A Study on the Correlation between Self-Efficacy Beliefs and Strategies in English Reading*

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Shim, Jaewoo, Lee, Heechul & Jin, Seunghee. (2016). A Study on the Correlation between Self-Efficacy Beliefs and Strategies in English Reading. The Linguistic Association of Korea Journal, 24(2), 101-125. The purpose of the study was to investigate the relationship between reading strategies and reading self-efficacy beliefs. A total of 219 Korean EFL middle school students completed the questionnaires on L2 reading strategies and reading self-efficacy beliefs. Canonical correlation analysis was conducted to examine the correlation between two sets of dependent variables and independent variables. The dependent variable set consisted of Global, Support, and Problem-Solving Strategies underlying reading strategies, and the independent variables were Initiative, Effort, Performance, and Persistence within reading self-efficacy beliefs. The study results showed that 32.9% of the variance between the dependent variable set of reading strategies and independent variable set of reading self-efficacy beliefs was explained by the canonical variate. Pedagogical implications based on the findings are discussed.

Key Words: Reading Strategies, Reading Self-Efficacy beliefs, Reading Comprehension, Canonical correlation

1. Introduction

In research in the area of reading of second and foreign language (L2), it is

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generally acknowledged that reading comprehension is a complex process, requiring interaction of a variety of factors and skills. Much research was conducted to identify predictive variables to influence reading proficiency of L2 learners (Shin & Kim, 2012; Song, 2001; Sparks, Patton, Ganschow, & Humbach, 2012). Koda (2005) stated that reading comprehension should be discussed considering a variety of factors. Quite a few previous studies have shown that various first and second language linguistic knowledge and reading strategies contribute to L2 reading comprehension (Kim, 2015).

L2 learners’ strategy use had been considered one of the important and influential predictors of reading comprehension across multiple studies (Barnett, 1988; Carrell, 1989, 1991). Basically strategies refer to learning techniques, behaviors, problem-solving, or study skills leading to more effective and efficient learning (Oxford, 2003), which are called learning strategies in the context of L2 learning. On the other hand, reading strategies concern about how readers conceive of a task, how they understand what they read, and what they do in the face of adversity in reading (Singhal, 2001).

According to Grabe (2009), reading is a strategic process in that a number of the skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals. Therefore, one of the important goals for reading instruction should be to help students become more strategic readers (Hudson, 2007).

Researchers studying about reading comprehension and monitoring among skilled and unskilled readers have strongly admitted the importance of reading strategy because it distinguishes between skilled and unskilled readers (Mokhtari & Reichard, 2002). For example, Pressly and Afflerbach (1995) noted that strategic readers deal with the reading task with some general tendencies such as being aware of what they are reading, why they are reading, and using a set of strategies to handle potential problems or to monitor their understanding of reading text. However, unskilled readers tend to be limited in reading strategy use. They rarely monitor their own memory, comprehension, and other cognitive tasks (Flavell, 1979; Markman, 1979).

However, strategy training does not guarantee that unskilled readers will