

Preface

This study is a revised version of my Ph.D. dissertation submitted to the National Institute of Education, Nanyang Technological University, in July 2013. It concerns the investigation of the relationships between Chinese college test takers' strategy use and reading test performance.

There are five main objectives in this study: (a) examining and identifying the patterns of Chinese college test takers' strategy use for the reading comprehension test; (b) exploring the factorial structure of EFL reading test performance as measured by the retired College English Test Band 4 (CET-4) Reading subtest; (c) investigating the relationships between test takers' strategy use and reading test performance; (d) examining the relationships between metacognitive and cognitive strategy use in test situations; and (e) investigating gender differences in strategy use and reading test performance.

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