

## FL READING STRATEGY USE, READING PROFICIENCY AND ACHIEVEMENT: IS THERE ANY RELATIONSHIP?

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### ABSTRACT

FL reading strategies are crucial for ESP learners as these learners have to deal with various academic reading materials for their academic studies. It is assumed that one's engagement with awareness and regulation of reading strategies while reading academic materials may also be closely related to proficiency and reading performance in the target language. Although performance on a reading task or test may be an indicator of using effective and appropriate strategies, learners who do well on general reading performance tests may lack using reading strategies effectively when they are reading academic materials. Hence, this study aims at investigating the relationship between FL reading strategy use and performance on different FL reading tests in academic reading settings. For this purpose, 65 ESP students in a Turkish university context participated in the study. Correlation analyses and regression analyses were carried out between the participants' scores on a reading strategy survey and their scores on reading proficiency and achievement tests. The results have yielded that ESP students in this study used various FL reading strategies while reading academic materials. However, there were weak correlations between FL reading strategy use and performance on both reading proficiency and achievement tests. These findings suggests that ESP students need to employ more and effective FL reading strategies both to handle academic texts and to be successful on various measures related to reading. The findings were discussed in the light of the relevant literature and pedagogical implications were drawn to illuminate further studies.

**Key Words:** FL reading strategy, ESP learners, FL reading strategy use and test performance.