

The Role of Psychological Factors in the Process of Reading

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Abstract

Among the reader factors, psychological factors play crucial part in the process of reading. In an educational system, psychological factors that have been widely acknowledged by researchers can be viewed as an important element in assessing students' academic failure (Lee and Shute, 2010; Zins et al., 2004). Moreover, previous researches indicated that psychological factors have definite influence on the process of reading. Therefore, considering these factors in teaching curriculum could be profitable to the students. The present study focused on the importance of the psychological factors in the process of reading, and revealed the potential for future studies on these factors.

Keywords: Psychological Factors, Reading Comprehension

1.1 Introduction

Reading is one of the most widely employed skills in existing literature. Grigg and Mann (2008) asserted that one of the crucial tools that need to be studied more, which also plays an important role in establishing awareness and recreation is reading. This suggests that in order to access school curriculum and vocation effectively, students need to enhance their reading ability and reach mastery level in reading. According to Alderson (1984) to describe the process of reading, two significant factors are involved: the reader and the text (Alderson, 1984).

Among the reader factors, psychological factors, reading strategy knowledge and background knowledge play crucial part in the process of reading. In an educational system, psychological factors that have been widely acknowledged by researchers can be viewed as an important element in assessing students' academic failure (Lee and Shute, 2010; Zins et al., 2004). However, in order to understand a myriad level of texts, the reader needs to perform a series of reading abilities. For instance, evaluating a text with appreciation and trying to understand the words, and making inferences to comprehend the text. Therefore, understanding of text may vary among readers, because they may have different motivation, and also their psychological perspective and purpose of reading may be different. Yazdanpanah (2007) specified that if the psychological recourse is used correctly, an individual can comprehend a text successfully.

2. Review of the Studies on Psychological Factors

The next sub-sections describe the psychological factors which have mainly been focused on by researchers and the recent studies on these factors are reviewed.

2.1 Attitude

In the area of the language learning, attitude has been defined from various perspectives (ZainolAbidin et al., 2012). Researchers (Montano and Kasprzyk, 2008) declared that attribute is identified by a person's behavioral belief, weighted by their evaluation of their attribution. Therefore, a person is considered to have a positive attitude when holding strong belief towards their behavior which positively values their outcomes or attributes. Conversely, a person is identified to have negative attitude when holding strong negative beliefs with reference to their behaviors that negatively values their outcomes or attributes.

However, as pointed out by Guthrie and Wigfield (1997), attitude towards reading is defined as a person's feeling on the basis of reading, which will cause the learner to either approach or avoid a process of reading. Harris and Sipay (1990) agreed that, students' attitude to reading process play a significant role in both their reading attainment and choice of being voluntary to read. Farnan (1996) stated that a factor which influences reading achievement of the readers is their attitude towards reading. It was postulated that there is a connection between readers' inclinations to read and their attitude, motivation, and interest. According to the author, in the case of learning, this relation exists with learners' inclinations to learn. Based on the provided definitions of attitude we can conclude that having a positive predisposition could lead readers to be successful in the process of reading.

2.1.1 The Effect of Readers' Attitude on the Process of Reading

Lukhele (2013) established a study on eighty four pre-service primary school teachers in Swaziland, to find out whether attitude in reading, reading ability, vocabulary knowledge and academic performance are correlated.

Several instruments were utilized to obtain data such as questionnaire of attitude, test of recognition related to an author and magazine, the test of reading comprehension, and academic performance. The result of the analysis indicated that between attitude in reading and ability to read, no relationship exists, but academic performance and ability to read were correlated. Further analysis showed that participants' vocabulary knowledge and reading were also related.

The study conducted by Sani and Zain (2011) examined three variables of readers' attitude towards reading, self-efficacy, and their ability to read among different genders. The translated version of reading attitude questionnaire and reading comprehension tests were given to two hundred participants who were sixteen years old. The study reported positive correlation between the variables, but no difference in self-efficacy between the two genders. Moreover, compared to boys, girls were reported to accomplish the process of comprehension significantly with more promising attitude towards reading.

Similar to Sani and Zain's (2011) investigation, Kök (2010) disclosed the effect of curricula designed on students' achievement in comprehension process and attitude towards English learning in terms of brain dominance and reading strategies. The study utilized pretest posttest design to evaluate forty students comprising of males and females. Several tools were employed in Kök's study such as scale of reading strategies and attitude, the inventory of brain dominance, and test of reading comprehension and vocabulary. Quantitative analysis was conducted to analyze the obtained data. The study reported that participants' attitude in experimental and control group can be differentiated, and on the basis of brain dominance, experimental group showed better advantage. The findings of the study also confirmed that students' achievements in reading comprehension were the same and no differences were observed.

Kirmizi (2011) conducted a study on students at elementary level and investigated the association between attitude in reading and strategies in reading comprehension. One thousand three hundred and sixteen students from fifteen schools in Denizli, Turkey participated in the study, comprising of girls and boys, classified as fourth and fifth grades. The analysis of scale of attitude in reading and strategies of reading comprehension illustrated that prediction of students' comprehension strategies level and attitude in reading played significant role. Moreover, the findings indicated that between the times spent daily and level of strategy, there was negative and low correlation. In other words, between the use of strategy and number of books students read per year, positive and low relation was observed.

The work by Conlon et al. (2006) established on one hundred and seventy four adolescents studied the association between readers' reading skills and history of their family, self-perceptions, attitudes, and cognitive abilities. The study evaluated a reading skill model and measured certain factors such as history of the family, achievement, processes of cognition, and ability of self-perception. The relationship between history of family and children reading skills, spelling ability, process of comprehension, process of orthographic and children's competence in perceived reading was reported to be significant. The study indicated that although poor reading skills was due to reading difficulties among families, when other variables were included no additional variance in children's performance in reading of these measure was observed. However, reading skills evaluation provided additional information on the history of family knowledge, attitudes, and perceptions of children towards reading. The findings confirmed that reading comprehension was influenced by reader's attitude only in small significant variance.

2.2 Self-Efficacy

Bandura's (1977, 1986, 1997) definition of self-efficacy is based on the framework of Cognitive Learning Theory and denotes a person's competence in dealing with his/her individual challenges. Bandura (1986) explained self-efficacy as the person's personal belief in his/her potential to be knowledgeable or to carry out an assigned task or enforce a course of action to the targeted level. This is the primary principle of the social cognitive theory, which theorizes that self-efficacious subjects are always ready to accept challenges and invariably successfully complete whatever work assigned to them.

To succeed in the management of activities related to cognition and pedagogy, it is necessary that students should be self-efficacious. Schunk (1996) hypothesized that being self-efficacious positively influences an individual's choice of activities to be involved in, the effort they put in, the level of commitment and the results attained. According to Anderson et al. (1988) highly self-efficacious students have also been found to read extensively and attain greater comprehension of what they read.

Self-efficacy is a unique task-specific construct (Bandura, 1986). As such, when students predict how they will perform, they are making an assessment of their level of self-efficacy or indicating their ability to effectively execute some specific tasks (Finney and Schraw, 2003). For instance, students may believe in their overall abilities as students, but at the same time admit their low efficacy in a subject like algebra. Self-efficacy, being a task-specific construct, can result in students with high academic self-concepts, whose self-efficacy beliefs are low for tasks in algebra.

In order to evaluate the self-efficacy belief construct, three varying axes can be displayed. First, is developing and arranging activities for learning and accomplishing academic tasks. Second, is instructors' personal faith in their ability and competence to motivate their students and ensure learning. Third, is the collective confidence of the school in its capability to be successful significantly and academically (Demirel and Epçan, 2011). Based on these descriptions it was predicted that those who are highly self-efficacious will succeed in education. In line with such hypothesis, strategic reading programs should be made available to achieve maximum output on behalf of education, as well as, to enhance their reading comprehension and capacity of self-efficacy belief in their academic achievement.

2.2.1 The Effect of Readers' Self-Efficacy on the Process of Reading

Piercey (2013) highlighted the relationship between self-efficacy and reading achievement among three hundred and sixty four students who were studying in grades four and six. The effect of several variables such as gender, ethnicity, and type of school were taken into account. By comparing the mean score of self-efficacy in each variable, the result revealed no mean difference in terms of gender and ethnicity. Comparing students at elementary level and middle level, the former self-efficacy was reported higher. The findings also indicated that self-efficacy in reading could predict readers' reading performance on four factors namely, students' grades in arts, reading test scores, reading performance of the students rated by the teacher, and the amount of time spent on reading.

Naseri and Ghabanchi (2014) established a study among Iranian students at advanced level to find out the relationship between the three factors of self-efficacy beliefs, locus of control, and ability of reading comprehension. The study displayed Michigan test of reading comprehension, questionnaire of reading self-efficacy and internal control index among eighty one students. The result of data analysis showed that not only was there a correlation between the three aforementioned factors, but also there was a meaningful difference between internal and external reading comprehension ability. Moreover, the study also confirmed that achieving high score in reading comprehension strongly depended on the students' mental behavior on the basis of their self-efficacy and locus of control.

Habibian and Roslan (2014) presented a quantitative study to highlight the effect of self-efficacy on the process of reading comprehension by considering readers' language proficiency. The participants consisted of sixty four PhD and Master's students from two universities: Universiti Putra Malaysia and Universiti Malaya. Collection of data was achieved through the use of two instruments, namely, belief self-efficacy scale and test of reading comprehension. The findings of the study supported the notion that readers' self-efficacy and capacity in reading comprehension are highly correlated, and their self-efficacy in different language proficiency levels differ. Readers who stand at high proficiency level accomplished reading task satisfactorily than those with high self-efficacy level. The findings also proved that in academic achievement, both factors of self-efficacy and language proficiency play a prominent role, and students with high self-efficacy accomplish their task better than those lacking self-efficacy. In addition, in the process of reading, students with high proficiency level were more successful.

Many researchers have investigated the significance of self-efficaciousness and reading comprehension. Yoğurtçu (2012) for example, examined the effect of perceived self-efficacy on reading comprehension on academic performance among elementary students in high school during the academic year of 2011-2012. In elementary class, they had Kyrgyz, Turkish, and English, as well as, FL such as Russian and Chinese. A total of five hundred and fifty six (selected by random sampling) of the total population of one thousand four hundred and eighty five students comprised the sample, and the findings were therefore based on the responses of the five hundred and fifty six students to the survey questions. Multivariate statistical techniques were used to analyze the study factors that influenced the perception of self-efficacy on the process of comprehension and the rate of FL success. The results of the study indicated that the preparedness of students' self-efficacy was a significant aspect that impacted their academic achievement.

Ghonsooly and Elahi (2011) studied the association of EFL learners' self-efficacy in the process of reading comprehension and their reading anxiety. They also attempted to clarify EFL learners' self-efficacy and their achievement in reading process. The results demonstrated that respondents who possess high self-efficacy obtain high scores in the course of reading comprehension than those with low self-efficacy.

2.3 Anxiety

In psychological literature regarding the term emotion, one of the concepts which extensively pretended and became the central attention to clinical psychologist and psychiatrists is anxiety, yet often used to reflect diverse meaning. Anxiety which is an important component of affective factors plays a crucial role in L2 and FL reading. Brown (2007) emphasized the strong effectiveness of the role of anxiety in L2 and FL learning. According to Liu and Huang (2011) one of the influential factors that can predict students' achievement is affective factors.

Many studies have been conducted to identify the influence of anxiety as physical indication, psychosexual dysfunction, the onset, and reason of diseases (Edelmann, 1992). The present study, however, did not focus on anxiety in the context of clinical and health psychology, and while it attempted to investigate reading behavior of readers when reading authentic academic text, in terms of anxiety, the study focused on readers' anxiety in the process of reading.

2.3.1 The Effect of Readers' Anxiety on the Process of Reading

For several decades, studies on anxiety and the strategic use of language learning have increased significantly. On the basis of quantitative and/or qualitative data, researchers have in general, discovered that quite a number of students feel anxious in language classes. The reason being that anxiety is strongly and inversely related to language performance, that students with higher proficiency experience less anxiety, than those suffering from low proficiency. Thus, anxiety is the result of various linguistic, cognitive, and affective factors including the pedagogical style, strategy, and attitudinal factors such as reluctance to communicate, and also other aspects such as competition, and motivation (Liu, 2007; Saito et al., 1999; Yan and Horwitz, 2008 among others).

Um et al. (2013) examined students' perception towards English reading anxiety with respect to the gender and reading comprehension performance. The study also identified students' reading anxiety sources. Participants comprised of two hundred and thirty two junior students, and the study was carried out using both quantitative and qualitative design. On the basis of the quantitative analysis adopted, questionnaires of language reading anxiety by Saito et al. (1999) were employed and findings indicated that students were aware of their low level of anxiety with moderate effect of reading anxiety on their comprehension. The quantitative analysis also reported that males and females level of reading anxiety were identical. The qualitative design, on the other hand, was established through semi-structured interview. The analysis of the obtained data revealed sources of reading anxiety which were classified into six categories, namely, texts linguistic features, environment, readers characteristics, texts physical appearance, time limitation, and instructors.

Alrabai (2014) examined a model of FL anxiety among Saudi EFL learners. The paper reported on outcomes of a sizeable body of research involving three data collection iterations that spanned a three-year period during which there was investigation on the extent and reasons for FL anxiety among one thousand three hundred and eighty nine Saudi EFL learners. The respondents had to respond to questions on the level anxiety felt in learning English language and identify the reasons for their anxiety. The FL classroom anxiety scale was the tool employed to measure the learners' anxiety. The use of quantitative analysis helped to ascertain the causes of learners' anxiety in the context of classroom-based language learning. The respondents obtained, through three separate investigations communication, anxiety as the major reason for their language anxiety. The findings of these three studies showed high consistency which made it possible to develop a context-based model of FL anxiety for EFL students in Saudi. The findings indicated that language use anxiety was closely correlated to speaking anxiety, thus demonstrating that language use anxiety was caused by speaking anxiety. Being afraid of being negatively evaluated was shown to be very significantly correlated to language anxiety, thus indicating that it was another important factor that hampered the use of English in the language class. Anxiety in terms of social-image had a minor but important and close association with language use anxiety, suggesting that it was also an element that prevented learners from utilizing the FL accurately. A fear of comprehension and test anxiety was also observed to be an important cause of aggravating learners' language as it was found to be significantly correlated to this variable.

Tsai and Li (2012) examined the relationship between three factors of test anxiety, FL reading anxiety, and English reading proficiency. They administered test of reading proficiency, two scales of test anxiety and the FL

reading anxiety among participants. A total of three hundred and two college students took part in this study. By employing quantitative analysis, different findings were reported. 1) Negative relation between reading proficiency and the other two examined factors, test anxiety, and FL reading anxiety; 2) High correlation between test anxiety and FL reading anxiety; 3) Participants (testees and readers) who possessed high and low anxiety did not show difference in their reading proficiency. The study concluded that these findings could be the result of insufficient number of respondents. The study also suggested that having multiple-choice form of test in reading proficiency could not distinguish participants with low anxiety from those with high anxiety.

Song (2010) conducted a study on forty-five Korean students and highlighted the impact of anxiety on FL reading with participants' employment of reading strategies and their capability to comprehend text. Participants were divided into three levels of anxiety as high, mid, and low based on their score in responding to the scale of FL reading anxiety, and six participants were required to read individually. However, several procedures were taken to collect the data such as employing reading comprehension task, strategy inventory, questionnaire of cognitive interference, and interview. The result confirmed Korean students' reading anxiety and showed that factors such as organization of textual factors, cultural topic, and orthography can arouse anxiety. The study also illustrated that different anxiety level can affect readers' reading process on the basis of using reading strategies and cognitive interference. In addition, the study clarified that students who possessed high anxiety showed a low score of reading comprehension and utilized local strategies. Students with low anxiety exhibited high scores of reading comprehension and employed global and background knowledge strategies. Finally, the study concluded that though anxiety did not only play a notable part in the process of reading, it affected the process of comprehension.

Cabansag (2013) examined three factors of language ability, reading anxiety, and ability to comprehend text among five students, studying English. By considering the genders of the students, quantitative design was directed to obtain and interpret the data. The result indicated that in general students with low anxiety and low reading anxiety showed high performance in reading comprehension. It was reported that gender made no difference on both language anxiety and reading anxiety. When students attempted to learn in reading class, their language anxiety decreased, while their reading anxiety showed no difference. Cabansag's findings indicated that students who possessed language anxiety tend to have reading anxiety.

Mohd Zin and Rafik-Galea (2010) studied the impact of reading anxiety on comprehension performance among lowly proficient Malay ESL learners. In their research, it was expected that the effects of the stressful anxiety would greatly affect learners with low proficiency in their poor knowledge in linguistics, which may lead to greater doubt of their capacity that will trigger anxiety backlash when facing reading tasks. Their study employed the quantitative method of data collection which involves the use of questionnaires and a reading comprehension test. There was also a written recall task used to examine how anxiety and reading performance are related. The scoring of the data was performed quantitatively. The sample comprised of two hundred and eighteen first year low proficiency ESL learners, and the findings clearly indicated significant impact of anxiety on the reading performance of the respondents.

The comprehensive review presented by Al-Shboul et al. (2013) indicated the crucial role of L2 and FL anxiety, and provided clear insights that students' process of learning is influenced by their anxiety in FL. Moreover, it was shown that in each specific skill, the negative relationship between students' achievement and their anxiety in FL was different.

2.4 Interest

Renninger et al. (1992) defined interest as occurrence that appears as a result of a person's interplay with his or her surroundings. In the process of reading, according to Hidi and Renninger (2006), interest can be observed when the interaction between individual and content make up positively. It comprises of high attention and emotional involvement.

2.4.1 The Effect of Interest on the Process of Reading

Clinton (2011) employed two experiments to investigate interest and learning association among undergraduate students. The first experiment involved sixty students who were required to read two texts, chosen from scientific context, to perform writing recall, and to answer the reading comprehension questions. Self-reports were utilized to measure participants' topic and text-based interest. The findings illustrated that positive association existed between topic interest and text-based on texts learning. The second experiment included sixty-nine undergraduate students who were required to complete the same measures as in the first experiment by adding think-aloud procedure while reading the task. The outcomes demonstrated that there was a positive link between topic and text-based interest with inference generation. Further analysis proved that the positive

association between topic and text-based interest to accomplish reading comprehension question can be explained by inference generation as a mediator factor. Conversely, based on the statistical analysis, inference generation was totally independent from topic interest and recall association.

Parr (2011) conducted an experiment to investigate the impact of interest and memory function on the process of learning. The factors in the text and capacity of the memory were studied on the basis of their contribution to the understanding of narrative text as interest factor and their effect in facilitating learning. By employing quantitative analysis, the results showed that between texts with interest concept, the significant interaction of recall was high and the level of constrain was low. The capacity of the memory was also found to have no effect on the rate of interest and learning performance. When the text was interesting to the participants, the correct responses and text recall proportion appeared to be high. However, the study reported that when the text had interest inclusion, students were more likely to understand the concept, answer the questions, and recall the text.

Endo (2010) investigated the impact of topic interest on both vocabulary learning and retention. Participants were chosen from grade three comprising of students who have and do not have learning disabilities. Two studies were conducted with the same methodology applied in both studies. The first study consisted of students from third grade who had no learning disability, and in the second study third grade students who had disabilities were examined. For students who had no disabilities in learning, the findings indicated the importance of topic interest on vocabulary retention. They learned the vocabularies well when they were highly interested in the topic, but in the situation of low interest in the topic they showed equal performance. Moreover, significant correlation between two factors of their ability to comprehend the text and their world knowledge were reported. It was revealed that each factor significantly correlated with student's vocabulary retention. On the other hand, students who had disability in learning and those who had low reading comprehension abilities showed that vocabulary retention was not affected by topic interest. The findings of the study provided evidence of high association of reading comprehension and world knowledge, and indicated that in students' learning vocabulary process, these two factors play prominent role. In summary, the study demonstrated that students' retention of vocabularies was highly determined by their topic interest.

The relationship between students' situational interest and oral communication was reported in Lienig's (2011) investigation. The author conducted a study among students with learning disabilities in reading from rural public school. Two students, a boy from seventh grade and a girl from fourth grade, participated in the study and each one was required to read thirty stories. By employing pre and post survey, their interest were measured and it was found that in the case of seventh grade student, there was weak positive association between situational interest and oral communication. The findings also showed that in the case of fourth grade student, there was a moderate negative relation between oral comprehension and situational interest. A student from fourth grade who exhibited higher situational interest than topic interest also indicated that her ability to read independently can increase when the situational interest increases.

The impact of topic interest on the process of comprehension was reported by Magliano et al. (2011) which focused on motivational variables involved in interest while reading. The researchers attempted to highlight how comprehension process takes place and changes by the effect of interest while reading expository text. In comparison between readers with high interest and low interest, the findings illustrated that the former accomplish texts confidently, and valued the features that support mental construction of the text. The study also indicated that less-skilled readers could benefit from interest factor to engage in the text. The findings of the study offered an explanation for the reported study in literature that demonstrated topic interest affects on students' performance in answering comprehension tests.

2.5 Motivation

In students' learning, motivation is a critical variable that can give them the incentive to surmount the challenges of learning a language. Research to date has been confined mostly to the study of well-balanced achievers among students. There is little doubt that the activity of reading requires effort, and that it is something the students can choose to undertake or reject, depending on their level of motivation. In essence, due to the fact that reading is optional, the students must be motivated to read. Theorists in motivation have tried to determine the reasons why individuals decide to engage in and persist with one activity while ignoring others (see Pintrich and Schunk, 2002). It has been found that in the absence of motivation, even those who are cognitively skilled will still prefer not to read. It therefore comes as no surprise that the literature on reading has focused on attitudes towards reading as a mediating factor.

To Bandura (1986), motivation is a behavior directed by desire to achieve certain objectives, driven and maintained by the possibility of achieving exceptional results from engaging in an activity. Motivation determines the way and the reasons why people learn, as well as, how well they perform (Pintrich and Schunk, 2002). Motivation is seen as a social concept, which is lively, specific (Dornyei, 1998), and have a close relation with the learner's concept of his/her personal identity. The results of research show that motivation has a direct impact on the frequency of the learner's use of strategies in L2 learning, the degree of input received in the language they are learning, and how proficient they become (Dornyei, 1998). Due to the significance of motivation as earlier mentioned, it has received an increasing research effort in the past few decades. Norris-Halt (2001) revealed that up to the 1990s, studies on motivation were primarily from a socio-psychological perspective along the lines of Gardner and Lambert (1972).

2.5.1 The Effect of Readers' Motivation on the Process of Reading

Instances of students with the ability, but who lack the inclination to read is an issue of much concern among educators. The notion that motivation is a contributing factor in the discerned differences between individuals has been much studied in relation to language learning strategies.

Memiş and Bozkurt (2013) studied meta-cognitive awareness, motivation in reading, levels of reading and success in comprehension of five hundred and seventy seven students in fifth grade to find out how they are related by employing the comparative relative scan model. The research findings based on the data collected with four scales led to the conclusion that the level of comprehension of readers who were considered independent was high, and anxiety was identified as a cause of decreasing reading comprehension. There was however no difference in gender, and independent readers of both genders showed high reading comprehension scores. It was found to be a fairly close relationship between reading comprehension and meta-cognitive reading comprehension, internal-external motivation and reading level. Metacognitive reading comprehension showed a thirty three percent total variation involving internal motivation, external motivation, and level of reading.

Ahmadi et al. (2013) conducted an experiment on the relationship between students' reading motivation and reading comprehension. It was observed that reading motivation is a multifaceted construct with several constituents. This study of motivational array was an expansion of previous literature with the inclusion of constructing motivation through interest, observed control, collaboration, participation, efficacy, genres of the text, particular context versus general one, and an individual versus other reference of motivation. Reading motivation was considered as the crucial element and was given particular attention in FL teaching. The study explored how motivations in reading comprehension ability are related. Lack of motivation skill in reading is intensified by the focal role of motivation in reading in higher educational achievement and students normally face problems in comprehension process, when they seek motivation. Motivation is critical in reading process, and it has been found that reading motivation significantly and positively affects English reading comprehension.

Ghaedrahmat et al. (2014) examined the motivating and demotivating factors that affect Iranian EFL learners' reading comprehension proficiency in learning English at Khorasgan Islamic Azad (Isfahan, Iran) university. One hundred senior students of both genders were selected at random as participants. To determine the motivating and demotivating factors that influenced the reading comprehension of the respondents, modified versions of two questionnaires by Guthrie and Wigfield (1997) and Warrington (2005) were used. On the basis of the analysis of the participants' responses, two samples of fifty students were determined and labeled as motivating (M) and demotivating (D) groups. This was followed by the administration of a reading comprehension test (TOEFL). The results exhibited that the average reading comprehension profile of the group labeled M was significantly higher than the group labeled D, with a notably positive correlation between the motivating /demotivating factors and learners' reading comprehension performance. The results indicated that English teachers should be aware of the motivational beliefs exhibited in the classroom by their students. Knowing the motivational beliefs of their students will enable teachers to develop learning activities that effectively use students' favorable motivational beliefs and encourage them to rethink the negative beliefs.

2.6 Summary of Findings on Psychological Factors Studies

To summarize the discussion regarding the importance of psychological factors in the process of reading, two major concerns can be drawn. First, reviewing the above studies in terms of reader cognition, emotion, and motivation indicated that psychological factors have a prominent impact on students' reading process. Having positive attitude, self-efficacy, and motivation do not only reduce their anxiety in comprehension, but also encourage them to accomplish their task successfully and solve their difficulties while reading. Moreover, it is evident from previous works that FL reading anxiety has a definite influence on performance, particularly,

reading comprehension. Hence, it is obvious that in the process of reading and teaching curriculum, considering psychological factors could be profitable to the students.

Second, despite the large number of investigations on the role of psychological factors in the process of reading comprehension, there is lack of studies that focused on individuals' reading behaviors to find out the source of psychological factors that teachers need to be informed and implement in academic reading. Most of the studies concentrated on group of learners, employed a testing procedure and investigated the effect of psychological factors on the process of reading, rather than finding what the factors are.

In Iran, the process of reading comprehension has been investigated from numerous perspectives and several problems have been identified in the studies. However, to the researcher's best knowledge there is an absence of empirical studies that dealt with this issue. Therefore, exploring the essence of readers' psychological behavior in the process of reading, Iranian EFL learners have received less attention, which is open to investigation.

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