

## APPENDIX 2

## 1. Original SORS Questionnaire

### SURVEY OF READING STRATEGIES Kouider Mokhtari dan Ravi Sheorey, 2002

The purpose of this survey is to collect information about the various strategies you use when you read academic materials in **English** (e.g., reading textbooks for homework or examinations; reading journal articles, etc.).

All the items below refer to your reading of **college-related academic** materials (**such as textbooks**, *not* newspapers or magazines). Each statement is followed by five numbers, 1,2,3,4, and 5, and each number means the following:

‘1’ means that ‘I **never or almost never** do this’.

‘2’ means that ‘I do this **only occasionally**’.

‘3’ means that ‘I **sometimes** do this’. (About 50% of the time)

‘4’ means that ‘I **usually** do this’.

‘5’ means that ‘I **always or almost always** do this’.

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) which applies to you. Note that there are **no rights or wrong responses** to any of the items on this survey.

No.	Statement	Never	Occasionally	Sometimes	Usually	Always
1.	I have a purpose in mind when I read.	1	2	3	4	5
2.	I take notes while reading to help me understand what I read.	1	2	3	4	5
3.	I think about what I know to help me understand what I read.	1	2	3	4	5
4.	I take an overall view of the text to see what it is about before reading it.	1	2	3	4	5
5.	When text becomes difficult, I	1	2	3	4	5

	read aloud to help me understand what I read.					
6.	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
7.	I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
8.	I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
9.	I try to get back on track when I lose concentration.	1	2	3	4	5
10.	I underline or circle information in the text to help me remember it.	1	2	3	4	5
11.	I adjust my reading speed according to what I am reading.	1	2	3	4	5
12.	When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
13.	I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	4	5
14.	When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
15.	I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
16.	I stop from time to time and think about what I am reading.	1	2	3	4	5
17.	I use context clues to help me better understand what I am	1	2	3	4	5

	reading.					
18	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
19	I try to picture or visualize information to help remember what I read.	1	2	3	4	5
20	I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
21	I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
22	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
23	I check my understanding when I come across new information	1	2	3	4	5
24	I try to guess what the content of the text is about when I read.	1	2	3	4	5
25	When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
26	I ask my self-questions I like to have answered in the text	1	2	3	4	5
27	I ask myself questions I like to have answered in the text.	1	2	3	4	5
28	When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
29	When reading, I translate from English into my native	1	2	3	4	5

	language.					
30	When reading, I think about information in both English and my mother tongue.	1	2	3	4	5