

USING THE SORS INSTRUMENT TO EXAMINE METACOGNITIVE AWARENESS OF READING STRATEGIES

Assistant Prof. Dr. Adrijana Hadji-Nikolova

Goce Delcev University, Stip, Republic of North Macedonia

ABSTRACT

This paper explores the SORS (Survey of Reading Strategies) instrument, a tool developed by Mokhtari and Sheorey [5] to assess metacognitive awareness of reading strategies among learners of English as a second or foreign language. Adapted from the MARSİ instrument, SORS categorizes strategies into three groups: global, problem-solving, and support strategies. The paper outlines the development and structure of SORS, emphasizing its role in helping educators evaluate students' strategic reading behaviors and get information on necessary instruction.

A review of previous studies using SORS reveals consistent findings: while learners often use problem-solving strategies frequently, their use of global and support strategies varies. Studies in Malaysia, China, Turkey, and the U.S. highlight the need for explicit strategy instruction to enhance comprehension, particularly among less proficient readers. Key findings stress the importance of teacher involvement in developing students' metacognitive awareness and promoting the use of a broad range of reading strategies.

Ultimately, the paper supports the integration of SORS in educational settings to foster independent, reflective, and effective reading among English language learners. The findings suggest that raising awareness of strategy use can significantly impact academic success and long-term reading proficiency.

Keywords: global strategies, problem-solving strategies, support strategies, learners' perspectives, survey

INTRODUCTION

The SORS instrument (Survey of Reading Strategies) is a questionnaire that measures metacognitive awareness of the use of reading strategies when reading materials related to school and academic content. The basis for creating this questionnaire is the MARSİ instrument, with the difference that this questionnaire is adapted for those who are learning English as a second or foreign language, rather than for native speakers, as in the case of those tested with MARSİ. SORS was designed by Mokhtari and Sheorey in 2002.

The purpose of SORS is to determine the degree to which students are aware of using reading strategies, which are divided into several groups that will be discussed below. The goal of developing this instrument is to help teachers see to what extent their