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An Investigation of the Relationship between Self-Efficacy, Self-Regulation and Reading Comprehension of Iranian EFL Learners

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Abstract: Among the studies investigating the relationship between reading comprehension of EFL learners and motivational variables, no study has investigated the relationship between the two motivational factors of self-regulation, self-efficacy, and reading comprehension in pre-intermediate level in the Iranian EFL context.Therefore, the present study intended to investigate the relationship between self-efficacy, self-regulation and reading comprehension. One hundred pre-intermediate university students in two different universities participated in the present study. Moreover, three instruments were used in the present study: (a) self-efficacy questionnaire, (b) self-regulation questionnaire, and (c) reading comprehension test. The Pearson-product formula was used to analyze the collected data. The results revealed that there was a significant relationship between self-efficacy and reading comprehension. However, there was no significant correlation between self-efficacy and self-regulation, and no significant relationship was found between self-regulation and reading comprehension. The results of the study draw the attention of EFL learners to attempt for improving their reading comprehension of second language texts through improving their self-efficacy beliefs.

Keywords reading comprehension, self-efficacy, self-regulation

INTRODUCTION

Recently, research studies have shown an increased interest in the importance of reading for EFL/ESL students (Grabe & Stoller, 2001). Reading is seen as a self-discovery process in which the reader interacts with the texts by employing cognitive as well as metacognitive information (He, 2001). Kucer (2005) states that reading is a complicated and determined sociocultural, cognitive, and linguistic process in which individuals utilize their information about the topic and also the culture at the same time to create the meaning of the text.

With regard to effective ways for improving reading comprehension, a set of recent studies have found that motivational variables are related to accomplishment and success of learners' academic life and especially reading comprehension (e.g., Khajavi & Abbasian, 2013). Therefore, recognizing ways which contribute to achieving learners' motivational variables seems helpful in improving reading comprehension. Two of motivational factors which have recently drawn more attention are self-efficacy and self-regulation. Self-efficacy is personal beliefs relevant to one's ability to learn, perform, and achieve in a particular task. "The students, who understand the reading texts and interpret the meaning, are developing their reading comprehension and self-confidence, in other words, they are developing their reading comprehension self-efficacy" (Epcacan & Demirel, 2011, p. 123) and people with high efficacy never escape from encountering with new experiences and they are precisely stable to complete the action successfully (Bandura, 1977, 1986, 1995).

Another cognitive factor claimed to improve reading comprehension is self-regulation. According to Zimmerman (2000), self-regulation is ones' ability to formulate thoughts, feelings and actions that result in gaining one's goals utilizing some information that an individual has acquired from previous performances; this is a cyclical process. Self-regulated learners are good at performing the learning materials because they possess a set of learning and

metacognitive strategies. Moreover, self-regulated learners are famous as good decision makers having a large number of aims to pursue (De Bilde, Vansteen Kiste & Lens, 2011).

Therefore, considering the importance of self-efficacy and self-regulation as facilitative factors in reading skill, an attempt was made in the present study to investigate the relationship between self-regulation, self-efficacy, and reading comprehension.

LITERATURE REVIEW

Reading Comprehension

In many second or foreign languages teaching contexts, reading skill has a vital role and gets a special attention (Khajavi & Abbasian, 2013). Reading in academic context is presumed to be central to acquiring new knowledge and getting admission to alternative definitions and interpretations, as well as the basic way for self-learning (Grabe & Stoller, 2001).

Numerous researchers have attempted to propose various theories and models of reading comprehension process by means of some reasonable mental frameworks. Since 1960, two classes of models have emerged; the first model is process model, which is related to mental operations that occur during reading, and the second one is a componential model which focuses on the outcomes of comprehension without noticing how comprehension is achieved (Urquhart & Weir, 1998).

Process Model

Process models have a sequential pattern that engages a series of activities in which one activity is completed before the next activity begins. The process models involve three approaches: bottom-up, top-down and interactive process.

First, bottom-up process, known as data-driven process, involves the reader to understand a written or printed text through "letter by letter, word by word" to decode the meaning, as proposed by Gough (1972, p. 354). This model of reading process describes processing in reading like a serial and linear model, from letter to sound, to words, to meaning.

Second, the top-down model, known as a concept-driven model, has focused attention on the significance of the reader's contribution in contrast to a bottom-up approach focusing on recognizing and decoding aspects of reading comprehension. In this model, the readers, instead of being passive decoders, are active, constructive and motivated participants in the reading process. They construct the meaning of a text by utilizing and processing their expectations about the reading text on the basis of their previous information.

The third process is an interactive model. Rumelhart (1977) and Stanovich (1980) proposed the interactive model in which both top-down and bottom-up processes operate interactively. That is, the reader can obtain useful information from a bottom-up approach of the reading process and integrate them with key information from a top-down view.

Componential Models

According to Urquhart and Weir (1998), componential models are against the process models, since they "merely describe what components are thought to be involved in the reading process, with little or no attempt to say how they interact or how the reading process actually develops in time" (Urquhart & Weir, 1998, p. 39). It includes two models such as two-component model and three-component model.

Two component models (e.g., Fries, 1963; Venezky & Calfee, 1970) commonly divide reading into decoding skills (basically recognition of word, that may mention to recognizing of graphic units, as well as lexical units) and comprehension ones that refer to linguistic skills, or in Fries' words, "a grasp of meaning in the form in which it is presented" (as cited in Urquhart and Weir, 1998, p. 48).

Coady (1979) and Bernhardt (1991) stated that the second language reading contains three components. In Coady's (1979) model, these components include conceptual abilities which are equal to mental abilities, process strategies (both the information of the system and the capability to utilize that information, that is, language skill and background knowledge.

Self-regulation

Studies on academic self-regulation emerged from an interest in defining how learners become the director of their own learning process (Zimmerman, 1989). Since learning is supposed to be as dynamic, cognitive, productive, important, moderate, and self-regulated process (Beltran, 1996), academic learning can aid learners to be conscious of their own thoughts, to be strategic and to manage their emotions toward significant goals. Several studies have investigated different aspects of self-regulated learning (Schunk & Zimmerman, 1994; Zeidner, Boekaerts, Pintrich, 2000; Zimmerman & Schunk, 2001).

When comparing between poor self-regulators and good self-regulator, Zimmerman and Schunk (2008) pointed out that the latter:

> "set better learning goals, implement more effective learning strategies, monitor and assess their goal progress better, establish a more productive environment for learning, seek assistance more often when it is needed, expend effort and persist better, adjust strategies better and set more effective new goals when present ones are completed" (p. 1).

Self-regulated learners consider academic learning as a proactive activity that needs self-beginning motivational and behavioral processes in addition to metacognitive ones (Zimmerman, 1986). For instance, in the classroom context, self-regulated learners are much better than other classmates, for the aims they have, the precision of their

behavioral self-controlling, and being innovative in strategic thoughts (Schunck & Zimmerman, 1994). These self-initiated processes make it possible for students to become director or manager instead of the victims of their difficult learning experiences.

A large number of self-regulated learning models were developed and many of them supposed that self-regulating individual's learning activities function in cycles of three or four phases. Winne and Hadwin (1998), for instance, suggested a model of self-regulated learning involving four phases: (1) describing the task, (2) goal setting or planning, (3) enacting study tactics and strategies, and (4) metacognitively adjusting studying for the future. Zimmerman (2000) also proposed a social cognitive model of self-regulated learning. According to this model, self-regulation is developed in three cyclical aspects: (1) forethought, (2) performance or volitional control, and (3) self-reflection (see Figure 1).

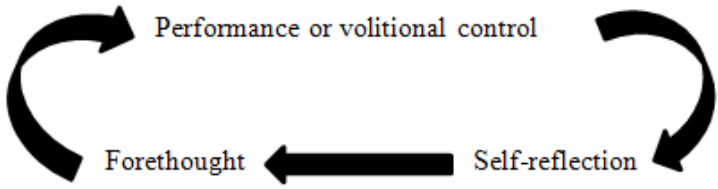

Figure 1 Academic Learning Cycle Phase

Self-efficacy

Self-efficacy is described by Bandura (1986) as "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance. It is concerned not with the skills one has, but also with the judgments of what one can do with whatever skills one possesses" (p. 391). Delcourt and Kinzie (1993) explained that the "perceived self-efficacy reflects an individual's confidence in his or her ability to perform the behavior

required to produce specific outcomes" (p. 36). In this regard, self-efficacy is an individuals' judgment of what they can do with the skills they have. That is, efficacy beliefs depend on what individual beliefs may be developed individual skills one's possesses instead of individual's actual capabilities.

Individuals' self-efficacy is differentiated from one possession skill, and although influenced by acquiring skills, self-efficacy beliefs are not a reflection of them. Therefore, self-efficacy functions partly separately of underlying skills. Moreover, "self-efficacy is situation and task specific" (Chen, 2007, p. 20). It is related to particular judgment of particular positions (Bandura, Barbaranolli, Caprara, & Pastorelli, 1996; Pajares, 1997). Bandura (1983) mentioned that there is an important distinction between possession skills and being able to utilize them well in diverse situations. As a result of these different characteristics of self-efficacy beliefs, various people with the same skills, or similar people on diverse situations may accomplish to do the tasks diversely.

Self-efficacy is distinct from the general concept of educational confidence (Bandura, 1997). It is closely related to the conception of capabilities but in contrast, global conceptions that is utilized in various situations, that do not certainly define what is about, self-efficacy define as particular judgments in specific situations (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). The studies reveal that self-efficacy is a more influential anticipation of academic performance than more common conceptions of academic competence (Pajares, 1996; Pajares, Miller, & Johnson, 1999).

According to Bandura (1997), self-efficacy beliefs can progress from diverse sources such as mastery experiences, vicarious experiences, social persuasion and physiological and emotional states.

Self-efficacy and Self-regulation Empirical Studies

Self-efficacy beliefs prepare learners with a sense of agency to stimulate their learning by utilizing some strategies as well as some self-regulatory processes such as goal setting, self-monitoring, and self-evaluation. Zimmerman, Bandura, and

Martinez-Pons (1992) indicated that the more able learners evaluate themselves to be, they accept many challenging aims. Moreover, a high score in the final exam is predicted when students have self-efficacy and individual's goal setting at the start of the school term.

The influence of self-efficacy on self-monitoring of students was investigated during concept learning (Bouffard-Bouchard, Parent, & Larivee, 1991). Efficacious learners were much better than inefficacious learners in the "working time, more persistent, less likely to reject correct hypotheses prematurely, and better at solving conceptual problems" in the same capability (Zimmerman, 1999, p. 87). Moreover, self-efficacy beliefs have an influence on the self-evaluation of students to judge the consequence of their behaviors or actions. Also, self-efficacy beliefs stimulate learners to utilize the learning strategies in doing particular tasks.Zimmerman (1999) states self-efficacious learners have a high level of motivation and self-regulation of learning and it causes to high academic achievement based on a range of evaluations.

In a recent study, Hassan Hamedani (2013) investigated the relationship between self-regulation and self-efficacy in vocabulary acquisition. Participants of the study were a group of 132 intermediate EFL university students, and researcher employed two questionnaires (self-efficacy and self-regulation capacity in vocabulary acquisition scale), and vocabulary levels test. The results of the study showed that EFL learners need strategies not only for acquiring group of words but also for remembering them and encountering with any gaps in their vocabulary knowledge. Also, Raissi and Roustaei (2013) investigated the relationship between reading strategies, extensive reading and self-efficacy. Sixty undergraduate university students took part in this study and the results indicated a close relationship between reading strategies and the reading comprehension. Moreover, Ghonsooly and Ellahi (2011) studied on the Learners' Self-efficacy in Reading and its relation to Foreign Language Reading Anxiety and Reading Achievement. The participants of the study were 150 sophomores majoring in English literature at three different universities. The findings

of the study showed that there was a significant negative relationship between the students' reading self-efficacy and their reading anxiety. It also revealed that high efficacious students obtain higher scores in reading comprehension course than low efficacious students.

In another study, Turan and Demirel (2010) studied the relationship between self-regulated learning skills and achievement. The results indicated that if learners' self-regulated learning skills are enhanced, their awareness of subject area and efficiency of learning will increase. Nabavi, Ekhlas and Shangarffam (2012) also found that the motivational factors are precisely related to the improvement and success of the student in educational life and the behavioral self-regulation strategies have direct relationships with reading, writing, speaking and overall proficiency.

To sum up, EFL learners consider reading comprehension as an essential skill in their academic life (Sajadi & Oghabi, 2011). The shortage of familiarity with the subject matter and/or formal scheme of texts (Floyd & Carrell, 1987) and inadequate reading strategies use (Wood, Mtz & Willoughby, as cited in Martínez, 2008), and also some EFL/ESL students don't have any goal, plan or prediction for their activities. In addition, they do not believe in their own capabilities to perform tasks (Koehler, 2007). Such problems cause many difficulties in reading academic texts for students. In this regards motivational factors seem to have essential roles in improving reading skill (Khajavi & Abbasian, 2013) and the findings of research studies have indicated a significant relationship between two motivational factors, that is, self-regulation (Nabavi. Ekhlas & Shangarffam, 2012), self-efficacy (Raissi & Roustaei, 2012) with reading comprehension of the learners. There are a number of research studies on the relationship between reading and self-efficacy, and reading with self-regulation; however, to the best of researcher's knowledge, no study have investigated the relationship between these three factors in a pre-intermediate level in the Iranian EFL context.

RESEARCH QUESTION

The aim of the present study was to investigate the relationship between self-regulation, self-efficacy and reading comprehension. In line with this goal this question will be answered: Is there any relationship between self-regulation, self-efficacy and reading comprehension among Iranian EFL learners?

METHODOLOGY

Participants

The participants of the present study were 99 male and female pre-intermediate university students in two different universities, 46 of them were from Golestan State University and 53 were from Islamic Azad University of Gorgan. Their age ranged from 18 to 47 years. Furthermore, they were homogenized through a quick placement test. According to the guidelines of the test, the participants who score between 24-30 were considered as pre-intermediate learners and included in this research.

Instrumentations

Four instruments were utilized in the present study: Quick Placement Test, Self-efficacy and Self-regulation Questionnaires and a test of reading comprehension.

Quick Placement Test

Considering the differences in participants' language level and to homogenize them, Oxford's Quick Placement Test (QPT) including 40 multiple-choice questions, was given to the students at the beginning of the study. QPT is a flexible and reliable test of English Language Proficiency developed

by Oxford University Press and Cambridge ESOL. According to the guidelines of the test, the students who score between 24-30 were pre-intermediate and therefore, they could participate in this research.

Self-Efficacy Questionnaire

In the present study, two self-efficacy questionnaires were mixed. The questionnaire includes 24 items. Fourteen of which were taken from Mills (2004), that measured directly self-efficacy and ten more items were adapted from Li and Wang (2010) to obtain the information considering participants' beliefs in their own reading abilities (see Appendix A). For each item, the participants were required to state how sure they are in a particular English task on the basis of an 8-point Likert scale ranging from 0 (no chance) to 7 (completely certain). The questionnaire was translated into Persian in order to increase the reliability and validity of the items (Nabavi Ekhlas & Shangarffam, 2012) and also avoid students' misunderstanding of the content.

Self-Regulation Questionnaire

In order to evaluate self-regulation of students, the researchers employed the Academic Self-Regulated Learning Scale recently developed by Magno (2010, see Appendix B). In order to decrease the participants' misunderstanding about the meaning of the items, the researcher translated the items into Persian. This questionnaire consist of 54 items which students answered on a four-point Likert scale (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1). Higher scores were equivalent with higher self-regulation.

Reading Comprehension Test

The reading comprehension test consisted of four texts from the pre-intermediate level of Select Reading Book (Lee

& Gundersen, 2002). Each text had six questions except the last one with seven questions, so the total number of questions was 25. The questions required the participants to employ different reading strategies such as reading to find information and reading for the main idea. The participants were required to answer the questions in 40 minutes.

Procedure

The procedure of the present study consisted of three phases: submitting quick placement test, two questionnaires and reading comprehension test administered in three different weeks. One hundred male and female pre-intermediate level students were randomly selected from two different universities in Gorgan. First, the quick placement test was administered to homogenize the students.The participants were required to answer 40 multiple-choice questions in 30 minutes. The participants who took the score between 24-30 were selected to participate in the main study (just one participant were excluded). Then, in the second week, two translated questionnaires of self-efficacy and self-regulation were administered to the participants. They answered the two questionnaires in 25 minutes. The same procedure was followed for reading comprehension test in the third week; the time allotted for reading test questions was 40 minutes. Then, the collected data were analyzed to investigate the relationship between these three factors.

RESULTS

Since the current study was to investigate the degree of correlation between above reported variables, it employed questionnaires for data collection. The analysis of data was quantitative in nature. According to Creswell (2003), a quantitative approach utilizes post-positivist states, or not looking only to set up linear cause and effect relationships between variables but to develop the comprehension of these

relationships. Three correlation analysis using Pearson-products moment formula was run to evaluate the degree of the relationships between self-regulation, self-efficacy and reading comprehension.

Reliability of the Instruments

To check the internal consistency reliability of the instruments utilized Cronbach's alpha coefficient, and it was found that the self-efficacy questionnaire enjoyed the Cronbach's alpha of .970.

Table 1 Reliability of the Self-efficacy, Self-regulation and Reading Comprehension Instruments

	Cronbach's alpha	N of Items
Self-efficacy	.97	24
Self-regulation	.902	54
Reading comprehension	.73	25

Also the reliability of self-regulation questionnaire is high enough .902 to be accepted. Moreover, the reliability of the reading comprehension test was .73. The optimum reliability of the scale demonstrates that the scale was reliable with this particular sample of participants.

Descriptive Statistics

Measures of central tendency were computed to summarize the data for the three scales. The standard deviation was also computed as a measure of dispersion to understand the variability of scores for the age variables. As Table 2 represents, the mean scores of the participants are 105.05 for self-efficacy, 158.12 self-regulation and 21.64 reading comprehension. Furthermore, the standard deviation of variables is 29.363 (self-efficacy), 18.047 (self-regulation) and 2.593 (reading comprehension).

Table 2 Descriptive Statistics of the Tests

Test	Mean	Std. Deviation	N
RC	21.64	2.953	99
SE	105.05	29.363	99
SR	158.12	18.047	99

Note: RC = reading comprehension; SE = self-efficacy; SR = self-regulation

Correlation of the Scales

To examine the relationship between self-efficacy, self-regulation and reading comprehension the Pearson-product moment formula was employed.First, a Pearson product-moment correlation coefficient was computed to assess the relationship between reading comprehension and self-efficacy. As revealed in Table 4.5, there was a positive correlation between the two variables, r = 0.301, n = 99, p = 0.002.

According to Cohen's guideline, there was a medium, positive correlation between reading comprehension and self-efficacy. That is, increases in reading comprehension were correlated with increases in and self-efficacy.

Table 3 Correlation

		SE	SR
RC	Pearson Correlation	.301	.000
	Sig. (2 tailed)	.002	.999
	N	99	99
SR	Pearson Correlation	.146	1
	Sig. (2 tailed)	.150	
	N	99	99

Note: RC = reading comprehension; SE = self-efficacy; SR = self-regulation

However, as Table 3 indicates, there was no significant correlation between reading comprehension and self-

regulation ($r = 0.000$, $n = 99$, $p = 0.999$) and no significant correlation between self-regulation and self-efficacy ($r = 0.146$, $n = 99$, $p = 0.150$).

DISCUSSION

As mentioned in the literature review, in many second or foreign language teaching contexts, reading skill has a vital role and has got a special attention (Khajavi & Abbasian, 2013). Moreover, based on recent findings the motivational variables seem to work as facilitative factors for improving reading skill such as self-efficacy and self-regulation. This study set out with the aim of assessing the relationship between self-efficacy, self-regulation and reading comprehension. To test the research question, the correlation of these variables were calculated by Pearson product moment formula. This section provides a detailed discussion of the finding in the light of the empirical studies.

The result of the present study revealed that there is a significant correlation between the participant's self-efficacy and their reading comprehension. In other words, increases in reading comprehension were correlated with increases in self-efficacy. It seems that students with high self-efficacy beliefs were better than low efficacy students in reading comprehension of second language texts and doing the related tasks. According to Koehler (2007), self-efficacious learners take academic risks, have goals for themselves, and believe in their own capabilities for developing the tasks. This is in harmony with the results obtained by Chen (2007) stating that self-efficacy beliefs is an important motivational variable in the achievement of higher scores in EFL learners English language skills such as listening or reading comprehension. That is, self-efficacious learners may use listening or reading strategies more than low efficacious learners (Ghonsooly & Ellahi, 2011). And also Ghonsooly and Ellahi (2011) found that a positive correlation between the students' self-efficacy in reading comprehension and their reading achievement.

Moreover, in a recent study, Raissi and Roustaei (2013) indicated that the appropriate teaching methodology can aid students to improve their self-efficacy in reading.

Surprisingly, lack of any significant correlation was found between self-efficacy and self-regulation. That is, learners with high self-efficacy beliefs do not have high self-regulation. This is different from previous researches by Dalir Abdinia's (1999) study stating that there is a meaningful relationship between self-efficacy, academic achievement and self-regulated learning. Moreover, based on Haji Hassan Hamedani (2013, p. 28) "self-efficacy beliefs can effect self-regulation process, but this relationship is reciprocal and self-regulation can also influence on one's self-perception of own abilities". And also Schunk (1990) claims learners with a much self-efficacy usually involve in self-regulation learning. The results of the study have revealed that self-regulation of learners is related to their self-efficacy in performing their activities. Furthermore, Schunk (1994) asserted that self-regulation has a correlation with higher academic self-efficacy of learners. Self-regulated learners are much better than their classmates, have goals for doing every task, and have strategic thoughts and self-control behavior (Schunk & Zimmerman, 1994). Thus, when learners retain self-efficacy in a particular subject or skill, self-regulatory practices are produced and retained. In addition, Zimmerman, Bandura and Martinez-Pons (as cited in Tavakolizadeh, Ebrahimi Qavam, 2011, p. 1098) proved that "while the self-efficacy of the students for self-regulated learning is a strong predictor of academic achievement, their self-efficacy for academic achievement is a predictor of final grades and self-regulation goals".

Moreover, the correlation between self-regulation and reading comprehension was examined and the result showed that there was no significant relationship between self-regulation with reading comprehension. This is a contrast with that of Khajavi and Abbasian (2013) indicating that the learners' self-regulation in reading has been significantly developed as the result of the concept mapping strategy direction. In addition, Nabavi Ekhlas and Shangarffam

(2012) investigated the relationship between determinant factors of self-regulation strategies and main language skills and overall proficiency. The finding of the study showed that reading is a solitary skill that will be anticipated by behavioral self-regulation.

In the light of the finding of this study, the researcher found that self-efficacy beliefs have an important role in improving reading comprehension of EFL students and teachers can help students to pay attention to this motivational variable as a facilitative factor and use some suitable ways or strategies for improving their reading skill. And also contrary to expectations, this study did not find a significant correlation between self-regulation with self-efficacy and reading comprehension. These findings with regard to previous studies were unexpected and the researcher thought it might be a result of students answering way or do not attention to the questions.

CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

The findings of the present study demonstrated the significant correlation between self-efficacy and reading comprehension but no correlation between self-efficacy and self-regulation. Moreover, this study has shown that there's no significant correlation between self-regulation and reading comprehension. These findings suggest that in general, self-efficacy helped people's to believe themselves in doing a particular task, goal and skill EFL learners can attempt to promote their efficacious beliefs for improving their reading comprehension.

However, there are some limitations in the present study. One source of weakness in this study which could have affected the measurements was the age range of participants (18-47) considering the fact that young and adult learners may be different in their self-efficacy and self-regulation beliefs because of a number of their personal experiences.

Secondly, the study was limited to reading comprehension. However, in order to get wiser to the role of self-efficacy and self-regulation in different aspects of language learning, it will do in other language learning area such as speaking, listening. Thirdly, in this study, the number of male and female participants was not equal. However, the gender may act as an intervening variable.

In general, since the populations of EFL/ESL learners are growing, English as a second or foreign language requires more researches in the Iranian context. Drawing on the theoretical concepts and practical procedures followed during the present study, further studies on the current topic are therefore recommended. This study included 99 EFL learners, in future investigations it might be possible to use more subjects. In addition, this study was limited to pre-intermediate learners; future studies can include with upper-intermediate or advanced students. The present study was limited to the area of reading, future studies can include the relationship of these motivational variables with the other English language skills such as (writing, listening and speaking). Finally, the participants in the present study were both male and female; further research studies can focus on the gender issues by only male or female participants.

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APPENDIX A

English as a foreign language self-efficacy questionnaire

General Self-efficacy

Directions: Please read the following questions carefully and circle the number that best describes **how sure you are that you can** perform each of the English skills below. 0 1 2 3 4 5 6 7

1.	Read and understand the main ideas of a short article about English traditions.	0	1	2	3	4	5	6	7
2.	Read and understand the main ideas of a long magazine article about an English traditions.	0	1	2	3	4	5	6	7
3.	Read and understand the main ideas of a Christmas card message from an English-speaking friend.	0	1	2	3	4	5	6	7
4.	Read and understand the details of a short story in English	0	1	2	3	4	5	6	7
5.	Read and understand the details of a short letter to the editor of an English-language teen magazine.	0	1	2	3	4	5	6	7
6.	Read and understand the details of a page from a tourist brochure describing various organized activities in an English-speaking country.	0	1	2	3	4	5	6	7
7.	Read and understand the details of a letter from an English-speaking friend who is bringing you up to date on the activities of his/her family.	0	1	2	3	4	5	6	7
8.	Read and understand the main ideas of a young person's short letter to a friend.	0	1	2	3	4	5	6	7
9.	Read and understand the main ideas of a young person's short letter to a friend.	0	1	2	3	4	5	6	7
10.	Read and understand the details of a paragraph from a pen pal's letter in English.	0	1	2	3	4	5	6	7
11.	Read and understand the details of a letter to the editor's responsein atravel magazine.	0	1	2	3	4	5	6	7

12. Read and understand the main ideas from a tourist brochure describing various organized activities in an English-speaking country.	0	1	2	3	4	5	6	7
13. Read and understand the main ideas of an ad in English for a house or apartment.	0	1	2	3	4	5	6	7
14. Read and understand the details of a short story in English.	0	1	2	3	4	5	6	7

Reading Self-efficacy Questionnaire

15. Can you finish your homework of English reading all by yourself?	0	1	2	3	4	5	6	7
16. Can you read and understand the English information on the Internet?	0	1	2	3	4	5	6	7
17. Can you read and understand English newspapers?	0	1	2	3	4	5	6	7
18. Can you read and understand new lessons in your comprehensive an English course book?	0	1	2	3	4	5	6	7
19. Can you read and understand English advertisements of commodities?	0	1	2	3	4	5	6	7
20. Can you read and understand English poems?	0	1	2	3	4	5	6	7
21. Can you read and understand a letter from an American pen pal introducinghis or her college life?	0	1	2	3	4	5	6	7
22. Can you read and understand English short novels?	0	1	2	3	4	5	6	7
23. Can you read and understand an English tourist brochure introducing western countries?	0	1	2	3	4	5	6	7
24. Can you read and understand English popular science books?	0	1	2	3	4	5	6	7

APPENDIX B

Academic Self-regulated Learning Scale (A-SRL)

Dear student,

Please indicate the degree of your agreement with the following statements through choosing one alternative (strongly agree=4, agree=3, disagree=2, strongly disagree=1) by putting a tick in the appropriate box.

Memory Strategy

1- I use note cards to write information I need to remember
2- I make lists of related information by categories.
3- I rewrite class notes by rearranging the information in my own words
4- I use graphic organizers to put abstract information into a concrete form.
5- I represent concepts with symbols such as drawings so I can easily remember them.
6- I make a summary of my readings.
7- I make outlines as guides while I am studying.
8- I summarize every topic we would have in class.
9- I visualize words in my mind to recall terms.
10- I recite the answers to questions on the topic that I made up.
11- I record the lessons that I attend to.
12- I make sample questions from a topic and answer them.
13- I recite my notes while studying for an exam.
14- I write messages for myself to remind me of my homework.

Goal-Setting

15- I make a detailed schedule of my daily activities.
16- I make a timetable of all the activities I have to complete.
17- I plan the things I have to do in a week.
18- I use a planner to keep track of what I am supposed to accomplish.
19- I keep track of everything I have to do in a notebook or on a calendar.

Organizing

20- I highlight important concepts and information I find in my readings.
21- I picture in my mind how the test will look like based on previous tests
22- I put my past notebooks, handouts, and the like in a certain container.
23- I study at my own pace.
24- I fix my things first before I start studying.
25- I make sure my study area is clean before studying.

Self-evaluation

26- If I am having a difficulty, I inquire assistance from an expert.
27- I welcome peer evaluations for every output.
28- I evaluate my accomplishments at the end of each study session.
29- I ask others how my work is before passing it to my professors.
30- I take note of the improvements on what I do.
31- I monitor my improvements in doing certain task.
32- I ask feedback of my performance from someone who is more capable.
33- I listen attentively to people who comment on my work.
34- I am open to feedbacks to improve my work.
35- I browse through my past outputs to see my progress.
36- I ask others what changes should be done with my homework, papers, etc.
37- I am open to changes based from the feedbacks I received.

Responsibility

38- I recheck my homework if I have done it correctly before passing.
39- I do things as soon as the teacher gives the task.
40- I am concerned with the deadlines set by the teachers.
41- I prioritize my schoolwork over other activities.
42- I finish all my homework first before doing unnecessary things.

Seeking Assistance

43- I use a variety of sources in making my research papers.
44- I use library resources to find the information that I need.
45- I take my own notes in class.
46- I enjoy group works because we help one another.
47- I call a classmate about the homework that I missed.
48- I look for a friend whom I can have an exchange of questions.
49- I study with a partner to compare notes. I explain to my peers what I have learned.

Environmental Structuring

50- I avoid watching the television if I have a pending a homework.
51- I isolate myself from unnecessary noisy places.
52- I don't want to hear a single sound when I'm studying.
53- I can't study nor do my homework if the room is dark.
54- I switch off my TV for me to concentrate on my studies.