

عنوان مقاله:

Self-efficacy, Text Difficulty and EFL Learners' Pedagogic Task Performance

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خلاصه مقاله:

Till recently, text difficulty has commonly been determined by employing readability formulas, however, major criticisms have been leveled against readability formulas (Graves & Graves, 2003). This research project aimed at determining text difficulty through readability formulas and Coh-Metrix. In other words, the study investigated the role of text difficulty in EFL learners' pedagogic task performances. Since both males and females took part in the study, firstly the researchers aimed at finding out whether a different pattern of task performance existed for each. Secondly, all participants were provided with two different reading passages whose difficulty levels were determined by Coh-Metrix and readability formulas. Finally, a self-efficacy questionnaire was administered to delve into learners' self-perceptions about their own performances on the pedagogic tasks. Descriptive statistics, paired samples t-test and repeated measures ANOVA were utilized to analyze the data. The results indicated that gender of the students had no significant impact on the learners' performances on the pedagogic tasks. The findings revealed that text difficulty and the learners' self-efficacy significantly affected EFL learners' performance on the pedagogic tasks. The findings suggest that determining difficulty level of the texts through Coh-Metrix could be considered a step forward and will certainly assist language teachers and syllabus designers who strive to tailor the appropriate tasks and materials to learners at differing level of language proficiency. The results also imply that self-perceptions of learners might be a true predictor of their own performances on different tasks in general, and on pedagogic tasks in particular

کلمات کلیدی:

Pedagogic task types, Text Difficulty, Coh-Metrix, Self-efficacy

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