

The Relationship between Reading Test Strategy Use and Reading Self-Efficacy Sources of Uzbek EFL Learners*

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Salaeva, Gulnoza; Shim, Jaewoo & Lee, Heechul. (2023). The relationship between reading test strategy use and reading self-efficacy sources of Uzbek efl learners. *The Linguistic Association of Korea Journal*, 31(2), 123-143. The purpose of this study is to explore the relationship between the use of reading test strategies and reading self-efficacy beliefs among Uzbek EFL learners. The subject pool consisted of 266 Uzbek students who were taking IELTS preparation courses in language centers. Principal Component Analysis was used to reduce the dimensionality of the variables. Based on the students' use of reading test strategies, two clusters were identified using K-means cluster analysis. To determine the impact of the four sources of reading self-efficacy on differentiating the two groups of students, discriminant analysis was conducted. The findings revealed that 'enactive mastery experience' and 'verbal persuasion' played significant roles in distinguishing high and low users of reading test strategies, with the accuracy of 68.4%. The results suggest that Uzbek EFL learners need to enhance their reading self-efficacy in order to use reading test strategies effectively and improve their performance on reading tests.

Key Words: reading test strategy use, four sources of reading self-efficacy

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1. Introduction

Reading is an essential part of language learning as it facilitates learning in multiple ways. However, reading skills are considered one of the most challenging among the four language skills. Particularly, Uzbek students of English as a foreign language (EFL) face difficulties in getting higher scores from reading module when taking international language tests. According to the International English Language Testing System (IELTS) Test-Taker Performance Statistics 2022, the average score obtained by Uzbek students in the reading module was 5.7 out of 9. Improving reading performance can be a time-consuming and gradual process, as it involves multiple cognitive processes and may require sustained effort over an extended period of time to achieve even small gains.

Factors influencing L2 reading proficiency have been extensively investigated. In Bandura's Social Cognitive Theory, learners' perceptions about their own capabilities to fulfill any task are highlighted as an important feature to achieve or fail in accomplishing goals (Bandura, 1986). Specifically, one's belief in their own ability to succeed in specific situations or accomplish a task has been defined as 'self-efficacy belief' by Bandura. A great number of studies have been done about the positive association between language learning processes and self-efficacy (Pajares, 2003; Saito, 2020; Siew & Wong, 2005) and the strong relationship between reading performance and self-efficacy (Tobing, 2013; Wilson & Kim, 2016; Yogurtcu, 2013). The use of language learning strategies is another variable that has been studied as one of the influential factors that affect language learning (O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1975). The study of the relationship between reading test strategy use and reading test self-efficacy of Uzbek EFL learners is important because it can help educators understand which strategies are being used effectively, identify factors that influence students' confidence in their ability to perform well on reading tests, and ultimately lead to improved academic outcomes for these learners.

Although numerous studies have been carried out on the significance of self-efficacy beliefs and the use of strategies in reading comprehension, scant attention has been paid to the correlation between reading self-efficacy and reading test-taking strategy use. In this regard, this study will contribute to understand the effect of reading test self-efficacy on reading test strategy use of Uzbek EFL learners.

The present study aims to answer the following research questions to investigate the relationship between reading test strategy use and reading test self-efficacy beliefs of

Uzbek students:

- 1) How many clusters can be formed based on the subjects' reading test strategy use?
- 2) What sources of reading test self-efficacy are important in discriminating clusters based on the subjects' reading test strategy use?

2. Literature Review

2.1. Reading Strategies and Its Classification

Reading is a complex process that involves many cognitive and linguistic skills, including decoding, comprehension, vocabulary knowledge, and background knowledge (Alderson, 2000). Language learners need to employ various reading strategies to become skilled readers. The use of reading strategies can help them to simplify reading process and easily understand the text.

Several studies have been done on the classification of reading strategies. Anderson classified reading strategies into five categories of supervising strategies, support strategies, paraphrase strategies, coherence strategies and test-taking strategies. One of the widely used reading strategy classification system was developed by Chamot and O'Malley (1994). The classification includes three main categories of reading strategies namely cognitive strategies, metacognitive strategies and social-affective strategies. The characteristic feature of this classification, it emphasizes the importance of both cognitive and metacognitive strategies in successful reading comprehension, as well as the role of social and emotional factors in reading. Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002) is another widely recognized classification of reading strategies. They divided reading strategies into three categories of global, problem-solving and support strategies.

Most of the classifications of reading strategies are geared towards enhancing one's reading ability. However, since the present study centers on reading performance, it pertains more to the reading strategies employed by students during reading assessments. Therefore, for this study, the theoretical framework proposed by Wier (Wier et al., 2006), which delves into cognitive processing in reading, was deemed appropriate. Wier's framework outlines two main categories of reading strategies in the reading test: expeditious reading and careful reading, each with two subcategories of global and local

comprehension. In addition to using reading strategies, it is also crucial to employ test-taking strategies in order to successfully complete reading tasks. According to Cohen and Upton (2006), there are two categories of the strategies used by students in reading tests: reading strategies and test-taking strategies. Reading strategies are methods and approaches that students use to comprehend written texts, such as identifying main ideas, summarizing information, making inferences, and analyzing the structure of the text. Conversely, test-taking strategies are techniques and methods that students use to approach and answer test questions effectively.

2.2. Reading Self-Efficacy

Self-efficacy refers to an individual's belief in their ability to successfully complete a task or achieve a goal. According to Bandura, self-efficacy influences the choices people make, the effort they put into a task, and how long they persevere in the face of obstacles or difficulties. Bandura proposes that there are four primary sources of self-efficacy: 'enactive mastery experience', 'vicarious experience', 'verbal persuasion', and 'physiological states' (1997).

Numerous studies have been conducted on the importance of self-efficacy beliefs in relation to reading performance. The systematic literature review by Shehzad et al. (2019a) provides valuable insights on this topic. The review analyzed thirty-four studies, examining the relationship between self-efficacy and reading performance across different variables and study designs. The authors discussed the results of these studies and found that while most studies showed a significant correlation between self-efficacy and reading performance, some studies reported an insignificant relationship. The studies were reviewed based on the variables, such as context, gender, grade-level, socio-economic status, and ethnicity of the participants. Ghonsooly and Elahi (2011) conducted a survey to investigate the relationship between EFL learners' self-efficacy in reading comprehension and their reading anxiety, as well as the relationship between self-efficacy and reading achievement. The study found that participants with high levels of self-efficacy achieved higher scores in the reading comprehension compared to those with low levels of self-efficacy. The other research study conducted on the relationship among reading self-efficacy, reading strategy use and reading comprehension level of Iranian EFL learners also reported a statistically significant association among the three variables (Naseri & Zaferanieh 2012). According to Yogurtcu (2013) the academic achievement of language

learners is positively correlated to the high level of reading self-efficacy. In the study, the Reading Comprehension Self-Efficacy Scale comprising 27 items was employed, with three sub-scales measuring "Written and Visual Meaning", "Self-Regulation in Reading", and "High Self-Esteem in Reading Comprehension".

2.3. Reading Self-Efficacy and Reading Strategy Use

There have been a few studies conducted on the correlation between reading strategy use and self-efficacy beliefs among EFL learners. One of these studies was conducted by Baker & Wigfield (1999) on the relationship between reading test strategy use and reading self-efficacy beliefs among college students found that students with higher levels of reading self-efficacy were more likely to use reading test strategies effectively, and that the use of these strategies was associated with higher academic performance. Another study examined the relationship between reading test strategy use and reading self-efficacy beliefs among middle school students by Zimmerman and Schunk (2001) found that students who reported higher levels of reading self-efficacy were more likely to use reading test strategies more frequently than the ones with low self-efficacy beliefs. Mahdiah Naseri (2012) also found a significant positive correlation between reading strategy use and reading self-efficacy beliefs among Iranian EFL learners. The study results showed that learners who reported higher levels of reading strategy also reported higher levels of reading self-efficacy beliefs. Overall, these studies suggest that there is a positive relationship between reading test strategy use and reading self-efficacy beliefs, and that students who feel confident in their ability to read and comprehend texts are more likely to use effective reading test strategies and perform better on reading assessments.

3. Methodology

3.1. Subjects

A total of 266 Uzbek students who were taking IELTS preparation courses at language centers in Urgench city participated in the study. Of these, 171 (64%) were female and 95 (36%) were male. The average age of the students was 19 years. The researchers targeted

students who had been preparing to take the IELTS Academic test. Additionally, all subjects had been learning English as a foreign language since the 5th grade of middle school and had been taking IELTS preparation courses for at least 6 months.

3.2. Instruments

The two questionnaires developed by the researchers to test the relationship between reading test self-efficacy sources and reading test strategy use of Uzbek EFL students. The Questionnaire of Reading Test Strategy Use (Appendix A) was designed to measure the use of reading test strategies by Uzbek students. On the other hand, the Questionnaire of Reading Test Self-Efficacy (Appendix B) was designed to determine the level of self-efficacy of Uzbek students in performing academic reading tests. The questionnaire includes questions related to the students' beliefs about their abilities to perform well in academic reading tests, their confidence in their reading skills, and their perceived control over their reading performance.

3.2.1. Questionnaire of Reading Test Strategy Use

The Questionnaire of Reading Test Strategy Use was designed to measure two categories of strategies: IELTS Reading strategies and Test taking Strategies with several subcategories. The questionnaire consists of 30 items with a 6-point Likert scale for each item. The first 14 items measure Reading strategies, while items 15 to 30 measure Test taking Strategies. By measuring both reading strategies and test-taking strategies, it provides a comprehensive understanding of the strategies that Uzbek students use to perform well on the IELTS Reading Test. To avoid confusion among subjects, the category labels were not included in the questionnaire. The researchers used a six-point Likert-type scale to avoid the neutral tendency of participants. This is because people tend to choose a mid-scale option when they are uncertain about their response to a question. Using a six-point Likert-type scale helps participants to clearly indicate their positive or negative views on the questionnaire.

3.2.2. Questionnaire of Reading Test Self-Efficacy

Since self-efficacy beliefs can be specific to the research context, questionnaires for measuring self-efficacy are typically developed for each individual study (Smith et al., 2003). Therefore, the researcher constructed the Questionnaire of Reading Test Self-Efficacy

for this study.

The final version of the questionnaire contained 12 items, which were distributed among four sub-dimensions: 'enactive mastery experience' (3 items), 'vicarious experience' (3 items), 'verbal persuasion' (3 items), and 'physiological states' (3 items). Study participants were asked to respond to each item on a six-point Likert-type scale, ranging from 'strongly agree' to 'strongly disagree'. To ensure content validity of the measurement, the questionnaire was developed based on guidelines from Bandura (2006).

4. Data Analysis

The questionnaires for reading test strategy use and reading self-efficacy were distributed to the subjects by their instructor before the reading mock test. The subjects were given twenty minutes to fill out the questionnaires. Finally, 266 valid responses were collected for both questionnaires.

First, Principal Component Analysis was conducted to determine which items constitute the principal components in dimension reduction. To address the first research question, k-means cluster analysis was employed to determine the group differences in the subjects' reading test strategy use. Finally, the discriminant analysis method was adopted to identify which sources of self-efficacy play a significant role in separating the grouping variable of reading strategy use.

4.1. Principal Component Analysis

According to Jolliffe (2002), PCA is a widely used technique for dimensionality reduction and data visualization, which can help to extract the essential information from complex data sets. PCA was used to determine the principal components of the instrument and reduce dimensionality. Dimensionality reduction was very helpful in simplifying the data analysis procedure. 266 valid responses were submitted to SPSS version 23.0.

4.2. K-Means Cluster Analysis

The SPSS program version 23.0 was also used to perform a K-means cluster analysis aimed at identifying clusters of cases based on the IELTS reading strategy use scores of

the participants. According to Hair et al. (2019), K-means cluster analysis is a statistical technique that categorizes sample cases into distinct clusters or groups, separating similar cases in one cluster from those in other clusters.

4.3. Discriminant Analysis

Discriminant analysis is a multivariate statistical technique used to investigate differences between a grouping variable and discriminating variables. Discriminant analysis involves creating a linear combination of predictor variables that maximally differentiates between two or more groups (Hair et al., 2006). The resulting discriminant function can then classify new cases into one of the groups. In this study, the SPSS program version 23.0 was used to conduct discriminant analysis to examine the contributions of four sources of reading self-efficacy (i.e., ME, VE, VP, PS) in discriminating the groups which were clustered based on subjects' IELTS reading test strategy use. The cluster groups were the dependent variable, and the four sources of reading test self-efficacy served as independent variables.

5. Results

5.1. Principal Component Analysis

PCA was performed on two subcategories of Reading Strategy Use and Test-Taking Strategy Use, separately. Initially, PCA was employed to determine the number of principal components that constituted Reading Strategy Use. Due to low communalities, two items were deleted from the analysis. The remaining 12 items were then subjected to PCA, which identified four principal components that collectively accounted for 49% of the total variance. As per Hair's (2019) recommendation, a minimum of 60% of the total variance must be explained for the construct to be considered valid. Thus, five principal components were extracted, and the outcome revealed that 60.3% of the total variance was explained. The 5 dimensions of Global Expeditious Reading, Local Expeditious Reading, Global Careful Reading, Local Careful Reading, and Linguistic Knowledge Application Strategies were assigned based on the item meanings that made up each factor. Then, PCA was applied to the scores of students for Test-Taking Strategy Use to

determine the number of factors. The results indicated the presence of five principal components with an explained total variance of 55.1%. Although 55.1% is not considered a high percentage, in certain cases, such as in social science research, it may still be considered acceptable (Hair et al, 2019). The amount of variance explained by set of factors is not the only criterion for evaluating the validity of a construct. Other factors, such as theoretical significance, practical relevance also play important roles in determining the usefulness and validity of a construct. The dimensions were named based on the communalities and attributes shared among the items that were grouped together as one factor. These dimensions include Text-management, Test-wiseness, Test-Ending, Time Management, and Key word Strategies. Subsequently, a PCA was performed on the reading test self-efficacy data, which was assessed using the Questionnaire of Reading Test Self-Efficacy which was designed based on Bandura's guidelines and comprised four dimensions: Mastery Experience, Vicarious Experience, Verbal Persuasion, and Psychological State. Therefore, the number of principal components extracted was fixed to four. Due to low communalities, 3 items were removed from the data. The PCA yielded a total explained variance of 61.1%, with the highest eigenvalue of 3.7 and the lowest eigenvalue of 0.897.

5.2. K-means Cluster Analysis of IELTS Reading Strategy Use

The K-means cluster analysis was adopted to find out how many clusters could be formed based on the subjects' Reading Test Strategy Use to address the first research question. The results show that the sample of this study can be grouped into two clusters: 139 subjects grouped together as Cluster 1 (52.2%), while 127 subjects were categorized as members of Cluster 2 (47.8%).

Table 1. Final Cluster Centers

	Cluster	
	1	2
Zscore: Global Expeditious Reading	.39035	-.42724
Zscore: Local Expeditious Reading	.06929	-.07584
Zscore: Global Careful Reading	.23539	-.25763
Zscore: Local Careful Reading	.41004	-.44878
Zscore: Linguistic Knowledge Application	.40336	-.44147

	Cluster	
	1	2
Zscore: Text-management	.52779	-.57766
Zscore: Test-ending	.44635	-.48852
Zscore: Test-wiseness	.34271	-.37509
Zscore: Keywords	.27881	-.30516
Zscore: Time-management	.50039	-.54767

According to the histogram of final cluster centers (table 1), while all indices are positive in Cluster 1, all indices for Cluster 2 are negative. This means that the subjects in Cluster 1 use reading test strategies more than the members of Cluster 2, whereas subjects in Cluster 2 use reading test strategies less than the other group. Based on these findings, Cluster 1 was named the 'High Strategy Use Group', and Cluster 2, the 'Low Strategy Use Group'. A visual comparison of strategy use in the two clusters can be seen in Figure 1.

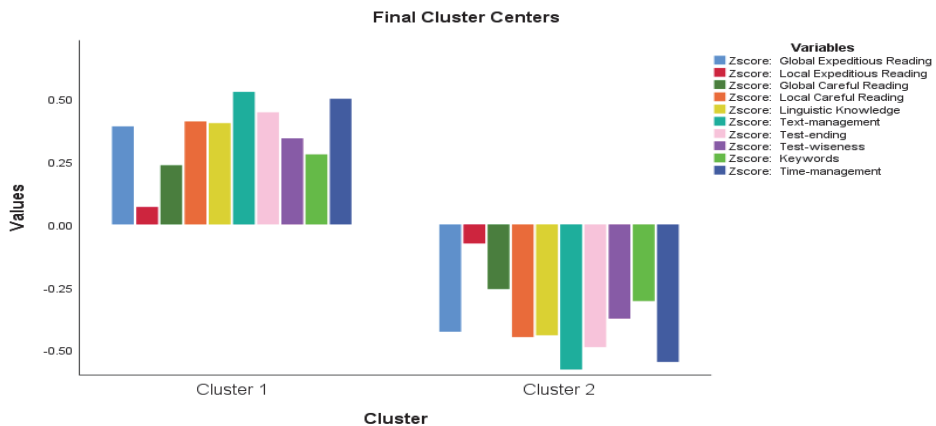


Figure 1. Histogram of Final Cluster Centers

5.3. Discriminant Analysis of Reading Test Self-Efficacy Based on Reading Test Strategy Use

In this discriminant analysis, dependent variable was a group variable (the two clusters of reading test strategy users) and the results of four reading test self-efficacy were entered as independent variables.

Table 2. Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
Mastery Experience	.901	28.880	1	264	.000
Vicarious Experience	.946	15.053	1	264	.000
Verbal Persuasion	.916	24.350	1	264	.000
Psychological State	.987	3.556	1	264	.060

Table 2 illustrated that there was a statistical significance among two strategy groups with 4 sources of self-efficacy except Psychological State($p=.060$). The results shows that 3 sources of reading self-efficacy were statistically significant in terms of univariate analysis proving no correlations among items. According to Wilks' Lambda test, the first function had statistical significance ($p=.000$). The canonical correlation coefficient of function 1 was 0.386, which meant 15% of the variance in function 1 was explained by the group variable.

Table 3. Summary of Canonical Discriminant Functions

Test of Function(s)	Eigenvalue	% of Variance	Canonical Correlation	Wilks' Lambda	Chi-square	df	Sig.
1	.175	100.0	.386	.851	42.211	4	.000

The standardized and unstandardized discriminant function coefficients for each sub-dimension of reading self-efficacy represent their relative contribution to discriminating between two clusters of reading strategy use. The variable with the highest standardized canonical function coefficient is considered the most vital variable in dividing the groups. It is illustrated in table 4 that the value of the standardized coefficient for 'enactive mastery experience' was the largest (0.675), followed by 'verbal persuasion' (0.481). The coefficients for 'vicarious experience' (.308) and 'psychological state' (-.215) were small. This suggests that only two sources of reading self-efficacy - enactive mastery experience and verbal persuasion - were statistically significant variables in discriminating between the two clusters.

Table 4. Canonical Discriminant Function Coefficients
(Standardized and Unstandardized)

	Standardized	Unstandardized
Mastery Experience	.675	.805
Vicarious Experience	.308	.374
Verbal Persuasion	.481	.580
Psychological State	-.215	-.213
		(Constant) -7.354

Table 5 showed the group centroids of two clusters. The group centroid for *Low Strategy Use Group* was -.436 and *High Strategy Use Group* was .398.

Table 5. Functions at Group Centroids

Cluster Number of Case	Function
	1
High Strategy Use Group	.398
Low Strategy Use Group	-.436

The ultimate outcome of the classification process is displayed in Table 6. Within the High Strategy Use Group, a total of 104 participants out of 139 were accurately classified, yielding a success rate of 74.80%. In the Low Strategy Use Group, 78 out of 127 participants were correctly classified, resulting in a success rate of 61.4%. Overall, 68.4% of all participants were classified correctly.

Table 6. Classification Results

		Cluster Number of Case	Predicted Group Membership		Total
			1	2	
Original	Count %	1	104 74.8%	35 25.2%	139 100%
		2	49 38.6%	78 61.4%	127 100%

Note: 68.4% of original grouped cases correctly classified.

6. Discussions and Implications

The concepts of reading self-efficacy and reading strategy are complex and influenced by the individual's context, making it difficult to have a unified understanding of their dimensions. With the application of principal component analysis this study revealed reading test strategy use had ten dimensions, while reading test self-efficacy had four dimensions according to the reading tests strategy use and reading test self-efficacy beliefs reports of Uzbek EFL learners.

The discriminant analysis demonstrated how the two clusters based on strategy use scores differed in terms of reading self-efficacy, which aligns with previous research indicating a positive correlation between reading strategy use and self-efficacy. Despite the abstract nature of these constructs and the various factors that can influence them, the study was able to correctly classify 68.4% of the participants. This supports the argument that students with high self-efficacy are more likely to use more reading strategies, as their level of self-efficacy may influence their choice of strategies.

The most important reading self-efficacy source in separating the two clusters was mastery experience with its standardized discriminant coefficient (SDC) of .675. Bandura's assertion that mastery experience is the most important source of self-efficacy beliefs is well-supported by this result. It suggests that the group variation based on the use of reading test strategies among Uzbek EFL students can be linked to their individual reading performance outcomes in the past. This conclusion is in line with Bandura's (1997) theory, which posits that a person's past successes or failures can affect their level of engagement in a task. Hence, it can be presumed that students who have had more prosperous practices in reading are likely to utilize a broader variety of reading techniques in comparison to those who have had fewer accomplishments. On the other hand, students who have faced unsuccessful experiences in reading may adopt fewer strategies.

The other significant factor for the differentiation of the two clusters in terms of reading self-efficacy was found to be verbal persuasion, as indicated by the standardized discriminant coefficient of .481. Based on this finding, it may be inferred that students who exhibit elevated levels of verbal persuasion are more likely to belong to the high strategy use group. This can be supported by Bandura's (1997) assertion that the provision of feedback from influential sources in the form of verbal persuasion aids learners in the decision-making process and facilitates the regulation of their learning behaviors within

the framework of language instruction. In other words, people receive helpful advice and feedback from important people in their lives, they are better able to make good decisions and regulate their own learning. The idea of a positive feedback from others as a source of confidence was supported by several studies (Fong & Krause, 2014; Usher, 2009). According to Alharbi (2021), teachers have a great role in building students' confidence. They approach teaching in a professional manner, not just imparting knowledge but also encouraging students to be courageous and believe in their ability to fulfill any task.

The findings of this study indicate that the use of reading test-taking strategies has a positive correlation with reading test self-efficacy. The outcomes hold significant implications for educators of English as a Foreign Language (EFL). The researchers of this study propose that the integration of alternative assessments, such as self-assessment and peer assessment, represents a viable method for enhancing both students' academic performance and self-efficacy. Brown (2004) discussed various types of assessment, including alternative assessment and provided examples of how they can be used in language teaching. Self-assessment can aid learners in identifying their strengths and weaknesses, allowing them to recognize areas that require improvement and gain a better understanding of their performance. It can also contribute to the development of students' enactive mastery experience. As for peer assessment, it offers opportunities for both mastery experience and verbal persuasion. By assessing their classmates' work, students can acquire mastery experience. At the same time, receiving positive feedback from peers, students are verbally persuaded that they are having a great performance on the task being assessed. Furthermore, the study highlights the importance of providing students with timely and constructive feedback by teachers, as this can enhance their learning and self-efficacy. In the present study, enactive mastery experience and verbal persuasion were found to be significant sources of self-efficacy that differentiated the high strategy use group from the low strategy use group. In other words, students who feel confident in their ability to perform well on reading tests are more likely to use reading test strategies more often and efficiently. This, in turn, can lead to improved reading performance and achievement of higher scores on reading tests. Therefore, promoting the use of reading test strategies and enhancing students' reading self-efficacy can be powerful tools for improving their results in reading tests. Educators can encourage the use of reading strategies in the classroom and provide students with opportunities to practice and apply these skills in diverse contexts.

7. Conclusion

The relationship between reading test strategy use and four sources of reading self-efficacy of Uzbek EFL learners was investigated in this study. The groupings of the subjects as high and low users of reading strategies were successfully discriminated by the two sources of self-efficacy, namely enactive mastery experience and verbal persuasion. It can be emphasized that students of high reading strategy use group have more enactive mastery experience and verbal persuasion compared to low strategy use group.

This study will contribute to understanding the factors that influence reading performance among Uzbek students of EFL and offer insights into the improvement of reading instruction by clarifying the relationship between reading strategy use and self-efficacy beliefs. The findings obtained from this study can help researchers gain insights into the factors that influence Uzbek students' reading performance and provide suggestions for improving their academic reading. Therefore, it is important to note that one of the limitations of this study is having a small sample size which may affect generalizability of the results.

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Appendix A

QUESTIONNAIRE OF READING TEST STRATEGY USE

The purpose of this questionnaire is to collect information about the various reading strategies and techniques you use when you take Academic Reading Test. Each statement is followed by six numbers: 1, 2, 3, 4, 5 and 6, and each number means 'strongly disagree', 'disagree', 'slightly disagree', 'slightly agree', 'agree', 'strongly agree' respectively. After reading each statement, circle the number (1, 2, 3, 4, 5 or 6) which applies to you. Note that there are no right or wrong responses to any of the items on this questionnaire.

Please circle one number to represent the level of your reading strategy use									
1	2	3	4	5	6				
strongly disagree	disagree	slightly disagree	Slightly Agree	agree	strongly agree				
No.	Statements			Scales					
1	skim the text or part of it quickly and selectively to get the general idea what is about			1	2	3	4	5	6
2	match words that appeared in the question with the same words in the text			1	2	3	4	5	6
3	look for the possible synonyms or paraphrases of the key words in the question from the text			1	2	3	4	5	6
4	look for parts of the text that the writer indicates to be important			1	2	3	4	5	6
5	read key parts of the text such as the introduction and conclusion			1	2	3	4	5	6
6	determine the meaning of an unknown word in the question			1	2	3	4	5	6
7	figure out the meaning of a difficult word in the text by surrounding sentences			1	2	3	4	5	6
8	use my knowledge of vocabulary			1	2	3	4	5	6
9	use my knowledge of grammar			1	2	3	4	5	6
10	read the part of the text slowly and carefully considering the difference in meanings			1	2	3	4	5	6
11	read relevant parts of the text again			1	2	3	4	5	6
12	identify the main idea in order to locate the correct section of the text			1	2	3	4	5	6
13	read selectively by ignoring the unnecessary parts			1	2	3	4	5	6
14	read a part of the text between the lines in order to identify what the author is implying			1	2	3	4	5	6

Please circle one number to represent the level of your reading strategy use												
1		2		3		4		5		6		
strongly disagree		disagree		slightly disagree		Slightly Agree		agree		strongly agree		
No.	Statements						Scales					
15	use my knowledge of how texts like this are organized						1	2	3	4	5	6
16	try to locate information in the question to the text						1	2	3	4	5	6
17	read the instruction carefully						1	2	3	4	5	6
18	make an educated guess based on the prior knowledge about similar topics						1	2	3	4	5	6
19	use specific reading skills and strategy based on each question type						1	2	3	4	5	6
20	highlight the keywords such as names, numbers, dates and underline the main parts of the text						1	2	3	4	5	6
21	go back to the question for clarification: reread the question						1	2	3	4	5	6
22	try to eliminate the options that seem to be incorrect						1	2	3	4	5	6
23	guess the answer when the time is running out						1	2	3	4	5	6
24	consider typographical emphases like bold face and italics while reading the text						1	2	3	4	5	6
25	manage my time wisely and efficiently						1	2	3	4	5	6
26	use clues in other items to answer an item under consideration						1	2	3	4	5	6
27	don' t spend too much time on a single question.						1	2	3	4	5	6
28	use the tables, illustrations, diagrams and other forms of figures to increase my understanding						1	2	3	4	5	6
29	double check the responses						1	2	3	4	5	6
30	check my spellings						1	2	3	4	5	6

Appendix B

QUESTIONNAIRE OF READING TEST SELF-EFFICACY

The purpose of this questionnaire is to measure the level of students' reading test self-efficacy. Each statement is followed by six numbers: 1, 2, 3, 4, 5 and 6, and each number means 'strongly disagree', 'disagree', 'slightly disagree', 'slightly agree', 'agree', 'strongly agree' respectively. After reading each statement, circle the number (1, 2, 3, 4, 5 or 6) which applies to you. Note that there are no right or wrong responses to any of the items on this questionnaire.

Please circle one number to represent the level of your reading strategy use									
1	2	3	4	5	6				
strongly disagree	disagree	Slightly disagree	slightly agree	agree	strongly agree				
31	I can identify the main and supporting ideas of texts.			1	2	3	4	5	6
32	I relax myself when I am nervous and anxious.			1	2	3	4	5	6
33	I can focus on the reading.			1	2	3	4	5	6
34	I can get back on track when I lose concentration.			1	2	3	4	5	6
35	According to my teacher and groupmates I am one of the best in the group in terms of reading module.			1	2	3	4	5	6
36	I can use my knowledge of vocabulary and grammar.			1	2	3	4	5	6
37	I can get my desired score from reading by sustained effort like my IELTS instructor.			1	2	3	4	5	6
38	My parents believe that I have the capability to perform any task successfully.			1	2	3	4	5	6
39	I can make predictions about the text.			1	2	3	4	5	6
40	I can find the specific information by quickly scanning the text.			1	2	3	4	5	6
41	My teacher always encourages me to set out to achieve the score I desired			1	2	3	4	5	6
42	I can use specific reading skills and strategy based on each question type			1	2	3	4	5	6
43	Seeing my peers getting high scores from reading test increases my self-confidence that I can also achieve the same result.			1	2	3	4	5	6
44	I can learn from my classmates by observing and talking about how they are performing reading tasks.			1	2	3	4	5	6
45	I can manage my time wisely and efficiently.			1	2	3	4	5	6

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