

## **Self-Assessment 2**

For the following survey, think about your reading practices when you are reading an academic text. This can include formal reading practices that you would use in the IELTS/TOEFL or Cambridge exams. It may also include reading the news or academic papers assigned to you in order to complete a university project.

You do not need to print this survey, simply write your answers (never-always) on a piece of paper beside the question number. Once you have completed this, you may then return to video lesson in order to go through the answers.

You can take as long as you need to complete this survey.

**For each of the following questions, choose the frequency that best describes what you do during an academic reading.**

| <b>Q</b>  | <b>Statement</b>  | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Often</i> | <i>Always</i> |
|-----------|---|--------------|---------------|------------------|--------------|---------------|
| <b>1</b>  | I set my purpose for reading  |              |               |                  |              |               |
| <b>2</b>  | I determine the points that I want to look for before reading a text                          |              |               |                  |              |               |
| <b>3</b>  | I scan through the chapter introduction/chapter summaries before reading the whole text       |              |               |                  |              |               |
| <b>4</b>  | I ask a lot of 'Wh'-questions related to the subject matter to myself before I read           |              |               |                  |              |               |
| <b>5</b>  | I predict the content of a text before reading it   |              |               |                  |              |               |
| <b>6</b>  | When I start reading a new chapter or text, I first think about the best way to understand it |              |               |                  |              |               |
| <b>7</b>  | I give me complete attention as I read  |              |               |                  |              |               |
| <b>8</b>  | As I read the text, I make notes simultaneously   |              |               |                  |              |               |
| <b>9</b>  | I highlight the main ideas as I read  |              |               |                  |              |               |
| <b>10</b> | I use different colours or highlighters to differentiated main ideas from supporting ideas    |              |               |                  |              |               |
| <b>11</b> | I imagine what I read   |              |               |                  |              |               |
| <b>12</b> | I work through a chapter in a textbook item by item and I study each part separately          |              |               |                  |              |               |

|           |   |  |  |  |  |  |
|-----------|---|--|--|--|--|--|
| <b>13</b> | I repeat the main parts of a subject matter until I know them by heart  |  |  |  |  |  |
| <b>14</b> | I try to find the key words of a text as I read   |  |  |  |  |  |
| <b>15</b> | I do not proceed to the subsequent chapter until I have mastered the current chapter in detail                            |  |  |  |  |  |
| <b>16</b> | I try to see the connection between topics discussed in different chapters of a textbook                                  |  |  |  |  |  |
| <b>17</b> | I try to construct an overall picture of a text for myself  |  |  |  |  |  |
| <b>18</b> | When I am reading a topic, I try to think of cases I know from my own experience that are connected to that topic         |  |  |  |  |  |
| <b>19</b> | When I don't understand an expression/sentence, I read it again   |  |  |  |  |  |
| <b>20</b> | I guess meanings to difficult words from contexts   |  |  |  |  |  |
| <b>21</b> | I use dictionaries/encyclopaedias while reading   |  |  |  |  |  |
| <b>22</b> | I communicate with myself as I read   |  |  |  |  |  |
| <b>23</b> | I summarise the major ideas in a text after reading it  |  |  |  |  |  |
| <b>24</b> | If I don't understand a text well, I try to find other sources (i.e. books, articles, websites related to the topic area) |  |  |  |  |  |
| <b>25</b> | If I don't understand a text well, I approach my lecturer for further explanation   |  |  |  |  |  |
| <b>26</b> | I solve my doubts/exchange opinions with the people around me about the text that I read                                  |  |  |  |  |  |
| <b>27</b> | When I have difficulty understanding a text, I try to analyse why it is difficult for me                                  |  |  |  |  |  |
| <b>28</b> | I try to recall what I have read  |  |  |  |  |  |

*Thank you for completing the survey, you may now return to the video lesson.*

*This survey has been adapted from Nordin et al.'s (2013) study, 'Differences in reading strategies: how esl learners really read'. Procedia – Social & Behavioural Sciences 90 (2013) 468 – 477.*