With the hope that research into learners' beliefs will deepen teachers' understanding of how learners approach reading in English, this study aims at investigating the effect of gender on learners' beliefs about reading comprehension in EFL (English as a foreign language). To achieve this aim, the researcher used a questionnaire of 21 multiple choice items. An independent sample t-test was used to analyze the items of the questionnaire as reported by the participants. Results of the t-test showed no significant differences between male and female participants' beliefs about reading comprehension except in four items. The results of this study can help teachers to build a supporting learning environment, to initiate students interest, and to enhance their reading skills.