

Survey of Reading Strategies

Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of developmental education, 25*(3), 2-11.

30 Items

3 Dimensions

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

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%)

'4' means that I usually do this'.

'5' means that I always or almost always do this'.

Global Reading Strategies

I have a purpose in mind when I read

I think about what I know to help me understand what I read.

I take an overall view of the text to see what it is about before reading it.

I think about whether the content of the text fits my reading purpose.

I review the text first by noting its characteristics like length and organization

When reading, I decide what to read closely and what to ignore.

I use tables, figures, and pictures in text to increase my understanding.

I use context clues to help me better understand what I am reading.

I use typographical features like bold face and italics to identify key information.

I critically analyze and evaluate the information presented in the text.

I check my understanding when I come across new information

I try to guess what the content of the text is about when I read

I check to see if my guesses about the text are right or wrong.

Support Strategies

I take notes while reading to help me understand what I read.

When text becomes difficult, I read aloud to help me understand what I read.

I underline or circle information in the text to help me remember it.

I use reference materials (eg, a dictionary) to help me understand what I read.

I paraphrase (restate ideas in my own words) to better understand what I read.

I go back and forth in the text to find relationships among ideas in it.

I ask myself questions I like to have answered in the text.

When reading, I translate from English into my native language
When reading, I think about information in both English and my mother tongue.

Problem Solving Strategies

I read slowly and carefully to make sure I understand what I am reading.
I try to get back on track when I lose concentration.
I adjust my reading speed according to what I am reading
When text becomes difficult, I pay closer attention to what I am reading.
I stop from time to time and think about what I am reading.
I try to picture or visualize information to help remember what I read.
When text becomes difficult, I read it to increase my understanding
When I read, I guess the meaning of unknown words or phrases.

5-point Likert scale (1 = never; 5=always)

Cronbachs α :

Global Reading Strategies =.92
Support Strategies=.88
Problem Solving Strategies=.90
All Items= .94