Learners' Roadmap through CEFR Reading Test: Challenges, Strategies, and Benefits

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ABSTRACT

The Common European Framework of Reference for Languages (CEFR) is widely recognized as a prominent framework for learning and assessing English proficiency, including in Indonesia. However, fewer ELT professionals in Indonesia are familiar with the CEFR framework than in other Asian countries. Therefore, when English education students from master's degree programs at one university in Jakarta used the CEFR test to measure their English skills, and to use their learning experience as a reflective activity. This research was conducted to investigate the challenges encountered by the participants in conducting the CEFR reading test, their strategies to cope with them, and the benefits they gained. A qualitative methodology, incorporating ethnography and autoethnography, was employed, with data analyzed through descriptive analysis. The data is taken from three out of the 16 participants, selected purposively for their data completeness, using participants' reflective forms, responses collected via Google Forms, and interviews. The study found that the challenges encountered were primarily due to the combination of the types of questions, the lengthy text, and later technical issues. The vocabulary, grammar, context, and topic do not pose significant challenges. The strategies used by the participants to cope with the struggle included scanning, skimming, rereading the texts multiple times, and utilizing two devices during the test. The study identifies two key benefits: the experience of taking the test itself and the subsequent reflective activity. This reflection allowed participants to identify their strengths and weaknesses, critically evaluate their performance, and implement strategies for improvement, particularly in developing reading skills. Future research could build on these results to create a test-taking strategy program designed to enhance English language proficiency and integrate this knowledge into learning programs.

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1. INTRODUCTION

The globalization of education has led to the increasing use of English as a second language. As a result, there was an increasing demand for English proficiency assessments to assess people's language skills (Zade, 2018). In English language learning (ELL), several international institutions often use the Common European Framework of Reference (CEFR) as a standard for learning and assessing English skills. The majority of CEFR publications are European, but there are increasing numbers in geographical areas outside Europe, particularly in Asia (Runnels, 2019), and CEFR was translated into 40 languages and utilized as a guide (Kassim & Hashim, 2023). It has been used as a tool to standardize language proficiency because CEFR offers an extensive, obvious, and consistent description of language proficiency in language practice (Figueras et al., 2022).

Moreover, it is designed to increase the learner's awareness of their current level of knowledge, establish practical and useful objectives for themselves, select suitable materials, and conduct self-assessment (Little, 2020).

The CEFR is also used as a reference for the Indonesian English Curriculum called Kurikulum Merdeka Belajar (KMB) from elementary to university level (Kemendikbudristek BSKAP, 2022). Interestingly, a significant number of ELT professionals in Indonesia exhibit limited familiarity with the CEFR standardized proficiency framework compared to widely recognized assessments like TOEFL and IELTS. Moreover, the implementation and utilization of CEFR in Indonesia remain comparatively lower than in other Asian countries, including Malaysia, Thailand, and Vietnam (Renandya et al., 2018).

The CEFR was designed with six basic levels of descriptors that can be used to classify learners based on their ability and mastery of the English language (Sulaiman & Singh, 2021). The levels are categorized as A1 and A2 for Basic Users, B1 and B2 for Independent Users, and C1 and C2 for Proficient Users. Each level is defined through "can-do" descriptors, which outline the practical language abilities of learners (Council of Europe, 2001). Each also includes dimensions such as reception, interaction, production, and mediation. Listening, reading, speaking (spoken production), and writing are common skill areas. Additionally, there are other dimensions, including communicative competence, which encompasses sociolinguistics, pragmatics, and strategic competencies (Tono, 2019), also plurilingual and pluricultural competence, which is the ability to use languages for communication and participate in intercultural interaction, where a person, viewed as a social actor, has proficiency in several languages and experience of several cultures (Coste et al.,2009).

Indonesia has implemented standardized English proficiency as a defining aspect of its education system. Therefore, Indonesian students are well-versed in various evaluation methods, including the TOEFL, IELTS, and TOEIC (Iskandar et al., 2021). CEFR, on the other hand, does not just serve as a guiding framework for language practitioners by helping them understand its key principles and concepts; it also enables users to identify relevant sections within the CEFR along with associated resources tailored to specific purposes. Additionally, CEFR provides flexibility for practitioners to apply and adapt these materials according to their individual needs (Nagai et al., 2021). Utilizing these advantages, the Master Program of English Language Education at a public university in Jakarta, Indonesia, employs the CEFR test as a learning tool for two purposes: first, they use it to assess their own English proficiency, and second, they utilize the learning experience to understand the test through reflective practices. In this study, the students used their self-reflection to gain important knowledge and insight for their teaching practice. The students took the skills tests at levels A1, A2, B1, and B2. In a preliminary class discussion, the majority of participants identified reading as the most challenging skill. Studying reading becomes even more essential because it is a crucial lifelong skill that applies to both school and daily life (Seventilofa, 2022). Additionally, reading is also a cognitive activity that is essential for adequate functioning and to gain information in today's communities (Abbasi, 2021).

Reading consists of two interrelated processes such as prior knowledge and comprehension. Prior knowledge is the process that assists learners in strengthening and broadening their comprehension abilities, whereas comprehension is the process of making meaning from the words or sentences in a text (Hassan & Dweik, 2021). In CEFR, reading comprehension is classified into six categories: overall reading comprehension, reading correspondence, reading for orientation, reading for information and argument, reading instructions, and reading as a leisure activity (Council of Europe, 2020). Reading comprehension entails understanding and

interpreting the text to get its meaning, idea, information, and value. To comprehend a text, a reader must be equipped with a host of abilities (e.g., attention, memory, inferencing), motivation (e.g., reading goals, interest), and knowledge (e.g., domain knowledge, linguistic knowledge). The specific texts used and the reader's activity influence all of these aspects (Snow, 2002).

There are some challenges faced by the learners in comprehending texts, including difficulties in understanding long sentences or texts, a lack of background knowledge, difficulty using appropriate reading strategies, a problem with concentration, as stated by Ramadhianti & Somba (2023), failure in the automatic recognition of words and sentences due to poor memory and loss, argued by Cain et al. (2000), and a lack of knowledge in story structure, idiom, and syntactic and morphological awareness (Spencer & Wagner, 2018). Additional challenges to reading comprehension include unfamiliar vocabulary and content, sentence structure, background knowledge, and inadequate reading strategies that can help readers understand the text (Hassan & Dweik, 2021). There are several strategies to cope with this problem, such as predicting, visualizing, making connections, summarizing, questioning, and inferring (Amin, 2019). Activating and using background knowledge is also important strategy to ais readers in comprehending what they are reading, as stated by Anderson & Pearson (1985), as cited in Gilakjani & Sabouri (2016). Readers can also utilize extensive reading by employing techniques such as skimming to grasp a general understanding, scanning to find specific information, reading for detailed comprehension, or interpreting for inference and attitude. Alternatively, they may opt for intensive reading to gain a deeper understanding of the text, focusing closely on vocabulary and other critical aspects (Harmer, 2007).

As mentioned earlier, the CEFR test undertaken by the participant incorporated reflective activities. Reflection is a technique for self-improvement and deeper learning, involving the thoughtful analysis of experiences to derive lessons and advance (Yadav, 2022). It entails reviewing past events to gain insights into personal behaviors, values, and knowledge. Reflection also incorporates self-assessment, where individuals analyze their performance to enhance it (Desjarlais & Smith, 2014). This process plays a crucial role in education, as it encourages students to revisit their learning experiences to foster improvement and achieve an in-depth understanding (Chang, 2019). It inspires and guides students to learn from experience, acknowledge achievements, and identify areas for growth (Nurjannah et al., 2019). Furthermore, reflection provides students with the opportunity to critically evaluate their learning experiences, noting challenges encountered along the way (Xhaferi & Xhaferi, 2017). As a result, students develop the ability to recognize their ongoing learning process and skill development (Helyer, 2015). High-quality self-reflection requires internal motivation and well-honed self-reflection skills, alongside conducive conditions and environments to support the process, as emphasized Švec (1996) as cited in Martincová & Trubáková (2021).

In light of the above explanations, and without ignoring the importance of the other three English skills, this study aims to, first, investigate the obstacles and challenges participants faced while undertaking the CEFR reading test at levels A1, A2, B1, and B2, and, second, identify the strategies they used to address these challenges, as well as the benefits they gained from the experience. By addressing these aspects, the study offers valuable insights for English learners preparing for similar assessments. Additionally, the findings can serve as a practical resource for teachers, helping them to refine their teaching practices by addressing potential test-related challenges and recommending effective strategies. Notably, research on English proficiency from students' perspectives, particularly through reflective activities and deep learning processes, remains scarce.

2. METHODS

This research adopts a qualitative approach, utilizing ethnography and autoethnography methods. Ethnography involves studying social interactions, behaviors, and perceptions within groups, teams, organizations, and communities (Reeves et al., 2008). In contrast, autoethnography consists of personal narratives written by researchers to describe and interpret their own experiences within a social, political, and cultural context (Lodico, 2010). This research uses ethnography because it describes the participants' personal experience of conducting the CEFR reading text. It also uses autoethnography because two of the participants are also the research authors.

The participants were students enrolled in Master Program of English Language Education at a public university in Jakarta. They were purposely selected from a pool of 16 students who completed the CEFR test across all four skills: reading, listening, grammar, and vocabulary. Selection criteria included the participants' completion of all CEFR tests, documentation of their reading scores, and maintenance of self-reflection records during the testing process, which was conducted within six weeks from March to April 2024. The CEFR test taken was the 2021 exam, courtesy of Exam English Ltd.

The data for this research consists of participants' reflective forms, responses collected via Google Forms, and verbal statements gathered through interviews. The data were analyzed using descriptive analysis. The collected data reveals commonalities in the challenges encountered by participants, the strategies employed, and the benefits gained. These findings are systematically categorized and summarized based on the similarities of the themes or topics. The research involved two key activities: first, taking the test, and second, engaging in reflective activities related to the learning process. Details of the participants' data are presented in Table 1.

Table 1. The Participants' Data

Items	Participant 1	Participant 2	Participant 3
Gender	Female	Female	Female
Undergraduate programs	English Education	English Literature	English Literature
Teaching Experiences	English teacher for Junior High School for two semesters (2015-2017)	Teacher in National Plus Kindergarten (2018-2024)	English College Lecturer for two semesters (2005, 2019)
The CEFR test experience	First time	First time	First time
Experience of taking English proficiency tests	TOEFL	TOEFL, TOEIC	TOEFL, TOEIC, IELTS

In addition to being students in Master Program of English Language Education, all participants are also employed, which means they typically complete their tasks in the evening, often until late at night.

3. RESULT AND DISCUSSION

3.1 Result

Participants' perceptions of the CEFR test's difficulty vary when compared to other English proficiency tests. Participant 1 (P1) perceives the CEFR test as the most challenging due to its specificity in assessing each skill and the progressive difficulty as skill levels advance. Similarly, P3 highlights the test's difficulty, attributing it to the variety and volume of questions. In contrast, P2 considers other tests more difficult, as they include a broader range of question types, such as identifying synonyms and antonyms.

Among the four types of CEFR tests reading, grammar, listening, and vocabulary all participants regard reading as the most challenging, aligning with the opinions of most of their classmates. The CEFR reading test encompasses a variety of formats, both in the structure of the test and the types of reading materials provided. These materials may include diagrams, pictures, schedules, emails, and more. The questions and corresponding answers also vary in format, as illustrated in Table 2.

Table 2. Types of Questions and Answers in the CEFR Test

Levels	The Number of Tests And Questions	Type of reading forms	Type of Questions	Type of Answers
A1	3-30	- Article - Article with several subtopics	- Identify specific information (ISI) - Inference (I)	- Multiple choices (ISI/I)
A2	10-92	- Article - Article with several subtopics - Article and Diagram - Advertising: text and pictures - Text messages with Schedules - Signwriting - Memorandum	- ISI - Inference from specific information (SI) - Inference from pictures/diagram - Inference from SI in schedules	- Multiple choice (ISI/I) - Multiple choice with pictures (I) - True-false (I) - True-false-not in text (I)
B1	11-126	- Article - Statements - Article with several sub-topics - A paragraph or sentences	- Inferences from ISI - Inferences	- Multiple choice (ISI) - Multiple Choice by matching the same statements (I) - Multiple choice: choosing the best title from a paragraph or statement/s.
B2	11-117	- Job Advertising - Article - Article with -blank spaces. - Four Emails: Business Announcements	- Inference	- Multiple choice (I) - Writing in a blank space - Matching a topic/statement with a paragraph. - Multiple choice: Given/not given in the text (I)

Table 2 shows that most of the questions require analysis or the ability to draw inferences. Typically, questions that demand inferences must be derived from specific details within the text. The following figure (Figure 1) presents the test results of the three participants, providing a graphical representation of their average CEFR reading test scores across proficiency levels A1, A2, B1, and B2.
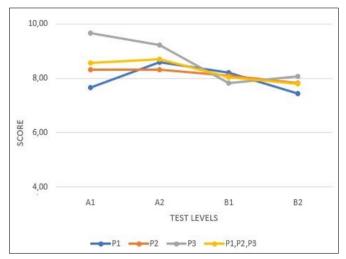

Figure 1. Average CEFR Reading Test Scores Across Levels A1, A2, B1, and B2

Overall, the test results exhibit a general decline across levels A1, A2, B1, and B2, a pattern observed among all participants, albeit with some variations. Several factors may contribute to this decline; however, all participants recognized that the test becomes increasingly challenging as the levels progress. Detailed test scores are presented in Table 3.

Table 3. CEFR Reading Test Scores Across Levels A1, A2, B1, and B2

No	Level/ Topics	Number of questions	P1		P2		P3	
			Correct	Score	Correct	Score	Correct	Score
	Level A1							
1	Accommodation	10	9	9	6	6	10	10
2	Weather	10	7	7	9	9	9	9
3	Free time	10	7	7	10	10	10	10
	A1 Score Average		7,67		8,33		9,67	
	Level A2							
1	Shopping	10	8	8,0	7	7,0	9	9,0
2	Education	10	8	8,0	9	9,0	9	9,0
3	Accommodation	8	7	8,8	6	7,5	7	8,8
4	Daily routine	12	11	9,2	10	8,3	11	9,2
5	Marathon runner	10	9	9,0	8	8,0	10	10,0
6	Free time	10	8	8,0	8	8,0	9	9,0
7	Transport	10	10	10,0	9	9,0	10	10,0
8	Weather	10	10	10,0	8	8,0	9	9,0
9	Signs	6	5	8,3	6	10,0	6	10,0
10	Sentences	6	4	6,7	5	7,0	5	8,3
	A2 Score Average		8,59		8,32		9,23	
	Level B1							

No	Level/ Topics	Number of questions	P1		P2		P3	
			Correct	Score	Correct	Score	Correct	Score
1	Job application	14	8	5,7	11	7,9	12	8,6
2	Education 1	10	8	8,0	10	10,0	10	10,0
3	Education 2	9	7	7,8	7	7,8	8	8,9
4	Hotel reviews	14	11	7,9	12	8,6	9	6,4
5	Free time	10	9	9,0	6	6,0	10	10,0
6	Holidays	12	11	9,2	9	7,5	8	6,7
7	Travel	14	11	7,9	11	7,9	10	7,1
8	Health	13	13	10,0	11	8,5	13	10,0
9	Villages	10	7	7,0	8	8,0	9	9,0
10	Madagascar	10	10	10,0	8	8,0	10	10,0
11	Country kids	10	8	8,0	9	9,0	9	9,0
	B1 Score Average		8,22		8,09		8,70	
	Level B2							
1	Job adverts	14	9	6,4	11	7,9	11	7,9
2	File sharing	3	2	6,7	3	10,0	3	10,0
3	Staff training	5	3	6,0	3	6,0	4	8,0
4	Business announcements	7	6	8,6	6	8,6	3	4,3
5	Countries	16	11	6,9	9	5,6	11	6,9
6	Places	10	8	8,0	8	8,0	9	9,0
7	Sport	10	8	8,0	8	8,0	8	8,0
8	Environment	8	7	8,8	7	8,8	7	8,8
9	Health	14	10	7,1	11	7,9	10	7,1
10	Transport	10	-	-	8	8,0	9	9,0
11	Holidays	20	16	8	15	7,5	16	8,0
	B2 Score Average		7,44		7,83		7,90	
	AVERAGE OF LEVEL A1, A2, B1, B2		7,45		7,51		8,08	

As the tests were conducted as practice sessions, participants were not required to approach them with the rigor typically expected in an actual examination. They had the flexibility to read the texts multiple times without concerns about time constraints, unlike in a real test environment. Consequently, the scores may not accurately reflect performance under formal examination conditions. During the practice tests, participants faced various challenges but also identified notable benefits. They employed specific strategies to address the difficulties encountered. These challenges, strategies, and benefits are categorized and summarized in Table 4.

Table 4. Challenges, Strategies, and Benefits Identified by Participants in Conducting the Test

Items	Participant 1	Participant 2	Participant 3
Challenges			
Type of Questions	The questions include an overly extensive range of multiple-choice options.	- A wide variety of question types that require focused attention can be challenging. - The questions offer an excessive	- The questions offer an excessive number of multiple-choice options. - Questions that ask a lot of similar details need a lot of attention to be answered. It

Items	Participant 1	Participant 2	Participant 3
		number of multiple-choice options.	involves logical reasoning and the ability to draw inferences is the most challenging.
Length of text	It can be challenging to grasp the context of a text when it is overly lengthy.	Memorizing detailed information becomes challenging when the text is excessively lengthy.	The most challenging questions involve lengthy texts filled with numerous detailed and similar pieces of information, particularly when they require logical reasoning and drawing inferences.
Vocabulary	Unfamiliar vocabulary	Unfamiliar vocabulary	Certain terms can still pose challenges and lead to difficulties in understanding.
Grammar	Not challenging.	Not too challenging.	Not too challenging.
Topics	Not challenging.	Not challenging	Not too challenging.
Contexts	It is only when the text is excessively long that understanding its context becomes difficult.	Not many.	Not too challenging. Previous knowledge helps her to gain the context of the reading text.
Technical challenges	- Simultaneously reading lengthy texts and answering questions at the same time can be difficult. - Taking the test late at night, due to work obligations, presents additional challenges.	Long text makes reading and answering the question difficult because you need to scroll up and down the screen several times.	- Having bad habits, like being careless and not reading the question until the end (to save time) trigger mistakes. - Struggling to retain a large number of details. - Taking the test amidst other activities, leads to repeated re-reads for clarity.
Strategies to cope with the challenges			
Reading Comprehension	- P1 typically starts by reading the questions before proceeding to the text. - If she still struggles to answer the questions—whether due to context or difficulty in making logical inferences—she resorts to multiple readings.	- Carefully read the instructions to ensure clarity. - Maintain focus, as accuracy is essential. - Start by fully understanding the question. - Use fast reading to identify keywords in the reading text.	- In long texts that consist of many details, P3 reads the text at a glance, then goes to the question, and then goes back to the text to find the answer. - When the text is divided into sections (e.g., five sports centers), she reads one section,

Items	Participant 1	Participant 2	Participant 3
	- Redo the tests two or three times if she continues to find them challenging.	- Then, read the text thoroughly to derive accurate and appropriate answers.	identifies the corresponding questions, and answers them before proceeding to the next section.
Vocabulary	Try to deduce the meaning through context. If this proves difficult, she consults a dictionary.	- Guessing, then, after the test, look up unfamiliar words in the dictionary to expand her vocabulary.	- Inferring/guessing unfamiliar vocabulary from the context. - Consult the dictionary when needed.
Technical challenges	-	- For lengthy texts, she utilized two devices, allowing her to view questions and locate answers without excessive scrolling.	- To minimize scrolling through long texts, she splits her computer screen to display the text and questions side by side.
Benefits			
Benefits gained from doing the CEFR test	It provided her with valuable insight and experience in reading various texts, as this was her first encounter with the CEFR test.	- She can identify areas for improvement, particularly in her reading skills. - She can identify her strengths and preserve them, and address areas that need improvement. - She took the opportunity to self-assess and work toward personal growth.	- The reflection activity helped her identify weaknesses that affected her performance, such as skipping the reading directions and struggling to memorize many details. - She was exposed to new types of questions, broadening her understanding.
Benefits of skill improvement	The improvement was more about assessing her skills rather than enhancing her English skills.	It enhances her vocabulary only, not other areas.	- She believes that completing a one-time test at each level is insufficient to enhance her English skills. However, it improved her comprehension of question types and strategies for handling them. To truly develop her skills, consistent practice is necessary.

Items	Participant 1	Participant 2	Participant 3
Benefits of teaching practice improvement	Completing the test helped her develop strategies for answering questions, which she can later apply in her teaching practice.	As she was teaching toddlers, she found it was not too significant for her teaching practice at this moment.	- She can certainly envision herself incorporating exercises from the CEFR test into her teaching approach.

3.2 Discussion

All participants identified reading as the most challenging CEFR test. This difficulty arises primarily from the combination of lengthy texts, much detailed and similar information within the texts, and the inferential nature of the questions. Importantly, this challenge is not solely attributable to participants' limited proficiency in English. The complexity increases when questions demand analytical skills, logical reasoning, and inference-making. While other English proficiency tests may include similar question types, their overall difficulty levels differ.

Ramadhianti & Somba (2023) confirmed that reading challenges faced by the learners in comprehending texts, including difficulties in understanding long sentences or texts, a lack of background knowledge, difficulty using appropriate reading strategies, a problem with concentration, and failure in the automatic recognition of words and sentences due to poor memory and loss of memory, as stated by Cain et al. (2000), lack of knowledge in story structure, idiom, and syntactic and morphological awareness (Spencer & Wagner, 2018).

In the context of reading, grammar is not the most significant challenge for participants, as well as understanding the topic and context discussed in a text. Participants demonstrate the necessary skills to comprehend a text, including recognizing words, sentences, and contextual cues. Their prior knowledge, as highlighted by P3, plays a crucial role in enhancing their comprehension. As Hassan & Dweik (2021), and Gilakjani & Sabouri (2016) argue that prior knowledge supports learners by strengthening and expanding their understanding.

Conversely, technical issues can pose significant challenges. It becomes evident in class discussions as most students, not just participants, find it challenging. Because of their work, the participants could mostly do the tests in the evening or late at night, when they are usually fatigued from doing activities during the day. As described before, reading was not the only skill the participants had to conduct. It took time for the participants to master all the skills in the CEFR test, particularly because they had to not only complete the test but also learn the questions, identify the difficulties they faced, devise strategies to overcome these struggles, and then report their learning process in the reflection form. Despite the undeniable benefits, those activities enhance the test's difficulty. It is confirmed by Snow (2002) that reader comprehension is influenced also by a host of abilities (e.g., attention, memory, inferencing), and motivation (e.g., reading goals, interest).

Following Harmer's (2007) explanations, participants used a variety of strategies to cope with the text. They engaged in extensive reading, which involved scanning for detailed information and skimming for key ideas or topics. They also did intensive reading by paying attention to all of the words and supporting details; they even reread the text several times to comprehend it. Participants used the guessing technique to cope with unfamiliar vocabulary and tried to get the meaning by understanding the whole context, later consulting a dictionary. It is part of the techniques suggested by Amin (2019), such as predicting, visualizing, making connections, summarizing, questioning, and inferring. To address the challenge of navigating long

texts, P2 employed two devices: one to read the questions and another to locate the text, thereby avoiding the need for frequent scrolling. Similarly, P3 split the computer screen to simultaneously display both the questions and the reading passage.

Two participants did not feel that their English skills improved significantly by doing the CEFR test. Yet, it gives a lot of knowledge in comprehending text and on a variety of reading tests, so it might improve their test score. One participant stated that this reading test has enriched her vocabulary. The benefits that the participants got were not just from conducting the test but also from the reflection activity. They could learn their weaknesses and try to mitigate them. It aligns with Perkins, who stated that self-reflection can make learners realize how their study and problem-solving strategies can be re-applied (Perkins, 1989).

4. CONCLUSION AND SUGGESTIONS

The discussion highlighted that the primary challenges of the test stem from the combination of lengthy texts, the similarity of detailed information within those texts, and the demanding nature of questions that require analytical thinking, logical reasoning, and inference-making. In contrast, vocabulary, grammar, context, and topic were not identified as significant obstacles. However, technical issues posed notable challenges, including time constraints during the test, fatigue, and mental exhaustion, the difficulty of retaining substantial information in short-term memory, navigating long texts efficiently, and simultaneously managing the test, reflection activities, and reporting processes.

There are several strategies employed by the participant to overcome the challenges, including extensive reading, which involves skimming for general ideas and topics, and scanning for detailed information, as well as intensive reading, which involves focusing on individual words and sentences and rereading the text multiple times to gain a more profound comprehension. They use the guessing technique to anticipate unfamiliar vocabulary before consulting a dictionary. In terms of technical challenges, such as lengthy text, they utilize two devices to simultaneously read the questions and the text, or they split the screen to display both the questions and the text.

There are two types of benefits that the participant can receive. Firstly, the tests provided them with new knowledge about the types of questions and the variety of reading texts, enabling them to make informed decisions when faced with similar questions in the future. Secondly, the reflective activity made them recognize their weaknesses and strengths and evaluate themselves so they could make improvements, particularly in reading skills. They can also envision incorporating their knowledge into the teaching practice.

The findings of this study provide valuable insights and practical strategies for English learners preparing for similar assessments. Additionally, they offer educators useful resources to enhance their teaching methods by addressing test-related challenges and recommending effective approaches to English language learning. This research involved three participants, enabling an in-depth exploration of data and insights, which is a notable strength of the study. However, the findings are not generalizable to the wider student population. Future research could build upon these results to design an effective reading test-taking strategy program to enhance English language proficiency and apply this knowledge in learning programs.

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