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(57) Abstract :

Abstract The specific notions of attributional beliefs should be provided earlier, at the beginning of the L2 academic reading venture, to better support students in coping with a wide variety of educational reading learning challenges that may have the potential to stifle their potent reading learning efforts. This will result in the breeding of more successful, persistent, and proficient L2 academic readers. To be more precise, graduate-level EFL students will correctly ascribe their reading learning successes and failures to the least expendable efforts rather than a lack of learning competencies and luck, demonstrating the importance of adaptive attributional beliefs in this academic learning arena. The purpose of this qualitative research was to examine the attributional beliefs held by English Education Master's degree candidates during their academic reading endeavors. This investigation sought to answer the question, What specific attributional ideas are English Education Master Students upholding during the academic reading venture The researchers in this study used qualitative content analysis to extract a set of reusable assumptions about the phenomenon under consideration. In a nutshell, the results showed that when the participants were fully induced with adaptive attributional beliefs, they were able to do better as L2 academic readers during time-consuming learning tasks.

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