



University of Sistan and Baluchestan

Faculty of Humanities

Department of English Language and Literature

**The relationship Between Reading Self-efficacy Beliefs , Reading Strategy Use and
Reading Comprehension Level of Iranian EFL Senior and Junior Learners**

M.A. Thesis

Submitted to the English Department of the Faculty of Humanities, University of Sistan
and Baluchestan, in Partial Fulfillment of the Requirements for the M. A. Degree in
Teaching English as a Foreign Language

Supervisor: Dr. Esmael NourMohammadi

Advisor: Dr. Farrokhlagha Heidari

By

Mahdieh Naseri

Zahedan, Iran

June, 2012



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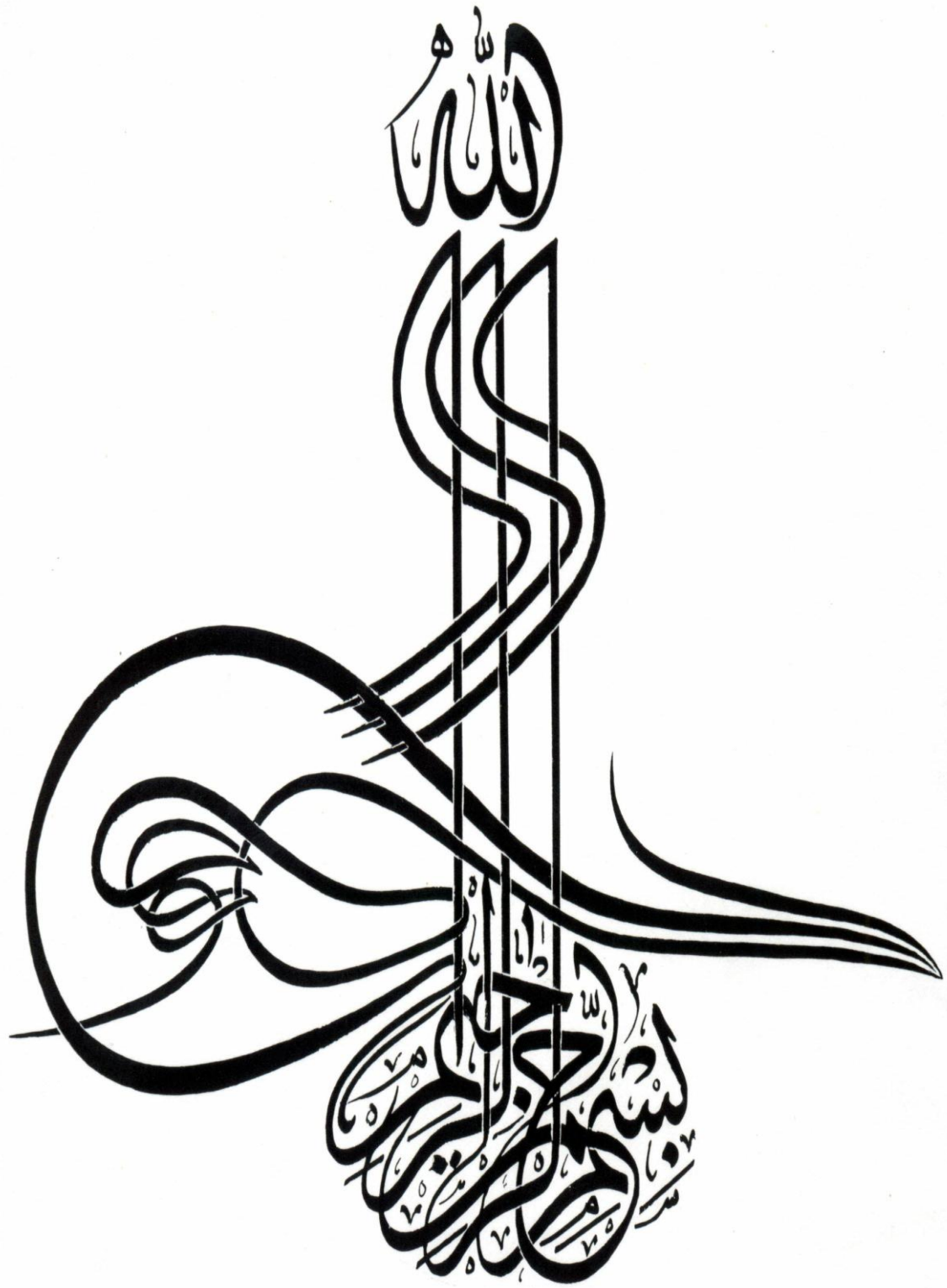
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By

Mahdieh Naseri

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We hereby recommend that this thesis by Mahdiah Naseri entitled:

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Committee on the Oral Examination:

Supervisor: Dr. Esmaeel NourMohammadi

Advisor: Dr. Farrokhlagha Heidari

First Examiner:

Second Examiner:

Head of the Department of English Language and Literature:

Zahedan, Iran

June, 2012

چکیده

این مطالعه، استفاده زبان آموزان ایرانی از چهار استراتژی خواندن¹ (شناختی، فراشناختی، جبران، آزمون)، رابطه آن با باورهای خودکارآمدی خواندن²، ارتباط بین باورهای خودکارآمدی خواندن و مهارت خواندن³ زبان آموزان، و نهایتاً رابطه جنسیت با استراتژیهای خواندن و باورهای خودکارآمدی را مورد بررسی قرار میدهد. تعداد 51 نفر از دانشجویان سال سوم و چهارم رشته زبان انگلیسی دانشگاه سیستان و بلوچستان (هجده نفر پسر و سی و سه نفر دختر) در این تحقیق شرکت نمودند. در ابتدا به منظور ارزیابی سطح مهارت خواندن آنها، تست استاندارد درک مطلب میثیگان به آنها داده شد؛ سپس از طریق یک پرسشنامه‌ی استراتژیهای خواندن، آنها به توضیح استراتژیهای پرداختند که در تکمیل تست درک مطلب میثیگان مورد استفاده قرار داده بودند و در پایان، پرسشنامه‌ی خودکارآمدی خواندن به آنها داده شد. پنج سؤال تحقیق عبارت بودند از: 1) آیا تفاوت معناداری بین استفاده استراتژیهای خواندن توسط زبان آموزان ایرانی سال سوم و چهارم دانشگاه وجود دارد؟ 2) آیا ارتباط معناداری بین باورهای خودکارآمدی خواندن و مهارت خواندن زبانآموزان ایرانی سال سوم و چهارم دانشگاه وجود دارد؟ 3) آیا ارتباط معناداری بین باورهای خودکارآمدی خواندن و استراتژیهای خواندن استفاده شده توسط زبان آموزان ایرانی سال سوم و چهارم دانشگاه وجود دارد؟ 4) آیا رابطه‌ی بین جنسیت دانشجویان و باورهای خودکارآمدی خواندن آنها وجود دارد؟ 5) آیا رابطه‌ی بین جنسیت دانشجویان و استفاده‌ی استراتژیهای خواندن آنها وجود دارد؟ برای بررسی ارتباط بین باورهای خودکارآمدی خواندن و مهارت خواندن و همچنین ارتباط بین باورهای خودکارآمدی خواندن و استفاده‌ی استراتژیهای خواندن توسط زبانآموزان از ضریب همبستگی پیرسون استفاده شد. نتایج به دست آمده نشان می‌دهد که ارتباط معنادار قابل ملاحظه‌ی بین باورهای خودکارآمدی خواندن و مهارت خواندن، و همچنین ارتباط معنادار، اما ضعیفی بین باورهای خودکارآمدی خواندن و استفاده‌ی استراتژیهای خواندن زبانآموزان وجود دارد. به علاوه، تحلیل واریانس یک طرفه، آزمون تعقیبی و آمار توصیفی (میانگین و انحراف معیار) مربوط به چهار استراتژی بیانگر آن است که تفاوت معناداری بین استفاده استراتژیهای خواندن توسط زبان آموزان ایرانی سال سوم و چهارم دانشگاه وجود دارد و بیشترین استراتژی استفاده شده توسط زبانآموزان به ترتیب استراتژی فراشناختی، شناختی، جبران و آزمون بوده‌اند و نهایتاً بر طبق آزمون تی، باورهای خودکارآمدی خواندن و استراتژیهای خواندن به کارگرفته شده توسط زبانآموزان با جنسیت رابطه معناداری نداشته‌اند. پیشنهاداتی جهت به کارگیری استراتژیهای م‌ وثر و افزایش باورهای خودکارآمدی خواندن در این تحقیق ارائه شده است. به علاوه، این تحقیق بر اهمیت افزایش باورهای خودکارآمدی خواندن زبانآموزان و استفاده آنها از استراتژیهای خواندن و به کارگیری آنها در درک مطلب خواندن، تأکید میکند.

1 Reading Strategy

2 Reading Self-efficacy Beliefs

3 Reading Comprehension skill

صحت اطلاعات مندرج در این فرم براساس محتویات پایاننامه و ضوابط مندرج در فرم را گواهی مینمایم.

نام استاد مشاور: فرخ لقا حیدری

نام استاد راهنما: اسماعیل نورمحمدی

سمت علمی: استادیار

سمت علمی: استادیار

نام دانشکده: دانشکده ادبیات و علوم انسانی

نام دانشکده: دانشکده ادبیات و علوم انسانی

DEDICATION

This thesis is dedicated to my beloved family,
who encouraged me in this endeavor

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Abstract

This study explored Iranian EFL senior and junior learners' use of four reading strategies (cognitive, metacognitive, compensation and testing strategies), their perceived relationship with reading self-efficacy beliefs, the relationship between reading self-efficacy beliefs and their reading comprehension and the relationship between gender and reading strategy use and perceived self-efficacy beliefs. Fifty-one senior and junior EFL students (33 females and 18 males) at Sistan and Balouchestan University participated in this investigation. At first, a The Michigan test of English language proficiency(1980) was administered to assess the students' reading level. Then, through a self-reported Reading Strategy Use Questionnaire (Shang, 2011), they classified those reading strategies they used in completing the Michigan Reading test. At the end, a Reading Self-efficacy Beliefs Questionnaire (Ghonsooly & Elahi, 2011) was administered to them. Five principle questions were addressed: (1) Is there any significant difference between the use of different types of reading strategies by Iranian EFL senior and junior university students? (2) Is there any significant relationship between Iranian EFL senior and junior university students reading self-efficacy beliefs and their reading proficiency? (3) Is there any significant relationship between Iranian EFL senior and junior university students' reading self-efficacy beliefs and their self-reported reading strategy uses? 4) How the variable gender (i.e. male and female) relates to the reading self-efficacy beliefs? 5) How the variable gender (i.e. male and female) relates to the use of reading strategies? An ANOVA and a post-hoc test, and also the descriptive statistics concerning the means and standard deviations of the four strategies showed that there is statistically significant difference between the use of different types of reading strategies by Iranian EFL

senior and junior university students and the most frequent reading strategy used was found to be metacognitive strategy, followed by cognitive strategy, compensatory strategy respectively, and testing strategy. Furthermore, a quantitative research method including a Pearson's Correlation Coefficient was used to estimate both the relationship between the perceived reading self-efficacy beliefs and reading comprehension and also the relationship between the reading self-efficacy beliefs and reading strategy use. Results showed that there is a strong positive correlation between the reading self-efficacy beliefs and reading comprehension and positive but weak correlation between the reading self-efficacy beliefs and reading strategies use. Finally, according to the t-test, generally there was no relationship between the gender of Iranian EFL learners and their reading strategy use and reading self-efficacy beliefs. The implications of the findings for applying effective reading strategy and promoting learners' reading self-efficacy are discussed in this study. Moreover, this study suggests the importance of the promotion of English language learners' reading self-efficacy beliefs and the use of reading strategies, and the integration of these variables into reading comprehension.

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