



## An Analysis of the Current Situation of Chinese University Students' English Reading Self-efficacy and A Proposed Intervention Program for Enhancement

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**Abstract:** China attaches great importance to the development of English language learning and education, and English language education is still in the process of continuous exploration and improvement. Improving students' English reading self-efficacy to enhance their English reading is an attempt to enhance students' English reading from the perspective of non-linguistic factors. Taking a Chinese public university as an example, using the Reading Self-Efficacy Scale (RSES, a 16-item reading self-efficacy scale with only one dimension), 527 respondents involved, through comparing data mean values of English majors with non-English majors and the composite mean value of these respondents, this questionnaire survey and data analysis found that: The university students are generally at a medium level in English reading self-efficacy; English major keeps a higher reading self-efficacy than non-English major; There is huge room for university students' reading self-efficacy improvement. Guaranteeing students' time investment in reading, improving students' reading materials, strengthening of strategic guidance for students' reading, improving students' reading style, strengthening teachers' guidance on attribution of students' reading failures and on praising students for successful reading events are the proposed intervention program for enhancement of English reading self-efficacy.

**Keywords:** Chinese University Student, English Reading Self-efficacy, Current Situation, Proposals

### Introduction

Reading is regarded as one of the most important components in learning language and it is an essential tool for lifelong learning for all learners <sup>[1]</sup>. Cognitive psychology holds that reading is closely related to intelligence, and reading is the process of interaction between language and thinking. Researchers have gradually found that students' individual factors will affect their reading achievement, such as reading self-efficacy. Reading self-efficacy performs a fundamental role in gaining academic achievement in college education <sup>[2]</sup>. Achievement in reading is pertinent to reading self-efficacy <sup>[3]</sup>. High level of self-efficacy is revealed to contribute to learners' growth in reading <sup>[4]</sup>. Several newest studies on previous research studies also have reported the higher self-efficacy beliefs, the better results in developing reading comprehension <sup>[5][6][7]</sup>.

China attaches great importance to the development of English language learning and education, English reading is one of the most important aspects of language learning for Chinese university students. University students have invested a lot of time and energy into it. But the results were not good. Taking the passing rate of English exams as an example.

In China, all the English major students need to attend to the Test for English Majors--Band 4 and Band 8 (Abbreviated as TEM-4 and TEM-8; sophomore attending TEM-4, junior attending TEM-8) and all the non-English major students are encouraged to attend to the College English Test-Band 4 or Band 6 (Abbreviated as CET-4 and CET-6; Generally, non-English major students need to pass CET-4 during their university years, and after passed CET-4 they could register for CET-6). Among all these exams, the assessment and evaluation of reading proficiency is one of the important contents. The each year national pass percentages of TEM-4 and TEM-8 are around 50% and 30% in recent years, the national pass rates of CET-4 and CET-6 are around 40% and 16%. The pass rates of the above exams in this Chinese public university are consistent and coordinate with the national pass rates. Excepted to the higher requirements for the setting of questions due to the selective nature of the tests, students' English proficiency is the root cause of the overall low pass rate. The passing rates of the English exams is a reflection of students' English reading level, and also in the daily teaching process, it can be felt that students have a great need to improve their English reading.

English language education in China is still in the process of continuous exploration and improvement. Improving students' reading self-efficacy to enhance their English reading is an attempt to enhance students' reading from the perspective of a students' individual factor.

### Literature Review

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Self-efficacy also be called Efficacy beliefs. In Bandura's<sup>[8]</sup> social cognitive theory, self-efficacy is a central element to produce desired actions, without which people have little motivation to perform given tasks. Self-efficacy is defined as an individual's own judgments of their perceived self-capabilities to perform tasks or actions at the designated levels<sup>[9]</sup> and self-efficacy has been studied and regarded as a significant influence and predictor to performance.

With the expansion of the application field of self-efficacy theory, when entering the field of education, a series of concepts related to self-efficacy have been formed, such as learning self-efficacy; When it comes to the study of English learning, a concept related to self-efficacy has been formed for a certain skill of English learning, such as self-efficacy in writing, self-efficacy in listening, self-efficacy in speaking and self-efficacy in reading. The concept of reading self-efficacy was formed. Krashen<sup>[10]</sup> stated that if a learner has a high enthusiasm for foreign language learning and great confidence in learning, their foreign language learning effect will be relatively ideal, and the input and output of the language will be basically equal. Naomi A.N.Y. Boakye<sup>[11]</sup> found self-efficacy as the best predictor of students' reading proficiency. As Ernesto Macaro<sup>[12]</sup> said a sense of self-efficacy is part and parcel of autonomy: without it the learner may simply not have the confidence to tackle the language on their own, while self-efficacious learners are more likely to take on challenging language learning tasks because of their belief that they have the ability. Gulden Kosar, Yunus Emre Akbana, Levent Yakar<sup>[13]</sup> obtained that reading self-efficacy performs a fundamental role in gaining academic achievement in college education. The high level of the reading self-efficacy would be resulted in a high reading achievement. Tang Yan<sup>[14]</sup> stated reading self-efficacy is the application of self-efficacy in English and it can predict and influence the use of English reading strategies and reading achievement.

### **Description of the Study Area:**

**Reading self-efficacy:** Reading self-efficacy is the central factor for individuals to generate expected behaviors, and it is an individual's belief in their ability to engage in certain behaviors. It can become weak or strong depending on the specificity or difficulty of the task. Self-efficacy grows and develops with individual experience and the passage of time. In the teaching of foreign language reading, it is found that reading attitude has a positive effect on reading self-efficacy; the higher individual reading self-efficacy is, the more beneficial individual reading comprehension development is.

### **Statement of the Problem:**

In China, English class is an important to learn English for most students. The students in China started learning English from the 3rd grade of primary school, and their English class will be lasted till their first and second year of university life. In universities, non-English major students and English major students choose one or two subjects about English reading. To English major students, commonly courses of reading are their compulsory courses. The main purpose of university students is to improve their English proficiency, and they have invested a lot of time and energy into it. But the results were not good.

At the same time, the level of their English reading self-efficacy is not high, especially for non-English major students. This impression is consistent with the conclusion reached by Liu Jing<sup>[15]</sup> after the data analysis of a survey on English reading self-efficacy and reading strategies of 120 sophomores of non-English majors in a university in Shandong Province, China. This is also consistent with the data analysis results of Lu Feng's<sup>[16]</sup> survey of 336 non-English majors' self-efficacy in English learning in one Chinese University and stated that non-English majors' self-efficacy in English learning is generally at a medium level, and there is great room for improvement.

### **Objective of the study:**

To survey the level of Chinese university students' English reading self-efficacy.

To explore the difference of the students of reading self-efficacy between English and non-English majors.

To verify the conclusions of previous researchers on the level of English reading self-efficacy among university students.

### **Research Questions:**

1. What status of students' reading self-efficacy level in this Chinese public university?
2. What the differences between non-English and English major students in reading self-efficacy?
3. What ways do this Chinese public university need to take to improve the English reading self-efficacy of their students?

### **Research Approach:**

#### **Participants:**

There are 16,462 students in this Chinese university in 2023. 700 of them are English majors. Using Raosoft calculator to get the sample size of English majors is 249. For the sample size of the non-English major students, this study selected the 2 largest population majors of non-English majors, Major of Law with the population of 495 and Major of Computer Science and Technology with the population of 497. The total population is 992. Same using Raosoft calculator to get the sample size is the number of 278. Together 527 respondents were involved in this study.

**Instrument for the Study:** The Reading Self-Efficacy Scale (RSES) was used. It was developed and adopted by Gulden Kosar, Yunus Emre Akbana, Levent Yakar<sup>[17]</sup>. It's a developed and validated 16-item reading self-efficacy scale, which could prompt the university teachers of reading to undertake studies with an eye to examining their students'

reading self-efficacy. This reading self-efficacy scale had only one dimension. According to the original intention of the scale designers, using the reading self-efficacy scale could help identify students' strengths and weaknesses in their reading skills, which could enable reading teachers to become conscious of the areas to be developed in students' reading abilities. In each item, there is a scale (1=" Not at all "; 2=" Slightly"; 3=" Somewhat"; 4=" Fairly well"; 5=" Very well").

**Procedures:** This study use the Questionnaire Online App, the respondents were given the questionnaire through giving the link of the questionnaire, and let them finish this questionnaire on their cellphone. The total time of answer is estimated to be approximately 10 to 12 minutes, depending on the students' overall language and reading ability. They should also be encouraged to respond honestly to each statement in the inventory and to ask questions about any aspect of the instrument they do not understand. It took 10 days to distribute the questionnaires at English major classes and non-English major classes. Since cluster sampling was used in the study, the researcher made sure that all questionnaires were 100 percent collected.

**Results and Discussion:**

The collected data were entered and analyzed by using SPSS 26(Statistical Package for the Social Sciences) program. Descriptive statistics on the data are utilized to answer the above research questions of this study through relevant mean analysis.

**Profile of the Respondents:**

		Gender		English exams passed		Total
		Female	Male	No	Yes	
<b>Major</b>	English	N. 216	33	85	164	249
	% of Major	86.7%	13.3%	34.1%	65.9%	100.0%
	% of total	41.0%	6.3%	16.1%	31.1%	47.2%
	Non-English	N. 142	136	169	109	278
% of Major	51.1%	48.9%	60.8%	39.2%	100.0%	
% of total	26.9%	25.8%	32.1%	20.7%	52.8%	
<b>Total</b>	N.	358	169	254	273	527
	% of total	67.9%	32.1%	48.2%	51.8%	100.0%

Table 1: Profile of the Respondents

In this study, 249 English majors and 278 non-English majors were selected randomly, with a total sample size of 527.

(1) In terms of gender, there are 216 female students and 33 male students majoring in English, 142 female students and 136 male students majoring in non-English. In this Chinese public university, as a teacher training university, mainly for cultivating teachers, the ratio of male to female students in English majors and non-English majors is consistent with the ratio of male to female students in other normal universities.

(2) The passing rate of English exams is 65.9% among English major students and 39.2% among non-English major students, which is related to the higher English proficiency of English major students and their better ability to participate in various English exams.

**The Level of Students' English Reading Self-efficacy:**

	English majors			Non English majors			Over-all		
	Mean	R	VI	Mean	R	VI	Mean	VI	R
1. I can identify the topic of a reading passage.	3.81	1	H	3.30	1	SWH	3.54	H.	1
2. I can identify the purpose of the author.	3.68	2	H	3.23	2	SWH	3.45	SWH	2
3. I can use my background knowledge about the topic of the reading passage to improve my reading comprehension.	3.51	10	H	3.10	9	SWH	3.30	SWH	7
4. I can find the explicit main idea of a reading passage.	3.60	4	H	3.16	5	SWH	3.37	SWH	5
5. I can find the implied main idea of a reading passage.	3.24	15	SWH	2.97	15	SWH	3.10	SWH	15
6. I can determine topic sentences in a reading passage.	3.59	5	H	3.20	3	SWH	3.38	SWH	4

7. I can find supporting detail/s in a paragraph.	3.68	2	H	3.14	6	SWH	3.39	SWH	3
8. I can use context clues to guess the meanings of unknown words in a passage.	3.29	14	SWH	3.06	12	SWH	3.17	SWH	13
9. I can judge whether supporting details are relevant to the topic of the reading passage.	3.55	7	H	3.08	10	SWH	3.30	SWH	7
10. I can distinguish facts from opinions in a reading passage.	3.48	12	SWH	3.13	7	SWH	3.30	SWH	7
11. I can answer questions on the passage after reading it.	3.56	6	H	3.17	4	SWH	3.35	SWH	6
12. I can use reading strategies like skimming and scanning to enhance my reading comprehension.	3.54	8	H	3.06	12	SWH	3.29	SWH	11
13. I can draw logical conclusions from a reading passage.	3.53	9	H	3.08	10	SWH	3.29	SWH	11
14. I can make logical inferences based on what is given in the reading.	3.50	11	H	3.12	8	SWH	3.30	SWH	7
15. I can take notes of key points as reading a passage.	3.35	13	SWH	3.00	14	SWH	3.16	SWH	14
16. I can summarize a reading passage after reading it.	3.24	15	SWH	2.95	16	SWH	3.09	SWH	16
<b>Composite Mean</b>	<b>3.51</b>		<b>H</b>	<b>3.11</b>		<b>SWH</b>	<b>3.30</b>	<b>SWH</b>	

“Legend: 4.50 – 5.00 = Very High (VH); 3.50 – 4.49= High (H); 2.50 – 3.49= Somewhat High (SWH); 1.5 – 2.49= Slightly High (SLH); 1 – 1.49 = Not at all High (NH)”

Table 2: Students’ English Reading Self-efficacy

The table 1 shows that the composite mean of students’ reading self-efficacy is 3.51 for English major, and 3.11 for non-English major. It reveals that English major keeps a High reading self-efficacy and non-English major keeps a Somewhat High in reading self-efficacy. The two are at different levels of reading self-efficacy.

The high level of reading self-efficacy among English major students is consistent with previous research findings. Gulden Kosar, Yunus Emre Akbana, Levent Yakar <sup>[18]</sup> used this reading self-efficacy scale which could be used to measure college students’ reading self-efficacy. Their data was collected from 430 students of the departments of English language teaching and English language and literature studying at state universities in Turkey. Their finding obtained that reading self-efficacy performs a fundamental role in gaining academic achievement in college education. The high level of the reading self-efficacy would be resulted in a high reading achievement.

The reasons for English majors to keep a high level of English reading self-efficacy: First of all, English major students start learning English from the third grade of elementary school, and by the time they enter university, they have had more than 9 years of English learning experience, which has given them a certain foundation in English. Another particularly important personal emotional factor is that their previous English learning experience has been mostly enjoyable, such as their good English learning results and achieving certain results or grades, which strengthens their confidence in English learning. Thirdly, they choose to major in English when entering university because they are interested in or have a certain level of confidence in English learning. Having a good foundation in English, a pleasant English learning experience, and an interest and grasp in English learning enable English major students to have a high level of reading self-efficacy.

Compared to English major students, the non-English major keeps a Somewhat High in reading self-efficacy, which is lower to English majors, and it is at a medium level, which is consistent with previous research findings that non-English majors’ self-efficacy in English learning is generally at a medium level, and there is great room for improvement.

The reason is that they also have a certain foundation in English. The vast majority of them have experienced the same English language learning classroom time as English majors, but most of their English learning results are not very good, which affects their choice of university majors except English major. Most of them are eager to bid farewell to English language learning after entering university. This reflects how many unpleasant experiences their previous English learning had caused them. But for Chinese university students, English learning in their first and second years is a compulsory course, so most of them continue the confidence state they have formed in English learning since high school. Some students’ confidence state may even be strengthened and improved by passing the college entrance examination.

Over-all weighted mean of the two group is 3.30, which implies that most of the participants keep a Somewhat High status (a medium level) in reading self-efficacy. This value indicates that there is still huge room for improvement in

students' reading self-efficacy level. Capara et al. [19] stated that high level of self-efficacy is revealed to contribute to learners' growth in reading. English teachers and teaching management departments of this Chinese public university need to make greater efforts to improve students' reading self-efficacy in the process of English teaching and English learning activities, in the way of improving students' English reading by improving students' reading self-efficacy.

***More Detail Reports about the Students' English reading Self-efficacy:***

Ranked first one is the item "1. I can identify the topic of a reading passage." The weighted mean for English majors is 3.81(H), which shows that English major students are able to identify the topic of a reading passage. And the weighted mean for non-English majors is 3.30(SWH), which is less than the English major and reveals that non-English major students are not good at identifying the topic of a reading passage. The over-all weighted mean of the two group is 3.54, which means most of the participants can identify the topic of a reading passage. In China, the cultivation of English reading for students is mainly in the middle and high school stages. Teachers emphasize the learning of vocabulary and grammar in the teaching process around the requirements of English course exams and college entrance exams. In the process of English teaching and learning, there is relatively little guidance given to students in terms of reading appreciation. However, in order to achieve the goal of passing English exams and improving scores, the teachers provided corresponding guidance on the classification of article writing types (such as technology articles, story articles, news articles, etc.) in teaching. Therefore, students will make judgments about the type of writing in English reading. This is also the reading method that students often use, so they show a relatively high reading self-efficacy in this item.

The second highest weighted mean of all the items is "2. I can identify the purpose of the author." The over-all weighted mean of the two group is 3.45, which shows that most students are somewhat able to identify the purpose of the author. The mean for English majors is 3.68(H), which shows that they are able to identify the purpose of the author when they are reading a passage. However, the mean for non-English majors is 3.23(SWH), which implies that they are less than the English majors in grasping the purpose of the author, even they are somewhat able to identify the purpose of the author. In fact, in daily English teaching in China, English teachers regard grasping the central idea of one article and the views and attitudes expressed by the author as the key content for students and guide students to practice in reading frequently. Therefore, students understand that grasping the author's intention is particularly important for the overall reading comprehension of the article, and therefore pay special attention to it in reading. It is also one of the important methods for students in reading. It is not surprise that students exhibit high reading self-efficacy in this item.

The third highest weighted mean of all the items is "7. I can find supporting detail/s in a paragraph." The over-all weighted mean is 3.39, which shows they are somewhat confident in finding the supporting detail information in a paragraph. The mean for English majors is 3.68(H), which reflects that English major students have a confidence in finding the supporting detail information in a paragraph. The mean for non-English majors is 3.14(SWH), in a lower stage compared with English major, which reveals they are less confidence in finding the supporting detail information in a paragraph. In the daily teaching process in China, English teachers not only pay attention to the handling skills of question types about the main topic, but also introduce the problem-solving skills of the detailed question types, including how to search for details in an article, such as paying attention to the use of negative words, transition words and phrases, and transition sentences. So the students both English major and non-English major have a confidence in finding supporting detail/s in a paragraph.

The item of the lowest over-all weighted mean of 3.09 which is interpreted as less confidence to be able to summarize a reading passage after reading it and ranked sixteen among all items. The content is "16. I can summarize a reading passage after reading it." The mean for English majors is 3.24 and the mean for non-English majors is 2.95. That implies that both two groups are less confidence to be able to make summary of a reading passage. Regarding the reasons behind this: Firstly, students rarely reflect or summarize after reading. The fundamental reason is that most students' English reading is presented in the form of exam questions. In the English reading exam questions, students' understanding of the article is assessed by the method of "read the following article and complete the relevant choice-type questions following the article". Commonly the questions are single-choice questions, occasionally one multiple-choice question, and there are almost no subjective questions, because the evaluation and scoring process is too cumbersome. A question like "Please state the main idea of the article in your own words" is even more impossible. Therefore, after solving single-choice questions, students generally do not review or summarize the article. Students rely on their general and vague impressions of the article during the reading process to complete the reading task, without expending effort in summarizing or describing the main meaning and ideas expressed in the article itself. Secondly, students lack technical guidance on how to summarize. Teachers feel that it is generally difficult for students to answer questions related to summary, and the scores for these types of questions in an exam are not high, resulting in a lack of introduction and guidance in related skills to students. Students also have a clear lack of confidence in completing these types of summary questions well. Thirdly, students lack practice in summarizing in their daily learning. Students are rarely asked what they have gained from reading one article, and therefore they rarely reflect and summarize, gradually becoming in awe of the requirements of summarizing one article or a passage.

The second lowest over-all weighted mean is 3.10. The item is "5. I can find the implied main idea of a reading passage." The weighted mean for English majors and non-English majors are 3.24 and 2.97. That means they are less

confidence to find the implied main idea of a reading passage. Regarding the reasons behind this: Firstly, finding the implied main idea in one article itself is a high-level requirement that requires a high level of comprehensive reading ability. Secondly, in the daily teaching process of teachers, this requirement is also introduced as a difficult point, which creates a negative reflection on students' reading psychology, which is that such reading requirements are difficult to complete. Thirdly, students have encountered too many failures in completing such requirements during their reading process. Teachers should introduce methods and techniques of finding the implied main idea during the teaching process, and pay attention to encourage students keeping a pleasure emotion to this requirement instead of being in an awe or terrible emotion.

The third lowest over-all weighted mean of the items is 3.16 and the content is "5. I can take notes of key points as reading a passage." The weighted mean of two groups are respectively 3.35 and 3.00. It reveals that they are less confident to be able to take notes of key points as reading a passage. It may be caused by the following reasons. Firstly, students aim to save reading time. Students mainly engage in reading exercises during exams, which emphasize reading speed. Under the high speed requirements, most students read quickly, and taking notes or marking is often seen as a way to delay time. Secondly, teachers rarely specifically introduce note taking or marking techniques during the reading process. Therefore, in aspect of reading materials and reading scenarios, it is advocated that students can independently choose reading materials based on their interests and hobbies, so that they can feel the convenience and benefits of taking notes and marking in reading, thereby strengthening the skills of taking notes or marking. Teachers need strengthen the introduction and application of this skill to students during the reading process.

### **Conclusion:**

From the analysis of the survey data, it can be seen that (a) English major keeps a higher reading self-efficacy than non-English major; (b) Students (English majors and non-English majors) are generally at a medium level in reading self-efficacy; (c) There is huge room for university students' reading self-efficacy improvement.

This research result is consistent with previous research findings. Tang Guaiguai <sup>[20]</sup> took 150 non-English Major Freshmen as research subjects in Chinese Lanzhou Jiaotong University and found that the current level of non-English freshmen's reading self-efficacy is at the middle level. Tang Yan <sup>[21]</sup> took 219 English majors as research subjects mainly from Chinese Harbin Normal University and found the reading self-efficacy of English majors are at a high level.

School administrators need to pay attention to and support students' English reading development; In the process of English reading teaching, English reading teachers should improve their awareness and skills in developing students' self-efficacy in English reading. Through improving students' self-efficacy in English reading, students' English reading level and English proficiency can be promoted.

### **Research Deficiencies and Prospects:**

Although the study has been designed by the researcher as carefully as possible, because of the limited time and the researchers' ability, there are still some limitations in this study.

First of all, the 527 subjects in this study were all from a Chinese public university, and the data analysis conclusion can better reflect the English reading self-efficacy status of university students in this university. This case study can only reflect the learning level of university students from a small aspect, but cannot represent the overall English reading self-efficacy status of Chinese university students.

Secondly, according to Bandura, self-efficacy is developing and malleable; however, this study just collected the data once, and no tracking research carried out.

Thirdly, the research employs the questionnaires as the main tool to collect data so it cannot perfectly reflect how participants think in the actual reading process.

### **Proposals:**

The subjects involved include students, teachers, schools, educational administrative departments, and even the state. Specifically, it can be started from the following 5 aspects:

1. Guarantee of students' time investment in reading. In China, English class is an important to learn English for most students. Most teachers pay too much attention to knowledge of vocabulary, grammar, and syntax. And students don't have opportunities to express their own affect, attitudes and values. Wang Qiang <sup>[22]</sup> points out that there are four major reasons for this phenomenon. The first reason is about the limitation of class hours. Schools have set up fewer reading courses for students because they are facing high school entrance examination and college entrance examination at the middle school stage. Schools often concentrates on the exam-oriented courses in the arrangement of courses so teachers have a tendency to teach exam-related content with their limited class hours. But the reality is, although the importance of reading has been established, a pattern of low academic reading commitment among university students has been reported. St Clair-Thompson, Graham, and Marsham <sup>[23]</sup> reported that students, in a university in the UK, spent an average of 14.1 hours per week reading textbooks and journal articles for their assigned reading. They added, only a small percentage of students read the materials suggested by teachers. Similarly, Huang, Orellana, and Capps <sup>[24]</sup> in their study of reading habits revealed that students in the United States spend an average of 4.94 hours a week on college reading, 4.17 hours on extracurricular reading, and 16.40 hours per week on Facebook. Okolo and Ivwighrehweta <sup>[25]</sup> state that the majority of students do not read daily unless there is a need to read. In daily teaching

and communication with students, it can be observed that similar phenomena also exist among Chinese students. Therefore, in the process of reading teaching for Chinese college students, it is necessary to break away from the utilitarian reading approach centered achieving high scores in exams and ensure that students' reading time is invested.

2. Improvement of students' reading materials. Wang Qiang <sup>[26]</sup> points out the limited reading materials make it difficult to expand reading teaching, it is another major reason for many problems in English reading teaching at present. In the Teaching Syllabus for English Majors in Higher Education Institutions (2000 edition, by the Chinese Ministry of Education), it stipulated a reading reference list for English majors, which includes 106 classic English literature works, American literature works, Canadian literature works, Australian literature works, and 12 Chinese literature works. Non English major students do not have a reference list for reading literary works; For English majors, the works are classics, but from the perspective of language development, they seem to be a little backward compared with university students who like new trends. Coupled with factors such as English exam pressure, insufficient teacher guidance, insufficient reading time investment, and weak reading atmosphere, few English major students have truly read these literary works. At the national level, efforts need to be made to provide new reading materials that are more in line with the development of the times. Some schools' good practice is to provide students with a list of reference books to read every year in the school library, and organize reading competitions such as Reader's Month, encouraging students to engage in reading based on their hobbies and interests; Reading teachers can provide students with expanded reading lists based on classroom teaching content; The National Library publishes a monthly ranking list of borrowed books by book category to guide readers in selecting reading books; It is also necessary for the National Publishing Group to timely introduce some of the latest foreign literary works.

3. Strengthening of strategic guidance for students' reading. Wang Qiang <sup>[27]</sup> points out another major reason for many problems in English reading teaching at present is the guidance of reading teaching. Some teachers are lack of professional teaching and guidance and there are still many misunderstandings in the setting of the reading teaching goals, the analysis of the learning situation and so on. Reading teachers need to break away from the "exam centered" reading teaching goal, return to the goal of improving students' reading ability and appreciation, and continuously improve their reading skills and theoretical accumulation and professional level. Schools should encourage reading teachers to carry out teaching reforms in expanding students' reading abilities and actively provide teacher training and exchange opportunities related to reading teaching. Davies <sup>[28]</sup> points out that comprehensive reading is the best way to enrich the number of vocabulary, solidify the grammar knowledge, and develop the ability of comprehensive skills when using language. Reading teachers need strengthen the guidance of students in reading skills, vocabulary learning and accumulation methods, so as to improve students' reading ability.

4. Improving students' reading style. Grellet <sup>[29]</sup> classifies reading into four categories, including skimming, scanning, intensive reading and extensive reading. Extensive reading is known as comprehensive reading. By means of extensive reading, readers could acquire sufficient and accurate information and gain access to a great deal of language materials, enrich the amount of vocabulary, strengthen the sense of language, widen the scope of knowledge as well as improve the capability of language application. What's more, Grellet also adds that the so called broad reading is a kind of fluent reading, through which readers could have fun in reading. At present, the teaching of reading in schools is more of an intensive reading mode, and it is necessary to promote the popularization and application of the four reading methods, especially the promotion of extensive reading, so that more students can feel the joy of reading. After cultivating good reading habits and having a pleasant reading experience, students can improve their reading self-efficacy.

5. Strengthening teachers' guidance on attribution of students' reading failures and on praising students for successful reading events. Wang Qiang <sup>[30]</sup> points out one major reason for many problems in English reading teaching at present is about the concept of teaching whose concept of traditional reading teaching has not been fundamentally changed, and some teachers still focus on teaching and do not pay enough attention to students' learning. Positive guidance and positive evaluation from teachers are particularly important for students. Teachers need to guide students to correctly view the failures and setbacks encountered in reading. In Weiner's attribution theory <sup>[31]</sup>, a more comprehensive analysis of one's view of the causes of one's success or failure is presented. He pointed out that only the effort can be controlled by the individual will, the other items (as skill, effort, task difficulty, good or bad luck, physical and mental condition, and other factors) are not controlled by the individual will. Reading teachers need guide the students to attribute their own reading ability and efforts to the results of the positive feedback, avoiding students attribute their failure to internal, stable and uncontrollable factors, they will feel learned helplessness. That is to say, if they don't think they have the ability to achieve their reading goals, it is useless to try hard. Then the students will be more confident about their reading ability, and to make effort in strengthening the use of reading strategies to improve their English performance.

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