.2.5 Purposes of Reading  | 43 |
| 2.2.6 Types of Reading Skills  | 45 |
| 2.2.6. 1 Intensive reading   | 45 |
| 2.2.6.2 Extensive Reading  | 45 |
| 2.2.6.3 Skimming   | 45 |
| 2.2.6.4 Scanning   | 46 |
| 2.2.7 Levels of Reading Comprehension                                      | 46 |
| 2.2.8 Methods of Reading Comprehension                                     | 47 |
| 2.2.9 Models of Reading Comprehension                                      | 48 |
| 2.2.9. 1 The Bottom-up Model   | 48 |
| 2.2.9.2 The Top- down Model  | 49 |
| Previous Related studies   | 51 |
| 2.3.1 Ciftci and Tilfarlioglu's (2011)                                     | 51 |
| 2.3.2 Naseri (2012)  | 52 |
| 2.3.3 Suzan Al Jubory ( 2014 )   | 52 |
| 2.3.4 Ghabdian and Ghafournia (2016)                                       | 53 |
| 2.3.5 Conway (2017)  | 53 |
| 2.3.6 Sukarni (2018)   | 53 |

|  |    |
|--|----|
| 3.4 Discussion of previous related studies               | 57 |
| <b>Chapter Three: Methodology</b>                        |    |
| 3.0 Introductory Note                                    | 58 |
| 3.1 Population and Sample                                | 58 |
| 3.2 Research Design                                      | 59 |
| 3.3 Instruments of the study                             | 60 |
| 3.3.1 Questionnaire                                      | 60 |
| 3.3.2. Reading comprehension Self-efficacy Scale         | 61 |
| 3.3.3. Reading Comprehension Test                        | 61 |
| 3.3.4. Face Validity of the Self-efficacy Scale          | 62 |
| 3.3.5. Pilot Administration of the Questionnaire         | 63 |
| 3.4 Statistical Analysis of the Two Instruments Items    | 63 |
| 3.4.1 Construct Validity                                 | 63 |
| 3.4.2 Discriminating Power of the Scales' Items          | 64 |
| 3.4.3. Reliability of Questionnaire                      | 67 |
| 3.4.4 Squared Multiple Correlation(Internal Consistency) | 68 |
| 3.5 Characteristics of the Scale                         | 70 |
| 3.6 Face Validity of the Reading Comprehension Test      | 72 |
| 3.6.1 Reliability of the Test                            | 72 |
| 3.6.2 Characteristics of the Test                        | 72 |
| 3.7 Statistical Tools:                                   | 74 |
| <b>Chapter Four: Results and Discussion</b>              |    |
| 4.0 Introductory Note                                    | 76 |
| 4.1 Analysis and Discussion of the Results               | 76 |
| 4.1.1 Results of the First Aim                           | 76 |

|   |     |
|---|-----|
| 4.1.2 Results of the Second Aim   | 77  |
| 4.1.3 Results of the Third Aim  | 78  |
| 4.1.4 Result Related to the Fourth Aim  | 80  |
| 4.2 Discussion of the Results   | 81  |
| <b>Chapter Five: Conclusions, Recommendations and Suggestions for Further Studies</b> |     |
| 5.0 An Introductory note  | 82  |
| 5.1 Conclusions   | 82  |
| 5.2 Recommendations   | 83  |
| 5.3 Suggestions for Further Studies   | 84  |
| Bibliography  | 85  |
| Appendices  | 105 |

## List of Tables

| No. | Title   | Page |
|-----|---|------|
| 2.1 | Previous Studies  | 54   |
| 3.1 | The Sample of the study   | 58   |
| 3.2 | Mean, SD, and T-value for the Reading Comprehension Self-Efficacy Scale       | 65   |
| 3.3 | Chrombach Alfa Value Coefficient  | 68   |
| 3.4 | Item-Total Correlation in the reading comprehension Skill Self-Efficacy Scale | 69   |
| 3.5 | Characteristics of Self Efficacy Scale  | 70   |
| 3.6 | Characteristics of Reading Comprehension Test                                 | 73   |
| 4.1 | Results of the first Aim  | 77   |
| 4.2 | Results of the Second Aim   | 78   |
| 4.3 | Differences between genders according to their self-efficacy                  | 79   |
| 4.4 | Differences Between Genders According to their Reading Comprehension Skill    | 79   |
| 4.5 | The Correlation Value   | 80   |

## List of Figures

| No. | Title  | Page |
|-----|--|------|
| 2.1 | Sources of Self-Efficacy   | 25   |
| 2.2 | Self-Efficacy and the Triadic Relation among Agent Means and Ends of Control           | 39   |
| 3.1 | Distribution of the Sample's Individuals and Statistical Features Concerning the Scale | 71   |
| 3.2 | The Distribution of the Sample's Individuals and statistical Features                  | 74   |

## List Of Abbreviations

| <b>Abbreviations</b> | <b>Description</b>                          |
|----------------------|---|
| DOF                  | Degree of Freedom                           |
| DP                   | Discriminating Power                        |
| GSE                  | General Self-efficacy                       |
| SCT                  | Social Cognitive Theory                     |
| Sig.                 | Significance                                |
| SSE                  | Specific self-efficacy                      |
| SPSS                 | Statistical Package for the Social Sciences |
| T                    | Tabulated                                   |

## List of Appendices

| <b>No.</b> | <b>Title</b>                | <b>Page</b> |
|------------|-----------------------------|-------------|
| <b>A</b>   | <b>Questionnaire Form</b>   | <b>106</b>  |
| <b>B</b>   | <b>Test Form</b>            | <b>110</b>  |
| <b>C</b>   | <b>List of Jury Members</b> | <b>114</b>  |
| <b>D</b>   | <b>Permissions</b>          | <b>115</b>  |
| <b>E</b>   | <b>Letter of Acceptance</b> | <b>116</b>  |



## **Chapter one**

### **Introduction**

#### **1.1 The Problem of The Study and its Significance**

Reading is an important skill in the field of teaching English as a foreign language (EFL) that every student must master it in order to thrive academically, especially at the preparatory level. In reality, understanding of written materials is the first stage in acquiring a language. The capacity to grasp the key concepts in a book and the relationships that link these ideas is referred to comprehension. The application of reading comprehension methods by students is critical to achieve a high level of understanding. As a result, students may comprehend a text, monitor their understanding, and assess the content. To put it another way, students may develop their own skills in the act of reading.

Despite that , many students have many problems concerning reading comprehension . They struggle with reading comprehension for a variety of reasons, and they don't appear to be adept enough to employ reading comprehension methods, which are important to all reading activities and assignments. As a result, their performance will be weak . Most students' learning challenges, according to certain studies such as Bandura (1977), are attributable to their self-beliefs; there is a considerable association between language acquisition and self-efficacy. Personal beliefs about one's ability to handle new or challenging activities are known as self-efficacy beliefs. Many students struggle with reading comprehension not because they are unable to do well, but because they are unwilling to think that they can perform this skill perfectly (Bandura, 1977 : 87).

Because self-efficacy has a strong link to language learning and reading comprehension strategies have an important part of the reading

process, various studies have been conducted to look into the relationship between self-efficacy and the use of reading comprehension strategies in order to improve the situation of learning/teaching English. According to the English teachers of then schools that the researcher visited , students face many difficulties concerning reading comprehension skill especially when they try to answer the first question (unseen passage) in question paper of monthly , mid and final examinations of English .

## **1.2 Aims**

This study aims to figure out :

1. The relationship between students' self-efficacy and their reading comprehension performance level.
2. The level of 5<sup>th</sup> preparatory students' performance of reading comprehension skill .
- 3.The difference between the two genders concerning their performance of reading comprehension and self-efficacy level.
4. The level of Iraqi EFL 5th preparatory students' reading comprehension self-efficacy .

## **1.3 Research Questions**

The focus of this study is to examine the self-efficacy of preparatory school students to their reading comprehension scores . accordingly , the following questions are raised in the current study:

1. What is the level of Iraqi EFL 5th preparatory school students' self-efficacy in terms of their reading comprehension skill?
2. What is the level of 5th preparatory school students' performance of reading comprehension skill?

3. Is there a difference between the self-efficacy of 5<sup>th</sup> preparatory school students and their reading comprehension performance between the two genders ?
4. Is There a relationship between students' self-efficacy and their reading comprehension performance level ?

### **1.4 Limitations of The Study**

The present study is limited to :

1. Male and female Students of preparatory schools / fifth grade in Hillah city .
2. Students' self-efficacy and their reading comprehension performance.
3. The academic year (2022 – 2021).

### **1.5 Procedures of The Study**

The following procedures have been used :

1. Selecting a random representative sample of Iraqi EFL 5th grade preparatory school students.
2. Adapting a scale to measure student's self-efficacy regarding reading comprehension.
3. Adopting a test to assess students' performance level in reading comprehension skill.
4. Analyzing the data statistically to get results.
5. Making conclusions according to the results of the study.

## 1.6 Definition of Basic Terms

**Self-efficacy:** Self-efficacy is a concept that influences how much effort someone will put out during an activity, how long he/she will persevere while facing challenges, and how quickly he/she will recover from challenging or foreign circumstances (Varney, 2010). Similarly, Bandura (1995 : 471), “*Bandura defines self-efficacy as a person’s judgments of her or his ability to perform an activity, and the effect this perception has on the on-going and future conduct of the activity*” .

**The Operational Definition of Self-efficacy :** It is person's judgment toward his or her ability to perform a specific task . It also refers to a student’s confidence to perform a behaviour specific to a given situation or activity , self-efficacy is not concerned with the skills of the students but with their judgments about their own capabilities .

**Reading Comprehension:** Reading comprehension is the capacity to understand what has been read (Hallahan, Kauffman & Pullen, 2009). According to Hallahan et al. (2009), reading excessively slowly or haltingly interferes with one's capacity to understand material. The capacity to study and learn from literature is one of many levels of understanding, according to Caldwell et al. (2010:171). Other degrees of comprehension include literal comprehension, higher-level comprehension, and drawing on prior experiences. Expository comprehension, which refers to informative texts like scientific books, and narrative comprehension, which refers to stories and novels, are the two forms of reading comprehension.

**The Operational Definition of Reading comprehension skill:**

It is one of the important receptive skills , by which a student can get the underlying meaning of any text within a book or a reading passage.

## **Chapter Two**

### **Literature Review and Previous Related Studies**

#### **2.0 An Introductory Note**

This chapter is divided into two sections. The first section has two parts, Part one provides a general review of self-efficacy. It is an attempt to offer a thorough description of self-efficacy, constructs related to self-efficacy, Bandura social cognitive theory (henceforth SCT), self-efficacy sources. It also discusses instructional and social impacts on self-efficacy beliefs, and the role of self-efficacy in students' motivation, self-efficacy, and learning self-regulation. It also discusses the role of self-efficacy in students' performance, the effects of self-efficacy on students' performance, risk factors for self-efficacy, the distinction between self-concept and self-efficacy, the effects of various forms of evaluative feedback on students' self-efficacy.

Part two presents an overview of reading comprehension skill and other related topics such as general definitions of reading, purposes of reading, types of reading skills, levels of reading comprehension and models of reading comprehension.

#### **2.1 Self-efficacy concept**

Albert Bandura established the idea of self-efficacy, which is one of his SCT components. Self-efficacy is a term that describes one's belief in one's ability to perform a task. Actual performances, vicarious (observational) experiences, persuasive techniques, and physiological reactions provide information for students to evaluate their self-efficacy. The most dependable indicators of self-efficacy are a student's own accomplishments. Self-efficacy has been described in a variety of ways, including the concept that one is capable of doing a certain activity in

order to achieve specific goals in a specific style or scenario (Smart, 2013: 68). In other words, self-efficacy may be described as a personal conviction in one's skills, which is necessary for producing a specific degree of performance that has an impact on events that affect one's entire life.

The self-efficacy concept is situationally particular, according to Woodruff and Cashman (1993:424), and is not generalize to other domains. Because certain situations have a greater generality than others, the sensation of capacity gained from one experience may or may not be transferable to other situations. The 'Bandurian perspective' proposes that the general self-efficacy concept varies in strength depending on the dimension of an issue being studied and the amount to which it overlaps with other dimensions.

Self-efficacy, according to McKenzie (1999: 11), influences how students feel, think, and behave. A low level of self-efficacy is linked to a poor level of self-esteem. Students that have poor self-esteem have gloomy views on their achievements and personal growth. A high sense of competence aids cognitive processes and performance in areas such as success in a school .

It is assumed that students who possess the skills are necessary to deal with anticipated scenarios by taking a variety of activities, such as the notion that one's actions have a significant impact on his or her surroundings.

(Andrade and Cizek, 2010: 225).

self-esteem indicates students' feelings about their own work , self-efficacy reflects students' confidence in doing a certain activity. Talented people, for example, are capable of completing the task in hand, on the

other hand, despite their low abilities, some students are tremendously confident in their allotted assignment and they believe they can outperform the talented students. Beliefs and reality are not the same thing. They aren't a perfect fit, but people are more likely to be guided by their beliefs than by facts. Keeping all of this in mind, self-efficacy predicts a person's success rather than their previous accomplishments, performance, qualifications, or expertise (Soffer, 2009: 7).

### **2.1.1 General Self-Efficacy and Specific Self-Efficacy**

Researchers discovered that there are two forms of self-efficacy: general self-efficacy, hence forth (GSE) and specific self-efficacy hence forth (SSE), with their effects examined separately. Individuals' inclination to regard themselves as they are capable of accomplishing a task in a wide range of settings is referred to as general self-efficacy (Chen, Gully, & Eden, 2001 :63).

In other words , it is the confidence in one's capacity to attain goals and overcome challenges in daily life. Shelton says that "*The idea of universal self-efficacy provides an important conceptual tool for interpreting healthy functioning,*" (Shelton, 1990, : 992).

Specified self-efficacy, on the other hand, is related to confidence in one's capacity to complete specific activities. It is concerned with a person's confidence in doing a certain activity, such as reading comprehension, and does not apply to other contexts. Specific self-efficacy is defined by Wood and Bandura (Burrows, 2014: 61) as "*beliefs in one's capacities to mobilize the motivation, cognitive reactions and path of action needed to satisfy specified circumstance demands*" .

According to Shelton (1990:152 ), GSE is developed when an individual's perceptions of competence are generalized to unexpected settings based on the successes and failures of other scenarios. It indicates that GSE grows from a broader range of life events than SSE does. While GSE appears to be a helpful predictor of someone's success across a range of disciplines, other scholars say that specific self-efficacy is more valuable than general self-efficacy for understanding how individuals think, feel, and behave.

### **2.1.2 Constructs Related to Self-Efficacy**

There are a few dimensions that appear to be conceptually related to self-efficacy. De Fraine, Van Damme, and Onghena (as stated in Liu, 2008: 166) examine and contrast three concepts: self-efficacy, self-esteem, and self-concept, and imply that their specificity levels differ. "Self-esteem is a person's broad opinion of his or her self-worth," Liu (ibid) distinguishes between the three ideas. Self-concept is domain-specific, whereas self-efficacy is defined as "a person's expectation of competence toward a particular job".

#### **2.1.2.1 Self-Efficacy and Self-Esteem**

Self-efficacy refers to one's belief in one's own ability to achieve a goal, whereas self-esteem refers to one's feeling of self-worth. The major distinction between self-esteem and self-efficacy is that self-esteem is a personal characteristic, but self-efficacy is not (Maddux, 1995: 61). Self-efficacy, according to Maddux is not a 'trait' that one has or does not have; it is a capability that is built and molded over time and experience, and hence can be changed and improved. Some studies separate GSE from self-esteem by claiming that the former is a component of the latter

and that GSE-related questions should be included in self-esteem measurements (Chen, Gully, & Eden, 2001).

The findings of Chen et al. (2001) support the idea that GSE is linked to motivational qualities and self-esteem is linked to affective traits. According to Bandura (1977: 65), it is conceivable to have strong self-efficacy regarding a capability that one does not really value, as well as the opposite.

### **2.1.2.2 Self-Efficacy and Self-Concept**

Self-efficacy and self-concept are frequently mistaken. Self-concept is a 'global depiction of one's own essence,' unlike self-efficacy beliefs, which are 'context-specific' self-assessments of skills. According to Pajares (2002: 98), it is a broad notion of one's 'being that develops as a result of social interactions and it consists of a set of attitudes and values. Self-efficacy is related to personal assessments of an individual's competence, whereas self-concept is based on a person's sense of self-worth in relation to societal ideals. Furthermore, Zimmerman distinguished between the two conceptions. Self-concept is linked to 'normative appraisal of competence,' which entails making external comparisons, which is fueled by a drive to surpass others. Self-efficacy, on the other hand, is linked to 'mastery criteria,' which focus on one's own assets and limits, as well as assessing one's own personal capacity to achieve in a certain subject (Zimmerman, 1995:87). argues in a research released in 2000 that self-efficacy items focus only on how you can accomplish something; it implies concentrating on task-specific performance expectations. Self-concept items, on the other hand, are more concerned with how well you are at something, and they have a link to self-esteem(ibid).

Self-concept is multifaceted in nature, according to Bong and Clark (1999: 142). It comprises both cognitive and emotive components. Self-concept is a broader term than self-efficacy since it is made up of a cognitive description of one's characteristics and an emotive assessment of those characteristics in contrast to others. Self-concept, like self-efficacy, may be understood as a hierarchical construct with numerous components, one of which is academic self-concept, according to Lent et al (1997: 308). Academic self-concept is made up of a combination of self-beliefs and self-feelings about academic function in general. In more basic terms, Choi(2005:198) argues that self-concept is what one knows and understands about oneself in terms of one's ideas and emotions.

Furthermore, self-concept may not be as reliable as context-specific self-efficacy in predicting academic performance. It is, nevertheless, likely to be a powerful predictor. Given these data, it's clear that self-efficacy and self-concept cover the same functional and self-perception dimensions. Nonetheless, the two conceptions have distinct characteristics. Self-comparison is one of the differences between the two notions. Self-comparison occurs when a student compares himself or herself to others, and it has a significant impact on self-concept (Bong and Clark, 1999: 143). Comparing solely one's own present and previous performance, on the other hand, is a crucial factor in shaping self-efficacy .

### **2.1.2.3 Self-Efficacy and Self-Confidence**

Self-confidence, according to Stevens (as stated in Alias & Hafir, 2009:91), is a person's belief in his or her capacity to attain a goal in a particular scenario. Academic self-confidence is distinct from general self-confidence in that it relates to a person's self-confidence in the

context of academic accomplishment . Self-efficacy is a type of situational confidence (Bandura, 1986: 95). It is a general feeling of confidence in one's skills to accomplish a desired goal, whereas self-confidence is a general sense of confidence in one's ability to achieve a desired outcome . The self-efficacy concept, according to Bandura (1994: 54), is distinguished from the phrase "confidence."

Perceived self-efficacy refers to trust in one's agentic capacities to create set degrees of achievement; confidence is a vague phrase that relates to the strength of belief but does not necessarily indicate what the certainty is about (Bandura, 1994:65). As a result, self-efficacy belief encompasses both a level of capacity affirmation and the strength of that conviction.

### **2.1.3 Students with a High Level of Self-efficacy**

Students with high self-efficacy estimate their capability to perform assigned tasks, which implies they have a larger sense of personal achievement . People with high efficacy are more inclined to own up to their choices and decisions. As a result, someone with a high level of self-efficacy may fail to adequately prepare for a task's outcome or achievement. People with high self-efficacy, on the other hand, generally take a broader view of a task in order to determine the optimal path or method of action, and they are also motivated to put out more effort by hurdles or obstacles (Locke and Latham, 2013: 377).

Self-efficacy is a psychological trait that inspires or motivates students. As a result, students will be able to manage and handle the difficult tasks that will be presented to them, gaining significant experience.

The following are characteristics of students who have a high feeling of self-efficacy:

They regard difficult challenges as tasks to be completed; they develop deeper interests in them while participating in activities; and they develop a stronger sense of commitment to their interests and activities. They also recover quickly from setbacks and disappointments (Balter and Tamis-LeMonda, 2003: 290).

Students with high self-efficacy are able to utilize the English language successfully, which includes knowledge of pronunciation, intonation, stress curriculum, grammatical structure, vocabulary, sentence creation, and appropriate situations in which to employ them. As a result, pupils with high English language efficacy do well in their studies (Hartman, 2002: 117).

In other words, students with strong English language self-efficacy may be able to manage situations, generate ideas, and solve difficulties relating to the English language. Students who speak English as a second language and have a high level of English language self-efficacy reported feeling more confident, at ease, and relaxed (Schunk, 1996: 112).

When learning a complicated activity, students with high self-efficacy attempt to improve their assumptions and tactics rather than find excuses such as a lack of interest in the task, activities, or other factors. Individuals with high English language self-efficacy react less defensively (Perrewe and Ganster, 2010: 336).

When compared to students with low English language self-efficacy, those with high English language self-efficacy frequently show more and better performance. As a result, those with high English language self-efficacy are more accurate in assessing or measuring their talents. Their

perceptions about their own efficacy in relation to specific behaviors are fashioned and molded by the tough scenario or activity. It's feasible to argue that a high level of English language self-efficacy can assist or lead kids to higher success and a bright future (Campbell, 1984:22).

### **2.1.4 Students with Low Self-Efficacy**

Students who have a tendency to face a task , believe that they will succeed, but students with low self-efficacy tend to avoid assignments because their self-efficacy is poor. Low self-efficacy students , on the other hand, who have considerably lower self-efficacy than their competence, are unlikely to improve and expand their skills; low efficacy will serve as an incentive, motivator, or stimulus for them to study more about the subject (Linley, 2004: 67.)

When students' self-efficacy is low, they are more likely to blame the situation or another person when things go wrong. Low self-efficacy can easily lead to feelings of helplessness and hopelessness about one's ability to learn how to cope with situations more efficiently (Nunan, 1999: 90). They frequently experience poor task planning, melancholy, tension, and increased stress as a result of this. Students become erratic or lack consistency, regularity, or uniformity, as well as unpredictable, when they participate in an activity in which they have poor self-efficacy, according to an observational research. As a result, they are stressed and depressed (Coon, 2006: 429).

Students with a low level of self-efficacy have the following characteristics:

- They avoid tough work.
- They soon lose faith in their own talents.

- They concentrate on personal flaws.

(Bandura, 1986: 74)

English language has evolved into a global language. Students with low English language self-efficacy experience a sense of powerlessness and discouragement about their abilities. If a learner's English language self-efficacy is low, it is reasonable to assume that they are not well motivated. Students with low self-efficacy in the English language lag behind in their planning. They are unable to complete and engage successfully in the task or tough scenario that has been assigned to them (ibid: 72).

Students with low English language efficacy lack confidence in their talents, avoid challenging assignments in English, and see these tasks as a personal danger. They have modest aspirations and a lack of devotion to the objectives that they must follow or seek in English. They restore their sense of efficacy more slowly after failure or setbacks in learning English. They are not more proficient in English because they lack a mastery of pronunciation and lack knowledge of tone, grammatical structure, sentence formulation, and other topics (Jarvela, 2011: 92).

### **2. 1.5 Bandura's Social Cognitive Theory and Self-efficacy**

Bandura (1977: 53) examines human motivation largely in terms of result expectancies before introducing self-efficacy as a fundamental component in SCT. Individual differences in generalization were discovered during the treatment of phobic individuals using mastery modeling techniques, despite the fact that all subjects were able to successfully interact with the target of their fear (e.g., touch a snake or dog) without adverse consequences at the end of therapy. Although the

respondents had a strong expectation that right skills (for example, for handling a snake or dog) would protect them against negative effects (such as biting), they varied in their perceptions of their ability to employ the strategies outside of the therapeutic context. Bandura coined the term "self-efficacy" to describe this individual variance, which he attempted to quantify using task-specific measures.

Bandura's theory of personality formation was first entitled "social learning theory" by Bandura (2001, as referenced in Plotnik & Kouyoumdjian, 2013: 459). He has renamed the theory "social cognitive theory" to stress the relevance of cognitive aspects in personality formation. Bandura's SCT believes that four unique human cognitive processes impact personality formation, growth, and change: highly developed language ability, observational learning, intentional conduct, and self-analysis (Bandura, 1994: 34).

Bandura argues that humans have the greatest degree of functioning for these four cognitive processes, and that one's own ideas and beliefs affect much of one's personality and behavior.

Every individual, according to Bandura's SCT (1997: 53), has a self-system that governs his thoughts, emotions, motives, and behaviors. This self-system gives him a collection of sub-functions that allow him to notice, analyze, and implement regular behaviors. SCT stresses observational learning and the impact of social events on personality. The core idea of Bandura's SCT is that a person's behaviors and responses are impacted by what he observes in others in his surroundings. These encounters are remembered and used to alter social behaviors and cognitive processes. It demonstrates that how a person learns his behavior at a young age has a significant influence on cognition and later stages of

development (Bandura,1986;43). External experience, self-perception, and the outcomes of numerous events all contribute to self-efficacy. Bandura's (1986) notion of reciprocal determinism is based on the idea that (a) human elements such as cognition affect and biological events, (b) behavior, and (c) environment produce interactions that are triadic reciprocally triadic. In general, Bandura presents a perspective of human behavior in which people's self-perceptions are important factors in exercising control and personal agency, and in which people are seen as both products and makers of their own surroundings and social systems (Kalat, 2011: 48). According to the SCT, social and cognitive elements, as well as behavior, all have a role in learning. Pupils' expectations for success may be cognitive issues, while social aspects may include students witnessing their parents' accomplishment behavior (Eysenck, 2004: 563).

### **2.1.6 Self-efficacy Development and Practice Throughout Life**

Different stages of life need different forms of competencies for effective functioning. There are several paths through life, and individuals differ significantly in their ability to manage their lives well at any one time (Nandeshwar and Jayasimha, 2010: 45).

#### **2.1.6.1 Sensation of Personal Achievement**

When a new baby is born, it has no concept of self and just shrieks, kicks, and makes unintelligible sounds. it repeats behavior over time by watching the surroundings and responses of others, which gives them an initial sensation of effectiveness. As a result, successful babies grow more conscious of their actions. Both personal and communal experiences help build a unique sense of self (Dollard et.al., 2001:104).

The first of the students' essential competence categories is self-awareness. The guideline covers the gradual acquisition of (1) knowledge of the importance of a good self-concept, (2) abilities to connect constructively with others, and (3) awareness of the impact of growth and development throughout one's life (Waters and Waters, 2005:2).

Increased awareness of one's self-concept and its effect on roles and relationships has a positive impact on professional maturity, according to Anderson(1995) and others. Self-knowledge, according to Gross(2004:143), is an area with various paths. Understanding one's own historical self-knowledge, as well as the events and influences that lead to one's present degree of growth, is essential for molding the future.

Improving Brain-based learning method this will lead to improving self-efficacy and this will lead to improving students competence , another method that may help students improve their self-awareness. Students are encouraged to appreciate and draw up the vastness, complexity, and potential of the human brain via instructions that include brain-based learning methods (ibid).

### **2.1.6.2 Self-Initial efficacy's Sources**

The achievement of a goal or a positive experience is vital in the development of self-efficacy, but it is more important for parents to respond to their children's behavior by offering chances, recognizing their talents, and allowing them to express their emotions. (Heller et al., 2000: 189). The receptivity of family members helps them develop cognitive abilities. This will allow them to enhance their skills (Bandura, 1994: 68).

**2.1.6.3 Groups of Peers**

Students' motivation may be influenced by social learning and peer group effects. Students may evaluate their academic and social performance by comparing themselves to classmates. While they may dispute this social comparison, they are more likely to do so. The students are more driven to demonstrate academic success. In collaborative and cooperative learning, peer tutoring has a greater effect on students, and it is also beneficial to study content in small groups (Hall and Goetz, 2013: 98).

**2.1.6.4 Increasingly Involvement in the Community**

The community of peer groups has always had a significant impact on children and teens. Community is another important factor in ensuring pupils' academic achievement. Young people require five basic needs, all of which are based on community: a personal one-on-one relationship with a caring adult; a proper and safe place to learn and grow; a healthy start and bright future; a marketable and solid skill to use after graduation; and the opportunity to give back to their peers, family, nation, and community (Levinson, 2005: 157).

**2.1.6.5 Institutions as a Facilitator of Self-Efficacy**

A student knows first via self-awareness, then through family and peers, then , in the primary school environment, which implies institutions which play an important part in the development of social experiences and cognitive capacities. As a result, education plays a vital role in the development of cognitive abilities in adults, allowing them to gain information and use their skills to solve issues that are necessary for them to actively participate in a vast community (Choi, 2005: 157).

In this manner, their knowledge, talents, and critical thinking skills are constantly assessed, appraised, evaluated, and socially compared. As adults gain cognitive skills, they develop a rising feeling of intellectual efficacy. Many social influences have an impact on the intellectual effectiveness of children's judgment. The role of formal instruction, such as peer modeling of cognitive skills, social comparisons of students' performance, positive incentives and motivational enhancement through goals, and teacher comments and attitudes that portray favorable or unfavorable on student 's ability and their interpretation of adults abilities and their interpretation of children's failures and successes (Bandura, 1994: 74).

### **2.1.7 Students' Self-efficacy and English Language Learning**

Because of globalization and connection, communication among many countries has become vital. There is an urgent need for communication. The language is employed as a communication medium. The English language has become the most essential medium of communication for international issues in the global community. The English language is employed in a variety of disciplines. Many non-native English language students study disciplines such as mathematics, physics, and geography in English (Sheldon,2001:43.)

To keep up with the development of globalization, educators must teach English at all levels in educational institutions. They need to generate individuals who are fluent in English and can actively participate in international issues (Schiering et al., 2011: 80). Self-efficacy is also taken into account since everyone needs to have control over their ideas, actions, and emotions in several aspects of life, including the learning of English as a foreign language. Self-efficacy is sometimes described as the

belief in one's own capacity to complete a task. In other words, how individuals act, think, and feel in response to a certain scenario (Bandura, 1994: 72.)

Students can organize, plan, comprehend, and engage effectively in their English language learning processes because of this component of general self-efficacy. Self-efficacy beliefs are critical in determining human behaviors, particularly in the area of having control over one's thoughts, emotions, and actions. This is why students who have a high degree of self-efficacy when it comes to studying English can effectively organize their goals. They will be able to better arrange their English language plans (ibid).

Students' motivation is also highlighted by self-efficacy. It may boost a student's motivation if he or she believes in his or her talents and feels that he or she can do well in a certain activity. When a student accomplishes the objective that he or she anticipates from his or her efforts, it has a positive impact on their English language acquisition and increases their feeling of self-efficacy (Davidson and Sternberg, 2003: 252).

As a result, it is clear that pupils with a high degree of self-efficacy are more confident when confronted with a difficult scenario or a new assignment. He or she is brave enough to tackle the challenges that come his way. He or she does not see any challenging activity as a danger and never loses faith in themselves (Marsh et al., 2005: 110).

In other words, EFL students with high self-efficacy are capable of managing a normal scenario, generating ideas, and resolving difficulties. The scenario may also be reversed. EFL students with poor self-efficacy will have a variety of effects on their English language learning

performance. They are unable to achieve their objectives or achieve success (Gate, 2007: 94.)

### **2.1.8 Factors of Cognition**

Plotnik & Kouyoumdjian (2013: 459) agree with Paivandy (2009: 25) that at the core of Bandura's SCT is the premise that cognitive processes that the impact of how someone observes and interprets the environment shape and model much of personality development. As a result, how individuals see and understand the world has an impact on how they act. The following are the four cognitive factors:

#### **2.1.8.1 Language Proficiency**

This is a useful tool for analyzing and comprehending information that has an impact on personality development. Students transform this data into ideas, beliefs, values, and objectives, which shape, guide, and inspire their actions (Santrock,2006:32).

#### **2.1.8.2. Learning via Observation**

Almost everyone pays attention to his/her parents, siblings and sisters, classmates, friends, and instructors. He/she gets a lot of knowledge by doing so. Watching, mimicking, and modeling are all part of observational learning. Most of the time, the observer gives himself or herself a reward for adopting a new belief or engaging in a new activity (Bruning, et al,2005:43).

**2.1.8.3. Intentional Behavior**

It is described as one's ability to predict events, plan ahead, and create objectives, and it has an impact on one's personality development, growth, and transformation (Schunk, 1996:21).

**2.1.8.4. Self-Analysis**

This is an internal mechanism that enables individuals to keep track of their own thoughts and behaviors. They may influence their personality development by opting to shift their aims or ideals (William,2006:76).

These four cognitive processes, according to Bandura's SCT, affect a person's personality formation, growth, and change.

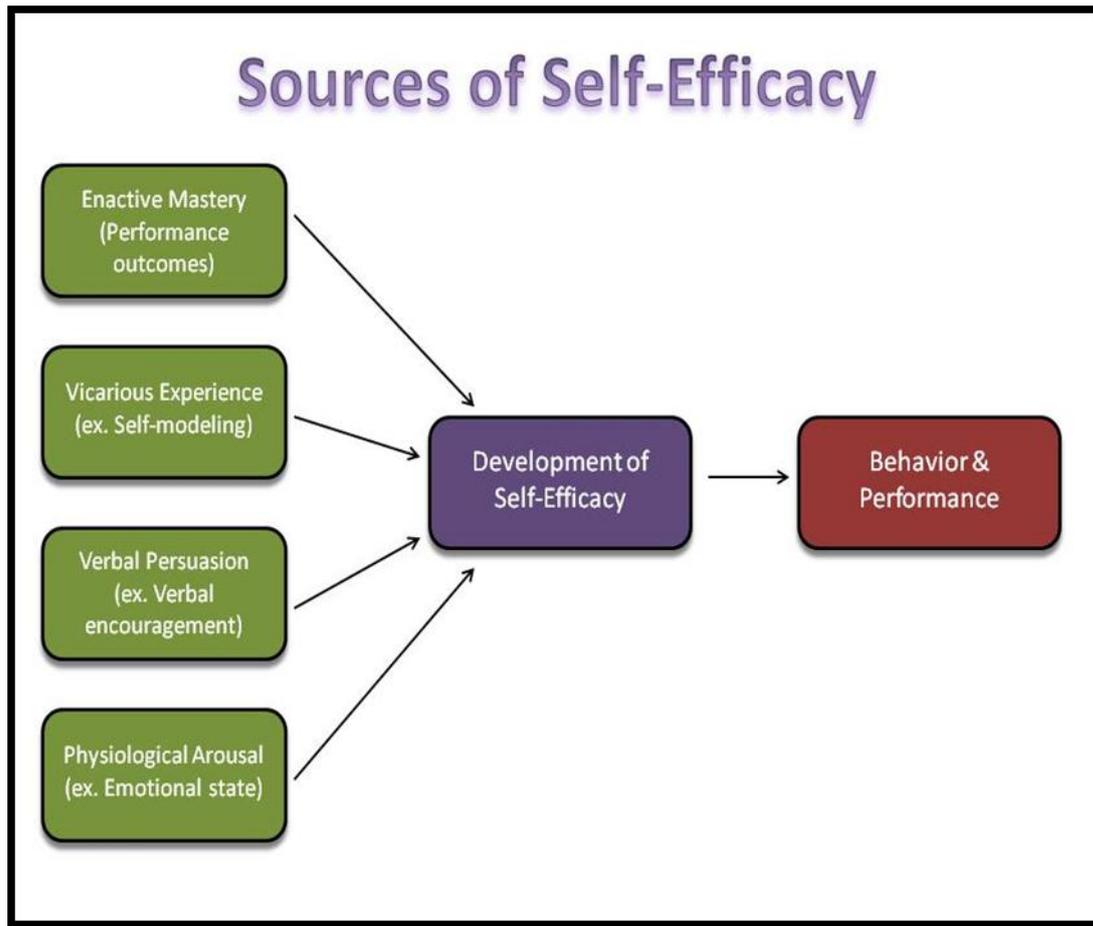
**2.1.9 Sources of Self-efficacy**

Students' self-efficacy beliefs may be established and developed in four ways: mastery experiences, modeling, social persuasion, and physiological state judgments (Bandura, 1997: 58;Buckworth et al., 2013: 392; and Weiten et al., 2014: 189). Furthermore, positive efficacy antecedents will increase one's self-efficacy, but negative antecedents will decrease one's self-efficacy (Chowdhury et al. 2002: 354.)

Past performance, vicarious experience, verbal persuasion, and emotional signals are the four key elements that influence a student's degree of self-efficacy. These resources assist students in determining whether or not they feel they are capable of doing various tasks (Bandura, 1997: 83a). Britner and Pajares (2006: 490-491) investigate the origins of students' self-efficacy beliefs and find that the first factor, prior performance, is the most powerful. Teachers should scaffold learning activities by adapting

them to students' evolving abilities, according to the researchers. Teachers can also scaffold student learning activities to help pupils develop a strong feeling of self-efficacy.

There is a variety of tactics or sources utilized to create efficacy beliefs in adults who have a poor and ineffectual feeling of control (Greenberg, 2000: 89; Smart, 2005: 394; and Larrivee, 2012: 65). According to Bandura, there are four factors that influence self-efficacy in learning English. As students face a variety of events, activities, and circumstances, they acquire self-efficacy. Self-efficacy, on the other hand, is a lifelong process. It lasts for the rest of one's life. Self-efficacy beliefs are derived from a range of sources, including mastery experiences, social persuasion, modeling, and emotional states (Bandura, 1986: 64). How students assessed themselves in previous performances or mastery experiences may be the most powerful source of self-efficacy. Students' assessments of whether or not previous efforts had positive results might either increase or decrease their motivation to participate in comparable activities in the future. Students who believe they have been successful and happy with their previous accomplishments have greater efficacy beliefs than those who believe they have been unsuccessful and dissatisfied with their performance. Teachers may help students develop self-efficacy by guiding their teaching. To guarantee success in their performance in classroom, for example, writing projects might be divided down into reasonable and attainable objectives (Raths and McAninch, 2003: 196; Hutchison, 2008: 127). Figure 2-2 depicts the four key sources that make up the self-efficacy framework.



**Figure (2.1) Sources of Self-Efficacy** (Adopted fromKassin,2013: 61)

### 2.1.9.1 Mastery Experience

Mastery experience, also known as enactive experience, enactive attainment, or performance attainment, is the most effective source of self-efficacy (Buckworth, et al., 2013: 392). There are two explanations for this, according to Feltz et al. (2008: 7), mastery experiences are founded on direct and personal experiences , while mastery experience is considered as the biggest source of self-efficacy, it is generally linked to one's own work and talent.

The most significant source of these ideas in the English language is the perceived outcome of one person or mastering experience. According

to Bandura (1994:74), a student's feeling of self-efficacy is strengthened when he completes any English language activity effectively.

Although self-efficacy may be derived from a variety of sources, it is most often derived from prior performance experiences (Lane et al., 2002: 332). Past performance achievements are, in fact, the most effective and consistent determinants of self-efficacy beliefs (Dawes et al., 2000: 93-94). According to research, strong self-efficacy views based on prior successes and mastery, as well as low self-efficacy beliefs based on adverse experiences, both transfer across settings and circumstances (Lane et al., 2002: 334; and Herbert et al., 2005: 113). Past performance successes are projected to have the greatest impact on self-efficacy beliefs based on this study.

The most significant source of self-efficacy, according to Bandura (1986: 94), is one's mastery experience. Those who are really interested in improving students' English language success in institutions should focus on changing students' self-worth or competence views. Simply stated, people who assess the consequences of their acts, and their interpretations of those consequences contribute to their efficacy beliefs. When outcomes are regarded as successful, self-efficacy rises; when they are interpreted as failures, it falls.

Personal successes demonstrate that our feeling of English self-efficacy improves as we have more successful experiences in English language learning. Failure, on the other hand, decreases our sense of English self-efficacy (ibid : 96).

To summarize, it is not harmful to state that if a student is successful in his English experience. He/she would have a favorable impact on his or her self-efficacy in learning English.

### **2.1.9.2 Persuasion in Social Situations**

When friends encourage a student that they are capable of successfully completing a learning assignment or activity, particularly when accomplished in tough conditions, their self-efficacy may be boosted. Guidance and constructive ideas from others may help rectify performance in areas that need to be improved and are delivering poor outcomes (Bandura, 1977: 69; Sant, 2006: 48; and Miller, 2012: 233). Because it is not based on actual personal experiences, this encouragement may be less impactful than a student's own achievement experiences. As a consequence, a pupil may not accept what he hears. As a result, it is critical that students take advantage of verbal encouragement and support from others in order to be inspired to generate new chances to watch their own achievement (Leary and Tangney, 2012: 223). Maddux and Lewis (1995: 40-41) recommend combining many sources of self-efficacy data. Verbal persuasion is one approach for increasing self-efficacy, in which students are urged to overcome their anxieties and take little risks that may lead to minor successes. The utilization of fictitious and possible events is another method. When an English language instructor tells his pupils, "you can do this," they gain confidence in their ability to do any English language activity. If a teacher informs a student that he or she is capable of achieving something, it will help the learner build self-efficacy.

Encouragement and dissuasion are two aspects of social persuasion. These factors may have a significant impact on self-efficacy. Most

individuals recall a time when someone said something to them that shattered their self-esteem. Negative social persuasions lower self-efficacy, whereas positive social persuasions raise it. It's usually simpler to lower someone's self-efficacy than it is to raise it (Eggen and Paul,2004:95).

Self-efficacy develops in society when some people believe in someone. If a student's family have faith in him, he will be able to learn English quickly. It has a favorable impact on effectiveness and student performance (Bundura, 1977:86).

Individuals also form and build self-efficacy ideas as a consequence of other people's persuasions. These persuasions include being exposed to other people's speech evaluations. When compared to mastery experience, it is a smaller source of self-efficacy, but it is still significant in the development of self-efficacy. (ibid:64).

People's faith in their own skills must be nurtured by persuaders. If a student is capable of achieving well in English writing or speaking, he or she should be brave and confident in their ability to succeed. Negative persuasions may undermine and damage self-beliefs, just as good persuasions can inspire and strengthen. In fact, it is more simpler to undermine self-efficacy beliefs via negative criticism than it is to build them through positive support (Kalat, 2011:92).

Students' self-efficacy ideas are also influenced by social persuasion. Students' efficacy at certain activities may be strengthened or weakened by feedback from instructors, parents, and peers. Positive assessments might strengthen efficacy beliefs, whilst negative evaluations can readily demolish them. When giving criticism to students, instructors must keep in mind the delicate nature of writing. When the student is

equipped with integrity, knowledge, and beauty, such verbal persuasion may be very successful. Failure experiences will swiftly erode any momentary rise in self-efficacy if the student's assessments represent the target person as unreasonably effective (Alexander and Winne, 2012: 143; and Christenson et al., 2015: 222).

In a nutshell, verbal or social persuasion is a technique for boosting pupils' confidence in their ability to achieve. Students who are vocally convinced that they have the ability to master certain tasks are more likely to mobilize and maintain higher effort than students who hold self-doubts and fixate on personal flaws when obstacles emerge. Persuasive that increases in perceived self-efficacy improve skill development and a feeling of personal effectiveness to the degree that they inspire pupils to strive hard enough to achieve.

### **2.1.9.3 Emotional Arousal**

Schunk proposes another method for boosting self-efficacy: managing physiological and emotional conditions (1996: 203-204; Okafor, 2009: 29; and Spiegler and Guevremont, 2010: 276). Some physiological and emotional responses suggest that pupils are concerned with their capacity to finish the task at hand. An elevated heart rate, perspiration, uneasiness, a look of helplessness, and worry are some of these responses. As a result, enhancing self-efficacy entails lowering emotional reactivity, particularly anxiety during task completion. Relaxation, breathing methods, and meditation are some of the most frequent tactics for lowering emotional and physiological arousal (Maddux and Lewis, 1995; and Hepworth et al., 2010: 373).

Emotional arousal is a source of data that has the potential to influence self-efficacy. Students often depend on their emotional

responses to events or assignments to judge whether or not they can manage and succeed. High levels of negative emotional arousal may stifle performance, whilst high levels of positive emotional arousal can boost it. Negative emotional arousals are unpleasant emotions that often result in dread and drive pupils to question their own abilities. Positive emotional arousals and anxiety about a task may inspire students to do well and boost emotions of pleasure with their learning activity. To develop self-efficacy, it is critical to utilize ways to lessen negative and promote positive feelings (Keller, 2010: 148; and Gonzalez and Willems, 2012: 247).

#### **2.1.9.4. Vicarious Learning**

The vicarious experiences supplied by social models are the fourth technique of forming and reinforcing efficacy self-beliefs. Observations of live or video models doing behaviors that the client fears or believes he is incapable of performing are known as vicarious experiences. Imaginative experiences are sessions in which participants envision or see themselves doing a feared behavior or conquering a challenge, such as L2/FL students giving a presentation to a group of native speakers. Enactive experiences are similar to vicarious experiences, but they vary in that they include pupils executing or practicing the activity on their own or with coaching (Maddux and Lewis, 1995: 40-41; Khine and Saleh, 2010: 63; and Kalat, 2011: 229).

When a student witnesses another student do an English language activity, the vicarious experience of seeing a model has a significant impact on that student's English language efficacy. Individuals develop judgments about their own talents by watching others accomplish a job (James,1981:64). If a student notices that another student has written a

poetry in English, he assumes that he, too, has the capacity to write a poem since the other student is a classmate. When a third grader sees other third graders learning English, he is likely to assume that he can learn it as well. The more students who are connected to the model being monitored, the more probable it is that the model's performance will affect them. Unlike self-efficacy beliefs based on previous experiences, self-efficacy gained from observation is less solid than personal experience (Leary and Tangney, 2012: 203).

Many self-efficacy beliefs are formed through learning from the experiences of other students. Seeing others succeed may boost students' confidence in their own capacity to succeed in similar ways, as well as motivate perseverance in their own efforts. Students often compare themselves to others, believing that if someone else who looks like them can accomplish it, so can they. The more apparent the results are and the more determination the model shows in the face of hurdles, the more likely the observer is to mimic similar behavior in the future. Observing others has a smaller influence than the other sources since it is not a direct representation of how someone would do personally. As a consequence, students benefit from seeing others' triumphs in order to boost their confidence in their own skills to succeed (Jarvela, 2011: 206) .

Observers' ideas that they, too, have the ability to master comparable tasks to achieve are strengthened when they see students who are similar to themselves accomplish via prolonged effort. Observing others' failure despite great effort, on the other hand, decreases observers' assessments of their own effectiveness and weakens their efforts. Perceived resemblance to the models has a significant effect on the impact of modeling on perceived self-efficacy. The more similar the models are, the more convincing their triumphs and failures are. Students' perceived self-

efficacy is not impacted by the models' behavior or the consequences it creates if they consider the models as substantially different from themselves (Bandura, 1994: 74; and Norman et al., 2013: 302).

### **2.1.10 Students' Motivation and Self-Efficacy**

In all sorts of learning, including language acquisition, motivation is crucial. Highly motivated students work hard, endure in the face of adversity, and take pride in completing a learning assignment successfully. According to Bandura (1997: 72), self-efficacious pupils are more likely to engage, work more, endure longer, and have less negative emotional responses when faced with challenges than students who question their ability.

Self-efficacy motivates English language students to complete a task efficiently. Those who believe their skills are above average are likely to work more and longer to attain a goal than those who believe they are less competent. Students studying English as a second language in an English language activity are more likely to put in more effort and stick to it for a long time until they succeed (Hattie and Anderman, 2013: 65). As a result, a high degree of efficacy may be stated to boost students' motivation in English language classes. Students with poor efficacy, on the other hand, are unmotivated to complete any English language activity or learn the language. They lack the ability to prepare themselves for challenging tasks (Bandura, 1977: 73).

In terms of activity selection, self-efficacious students are more likely than inefficacious students to take on demanding and hard assignments. Students' mathematical self-efficacy views were predictive of their choice of subtraction problems over another sort of activity, according to Bandura and Schunk (1981: 589-591). The stronger the

students' feeling of efficacy, the more math activities they like. Self-efficacy is similarly linked to students' estimated intrinsic motivation in a motoric learning task and a writing revision task, according to Zimmerman et al. (1992: 75).

### **2.1.11 Self-efficacy and Self-Regulation of Learning**

Bandura's foundational theory of self-efficacy, which was eventually included into SCT, gave birth to the idea of self-regulation. Students that have more self-control are able to learn more, which improves their self-efficacy (Nilson, 2013: 7). Self-efficacy beliefs also provide students a feeling of control over their learning, allowing them to engage self-regulatory processes like goal setting, self-monitoring, self-evaluation, and strategy usage to stimulate their learning (Dweck and Elliot, 2005: 513).

The effects of effective beliefs on students' self-monitoring were explored during concept acquisition, according to Bouffard-Bouchard et al. (1991: 158-159). Efficacious students were better at managing their time, being more tenacious, rejecting accurate hypotheses less often, and solving conceptual issues than inefficacious students of same aptitude. Students' self-evaluation criteria for judging the results of their self-monitoring are also influenced by their self-efficacy views. In a path analytic research, self-efficacy for writing beliefs was shown to be a major predictor of school students' personal criteria for self-satisfying writing quality, as well as goal setting and writing competency. Students' usage of learning methodologies is also influenced by their self-efficacy views. There were developmental increases in perceived verbal and mathematical efficacy as well as strategy use among fifth, eighth, and eleventh grade students, and there was a significant relationship (16 to 18 percent shared variance)

between efficacy beliefs and strategy use across the three grade levels of schooling.

According to a variety of criteria, self-efficacious pupils have stronger motivation and self-regulation of learning, which leads to superior academic accomplishment. According to Multon et al. (1991: 33-36), self-efficacy accounted for roughly 14 percent of the variation in students' academic performance across a range of student samples, experimental designs, and criteria measures, with an overall effect size of .38. This adds to the evidence that self-efficacy beliefs are convergently valid.

### **2.1.12 Self-Efficacy Protective and Risk Factors**

Since Bandura's introduction of the idea, many studies have been undertaken on self-efficacy. Since then, self-efficacy study has grown to include motivation, self-regulation, and learning performance, among other topics (Pintrich and Schunk, 1995: 17; Barling and Abel, 1983: 267; Davis and Yates, 1982: 24). Efficacy beliefs and college major/minor choices; instructor efficacy and student result; and student efficacy, motivation, performance, and academic accomplishment have all been studied in connection to educational research (Pajares, 2007: 15-17). The idea of attempting to understand student variances in self-efficacy and the ramifications of these variations is common in most self-efficacy studies.

Although self-reflection is vital in the process of analyzing one's experiences and thinking processes, it is one's ideas about one's capacity that are genuinely indicative of performance/behavior, according to the author. This does not, however, imply that students can do activities above their ability merely by thinking they can; successful functioning requires a balance between self-beliefs on the one hand and possessed skills and knowledge on the other. In reality, self-efficacy beliefs have an

impact on students' motivation, self-regulation, decision-making, and behavior (Sugerman et al., 2000: 81.)

Strong self-efficacy beliefs may also improve one's capacity to complete outstanding tasks as well as one's personal well-being. As a result, efficacy beliefs have an impact on one's expectations of specific outcomes. A student who is confident in his or her academic ability, for example, would most likely anticipate to do better on a test than a student who is not. Other researchers (Marzillier and Eastman, 1984: 158), on the other hand, claim that effectiveness beliefs may be modified by anticipated outcomes, and that if a bad event is envisaged, the planned behavior may be changed.

In light of the claims presented by Bandura et al. (1996), it is clear that parents have a clear impact on their students effectiveness levels. In addition to the direct effect of parents, there are additional, less direct elements that contribute to children's efficacy levels. Socioeconomic status, for example, may be a predictor. In fact, Bandura et al. discovered that students from families with a better socioeconomic position had greater academic and vocational goals for their students. Furthermore, students' job paths are influenced by their family's socioeconomic condition (Bandura, et al., 2001: 1209-1210). Probably because the parental careers required to achieve such position are modeled after successful evaluations provided to college professors. Assessment via self-evaluation utilizing checklists and portfolios produced by teachers, for example, enables students to take an active part in the educational process and encourages efficacy. Teachers may provide students more alternatives, promote the use of stratagems, offer more feasible evaluation techniques, and boost the involvement of low-performing students by using such options. The aggregate result of these modifications leads to

the development of pupils with better levels of self-efficacy, according to theory (Stead, 2009: 163; and Burns and Richards, 2012: 34.)

Although efficacy has been presented as impacting motivation so far, the two concepts are truly intertwined. That is, motivation is a key aspect in boosting efficacy levels and should be taken into account by instructors when working with students. In fact, according to Linnenbrink and Pintrich (2003: 121-122), motivation is a major problem for instructors since students' feelings and beliefs about their value and interest lead them to become more involved, resulting in higher-quality experiences and learning. As a consequence, if students are driven in a good way, they are more likely to take the initiative to make positive choices, resulting in a circle of hard effort and success.

In other words, allowing students to make decisions about their education allows them to acquire a stronger feeling of competence and self-efficacy. The idea behind this remark is that pupils who are more interested are more likely to study harder on the subjects they chose (Treagust and Tsui, 2013: 198). Furthermore, students who make their own literacy choices (e.g., reading what they want to read) are more driven to achieve and more engaged in their classes (Beach et al., 2013: 5.)

"Teachers may help students to feel greater positive affect throughout tough tasks by offering alternatives, teaching literacy methods, allowing for self-evaluation, and modifying the assessment setting," writes Walker (2003: 186). Teachers assisting students in acquiring a better method, according to Schunk and Zimmerman (1997), may help students improve their learning. In summary, gaining a better

knowledge of efficacy and using it via new techniques would increase self-efficacy .

Students that achieve more academic achievement have higher levels of self-efficacy and are typically well supported, or at least believe they are well supported, according to the statistics. Given the pressure on children to do well academically and in extracurricular activities, having a high degree of self-efficacy is critical to their academic performance (Navada, 2007:38 ).

### **2.1.13 Effects of Different Evaluative Feedback on Students' Self-efficacy**

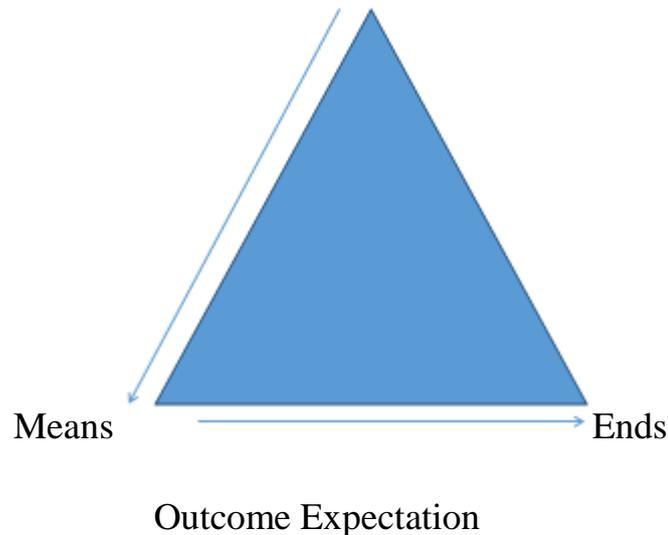
The evaluation norms that instructors establish play an important factor in determining students' mastering experience. Consider a situation in Hong Kong where two schools have differing passing requirements for a class test: one school may set the passing score at 60%, while the other would put it at 50%. As a result, students with the identical absolute score of 55 percent would pass the first but fail the second. Various reference standards lead to different perceptions of success, which in turn alter students' self-efficacy assessments (Settlage and Southerland, 2012: xviii).

Furthermore, teachers' evaluative feedback impacts students' self-efficacy through social persuasion. Students' self-efficacy may be boosted by an instructor who affirms their talents, while their self-efficacy may be harmed by an instructor who tells them they are incompetent. Instructor feedback, according to SCT, is an environmental variable that impacts self-efficacy, a personal variable (Newman, 2009: 314; and Margalit, 2010: 56). Students respond to criticism by keeping effective techniques

and changing those that aren't working. Feedback that informed students of their mastery of learning techniques, as well as feedback that related students' success to their mastery of tactics, both contributed favorably to self-efficacy, according to research (Alderman, 2004: 15). Schunk and colleagues conduct a series of experiments to examine the effects of feedback and goals on students' self-efficacy and finds that progress feedback together with learning goal are beneficial to their self-efficacy (Schunk and Rice, 1993: 261).

There's additional evidence that the order in which ability and effort attribution feedback is provided has an impact on self-efficacy (Rogers and Kutnick, 2002: 80). Given the evidence that feedback influences self-efficacy, researchers have attempted to determine how feedback influences self-efficacy using Ellen Skinner's (1996) control construct. In schools context, students are the agents of control, learning techniques are the means of control, and stated educational goals are the ends of control, to use Skinner's terminology. Students' efficacy expectations are raised when they are given feedback that convinces them that they, as the agent, have influence over the means. Furthermore, as shown in figure 2-2, providing pupils with the tools to reach their goals, or the ends, reinforces result expectations (Hativa, 2001: 58).

Agent



**Figure (2.2) Self-Efficacy and the Triadic Relation among Agent**

### **Means and Ends of Control**

(Adopted from Chan and Lam, 2010: 40)

The impact of instructors' evaluative comments on students' accomplishment objectives might influence their self-efficacy. The construct's endpoints are achievement targets. Different architecture of the learning environment, according to Shernoff (2013: 203) and Midgley (2014: 168), might make different objectives prominent. Despite the fact that researchers utilize diverse terminology, accomplishment goals have been divided into two categories: learning and performance. In absolute terms, learning goals determine competency.

Students that use learning objectives are motivated to study and developed by using a self-referenced benchmark. They frequently attribute success to hard work (Dowson et al., 2007: 136). Students will have more trust in the agent–means relationship since they can regulate how much effort they put into a task, resulting in increased self-efficacy. Learning objectives may be divided into two types: mastery-approach goals that aim to achieve success and mastery-avoidance goals that aim to

prevent failure. In normative words, performance goals determine competence (Barkley, 2009: 58).

## **2.2 General Concept of Reading Comprehension**

### **2.2.1 Definitions of Reading**

Reading is a verbal activity that is linked to thinking and other interactional skills like as listening, speaking, and writing. Reading is the process of reconstructing ideas and information from patterns and symbols displayed on the page.

Reading, according to Attia (2007:91), is a process that naturally relates speech-language to written symbols and contains the meaning as well as the sign representing sound.

First, seeing textual symbols via the sense of sight and transmitting these pictures to the brain for content analysis and understanding.

Second, via the permission that the brain grants to the participants of the scene, these signals are interpreted and converted into words.

### **2.2.2 The Definitions of Comprehension**

Comprehension, according to Blachowicz and Donna (2008:27-8), is an individual's capacity to understand and digest information using his intellect. It is a gradual process in which competent readers actively participate in the construction of meaning by engaging with what they are reading and integrating past knowledge and experiences with what they already know. The readers' prior experiences and knowledge have an impact on how they comprehend.

The meaning of a book might be conveyed in three different ways as a consequence of the comprehension processes. The first level is sentence

level representation, in which words are interpreted as the text is read. The second level is presenting the proposal; in this manner, the reader extracts the key concepts from the main text. Because the meanings of the terms are readily available. The syntax is used to examine and establish the link between words, allowing the propositional meaning to be constructed. The scenario model, which depicts the coherent circumstances offered in the primary text, is the greatest and final level of displaying a text's meaning (Griffiths, Sohlberg, & Biancarosa, 2011:7). Readers update and combine what they know about a subject into elaborate and complete renderings of it, which are referred to as situation models. Reading comprehension, in particular, is reliant on a number of cognitive processes.

### **2.2.3 The Definitions of Reading Comprehension**

Reading comprehension refers to the process of making sense of literature and obtaining information from it. Snow and colleagues (2002:13-15) go on to state that understanding is made up of three parts: the reader, the text, and the action. Classroom teaching, classroom learning environment, school culture, peer-to-peer social contact, student self-concepts, and educational history all take place within a larger socio-cultural framework. Reading comprehension, according to Klingner et al (2007:8), is the act of deriving meaning from a text via communication between readers and the information they bring to the manuscript, such as prior knowledge or scientific background, or by using specialized methods. Reading comprehension, according to Badr El-Deen (2011:11), is the ability to transmit a manuscript that includes interpreting and

decoding sentences and vocabulary, using cognitive strategies, metacognition, and prior experiences related to the text to obtain the meaning or aimed message that the writer wants to present through the words. Reading ability, according to Elradii (2014:14), is an individual's capacity to communicate in a manuscript in order to construct alternative interpretations or express the writer's thoughts using a coherent technique that involves cognitive and metacognitive methods. On the other hand, knowledge of reading connects with the text and the authors' ideology through using various reading abilities.

#### **2.2.4 Self-Efficacy and Reading Comprehension Self-Efficacy**

Self-efficacy is defined by Bandura as a sort of expectation concerned with a person's belief in his or her capacity to accomplish a certain action or combination of behaviors necessary to create a specific outcome. (Bandura, 1986: 391). Self-efficacy, according to Bandura , "is concerned not with one's talents but with evaluations of what one can achieve with whatever skills one possesses" . This idea backs up Bandura's contention that self-efficacy and other self-constructs are separate. According to Bandura (ibid), self-efficacy varies from other self-constructs in that it is based on assessments of one's ability to accomplish a certain activity .

Others have attempted to describe self-efficacy after then, but they have all paraphrased and referenced to Bandura's concept. Self-efficacy expectations, for example, are defined by Huang and Shanmao (Gahungu, 2007: 69 ) as "beliefs about one's capacity to accomplish a certain activity or action successfully" Self efficacy, according to Pajares (1996), is a person's conviction in their ability to do a certain activity

effectively, and it is directly tied to initial task engagement, perseverance, and achievement. This word is also defined by Schunk (as stated in Gahungu, 2007: 68-69) as "beliefs about one's capacities to learn or perform actions at set levels". Individuals who trust in their abilities to complete a task are more inclined to participate in it and work hard to achieve the goal .

Self-efficacy in reading is a subset of overall learning self-efficacy. According to Freed (1995:93), readers' perceptions of themselves as readers have a significant influence on their literacy development. In other words, reading self-efficacy reflects how learners feel about their ability to comprehend a book, their approach choices, their interest in and attitude toward a text, and the goal of their reading . It means that learners' perceptions of their reading abilities to perform various reading tasks, such as understanding the main idea, guessing the meaning of an unknown word, inferring the authors' attitudes toward their own written text, and using reading comprehension strategies, are known as reading self-efficacy.

### **2.2.5 Purposes of Reading**

We read for a variety of reasons. Sometimes we read books to get a better understanding of the core concept, and other times we need to gather facts in order to make a decision. We could read more to have a better comprehension of the underlying concepts and supporting information (Grabe & Stoller, 2001:187-203).

According to Grabe (2009:7-10), "when one reads for a variety of goals, one will link in numerous sorts of reading, particularly in academics." He offered a few academic reasons for reading, such as:

1. Reading for Particular Knowledge: reading for the specialized aim of exploring restricted or specific knowledge is a typical sort of reading. As a result, reading necessitates looking for and rapidly locating precise information.
2. Reading for ideas: This sort of reading focuses on the fundamental concepts, principles, and essence of the material delivered. The reader navigates through the key subjects, headers, graphs, and conclusions to acquire an overall sense of the information. The interpretation of ideas is improved by comprehending the area of general study, related issues, information, and conversations.
3. Reading for comprehension needs a grasp of the link between the information provided and a broad concept of the topic, as well as the relationship between paragraphs, themes of primary ideas, and sentences.
4. Reading to integrate information: The reader merges knowledge from numerous textbooks into a single lengthy document in this sort of reading.
5. Reading for criticism, evaluating knowledge, and putting it to use: comprehension and background information play a big role at this stage. The reader expends a great deal of effort when reading the book to re-explain the writers' material and concepts. (ibid.)

## **2.2.6 Types of Reading Skills**

### **1. Intensive reading**

Texts are read in this style to acquire the necessary information. This category, according to Grellet (1994:4), is a sensitive activity involving detailed reading. This sort of reader is interested in the meaning and details of the words (semantic) in the text paragraphs. Readers must pay special attention to discourse markers, grammatical structures, and other information to get the complete picture.

Because most reading abilities are taught by reading tiny documents in depth, intensive reading is very helpful in increasing pupils' reading skills (Nuttall, 1996:38). Similarly, Barry (2002:4) claims that intensive reading is superior than comprehensive reading. He (ibid.) urges pupils to study thoroughly and deliberately. Furthermore, he said that nothing significant in the book could be discovered without considerable reading.

### **2. Extensive Reading**

This form of reading is a unique activity that the reader develops for himself in his own reading world (Nuttall, 1996:142). It frequently occurs outside of the classroom or at work.

According to Brown (2001:313), "thorough or comprehensive reading is done to get a broad understanding of a normally much lengthier material, e.g. reading books, papers, essays, etc.

### **3. Skimming**

The ability to read quickly allows the reader to get the main idea of a script without paying attention to the specifics. Skimming may be accomplished in a number of ways (Kartika, 2012:2).

Reading the title might help you gain a quick overview of the material.

- A. Reading the first sentence of each paragraph in the text.
- B. Read the introduction and the body of the paper.
- C. Read the summary and the subheadings.

#### **4.Scanning**

It is the ability to search a reading text for keywords, ideas, and concepts. To teach this ability, pupils are instructed to seek for particular information, such as an explanation or a name of a location or person, or a term in the dictionary, according to Al-Kafarna (2015:44).Scanning Instructions:

- A. You've decided on the information you need.
- B. Try to predict how the response will seem and what evidence you'll need to figure out the answers. For example, if you were looking for a certain date, you would skim over the text quickly, looking solely for numbers.
- C. Use tools like headers and other assistance to help you figure out which sections could contain the information you're looking for .

#### **2.2.7 Levels of Reading Comprehension**

At different levels of comprehension, readers are expected to read and figure out the notion. To assess degrees of understanding, several layers of interpretation and various analyses of meaning are applied in this scenario. According to Westwood (2001: 30-31), the standard of reading comprehension argues that reading comprehension involves four separate

phases of thinking (namely literal, inferential, critical, and creative comprehension). In the next paragraphs, the four steps will be defined.

- 1) Literal comprehension: this entails jotting down information and connecting them, as well as looking for hints in the context of the text and recognizing text patterns. At this level, teachers or instructors will urge students to identify essential and inconsequential elements, use facts to get data, forecast meanings, locate details, and guess the meanings of unfamiliar terminology.
- 2) Inferential comprehension: the outcomes may be expected by comprehending the text's information. For example, the student may be asked to determine a character's motivation in the book based on a description or usage of dialogue, describing the major concept, defining the title, the work's goal, and so on.
- 3) Evaluative or critical comprehension: this relates to assessing many characteristics of the text, such as the text's literary quality, the difference between facts and views, the author's competency, and so on.
- 4) The reader will take the facts or recommendations from what they've read to come up with fresh ideas in the creative stage. The reader is encouraged to learn in new and innovative ways as a result of the artistic degree.

### **2.2.8 Methods of Reading Comprehension**

Some strategies may contribute to the improvement of reading comprehension abilities, according to Abd Al-Hamid (2006:93): training pupils to grasp and arrange concepts while reading.

Students should be taught to read sentences rather than words, and they should also be taught how to stand appropriately.

1. Students are taught how to grasp and organize information while reading.
2. Students should be taught to read sentences rather than words, and they should also be taught how to stand appropriately.
3. Students are taught how to appreciate the beauty of the text via aesthetic feeling and attractive meanings.
4. Students are taught to read, concentrate, and summarize what they read.
5. Using numerous types of motivation to motivate great pupils to read.

### **2.2.9 Models of Reading Comprehension**

#### **1. The Bottom-up Model**

Phonics is a bottom-up strategy that demands the learner to connect letters with sounds in a predetermined order, i.e. reading in a linear process in which readers decode a text word by word, linking the letters together.

words into phrases, phrases into sentences, and sentences into paragraphs (Kucer 1987: 27-51.)

Reading, according to Farrell (2009: 18), is centered on obtaining information propositions:

*When we read, one thing we do is to extract the propositions from the text. How? By breaking sentences into their constituent parts and constructing the propositions from there. Comprehension then depends on the proposition we have extracted, which serve as the basis of what we understand and recall (ibid).*

In other words, readers must first perceive a variety of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and then use bottom-up processing. make advantage of their language data processing system to impose some form of constraint on these signals are out of sequence (Romadlon, 2017:52). These data-driven strategies Obviously, operations need a working understanding of the language. From The reader chooses the signals that make sense from all of the seen facts. meaning has some meaning (Corrêa kader, 2009:106).

## **2.The Top- down Model**

The top-down model is defined by Richards (1990: 50-51) as "the use of prior information in comprehending the meaning of a given text," which implies readers link their past knowledge about a subject, situational or contextual knowledge, or knowledge recorded in a database.

"Scripts" and "schemata" are forms of long-term memory.

To put it another way, under a top-down approach, reading is "mainly controlled by". intentions and expectations of the readers' (Grabe & Stoller, 2002: 32).

In the top-down approach, reading looks like this:

reading is an active activity in which the reader constructs and produces new meaning from the book, but not a jumble of thoughts arranged in a logical order(ibid).

Grabe (1988: 56) also claims that reading in this paradigm isn't only about words a technique of linking facts in a text rather than deriving meaning from it , the text with the reader's prior information that is

employed in the Reading is an action. In this view, reading is "a conversation between the reader and the author". as well as the words".

In contrast to data-driven bottom-up models, top-down models are built from the ground up.

The majority of reading process models are 'meaning-driven,' meaning that the process is led by the content of the text.

The reader is said to begin with their prior understanding of the text.

'and compare what is read to what is previously known' (Manzo&

Manzo, et al., 1995: 16). In truth, top down reading is a method of comprehension in which readers use their own brains and experience to comprehend a book.

### **Previous Related Studies**

#### **2.3.0 Introductory Note**

In this section, a detailed discussion and comparison has been presented in terms of the aims of the studies, population and sample, procedures, and instruments. The discussion and comparison is illustrated in the table below (see table 2-1). It is worth mentioning that all the previous studies plus the present one share the following.

- 1.They are correlational studies.
- 2.They correlate self-efficacy with student's performance.
- 3.They use different instruments to collect data especially questionnaires, tests, and scales.

#### **2.3.1 Ciftci and Tilfarlioglu's (2011)**

The purpose of this study is to look at the link between self-efficacy and learner autonomy, self-efficacy and academic success, learner autonomy and academic success, and the relationship between these two ideas and academic success. It also aims to investigate the effects of self-efficacy on academic achievement, learner autonomy on academic success, and the interaction between self-efficacy and learner autonomy on academic success.

At the academic year 2010-2011, the research was conducted on 250 students in the preparatory level. The data was acquired using the self-efficacy and autonomous learner questionnaires, and it was analyzed using SPSS 19.0. The evidence shows that self-efficacy and student

autonomy, self-efficacy and academic achievement, and student autonomy and academic success all have a positive association.

### **2.3.2. Naseri (2012)**

This study aims to investigate reading self-efficacy beliefs , reading strategy usage and reading comprehension performance of Iranian EFL students , Eighty Junior and Senior students were given the Michigan reading comprehension exam, a self-reported Reading Strategy Use Questionnaire, and a Reading Self-efficacy Questionnaire in this research. The results of the Spearman Correlation coefficient, descriptive statistics, and Canonical correlation revealed that: a) there was a significant strong positive correlation between reading self-efficacy beliefs and reading comprehension, as well as between reading self-efficacy beliefs and reading strategies use; b) cognitive strategy was found to be the most frequently used reading strategy, followed by testing strategy, meta-cognitive strategy, and finally compensatory strategy. It is critical to cultivate kids who have a good sense of self-efficacy It may affect their language success, especially in reading, throughout the learning process.

### **2.3.3. Suzan Al jobory ( 2014 )**

The aim of this study was to investigate the relationship between self-efficacy and productive skills of EFL college of education students' a sample of 250 students from Baghdad , Babylon and Tikrit universities was randomly selected ( 85 male and 165 female) in order to achieve the aims of the research , the procedures were a questionnaire to assess the writing self-efficacy of the students and another one to assess the speaking self-efficacy of them as well as constructing two exams by the researcher to assess the speaking and writing performance of the

students , the results showed that there isn't a co relational relationship between the two variables.

#### **2.3..4. Ghabdian and Ghafournia (2016)**

The purpose of this study to see whether language learners' self-efficacy views influenced their reading comprehension success in Iran. This research included a convenience sample of 120 students from various language schools. To examine students' self-efficacy views, a self-efficacy questionnaire was used. The reading section of the Michigan Exam, which is an English language competency test, was used to assess the participants' reading comprehension. The Pearson product-moment formula revealed a substantial relationship between self-efficacy and reading comprehension, with a positive connection between self-efficacy and reading comprehension. As a result, it's possible that the stronger the learners' self-efficacy, the better they answer the reading comprehension problems. The statistical study also led the researcher to the conclusion that gender has no effect on the relationship between language learners' self-efficacy views.

#### **2.3.5. Conway (2017)**

The purpose of this study is to see whether there is a link between high school students' self-efficacy and their reading comprehension scores at Smith High School. This research enlisted the participation of 24 students. Eight of the pupils were in special education, while the others were regular students had a reading problem, eight were in general education, and eight were in special education , two instruments were employed , American Reading Comprehension Association, 2017, which was used to assess reading comprehension and Reader Self-Assessment In addition to the Perception Scale is utilized to measure total

self-efficacy. The results shown that there is a strong relationship between the two variables.

### 2.3.6.Sukarni (2018)

The study's goal is to look at the impact of self-efficacy on pupils' reading abilities. The study included 62 students from two classrooms in the fifth semester of Purworejo Muhammadiyah University's English Education Program. The data was gathered using a self-efficacy questionnaire and a reading comprehension exam. Descriptive and inferential analysis were used to examine the data. Correlation product moment and linear regression were used to evaluate the hypotheses. The r-value is 0.332, with sig. = 0.004 0.05, indicating a positive and significant relationship between self-efficacy and reading competence. According to the regression test, self-efficacy accounts for 11% of the accomplishment of reading proficiency, while other variables account for 89%. With a t-value of 2.273 and a significance level of 0.008, self-efficacy has a substantial impact. The study's implications.

**Table(2.1) previous Studies**

| Researcher Name / Date              | Aims   | Population and Sample            | Procedures  | Comments  |
|-------------------------------------|--|----------------------------------|---|---|
| 1.Ciftci and Tilfarlioglu' s (2011) | 1. Investigating the relationship between self-efficacy and learner autonomy.<br>2. self-efficacy and academic | 250 preparatory school students. | Self-efficacy and learner autonomous questionnaires . | 1. There is no obvious definitions of the tools .<br>2. The aims of the study |

|   |  |   |  |   |
|---|--|---|--|---|
|   | <p>success.</p> <p>3.learner autonomy and academic success.</p> <p>4. The effect of self-efficacy on academic success , learner autonomy on academic success , self-efficacy and learners' autonomy on academic success.</p> |   |  | <p>are repetitive.</p> <p>3.The difference between genders isn't mentioned.</p> <p>4. The tools aren't clear.</p>                                 |
| <p><b>2. Mahdiah Naseri (2012)</b></p>  | <p>Investigate:</p> <p>1. Reading self-efficacy beliefs.</p> <p>3. Reading strategy usage.</p> <p>2. Reading comprehension performance of Iranian EFL students.</p>  | <p>80 students (59female,21male)</p>          | <p>1. Michigan reading comprehension exam.</p> <p>2. Self-reported Reading Strategy Questionnaire</p> <p>3. Reading Self-efficacy Questionnaire.</p> | <p>1. There are a significance relationship among the three variables.</p> <p>2. Gender has no effect.</p> <p>3. The instruments are obvious.</p> |
| <p><b>3. Suzan Al Jobory (2014)</b></p> | <p>1. Investigate the relationship</p>   | <p>250 EFL college students ( 85 male and</p> | <p>1. Self efficacy writing and speaking</p>   | <p>1. There are no relationship</p>   |

|  |   |                                      |   |   |
|--|---|--------------------------------------|---|---|
|  | <p>between self-efficacy and productive skills.</p> <p>2. Investigate the level of writing and speaking of students' performance.</p> <p>3. Assess the students self-efficacy in terms of the productive skill.</p> | 165 female)                          | <p>questionnaires</p> <p>2. two tests for writing and speaking performance.</p>   | <p>between the productive skills of the students and their self-efficacy.</p> <p>2. The level of the students' productive skills are low.</p> <p>3. The difference between genders isn't mentioned.</p> |
| <b>4. Farhad Ghabdian &amp; Narjes Ghafournia (2016)</b> | <p>1. The influence of self-efficacy on reading comprehension skill.</p>  | 120 students (65 female and 55 male) | <p>1. Self-efficacy questionnaire.</p> <p>2. Reading section of the Michigan Exam</p>   | <p>1. The researchers have designed a questionnaire according to previous studies.</p> <p>2. The result is positive.</p> <p>3. The gender has no effect.</p>  |
| <b>5. Brittany Conway (2017)</b>                         | <p>1. To investigate the relationship between high school students' self-efficacy and their reading comprehension</p>   | 24 students                          | <p>1. American Reading Comprehension Association, (2017) and Reader Self-Assessment to assess reading comprehension.</p> <p>2. The Perception Scale to assess total self-</p> | <p>1. There is a moderate relationship between the two variables.</p>   |

|                              |   |                        |   |  |
|------------------------------|---|------------------------|---|--|
|                              |   |                        | efficacy scale.   |  |
| <b>6.Semi Sukarni (2018)</b> | 1.The impact of self-efficacy on students' reading abilities. | 62 university students | 1.Self-efficacy questionnaire and 2.Reading comprehension exam. | 1.The researcher doesn't mention the exact name of the tools.<br>2.The current study agrees with the results of the study. |

## 2.4 Discussion of previous related studies

- 1.Regarding the aims , the current study is a co relational study just like the previous studies but it has one aim which concentrates on the differences between genders.
2. The contrast among the number of the sample is not very high as well as the current study and the previous studies concentrate on high schools and university students.
3. Most of the studies adopt standard instruments such as the self-efficacy questionnaire, the current study as well.
- 4.The results of the current study agree with most results of the previous ones but it disagree with them in one point that the level of the male students is higher than the females concerning the reading comprehension self-efficacy and reading comprehension performance skill as well .

## Chapter Three: Methods

### 3.0 Introductory note

This chapter is meant to provide a full account of the techniques used to fulfill the study's objectives. The primary components of the methods are as follows:

1. The population and sample.
2. The research tools and their use.
3. The research methods, the statistical procedures for assessing data and calculating findings.

### 3.1 Population and Sample

Any group of things, persons, or other entities that have some common and observable features from which a sample may be chosen is referred to as a population (Richards et.al, 1992:282).

**Table (3.1) the sample of the study**

| School Name                           | Gender |      | Total |
|---------------------------------------|--------|------|-------|
|                                       | Female | Male |       |
| AL W'aily school for boys             | ..     | 62   | ..    |
| Al Hillah preparatory school for boys | ..     | 63   | ..    |
| Al Kindy preparatory school for boys  | ..     | 63   | ..    |
| Shat Al Arab preparatory school for   | 61     | ..   | 83    |

|   |     |     |     |
|---|-----|-----|-----|
| girls                                   |     |     |     |
| Al Tali'aa preparatory school for girls | 61  | ..  | ..  |
| Total number                            | 122 | 188 | 310 |

The population of this study is the fifth grade students at the preparatory schools in Hillah city in the academic year 2021/ 2022.

The sample consists of 310 students (188 male - 122 female) as a ratio of the exact number of male and female 5<sup>th</sup> preparatory students in Hillah city , according to a formal document from the general directory of education in Babylon .

### 3.2 Research Design

Here, the researcher intends to use a descriptive correlational research design for this study , a descriptive design is one type of conclusive research which can be classified into five types. In this case, Singh (2007: 64) proclaims that the researcher uses descriptive research to enumerate descriptive data about a sample of the community under study. This type of study provides an exact and factual account of an occurrence, as well as the number of times it occurs. It aids in the provision of accurate descriptive data on a phenomena. As they are, things may be measured and described. This study focuses on exploring the relationship between self-efficacy of the 5<sup>th</sup> preparatory school students and their reading comprehension performance.

### 3.3 Instruments of the study

In order to achieve the aims of this study two instruments have been used namely : a reading comprehension self-efficacy scale which is adopted with some modifications from " The impact of self-efficacy perception on reading comprehension on academic achievement" the questionnaire consists of 27 items , five items are paraphrased according to the jury members' notifica

tions , on the other hand a reading comprehension test which contains of a reading passage is adopted from liveworksheets.com , the reading passage is suitable for the ages (14-18).

#### 3.3.1 The Questionnaire

A questionnaire, according to Johnson and Christensen (2016: 415), is an independent collecting data instrument that study participants fill out as part of the sample analysis. Questionnaires are used by researchers to gather information on the views, wants, attitudes, perceptions, interests, experiences, personalities, and behavioral patterns of study participants. In other words, a questionnaire may be used to assess a variety of traits.

When genuine evidence is requested from a large number of respondents in a study, a questionnaire is used. It is a generic category of data collection instruments in which respondents reply or have written replies to questions posed by the researcher. The instrument's administrator should establish a relationship, explain the purpose of the analysis, and clarify the meaning of any unclear terms that may not be evident (Best & Khan, 2006: 313.).

### 3.3.1. 1. Reading Comprehension Self-efficacy Scale

A scale is a measurement instrument composed of components that describe an underlying structure toward a certain attitude or belief object (Stacks,2010:27). Scales can take the form of a series of questions or statements to which respondents can answer by selecting one of many possibilities (Brown, 2001) A scale is a tool that may be used to collect data or an opinion on a current situation. Van Dalen (1973:334) describes a scale as one of the assessing instruments that may be used in a variety of educational and psychological studies .

In order to identify EFL students' reading comprehension skill self-efficacy scale which is adopted from " The impact of self-efficacy perception on reading comprehension on academic achievement" (kadir Yogort,2012) with some modifications according to the recommendations of the jury members.

The scale comprises 27 items (See Appendix A). Each item has five responses measured on a five points' Likert scale. The scores that are given to each response are as follows:

|                   |          |
|-------------------|----------|
| Strongly agree    | 5 scores |
| agree             | 4 scores |
| neutral           | 3 scores |
| disagree          | 2 scores |
| strongly disagree | 1 score  |

### 3.3.2. Reading Comprehension Test

A test may be described as a technique to elicit certain behavior from which conclusions about an individual's qualities can be drawn (Bachman, 1990:20). A reading passage is adopted from

(liveworksheets.com) a website of tests to measure the reading comprehension skill of the EFL learners , the passage is suitable for the ages (14-18) .

Three questions measure the reading comprehension skill of the students the first one includes five Wh-questions , the questions require no more than three words to be answered .The second question includes five items which are( True /False) to test the comprehension of the students , while the last question is a multiple choice question , it includes five items (see appendix B).

### **3.3.3. Face Validity of the Self-efficacy Scale**

One of the most crucial elements to consider when selecting a research instrument is validity. It measures how successfully a research tool achieves the aim for which it was designed (Phillips,2010:70). A instrument is valid, according to Ingram (1977:18), if it measures only what it is supposed to measure and nothing more.

Walker and Maddan (2013:159) define validity as the fit between curricular goals and test coverage. According to Mouskowitz (2012: 26), face validity is the degree to which a tool seems to examine the knowledge or abilities it claims to assess, based on the observer's subjective assessment. One of the various types of validity that works well with scales is face validity. The test's face validity is its acceptability to people involved in its development or use, however this is no longer the case (Mc-Namara, 2000:50). To establish their face validity, the two instruments were exposed to a jury of specialists from the fields of ELT, Applied Linguistics, Linguistics, Statistics, and Educational Psychology. The members of the jury were arranged alphabetically first, then by academic rank.

The jurors were asked to rate the scales' appropriateness and suitability, as well as to add, remove, and amend things where necessary .

### **3.3.4. Pilot Administration of the Questionnaire**

Pilot administration is used to acquire sufficient information about item functionality in order to prepare test forms (McDonough, 2011:206). A total of 30 students were chosen randomly from the research population's fifth grade preparatory schools to constitute the pilot sample. The scale's pilot administrations were carried out to:

- A. Estimate how long it will take the participants to finish the scale.
- B. Double-check that the scale elements are legible.
- C. Determine the discriminating power of the scale items based on the students' responses.

According to the pilot administrations. Students took 40 minutes to complete the reading comprehension self-efficacy scale.

## **3.4 Statistical Analysis of the Two Instruments Items**

### **3.4.1 Construct Validity**

Construct validity, according to Ghazali (2016: 149), is "the amount to which an instrument accurately assesses a theoretical construct that it is supposed to measure." Item discriminating power for questionnaire items; the item-standard connection, the relationship of the item to the total score of the questionnaire, and the standard-standard relationship are all examples of this sort of validity.

### 3.4.2 Discriminating Power of the Scales' Items

The discriminating power index can be used as a criterion to determine whether Likert items are more appropriate than others. The top 27 percent of the respondent's score differs from the bottom 27 percent of the respondent's score on scale items with high DP coefficients (Singh, 2007: 75).

In order to extract the discriminating power of the questionnaire's item, the T-test for the sample has been used by the researcher by using the two extreme groups (upper and lower). The researcher has chosen 27% of each group, with 68 male and female students in the upper group and 85 male and female students in the lower group. The results show that t-test values, means, and standard deviations of all items in the questionnaire are statistically significant at a statistical significance level of 0.05 and a degree of freedom 134 (See table 3.2).

According to Collins and O'Brien (2011: 61) and Kassin (2013: 169), item discriminatory power is an item's ability to discriminate high- and low-performing examinees across the course of a test. The differences between the two groups are calculated by using Green's et. al. (2013: 26) and T-test for two independent samples. However, the computed t-test value for each item is found to be greater than the crucial t-value of 1.96 at 0.05 level of significance and 168 degree of freedom, indicating that all of the items have strong discriminating skills. (see Tables 3-2).

**Table (3.2) Mean, SD, and T-Value for the Reading Comprehension Self- Efficacy Scale**

|         | group | N  | Mean | Std.<br>Deviation | T-value |
|---------|-------|----|------|-------------------|---------|
| Item 1  | upper | 85 | 4.62 | .816              |         |
|         | lower | 85 | 4.09 | 1.517             | 2.834   |
| Item 2  | upper | 85 | 4.09 | 1.042             | 2.834   |
|         | lower | 85 | 3.38 | 1.309             | 3.954   |
| Item 3  | upper | 85 | 4.13 | 1.089             | 3.954   |
|         | lower | 85 | 3.58 | 1.515             | 2.733   |
| Item 4  | upper | 85 | 4.14 | 1.114             | 2.733   |
|         | lower | 85 | 3.39 | 1.310             | 4.036   |
| Item 5  | upper | 85 | 4.08 | 1.038             | 4.036   |
|         | lower | 85 | 3.51 | 1.532             | 2.872   |
| Item 6  | upper | 85 | 3.93 | 1.100             | 2.872   |
|         | lower | 85 | 3.19 | 1.435             | 3.780   |
| Item 7  | upper | 85 | 3.95 | 1.204             | 3.780   |
|         | lower | 85 | 3.24 | 1.477             | 3.472   |
| Item 8  | upper | 85 | 3.96 | 1.029             | 3.472   |
|         | lower | 85 | 3.28 | 1.444             | 3.548   |
| Item 9  | upper | 85 | 3.94 | 1.095             | 3.548   |
|         | lower | 85 | 3.02 | 1.397             | 4.766   |
| Item 10 | upper | 85 | 3.91 | 1.130             | 4.766   |
|         | lower | 85 | 3.22 | 1.459             | 3.409   |
| Item 11 | upper | 84 | 3.90 | 1.147             | 3.409   |
|         | lower | 85 | 3.35 | 1.486             | 2.700   |

|         |       |    |      |       |       |
|---------|-------|----|------|-------|-------|
| item 12 | upper | 85 | 3.95 | 1.068 | 2.704 |
|         | lower | 85 | 3.08 | 1.408 | 4.543 |
| item 13 | upper | 85 | 3.78 | 1.209 | 4.543 |
|         | lower | 85 | 3.11 | 1.389 | 3.358 |
| item 14 | upper | 85 | 3.82 | 1.197 | 3.358 |
|         | lower | 85 | 3.26 | 1.424 | 2.799 |
| item 15 | upper | 85 | 3.87 | 1.132 | 2.799 |
|         | lower | 85 | 3.20 | 1.387 | 3.454 |
| item 16 | upper | 85 | 3.88 | 1.229 | 3.454 |
|         | lower | 85 | 3.22 | 1.459 | 3.185 |
| item 17 | upper | 85 | 3.75 | 1.327 | 3.185 |
|         | lower | 85 | 3.14 | 1.390 | 2.935 |
| item 18 | upper | 85 | 4.01 | 1.139 | 2.935 |
|         | lower | 85 | 3.04 | 1.358 | 5.079 |
| item 19 | upper | 85 | 3.93 | 1.110 | 5.079 |
|         | lower | 85 | 3.15 | 1.393 | 4.018 |
| item 20 | upper | 85 | 4.01 | 1.139 | 4.018 |
|         | lower | 85 | 3.19 | 1.460 | 4.101 |
| item 21 | upper | 85 | 3.88 | 1.106 | 4.101 |
|         | lower | 85 | 3.07 | 1.370 | 4.251 |
| item 22 | upper | 85 | 3.91 | 1.161 | 4.251 |
|         | lower | 85 | 3.18 | 1.441 | 3.634 |
| item 23 | upper | 85 | 3.67 | 1.219 | 3.634 |
|         | lower | 85 | 3.16 | 1.438 | 2.474 |
| item 24 | upper | 85 | 3.94 | 1.199 | 2.474 |
|         | lower | 85 | 3.22 | 1.434 | 3.540 |

|         |       |    |      |       |       |
|---------|-------|----|------|-------|-------|
| item 25 | upper | 85 | 3.89 | 1.244 | 3.540 |
|         | lower | 85 | 3.02 | 1.472 | 4.165 |
| item 26 | upper | 85 | 3.72 | 1.342 | 4.165 |
|         | lower | 85 | 3.07 | 1.378 | 3.101 |
| item 27 | upper | 85 | 3.65 | 1.386 | 3.101 |
|         | lower | 85 | 2.94 | 1.375 | 3.334 |
|         |       |    |      |       | 3.334 |

From the above table it is concluded that all the items have discriminating power because all of their items computed values are higher than the critical , So , it indicates that the power of the questionnaire to discriminate among the good and weak students.

### 3.4.3. Reliability of The Questionnaire

"The degree of consistency of a tool and the instrument will be dependable when it delivers the same recurring result under the same conditions," writes Brown (2003: 20). It also defined as "the degree to which the research instrument produces the same or comparable outcomes when used in different contexts and at different times." "Reliability" signifies that scores from an instrument are steady and consistent, according to Creswell (2015: 158). When researchers apply the measure numerous times at different periods, the scores should be almost identical.

The reliability of a test re-test, the reliability of an alternate form, and the dependability of internal consistency are three approaches to quantify reliability. The use of such kinds of reliability is mostly determined by the structure of the data in the research; for example,

internal consistency is appropriate for evaluating the reliability of interval or ratio scale questions that can be provided in surveys (Bolarinwa, 2015: 198). Internal consistency dependability evaluates the correlation of all components to guarantee that they all measure the same idea (Ghazali, 2016: 149).

The split-half, Cronbach's alpha correlation coefficient, and Cronbach's alpha correlation coefficient are statistical tools used to measure the questionnaire's internal consistency. Cronbach's alpha correlation coefficient is considered the most commonly and frequently used formula to test the tool's reliability. For questions with multiple answer options, the alpha coefficient is frequently employed in the formulation of the scale, i.e., the value (1) is given to the response "strongly disagree," while the value (5) is given to the response "strongly agree" (Bolarinwa, 2015: 199 and Suter, 2012: 367).

**Table (3.3) chrombach Alfa value**

| No. of the items | Cronbach's Alpha |
|------------------|------------------|
| 27               | 0.875            |

### 3.4.4 Squared Multiple Correlation

The correlation between each item's score and the scale's overall score is determined by using Squared Multiple Correlation. The squared multiple correlation of the reading comprehension self-efficacy scale was calculated by using the Pearson correlation algorithm. The findings show that all of the items are statistically significant, as all of them produce correlations greater than the critical value of Pearson's correlation coefficient, which is 0.13 at 0.05 level of significance with 308 degrees of freedom.

**Table (3.4) Item-Total Correlation in the Reading Comprehension  
Skill Self-Efficacy Scale**

| No. of the Items | Squared Multiple Correlation | No. of the Items | Squared Multiple Correlation | No. of the Items | Squared Multiple Correlation |
|------------------|------------------------------|------------------|------------------------------|------------------|------------------------------|
| 1                | 0.335                        | 10               | 0.272                        | 19               | 0.279                        |
| 2                | 0.349                        | 11               | 0.250                        | 20               | 0.253                        |
| 3                | 0.407                        | 12               | 0.275                        | 21               | 0.345                        |
| 4                | 0.336                        | 13               | 0.215                        | 22               | 0.337                        |
| 5                | 0.228                        | 14               | 0.255                        | 23               | 0.323                        |
| 6                | 0.293                        | 15               | 0.218                        | 24               | 0.351                        |
| 7                | 0.231                        | 16               | 0.295                        | 25               | 0.348                        |
| 8                | 0.242                        | 17               | 0.190                        | 26               | 0.349                        |
| 9                | 0.197                        | 18               | 0.314                        | 27               | 0.271                        |

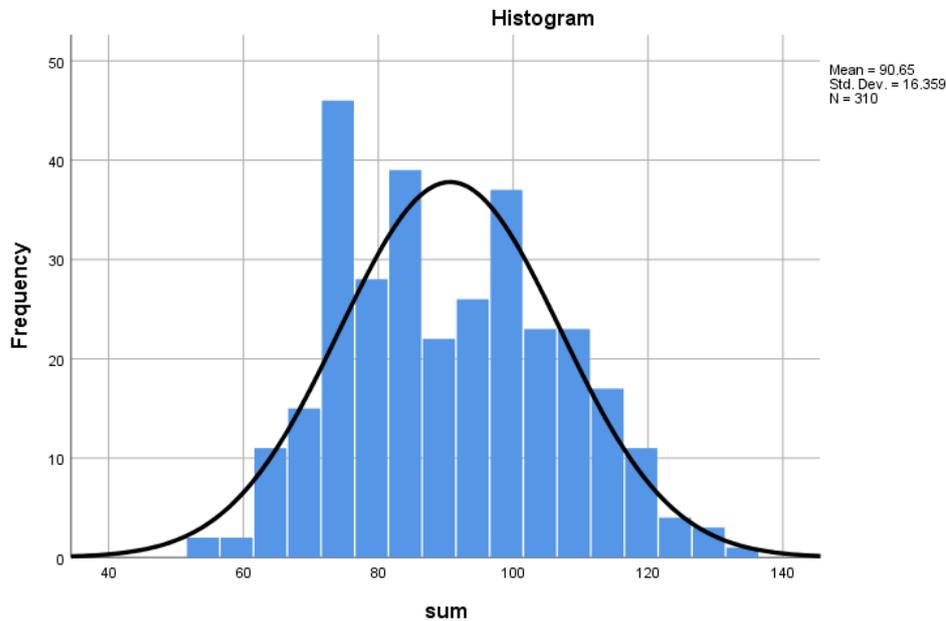
### 3.5 Characteristics of Self Efficacy Scale

In order to extract the characteristics of the scale, different statistical features such as mean, median, mode, std. deviation, variance, skewness, std. error of skewness, kurtosis, std. error of kurtosis, minimum, and maximum have been calculated by the researcher to know the nature of data distribution numerically as well as graphically by using histogram. In addition to that, these features will be dependable in applying the parametric test (such as t-test) as will be shown in the discussion of results in Chapter Four. Table (3.5) shows the values of standards' features.

**Table (3.5) Characteristics of Self Efficacy Scale**

| sum                    |         |         |
|------------------------|---------|---------|
| N                      | Valid   | 310     |
|                        | Missing | 0       |
| Mean                   |         | 90.65   |
| Std. Error of Mean     |         | 0.929   |
| Median                 |         | 89.00   |
| Mode                   |         | 72      |
| Std. Deviation         |         | 16.359  |
| Variance               |         | 267.628 |
| Skewness               |         | .230    |
| Std. Error of Skewness |         | 0.138   |
| Kurtosis               |         | -.684-  |
| Std. Error of Kurtosis |         | 0.276   |
| Minimum                |         | 54      |
| Maximum                |         | 135     |

The following figure shows the distribution of the sample's individuals and statistical features for all standards by using of histogram.



**Figure (3.1) The Distribution of the Sample's Individuals and Statistical Features Concerning Scale**

From the above shown histogram , it is found that the shape of the distribution is natural because the value of the skewness and kurtosis must be among (3, 3-) and it is found that their values were less than that so, it is considered to be a significant indication of the normality of the distribution .

Also there is another indicator that proves the normality of the distribution of the marks or values which is the rapprochement of the ( median , mode , std deviation , variance , skewness , kurtosis )

### 3.6 Face Validity of the Reading Comprehension Test

Face validity has been achieved by exposing the test to the jury of experts in the fields of ELT, linguistics and Applied linguistics and methods of teaching English .

#### 3.6.1 Reliability of The Test

Test reliability is related to the precision or consistency of the measurement that the test makes possible to the effect that the test results allow having confidence in them (Bell, 1981:199). It can broadly be defined as the accuracy and consistency of instrument (Pumfrey, 1977:50).

According to the advises of the jury members Inter-scorer reliability method has been used to estimate the reliability of the test. After scoring the pilot sample test papers , Pearson formula kuder-20 has been used to calculate the reliability coefficient of the test. The result indicates that the correlation coefficient 0.79. This means that the test has an acceptable and adequate reliability coefficient (Lado,1961:330).

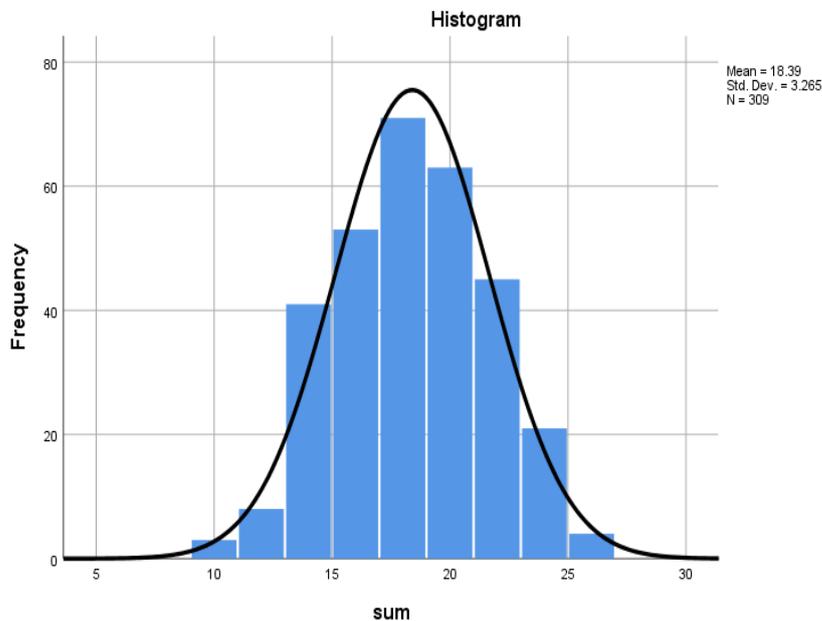
#### 3.6.2 Characteristics of The Test :

In order to extract the characteristics of the test, different statistical features have been calculated to know the nature of data distribution numerically as well as graphically by using histogram such as mean, median, mode, std. deviation, variance, skewness, std. error of skewness, kurtosis, std. error of kurtosis, minimum, and maximum. In addition to that, these features will be dependable in applying the parametric test (such as t-test) as will be shown in the discussion of results in Chapter Four. Table (3.6) shows the values of features.

**Table (3.6) Characteristics of the test**

| Statistics             |         |        |
|------------------------|---------|--------|
| sum                    |         |        |
| N                      | Valid   | 310    |
|                        | Missing | 1      |
| Mean                   |         | 18.39  |
| Std. Error of Mean     |         | 0.186  |
| Median                 |         | 18.00  |
| Mode                   |         | 18     |
| Std. Deviation         |         | 3.265  |
| Variance               |         | 10.662 |
| Skewness               |         | -.024- |
| Std. Error of Skewness |         | 0.139  |
| Kurtosis               |         | -.483- |
| Std. Error of Kurtosis |         | 0.276  |
| Minimum                |         | 10     |
| Maximum                |         | 26     |

The following figure, (3.6) shows the distribution of the sample's individuals and statistical features for all standards by using of histogram.



**Figure (3.2) the distribution of the sample's individuals and statistical features**

From the above histogram , it is found that the shape of the distribution is natural because the value of the skewness and kurtosis must be among (3, 3-) and it is found that their values were less than that so, it is considered to be a significant indication of the normality of the distribution. Also there is another indicator that proves the normality of the distribution of the marks or values which is the rapprochement of the ( median , mode , std deviation , variance , skewness , kurtosis )

### 3.7 Statistical Tools:

The SPSS program has been used to analyze the data which are collected from the questionnaire and the pilot study. These tools are:

1. One sample T test / has been used to assess the level of self-efficacy of the students.

2. Cronbach's alpha correlation coefficient has been used to assess the reliability of the questionnaire .
3. One sample T test / has been used to assess the level of reading comprehension skill of the students.
4. Mean, median, mode, variance, standard deviation, skewness and kurtosis have been used to find the measurement features for the questionnaire and the test.
5. two samples T test / has been used to assess the variety of reading comprehension performance level of the students among the two genders.
6. two samples T test / has been used to assess the variety of self-efficacy level of the students among the two genders.
7. The histogram has been used to find the distribution of each instrument.
8. Pearson correlation coefficient has been used to find the relationship between self-efficacy level and reading comprehension skill of the students.

## Chapter Four

### Results and Discussions

#### 4.0 An Introductory Note

In this chapter, the results of the analyzed data are introduced and discussed, different statistical tools are used to obtain the required results.

#### 4.1 Analysis and Discussion of Results

The obtained results are presented according to the aims of the present study and as shown below:

##### 4.1.1 Results of the First Aim

The first aim of the current study is to figure out the students level of their self-efficacy in term of their reading comprehension.

To achieve this aim, reading comprehension self-efficacy scale has been utilized to the sample. The results indicate that the mean score of the sample is 90.65 with a standard deviation of 16.359. To find out the significance of the difference, one sample t-test has been utilized. The computed t-value which is 10.381 which is higher than the critical t-value which is 1.96 at 0.05 level of significant and 309 degree of freedom. Thus, it has been found that there is a significant level of self-efficacy of the students (See Table 4.1)

Table (4.1) Results of the first aim

| No. of Sample | Mean  |  | SD     | T- Test  |          | df  | Sig. Level |
|---------------|-------|--|--------|----------|----------|-----|------------|
|               |       |  |        | computed | critical |     |            |
| 310           | 90.65 |  | 16.359 | 10.381   | 1.96     | 309 | 0.05       |

### 4.1.2 Results of the Second Aim

The second aim is to find out the level of students' performance in reading comprehension skill. To perform this aim, a reading comprehension test has been utilized. The results indicate that the mean score of the sample is 18.39 with a standard deviation of 3.265. To find out the significance of the difference, one sample t-test has been utilized. The computed t-value which is 18.276 is found to be higher than the critical t-value which is 1.96 at 0.05 level of significant and 309 degree of freedom. Thus, it has been found that there is a significant level of performance of students' reading comprehension skill (See Table 4.2)

Table (4.2) Results of the Second Aim

| No. of Sample | Mean  |  | Std. Deviation | T- Test  |          | Df  | Sig. Level |
|---------------|-------|--|----------------|----------|----------|-----|------------|
|               |       |  |                | computed | critical |     |            |
| 310           | 18.39 |  | 3.265          | 18.276   | 1.96     | 308 | 0.05       |

### 4.1.3. Results of the Third Aim

In order to figure out the difference between reading comprehension performance level and efficacy level between the two genders within 5th preparatory school students. Tables (4.3) and (4.4) show the differences between the male and female students in term of their self-efficacy. It is shown that the mean score of male students is 97.51 with standard deviation of 15.612, the computed T value is 10.735 with critical T value 1.96 at 0.05 level of significance and 308 degree of freedom, on the other hand it is shown that the mean score of the female students is 80.07 with standard deviation of 10.986 with computed T value 10.735 and critical T value 1.96 at 0.05 level of significance and 308 degree of freedom. so, this indicates that male students have a higher level of self-efficacy than the female students.

In order to figure out whether there is a difference in reading comprehension performance of the students between the two genders. Table (4.4) shows that the mean score of male students is 19.16 with standard deviation of 3.074, the computed T value is 10.735 with critical T value 1.96 at 0.05 level of significance and 308 degree of

freedom , On the other hand , it is shown that the mean score of the female students is 17.12 with standard deviation of 3.209 with computed T value 10.735 and critical T value 1.96 at 0.05 level of significance and 308 degree of freedom . That indicates that male students have a higher level of self-efficacy than the female students.

**Table (4.3) Differences Between Genders According to their Self-Efficacy**

| Gender | N   | mean  | Std. Deviation | T- Test  |          | Df  | Sig. Level |
|--------|-----|-------|----------------|----------|----------|-----|------------|
|        |     |       |                | computed | critical |     |            |
| male   | 188 | 97.51 | 15.612         | 10.735   | 1.96     | 308 | 0.05       |
| female | 122 | 80.07 | 10.986         |          |          | 308 | 0.05       |

**Table (4.4) Differences Between Genders According to their Reading Comprehension skill**

| Gender | N   | mean  | Std. Deviation | T- Test  |          | Df  | Sig. Level |
|--------|-----|-------|----------------|----------|----------|-----|------------|
|        |     |       |                | computed | critical |     |            |
| male   | 188 | 19.16 | 3.074          | 10.735   | 1.96     | 308 | 0.05       |
| female | 122 | 17.12 | 3.209          | 10.735   | 1.96     | 308 | 0.05       |

#### 4.1.4 Result Related to the fourth Aim

The fourth aim is concerned with finding out the relationship between students' reading comprehension self-efficacy and their reading comprehension performance . To achieve this aim, Pearson correlation coefficient formula has been utilized . Pearson correlation coefficient is found to be 0.543 in the students' level of self-efficacy and 0.543 in the students' level of reading comprehension skill performance . This indicates that there is a positive correlational relationship between the students' reading comprehension self-efficacy and their level of reading comprehension performance, and that whenever their self-efficacy is high, their reading comprehension performance is also high and vice versa (see Table 4-5).

**Table (4.5) the correlation value**

|                          |                     | <b>Correlations</b> |       |
|--------------------------|---------------------|---------------------|-------|
|                          |                     | scale               | test  |
| Self-efficacy            | Pearson Correlation | 1                   | 0.543 |
| Reading<br>comprehension | Pearson Correlation | 0.543               | 1     |
|                          |                     |                     |       |

## 4.2 Discussion of The Results

1. The level of the 5<sup>th</sup> preparatory school students of reading comprehension self-efficacy is good according to the utilized statistical devises.
2. The level of the 5<sup>th</sup> preparatory school students of reading comprehension skill performance is good.
3. There is a positive co relational relationship between self-efficacy performance and reading comprehension skill of the 5<sup>th</sup> preparatory school students.
4. Male students have a higher level of reading comprehension performance and self-efficacy reading comprehension than girls that shows a significance contrast with the previous related studies.
5. The current study agree with most previous studies such as Ciftci & Tilfarlioglu's , Ghabdian & Ghafournia and Conway regarding that there is a co relational relationship between the two variables.
6. Unlike the previous studies such as Ciftci & Tilfarlioglu's , Ghabdian & Ghafournia and Conway , the current study found out the difference of the students' performance among genders.

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## Chapter Five

### 5.0 An Introductory note

This chapter contains conclusions that are drawn from the results and their discussions. Recommendations and suggestions for further studies are also given in this chapter.

### 5.1 Conclusions

1. General Self efficacy is considered to be an important concept in the field of second language learning according to all the previous studies and to this study itself.
2. Reading comprehension / self-efficacy level of the Iraqi EFL preparatory school students has a significant relationship with their reading comprehension skill performance.
3. Male preparatory school students have higher level than female preparatory students in term of their self-efficacy level and their reading comprehension skill performance .
4. There is a positive co relational relationship between reading comprehension self-efficacy and reading comprehension skill among 5<sup>th</sup> preparatory school students , so when the self-efficacy is high the reading comprehension skill performance is also high and vice versa.
5. According to the results , female preparatory school students face many difficulties concerning answering the questions that are related to reading comprehension test because of their self-efficacy is not very high according to the results of the test and the questionnaire.

## 5.2 Recommendations

Since self-efficacy comes from its sources , So the sources must be enhanced by the teachers , supervisors and educators by focusing on some points .

1. A teacher's job is to make the students aware of the aim they must achieve. A teacher in an English language lesson may inform students about the current state of the English language and the level to which they must progress , if he did so , students would focus on the achieving their aims .
2. EFL teaching students particular skills for improving their recognizing , comprehending concerning reading comprehension is recommended.
3. When an English language instructor incorporates strategy training with goals, it aids students in developing self-efficacy
4. If a student experiences anxiety or stress while executing an English language activity, it will lower his self-efficacy level in learning the language So , teachers are recommended to reduce anxiety and negative feelings.
5. Teachers are recommended to encourage cooperative learning and understanding among group members via group activities because that will be helpful to enhance their self-efficacy .
6. Concerning the reading comprehension skill some steps are recommended to be followed to enhance it such as practicing reading.
  - A. developing skills that are related to reading such as skimming , scanning .

B. Training the students how they can grasp main ideas when they read a text or a paragraph.

C. curriculum designers must enrich text books of English with activities that enhance reading comprehension skill .

D. As an everyday activity , teachers should give students instructions about how they can read accurately and concisely.

### **5.3 Suggestions for Further Studies**

1. A similar study can be conducted to explore the relationship between self-efficacy and reading comprehension performance of 6th preparatory school students.

2. An experimental study can be conducted to enhance reading comprehension self-efficacy of the students by using a strategy of reading comprehension.

3. A correlational study can be conducted to investigate the self-efficacy and writing skill performance of the pupils in primary schools.

4. A similar study can be conducted to investigate the effects of self-esteem and self-concept on the general English language performance can be performed .

5. Further research is needed to explore the effect of self-efficacy on motivation and achievement of EFL students.

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### Appendices

#### Appendix A

#### Questionnaire Form

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Dear students..

I am an M A student in the Department of English at Babylon University, College of Basic Education. I intend to conduct a research about " Investigating the relationship between self-efficacy and reading comprehension skill of Iraqi EFL preparatory school students from students' perspectives". Therefore, I have adopted this questionnaire. The scale identifies students' self-efficacy belief toward reading comprehension skill , it contains 27 questions with five answers ( strongly agree , agree , neutral , disagree strongly disagree ) .

|   | item   | Strongly agree | agree | neutral | disagree | Strongly disagree |
|---|--|----------------|-------|---------|----------|-------------------|
| 1 | I can define the parts that I don't understand from the text.          |                |       |         |          |                   |
| 2 | I can complete to read the whole reading passage.                      |                |       |         |          |                   |
| 3 | I understand any text.   |                |       |         |          |                   |
| 4 | I can grasp the main topic of the reading text in text related images. |                |       |         |          |                   |
| 5 | I get high marks on reading  |                |       |         |          |                   |

## Appendices

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|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | comprehension.  |  |  |  |  |  |
| 6  | I can read without the guidance of my teachers.                                   |  |  |  |  |  |
| 7  | I can determine main and supporting ideas of texts.                               |  |  |  |  |  |
| 8  | I can explain and summarize after reading.  |  |  |  |  |  |
| 9  | I can make up my mind during the reading.   |  |  |  |  |  |
| 10 | I can complete the reading although the text is boring.                           |  |  |  |  |  |
| 11 | I can ask questions after reading.  |  |  |  |  |  |
| 12 | I can make accurate predictions about the texts I read.                           |  |  |  |  |  |
| 13 | I am one of the best students in the classroom in terms of reading comprehension. |  |  |  |  |  |
| 14 | I know what author thinks when I am reading.                                      |  |  |  |  |  |
| 15 | I easily catch the information about one topic.                                   |  |  |  |  |  |

## Appendices

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|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 16 | I have long-term memory of what I read.                            |  |  |  |  |  |
| 17 | I use my reading time wisely/efficiently.                          |  |  |  |  |  |
| 18 | I can define my thoughts clearly and concisely after reading.      |  |  |  |  |  |
| 19 | I can summarize the text I read.                                   |  |  |  |  |  |
| 20 | I can evaluate the text I read.                                    |  |  |  |  |  |
| 21 | I can review the reading text clearly.                             |  |  |  |  |  |
| 22 | I can take notes while I am reading.                               |  |  |  |  |  |
| 23 | I can grasp the meaning of text-related images, table or graphics. |  |  |  |  |  |
| 24 | I can easily understand the narrative texts.                       |  |  |  |  |  |
| 25 | I can have a secondary thoughts related to the reading text.       |  |  |  |  |  |
| 26 | I feel good while I  |  |  |  |  |  |

## Appendices

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|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | am reading.                             |  |  |  |  |  |
| 27 | I don't get bored<br>while I'm reading. |  |  |  |  |  |

### (Appendix B) Reading comprehension test form

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**Dear students..**

I am an M A student in the Department of English at Babylon University, College of Basic Education. I intend to conduct a research about " Investigating the relationship between self-efficacy and reading comprehension skill of Iraqi EFL preparatory school students from students' perspectives". Therefore, I have adopted this test . The test identifies the level of students' reading comprehension skill , It contains three questions to measure the reading comprehension skill of the students the first one includes five Wh-questions , the questions require no more than three words to be answered .The second question includes five items which are( True / False) to test the comprehension of the students , while the last question is a multiple choice question , it includes five items.

#### **Hope for the future**

Sam Lounds didn't use to know what to do with his life. He's from Cornwall, an area in the south west of England that offers few prospects for teenagers and young people. Apart from working in the summer tourist trade – Cornwall is a popular holiday destination – there isn't much to do there. 'I just used to hang out with my friends and in the end I got into trouble with the police.' Sam struggled to find a job after he was released from prison at the age of 22. 'After I got out, I couldn't get a job because of my background.

Charlotte Headway is also from Cornwall. She had a job with a holiday company, but that didn't work out and after that she was unemployed. Then she had a big fight with her family and for some time she was homeless. She felt that her life was going nowhere and in fact, she had given up making any plans for the future..

## **Appendices**

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But Charlotte and Sam, as well as many other young people, have been given a chance to rebuild their lives. ‘Fifteen Cornwall’ is a restaurant set up by Jamie Oliver, the famous chef, and he is responsible for changing the lives of many teenagers and young adults in Cornwall. To be given the opportunity to work at the restaurant, candidates must live in Cornwall and be between the ages of 16 and 24. They must not have a job or be in education..

The people who were interviewing the young candidates were surprised – they usually try to find the best person for a job, but Jamie was asking them to find the worst! Many of the applicants had dropped out of school or run away from home. Jamie has a vision – he wants to give hope to young people who feel that they have no future. Both Sam and Charlotte say that ‘Fifteen Cornwall’ has saved their lives. They have become chefs and have excellent futures ahead of them. They used to think they had nothing, but now they have everything.

**Q1/Read the text and answer the questions below: (10 M.)**

1. Where is Cornwall ?

\_\_\_\_\_

2. Who spent time in prison ?

\_\_\_\_\_

3. Who is Jamie Oliver?

\_\_\_\_\_

4. How old must you be to get a place with ‘Fifteen Cornwall?’

\_\_\_\_\_

5. What is Charlotte’s job today?

\_\_\_\_\_

**Q2/ Write (True) for the correct statements and (False) for the incorrect ones : (10M.)**

## Appendices

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1. People like going on holiday to Cornwall\_\_\_\_\_.
- 2.Charlotte used to work in a restaurant\_\_\_\_\_.
3. Charlotte has a good relationship with her family\_\_\_\_\_.
- 4.The interviewers were surprised by what Jamie Oliver wanted\_\_\_\_\_.
5. Sam is now a chef.\_\_\_\_\_.

**Q3/ : Circle the correct option :**

**( 10 M.)**

1. When he was 22, Sam Lounds left the ( *a. restaurant / b. prison / c. cornwall* )
- 2.Charlotte was (*a. unemployed / b. in a good job /c. homeless*) before joining ‘Fifteen Cornwall.’
3. Charlotte had ( *a. given up /b. found out /c. canceled* ) her future plans and dreams.
4. Fifteen Cornwall’ was (*a. given a chance /b. set up / c. discovered* ) by Jamie Oliver.
5. Some of the job applicants have (*a. dropped out / b. run away/ c. come from* ) from home.

## Appendix C

### List of Jury Members

| No. | Title       | Expert's Name               | Degree | Specialty              | Place of Work   |
|-----|-------------|-----------------------------|--------|------------------------|---|
| 1   | Asst. Prof. | Ahmed Rawdan Salman         | Ph.D.  | Applied Linguistics    | College of Basic Education\<br>University of Babylon          |
| 2   | Prof.       | Ali Sabah Jameel            | Ph.D.  | TEFL                   | College of Basic Education\<br>University of Anbar            |
| 3   | Prof.       | Assim Abood Zbar            | Ph.D.  | TEFL                   | Al-Mustaqbal University<br>College                            |
| 4   | Asst. Prof. | Bushra Sa'doon Mohammed     | Ph.D.  | TEFL                   | College of Basic Education\<br>University of Babylon          |
| 5   | Prof.       | Fatima Raheem Abdul-Hussein | Ph.D.  | TEFL                   | College of Basic Education\<br>University of Misan            |
| 6   | Prof.       | Haider Kadhim Al-Bermani    | Ph.D.  | TEFL                   | College of Education\<br>University of Karbalaa               |
| 7   | Asst. Prof. | Haider Tariq Khadhim        | Ph.D.  | Statistics             | College of Basic Education\<br>University of Babylon          |
| 8   | Asst. Prof. | Hawraa Abbas Kirmash        | Ph.D.  | Educational Psychology | College of Basic Education\<br>University of Babylon          |
| 9   | Asst. Prof. | Lihad Abd Al Ameer          | Ph.D.  | Applied Linguistics    | College of Education\<br>University of Babylon                |
| 10  | Lect.       | Mais Fleih Al Jebawi        | Ph.D.  | TEFL                   | College of Basic Education\<br>University of Babylon          |
| 11  | Asst. Prof. | Muna Mohammed Abbas         | Ph.D.  | TEFL                   | College of Basic Education\<br>University of Babylon          |
| 12  | Lect.       | Nawras Al Abbas             | Ph.D.  | Psychology             | College of Basic Education\<br>University of Babylon          |
| 13  | Prof.       | Salih Mahdi Adday           | Ph.D.  | Linguistics            | College of Education\<br>University of Babylon                |
| 14  | Prof.       | Sheimaa Al Bakry            | Ph.D.  | TEFL                   | College of Education – Ibn<br>Rushd\<br>University of Baghdad |
| 15  | Asst. Prof. | Sheimaa Mahdi               | Ph.D.  | TEFL                   | College of Education for<br>Girls\<br>University of Baghdad   |
| 16  | Asst. Prof. | Wafaa Muklis Faisal         | Ph.D.  | TEFL                   | College of Education\<br>University of Babylon                |
| 17  | Prof.       | Weam Majeed Mohammed        | M.A    | TEFL                   | College of Agriculture\<br>Al-Qassim Green university         |



## المستخلص

تعرف الكفاءة الذاتية على انها الاعتقاد بان شخص ما يمكنه اكمال مهمة تعليمية بنجاح و بآتم وجه من خلال ضبط عملية تعلمه حيث انها تلعب دورا هاما في طريقة ادارة المتعلم لتعلمه بفاعلية طوال الوقت رغم تنوع المواقف التعليمية حيث تشير الدراسات السابقة المتعلقة بموضوع الكفاءة الذاتية بانها عامل مؤثر في تعلم اللغة الانجليزية كلغة اجنبية وتضطلع بدور مهم فيما يتعلق بأداء مهارة القراءة الاستيعابية .

تهدف الدراسة الحالية لإيجاد مستوى الكفاءة الذاتية لدى طلبة المرحلة الاعدادية و مستوى تحصيل الطلبة في مهارة القراءة الاستيعابية للذكور و الاناث و الفروق بينهم في التحصيل و كذلك ايجاد العلاقة بين الكفاءة الذاتية و مستوى القراءة الاستيعابية. تتألف عينة الدراسة الحالية من (310) طالبا وطالبة من المرحلة الخامسة في المرحلة الاعدادية في مدارس مركز مدينة الحلة / محافظة بابل.

وقد قام الباحث لتحقيق اهداف الدراسة الحالية بتبني اداتين ، استبيان لقياس مستوى الكفاءة الذاتية و اختبار لقياس مستوى الطلبة في ما يخص القراءة الاستيعابية. طبقت الاداتان بعد التأكد من مصداقيتهما وثباتهما على عينة البحث و بعد جمع البيانات و تحليلها احصائيا توصل الباحث الى النتائج التالية :

1. يتمتع طلاب المرحلة الخامسة للدراسة الاعدادية بمستوى جيد فيما يخص الكفاءة الذاتية و القراءة الاستيعابية.
2. توجد علاقة دالة و طردية بين مستوى الكفاءة الذاتية و مستوى تحصيل الطلبة في مهارة القراءة الاستيعابية.
3. مستوى الذكور اعلى من مستوى الاناث بالنسبة لمستوى الكفاءة الذاتية و مستوى التحصيل في مهارة القراءة الاستيعابية.
4. وفي ضوء نتائج الدراسة وضعت بعض التوصيات و تم اقتراح بعض الدراسات.



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جامعة بابل  
كلية التربية الأساسية  
قسم اللغة الانجليزية

### استقصاء العلاقة بين

الكفاءة الذاتية و مهارة القراءة الاستيعابية لطلبة المرحلة الاعدادية لدارسي اللغة انجليزية لغة  
اجنبية من وجهة نظر الطلبة

رسالة مقدمة الى مجلس كلية التربية الأساسية في جامعة بابل وهي جزء من متطلبات نيل درجة الماجستير  
في التربية / طرائق تدريس اللغة الانجليزية كلغة اجنبية

من قبل الطالب

حيدر محمد محسن حميد

بإشراف

الأستاذ الدكتور

عبد علي نايف حسن

الأستاذ

صبيحة حمزة دحام

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